

OSHER LIFELONG LEARNING INSTITUTE @ BRANDEIS

BOLLI: Fall Term 2013

- 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.
- SGL contact info can be found on the BOLLI member website.
- **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.**

Art2-10-Tu1 Painters of the Italian Renaissance

Leader - Suzanne Art

Tuesday – Course Period 1 – 9:00 am to 10:25 am

Description The Renaissance was an exciting time of rediscovery of the ideals of classical antiquity. Nowhere is this more apparent than in the paintings produced in Italy. In this course, we will learn about humanism and see how its principles are reflected in the art of the times. After a brief look at examples of Byzantine and Gothic paintings of the late medieval period, we will examine the innovations made by artists such as Giotto and Duccio during the “proto-Renaissance” of the late 13th and early 14th centuries. Then we will plunge into a study the major works of Early Renaissance painters, such as Masaccio, Fra Angelico, and Botticelli. Finally we will look at the paintings of the great masters of the High Renaissance - Leonardo da Vinci, Michelangelo, Raphael, and Titian - as well as those of some of their most talented contemporaries. As we proceed through the course, we will discuss such topics as the artist’s workshop; tools, materials and techniques; artist-patron relationships; the influence of Flemish art; religious and mythological symbolism; the evolving role of the artist; and the ways in which paintings reflect contemporary society. The course will end with a brief examination of Mannerism, the style that evolved from the art of the Italian Renaissance. There will be equal amounts of SGL presentation and class discussion. Prior knowledge is not required. Because the material will build from week to week, it is strongly recommended that each class be attended. This is a repeat of the course given spring 2013.

Readings *Art in Renaissance Italy* by Evelyn Welch, Paperback edition, ISBN 019284279X; Oxford History of Art, Oxford University Press, Reissue 2000

Preparation Time About an hour each week.

Computer Use Required - I will be sending frequent emails relating to reading assignments and videos on YouTube as well as other issues that arise in class. Also, I will send via the Internet weekly installments of slides of paintings recently viewed in class (in PDF format).

Biography I have a BA in history and an MA in French. I taught at the college level for two years during my graduate studies and later taught history at the Fay School in Southboro, Massachusetts for 16 years. During that time, I also wrote a series of history books, *Early Times*, for middle and secondary school

students, featuring discussions of the art of particular cultures. One of my favorites is *The Story of the Renaissance*, geared for secondary school. I have visited Italy several times and each time been enthralled with the art dating from that glorious period.

Lit2-10-Tu1 The Legendary Lillian [Hellman]

Leader - Sandy Grasfield

Tuesday – Course Period 1 – 9:00 am to 10:25 am

Description A larger-than-life personality whose fame and impact on American culture spanned several decades, Lillian Hellman’s legacy deserves some current examination. Thirty years in a tempestuous, alcohol-soaked love affair with the successful mystery writer Dashiell Hammett, Hellman was a luminary of the Broadway stage at a time when the play was the thing. She was committed to liberal causes and went to Spain during their Civil War, supported the ideology of Russia and ultimately was called before the House Un-American Activities Committee, where her outspoken and courageous responses set her apart from most of those who testified. In her later years, her fame was revived by the publication of and reaction to three memoirs she wrote. Charges of “liar” and lawsuits followed. This was a colorful woman, whose writing is still worth reading and study. Each class will consist of a combination of introductory contextual material presented by the SGL, and discussion of that as well as the reading(s) for the week. Reports will be few, specific and voluntary. No prior knowledge is necessary.

Readings *The Children’s Hour, The Little Foxes, The Maltese Falcon* **or** *The Thin Man* (both by Dashiell Hammett), *Watch on the Rhine, Another Part of the Forest, Toys in the Attic, Scoundrel Time, Pentiment*.

Preparation Time Approximately two hours per week, although the plays may take less time than the memoirs and certainly the novels. Above all, reading rates of speed vary with the individual.

Computer Use Required - On occasion, I may send brief, scanned material, relevant to the coming week’s class, to class members for inclusion in their preparation. There may be a YouTube video or two that will enhance the discussion.

Biography I was the librarian in a middle school for thirty years. My favorite aspect of the work was encouraging young people to experience as much joy in reading as I do. I’ve always loved being a student, so since retirement, I’ve been happy and grateful to be a part of BOLLI. My curiosity about Lillian Hellman was piqued by a previously unread book on my shelves at home, and I’ve enjoyed the research to prepare for this course. When young, I earned a B.A. from Brandeis in Comparative Literature, then an M. Ed. from Boston College.

Lit8-10-Tu1 Art in Mysteries, Mysteries in Art

Leader - Nancy Rawson

Tuesday – Course Period 1 – 9:00 am to 10:25 am

Description There are many delightful mysteries which have been written about stolen and missing paintings, art forgeries and fakes, and the authentication of works of art. They raise fascinating questions about the function of art in society and the meaning of value. What makes something valuable? Why does a simple change in attribution suddenly destroy or enhance the value of an object? Of what does the forger's "art" consist, and how is it detected? What is the importance of art in society anyway? And why is the theft or destruction of a work of art so devastating both practically and emotionally? The current revival of interest in the theft of the Gardner paintings is a case in point. These intriguing questions provide perfect themes for mystery fiction, and we will read several light mysteries which explore these themes. We will also read some non-fiction which will provide background and real-life examples. This is not an Art Course, but a course which uses a form of literature – the mystery novel – to illuminate the paradoxes of the art world. The SGL will lead a class discussion of a book each week with lots of class participation encouraged. Students with all degrees of experience with the mystery genre – from "none" to "a lot" – are welcome. This always provides an interesting variety of perspectives. This is a repeat of a Course which was last taught in the Spring of 2010. The Reading List is updated, but there are also several repeated titles.

Readings We will read and discuss a short mystery each week.. All titles are available in most public libraries, from any bookstore, or online, new or used. Any edition is fine. The first 4 weeks of this list are final, but I may make one or two changes of title or order in the last 6 weeks. A final syllabus will be available closer to the start of the semester.

Week 1. Susan Vreeland. *The Girl in Hyacinth Blue*

Week 2. Jane Langton. *Murder at the Gardner* (out of print, but available from libraries)

Week 3. B.A. Shapiro. *The Art Forger*

Week 4. Katharine Weber. *The Music Lesson*

Week 5: Donna Leon. *Acqua Alta*

Week 6. Nicole Mones. *A Cup of Light*

Week 7. Dick Francis. *In the Frame*

Week 8. Arturo Perez-Reverte. *The Flanders Panel*

Week 9. Aaron Elkins. *Loot*

Week 10. Steve Berry. *The Amber Room*

Preparation Time A short mystery (200-300 pages of very easy reading) will be read each week. Reading time is variable; people read at very different speeds.

Computer Use Desirable but not required - I will communicate with the class by email, but can make other arrangements if necessary.

Biography I have a B.A. from Swarthmore College and an M.L.S. from Simmons School of Library and Information Science. I was a Reference Librarian at the Wellesley Free Library for 27 years, providing readers' advisory services and leading book discussion groups. I have taken several literary tours to various parts of the British Isles, and have always enjoyed mysteries. This is the 15th course I have led at BOLLI, the 13th on Mystery Fiction.

Wri1-10-Tu1 Becoming a Writer: “Re-seeing” the Past Through Memoir Writing

Leader - Jane Kays

Tuesday – Course Period 1 – 9:00 am to 10:25 am

Description This course is for anyone who wishes to reflect on the past and tell the stories that help us to make sense of our lives. There will be no text except our own memories and writings. As we become a community of writers, readers, and listeners, we will help one another to remember and to frame the stories that constitute our histories. I will provide weekly topics, but if a topic doesn't appeal to you, you will write on what does appeal. I will provide occasional handouts and suggestions about general topics, like: “how much to tell,” and “how accurate are our memories and does it matter?” Our task will be to create a safe, respectful, and supportive environment in which we offer feedback that helps writers by using techniques that are carefully defined. As we proceed we will discover more and more about our own histories, their distinctive qualities, and the power that comes with writing and sharing them.

Readings No textbook - occasional handouts

Preparation Time 1-2 hours - more or less as your writing becomes more proficient

Computer Use Desirable, but not required - There may be times a class participant may choose to share a piece of writing through email. At times, I may further discuss a piece of writing or a topic in the same manner.

Biography My academic life began at Boston State College where I received a B.S. in education, followed by a Masters from Harvard Graduate School of Education. My writing life began while teaching in the Boston Public Schools. In the eighties I joined the Boston Writing Project, and became a workshop facilitator. I have attended many writing retreats, which is now an annual event. My interest in memoir is a personal one - a desire to offer my two daughters a history of who I am, so that they may not only better understand themselves, but also their mom.

H&G9-10-Tu2 American Loyalists and the American Revolution

Leader - Jim McAlpine

Tuesday – Course Period 2 – 10:40 am to 12:05 pm

Description A rich tradition has portrayed the American Revolution as a war of ideals where the concept of self-government was paramount. There is another side to our revolution, which you may not be familiar with. Colonists who wished to reconcile with Britain were attacked by vicious patriots and their property sequestered. Fearful and devoid of easy answers, they asked themselves “What are we to do?”, “Where are we to go?” The possibilities included: Britain, Canada, the Caribbean, Jamaica, Sierra Leone, and India. “And how will we survive?” The essence of Loyalist anguish, according to our author, was that “the doors of our country were bolted shut for us and now their king had shunned them.” The Loyalists had hoped their King would restore their property, both land and money. The story of this Diaspora is

brilliantly told by Maya Jasanoff. The SGL will provide background information and facilitate class discussions based on the readings and guided questions. Voluntary presentations will be encouraged.

Readings *Liberty's Exiles: American Loyalists in the Revolutionary World*, Maya Jasanoff Knopf; ISBN 978-1-4000-4168-8. Paperback, Available at Amazon and through the Minuteman Library Network

Preparation Time 2 to 3 hours of reading is expected each week

Computer Use Not necessary

Biography I have a BA from Trinity College, an MA from the New School (Liberal studies) and an M.Div. from the Episcopal Seminary. I was a five year SGL at Harvard Learning in Retirement (History). I have taught courses at BOLLI, including Lincoln, The Civil War, the Waltham Textile Magnates, (described as the "Enterprise Elites"), and the Constitution. Personally, I "feast" on each fresh examination of our national history and enjoy sharing these studies with adult learners.

H&G1-10-Tu2 International Human Rights: Victims, Violators, and Enforcers

Leader – Marguerite M. Dorn, Esq.

Tuesday – Course Period 2 – 10:40 am to 12:05 pm

Description The phrase "international human rights" finds its way into everyday reading. This course provides insight into this concept. What are international human rights (IHR), what are the principles and laws that comprise these rights and what is their origin? To whom do the rights attach and who are the protected groups? We will consider how these rights work to protect women, children and religious and ethnic minorities. With every right there is a concomitant obligation. Which actors on the international stage are charged with protecting these rights? Who are the violators? We will consider the efficacy of enforcement through the International Criminal Court and the U.N. Security Council and how IHR affect foreign policy-making. Is there an obligation for the international community to intervene in situations of mass atrocity? How do IHR differ from humanitarian law and domestic human rights? I have been teaching and working in the field of IHR for 25 years. Each class will start with a presentation which will reflect and expand upon the week's reading. The presentation will be followed by open discussion including current news and events, as the IHR world is in constant flux. No prior knowledge of IHR is required. Class presentations are not required. If anyone wishes to present, he/she is welcome to make arrangements with the SGL. The necessity of missing classes will not preclude taking this course since much of the material can be gleaned from the readings.

Readings *International Human Rights (Dilemmas in World Politics)* 4th edition, by Jack Donnelly, ISBN 0813345014

Preparation Time Approximately 2 hours

Computer Use Required - The SGL will distribute any additional readings in class. Internet use will permit for extra research and reading as well as communication from the SGL.

Biography I graduated from Boston College Law School in 1985 and, following a short stint in private practice, have been working in the field of international human rights and humanitarian law since that time. I developed and ran the International Humanitarian/Human Rights Project at Suffolk University

Law School in the 1990's. The Project partnered students with NGOs and IGOs in the field. I traveled to Arusha, Tanzania to monitor the Akeyesu trial in connection with the genocide in Rwanda. I taught law at Loyola Law School in L.A. and college-level courses at Merrimack College. I continue to present in a variety of settings on a wide range of rights-related topics.

Soc4-5a-Tu2 In The Future: Alternative Energy, Lifestyle Changes and New Patterns of Settlement

Leader - Maurice (Mo) Freedman

Tuesday – Course Period 2 – 10:40 am to 12:05 pm

This is a 5-week course which meets September 17 through October 15.

Description What is the evidence of global warming? What should we do about it, if anything? What's happening to oil reserves in Saudi Arabia? What is the U.S. policy toward developing alternative energy? Do we need to change our policies about allowing more density and smaller more efficient apartments in urban areas? What are the social implications of higher density living? These are some of the questions that this five-week course will explore. We will focus on diminishing fossil fuel reserves and increasing costs, pursuit of alternative energy such as: wind, solar, biofuels, geothermal, tidal, etc., and major lifestyle changes including smaller homes and apartments, return to city centers and creation of new centers encouraging reduced vehicle use in response to environmental, social and economic changes. The format of this course will be an interactive presentation, with the SGL interweaving presentation of the material with engaging the students in discussion. No prior knowledge is required, and materials and slides of a particular session can be provided to those who might need to miss it.

Readings Handouts summarizing that week's topic, including the slides that were shown, will be provided by the SGL at the end of each session. He will also provide a suggested reading list for those who desire to delve more deeply into the material that he presents.

Preparation Time Unlike in most BOLLI courses, reading will be suggested after rather than before the session during which the material is presented, and handouts will be provided summarizing what was covered. The amount of time required will depend upon how much each individual class participant wants to probe into a topic.

Computer Use Not necessary

Biography Maurice (Mo) Freedman has spent over five decades as a civil engineer and planner/developer, formulating master plans for a great variety of large and small scale public and private developments in the U.S. and abroad. At Sasaki Associates, he was a Participating Principal in the formulation of the Boston Waterfront Master Plan along with planning for a number of major office parks along the Route 128 corridor. He has lectured at the Harvard Graduate School of design and at the MIT Center for Real Estate.

Lit3-5b-Tu2 “To See Ourselves As Others See Us” – Older Adults, Seen Through the Lens of Current Fiction

Leader - Eleanor Jaffe

Tuesday – Course Period 2 – 10:40 am to 12:05 pm

This is a 5-week course which meets **October 22 through November 19.**

Description Older adults live longer in the 21st century, and may experience dramatic, unforeseen opportunities and dilemmas during these years. Does current fiction hold a realistic mirror to these dramatic challenges? What are the primary forces and motivations that shape the fictional lives of older adults – and ourselves: Is it chance or fate, biology and health, world events, memory, or ____? Only one issue, loss, remains constant. How do older adults adapt now to these challenges and how have these adaptations been fictionalized? During prior periods of our lives, we typically read fiction where characters’ lives mirrored our own as we grew from one set of challenges to another: young adulthood and romance, family life, success or failure, challenging social and work issues. We identified with these fictional characters and often learned vicariously through their challenges and choices. In this course, we will read well-written current fiction focusing on older adults, and discuss the characters’ challenges, adaptations, and resolutions. We will evaluate the portrayals of these older characters and ask: do current writers portray older adults as we are – as complex, various, well defined people, aging and adapting to the challenges of living in the 21st century? Are we still masters of our own fates, as we believed when we were younger adults or has the landscape shifted? The course will encourage class discussion facilitated by the instructor. There will be several voluntary presentations. Regular attendance and commitment to readings are recommended.

Readings Lively, Penelope. *How It All Began*.
Barnes, Julian. *The Sense of an Ending*.
Munro, Alice. *The Bear Came Over the Mountain*, (short story)
Paul Theroux. *The Furies*, (short story)

The two short stories will be provided by the SGL.

Preparation Time The number of pages will range from 100-150 each week. Starting to read “How It All Began” prior to the first meeting will make the assignment more manageable.

Computer Use Desirable, but not required - SGL may communicate with members of the class via computers. An occasional book review might be accessed on the computer.

Biography Like all of us, I live with the challenges of growing older, and I like to think that I have learned and adapted along the way. I have often relied on fiction to vicariously experience life’s challenges. Much less is available now, but I went on a search for fiction about older adults and found these novels and short stories; hence, this course. My first career was as a high school teacher of English. My career shifted twice more, and I became a school counselor, then a social worker (LICSW) and psychotherapist. And then I retired! I have been an SGL 5 times previously.

Lit9-10-Tu2 Timeless Issues in Drama: Power/Authority/Control

Leader - Elaine S. Reisman

Tuesday – Course Period 2 – 10:40 am to 12:05 pm

Description Power, control, and authority can be used for positive as well as negative purposes. Inspiration to explore this subject came from a reading of *Lysistrata* in which the denial of sex is used as a tool to influence men not to go to war. Clearly, over the years, the issue of who, what and how control is manifested has been a subject of drama and literature. Discussions in this course will include: tools and uses of power, control, authority; consequences of exerting power; impact on the user and the receiver of the exertion of power. Minimum requirement for this course is the reading of assigned material. Participants will have opportunities to volunteer to read/ act scenes of the plays and/or give reports relevant to current times or the life of the writers. Material in this course is interrelated so that participants should plan to be at all sessions. This is a repeat of the course previously taught in Fall 2012 and Spring 2013.

Readings (All can be secured through the Minuteman Library System):

Lysistrata, Aristophanes – denial of sex as a tool to stop men from going to war

The Children's Hour, Lillian Hellman – lies and revenge of a child ruins a school and the lives of two women

The Andersonville Trial, Saul Levitt – following orders leads to death of 14, 000 POWS in Civil War

The Crucible, Arthur Miller – fanaticism and religious fervor condemn women as witches

The Hairy Ape, Eugene O'Neill – power of insult leads to death; also physical power

Preparation Time Most plays can be read in 2 hours.

Computer Use Required – Recaps and agendas are sent out each week via email.

Biography The excitement of exploring areas new to me has spurred me on each time I offer a course for BOLLI. I love going to plays, reading/acting and sharing this pleasure with participants. My background in early childhood education forms the framework for my role as a facilitator of learning through an experiential approach. So, I have lots of fun (and hope participants also do) as we strive for deeper meaning in the works that we study. Discussions in the two times I have offered this course lead to endless ramifications of the subject matter.

H&G11-10-Tu3 How Victorian were the Victorians?

Leader - Marc Schwarz

Tuesday – Course Period 3 – 1:40 pm to 3:05 pm

Description For many people the Victorian era was one of propriety and respectability, alive with moral sensitivities. This era was one associated with the growth of industry and empire, as well as with valor and great intellectual achievement. Apt as this may be on one level, the period was also marked by sexual promiscuity, gender discrimination, and homophobia. Crime was rampant and the poor were treated harshly while the wealthy enjoyed a comfortable existence. Diseases like syphilis and tuberculosis took their toll. This study group will examine the Victorian world to discover the themes, contrasts, and contradictions that characterized it. We will be looking, among other things, at heroic novels like *Four*

Feathers and examining the trial of Oscar Wilde for indecent behavior. We will be reading Michael Crichton's novel, *The Great Train Robbery* about the dark side of Victorian life, as well as Dickens' *A Christmas Carol*, as an expression of Victorian romantic reformism. Finally, we shall evaluate a book of etiquette describing appropriate Victorian manners and behavior. There will be some lecturing, but class discussion will predominate. It is hoped that all students will participate, for every opinion is valued! Voluntary reports are welcome. Videos will be used.

Readings *A Christmas Carol*, by Charles Dickens
 Gross Indecency, by Moises Kaufman
 Four Feathers, "Penguin Classic," by A. E. Mason
 The Great Train Robbery, by Michael Crichton
 The Essential Handbook of Victorian Etiquette, by Thomas Hill

Preparation Time All books are easy reading, with an average of 100 pages per week, about 1 - 2 hours depending on individual reading speed.

Computer Use Desirable, but not required – I will try to provide handouts and other materials for the class.

Biography My undergraduate degree is from Bates College. I received a Master of Arts in Teaching from Harvard and a PhD in History from UCLA. I taught for almost 40 years in the History Department at the University of New Hampshire. I have also led a number of study groups at BOLLI.

H&G3-10-Tu3 Understanding China Today - Where it's Been, Where it's Headed

Leader - Richard Frost

Discussion Assistant: - Jerritt Hafford

Tuesday – Course Period 3 – 1:40 pm to 3:05 pm

Description This course will give an overview of Chinese history and the influence of Confucian philosophy as it pertains to China today. The course will examine China's efforts to defend its borders from outside invaders. There will be discussion on the fragmentation and weakness of China, generated in part by foreign imperialism in the late nineteenth century. In addition, it will be necessary to understand The Republican Revolution of 1912 as led by Sun Yat-sen, the Communist Revolution of Mao Zedong in 1949, the Cultural Revolution from 1966 -76, and China's introduction to Capitalism under Deng Xiaoping 1978. The class will address the role of today's Communist Party as government and the everyday lives of ordinary Chinese citizens (especially in the areas of human rights). China's relations with the West (specifically the United States) will be reviewed, along with China's role in Asia (i.e. Japan, the Koreans, Russia, Southeast Asia, and India). China's global quest for natural resources to sustain its rapidly expanding industrial economy and its rising military influence will also be topics for discussion. The course will include an initial SGL presentation of about 20-30 minutes followed by discussion based upon the handouts that pertain to topics noted above. The goal of the course is to provide an overview and understanding of China today as seen from the outside. No prior knowledge of China is necessary.

Readings *Understanding China A Guide to China's Economy, History, and Political Culture*, John Bryan Starr, ISBN: 978-0-8090-1651-8, Hill and Wang, New York, 2010, (paperback)

Preparation Time 2 - 3 Hours

Computer Use Desirable, but not required - The SGL will encourage individuals to seek additional information in preparation for classes.

Biography Richard's educational experience includes a B.A. and an M.A. in history. Following graduate school, he worked as a community service advocate for a regional ecumenical church agency in Hartford, CT. With continued experience within this area, he then went to work as a civil rights analyst at the U. S. Department of Housing and Urban Development (HUD) within the Division of Fair Housing and Equal Opportunity where he was employed for twenty-five years. Richard's desire to teach stems from a passion for reading and extensive research in the history, international relations, foreign policy, and economics of East Asia (specifically China).

Lit5-10-Tu3 Fiction with a Math Chaser II – Jorge Luis Borges

Leader - Joel Kamer

Tuesday – Course Period 3 – 1:40 pm to 3:05 pm

Description Jorge Luis Borges is a much-honored Argentinian short story writer, essayist, and poet to whom the Nobel Prize winners Gabriel Garcia Márquez and Mario Vargas Llosa have acknowledged a debt. He is often called the father of magical realism. We will immerse ourselves in a number of Borges' short stories, but the core of this course is reading Borges' story *The Library of Babel* and the expository text *The Unimaginable Mathematics of Borges' Library of Babel*. As we traverse Borges' stories, we will concentrate on those with a mathematical aspect (and will discuss that mathematics), but will also encounter others which encourage the reader to "think outside the box" and enjoy the adventure.

Readings *The Unimaginable Mathematics of Borges' Library of Babel* by William Goldbloom Bloch, ISBN 978-0195334579, Oxford University Press, 2008.

A Personal Anthology by Jorge Luis Borges, ISBN 9780802130778, Grove Press, 1967

Preparation Time 1 to 2 hours of preparation time each week.

Computer Use Desirable, but not required - The SGL welcome letter will come via computer, but otherwise computer use is unnecessary. If anyone in the class does not have access to a computer, the SGL will use other means of communication.

Biography I learned reading at an early age and then, after 'riting, I learned 'rithmetic. I found 'rithmetic so enthralling that I went on to eventually receive a master's degree in mathematics and another in actuarial science. I became a Fellow of the Society of Actuaries, and eventually retired as a Senior Vice President from John Hancock Financial Services. As I continued my reading, particularly fiction, I read some stories by Jorge Luis Borges. Then I came across our text explicating the mathematics in one of Borges' stories and I decided I'd like to share the fiction and math of Borges' stories with others who might be interested.

Soc7-10-Tu3 American Education: The Good, the Bad and the Ugly

Leaders – Mary and Richard Mansfield

Tuesday – Course Period 3 – 1:40 pm to 3:05 pm

Description Are our public elementary and secondary schools effectively preparing students for jobs and citizenship in a global economy? To address this main question, we will consider some more specific questions: (1) In terms of educational achievement, how do U.S. students compare to students in other industrialized countries? (2) What explains the large gaps in academic achievement that are often found between children from middle and lower-income families? (3) Are we teaching what we should be teaching? (4) What is the evidence for the effectiveness of testing students and holding their teachers and schools accountable for performance improvement? (5) What are the potential benefits and risks of increasing the choices available to children and their parents through vouchers and charter schools? (6) What is the nature of academic ability, and to what extent does it limit the possibilities for gains in educational achievement? (7) What can we learn from the best practices in the U.S. and in countries with the highest levels of educational achievement? (8) Should college be the goal for most students? (9) What are we doing and what should we be doing to educate the top 15% of our students? (10) What do educational experts recommend for improving education? The primary format will be facilitated discussion based on readings and brief presentations by the SGLs. We will often use video clips to illustrate the issues and stimulate discussion. There will be opportunities for a few students to prepare and deliver brief presentations. This is a repeat of the course given spring 2012.

Readings *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education*, by Diane Ravitch. Basic Books, 2010 ISBN 978-0-465-02557-2.
The Flat World and Education: How America's Commitment to Equity Will Determine Our Future, by Linda Darling-Hammond. Copyright 2010, by Teachers College ISBN 978-0-8077-4962-3
Real Education: Four Simple Truths for Bringing America's Schools Back to Reality, by Charles Murray. 2008, by Cox & Murray, Inc. ISBN 978-0-307-40539-5 First paperback edition.
A few additional readings will be distributed as pdf files or photocopies.

Preparation Time 30 to 60 pages, or about 2 hours per week.

Computer Use Required - Assignments and articles will be distributed as emails, often with attachments in pdf form. We will also use an eBoard to post readings and assignments.

Biography **Richard Mansfield** got his Ed. D. in human development at the Harvard Graduate School of Education and for 10 years taught human development, educational psychology and statistics to teachers and other educational professionals at Temple University. Now an organizational consultant, he specializes in identifying and assessing jobs, leaders and organizations. He has co-authored three books, including one on scientific creativity.

Mary Mansfield, a life-long educator, has worked as a teacher, reading specialist, teacher trainer in inner city schools, career counselor, and college admissions director. As an independent educational consultant, she worked with parents and young people to help them select and apply to schools, colleges and alternative educational programs. She has extensive experience as a presenter, trainer, and workshop developer. She holds a master's degree in the psychology of reading, from Temple University. Richard and Mary are teaching this course for the second time.

L&L-10-Tu3 Learn & Lead: How to Become a Study Group Leader

Leader: Myrna Cohen

Tuesday – Course Period 3 – 1:40 pm to 3:05 pm

NOTE: This course will be held at the Old South Street conference room. Transportation will be available to and from this location.

Description This course will provide the environment needed for members to investigate ideas and develop study group proposals to ensure that the BOLLI program will continue to thrive. 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 course provides an opportunity to talk about topics and receive input and support from other class members, both in small groups and individually. The purpose is to encourage and give practical input and assistance to program members who have not led courses or given presentations at BOLLI. They may not see themselves as a potential study group leader or presenter. Past and present Study Group Leaders and other interested parties are also welcome. The class presents practical information about giving presentations and/or leading courses (e.g., how to structure a course, how to facilitate discussion, and strategies to manage classes so all members have an opportunity to participate). The course includes a technology workshop with choices on how to use Powerpoint, the eBoard or other types of technology that might be used in a class. The class on Research & Resources will take place at the Brandeis Library with a presentation and opportunity for Q and A with a Research Librarian. The SGL is available to meet with class members and/or other BOLLI members on an individual basis. This course is appropriate for a beginning, intermediate, or advanced students.

Readings Instructions for Submitting a Course Proposal to BOLLI, the SGL Handbook, and the BOLLI Proposal Form will be sent to all class members prior to the first class. Examples of study group ideas and course proposals given at BOLLI and other lifelong learning institutes will be available. Members will be supported to do research to identify books/other resources that they might use for their 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 - Class communication is by email . If you do not have email, provisions will be made to assist you. 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 a past BOLLI Council Secretary and past Chair of the Curriculum Committee and Study Group Support Committee. Most of my professional work has been in the field of teaching, mentoring, and teacher training. Presently, I am a Wheelock College Supervisor, a founding member of The Educator Mentor Corps (EMC) of the Aspire Institute affiliated with Wheelock. I am a SOAR Consultant to Non Profit organizations and involved in many community programs.

H&G2-10-Tu4 **The Remarkable Roosevelts: Franklin, Eleanor and World War II**

Leader - Fran Feldman

Tuesday – Course Period 4 – 3:20 pm to 4:45 pm

Description Using Doris Kearns Goodwin’s book *No Ordinary Time* as our text, we explore the Roosevelt White House during World War II, a time when America and its Allies faced implacable enemies bent on its destruction. In this intimate glimpse into the life of Franklin and Eleanor, we learn about their challenges and triumphs, the web of family/friend relationships that entangle them, and the unique qualities of leadership that each brought to the presidency separately as well as together. We will examine not only the text but also other critical issues of the time, such as isolationism, internationalism, racism, diplomacy, Roosevelt’s health, the Manhattan Project, and the Holocaust. The course will rely on a lively discussion of questions distributed ahead of time. Class members are expected to report on one issue of special interest to them.

Readings Doris Kearns Goodwin, *No Ordinary Time* (available in paperback)

Preparation Time There will be from 60 to 90 pages of reading each week (2–3 hours).

Computer Use Not necessary

Biography My interest in government and politics has been ongoing, starting when I majored in Government at Smith College, received an M.A.T. in Teaching at Yale, and taught Social Studies in middle school for several years thereafter. I embarked on a second, 15-year career in editing for Sunset Books when I moved to Palo Alto. After returning to the Boston area, I worked in the Faculty of Arts and Sciences at Harvard University until this past June. My passions are golf, traveling, and volunteer work.

Soc3-10-Tu4 **Aging with Awareness: The Quest for Fulfillment**

Leader - Elizabeth David

Tuesday – Course Period 4 – 3:20 pm to 4:45 pm

Description There is beauty in the character creases of our faces and grace in the way we deal with our challenges. 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 life span 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 in a supportive environment. 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. 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 course is based on the teachings of Rabbi Zalman Schachter-Shalomi founder of the non-denominational Spiritual Eldering Institute.

Readings *From Age-ing to Sage-ing A Profound new Vision of Growing Older.* By Zalman Achachter-Shalomi and Ronald S. Miller ISBN 0-446-67177-0 This book is not required but is a good basic reference and may further illuminate participation in class.

Preparation Time Minimum of one hour or more as determined by participant.

Computer Use Required - Computer use is for messages and communication between classes.

Biography I have an MA in Expressive Therapies from Lesley University Institute of the Arts. Professionally, I worked in a Hospice setting as Bereavement Program Coordinator counseling families, leading support groups and training volunteers. At BOLLI, Rowe Conf. Center and elsewhere I have conducted numerous classes and workshops on aging well and dealing with change. That is my passion. I am blessed with my husband Barry, five adult children, three daughters-in-law, seven grandchildren and four granddogs!

Soc6-10-Tu4 The Boston Appleton Family through their Art and Letters

Leader - Diana Korzenik

Tuesday – Course Period 4 – 3:20 pm to 4:45 pm

Description In this experiment in historical research, we meet Nathan and Maria Appleton, wealthy early 19th century British Bostonians who found this “art-less” nation a challenge. As parents, the Appletons did all they could to bring art into their house before their town had any art museum. What was “art” to them? What were their standards? And how did their ideas change? Through a stash of Appleton correspondence I have collected, we will read aloud – like reading a play, mining Appleton letters for the social context of one art object each week. We see Gilbert Stuart’s Appleton portraits, European works they purchased, art works by artists who instructed their young and, in time, see their children’s artworks and ambitions. Their letters take us into private galleries, artists’ studios and in 1827 to the new Boston Athenaeum Art Gallery. Central to us is the youngest Appleton, Fanny, who in letters and journals reflects on her soul, art, poetry, family and nation. How did art-making help her grow? What kept her drawing in NH’s White Mountains and during two years on her family’s European Grand Tour? How did she see her two siblings’ choice to expatriate? How did she shape her ideas, first as a single woman and then living with poet husband Henry Wadsworth Longfellow in what had been Gen. George Washington’s Cambridge headquarters? Here they crafted poetry and preserved “history” that continues to define American identity. There will be opportunities for voluntary presentations. Regular attendance is essential.

Readings Ernst Wagenknecht, *Mrs. Longfellow: Selected Letters and Journals of Fanny Appleton Longfellow*, Longmans, Green, and Co, 1956 edition (many used copies on line)
Additional readings will be distributed by SGL or available online.

Preparation Time One hour weekly, but -- like eating peanuts, I warn you, it is not easy to stop!

Computer Use Required - Participants will be encouraged to search the internet pursuing research on their respective individual interests.

Biography Professor Emerita, Massachusetts College of Art, painter and author of *Drawn to Art, a 19th century American Dream*. (winner of Boston Globe L.L. Winship Literary award) Collector of 19th century art-related ephemera, now The Diana Korzenik Collection, at The Huntington Library, Pasadena CA. Other publications: *Art making and Education*, *Objects of American Art Education*.

Lit10-10-Tu4 Shakespeare's Historical Kings: Fact or Fiction

Leader - Carol Fain Walters

Tuesday – Course Period 4 – 3:20 p.m. to 4:45 p.m.

Description Although Shakespeare attempted to be faithful to historical chronicles when he wrote his plays about the kings of England from 1377 to 1485, he deviated from them when it interfered with his primary goal of writing theatrical entertainment for Elizabethan audiences. Despite the fact that he wrote these plays out of chronological order, he managed to utilize historic sources to recreate one of the most turbulent periods of English history and transform it into a coherent series of dramatic works. As we look at the plays beginning with *Richard II* (1377) and ending with *Richard III* (1485), we will discover that in the context of history, Shakespeare's inaccuracies, such as combining several events that occurred months or even years apart into a single scene, are less important than his mostly accurate portrayals when it really mattered. During the 16th century when books were largely the luxuries of scholars and wealthy intellectuals, the theatre appealed to almost every class of society. Shakespeare's historical plays met the challenge of providing them with knowledge as well as exhilarating entertainment. In this discussion course we will explore both the historic period of medieval English kings as well the literary interpretation of those times by one of the world's greatest dramatists.

Readings The SGL will prepare a course manual on the historical background covering the plays to be discussed: *Richard II*; *Henry IV, Parts I and II*; *Henry V*; *Henry VI, Parts I, II and III*, and *Richard III*. Printing cost for the manual will be determined at a later date and will not to exceed \$20. We will read certain selected scenes from each of the plays that relate to the history of the times. Any edition of the historical plays listed above is acceptable. They are all available at the library or inexpensively from Amazon.

Preparation Time 2 to 3 hours

Computer Use Required - The SGL will communicate with the class via email for class assignments. Also, the internet will be used for researching voluntary presentations.

Biography My educational background at Mt. Holyoke and Goucher (BA), graduating with honors in English Literature, Simmons School of Social Work, and Nova University (MPA) led to a multi-faceted professional career as a pediatric medical social worker, grant writer and program designer, medical school administrative director, director of academic administration at a nationally known cancer center, and consultant for the Harvard hospitals and for community nonprofits. I was the SGL for poetry courses at BOLLI on John Donne, Emily Dickinson and Edna St. Vincent Millay where history of the times was shown to have an impact on their poetry.

Art3-10-We1 Photography 201 (A Step Beyond Basic)

Leader - Arthur Sharenow

Wednesday – Course Period 1 – 9:00 am to 10:25 am

Description This is a photography course for people who have some experience taking pictures and basic familiarity with cameras, but who would like to improve their photographic skills. While it is not a course appropriate for the complete novice, the course does not require a high degree of expertise. (Of course, really experienced photographers are also welcome, and their expertise will enrich the class experience for all.) This will be an interactive course where participants will be encouraged to take photos every week, and share their best results with the class. The first three classes will be devoted to composition and a discussion on how to get the most from your camera. The following weeks we will be exposed to the areas of landscape, city-scape, informal portraits, nature and sports photography. We will also have presentations on the use of the flash and indoor lighting, HDR (High Dynamic Range), and infrared photography. We will have two or three guest presentations during the course of the program. We will schedule two photo outings during the term to put some of our classroom theory to the test. These are strictly optional for class members, and we will schedule them on Fridays or Saturdays, whichever works best for most people.

Readings No reading is required (except your camera manual).

Preparation Time Each week I ask that the class members spend some time taking photos. For some people that may be a whole day or an entire morning or afternoon; and for others only an hour or two. Class members will find their time will vary depending both on the subject for the week and their own level of interest in the assignment.

Computer Use Desirable but not required - Class members will be asked to send me the photos they have taken as homework so that these can be analyzed and presented during the following class. Sending prints by mail is possible, but it is far easier to send them via the internet.

Biography I attended and graduated from Brandeis University (1955) and Harvard Law School (1958). I practiced law briefly in Boston, but spent most of my working life as owner/director of Camps Kenwood-Evergreen in New Hampshire. I have been enthusiastically involved in photography since 1996; have participated in several photo tours, and have had several exhibits of my work. I have enjoyed leading a photo course at BOLLI for four previous terms.

Film1-10-We1 Through a Woman's Eye: A Look at the Films of Two Women Indian Directors

Leader - Judith Pinnolis

Wednesday – Course Period 1 – 9:00 am to 10:25 am

NOTE: This class will begin promptly at 8:30 on the five days when we show a film. The very first class will start at 8:30!

Description This course will take an in-depth look at 5 films by 2 Indian women directors who later settled in western countries. The class will show and discuss a trilogy of films by Deepa Mehta and 2

films by Mira Nair. We will view the films in class on one week and discuss the next after reading reviews, history and commentary about the films. The films will be *Fire*, *Earth*, and *Water* by Deepa Mehta and *Monsoon Wedding* and *Mississippi Masala* by Mira Nair. We will explore the relationships of story as told by a woman and discover whether there are any differences of perspective in having a woman director. We will look at the “macro” picture of the background of history such as issues of poverty, war, prejudice, and role of women in society; and we will explore the “micro” picture of the individual caught in cultural expectations, a major theme in many of these films.

Readings There will be short weekly readings on the eBoard that add to the background of the films and help form a focus for discussions. Attendees will be asked to contribute to the cost of the eboard (usually \$2 or \$3).

Preparation Time About an hour or so of reading a week at home from articles posted on the eBoard.

Computer Use Required - Members must have access to the Internet and the ability to read the articles on the eBoard. This is important to enhance the class discussions and to find out what is going on in the class. I will be using email to communicate with class members and remind them to come early on weeks we are showing films.

Biography Judith S. Pinnolis has served for over 20 years at Brandeis University where she is currently the Academic Outreach Librarian for Graduate Studies and Humanities. Pinnolis has published many scholarly book reviews and articles including reference works. She is Past Chair of the national Chapters Council of the Association of College and Research Libraries, served as a member of the Leadership Council of ACRL, and is also Past President of the ACRL New England Chapter. She has led several classes in music and film in the BOLLI program over the last few years.

Lit4-10-We1 Favorite Short Stories Revisited

Leaders - Richard and Harriet Kahn

Wednesday – Course Period 1 – 9:00 am to 10:25 am

Description Each week we will discuss one short story. We ask participants to read the story, noting particular reactions, impressions and questions. Then REREAD the story to note further observations and responses, and mark notable parts of the story for further class discussion. A volunteer will be asked each week to present a brief summary of the author's biography. We will make occasional remarks about the structure and perspectives of the story, but over the years we've been impressed by open discussion centering on contributions and perspectives of class members. The class participation produces an interaction between the readers and helps in the interpretation of the story.

Readings

The Art of the Short Story, D. Goia and R. S. Gwynn (eds.), ISBN 0321363639. Available new and used at Amazon.com.

The stories listed by week are as follows.

1. “A Small Good Thing” by Raymond Carver
2. “Paul’s Case” by Willa Cather
3. “The Secret Sharer” by Joseph Conrad
4. “A Simple Heart” by Gustave Flaubert
5. “Bartleby the Scrivener” by Herman Melville

6. "Everyday Uses" by Alice Walker,
and "'Sweat" by Zora Neal Hurston.
7. "The Death of Ivan Ilych" by Leo Tolstoy
8. "Why I Live at the Post Office" by Eudora Welty
9. "Miss Brill" by Katherine Mansfield,
and "The Necklace" by Guy de Maupassant
10. "Gimpel the Fool" by Isaac Bashevis Singer

Preparation Time One and a half to two hours per week.

Computer Use Desirable, but not required - The computer offers the opportunity to see what others have to say about the story under discussion, so we ask you not to use it for that until after it has been discussed in class. It is also useful to the volunteer of the week presenting the background of the author. Finally, it can be used as a uniquely comprehensive collection of short stories.

Biography Harriet Kahn MED, is a retired Early-Childhood Education Director at Northeastern U., and an active grandmother. Richard Kahn MD, is a retired psychiatrist and interested bystander. Both have been discussing short stories at BOLLI for about a decade.

Soc8-10-We1 Good, Bad and Ordinary: Children of Jewish Immigrants in America

Leader - Chaim M. Rosenberg

Wednesday – Course Period 1 – 9:00 am to 10:25 am

Description Between 1880 and 1920 over two million impoverished eastern European Jews settled in the poorer neighborhoods of America's cities, especially the Lower East Side of New York. The parents found work mainly in the needle trades - long hours for little money. Foreign in language, appearance, culture and religion, they were regarded with contempt. With pent-up energy, their children attended public schools and showed remarkable desire to seek out the opportunities America offered. They followed several paths. Many were self-disciplined and smart at school but faced restricted entry into the nation's leading colleges. Others were creative and contributed mightily to American humor, music, dance, theater, film, television and writing. Many dropped out of school early to move from delinquency into adult crime such as prostitution, gambling, racketeering, bootlegging and even murder. Others still found success as innovators, boxers, trade union organizers, impresarios or entrepreneurs. Most were content to work their way out of the tenements of the ghetto into the middle class suburbs, to lead orderly lives as teachers, salesmen, shopkeepers or professionals. The second-generation American Jew was like other people only more so. This course will show how the children of the Russian Jewish immigrants made their way into the heart and soul of America. It will be a combination of presentation and discussion, and voluntary reports will be encouraged.

Readings Selections from:

The Downtown Jews: Portrait of an Immigrant Generation by Ronald Sanders, New York: Harper & Row, 1969, ISBN 0060137525

World of Our Fathers by Irving Howe, New York: New York University Press, 2005, ISBN 0814736858

Preparation Time One hour a week of reading material on line or the recommended books.

Computer Use Desirable, but not required. The recommended books cover the story largely from the adult point of view. Access to computers will help focus attention on the various topics.

Biography I am a physician, retired a decade ago from psychiatric practice to devote my time to the study of the American industrial revolution. I have written books on Boston, the 1893 Chicago World's Fair, and The Life and Times of Francis Cabot Lowell. This year I have completed books on the city of Lowell and Child Labor in America. I have taught several courses as BOLLI, as well as at the University of Massachusetts Boston and a ten-week course at Regis College on Child Labor.

Lit11-10-We2 The 19th Century French Novel: Stendhal, Balzac, and Flaubert

Leader - Lois Ziegelman

Wednesday – Course Period 2 – 10:40 am to 12:05 pm

Description The 19th Century marked the rise in importance of commerce and with it the ascendancy of the middle class. The novel, itself a child of commerce, becomes the dominant literary genre; embodying both the mores and morals of its social matrix. Among the greatest novelists, three French writers occupy an honored place: Stendhal, Balzac, and Flaubert. This class will be a combination of lecture and class discussion. No prior knowledge is required. This course was previously taught in Spring 2007.

Readings Robert M. Adams' translation of Stendhal's *The Red and the Black*, ISBN:0393-09821-4
Henry Reed's translation (Signet Classics) of Balzac's *Pere Goriot*, ISBN: 0451529596
Paul de Man's translation of Flaubert's *Madame Bovary*, ISBN: 0393979172

You may use your own editions.

Preparation Time 3 hours

Computer Use Not necessary

Biography Lois Ziegelman, Ph. D., Brandeis, is a Professor Emerita from Framingham State College, where she taught World Literature and Drama for thirty-one years. A recipient of five fellowships from the National Foundation for the Humanities, she has studied, taught, and performed works from Classical Antiquity through the 20th Century. She has taught various literature courses at BOLLI every semester since Fall 2003.

Lit6-10-We2 Tales of Five Cities: A Literary Exploration

Leader - David Moskowitz

Wednesday – Course Period 2 – 10:40 am to 12:05 pm

Description The intent of this course is to examine at length the role a city plays in telling a story. Cities have identities. They tend to take on personalities that affect their denizens and, accordingly, color the stories written about those locales. I selected five cities that collectively create a great cross-section of America - Boston, L.A., New Orleans, Chicago & NYC. Next, I selected books that are distinctive and

extremely reflective of their city, i.e. the story would not be the same if taking place elsewhere. In exploring these works together we will focus on how the specific city molds and defines the author's work. In looking at how literature is affected by place, I selected fiction that is: historical (Boston); industry driven (L.A. - Hollywood agent); character driven (New Orleans eccentric); tied to the author's ethnic neighborhood (Chicago's Polish-American community); about citizens fearful of terrorist action (NYC). The books will be read in the order displayed below, which reflects the chronological order of the subject matter. The Lehane book is long but easily divisible and will be studied over three weeks; the last book is an exceptionally quick read and will be handled in one class. Reports will not play an important role but are welcome on any topic tied to what we're studying. Someone missing a class or two will be fine but I seek members willing to do all of the reading regardless. The style is predominantly class discussion facilitated by the SGL, using study questions.

Readings All of these books are readily available used from internet retailers, and I do not require any specific edition. They will be read in this order.

The Given Day, Dennis Lehane, 2008

What Makes Sammy Run, Budd Schulberg (originally published 1952; republished by Vintage Press in 1993)

A Confederacy of Dunces, John Kennedy Toole, 1980

I Sailed with Magellan, Stuart Dybek, 2004

Heroic Measures, Jill Ciment, 2009

Preparation Time My best estimate is that reading will average a little under 200 pages/week. All of the works read quite quickly and 40 pages/hour should be very achievable, so 3.5-5 hours per week is an appropriate range.

Computer Use Required - I wish to be able to communicate speedily with class members, often to add additional study questions or to send links to YouTube videos to be watched.

Biography I graduated with honors 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' initial general counsel starting in 1976. This will be my 5th time leading a BOLLI course, viz. "Early Television in America: Much More than Memories," "The Fundamental Fifties - The Light Side," "Great Writers Writing About Sports," and "War is Hell, But Makes for Intriguing Literature." This course is my second devoted to fiction. I love cities and thought that this course would be an interesting way to explore them via literature in which the city effectively becomes a character in the stories.

Rel1-10-We2 Judaism Comes to America: They Came, Adapted and Thrived

Leader - Sarah Lieberman

Wednesday – Course Period 2 – 10:40 am to 12:05 pm

Description In this ten-week course we will cover a span of 350 years from 1654 through the present day. We will explore the development of American Judaism, paying particular attention to the ways in which the American context and the American religious context influenced Judaism's historic evolution. The focus will be on the way that America became a home for Jews after being persecuted and driven out of European countries throughout history. Topics include patterns of political behavior, social mobility, religion and problems of community building. In addition to portions of a very readable text, video selections will be included. There are no prerequisites to this course, material will proceed from week to

week, and discussion and reports are welcome. The first five weeks of this course will cover the same material as the 5-week course taught in spring 2013.

Readings *American Judaism*, Jonathan Sarna, Yale University, 2004, ISBN 0-300-10197-X.

Preparation Time 2-3 hours

Computer Use Required – Contact by e-mail is frequent.

Biography Sarah Lieberman earned a Masters Degree in Theological Studies and a Ph.d. in Bible at Boston University. Her doctoral dissertation was entitled “The Eve Motif in Ancient Near Eastern and Classical Greek Sources.” She has taught classes in the Boston area colleges and as a SGL at BOLLI for the past six years.

Sci2-5a-We2 A Science Sampler: Five by Three

Leaders – Karen Wagner, Peter Schmidt, Gillian Geffin

Wednesday – Course Period 2 – 10:40 am to 12:05 pm

This is a 5-week course which meets September 18 through October 16.

Description During each of the five course weeks, a different subject of scientific interest will be explored with the class by one of the SGLs in a combination of presentation and discussion. No prior knowledge is required. The five subjects are

Exoplanets: Other Suns have Planets too

Once convinced of our uniqueness in the universe, we’ve now found over 800 planets in other solar systems. We’ll look at how these exoplanets were detected, and whether some might be habitable by life as we know it.

Hydrocarbons: An Introduction

We will talk about how hydrocarbons are generated and trapped in the earth. The myth of the underground puddle reservoir will be dispelled and we will discuss why drilling for oil and gas is such a risky business.

Robotics: Facts and a little fiction

Although the word “robot” originated in a work of fiction, robotics has become very real. We’ll explore some characteristics of robots and their development and application in industry, the home and research.

An Introduction to Plate Tectonics

We will explore the history of the movement of the tectonic plates on the earth’s outer crust and how the earth may look in the future. The link between earthquakes and plate subduction will be discussed.

Genetically Modified (GM) Foods: Should we fool with Mother Nature?

GM foods: Necessary to feed a world population projected at 9 billion by mid-century? Safe—for us and for the environment?

This course is a repeat of last semester’s with small updates.

Readings No books required. The SGLs will provide necessary internet links and online resources

Preparation Time 2-3 hours

Computer Use Required - Email communication with the class and use of the Internet makes computer use required.

Biography Peter Schmidt has had an academic and research career in experimental high energy physics, one which included teaching at Brandeis, and a second one in the application of machine vision in private industry. He has led a number of courses in diverse subjects at BOLLI, from physics and statistics to twentieth-century music.

Karen Wagner has a Ph.D. in geophysics. She has worked in the petroleum and defense industries and has been engaged as an adult learning instructor of physics and engineering for more than a decade. Karen has course and enhancement events leadership and committee participation experience at BOLLI.

Gillian Geffin has degrees in physiology and medicine from the University of London. She ran a surgical research laboratory at the M.G.H. and taught research fellows and Harvard Medical School students. She and her husband, Bennie, have twice run a science and technology course at BOLLI.

Sci1-5b-We2 Our Mysterious Sub-atomic World: Quantum Mechanics without a Wrench

Leader - Peter Schmidt

Wednesday – Course Period 2 – 10:40 am to 12:05 pm

This is a 5-week course which meets October 23 through November 20.

Description Come take some quantum leaps. Cuddle up with Schrödinger's cat. Quell your doubts about the Uncertainty Principle. Find out whether God rolls dice.

The development of quantum mechanics was one of the most significant scientific achievements of the 20th century, and also one of the greatest triumphs of the human mind. Not a one-man show like Relativity, the quantum mechanics cast of characters includes Niels Bohr, Albert Einstein, and an array of brilliant physicists recognized with Nobel Prizes. Their struggle toward the understanding of quantum phenomena, as well as its implications for causality and determinism, carries to the present day. But these physicists also had their human side, with personal quirks and passions. The course book helps to bring them to life with vivid anecdotes and descriptions well beyond their ground-breaking work. To join this adventure you will need no more than curiosity and willingness to stretch your mind, rather than any previous knowledge. The 5-week course will cover mainly the advancement of quantum mechanics from the early roots to its consistent formulation in the 1930s, but we'll also take a look at some of its further consequences, and at some recent developments. Given the nature of the subject, there will be substantial presentation, but with time for discussion, and for pondering and questioning of the interpretations. Since each class will build on the learnings of the previous ones, it's imperative not to miss any classes.

Readings *Quantum: Einstein, Bohr, and the Great Debate about the Nature of Reality*. Manjit Kumar, W. W. Norton & Company, ISBN 978-0-393-33988-8

Preparation Time 2-3 hours per week

Computer Use Required - Communication will be by Email. There will also be interesting links on the Internet to explore. I may put course material on a course website.

Biography The SGL has had an academic and research career in experimental high energy physics, one which included teaching at Brandeis, and a second one in the application of machine vision in private industry. Joining BOLLI in 2006, he has led and co-led a number of courses in diverse subjects, from physics and statistics to twentieth-century music and masterpieces in drama, film and opera.

H&G6-10-We3 Rat Lines: The Nazi Escape from Post-WWII Justice to South American Havens

Leader - Gene S. Kupferschmid

Wednesday – Course Period 3 – 1:40 pm to 3:05 pm

Description The Rat Lines were the routes taken by many Nazi war criminals to escape justice after World War II. How did the Rat Lines function? Who facilitated the Nazis' escapes? Why did they choose to go to South America? What were the circumstances that made certain South American countries hospitable to them? These are some of the questions we will discuss as we review the material gathered over six years of research by an investigative journalist. This course will incorporate both SGL presentations along with facilitated class participation. In order to participate fully in the class discussions, it is important to keep up with the readings and attend regularly. No prior knowledge is required.

Readings *The Real Odessa* by Uki Goñi 2003 (revised edition), Granta Books, England
ISBN: 1862075522 Available new or used, but please make sure that the bookseller is not in England. Nothing against the English but the books take forever to get here. There will also be a course pack that I shall assemble.

Preparation Time 30 – 50 pages per week

Computer Use Not necessary

Biography I am a graduate of CUNY, did my graduate work at BU, taught at BC for 30 years, have had two NEH fellowships, have published 15 books on Spanish language, literature and culture, and have lived in Argentina and Mexico. I have taught many BOLLI history and literature courses related to Latin America, my primary field of interest, and the Spanish Civil War.

H&G8-10-We3 Winston Churchill: The Failed Politician Who Rose Like the Phoenix - His Pre WW2 Life

Leader: Harvey Lewis

Wednesday – Course Period 3 – 1:40 pm to 3:05 pm

Description Most Americans would consider Churchill to be Britain's greatest Prime Minister. But, do you know his back-story? Despite being the progeny of a prominent Tory politician (a duke's son) who died of syphilis at 45 and an amorous American heiress, he was an indifferent student ineligible for university who just managed to scrape into Sandhurst, the officer-training academy. Yet, as an autodidact he was better read than most Oxbridge colleagues. He experienced various battles as a soldier, including

the last great British cavalry charge. Captured in the Boer War, his sensational and widely reported escape ensured his 1900 election to Parliament as a Tory. After switching to the Liberals he became Home Secretary in 1910. At the outbreak of war he was First Lord Admiralty and later initiated the unsuccessful attempt to force the Dardanelles strait. Fired from Admiralty, he volunteered for the trenches and commanded a battalion with distinction. When the Dardanelles Commission exonerated him, he rejoined the cabinet. After the war he helped found the modern Middle East and was again elected (1924) as a Tory. He quit his cabinet position in 1931 over differences with PM Baldwin. He remained in the political wilderness until his opposition to German aggression regained him support. I shall start with a presentation, sometimes including movie/YouTube clips, but hope half of class time will be discussion facilitated by questions I distribute in advance, and member presentations. As our period covers a significant historical time, and Churchill's interests were so diverse, there are numerous possible topics.

Readings Selections from *The Last Lion, Volume I: Winston Spencer Churchill: Visions of Glory, 1874-1932* by William Manchester Paperback: Publisher: Delta (April 1, 1984) ISBN-13: 978-0385313483 and *The Last Lion, Volume II: Winston Spencer Churchill: Alone, 1932-1940* by William Manchester, Paperback: Publisher: Delta (September 3, 1989) ISBN-13: 978-0385313315

Preparation Time 1-2 hours. I shall not give heavy reading assignments but suspect many will choose to read further out of interest in this subject matter.

Computer Use Required - I shall communicate with class and send readings by computer

Biography Born in London where my family has lived since 1880. Degree in medicine from London U. Spent 2 years in Canada as psychiatry resident but switched to ophthalmology, initially in UK but mainly at Boston City and was a fellow at MGH. I practiced in Lexington and Concord for 45 years. I've been a history buff forever and am particularly interested in WC as my father was born on Sidney St. and lived there when WC directed the famous siege. This will be my 1st attempt at being an SGL, but I've given a Friday talk and have been at BOLLI for 3 years.

H&G10-10-We3 The Civil War: Was It Inevitable?

Leader - Stephen Messinger

Wednesday – Course Period 3 – 1:40 pm to 3:05 pm

Description One hundred fifty years ago, the United States fought the costliest war in its history. Brother against brother. North against South. The hope and promise of the Founding Fathers shattered. Did it have to be? If there were polling organizations in 1840, only twenty years before the war began, a significant majority of Americans, North and South, would **not** have anticipated a civil war. What happened? Was it really inevitable? While many historians claim the wheels were set in motion with the United States Constitution, a branch of historians claim that better, smarter, less petty politicians could have prevented it. We will look at the causes: sectionalism, the tariff, industrialization versus single crop agriculture, honor, and of course, slavery. It is as questionable for the North to say it was all about slavery as it is questionable for the South to say it was all about states' rights. Different societies developed in the United States over four score and seven years. Were they so incompatible that only war could recreate a **United States of America**? The course starts with the U.S. Constitution and its protection of slavery and concludes when Lincoln calls up the states' militia to confront the rebellion in the South. This course is not about the war itself but why it happened and whether it had to happen. No prior knowledge is required and this course is appropriate for all students. Volunteers will be encouraged to make class presentations.

Readings *The Causes of the Civil War*, Paul Calore, ISBN 978-0-7864-3304-9

Preparation Time Preparation time should be 1 hour to 1 ½ hours.

Computer Use Desirable but not required - Communication with the class, including reading assignments, questions and copies of the day's PowerPoint presentation are sent by email.

Biography I have degrees in Chemical Engineering from Columbia University and have spent my career in technical marketing of membrane processes to the Pharmaceutical, Dairy, and Water Industries. During my travels, plane time gave me the opportunity to read, become interested in, and finally passionate about history. While I have read widely on all Western history, I have had an ever growing fascination with the formation of this country. I have read extensively and hope to transmit some of the passion I have developed.

Lit1-10-We3 Three Poets: Joy and Angst in the Twentieth Century

Leader: Ruth Kramer Baden

Wednesday – Course Period 3 – 1:40 pm to 3:05 pm

Description During the 1960's, '70's and '80's, certain poets wrote a new kind of poetry. It was direct, moving and compelling. They all had New England roots and all knew each other, sometimes forming strong connections or circles. Some critics praised this new poetry as a “liberation from the tyranny of poetic decorum,” and others maligned it as “confessional.” You decide. We will mainly study the works of Robert Lowell, Elizabeth Bishop and Stanley Kunitz, supplemented by one or two examples from Sylvia Plath, Anne Sexton and John Berryman, and by additional readings about and by the poets on the internet. We will read the poems at home and in class, and the major content of the course will primarily be discussion of our different reactions to them. Some post-high school acquaintance with poetry is very desirable, although not a strict prerequisite. Oral presentations will be voluntary.

Readings Please note: These are the preferred editions. If they are not available you may be able to find others. Try to get the latest. Elizabeth Bishop died in 1979, so a 1976 edition won't have all her work.

Life Studies and For the Union Dead by Robert Lowell, ISBN 0374530963, Farrar, Straus and Giroux; 1st edition

Poems by Elizabeth Bishop, ISBN 0374532362, Feb 1, 2011, Paper, or *The Complete Poems*, 200, paper

The Wild Braid: A poet reflects on a Century in the Garden. By Stanley Kunitz, Marnie Crawford and Genine Lentine, ISBN 0393329976, Apr. 2007 The photographs are beautiful.

Preparation Time 2 hours

Computer Use Required - I will be assigning articles and readings by the poets from the internet, as well as study questions. Without a computer the member will not be able to hear and see the readings and will be responsible for obtaining the articles and study questions.

Biography I am a published journalist and poet. My book of poems, *East of the Moon*, was published in 2010. This is the eighth time I've taught poetry at BOLLI, always with different readings, and it has been

one of my great joys to do so. My educational background is Wellesley College (English major, minor in creative writing) and Boston College Law School (J.D. 1986) after which I practiced Elderlaw.

Dra-10-We4 Scene-iors: Staging 1 or more Short Plays

Leader - Eileen Mitchell

Wednesday – Course Period 4 – 3:20pm to 4:45 pm

Description Scene-iors will explore the world of drama through an interpretation of one or more short plays. Our focus is to present a dramatic reading to our peers during Lunch and Learn on Wednesday, November 20th. We may also do a repeat performance on Friday, November 22nd. Each class member will portray at least one character. We will work as a team to determine costumes, props, movement, sound, lighting and publicity. Every study group member should plan to attend all 10 sessions, and especially our dress rehearsal(s) and our dramatic presentation(s). There will be no memorization. And no theater experience is required. The group will participate in readings, auditions and rehearsals. Bring a clear voice, a sharp eye, enthusiasm for the dramatic and commitment to a successful team presentation.

Readings There will be handouts related to specific elements of staging a play.

Preparation Time Members will read and re-read their script each week. Via email they will address issues such as finding props and costumes, making adjustments to script(s), etc.

Computer Use Required - Email is necessary to communicate and coordinate weekly plans and extra rehearsal dates.

Biography Eileen Mitchell graduated from being a software engineer and began to play as a BOLLI member in its initial year. She has led study groups on short fiction, archaeology, architecture and co-led study groups on short plays. A child of an English Literature Professor and Drama Club Director, she inhaled drama every day and now wants to better understand how words in a script become life on stage.

Mus1-10-We4 Power and Passion!: The Voices of Opera and Così Fan Tutte: A Guided Tour

Leaders - Helen Sagan and Phil Radoff

Wednesday – Course Period 4 – 3:20pm to 4:45 pm

Description This is a jointly led course in two distinct parts. The first four weeks, led by Helen Sagan, include an in-depth study of the various voices-types in opera. On stage, the sopranos are the divas: the tenors, lovers and heroes, while all the lower voices fill out characters, good and evil, in the opera plots. Helen will use video and audio clips of many famous singers, past and present, to illustrate the unique artistry of the operatic voice. In the final six weeks, Phil Radoff will examine in depth the third and last of the great operatic collaborations between Mozart and his most accomplished librettist, Lorenzo Da Ponte. Phil will use excerpts from several different video performances. The course is intended to be of value to students unfamiliar with opera, as well as to afford a greater appreciation of opera to students already familiar with the subject. Students should prepare for each class by listening at home to the Youtube

excerpts and the sections of the opera assigned for that class and by reading at home the corresponding portions of the libretto and the other assigned material. The course will build from week to week, and students should make every effort to attend all of these sessions. We will provide handouts of certain background information.

Readings For the first part of the course, articles will be handed out to enhance classroom discussion. For the second part of the course, students will be required to have available a complete recording (video or audio) of *Così Fan Tutte* and a copy of the Italian libretto with English translation. If you don't have a libretto, you can obtain a used copy of Dennis Arundell's *Universe Opera Guide, Le Nozze di Figaro and Così Fan Tutte*, ISBN 0-87663-149-9, or the English National Opera's *Opera Guide No. 22, for Così alone*, ISBN 0714538825.

Preparation Time For the first four weeks, not more than one hour; for the remainder of the course, about two hours (listening and reading).

Computer Use Required - For the first part of the course, assignments will be made to access YouTube excerpts of famous opera arias and singers. For the second part of the course, weekly emails will be sent, detailing the material to be covered in the next session and posing questions for students to ponder.

Biography Helen Sagan earned a BA in music and MA in musicology from Boston University. She has been teaching opera appreciation for many years. She has also performed in many operas, appearing several times with Sarah Caldwell's Opera Company of Boston. Helen currently teaches at Wellesley-Weston Lifetime Learning, the Chautauqua South Program in Stuart FL and on cruise ships.

Phillip Radoff has undergraduate and graduate degrees in physics and worked as a physicist for a few years before switching to law. He held various legal positions in private practice, with the US Government and as inside corporate counsel before retiring in 2004 as vice president and group general counsel with Raytheon in Marlborough, MA. He has no formal musical training but is very familiar with the Mozart-DaPonte operas and has led a series of opera courses at BOLLI for the past seven years. *Così Fan Tutte* was previously offered in the Spring 2009 semester.

Soc2-10-We4 Aspergers, ADHD, and/or Genius?

Leader - MaryAnn Byrnes

Wednesday – Course Period 4 – 3:20pm to 4:45 pm

Description The last twenty years have seen an explosion in the diagnoses of Attention Deficit/Hyperactivity Disorder (ADHD) and Aspergers syndrome (viewed as part of the autism spectrum). Einstein, widely viewed as a genius, is identified by some people as having both Aspergers syndrome and ADHD. Wolfgang Mozart and Bill Gates are as well. ADHD, Aspergers, genius – what do these mean? Could all three exist in the same person? How does media coverage (of positive and/or negative events) affect public perception of each? This course will explore these three conditions, considering the lives of children in the present (*Bright Not Broken*) and the lives of adults in a fictional future (*The Speed of Dark*). These contrasting perspectives will serve as vehicles for us to weigh alternatives and possibilities. Vigorous discussions are anticipated.

Readings Kennedy, D. M., Banks, R. S., & Grandin, T. (2011). *Bright Not Broken: Gifted kids, ADHD and autism*. San Francisco, CA: Jossey-Bass. ISBN: 0470623322

Moon, E. (2004). *The Speed of Dark: A novel*. New York: Balantine Books. ISBN: 0345447549. Kindle editions available

Preparation Time Reading assignments from *Bright Not Broken* will generally be under 50 pages per week; *The Speed of Dark* readings will be longer (approximately 150 pages), but since this is fiction, reading speed will likely increase.

Computer Use Required - I will contact members by email for class announcements and to distribute weekly presentation slides and links to sites.

Biography I have always been fascinated by the diversity in the ways people learn - especially the complexities of exceptional learners. As a teacher, special education administrator, and educational consultant, I have had the pleasure of collaborating with others about hundreds of unusual learners. I recently retired from UMass Boston as an Associate Professor in Special Education. My undergraduate degree is from the University of Chicago, my masters (in Learning Disabilities) from Northwestern.

Rel2-10-Th1 Jerusalem: from Abraham to the Beginnings of Modern Times

Leader – Carol Johnson Shedd

Thursday – Course Period 1 – 9:00 a.m. to 10:25 a.m.

Description The course will be based on the book by F.E. Peters, *Jerusalem: The Holy City in the Eyes of Chroniclers, Visitors, Pilgrims, and Prophets from the Days of Abraham to the Beginnings of Modern Times*. A selection of eyewitness accounts from the many who have been affected by, or have themselves affected, the destiny of Jerusalem, as well as generous quotations from the Bible and a collection of firsthand accounts, give us a portrait of the city as it appeared through the centuries to a fascinating variety of observers – Jews, Christians, Muslims, and secularists, from pilgrim to warrior to merchant. The book focuses on the historical events that shaped the city and gives valuable insights into the major religions inhabiting it at one time or another. The chapters are arranged chronologically so we are able to follow cultural, religious and political changes as they develop. In each session we will study a portion of the book which focuses on a particular period of Jerusalem's history, and how it is seen by contemporary writers, travelers, missionaries, politicians etc.. The Study Group Leader will facilitate class discussion, the core of each session, and present supplementary information when relevant. Oral class presentations will be voluntary, but highly encouraged, and no prior knowledge is required.

Readings Peters, F.E. *Jerusalem: The Holy City in the Eyes of Chroniclers, Visitors, Pilgrims, and Prophets from the Days of Abraham to the Beginnings of Modern Times*. Princeton Univ Press, 1985. ISBN-10: 0691073007 or ISBN-13: 978-0691073002

Preparation Time The readings will consist of an average of 60 pages each session. While the text is compelling and very readable, time should also be allowed to digest what has been read.

Computer Use Desirable, but not required. There are many excellent sites on the web which will enrich the learning experience.

Biography After 12 years as director of Outreach at the Center for Middle Eastern Studies at Harvard, I have focused, in my retirement, on giving courses at HILR, BOLLI and Regis on world religions and the

Bible. I have a BA in English Literature from Hunter College, and Master degrees from Simmons School of Library Science and the Episcopal Divinity School in Cambridge.

H&G4-10-Th1 The Path to Hiroshima

Leader – Edward Goldberg

Thursday – Course Period 1 – 9:00 am to 10:25 am

Description How did such an enlightened man like FDR come to approve and continually support the policy of dropping an atomic bomb? Much of the public debate about Hiroshima has dealt with the questions of moral imperative. Recent books have focused upon the evolving military strategy and the time line that led to Hiroshima. Allied civilian and military leaders did not appear to be very concerned about the morality of dropping an atomic bomb. This is the viewpoint that we will consider. Like a cascading chemical or nuclear chain reaction: from Einstein's letter, to Pearl Harbor, to the Manhattan Project, to the policy of unconditional surrender, to the firebombing of Tokyo, and the Japanese rejection of Potsdam, the atomic bombing of Japan appears to have been inevitable. This course will be similar to the course presented by the SGL in 2012, and will end with a debate about the Potsdam Declaration and its impact upon the world. This course is not an effort to justify or attack the decision to use an atomic bomb. Instead the purpose will be to understand the thinking of the Allied military strategists as the War in the Pacific unfolded. Differing points of view from participants are strongly encouraged. There will be interactive discussions, not lectures, and 5-10 minutes class reports each week. Participants will need a basic knowledge of WWII. First hand accounts by WWII veterans will be encouraged.

Readings There is no **required** reading for this course. The SGL will supply a list of suggested and recommended readings at the start of the course, including excerpts from *Downfall* by Richard B. Frank (ISBN 0141001461) and from *Truman* by David McCullough (ISBN 0671869205). There will be additional readings on the eBoard.

Preparation Time About 2-3 hours/week

Computer Use Required – SGL will communicate with classmates by email. An eBoard will be an integral part of the course.

Biography I retired from my career as a physician in 2000 and have been with BOLLI from the get go. I believe this will be the tenth time that I have been an SGL at BOLLI. My major field of study at Cornell was in American History with special emphasis on the presidency. I recently took a course about the war in the Pacific, at Osher at La Jolla, and this stimulated my interest in Hiroshima. I still don't know the answers to the issues that arose there, but I am looking forward to a vigorous discussion.

Lit7-10-Th1 Toni Morrison: A Great American Writer

Leader – Alorie Parkhill

Thursday – Course Period 1 – 9:00 am to 10:25 am

Description Toni Morrison’s powerful writing has introduced a whole new genre to American literature. She builds on myth, African folklore, the classics, magical realism, the story of the fall, and the movement from innocence to experience, creating her own profoundly original style. Her writing can be shocking, mesmerizing, complex, but never dull. As Terry Otten puts it: “Each novel describes a fall wrought with destruction but one that is still morally superior to prolonged self-ignorance and sterile accommodation.” We will explore two of her earlier novels, *The Song of Solomon* and *Beloved*, tracing some of Morrison’s many themes and doing as much close reading as possible. We will look at the intersection of history and fantasy. Some of her interviews, shown on YouTube, give us further insights into the complex mind of this astonishing American writer, shown through an African-American lens, as well as many other lenses. This class will build from week to week, so it is important that class members plan to be there. It is essential to have the same version of the texts so that we can look at specific pages together. Reports will not be required. No experience with Morrison’s work is necessary, although I will encourage people to read the material more than once and, if possible, to read other novels that she has written. This course was last taught in Fall 2012.

Readings *The Song of Solomon*, by Toni Morrison (First Vintage International Edition, June 2004) ISBN 1-4000-3342-X

Beloved, by Toni Morrison (First Vintage International Edition, June 2004) ISBN 1-4000-3341-1
I would like everyone to use the same editions because it will be easier to assign and refer to pages.

Preparation Time Two hours plus, depending on reading rates.

Computer Use Required – I communicate by email

Biography I taught a wide range of English classes to high school students at The Cambridge School of Weston for approximately forty years. My experience includes teaching creative drama, writing and directing numerous theater productions, and being Assistant Head of School for 15 years. Teaching has always been a very important part of my life; I have relished offering the classes I have taught at BOLLI. I am a former chair of the Curriculum Committee and Vice Chair of the Council. I hold a BA from Case-Western Reserve University in English and Drama and an MA from Simmons College in Liberal Studies.

Soc10-10-Th1 The Sociology of "Deviant" Behaviors

Leader – Sandy Sherizen

Thursday – Course Period 1 – 9:00 am to 10:25 am

Description After a brief introduction to sociological theories and concepts of deviance, we will look at how certain behaviors become considered as deviant in one society but quite acceptable in other societies. There will be comparisons between sociological and psychological approaches. What behaviors are considered as appropriate or inappropriate, i.e., “normal”? The process of social definitions of what is considered as deviant has been studied and there are intriguing findings. I will use case studies around

issues such as abortion, ethnicity, being gay and even certain political positions that have become more accepted in our society. We will examine how psychiatric definitions of behaviors have changed over time, with an example being the "medicalization" of certain teenage behavior like "restlessness" becoming ADD. The large amount of material on deviance that is available will be summarized and presented so as to demonstrate the shifting nature of how behaviors become defined as socially proper or improper. Classes will be a mix of presentation by the SGL and discussion. Reports by class members will be voluntary.

Readings Selected readings from *Constructions of Deviance: Social Power, Context and Interaction* by Patricia A. Adler. Used copies are available. SGL will provide other readings as photocopies or electronically

Preparation Time About 3 hours a week.

Computer Use Desirable, but not required for course readings. For those who wish, on-line supplementary readings will be suggested but not required.

Biography Trained as a sociologist, I then went bad and became a criminologist and then really bad by becoming a computer security and privacy professional. I have taught at various universities, led seminars and given speeches in many settings. As an ex-president, I am active at Congregation Beth El in Sudbury. Flunking retirement, I volunteer to teach ESL to adult immigrants and serve on a patient research ethics and safety board at Brigham and Women's Hospital.

Soc1-10-Th2 Communication Technology Transforming Human Society: From Papyrus to the iPad

Leader - Michel Adler

Thursday – Course Period 2 – 10:40 am to 12:05 pm

Description Communication technologies through the ages dramatically changed the spread of information from only an elite few to the education of the masses. We will explore the conditions in early centers of civilization, which gave rise to the inventions of early recording media on clay tablets, papyrus, parchment, paper, the printing press to the electronic revolution of the 20th and 21st centuries. We will look at the initially slow migration of early technologies to today's fast paced spread of ideas. We will look at examples from archeological finds and what they tell us about the societies of our ancestors. The SGL will make presentations using power point followed by class discussion. Class members will have the opportunity to make short presentations on supporting technologies and significant archeological finds. This is a repeat of the course taught in Fall 2012.

Readings David Crowley, Paul Heyer, *Communication in History: Technology, Culture, Society* / Edition 5; ISBN: 0205483887; ISBN-9780205483884

The book is available from Amazon for under \$45.00 new, and for considerably less used. A later 6th edition is also available but it is very expensive. Readings from the internet will also be assigned and supplementary articles will be provided by the SGL via e-mail

Preparation Time No longer than two hours plus time for those making presentations.

Computer Use Required - I expect to communicate via email or eBoard. Many recommended articles are only Internet accessible.

Biography I grew up in New York City and graduated from CCNY with a BEE and from Northeastern University with an MEE. I had a career as an electrical engineer, initially at Wright Patterson AFB in Ohio and then with Raytheon Company for a total of 38 years at retirement. I have always been interested in “how things work” and find the proliferation of today’s communication methods fascinating despite the fact that I am slow to adapt. Since retirement, I also substitute teach and volunteer in the science classroom to encourage kids to pursue STEM (Science, Technology, Engineering and Math) careers.

Mus2-10-Th2 Enchanted Evenings: Great American Musicals and Their Sources

Leader - Verne Vance

Thursday – Course Period 2 – 10:40 am to 12:05 pm

Description The classical American musicals, developed over the thirty years from 1927 to 1957, remain among the glories of the American stage. In this course we will examine six of those musicals and the literary sources on which they were based and will study the alchemy by which those sources were transformed into iconic, long-running, much revived musicals on Broadway and around the world. The musicals are Jerome Kern’s *Show Boat*, Rodgers and Hammerstein’s *Carousel*, Cole Porter’s *Kiss Me, Kate*, Frank Loesser’s *Guys and Dolls*, Leonard Bernstein’s *West Side Story*, and Lerner and Loewe’s *My Fair Lady*. The course will include some presentations by the SGL, facilitated class discussions, some class readings, and playing of video clips from performances of the musicals. No prior knowledge or presentations by class members is required. The course material will not build strictly from week to week but the class discussions will involve comparisons of various aspects of the different musicals so that regular attendance would be highly desirable. This is a repeat of the course taught in Spring 2013.

Readings *Liliom*, Ferenc Molnar (Benjamin Glazer translation), ISBN 9780573611599, Samuel French, 1944

The Taming of the Shrew, William Shakespeare, ISBN 074347757X, Simon and Schuster, Folger Shakespeare Library, 2003

Guys and Dolls: the Stories of Damon Runyon, Damon Runyon, ISBN 0140176594, Penguin Books, 1992 (many used copies available online)

Romeo and Juliet: West Side Story, William Shakespeare: Arthur Laurents, Leonard Bernstein, Stephen Sondheim, ISBN 978-0-440-97483-3 (pbk.), Laurel-Leaf Books, 1965

Pygmalion and My Fair Lady, George Bernard Shaw/Alan Jay Lerner, ISBN 0-451-52476-4, Signet Classic, 1980

Preparation Time No more than two hours per week.

Computer Use Required – I often send out important class materials and class preparation notes by e-mail.

Biography Verne Vance is a retired Boston attorney who has had a lifelong interest in theatre, musical and otherwise. He has led lifelong learning classes at BOLLI and at Regis College in plays of George Bernard Shaw and other playwrights. He was the winner of the 2012 T.F. Evans Award of the Shaw Society of the United Kingdom in an international competition to write a new Shaw-like preface to one of Shaw’s plays.

Soc5-10-Th2 Off the Pedestal: Sigmund Freud Revisited

Leader - Sophie Freud

Thursday – Course Period 2 – 10:40 am to 12:05 pm

Description The focus of this course will be Freud’s personality rather than his theories, although some acquaintance with psychoanalysis would make the course more interesting for you. (I will send you an outline of his ideas before the course starts but you might want to do some additional preliminary background reading.) Freud was immensely ambitious, intent on becoming famous, which often led him astray, fabricating favorable treatment outcomes, and behaving hatefully towards any disciple who developed somewhat different ideas. It is this all too human side of him, his failings and flaws, about which we shall read. Freud will be introduced by startling “*Recollections*” of one of his oldest disciples. Next we shall enjoy an account of the true history of the beginning of psychoanalysis, correcting Freud’s myth of the lonely hero. A very arresting story of Freud’s relationship with his most creative disciple will follow this history. We shall read Freud’s own account of three (out of five) canonical case histories and their later and current assessments of his clinical work with them. We shall finish the course with a series of critical essays written about his encounters and ideas. Classes will be discussions about the readings with your SGL as catalyst and guide. It is a heavy reading course of about 100 pages a week. The course thus depends on the class members being committed to the reading and to regular attendance.

Readings The SGL is preparing an extensive reading kit with single chapters, book reviews and expensive or difficult-to-find readings.

Unauthorized Freud: Doubters Confront a Legend. Edited by Frederick Crews, ISBN 0670872210 Viking 1998 (used copies available from Amazon)

Brother Animal: the Story of Freud and Tausk by Paul Roazen (Search under author’s name at www.alibris.com for used copies)

A Dream of Undying Fame. How Freud Betrayed his Mentor and Invented Psychoanalysis, Louis Breger. ISBN 9780465017355. Basic Books, 2009 (used copies available from Amazon)

The Wolf Man and Other Cases. Sigmund Freud, 2003, Penguin. ISBN 014243745X

Case Histories I (“Dora” and “Little Hans”), Sigmund Freud, ISBN 0140217428, Penguin Books. 1977. (Also a 1990 edition with ISBN 014013798X is available from Amazon.com and www.AbeBooks.com)

These can also be found in libraries:

Dora: an Analysis of a Case of Hysteria, Sigmund Freud, ed. by Philip Rieff

Collected Papers, Vol. 4, Sigmund Freud, ed. By Philip Rieff

Standard Edition of the Complete Psychological Works of Sigmund Freud, Vol. 10 (Little Hans)

Preparation Time I aim for at least 100 pages a week, depending on size of print etc. Members should be prepared for a heavy reading course, about 5 hours a week.

Computer Use Desirable, but not required. I use email for sending the initial syllabus and welcome letter. Later during the semester I often use email as extra thoughts come to mind.

Biography I received a BA from Radcliffe/Harvard, an MSW from Simmons and 20 years later, a Ph.D. from Brandeis. After about 10 years of clinical social work practice I became a professor of social work at the Simmons School of Social Work and stayed there for 30 years. I was happy to continue my passion for teaching at BOLLI, where I have given at least 15 different courses. Inventing new courses has become my old age pastime. I have studied and taught and written about Freud's theories, read numerous admiring and critical biographies and feel myself to be an expert on my grandfather.

Wri2-10-Th2 Deepening Our Craft: Unifying Narratives

Leader - Marjorie Roemer

Thursday – Course Period 2 – 10:40 am to 12:05 pm

Description I have now led five groups at BOLLI that focus on memoir and personal writing. In this sixth course I will continue to focus on the craft lessons that strengthen our narratives: using again *One Year to a Writing Life: Twelve Lessons to Deepen Every Writer's Art and Craft* by Susan M. Tiberghien, we will look at the short-short story, dreams and writing, dialogue, and tales. But we will in the last two weeks also consider how we might stitch together the larger work, how we could envision fitting the short pieces we have written into a larger whole. To that end, we will read *The Goose Girl, the Rabbi, and the New York Teachers: A Family Memoir* and meet with its author, Deborah Heller, to learn how such a work gestates and grows and how to take it from manuscript to published book. Dr. Heller's book also raises for us interesting issues about how the personal and public intersect, how our own intimate stories throw light on the larger issues of our times. As in my other writing courses, participants will bring roughly 500 words of writing to class for each session and will share that work with the group. And, as in the past, the prompts and assignments are meant to be supportive; when they get in the way of what people want to write, they can be jettisoned. All writers are welcome. Because we develop a supportive community of writers, regular attendance is important.

Readings Heller, Deborah. *The Goose Girl, the Rabbi and the New York Teachers: A Family Memoir*. Bloomington: iUniverse, 2013. ISBN 978-1-4759-6907-8.
Tiberghien, Susan M. *One Year to a Writing Life: Twelve Lessons to Deepen Every Writer's Art and Craft* N.Y. Marlowe & Co., 2007. ISBN1-60094-058-7

Preparation Time Participants write 500 words a week and read a chapter that is roughly 15 pages long. I expect this to take approximately an hour or up to two, but it does depend on the speed at which one writes.

Computer Use Desirable but not required. We often send emails and sometimes share work on line. If a participant doesn't have access to email, we'll try to work around that.

Biography I hold a BA from Bennington College, an MA from New York University, and a PhD from Brandeis, all in English and American literature. My teaching career began in New York City at a public Junior High School. It has since taken me to Brookline HS, the University of California at Santa Barbara, the University of Cincinnati, and Rhode Island College. I've worked as an English professor, Director of Writing Programs, and the Director of the Rhode Island Writing Project. It's been about forty years in classrooms of many kinds. I have more recently taught six BOLLI courses with great pleasure.

Art1-10-Th3 Three Giants of Post Impressionism: Lautrec, Gauguin and Van Gogh

Leader - Nancy Alimansky

Thursday – Course Period 3 – 1:40 pm to 3:05 pm

NOTE: This class will start the second week of the semester on September 26, with a make-up date for the missing class to be arranged.

Description We will study three important painters from the period after Impressionism: Toulouse Lautrec, Paul Gauguin and Vincent Van Gogh. In each case their personal lives and relationships had a significant effect on their art. We will learn about their unconventional lives, their personalities and their choice of subjects to paint. In the case of Van Gogh and Gauguin we will learn about the nine weeks they shared a house in Arles and the personal distress each endured while living together. We will also discuss a few of the painters who preceded them and provided a bridge to the Post Impressionist era. This course is much more than a survey about three painters. The SGL will explain how to analyze a painting in terms of the principles and elements of design. For each class there will be several key works which we will analyze in depth in terms of the techniques the artist used to achieve a successful result. The SGL will show a slide presentation of paintings each week and expect students to participate in the discussion of the works. Prior knowledge is not required. Assignments will include reading from the text as well as answering the study questions. One week's assignment will include a self-portrait pencil drawing to give students insight into the challenge of creating a self-portrait. This is a repeat of the course given in spring 2013.

Readings *Toulouse Lautrec*, Bernard Denvir, c. 1991, Thames and Hudson, LTD, London, ISBN 978-0500202500. The book is available in paperback from Amazon new and used. Also available through Minuteman Library System.

The Yellow House, Van Gogh, Gauguin and nine turbulent weeks in Provence, Martin Gaylord, c. 2006, Houghton Mifflin Comp0any, New York, ISBN 0618990585. The 2008 paperback edition is available from Amazon new and used. Also available through Minuteman Library System and Kindle.

Preparation Time The reading is generally about 40 pages a week. At times it is somewhat dense, unlike reading a play or a novel. Preparation time should be between 2-3 hours, including completing the study questions.

Computer Use Required. I use email a lot to communicate with members of the class

Biography This will be my fourth teaching experience at BOLLI. In addition to this course, I have taught "The Private Lives of the Impressionists and Their Art." For 26 years I was an Associate Professor at Lesley University, teaching courses in management as well as studio art. For three years I was a docent at the Davis Museum at Wellesley College where I conducted tours for various exhibits. I have a B.A from Wellesley College where I majored in French, a M.A.T. from Harvard Graduate School of Education and an M.B.A. from Boston College. I have been a professional artist for more than 20 years.

Cur-10-Th3 Current Events: Developments in Local, National, and World Affairs

Leader - Lois Sockol

Thursday – Course Period 3 – 1:40 pm to 3:05 pm

Description We live in a complex and volatile time when what happens in one part of our world affects us all, which requires us to stay informed as the world events rapidly change. This course is designed to inform, to discuss current news stories, and to provide thoughtful analysis. In most sessions, our attention will be split between world events and national news. Class members will be expected to present reports, lead a class discussion on a current topic, and take part in group discussions. Interest and keeping up to date with the news are the only prerequisites.

Readings No books are required. However, access to magazines such as *The Economist*, *The New Yorker*, *The Nation*, *Time* etc., as well as newspapers and web sources will be necessary.

Preparation Time 1-2 hours weekly

Computer Use Required - I communicate with the class members and send out information via email.

Biography I was a teacher of children and adults for 25 years. My undergraduate degree is from Boston University and my masters from Lesley College. The bulk of my professional years were spent in the Newton Pubic Schools where I taught children and was a consultant to teachers. I was an educational consultant to schools throughout New England. After retirement, I again became a student and a writer of short stories. Four of my short stories have been published: one in a literary journal, and three on the WEB. Retirement allows me to feed my Current Events habit.

Film2-10-Th3 Brando the Great: a film course

Leader - Irwin Silver

Thursday – Course Period 3 – 1:40 pm to 3:05 pm

NOTE: This course will take 2 class periods every other week.

Description Marlon Brando is widely recognized by his peers as one of the greatest actors ever. He had a wide range of talent as evidenced by the many types of roles that he played and the many outstanding directors of the films that he appeared in. The class will view different film genres that show his range of talent. The movies are: *On the Waterfront*, *Viva Zapata*, *Julius Caesar*, *Apocalypse Now*, and *The Godfather*. We will view and discuss these movies on alternate weeks. The weeks that the films are shown will cover two class periods in order to provide enough time to see the complete films. On discussion days the class will run during the first afternoon time period only. For those signing up for this course, you should not sign up for another course in the 4th time slot. Presentations by class members will be voluntary.

Readings There is no text. The SGL will provide supplementary readings.

Preparation Time 1 hour

Computer Use Required – the SGL will send discussion questions and articles via email.

Biography I have a BS from Northeastern University. After spending 46 years in the Investment Business, I retired in November 2003 as a First Vice President-Investments from Prudential Securities. In addition to my career in the Investment Industry, I was an Adjunct Professor at Northeastern University in the 1980's and 1990's teaching Investments.

H&G7-5a-Th3 Putin

Leader - Ronald Levy

Thursday – Course Period 3 – 1:40 pm to 3:05 pm

This is a 5-week course which meets September 19 through October 17.

Description *“Those [Russians] who do not regret the downfall of the Soviet Union have no heart; those who want to bring it back have no brains.” Vladimir Putin, May 5, 2005. Who is Vladimir Putin? What has been his life story and career track? How did he get to where he is today? Why was he chosen by Yeltsin in 1999 to lead Russia? Does he appear to be rebuilding the former Soviet Union, but in a different framework? In what ways do his character traits, career experiences and beliefs influence his leadership of a major nation? How is he managing Russia’s economy? Is he a democrat or an autocrat? Why are there starkly different opinions of him in Russia, in the U.S. and in Europe? Is he influencing world events for good or ill? Where has he stubbed his toes, and in what way is he succeeding? Class will consist of short presentations by SGL and facilitated discussion; class member presentations will be encouraged.*

Readings *Vladimir Putin and Russian Statecraft* by Allen C. Lynch. Potomac Books. 2011. ISBN 978-1-59797-298-7. Also available electronically ISBN 978-1-59797-587-2. Other articles and readings will be assigned.

Preparation Time 1-2 hours.

Computer Use Required - I will be communicating via email. I also expect students to undertake Internet and other research to uncover information to help our learning process.

Biography This will be my 15th semester as a BOLLI SGL. All of the courses I have led have dealt with history, geopolitics and current events, including separate courses on the Soviet Union and Russia. I have lived in 5 countries and have traveled extensively on business and for pleasure. These experiences have nurtured and developed my interests in history, geography and politics, and have stimulated my desire to continue learning. I thus expect to learn from this course myself, and from what perspectives and knowledge the students bring to the classroom.

Soc9-5b-Th3 What Money Can't Buy: The Moral Limits of Markets

Leader - Edward Selig

This is a 5-week course which meets October 24 through November 21.

Thursday – Course Period 3 – 1:40 pm to 3:05 pm

Description Do we want to live in a society where everything is up for sale? Or are there certain moral and civic goods that markets do not honor and money cannot buy?" So asks Michael Sandel in his book whose title is also the title of this course. We will test those questions over a wide range of activities that exemplify the spreading commodification of goods and benefits that used to be exempt from the reach of monetary markets. For example, should markets be used to allocate babies put up for adoption? Should scalpers be allowed to profit from buying up and selling scarce tickets to public campsites or public events? What about allowing companies to patent human genes? Or hiring mercenaries to fight our wars, auctioning admission to elite universities, or selling citizenship to immigrants willing to pay? And what about the power of money to corrupt the political process for private gain without regard to the public interest? We will explore consequences of the continuing drift from having a market economy to becoming a market society. This course will be a collaborative discussion group addressing and critiquing the themes of each of the five chapters of Sandel's book.

Readings *What Money Can't Buy: The Moral Limits of Markets*, by Michael J. Sandel; Farrar, Straus & Giroux (2012), ISBN 978-0-374-20303-0.

Occasional citations to other materials may also be included as the course proceeds.

Preparation Time One to two hours.

Computer Use Required - I would like to create a list-serve of email addresses of all class members so that I could present notes and questions for them to consider about the readings for each following week, as well as the syllabus for the course before it begins.

Biography I hold a Masters Degree in Philosophy, Politics and Economics from Oxford University, and have taught environmental law and policy at Boston University. My professional career was in the practice of law in both public and private settings. Previously at BOLLI, I have presented courses on the subjects of *Justice: What's the Right Thing to Do?* and on the poetry of Robert Frost and W.B. Yeats, which I had studied in my undergraduate days.

Eco-10-Th4 Intersection of Government and Economy: What Works and What Doesn't

Leader - Leonard Meiselman

Thursday – Course Period 4 – 3:20 pm to 4:45 pm

Description Government action has a profound effect on the economy and vice versa. The purpose of the course is to explore those areas and discuss what the results have been and what alternatives are available. We will explore the factors leading up to the recession and the responses to them. Corrective actions will be analyzed as well as future prospects. We will cover what makes an economy healthy and how a run-up in housing prices led to a recession. The roles of the Federal government, legislators, regulators, the banking industry, and the public will be analyzed as well as how a collapse of investment banks led to a

worldwide recession and the government's response - TARP and Stimulus. Some fundamentals of capitalism will also be discussed with selective review of economic theories as they are relevant to current issues, such as, inflation, what is good debt/bad debt, taxes, and income distribution. The course is focused on an initial presentation by the SGL followed by class discussion (of approximately equal amounts of time). Prior knowledge of the subject is not required. Oral presentations by class members will be voluntary, and course material will build from week to week and therefore class attendance is essential each week.

Readings *The Little Book of Economics: How the Economy works in the Real World.* 2nd ed. Greg Ip, Wiley, 2012. Cloth: ISBN: 978-1118391570 Available from Amazon.
Financial Fiasco, 2nd ed 2012. Johan Norberg, Cato Institute
Paper: ISBN 978-1937184414. Available from Amazon. First Edition acceptable (if you have it).

Preparation Time 2 to 2-1/2 hours

Computer Use Required – Most course resources will be provided via eBoard

Biography I am a retired radiologist. I became interested in economics in the past few years and intensified my reading after Al Rosow's course. I have taught courses at Union College LLI (How to be a Skeptic) and at BOLLI (Healthcare Systems).

H&G5-10-Th4 The “Lachrymose” History of Health Care Reform in the United States

Leader - Jeff Kichen

Thursday – Course Period 4 – 3:20 pm to 4:45 pm

Description This course will trace the history of health reform efforts in the United States beginning with the Progressive era in the early 20th century and proceeding through efforts in the 1930s at both the federal and state level, the Truman plan of the late 1940s, the battle over the passage of Medicare and Medicaid, the Clinton Plan, and the Obama plan. We will look at the rise of corporate medicine through the development of large insurance companies and managed care. We will take an interdisciplinary approach that includes history of events, the sociological conditions that drove attempts at change, and underlying philosophical views regarding the role of government activity regarding health and medical care. This will enable us to better understand why more universal health care arrangements were not adopted in the United States as was the case in other industrialized nations. Along the way we look at many primary documents, including contemporary newspaper accounts, presidential speeches, and television news accounts. We will conclude by looking at what the Accountable Care Act (aka Obamacare) means for BOLLI members in particular and what the future may hold for health care reform in America. The class format will be approximately 70% presentation and 30% discussion. For the last session, class members on a voluntary basis will have the opportunity to present their own visions for health care reform. Class sessions build upon one another to a degree. I prepare my notes for each class and distribute them, which is very helpful for those who may miss sessions.

Readings Paul Starr, *Remedy and Reaction: The Peculiar American Struggle Over Health Care Reform*, Yale University Press, 2011. ISBN 978-0300189155. I will also provide supplemental reading, some of which will be posted on the eBoard and some of which will be handed out.

Preparation Time Each week's required reading will be approximately forty to fifty pages. In addition, I will provide study questions for class discussion. Thus, preparation time will range from two to three hours per week.

Computer Use Required - I communicate regularly by e-mail with members. Also, some of the reading assignments are posted on the e-board. Members need to be able to open and print PDF files as well.

Biography With a masters degree in public health and a bachelors degree in history, I have over thirty years' experience as an adjunct instructor. Courses taught included: U.S. Health Care Systems, Contemporary Issues in Public Health, Theories of Social and Health Behavior, Community Health Education, Biostatistics, Health Care Research Methods, and Western Civilization. Since 2003, I have been an adjunct faculty at the University of Massachusetts, Worcester. As Vice President for Strategy and Planning at the Massachusetts Medical Society, I was one of the lead staff involved in crafting the society's policies regarding federal and state health care reform in the 1990s.
