

OSHER LIFELONG LEARNING INSTITUTE @ BRANDEIS

BOLLI: Fall Term 2014

- 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.**

Lit6-5a-Tu1 George Eliot: The Most Interesting Woman of the 19th Century

Leader – Jeff Kichen

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

This is a 5-week course which starts the week of September 9th and ends the week of October 14th.

Description George Eliot (Mary Ann Evans) was one of the pre-eminent novelists of the 19th century. She is best remembered for such novels as *The Mill on the Floss*, *Silas Marner*, *Middlemarch*, and *Daniel Deronda*. Eliot's enduring legacy is witnessed by recent film adaptations of *Middlemarch* and *Daniel Deronda*, and Rebecca Mead's 2014 popular book, *My Life in Middlemarch*. Eliot was also a highly respected editor, translator, essayist, and cultural critic. In today's terms Eliot would be considered a public intellectual. She was, all but in name, the editor of the *Westminster Review*. Eliot translated Spinoza's *Ethics*, David Friedrich Strauss's *The Life of Jesus* and Ludwig Feuerbach's *The Essence of Christianity*. Her translations of the latter two works are still in print today. In this five-week course we will focus on Eliot's cultural criticism, which is included in her novels, essays, and letters. Her cultural criticism encompassed literature, politics, religion, gender relations, colonialism, science and medicine. We will read excerpts from her well known and lesser known novels, as well as her essays and letters. Through mini-lectures and group discussion we will explore Eliot's engagement with and critique of the reform movement in Great Britain; colonialism; feminism; Darwinism, Positivism, and the practice of medicine. Together we will also trace her changing views of religion and theology as well as her later in life engagement with Hebraism. Along the way we will meet some of the people that Eliot engaged with such as Herbert Spencer, August Comte, and her life companion, George Henry Lewes.

Readings Nancy Henry, *The Cambridge Introduction to George Eliot*, Cambridge University Press, 2008. ISBN: 978-0521670975

A packet of additional readings will be prepared and distributed by the SGL, some electronically and some through hard copy at no cost to the members.

Preparation time 3 – 4 hours

Computer use required Members will need to be able to receive emails, open PDF files, and utilize an eBoard that will be set up for the class. For those that require it I will provide instructions by phone on the use of the eBoard.

Biography I have over thirty-five years' experience as a college instructor. I currently serve as adjunct faculty for the Masters of Public Health Program at the University of Massachusetts, Worcester. I have taught a wide range of courses in the health sciences, social sciences and the humanities. For my Western Civilization courses, I utilized literary works as primary documents for exploring societies and cultures in the 19th and early 20th century. For the past five years I have been reading George Eliot's works and today's academic criticism. I have been an SGL since the Spring of 2013.

Lit3-5b-Tu1 **The Haunted Mind: Psychoanalytic Reading of Hawthorne's Romances**

Leader – David Diamond

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

This is a 5-week course which starts the week of October 21st and ends the week of November 18th.

Description Freud often acknowledged that great writers and artists had discovered the workings of the unconscious long before his scientific systemization. Hawthorne, writing a half century before Freud's major works, had an uncanny grasp of the dynamics of the unconscious. His four novels, or romances, as he called them, are of deeply psychological cast. Plot and character converge to create a crucible of intense psychological force. Driven by desire, Hawthorne's characters face painful conflict with each other, their community and, more unrelentingly, an inescapable conscience. They are haunted by a past that is always threatening to overtake them. The psychological and moral transformations by which they manage these conflicts to overcome their past are the substance of the romances' triumphs and tragedies. In this study group we will read and discuss Hawthorne's first two romances, *The Scarlet Letter* and *The House of the Seven Gables*. By utilizing a psychoanalytic lens we will look at the unconscious forces that motivate the character and which, in large part, determine their fate. Amongst other concepts, we will explore the dynamics of desire, the repetition compulsion, sado-masochism, voyeurism and the workings of the super-ego. We will discuss our own emotional engagements with the texts to better understand Hawthorne's psychological purpose. Finally, we will use insights gained by this approach to elucidate the larger moral and aesthetic themes of Hawthorne's work. At the start of each session the leader will make a brief presentation; the remainder of the session is for an open interchange of ideas. For continuity, attendance at every session is highly desirable.

Readings "The Haunted Mind" from Hawthorne's *Twice Told Tales* (this is a short sketch available free at www.gutenberg.org)

The Scarlet Letter

The House of the Seven Gables

Preparation time Somewhat over 500 pages to be read over the five weeks

Computer use useful for communication but not necessary

Biography I am a psychiatrist and psychoanalyst. I was director of Outpatient Psychiatry at Brigham and Women's Hospital from 1992-2009. As Assistant Professor of Psychiatry at Harvard Medical School I taught psychiatry to medical students and psychiatry residents for many years. I am on the teaching faculty of The Psychoanalytic Institute of New England, East where I have taught seminars in psychoanalysis and literature. As a member of the Nathaniel Hawthorne Society I have presented papers on various topics related to Hawthorne's romances for the past decade.

Wri1-10-Tu1 **You're the Boss: Exercises in fiction writing for anyone who wants to try it**

Leader – Betsy Campbell

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

Description The raw material for fiction is everywhere in our personal lives and in the world around us, but many of us aren't sure how to turn events we experience or hear about into a good story. Letting your imagination play with the facts opens the way to the fun of fiction writing. You as the author are in charge. You can decide how the story goes. In this course we will write a short piece each week in response to an assigned exercise. The content of each piece will be the

member's choice, but the objective of each assignment will be to experiment with specific elements of narrative writing such as point of view, characterization, setting and dialogue. We will look at different ways of finding stories and developing plots. This course is for anyone who enjoys writing, for those who already like writing fiction and for those who want to try something new. We will explore the elements of fiction and have fun sharing our work with one another.

Readings There will be no text for this course. The SGL will provide some handouts.

Preparation time There will be very little reading, just brief samples or prompts related to the assignment. A short piece of writing (500 words) will be assigned each week.

Computer use not required but helpful if members want to share their work through email.

Biography Writing has always been my avocation. I have taken many writing courses, attended numerous conferences and been active in several writing groups over the years. I have published both fiction and nonfiction in newspapers, magazines and journals. My vocation was teaching, first as a High School English teacher and then for twenty-five years as an early childhood teacher in Cambridge, MA, Greenwich, CT and Rochester, NY. I have a B.A. from Brown, an MAT from Harvard and an MA from Lesley University.

Art4-10-Tu1 The Joy of Photography

Leaders – **Arthur Sharenow and Joel Freedman**

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

Description Although this will be an introductory course accentuating the challenges and rewards of capturing the images as you have seen them, past photography class participants are welcome. Each week we will ask class members to send in 3 or 4 photos taken that week as their homework. We will emphasize composition rather than the more technical aspects of photography. We will spend a good deal of time discussing the crucial role of light, both in terms of time of day and where the light comes from in relation to your subject. We will spend some time discussing and demonstrating how the modern digital camera can help you capture the images you want. Along the way we will discuss subsets of types of photographs: landscape, cityscape, nature, informal portraits, action and travel. In addition to regular classes, we will have two optional photo outings (caveat to those who have taken courses with Arthur before... we will be repeating destinations from past classes).

Readings There are no assigned readings, but class members might find the following magazines helpful: *Popular Photography* and *Outdoor Photographer*. Both are available at major bookstores as well as by subscription.

Preparation time Each week we will ask class members to send in 3 or 4 photos taken that week as their homework. For some it will mean an hour or two. For others it may be half a day or a day. The amount of time spent depends on how easily satisfied the class member is with the photos he or she has taken.

Computer use required It is necessary to be able to get your photos onto your computer and to send them in for your homework. Expertise is not required nor do we assume familiarity with particular photo software.

Biography Arthur Sharenow: I graduated from Brandeis University (1955) and Harvard Law School (1958). After spending a short time as a Boston lawyer, my wife Judy and I owned and directed a children's summer camp for forty-four years. I have been taking pictures ambitiously since age twelve. Since retiring, I have competed in photo contests, winning quite a few. I have had several exhibits of my work. I have enjoyed leading five previous photo classes at BOLLI.

Joel Freedman: I graduated from WPI (1962) and BU (MBA) 1970. I worked in engineering physics after attending graduate engineering school and then spent 30 years as a communications systems engineer. My work in physics got me

into technical photography. I have been taking pictures for over 50 years, and belong to a photography club. My wife and I go on two landscape photography tours a year, and also do bird and other nature photography. I usually exhibit my photographs twice yearly.

Sci&Soc2-10-Tu1 A Uranium Atom Walks Into A Bar: Nuclear Challenges in the 21st Century

Leader – Nancy Kolodny

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

Description Since the discovery of nuclear fission in the 1930s, the potential of nuclear energy both for war and for peace has presented an ongoing challenge to humanity. Daily newspaper accounts of the need for sources of energy other than fossil fuels as well as ongoing developments in Iran and North Korea highlight the importance of understanding the “positive and negative” potential of the atomic nucleus. This course will begin with a layman’s introduction to the science of the nucleus including radioactivity, nuclear fission and fusion and will examine the development of atomic bombs and the controversial decision to use these weapons at the end of World War II. Post-WWII weapons development and nuclear non-proliferation treaties will be discussed. Our emphasis will be on peaceful uses of nuclear energy for medical diagnosis and treatment and for the generation of electricity. What have been the results and future implications of the accidents at Three Mile Island, Chernobyl and Fukushima? Is there a future for the continued use of nuclear energy in the face of mounting waste disposal problems? The course will end with an examination of how nuclear challenges are reflected in film, theater and opera. Each class will include presentation by the SGL and interactive discussion.

Readings *Copenhagen* by Michael Frayn (play);

Nuclear 2.0: Why a Green Future Needs Nuclear Power by Mark Lynas (2014) ISBN 1906860238; Excerpts from other books and journal articles will be provided as handouts in class or on eBoard

Preparation time 2-3 hours

Computer use required for use of the class eBoard and for other reading materials

Biography I retired in 2013 after a 44-year career of teaching (Physical Chemistry), research, and administration at Wellesley College where I was the winner of the Pinanski Prize for Excellence in Teaching. Based on my life-long fascination with all things nuclear I developed and taught an interdisciplinary course at Wellesley called “The Nuclear Challenge,” first as part of the Peace and Justice Studies program and then as a First Year Seminar. I look forward to sharing this exciting subject with the BOLLI community.

H&G2-5a-Tu2 Sam, the other Adams: American hero, terrorist, or just the fellow who made beer?

Leader – Bill Connors

Tuesday – Course Period 2 – 10:40 a.m. to 12:05 p.m.

This is a 5-week course which starts the week of September 9th and ends the week of October 14th.

Description On the eve of the American Revolution, Samuel Adams said to the citizens of Boston: “It does not require a majority to prevail, but rather an irate, tireless minority to set brush fires in people's minds. If ye love wealth greater than liberty, the tranquility of servitude greater than...freedom..crouch down and lick the hand that feeds you; and may your chains set lightly on you...” These fiery words from John Adams' older cousin were one of the many reasons that Jefferson

referred to Samuel as “truly the man of the Revolution.” Many in Massachusetts, however, considered Adams to be a dangerous and violent radical and denounced him as a mob-leading demagogue. His fiery orations resulted in Adams becoming known as America's first modern politician. In addition to signing the Declaration of Independence, Adams was instrumental in the creation of Massachusetts' Constitution and served as 4th Governor of our Commonwealth. We'll discuss the importance (or irrelevance) of Adams to the cause and ultimate success of the American Revolution and use him as a vehicle to consider other issues, e.g. why England lost the war and what would he think of the current Tea Party. In keeping with his contentious, democratic spirit, classroom discussion will be highly encouraged; I intend to use study questions to facilitate discussion. On a BOLLI non-class day I plan to lead available members on a walking tour of Boston to see and experience the city through the eyes of Samuel Adams. And we'll learn the TRUE story of Sam Adams beer.

Readings *Adams: Father of the American Revolution*, Mark Puls, ISBN 978140397582-9 or 9780230614000 (pbk.)

Preparation time Around two hours or less per week (approx. 50 pages of reading)

Computer use required for email access and some downloads and suggested internet links

Biography A BOLLI member since 2009, this is my first attempt as an SGL. As a CPA I have spent most of my working career in various facets of the financial world. As a lover of history, I became a docent for Boston By Foot and currently lead tours of Boston with a focus on the Revolutionary era. In attempting to balance my various life interests, I try to adhere to the words of the French writer Chateaubriand and attempt “to pursue a vision of excellence through whatever I'm doing and leave others to determine whether I am working or playing.”

Sci2-5b-Tu2 Up close and Personal with 3 Nobel Prize winners – Marie Curie, Fritz Haber and James Watson

Leader – Georgia Weinstein

Tuesday – Course Period 2 – 10:40 a.m. to 12:05 p.m.

This is a 5-week course which starts the week of October 21st and ends the week of November 18th.

Description I want to get BOLLI members excited about the people and science behind the Nobel Prize. Each year there are perhaps two days of reporting about the Nobel Prize and then science typically is forgotten by the media unless something bad happens. This course will focus on the personal lives of three Nobel Prize winners, their colleagues and family, as delineated in the course title. The science will be presented at a level suitable for anyone who has had high school science, but the primary focus will be on the individuals. There are many brilliant scientists: Why did these people excel? What was their family background? Who was the person behind the myth? What secrets did they hide? These are some of the questions that we will be exploring in this course. I have selected these three scientists not only because they were really fascinating people but due to there being excellent, readable biographies and memoirs about them. I will devote about 15 minutes of each session to presentations that will enlighten members as to the science for which these scientists won this prize, with the rest of the time spent discussing the people and their personal lives. Study questions will be provided for each class.

Readings Barbara Goldsmith, *Obsessive Genius, The Inner world of Marie Curie*, 233 pages
Thomas Hager, *The Alchemy of Air* – biography of Fritz Haber, 281 pages
James Watson, *The Double Helix* –143 pages
(note – I have not included footnotes and bibliographies in the page count.)
There will also be short readings from the Nobel Prize website.

Preparation time About 140 pages a week of reading

Computer use required We will use email and also may do some reading from Nobel Prize website

Biography I was a member of the chemistry department at Boston University for close to 40 years. I taught life science chemistry, environmental chemistry and organic chemistry to both majors and non-majors, always with an emphasis on the relationship between the chemistry we were studying and real life. I have also led book groups and have enjoyed discussing the Marie Curie book with both scientists and non-scientists.

H&G1-10-Tu2 The Geo-Politics of the Horn of Africa

Leader – Girma Belay

Tuesday – Course Period 2 – 10:40 a.m. to 12:05 p.m.

Description This course introduces the region's complex history, politics and economics since the end of World War II as the background to understanding the current conflicts. We will examine the region's geo-political and strategic relevance to the U.S., Europe, East Asia and the Middle East. The geo-political dynamics accentuate the division and the respective economic interests between the ten Upper Nile Basin countries (led by Ethiopia) and the Lower Nile Basin countries (Sudan and Egypt). We will explore regional economic integration and cooperation as a way to permanently solve the potential conflicts. We will consider the national interests of each country as well as the interests of global powers (U.S., China, India and European Union). Attention will be given to the political frameworks of democracy, human rights and religious extremism, as well as competing economic development models of state led versus liberal market systems. We will attempt to find solutions to the conflicts in the region that will benefit the region as well as the global outlook. The course will include approximately one-half lecture, and one-half discussion which may include a short five minute presentation from class members. It is a repeat of the course taught spring 2014.

Readings *The Horn of Africa: Intra-State and Inter-State Conflicts and Security*, edited by Redie Bereketeab. ISBN 0745333117

Also articles from current events publications such as *Africa Confidential*, *Foreign Affairs*, and *The Economist* (available on-line.) For the range of Ethiopian points of view, we will consult web-based media including *Nazret* and *Aiga Forum*. Additional readings will be distributed.

Preparation time Approximately 2-3 hours per week which includes 20-40 pages in the required text, web-based periodicals and handouts.

Computer use required for review of web-based magazines/journals, blogs, social media

Biography Mr. Belay has Master's Degrees from UCLA's School of Architecture and Urban Planning and California State University at Los Angeles (International Relations). He earned a B.A. in Economics from UCLA, which he attended on scholarship. He is from Ethiopia, where he visits frequently. He is retired from an active career as an affordable housing executive director in Boston and fills his free time by following the geo-politics of his homeland. He taught International Relations to high school seniors from around the United States in Washington D.C. through the Close-Up Foundation for one year and taught at BOLLI in Spring 2014.

H&G11-10-Tu2 A Little Studied Conflict: The Russo-Japanese War of 1904-1905 and its Aftermath

Leader – Ron Rosenthal

Tuesday – Course Period 2 – 10:40 a.m. to 12:05 p.m.

Description The Russo-Japanese War, 1904-1905, greeted what would be the bloodiest century in history. It saw the introduction of steel ships, high explosives, machine guns, barbed wire, hospital ships, and radio communication. It produced armies and generated casualty numbers greater than the Napoleonic Wars or the American Civil War. It ended with Japan everywhere triumphant, the Russian navy at the bottom of the ocean, and Russia in the throes of revolution, and concluded with a peace treaty that left no one fully satisfied and thrust the United States on to the center of the world stage. Theodore Roosevelt, the American President who “brokered” the end of the war, was awarded the Nobel Peace Prize. The Russo-Japanese War profoundly affected the entire 20th Century; it was the dress rehearsal for World War I, and sowed the dragon’s teeth that would become World War II. Yet little is mentioned or studied in history classes. We will discuss this conflict; its origins, tactics, mistakes, lessons learned and ignored, and its profound impact on the entire rest of the 20th century. The SGL will deliver brief presentations. Reports are optional, but lively classroom participation is essential. A detailed knowledge of Russian and/or Japanese history is not necessary.

Readings Constantine Pleshakov: *The Tsar’s last Armada*. Basic Books, New York, 2002. ISBN: 0465057926
Geoffrey Jukes: *The Russo-Japanese War 1904—1905*. Osprey Publishing, Oxford 2002. ISBN: 1841764469
A bibliography of supplemental readings will be provided

Preparation time About 2 hours reading weekly; typically 60 pages reading per week

Computer use required Communications and some downloads will be by email

Biography Ron Rosenthal is a retired Orthopedic Surgeon with a lifelong interest in history which began with some inspiring High School history teachers in Newark, NJ, and as a History major in college at the University of Michigan. He graduated from Washington University School of Medicine and has served on the faculties of Washington University, Vanderbilt University, SUNY Stony Brook and Albert Einstein College of Medicine. Since retirement he has pursued his interest in history. He has led Study Groups at HILR, LLARC, and BOLLI, where he has led *L’Affaire: the Tragedy and Legacy of Alfred Dreyfus* and *Jefferson Davis, American*, and co-led *Six Frigates—the Founding of the U.S. Navy*.

Art2-10-Tu2 Let’s Go for Baroque: Six Painters of the Baroque Period

Leader – Suzanne Art

Tuesday – Course Period 2 – 10:40 a.m. to 12:05 p.m.

Description After the painters of the High Renaissance had mastered every possibility of the classical style, European art began to evolve in new directions. The Baroque was the distinctive style of art in many countries in Europe during the seventeenth century. At its most exuberant, Baroque art features startling color contrasts, vivid clashes of light and shadow, dynamic movement, and intense emotion in the depiction of religious, historical, or mythological events. But painters of the Baroque period also produced life-like portraits of royalty and commoners alike, idyllic landscapes, colorful domestic scenes, and even arrangements of still life. This class will focus upon the lives and works of the six greatest painters of the Baroque – Caravaggio, Rubens, Velasquez, Rembrandt, Poussin, and Vermeer. Each had his own unique approach to art, yet all were bound by the underlying threads of the Baroque style. 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 spring 2014 course.

Readings Homework assignments will include relevant online videos and an occasional short online article, as well as a review of slides discussed in class.

Preparation time About an hour per week, which includes follow-up of the last class and preparation for the next.

Computer use required Each week I will send out a PDF file of the slides we have just seen together in class, as well as references to other issues that have arisen during discussions. All homework assignments are accessible online.

Biography I have had a lifelong love of art and history. I received a BA in History, an MA in the French Language and Literature, and an MA in Teaching. I taught history for 16 years at a private school. I have written a series of twelve history books (used by middle school and secondary school students). A major feature of the books is the art of a given culture. My favorite pastime is savoring the paintings in museums in Europe and in this country. I have taught two art courses at BOLLI: Painters of the Italian Renaissance, two terms, and Let's Go for Baroque, one term.

H&G8-10-Tu3 You Are There: The Framing of the Constitution

Leader – Steve Messinger

Tuesday – Course Period 3 – 1:40 p.m. to 3:05 p.m.

Description The United States is governed by a constitution that has seen only 27 changes in over 220 years. The document when written was as revolutionary as the war we fought for independence. A small group of highly educated men from twelve newly independent states differed greatly on what this new document should say but agreed on the country's need for one. The course will set the stage for these men meeting during a hot, humid Philadelphia summer. We will put ourselves back 220 years to comprehend the pressures, issues and concerns they faced. We will relive the months of debates, argument, near break-up and the ultimate emergence of a miracle. Though passed in Philadelphia, the constitution had to overcome heated disagreement among the States to get ratified. We will review both the 27 amendments that have been ratified and the 6 that were submitted to the states but not approved. The course will be lecture with discussions in the class. Eight class members will be requested to make short, ten minute, presentations on key members of the Constitutional Convention. This is a repeat of the course that was last taught in Fall 2012.

Readings *Miracle at Philadelphia: The Story of the Constitutional Convention May to September 1787*, Catherine Drinker Bowen, ISBN 0316103985

Preparation time 45 minutes to an hour each week

Computer use not required

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. This will be my fifth opportunity to be an SGL. All of the classes that I have led have concerned the formation of this country.

H&G12-10-Tu3 Great Disasters and Catastrophes

Leader – Marc Schwarz

Tuesday – Course Period 3 – 1:40 p.m. to 3:05 p.m.

Description This study group will deal with five famous disasters and catastrophes (The Destruction of Pompeii, The Black Death, The Johnstown Flood, The Sinking of the Titanic, and The Great New England Hurricane of 1938). Each will be covered by videos, reading and discussion to evaluate the causes, consequences and impacts of these events. Classes will include videos and lectures on the disasters/catastrophes in question. My practice is to show a video before we discuss the event, as it gives time for reading and helps illuminate the topic. Voluntary member presentations are welcome. I believe that everyone has something to say and look forward to group discussion.

Readings Peter Connolly, *Pompeii*. Oxford University, Press, 1994. ISBN: 0199171580
David McCullough, *The Johnstown Flood*. Simon and Schuster. ISBN: 0671207148.
Walter Lord, *A Night To Remember*. Holt, 2004. ISBN: 0805077642,
Gottfried, Robert. *The Black Death*. Free Press, 1985. 0029123704
Burns, Cherie. *The Great Hurricane: 1938*, Grove Press, 2006. 978-0802142542
All the above are available in numerous used copies and in the Minuteman system.

Preparation time 100-150 pages of exciting reading per week

Computer use not required but useful

Biography I received a BA from Bates College, an MAT from Harvard and a PhD from UCLA. I have taught a number of courses at BOLLI and I have also taught at Regis College.

Film1-10-Tu3 America Goes to War: A Film Course on Wartime

Leader – Irwin Silver

Tuesday – Course Periods 3 and 4 – 1:40 p.m. to 4:45 p.m.

NOTE: This course will take two time slots each week, from 1:40 to 4:45 p.m. as there will be a discussion of each of the ten films following the viewing.

Description This is a film course where we will be viewing films from different eras and depicting war through a variety of lenses including humor, drama, and realism. We will focus on award winning films with some of the greatest actors, actresses and directors of their time. The movies to be shown include *Stalag 17*, *Mash*, *Mr. Roberts*, *Guns of Navarrone*, *Caine Mutiny*, *One, Two, Three* (starring James Cagney), *Von Ryans's Express* and the greatest movie of all times, *Casablanca* (plus two additional films to be announced). The study group will see ten films, each followed by a discussion. Supplementary information and discussion questions will be supplied before each class. Note that the course will run for two periods in order for us to view the complete film each week and have additional time for discussion.

Readings The SGL will supply reading material

Preparation time one hour a week

Computer use required because supplementary material and study questions will be sent by email

Biography I have a BS from Northeastern University. After spending 46 years in the Investment Business, I retired in 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 1980s and 1990s teaching Investments.

Lang3-10-Tu3 Talking Hands: An Introduction to American Sign Language, Its Origins, History, Humor and Culture

Leader – Joan Sherizen

Tuesday – Course Period 3 – 1:40 p.m. to 3:05 p.m.

Description At what point does hearing loss affect the ability to acquire language and communication skills? How did American Sign Language (ASL) develop as a communication method for the Deaf? Is ASL universal or are there

different ASL systems? As a hearing person, will I be able to learn how to "sign"? These, and other questions, will be addressed. This introductory course furthers your understanding of the pertinent aspects related to the world of the Deaf. We will explore, week by week, the origins, history, usage, humor and culture of American Sign Language and the Deaf communities in which it is used. A photographic ASL handbook will be your guide. A course book about Deaf culture by two deaf authors will bring you into the Deaf world. Additional articles, videos and/or presentations will also prove enlightening. Time will be set aside for small groups to practice their ASL communication skills. The class sessions will be highly interactive, led through short SGL presentations and facilitation. Because the progression of knowledge and mastery of introductory ASL is interrelated and cumulative, it is important that members attend all classes. This is a fun and exciting class as we learn together about the Deaf and how to interact with this population.

Readings Grayson, Gabriel. *Talking With Your Hands, Listening With Your Eyes*. Square One Publishers, 2003 ISBN: 075700007X

Padden, Carol A. and Humphries, Tom L. *Inside Deaf Culture*. Harvard University Press, 2006. ISBN: 0674022521

Preparation time 2 hours. 15 minutes/day fingerspelling and signing practice in a mirror if alone or with a partner or 'signing buddy.'

Computer use required Recaps and agendas are sent out each week

Biography My personal and professional background informs my role as a facilitator of learning through an experiential approach. I sustained a unilateral hearing loss at age 3. I was fortunate to have had a close deaf childhood friend. We are still in touch. My M.A. training has been as a Clinical Teacher of the Deaf, working for the past 40 years in hospitals, educational institutions as well as speech and language clinics. I was also certified as an educational and medical Interpreter for the Deaf, employed in a variety of colleges and universities, hospitals and rehabilitation settings.

L&L1-10-Tu3 Learn and Lead: How to Become a Study Group Leader

Leader – Myrna Cohen

Tuesday – Course Period 3 – 1:40 p.m. to 3:05 p.m.

Note: This course will take place at the Rabb School of Continuing Studies on Old South Street.

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 as well as a presentation from an experienced SGL. 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 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 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

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, past Chair of the Curriculum Committee and Study Group Support Committee and currently Chair of the BOLLI Enhancement 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 also involved in many community programs.

Lit1-10-Tu4 Midrash and Literature

Leader – Avi Bernstein

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

Description Midrash is the Hebrew word for interpretation, the name for a style of Talmudic reasoning, and a body of classical Jewish literature. In the late 20th century, literary scholars became intrigued with the way Midrash in its original Judaic setting sheds light on modern literature. In this course I will introduce Midrash in its original setting, Rabbinic Judaism, and seek to explain it both as a way ancient scholars clarified the meanings of sacred texts, and as a story telling tradition. After appreciating some of ancient and early modern applications of Midrash within Jewish and Christian sacred traditions, we will move to the heart of the course, the reading of a number of great works of modern literature as forms of Midrash. In this connection we will read *Something Special*, a short story by Iris Murdoch, *The Blithedale Romance*, a novella by Nathaniel Hawthorne, and *The Conversion of the Jews*, a short story by Phillip Roth. As a course leader I like to try to conduct a highly interactive form of group exploration and conversation. The mix of lecture and participation will be highly variable depending on where the inquiry takes the group. This course is right for students who want vigorous group participation and are also comfortable with a course leader who shapes the exploration according to his sense of the course's fundamental questions.

Readings *The New Oxford Annotated Bible*, Third Edition, including selections from the Books of Genesis, Exodus and Isaiah and from the Gospel of Matthew; a packet of rabbinic and Hasidic (pietistic) commentaries, available from the instructor; "The Myth of the Cave," from Plato's *Republic*; *Something Special*, a short story by Iris Murdoch, *The Blithedale Romance*, a novella by Nathaniel Hawthorne, and *The Conversion of the Jews*, a short story by Phillip Roth.

Preparation time Approximately 25 pages per week during the first five weeks; Approximately 60 pages per week during the second five weeks.

Computer use required Instructor communicates with class via email.

Biography Avi Bernstein is the Director of BOLLI. In the Spring of 2013, I taught BOLLI courses on theories of Justice, and with Fara Faramarzpour, on philosophies of education. I have often served as an instructor in the Me'ah Program, an introduction to Jewish civilization, and recently I have been teaching courses on Justice Louis D. Brandeis to adult learners in a Brandeis setting.

Lang1-10-Tu4 Language and Metaphor: The Elephant in the Room

Leader – MaryAnn Byrnes

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

Description An alternate title might reference an 800 pound gorilla. Both phrases describe situations that are hard to ignore and challenging to discuss. Often, people don't say what they mean; sometimes we don't mean what we say. We use images to compare new situations to those that are familiar. The expressions we use can illuminate discussions or leave people in the dark. This course will consider how metaphors shape our daily existence, as well as their contribution to politics, advertising, science, and parables. To bring the pervasiveness of metaphor into sharper relief, we will read *To Kill a Mockingbird*; its characters see the world through very different eyes. Likely, participants will flood sessions with metaphors gathered from conversations, the news, and reading material. Active discussions are anticipated.

Readings *I is an Other: The Secret Life of Metaphor and How It Shapes the Way We See the World* by James Geary (2011). ISBN 9780061710285

To Kill a Mockingbird by Harper Lee (2004) or any edition will do.

Preparation time approximately 2 hours per week

Computer use Required because I will be sending slides and websites to participants and asking people to explore sites on their own.

Biography Language, in all its complexity, is endlessly interesting. As a teacher, special education administrator, educational consultant, and UMass Boston faculty member, I have had the pleasure of collaborating with others about hundreds of learners and a multitude of communication styles. My undergraduate degree from the University of Chicago, masters (in Learning Disabilities) from Northwestern University, and doctorate from Rutgers University all emphasized variations in human learning. In addition to the richness of BOLLI, I enjoy baking bread, walking (perhaps because of the energy of the bread), and Reading for the Blind (now known as Learning Ally).

Lit7-10-Tu4 Outstanding Short Fiction: Does the Author's Gender Reveal Itself?

Leader – Helen Kolsky

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

Description Quality short fiction is no longer the stepchild of novels, if it ever truly were. Short story collections by respected writers receive an ever-increasing quantity and quality of prizes culminating in Alice Munro's Nobel Prize last year. And deservedly so, as the challenges posed by this genre to their authors is akin to that of writing good (or great) poetry: making every word/phrase count in creating the desired effect in a dramatically shortened format. A critic has commented that "the modern short story deals in moments and subtleties and shadows of grey.... It tells as little as it dares while [it] stuffs the story with as much emotional incident as a novel without ever straining the tale's skin." We will explore the artistry of four of the most currently acclaimed short fiction writers: Alice Munro, William Trevor, John Updike and, lesser known but hugely talented, Edith Pearlman. What a treat to delve into this genre by means of directed discussion, exploring how character, point of view, setting, tone, plot, language, imagery, etc. work together to lead us to themes revealing the attitudes of these authors. And what fun to debate whether their themes/attitudes break down along gender lines: could an author's gender ever be determined by an author's voice? These stories play off each other in provocative ways; and our understanding of literary elements and relationships in their themes will enlarge and deepen with each class session.

Readings Copies of all stories will be made available to the members at the copying cost at the first session. Information for the story to be read for the first session will be communicated in the welcome letter.

Preparation time Members should expect to read and re-read one or two stories per week and to answer guiding questions. Story length varies from 6 to 25 pages, but shorter length is paired with longer, usually.

Computer use required Weekly assignments in the form of guiding questions and other material/information will be sent via email regularly

Biography Helen Kolsky earned a B.A. in English and American Literature from Brandeis University and an M.A. from New School University in New York City. She was a copywriter's associate and art buyer in ad agencies in New York before becoming a NYC public high school English teacher, and, ultimately, founder/director of a theme based school-within-a-school. She also taught English at Kings County Community College in Brooklyn, New York and now lives in Brookline, MA.

H&G10-5a-We1 Native American Studies: A Guided Vision Quest

Leader – Quinn Rosefsky

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

This is a 5-week course which starts the week of September 9th and ends the week of October 14th.

Description Native American societies are culturally heterogeneous...there is no “one size fits all” description. In this context, we will look at indigenous origins, the basics of the Native American world view, and our own struggle for an American identity based on evolving concepts of who Native Americans were (are). We will attempt to understand some of the complexity of the US Government policies that were meant to isolate or remove, then “assimilate,” then finally to allow self-determination (a sign of increasing respect) to take effect among Native Americans. And we will look at some current problem areas. Class time will be used for discussion, seminar style, and pertinent videos. The goal of each class will be to create a dynamic, interactive learning experience. This is a condensed version of the course given in the Spring of 2014.

Readings Multiple informational PDFs each week + general background and short stories by two Native American authors: selections from *The Lone Ranger and Tonto Fist Fight in Heaven* by Sherman Alexie; and *Love Medicine* by Louise Erdrich

Preparation time 3 to 4 hours per week for readings and to think about “Questions for Discussion.”

Computer use required Essential to receive homework PDFs via email and to watch some of the videos which will be used in the course.

Biography I spent the final six years of my professional career as a psychiatrist working on a Native American reservation. There, I developed a strong awareness of the multiple problems they faced: prejudice, unemployment, poverty, family violence, crime, drug and alcohol abuse, and dysfunctional relationships with government agencies. I also became aware of multiple cultural strengths as sources of pride, identity, and achievement.

Art3-5b-We1 What is THAT? Modern Art Comes to America

Leader – Miriam Goldman

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

This is a 5-week course which starts the week of October 21st and ends the week of November 18th.

Description One hundred years ago the Armory Show, the most important art show in American art history, opened in New York. It introduced modern art not only to the general public but to most American artists as well. In this course we will examine what was going on in the American art world at the time (Academy art, Robert Henri and the Ashcan school) in contrast to Europe (the post impressionists, the Cubists, Picasso, Duchamp, Matisse). We will look at the show itself, reactions to it and the aftermath, including influences on Jackson Pollack, American Expressionists, and later movements that made New York City the center of the art world. The format will be presentations by the SGL and discussion. Reports are welcome but not required. This is a repeat of the course given in spring 2014.

Readings Lunday, Elizabeth, *The Modern Art Invasion*, c. 2013, ISBN 0762790172

Preparation time 1 hour a week

Computer use not required

Biography Miriam, a Brandeis alum, is a retired educator. She has always loved art history and is an amateur painter. She led this course in spring 2014 and has led other art history courses, including A Survey of Painting in the United States and The Fauves.

H&G4-10-We1 The Path to Hiroshima

Leader – Edward Goldberg

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

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 minute class reports each week. Participants will need a basic knowledge of WWII. Firsthand 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 posted onto a class eBoard.

Preparation time About 2-3 hours a week

Computer use required because of access needed to eBoard

Biography I retired from my career as a physician in 2000 and have been with BOLLI from the outset. I believe this will be the eleventh 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.

H&G3-10-We1 Allies and Adversaries: Theodore Roosevelt and William Howard Taft

Leader – Fran Feldman

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

Description Using Doris Kearns Goodwin's latest book, *The Bully Pulpit*, as our text, we will examine the presidencies of Theodore Roosevelt and William Howard Taft, a period that uncannily resonates in our own time. Cutting a larger-than-life figure, the hyperactive Roosevelt battles the trusts dominating the American economy of the time and the oligarchs, such as J. P. Morgan and John D. Rockefeller, whose extraordinary wealth lends them immense power. It was those very conditions that resulted in a very vigorous reformist press, led by such notables as Ida Tarbell, William Allen White, and Lincoln Steffens, all of whom were writers for Sam McClure's magazine of the same name. How does the "muckraking" press work to Roosevelt and Taft's advantage—or disadvantage? What were the achievements of the progressive movement that grew out of those conditions? Does that early 20th-century movement bear any resemblance to the "progressives" of the early 21st century? In what ways does the fractured Republican Party of the early 1900s reflect today's Republican Party? Because the book is lengthy, chapters dealing with the early lives of the main characters will not be assigned. Instead, class members will be strongly encouraged to present reports on the early periods as well as on other relevant topics. Classes will be conducted by discussion and not by lecture.

Readings *The Bully Pulpit: Theodore Roosevelt, William Howard Taft, and the Golden Age of Journalism* by Doris Kearns Goodwin

Preparation time 2 – 3 hours

Computer use not required

Biography My interest in government and politics started when I majored in Government at Smith College, received an M.A.T. in Teaching from Yale, and taught Social Studies in middle school. After moving to Palo Alto, I embarked on a second, 15-year career editing travel, cooking, gardening, crafts, and home improvement books for Sunset Books. When I returned to the Boston area in 1990, I worked as an administrator and financial trainer in the Faculty of Arts and Sciences at Harvard. My passions are golf, traveling, and volunteer work. Previously, I taught the course "The Remarkable Roosevelts" (Franklin and Eleanor) at BOLLI.

Soc3-10-We1 Conflict, Cooperation and Altruism: Social and Political Philosophy in Action

Leader – H. Daniel Hassenfeld

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

Description This course introduces a way of thinking about politics and society in terms of the ideas of conflict, cooperation and altruism, viewed as basic "attitudes of action." What do I mean by this phrase? We are used to distinguishing between the ends of action and the means chosen to achieve those ends. When more than one person or group is involved, there is something that shapes both ends and means: is the attitude persons have towards each other adversarial, cooperative or altruistic? The attitudes we will consider are expressed in the works of ancient and modern political and social philosophers, and psychologists. We will pay special attention to the attitudes of action illustrated by two twentieth-century classics of moral and political philosophy: *A Theory of Justice* by John Rawls, and *Anarchy, State and Utopia* by Robert Nozick. We will also consider brief excerpts from other works. Our focus will be conceptual rather

than historical. But history offers many occasions for inquiring into attitudes of action. What was Grant's attitude towards Lee when he accepted Lee's surrender at Appomattox? Compare the attitude towards Germany expressed by the Allies' demand for payment of reparations after World War I, with the attitude expressed in America's undertaking to help rebuild Germany after World War II. Each session will include a lecture by the SGL on one or more of the attitudes of action and on the selected excerpts or assigned readings, followed by discussion of the ideas presented.

Readings *A Theory of Justice*, by John Rawls ISBN 0674000781 paperback, Harvard University Press, 1999 (selections)
Anarchy State and Utopia, by Robert Nozick ISBN 9780465051007 (paperback), Basic Books, 2013 (selections)
SGL handouts including "Two Boys Play Badminton," by Max Wertheimer

Preparation time 1.5 to 2 hours

Computer use required because it will facilitate communication and make possible Internet access for any additional brief readings.

Biography After receiving my A.B. in philosophy from Harvard and J.D. from Columbia, I practiced law in the Boston area from 1977-2014. For several years I was outside counsel to the Massachusetts Hazardous Waste Facility Site Safety Council, an agency that facilitated cooperation between developers and host communities. I am trained in mediation and collaborative problem solving. In the late 1980's I co-led a workshop promoting communication between Arabs and Jews, and in the late 1990's I taught Jewish Ethics at Gann Academy in Waltham. I am the author of *Call of the Shofar*, a collection of philosophical talks on Judaism.

Sci&Soc1-5a-We2 Our Home/ Our Planet

Leader – Fara Faramarzpour

Wednesday – Course Period 2 – 10:40 a.m. to 12:05 p.m.

This is a 5-week course which starts the week of September 9th and ends the week of October 14th.

Description This course will consist of a series of five "essays." The first two will cover topics in the evolution of our planet from the formation of the solar system, the oceans, atmosphere and the biosphere, to the present. We will look at the tree of life and the impact we have made on our planet and ask if Earth is unique in the universe. We will examine new tools used for the discovery of planets outside our solar system. In the next two essays we will study our cultural heritage including art, science, and religion (beauty, insight and moral values) and the way we relate to our planet. How are globalization and technology accelerating the changes in our environment? In the last essay we will imagine possible futures and solutions to create a better world for ourselves and our children. The five "essays" will be:

- History of our planet from the formation of the solar system to the present
- Our place in the universe
- The cultures of man
- Globalization and technology
- Imagining the future

Each session will consist of presentation of the topic by the SGL followed by discussion. Attendees are requested to view each week's assignments on the course website before coming to the class. Most of the materials are multimedia from NASA, PBS Nature and Nova, and readings from books and publications.

Readings All readings, from various sources, will be on the website. No books will be required for purchase.

Preparation time 1 to 2 hours per week

Computer use required because all material needed will be posted on the course website

Biography I am interested in the history of science and the cultural development of man. I have taught courses at BOLLI in history of science. My educational background includes physics and astronomy. I enjoy reading books about nature, philosophy and natural science.

Sci1-5b-We2 A Science Sampler: Five by Three – Part II

Leaders – Karen Wagner, Peter Schmidt, Gillian Geffin

Wednesday – Course Period 2 – 10:40 a.m. to 12:05 p.m.

This is a 5-week course which starts the week of October 21st and ends the week of November 18th.

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

- *Near Earth Objects. Asteroids, Comets and Meteoroids*
The asteroid that exploded over Chelyabinsk during February 2013, causing widespread damage and injuries, is a wake-up call. We will explore the damage inflicted on Earth by historic collisions with space rocks. Are we threatened by more? What we can do about it?
- *Physics of Baseball*
The pitcher throws, the batter swings, there's a long fly ball... Take your appreciation of the old ball game to another level with a look at its physics such as the spinning ball and bat meeting ball.
- *Hands on Minerals and Rocks*
Learn about minerals and the origin of rock types they compose. Examine some of each first-hand.
- *Radiation: Natural and Man-made*
What is radiation? What types are there? What effect does it have on us? Should we worry about it? When is it an invisible enemy and when is it a helpful friend? Come learn more about it.
- *Introduction to Seismic Exploration*
Explore how seismic waves propagate through the earth and are used to produce depth images of the subsurface. Be introduced to the crucial influence porosity, permeability and anisotropy of rocks play in the interpretation of these images.

This is a repeat of the course given in spring 2014.

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 affinity groups leadership and committee participation experience at BOLLI.

Gillian Geffin has degrees in physiology and medicine from the University of London. She ran a research laboratory at the M.G.H., teaching research fellows and medical students. She contributed to the previous Science Sampler courses, and with her husband, Bennie, twice led a science and technology course at BOLLI.

Wri2-10-We2 Journeying Toward Discovery: Writing and Remembering

Leader – Marjorie Roemer

Wednesday – Course Period 2 – 10:40 a.m. to 12:05 p.m.

Description

Frankly, if I knew where I was going, I wouldn't bother writing. Surprise, of course, would be impossible. The pen is more than a recording instrument; it is also an instrument of discovery and exploration. Billy Collins

This course promotes a journey toward self-discovery and definition through remembering and telling. As we write and share our memories, we keep finding new patterns and new meanings. For this class we will use the text *Writing Without the Muse*. Each week a possible prompt is offered. Class members are always free to use the prompt as a jumping off point, or to disregard it entirely. Our agreement is to bring 500 words to class each week and to share our writing. No previous experience is necessary. We listen to one another generously, trying to understand and to engage with each person's story. We offer feedback to help ourselves delve further and appreciate what it is we have to say. Because the class builds a coherence and trust, we hope for regular attendance. You don't have to be a writer to participate, just a person willing to explore your stories and to join others on the journey. Writing regularly quickly becomes a habit, a surprise in itself.

Readings *Writing Without the Muse: 50 Beginning Exercises for the Creative Writer*, Beth Baruch Joselow ISBN 188526612X

Preparation time The reading is minimal, a short page of a prompt. The writing requirement is 500 words, but they are not expected to be polished, just a draft, a sketch, a beginning.

Computer use not necessary

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 in 1961 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. In all, it's been about forty years in classrooms of many kinds. This will be my eighth writing course at BOLLI.

Soc5-10-We2 Why Prohibition Never Had a Chance: the Crusaders, the Politicians, the Gangsters, the Law and the Public

Leader – David Moskowitz

Wednesday – Course Period 2 – 10:40 a.m. to 12:05 p.m.

Description Will Rogers: "Prohibition is better than no liquor at all." Capone: "When I sell liquor, it's called bootlegging; when my patrons serve it on Lake Shore Drive, it's called hospitality." Bill Bryson: "There'd never been a more advantageous time to be a criminal in America than during the 13 years of Prohibition. At a stroke, the American government closed down the fifth largest industry in the United States ... and just handed it to criminals" This class will study all aspects of what led to the 18th Amendment, why it failed and why it was repealed, including alcohol's role among early Americans and how passage arose from religious zealots, while paying special attention to such fascinating characters as Carry Nation and her 'catchetations,' Wayne Wheeler, the forgotten Anti-Saloon League superstar from

whom today's NRA leaders learned their lessons, and Izzy & Moe, two clownish Prohibition agents who made 20% of all Prohibition arrests in NY. What started as an anti-saloon movement mushroomed into an anti-immigrant movement. Legislators knowingly never allocated sufficient funds to enforce this law, naively believing that people would be law-abiding, resulting in the formation of crime syndicates. We'll especially study Al Capone to learn how Prohibition made him into a mega-celebrity, plus other ways by which the law was thwarted, e.g. speakeasies and sacramental and medicinal exemptions. We'll conclude by discussing the efficacy of current drug laws. Study questions will be used to promote discussion. Anecdotal information outside of the readings will be supplied by the SGL.

Readings Daniel Okrent, *Last Call: The Rise and Fall of Prohibition*

Robert J. Schoenberg, *Mr. Capone: The Real - and Complete - Story of Al Capone* [NB: This book will not be read in its entirety.]

In addition to the two books above, there will be additional reading material sent by SGL, i.e. excerpts from at least one other text on Prohibition, *Jews and Booze* by Marni Davis and a biography of Arnold Rothstein

Preparation time My best estimate is that there will be an average of about 65-70 pages of reading each week, so 2-3 hours per week depending on reading speed.

Computer use required because some of the readings will be available only via email

Biography A graduate of Penn's Wharton School and Harvard Law, my legal career was spent mainly as a general counsel, including 11 years as Brandeis' initial GC. This, my 6th BOLLI-led course (and 12th time leading), finds me returning to non-fiction. The Prohibition era has always fascinated me, but I had no idea how amazingly rich with juicy stories it really was until I began studying it deeply. As it is said, the best ingredient for being a successful SGL is passion about one's subject matter and I am passionate about spreading the word regarding why Prohibition was doomed for failure.

Lit10-10-We2 Anton Chekhov: Master Dramatist

Leader – Lois Ziegelman

Wednesday – Course Period 2 – 10:40 a.m. to 12:05 p.m.

Description Chekhov's great contribution to drama was his ability to combine reality with theatricality; to inter-weave the threads of comedy, tragedy, melodrama, and farce with so skilled a hand as to create the illusion of life itself. The names of his disciples and admirers read like a compendium of modern drama: George Bernard Shaw, Luigi Pirandello, Federico Garcia Lorca, Clifford Odets, Samuel Beckett, Tennessee Williams, and Arthur Miller. Yet in the depth of his humanity, the breadth of his perceptions, and the skill of his craftsmanship, Chekhov surpasses them all. The first class is introductory lecture. The next nine weeks are for reading, discussion, and presentation of selected scenes by volunteers. This class was previously taught in the spring of 2010.

Readings The recommended text is *Plays* by Anton Chekhov, Penguin Classics, c1995, translated by Elisaveta Fen, ISBN 0140440968.

Preparation time 2 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 Endowment for the Humanities, she has studied, taught, and performed works ranging from Classical Antiquity through the 20th Century.

Lit5-10-We3 Family Tales from Modern Short Story Perspectives

Leaders – **Harriet and Richard Kahn**

Wednesday– Course Period 3 –1:40 p.m. to 3:05 p.m.

Description Each week we will discuss one or two short stories that class members have read, noted their responses and REREAD and noted further reactions. The theme of the stories will focus on family life and its needs, expectations and effects. The stories are by: Andre Dubus II, Wendell Berry, Alice Dark, Flannery O’Conner, Yiyun Li, Leslea Newman, Alistair McLeod, and Jhumpa Lahiri. In addition to discussing the reading and rereadings, we will discuss our perspectives. We find that through in-depth discussions, surprising and insightful new perspectives frequently arise.

Readings The readings will be by the authors mentioned above. The first story will be mailed to study group members and the rest of the stories will be distributed at the first meeting.

Preparation time Participants are asked to read, consider, then reread and reconsider stories of about 20 pages which should take 2 to 3 hours.

Computer use not required

Biography Harriet Kahn has a BA in English Literature, an MA in Child Studies, and a career in early childhood education. Richard Kahn has a BA in Philosophy, an MD and a career in psychiatry. Long interested in literature, both have been leading short story courses together over the past ten plus years.

H&G5-10-We3 Rat Lines: The Nazi Escape from Post-WWII Justice to South American Havens

Leader – **Gene S. Kupferschmid**

Wednesday– Course Period 3 –1:40 p.m. to 3:05 p.m.

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? What were their routes? 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. The course will incorporate both SGL presentations and film clips along with facilitated class participation. In order to fully participate in the class discussion, it will be necessary to keep up with the readings and attend regularly. No prior knowledge is necessary. This is a repeat of the course previously taught in fall 2013.

Readings *The Real Odessa: How Peron Brought the Nazi War Criminals to Argentina* by Uki Goñi 2003 (revised edition), Granta Books, ISBN: 1862075522. Course pack that I shall assemble and distribute.

Preparation time From 30 to 50 pages a 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, as well as a course on the Spanish Civil War.

Rel1-10-We3 Surviving the Inquisition: Marranos, Conversos, Crypto-Jews

Leader – Sandy Sherizen

Wednesday– Course Period 3 –1:40 p.m. to 3:05 p.m.

Description Let us enter the fascinating and tragic world of the Marranos. This is a story of religious identity, definitions of racial purity, battles between church and state and, in a more contemporary situation, questions about what have we learned from the Inquisition. During the Inquisition, Jews (and Muslims) were given a life-defining choice: convert to Catholicism or leave the country. Some (many?) accepted conversion and adopted their new religion. Some (many?) of these converts kept their identity as Jews, secretly practicing Judaism while outwardly being observing Catholics. Today, a number of their offspring have discovered their background and in places such as New Mexico, are exploring their mixed identities. This course will explore the history of this phenomena, review central documents, see how they survived the Inquisition and their important impact on the Americas, Europe and North Africa. Converso literature, art, music and other cultural elements will be examined. Each session will begin with the SGL giving an overview of the week's major issues followed by a discussion of that week's questions. If anyone would like to give a 10-minute presentation on a topic of interest, they should discuss this with the SGL.

Readings Documents will be provided through e-mail and other readily available means. A list of major resources will be provided for those who wish to do supplemental reading.

Preparation time 3 – 4 hours a week

Computer use required because of readings and questions sent via email and web sites to view

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 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. At BOLLI, I have taught courses on Your Privacy is at Risk and The Sociology of "Deviant" Behaviors and have given an Enhancement presentation on Crypto Jews/Conversos/Marannos (Jews forcibly converted during the Inquisition).

Soc6-10-We3 Jews and Race in America

Leader – Kendra Yarbor

Wednesday– Course Period 3 –1:40 p.m. to 3:05 p.m.

Description This course explores the role of race in the formation of Jewish identity in America. A foundational question that this course will seek to answer is: does the United States provide a unique context for the development of racial, and even ethnic identity for Jews? We will explore the limits and possibilities of "race" as a means through which to understand collective group identity historically. Additionally, this course will look at the relationship between Jews and other racial/ethnic groups in America for a comparative analysis. Course topics include defining race as a social construct, anti-Semitism in America, multiculturalism, as well as race discourse in Israel. We will examine these ideas through a variety of readings, including short scholarly articles and excerpts from books. These readings will give class members a sense of the diverse nature of the discourse on various topics. A discussion question will be sent out prior to each class meeting to help class members prepare for class. Meetings will be primarily group discussion, with some brief introductory remarks by the SGL at the beginning. No prior knowledge of the subject is required.

Readings *Race and Religion Among the Chosen Peoples of Crown Heights*, Henry Goldschmidt ISBN: 0813538971

Additional reading materials will include short scholarly articles that have appeared in academic journals and books, which will need to be read in part or in their entirety.

Preparation time 1½ to 2 hours per week

Computer use required Non-book readings will be sent to class members via email

Biography Kendra, a doctoral student in the Near Eastern and Judaic Studies Department at Brandeis, holds a B.A. in English from the University of North Carolina at Chapel Hill, an M.Div. from Duke University and a Joint M.A. in Near Eastern and Judaic Studies and Women's and Gender Studies from Brandeis. Her research interests include the religious, cultural and social experiences of American Jews, the intersections of black and Jewish identities, race and gender. Kendra is a second-time BOLLI SGL. She has taught "Judaism Comes to America: They Came, Adapted and Thrived."

Art1-10-Th1 The Private Lives of the Impressionists and Their Art

Leader – Nancy Alimansky

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

Description We will discover who the Impressionists were as people and how they came together in Paris in 1860: their unconventional lives, their loves, personalities, themes in their work and the friendships they shared. We will also learn about the history of the period between 1860-1886 and explore the political and social context in which Impressionism developed. We will study the work of Claude Monet, Auguste Renoir, Berthe Morisot, Edgar Degas, Camille Pissarro, Alfred Sisley, Edouard Manet and Mary Cassatt. This course is much more than a survey of the Impressionist movement. 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. By the end of the course you, too, might feel comfortable and confident with making your own analysis. 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 study questions. This course was last taught in Fall 2012.

Readings *The private lives of the impressionists*, Sue Roe, Paperback edition- ISBN 0060545593 or 978-0060545598, Harper Perennial, 2007.

Preparation time There will be approximately 30 pages of reading/week. The preparation time should be no more than 1 ½ hours including preparing the study questions.

Computer use required I use email a lot to communicate with members of the class. I send out pdf files of additional information and often copies of the images I have shown in class.

Biography This will be my fifth teaching experience at BOLLI and the third time I that I am offering the course “The Private Lives of the Impressionists and Their Art.” For 26 years I was an Associate Professor at Lesley University where I taught courses in management and technology 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 25 years.

Sci&Soc3-10-Th1 Energy and Environment – Empowering Us as Global Citizens

Leader – Michael Levin

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

Description The massive destruction of planet earth as an environment capable of sustaining humans and other species can be so overwhelming to contemplate that it is easy for us to retreat into a much narrower range of concerns. However, it is also possible to meet this challenge creatively rather than to be paralyzed by it, to look unflinchingly at what is happening, and to generate the clarity, courage and energy needed to find our personal and communal responses. We will begin the course with a survey of factual data and current scientific thinking: What are fossil fuels? Where they are found? How and where are they consumed? What are the costs of private vs. public transportation? How do our current patterns of energy consumption cause climate change, soil erosion, water pollution, human suffering and species extinction? We will then consider open questions such as: What does energy conservation achieve? What can be accomplished by personal lifestyle choices and what changes require governmental and international policy? Can there be an ecological transformation without social justice? Can we as a society consume much less energy and have a healthier, happier and more fulfilling lifestyle than we now have? We will conclude with an exercise in envisioning an alternative to a society based on consumption and unsustainable growth. No technical or scientific background is presumed. Each class will include several short presentations by the SGL, each followed by interactive discussion. Participants are welcome to present on a topic of interest.

Readings Most readings are available on the internet. They include varied sources such as *The New York Times*, *The Economist*, *The CIA World Factbook*, *The Union of Concerned Scientists*, and reports of various international organizations. I will provide a class website with links to all public sources, and pdf files for all other documents.

Preparation time An average of two hours of reading per week

Computer use required Most of the material for the course can be found online, and communication will be by email.

Biography I have a B.S. in Mathematics from M.I.T. and have been a professor of computer science and a software engineer. I recently retired from a company involved in energy markets and the electrical grid. I have been interested in climate change, alternative energy, the interplay of energy issues and political conflict, and realistic ways of planetary transformation for many years. This summer, I will train for the second time with noted deep ecologist and environmental activist Joanna Macy. I am a Buddhist practitioner, and teacher of Buddhism. My wife Emily and I founded the Waltham Buddhist Meditation Group.

H&G9-10-Th1 Harry Truman---More Than Met the Eye

Leader – George Model

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

Description Harry Truman, born into modest circumstances and with minimal higher education, became President at a crucial time in our nation's history. During his first term alone, he presided over the decision to drop the atom bombs on Japan, dealt with the disruption after the end of the War, supported the establishment of the U.N., recognized the State of Israel at its inception and oversaw the rollout of the Marshall Plan. We will study how this plainspoken and often underrated Midwesterner overcame the many obstacles placed in his path to ultimately become regarded as a great President. The course will focus on the time period spanning 1917 through 1948. This period begins with Truman's service in WWI, during which he cultivated his leadership skills and forged many key relationships which bolstered his future, and ends with his stunning reelection to the Presidency. We will explore how Truman was able to overcome the narrow perspective and prejudices attendant to his time and background to become a most worthy successor to FDR and achieve many of Eleanor and Franklin's progressive goals. Notwithstanding HST's great legacy, we will see how his career depended upon a series of tenuous decisions made by political power brokers and razor thin electoral margins. Open discussion facilitated by a weekly list of questions provided in advance will be our core activity, supplemented by

videos and some print material. Voluntary presentations are encouraged.

Readings *Truman* by David McCullough, ISBN 9780671456542, and some handouts

Preparation time 2-3 hours per week, about 60 pages of *Truman* plus handouts

Computer use required I wish to be able to communicate speedily with class members, transmit study questions and refer them to ancillary study materials.

Biography I am a retired consulting actuary who spent 40 years in the health benefits field. In this capacity, I conducted several training classes, made frequent presentations and often led discussion groups. I hold a BA and MA in Mathematics from Queens College and the University of Maryland respectively and am a Fellow of the Society of Actuaries. I enjoyed my European History electives in college and have lately developed a strong interest in 20th Century American History. As a second year BOLLI participant, I am focusing on this passion.

Lit9-10-Th1 Murders to Die For: Memorable Classics of Detective Fiction

Leader – Nancy Rawson

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

Description The purpose of this course is to study the mystery novel as a genre - what it is, why it has held its own against other forms of literature for so long. We will read several of the great classic mystery novels and short stories and study their place in literary history. The goal is to come to an appreciation of their literary importance, the reasons for their survival, and the insights they provide into the society of the times in which they were written. Study questions will be provided to stimulate discussion, and I will expect much class participation. Volunteers will be solicited to give brief biographies of the authors being read. Although the syllabus looks intimidatingly long with a book to read each week, all are easy reading, and most are quite short. And it's okay, though not encouraged, to come to class not having finished the book. (However, warning! - no "spoiler alerts" will be given). These are page-turners; in most cases you won't be able to put the book down. A secondary aim of the course is to convince the avid mystery readers among you that you do not have to apologize for your reading tastes. Both avowed mystery readers and those who have never read a mystery in their lives - but want to find out what all the fuss is about - are welcome. Perhaps we'll even make a few converts. This course was last taught (with a few differences in the Reading List) in the Spring of 2008.

Readings Ten books will be chosen from the following list, which will be fine-tuned closer to the start of the class and finalized in a syllabus sent to all registered students. Any edition will be fine, and all will be readily available in public libraries.

Wilkie Collins. *The Moonstone* (1868)
Edgar Allen Poe. "Murders in the Rue Morgue" (1841)
Sir Arthur Conan Doyle. *The Hound of the Baskervilles* (1902)
E.C. Bentley. *Trent's Last Case* (1913) or G.K. Chesterton. *Favorite Father Brown Stories* (1910)
John Buchan. *The 39 Steps* (1915)
Dorothy Sayers. *Whose Body* (1923) or *Strong Poison* or *The Nine Tailors*
Agatha Christie. *The Murder of Roger Ackroyd* (1926)
Dashiell Hammett. *The Maltese Falcon* (1930)
Raymond Chandler. *The Big Sleep* (1939)
Josephine Tey. *Brat Farrar* (1949) or *The Daughter of Time* (1951)

Preparation time 200+ pages of easy reading each week

Computer use not necessary. I may communicate by e-mail from time to time, but non-computer users can be accommodated.

Biography I have come to mystery fiction by a circuitous route, starting with a B.A. from Swarthmore College in Mathematics, Economics, and Philosophy, a job as a mathematical analyst at Lincoln Lab, an M.L.S. from Simmons College, and, finally, for many years, a Reference Librarian at the Wellesley Free Library, where I helped patrons select materials and led many book groups. Several tours to the British Isles, including a “Mystery Tour” on which we visited the haunts of mystery authors and their fictional characters really sparked my interest in mystery fiction. This is the fourteenth Mystery Study Group I have led at BOLLI.

Lit2-10-Th2 Jewish Short Fiction From Around the World

Leader – Kathryn Bloom

Thursday – Course Period 2 – 10:40 a.m. to 12:05 p.m.

Description Many American readers are familiar with writers like Philip Roth, Saul Bellow, Cynthia Ozick, and other authors who write about Jewish life and attitudes. But what about Jewish writers in other countries? How do their different cultural backgrounds affect the way they look at the world, their religion, and the past, present and future of Jewish civilization? Do they all speak in a distinctive “Jewish” voice, or are their Jewish themes more muted and subtle? In this course, we’ll discuss short fiction by and about Jews in such diverse parts of the world as Canada, South Africa, Argentina, Brazil, Bulgaria, Italy, Trieste, Israel, Peru, Mexico, and the former Soviet Union. We’ll look at how Jewish customs and traditions are represented, what role gender plays in the narrative, and the stylistic techniques different authors communicate their unique perspective. Participants will be asked to read 2-3 short stories each week, and interested volunteers are encouraged to present research about the Jewish communities in each of the countries we’ll visit through our reading. This is a repeat of the course given in Spring 2014.

Readings *The Oxford Book of Jewish Stories*. Ed. Ilan Stavans. New York: Oxford U.P 1998. ISBN 0195110196. Class handouts.

Preparation time Weekly readings will range from 10-40 pages, which can be read within 1-2 hours. Volunteer presentations might take up to an hour to prepare.

Computer use preferred but not necessary

Biography Kathryn Ruth Bloom is a doctoral student in English literature at Northeastern University. She is a graduate of Douglass College (Rutgers University) and holds an M.A. in English from the University of Toronto. She also received a Master’s in Jewish Liberal Studies (MJLS) from Hebrew College. Before returning to graduate school, Kathryn pursued a career in corporate communications and public relations in the pharmaceutical and biotechnology industries and was the first Director of the Biogen Idec Foundation.

Lit4-10-Th2 Remembering Mother; Daughters write about their Mother’s lives

Leader – Sophie Freud

Thursday – Course Period 2 – 10:40 a.m. to 12:05 p.m.

Description This course continues the series of courses I have given on autobiographically-described family relationships. We have finally come to the mother-daughter relationship, one so crucial to the development of women’s

lives, either through identification with her or through our fearful determination to make very different decisions. For this course, I have chosen memoirs that daughters have written about their mothers in accounts which include their own lives to varying degrees. We understand that mothers want the best for their daughters, but being human and being a mother is an obstacle race. We thus hear about kindness, forgiveness, gratitude, understanding or resentment. The choice of readings, drawn from different perspectives, will hopefully illustrate all of these conflicting emotions. Class discussions will focus on psychological and ethical issues, leaning on members' own experiences. The SGL will encourage, guide and contribute to the meetings, but the focus is on the members' discussion of readings and all class members are expected to do the weekly reading assignments.

Readings

Bechdel Alison. (2012) *Are You My Mother?*

Bartok, Mira (2011) *The Memory Palace*, Free Press, ISBN 1439183325

de Beauvoir, Simone. *A Very Easy Death* (1985) Pantheon Modern Writers Press, ISBN 0394728998

Ernaux, Annie. (1997) *I Remain in Darkness*. Seven Stories Press, ISBN 1583220526

Fuller, Alexandra. (2012) *Cocktail Hour under the Tree of Forgetfulness*. Penguin Books

Reichl, Ruth. (2009). *Not Becoming my Mother*. Penguin Press, ISBN 1594202168

Tan, Amy. Two Kinds. (Short-Story, on the web)

Extracts from Books to be copied by SGL:

Amy Tan. *The Joy Luck Club* (Stories of Jing-Mei Woo who I think, is the author).

Sophie Freud. *My three Mothers. Living in the Shadow of the Freud family*.

Any editions will do. Numerous copies are available in libraries. Kindle editions are also available.

Preparation time About 150 pages a week of light reading

Computer use required I send the initial syllabus to each class member and throughout the course occasional comments. But the course could be taken by a class member without a computer who pairs up with another class member with a computer.

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 written a memoir of my own mother which has given me a sense of the issues that entails.

H&G6-10-Th2 The Human Face of the Great War

Leader – Daniel C. Leclerc

Thursday – Course Period 2 – 10:40 a.m. to 12:05 p.m.

Description The unprecedented and shocking human cost of World War I staggered all involved, raised doubts about dominant military strategy and had a deep impact on culture, art, literature and geo-political reality. The shock wave of this massive loss of life and collateral suffering still resonates to this day. This course will examine the impact of industrialized warfare, the concept of total war, key battles on the various fronts, the human frailty and heroism of key military and political leaders, life in the trenches, shell shock, frontiers of medicine and psychiatry and the impact of devastating sorrow and grief, then and now. Included will be a look at various forms of literature, art and music which grew out of the chaos and suffering of war and will trace the battlefield experience of selective soldiers in the 26th Division (Yankee Division). Participants will be encouraged to engage with difficult and morally challenging material in an attempt to bring meaning out of the contradictions of human progress and destruction, human respect and violence, generosity and greed, national pride and bigotry, privilege and poverty, humility and vanity. Classes will be conducted in multi-media presentations with participant discussions.

Readings Selected readings from:

Audoin-Rouzeau, Stephane & Becker, Annette. (2014). *14-18: Understanding the Great War*, ISBN 0809046431 (either the 2002 or the 2003 editions are also acceptable).

O'Shea, Stephen. (1997). *Back to the Front: An Accidental Historian Walks the Trenches of World War I*. ISBN 0-8027-1329-7. Additional handouts.

Preparation time 20-30 pages, approximately 2 hours

Computer use not necessary

Biography Dan Leclerc has taught history for twenty years, served as Director of Social Studies, K-12, for the Hingham Public Schools for ten years; retired as Asst. Superintendent of the Ashland Public Schools; holds a Master's Degree in History from Northeastern University; has been to France five times, always devoting a portion of each visit to research and visitation of specific battle sites on the Western Front; conducted numerous World War I related presentations to many local historical societies, did the annual keynote address for the Massachusetts Military History Society and teaches for the OLLI program at UMASS Boston.

Mus2-10-Th2 The Figaro Saga: A Guided Tour of Rossini's *Barber of Seville* and Mozart's *Marriage of Figaro*

Leader – Phil Radoff

Thursday – Course Period 2 – 10:40 a.m. to 12:05 p.m.

Description The trilogy of Figaro plays by the French writer, Beaumarchais, has given rise to several operas. We will read the first two Figaro plays, *Barber of Seville* and *Marriage of Figaro*, and study the best-known of the operatic adaptations of these plays, one by Rossini and one by Mozart (respectively). The course will be primarily of the lecture-demonstration variety, with written questions provided in advance of each session to guide reading and listening. Class members will need to have access to translations of the Beaumarchais plays, to recordings of each of the operas, and, ideally, to the accompanying librettos in translation. All of these materials are readily available from on-line vendors and the Minuteman library system. Class members should be prepared to spend about two hours per week on the course. I plan to devote 4-5 sessions to *Barber* and 5-6 to *Marriage*, so regular attendance during each portion of the course is important to get the full impact of the opera covered in that portion. I will reserve the first few minutes of each session for questions and brief comments.

Readings Beaumarchais, *The Barber of Seville* and *The Marriage of Figaro* (ISBN 9780140441338). There is a Penguin classic edition available on-line among other inexpensive editions in both Kindle and paperback versions.

Any audio or video recording of Rossini's opera will do; any version of Mozart's opera (other than the Peter Sellars version of the mid-80s) will do. Try to find versions with libretto. Separate libretti are readily available for each of these operas. DVDs and libretti, new and used, are available from on-line book sellers in relatively inexpensive editions.

Preparation time About two hours.

Computer use required Explanatory emails will be sent each week to help class members prepare.

Biography I have undergraduate and graduate degrees in physics and worked as a physicist for a few years before switching to law. I held various legal positions in private practice, with the US Government, and as inside corporate counsel before retiring in 2004 from Raytheon Company. I have been a participant in BOLLI courses for about nine years. I have been an SGL since 2006 and have presented several courses on Mozart and Wagner operas and led a six-week Figaro course in 2008. I have also given opera talks as part of the Enhancement program and at local libraries.

Soc2-5a-Th3 Exit: The Endings That Set Us Free

Leader – Elizabeth David

Thursday – Course Period 3 – 1:40 p.m. to 3:05 p.m.

This is a 5-week course which starts the week of September 9th and ends the week of October 14th.

Description This course is based on the book *Exit: The Endings That Set Us Free* by Sara Lawrence-Lightfoot, which finds wisdom and perspective in the possibility of moving on. It marks the start of a new conversation: a chance to discover how to make our exits with purpose, dignity and grace. The narratives include a gay man exiting the closet, a sixteen year old boy who is forced to leave Iran, a Catholic priest who leaves the church, an anthropologist who leaves the field, an executive leaving a leadership role after twenty-five years, a chief attending physician in an intensive care unit guiding patients toward accepting the final exit—all of these and more. As elders we have had, and still have, the opportunity for small and large goodbyes, leave-takings, endings and exits. Some include ceremony, some are life passages, some are small and some rock our worlds. Some may go unnoticed and underappreciated. How we navigate these transitions often determines whether we move on in peace or are troubled. What have we learned and what do we have to teach and share from these life experiences? Each week we will discuss the narratives of interviews conducted by the author and use them as inspiration for contemplating our own stories of endings and new beginnings. Assignments will include topics for reflection for each section and, short, optional, but highly encouraged, writings about personal transitions. This course was previously taught in spring 2013.

Readings *Exit: The Endings That Set Us Free*, by Sara Lawrence-Lightfoot, Farrar, Straus and Giroux, ISBN 9780374151195

Preparation time Estimated one hour of reading time, depending on reading style

Computer use required for messages and/or additional comments on the assignments.

Biography I have been an SGL at BOLLI off and on for about ten years, primarily dealing with issues of ageing and elderhood. I received my Master's Degree in Expressive Therapies at Lesley University as an adult learner at age 47. Professionally, I was a Hospice Bereavement Coordinator and Director of Volunteers where I followed and counseled families for a year following the death of the patient; and supervised volunteers who interacted with families. My husband, Barry, and I have five adult children and seven blessed grandchildren.

Soc4-5b-Th3 The Times of our Lives -- From the Past to the Future

Leader – Eleanor Jaffe

Thursday– Course Period 3 – 1:40 p.m. to 3:05 p.m.

This is a 5-week course which starts the week of October 21st and ends the week of November 18th.

Description All of us at BOLLI are part of an aging generation. Often we live longer, healthier lives than previous generations and experience new possibilities. As older citizens, we are part of a growing demographic which is re-shaping our society in a number of ways – where and how we live, our medical care, society's investments in our well-being, tax dollars and how they are spent, etc. We will discuss media and culture and the ways in which we are portrayed. Do these portrayals realistically reflect who we are and what we contribute to the world around us? We will develop a historic timeline of our generation, beginning in the Depression, through the wars and social upheavals of our times to the present in order to understand how these events have shaped our lives, both collectively and individually. Finally, what does it

mean to be “aging” and “old”? Penelope Lively, a renowned English author, has written an unconventional memoir about her 82 years, *Dancing Fish and Ammonites*. Her writings will provide guidance to our discussions.

Readings *Dancing Fish And Ammonites*, by Penelope Lively. In addition, the SGL will prepare a packet of some additional readings: short stories and essays.

Preparation time 1 -2 hours

Computer use not required

Biography I am increasingly drawn to the subject of aging, as I enter this large demographic. I want to explore this subject with my peers and learn with them. I am an experienced SGL, having taught 6 prior courses focusing on immigration, literature, and aging. Most recently I created the course, “To See Ourselves as Others See Us,” an exploration of current fiction about aging. I earned degrees in English literature, counseling, and social work, and worked for many years in public education.

Soc1-10-Th3 The 1920’s: A Decade of Turmoil and Change

Leaders – Naomi Schmidt and Tamara Chernow

Thursday – Course Period 3 – 1:40 p.m. to 3:05 p.m.

Description The 1920’s was a cultural turning point, ushering in an era marked by a new ethic of leisure and consumption, but also containing a dark underside of bigotry and fear. This course will be an overview of that decade in America. We will look at events, people and ideas that changed the nation. The 20’s was much more than prohibition, flappers and gangsters; it was a period of great personal and social change. We’ll investigate cultural trends, including the appearance of the “New Woman” with her changed fashions and life style, and the Harlem Renaissance, which brought new music, arts, and literary figures to the public’s attention. We’ll cover political controversies such as restrictive immigration laws, the Sacco and Vanzetti trial and the dispute over the teaching of evolution in the schools, culminating in the Scopes trial. Also to be discussed will be how the development and distribution of new technologies touched individual lives, with the shift to mass production and marketing of consumer goods, and the growing ownership of radios, telephones, and automobiles. We will read and discuss *The Great Gatsby*, the fictional work that best epitomizes so much of the decade. Using readings, videos, slide shows, and class discussion, we will look at the changes that took place between the end of WWI and the start of the Depression, and see what comparisons we can make with issues that we face today. This is a repeat of the spring 2014 course.

Readings *The Great Gatsby* by F. Scott Fitzgerald

A packet of readings will be prepared by the SGLs and distributed at cost. There will be additional readings posted on an eBoard that can either be read on the computer or printed out.

Preparation time one to two hours a week

Computer use required because We will communicate with class members via email and will also use an eBoard and refer to various websites for supplementary materials.

Biography Originally trained as a physicist, Naomi Schmidt taught Computer Science at Brandeis in the 1970’s and 1980’s and then worked for 16 years at both Brandeis and MIT in the field of Academic Computing. She has been a BOLLI member since 2003 and has been a Study Group Leader for “Invitation to the Dance” and “Science Fiction,” as well as co-leading “Who’s Afraid of 20th Century Music?” with Peter Schmidt and “The New York Experience” and “Utopianism” with Tamara Chernow.

Tamara Chernow was a librarian and library administrator for 25 years. During that time she organized and facilitated programs at the library and led a book club. A BOLLI member since 2003, she has led two Drama courses as well as co-leading “The New York Experience” and “Utopianism” with Naomi Schmidt.

Lit8-10-Th3 Exploring Contemporary Literary Memoir

Leader – **Bonnie Lass**

Thursday – Course Period 3 – 1:40 p.m. to 3:05 p.m.

Description As defined for the purposes of this course, a literary memoir originates in the personal experience of a literary figure and deals with a portion of his or her life, e.g. childhood, a coming of age or milestone, an illness or crisis, or role in a significant place or era. Lately, in *The New Yorker* Group at BOLLI (and in a Book Group I belong to), we have had many captivating discussions about authors’ lives and the extent to which their fiction is autobiographical. We can only guess. (“ . . . Whoever looks for the writer’s thinking in the words and thoughts of his characters is looking in the wrong direction”. . . Philip Roth). So this course proposes to turn to memoirs for a more reliable look at their lives, and in the process engage in well-written, cathartic, and often inspiring reads. The art and the craft of individual works will also be examined. The course is largely lecture/discussion; we will all read and discuss one full memoir, several excerpts, and a couple of *New Yorker* pieces. There will also be a collaborative learning experience during the last two classes of the term; teams of 2- 4 class members will choose a book-length memoir from an SGL-provided annotated list to read and present to the rest of the class. How the work is divided and who speaks in class will be determined by each team, and the SGL will help teams prepare worthwhile and interesting presentations.

Readings *Winter Journal* by Paul Auster

excerpts from the books *This Boy’s Life* by Tobias Wolff, *Old School* by Tobias Wolff, *The Glass Castle* by Jeanette Wall, *Lit* by Mary Karr, *Darkness Visible* by William Styron, and *Just Kids* by Patti Smith – all available at local libraries and also provided by the SGL.

The New Yorker articles “A Widow’s Story: The last week of a long marriage” by Joyce Carol Oates and “Now We Are Five: A big family, at the beach” by David Sedaris

An annotated list of other prominent literary memoirs, available for team presentations and extended reading

Preparation time 1 – 2 hours, on average. Weekly hours vary, depending on the length of the material and how fast it is read. The greatest number of pages assigned in a week is approximately 100, but most assignments are far less.

Computer use required *The New Yorker* pieces will be available electronically. Book excerpts may be emailed. I communicate mostly through email, although I can also be reached by phone.

Biography I retired in 2012 from a career in educational publishing and teaching and have been a BOLLI member since the fall of that year. I’ve been an SGL and the Membership Committee Co-Chair. A lifelong voracious reader, I majored in English and American literature at Syracuse University, became a reading specialist, and then obtained my Ph.D. at University of Illinois to become a teacher of reading education. Retirement has allowed me to pursue my “vices” that now include wide reading of anything that strikes my fancy!

Cur1-10-Th3 Current Events: Happenings That Move the World

Leader – **Lois Sockol**

Thursday – Course Period 3 – 1:40 p.m. to 3:05 p.m.

Description We live in a complex time when what happens in one part of our world affects us all, which requires us to stay informed as the world rapidly changes. This course is designed to inform, to discuss current news stories, and provide thoughtful analysis. In most sessions, our attention will be divided between world events and national news. Class members will be encouraged 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 newspapers, magazines such as *The Economist* and *Time*, and web sources will be required.

Preparation time 1 – 2 hours weekly

Computer use required because I send articles via email.

Biography I taught 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 Public 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.

Mus1-5a-Th4 What's So Miserable? -- An encounter with the musical *Les Miserables*

Leader – Arthur Finstein

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

This is a 5-week course which starts the week of September 9th and ends the week of October 14th.

Description Boulbil and Schonberg's *Les Miserables* is one of the most stunning successes in musical theater history. Together we'll look at some essential principles and practices of the stage musical and then we'll study excerpts from *Les Mis*, focusing on form, placement and styles of songs to discover how the creators' formal and musical choices sharpen character and plot and deepen the impact of this epic story. Prior musical knowledge and ability to read music is not required. Notated musical examples will be explained. I expect that the class will involve a combination of my presentations/explanations of musical and theatrical concepts, as well as active discussion and questions from the entire group. And although each class will focus on a discreet group of musical episodes, I feel that consistent attendance at all sessions will be central to getting the most out of this cumulative course content, especially since the course is short. Participant reports are not expected, although I'll certainly entertain ideas for short presentations by volunteers.

Readings Most readings will be excerpts from articles and books provided by the SGL. Hard copies if needed will cost \$1-2 each. Although not a prerequisite, people may read in advance any edition of the novel by Victor Hugo, including summaries, to gain some familiarity with the overall plot and subject matter. I suggest the following audio or video recordings of the musical *Les Mis*: the original Broadway or London cast albums, the 10th and 25th anniversary videos, the 2013 Academy Award winning film, and the Complete Symphonic recording.

Preparation time Readings are unlikely to exceed about 20 pages per week. But I'll expect people to listen to the music to be studied each week, for about 1-2 hours, depending upon number of repetitions.

Computer use required I regularly write to class members via email, but I'll make an effort to accommodate people without a computer.

Biography Arthur Finstein holds his BA and MFA in Music from Brandeis. He's a retired Massachusetts Music Educator and has music-directed more than 190 productions in area scholastic, community and professional theater circuits, including 2 acclaimed productions of *Les Mis*. He's presented at statewide, regional and national conferences on

Music and Theater Education, has taught successful Theater and Music courses at BOLLI since 2008. He continues to advocate for increased appreciation of and support for the creative arts.

Hum2-5b-Th4 Mahler, Moses and Others Speak to the Challenges of Life's Final Journey

Leader – Herman J. Blumberg

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

This is a 5-week course which starts the week of October 21st and ends the week of November 18th.

Description Classic expressions from the world of literature, music and film can help us to think anew about the tasks and challenges of the latter decades of life. What does Tolstoy in the *Death of Ivan Ivanovich* teach us about how -- or how not -- to tend to one who is dying? What can we learn from Moses' grand argument with God, as expounded in rabbinic (*midrashic*) literature, upon being told he would die before entering the Promised Land? How do we respond to the hopeless suffering of a loved one whose quality of life has deteriorated? The film *Amour* may provide a helpful framework for discussion of this difficult issue. Although Gustave Mahler was preoccupied with death, his Fifth Symphony is anything but morbid. What did Mahler "say" in music about bereavement and how would Elizabeth Kubler-Ross the dean of bereavement studies respond? What happens when we begin to simultaneously look back on our life and contemplate our legacy? Stories from John Updike's last published collection of short stories may stimulate our memories and help us to think about the legacy we leave for future generations. One of these five selections from the arts will frame each weekly discussion. Participants are encouraged to enjoy the selections in advance of class. Excerpts will be included in class presentations. Vigorous discussion is encouraged and students with special knowledge of specific material are invited to collaborate with the instructor. This course was taught in spring 2014.

Readings Tolstoy, *The Death of Ivan Ivonovich*, 42 pages, in any collection of Tolstoy's short stories

Film: *Amour* Video recording available in public libraries (reserve early!) or Netflix

Mahler: Symphony No. 5, CD any recording

Elizabeth Kubler Ross (monograph to be distributed in class)

Deuteronomy 34 with Rabbinic exposition (to be distributed in class by SGL)

John Updike, *My Father's Tears and other stories*, 2009, ISBN 978-0307271563 We will read: "The Walk with Elizanne" (16 pages); "The Road Home" (22 pages); "My Father's Tears" (19 pages); "The Full Glass" (16 pages). These stories also appeared in The New Yorker magazine and can be found on the Internet.

Preparation time 2 hours or less. Viewing the movie or listening to Mahler are urged, but not required.

Computer use not required

Biography Herman Blumberg is the Rabbinic Director of Hebrew Senior Life's Hospice Care organization. He is the Rabbi Emeritus of Temple Shir Tikva, Wayland, Massachusetts. As an educator and pastoral counselor with specific training in Clinical Pastoral Education (CPE), he brings to the subject of this course a keen interest in helping mature adults explore the full complement of end of life issues for themselves and their loved ones. Rabbi Blumberg and his wife Paula reside in Waban; their three married children and six grandchildren are close by.

Lang2-10-Th4 How to Make a Language: The development of language over time and space

Leader – Bronson Brown-deVost

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

Description What exactly is language? How does it develop? And, why is it continually changing? We will look for answers to these questions by first examining the classification of languages by means of genetic family trees and wave models. There are many reasons why languages change over time and we will discuss some of the internal or natural catalysts for language change such as linguistic leveling, economy of language, and societal forces. In addition to this, the ways in which different languages influence each other will be examined in relation to loan words, borrowed idioms, and grammatical constructions. Finally, we will deal with the particularly difficult issue of defining the birth and death of languages. We will use English as our primary linguistic specimen, and will survey not only its relationship with the Germanic and Romance languages, but also some of its more surprising connections to languages further afield. Class sessions will include SGL presentations, as well as frequent round table discussions about participant observations and language experiences.

Readings Selected readings from Jean Aitchison, *Language Change: Progress or Decay?*, 4th edition, Cambridge Approaches to Linguistics, Cambridge: Cambridge University Press, 2013. ISBN 1107678927. Also available in Kindle edition (search Amazon by title of book for this edition)

There will also be handouts provided to the class at a cost of not more than \$5.

Preparation time 40 pages per week

Computer use not required

Biography Bronson Brown-deVost holds a BA in Classics from Loyola Marymount University and a MA in Northwest Semitics/Hebrew Bible from The Catholic University of America. He is currently completing his PhD dissertation in Bible and the Ancient Near East at Brandeis University where he has taught introductory, intermediate, and advanced courses on the Assyrian and Babylonian languages. He has enjoyed teaching adult education courses with Ivrit la-Kol for the past 5 years. Language is a particular area of fascination for him, and he works on a regular basis with over 12 languages, both modern and ancient.

Hum1-10-Th4 Dante's Inferno

Leader – Len Aberbach

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

Description Following the Homeric epics and Virgil's *Aeneid*, Dante's *Divine Comedy* is both an expansion and culmination of the epic tradition and perhaps the greatest literary work of Western civilization. The *Inferno*, the first of three divisions of the Comedy, is the most accessible to modern readers. In this poem of stupendous genius, Dante's objective is to delineate the pathway to salvation and God. In doing this, he draws on his extensive knowledge of classical literature, the new and old testaments, Christian theological writings, and European literature up to the 1300's. The course will focus on selected cantos and characters that illustrate Dante's design and structure of Hell, his classification of the sins that consigned inhabitants to Hell, and the punishments that they endure for eternity. Should you decide to join me on the journey through this great classic, I guarantee that it will be fascinating. It will also be much more understandable and accessible than you might imagine. A typical session may include 10-20 minutes of lecture on background pertinent to the upcoming discussion and/or follow-up from the prior session. The majority of the remaining time will be devoted to going over the assigned reading with discussion based on study questions provided to the class a week or two in advance. Some familiarity with Virgil's *Aeneid* will be helpful. Also bear in mind that it is important not to miss any classes – especially the first two.

Readings *The Inferno*, Dante Alighieri, Translated by John Ciardi. ISBN 0451527984, c.2001

It is MANDATORY that that you use this translation to participate in this study group. It is available very inexpensively at Amazon in paperback.

Preparation time The poem consists of 34 cantos, approximately 120-140 lines per canto. In an absolute sense that is not a lot of reading but careful reading is required to maximize understanding and to be thoughtful about the questions that I will be sending you each week. A reasonable expectation is 2-4 hours per week.

Computer use required I send study questions every week and often additional commentary and information based on our class discussions

Biography I have been a member of BOLLI almost since it started and have led a number of study groups on the Homeric epics, *The Aeneid* and classical myth. My interest in this area largely began after I joined BOLLI and has little connection to my education and work experience which includes a PhD in Chemical Engineering and technology-based business general management. I wanted to become an SGL in an area of potential interest to me that would require new focus, study, and effort on my part. Leading study groups covering the great epic poems of Western civilization continues to satisfy that need.

H&G7-10-Th4 Putin: Is the Empire Striking Back?

Leader – Ron Levy

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

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 within a different framework? In what ways do his character traits, career experiences and beliefs influence his leadership of a major nation? Is he a democrat or an autocrat? Why are there starkly different opinions of him in Russia, in the U.S. and in Europe? How is he creating or influencing world events for good or ill in 2014? Where has he stubbed his toes, and in what way is he succeeding? What has U.S., western European and even Russian media commented on this year’s specific events? A typical class session may include short presentations by the SGL, the use of videos, much facilitated discussions, and possibly the participation of a Russian BOLLI Scholar. This is an expansion of the 5 week course on Putin from fall 2013.

Readings *Vladimir Putin and Russian Statecraft*, by Allen C. Lynch. Potomac Books. 2011. ISBN 9781597972987. Also available electronically ISBN 9781597975872.

Other articles and readings will be assigned or will be the responsibility of the student to find.

Preparation time 1 -2 hours a week

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 16th course 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 and a 5-week course on Putin. 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.