

# OSHER LIFELONG LEARNING INSTITUTE @ BRANDEIS

## BOLLI: Spring 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.**

### Wri-10-Tu1 Memoir Writing: Preserving Our Past Through the Written Word

Leader – Jane Kays

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

**Description** *Just as canning fruits preserves them for a future time, we will write about moments in our past and preserve them for the future. Along the way, we will sweeten these thoughts as we become aware of elements of writing that enhance the way we tell our story.*

This course will focus on three areas of memoir writing. Our primary focus will be to, each week, bring in a new piece of writing based upon a prompt that I will offer or a topic of your own. We will uncover challenges, surprises, lessons, and misgivings while discovering how to find a balance between our personal retelling and a universal theme. It is important to bring in a new piece of writing as opposed to something written for another class at another time and that, if you have written more than 500 words, you only read that much. (We will discuss word limit compromises in the first class.) The second component of this class is centered on offering supportive, constructive and useful comments to the writer so that we are inspired to continue writing according to the feedback we receive. Lastly, we will come to understand ways to improve what we have written and how to do justice to the stories we wish to tell. I will offer handouts about issues we face as memoirists, such as: how much do I tell, is my memory accurate, and how does the use of dialogue support memoir writing.

**Readings** No textbook. Occasional handouts

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

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

**Biography** My academic life began at Boston State College where I received a B.S. in education and ended at Harvard's Graduate School of Education. After retiring from teaching in the Boston Public Schools, I became a literacy consultant. My writing life began in the eighties after joining the Boston Writing Project (a branch of the National Writing Project). In the nineties I began attending writing retreats. My interest in memoir is a personal one. It comes from my desire to offer my two daughters a history of who I am so that they may not only better understand themselves, but also their mom.

## Lit8-10-Tu1 Poetry: The Many Faces of Modernism

Leader – Jan Schreiber

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

**Description** The twentieth century saw a revolution in the arts in general and poetry in particular. Old ideas about the nature of poetry and the place of the poet in society were challenged and often overturned. New charismatic figures appeared on the scene, adopting radically different approaches to style, form, and subject matter. This course will examine particular works by some of the most significant figures in twentieth-century poetry, such as Frost, Stevens, Williams, and Eliot, as well as a few poets writing today. Anyone who took my twentieth-century poetry course in 2012 will find that most of the poems presented in this year's course are different. Some British poets will also be considered, since there was much cross-fertilization between Britain and America. Emphasis will be placed on close reading, on sound and rhythm, and on poets' techniques for conveying meaning. Each class will deal with works by two or three poets as detailed in the syllabus. We will proceed more or less chronologically. I will present background but classes are essentially seminars. Participants are encouraged (but not required) to prepare brief presentations of other poems or poets that have intrigued them.

**Readings** The syllabus, which includes the introduction from my book *Sparring with the Sun*, constitutes a mini-anthology of twentieth-century poetry. Reproduced in this document, which will be distributed by the SGL, are all the poems that will be discussed. Class participants are expected to read and study it carefully. No other texts are required, though students may wish to acquire the works of some poets presented.

**Preparation Time** At a minimum, members are expected to have read the poems up for discussion at each session. They are also encouraged to read other works by the same poet(s) and/or to read relevant critical and biographical materials. These can usually be found on the internet or in readily available anthologies. Members are encouraged to allot at least an hour of preparation time per class.

**Computer Use – Required.** We will communicate by email; I will also distribute the syllabus (in PDF format) and related documents by email. Class participants are encouraged to use internet searches for further research on poets and poems.

**Biography** I received a PhD in English and American Literature from Brandeis in 1972. I've taught at Tufts, UMass Lowell, informally in Cambridge and Brookline, edited a literary magazine (*Canto*) and inaugurated the poetry chapbook series at Godine Press. I've conducted research in the social sciences and run a software company. I've published three books of poetry (a fourth in press) and many critical articles. I am co-host of an annual conference on poetry criticism at Western State Colorado University. My book *Sparring with the Sun: Poets and the Ways We Think about Poetry in the Late Days of Modernism* was published in 2013.

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## Soc4-10-Tu2 Off the Pedestal: Sigmund Freud Revisited

Leader – Sophie Freud

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

**Description** Freud was immensely ambitious, intent on becoming famous which often led him astray, fabricating favorable treatment outcomes, and behaving hatefully towards any disciple who developed somewhat different ideas. It is this all too human side of him, his failings and flaws which we will study. A (home-made) background outline of Freud's main ideas will be sent to each class member at the very beginning of the course. We shall try to understand how his personality interweaves with his theories. Emphasis will be on the younger Freud and his experiences. We shall look at

startling “Recollections” of one of his oldest disciples. Next we shall enjoy an account of the true history of the beginning of psychoanalysis. We shall read about examples of Freud's interactions with his disciples. We shall read Freud’s own account of three (out of five) canonical case histories and their later and current assessments of his clinical work with them. We shall finish the course with a series of critical essays written about his encounters and ideas. Classes will be discussions about the readings with your SGL as catalyst and guide. It is a heavy reading course of about 100 pages a week. The course thus depends on the class members being committed to the reading and to regular attendance. This is a repeat of the course given in Fall 2013.

**Readings** *Unauthorized Freud: Doubters Confront a Legend*. Edited by Frederick Crews ISBN 0670872210 Viking 1998, and 0140280170 Penguin (a few chapters)

*A Dream of Undying Fame. How Freud Betrayed his Mentor and Invented Psychoanalysis*, Louis Breger. ISBN 9780465017355. 2009

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

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

These can also be found in libraries:

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

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

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

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

**Computer Use – Required.** I use e-mail for sending the initial syllabus and welcome letter. Later during the semester I often use e-mail as extra thoughts come to mind.

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

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## Lit6-10-Tu2 Tales of Five Cities: A Literary Exploration

**Leader – David Moskowitz**

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

**Description** This repeat course examines the role a city plays in telling a story. Cities have distinctive identities. They tend to take on characteristics that affect their denizens and, accordingly, color the stories written about those locales. In exploring these works together we will consider how the specific city molds and defines the author's work. I chose five cities that collectively create an interesting cross-section of America and then selected books that are both distinctive and extremely reflective of their city, i.e. the story would not be the same if taking place elsewhere. In looking at how literature is affected by place, I selected fiction that is: historical (Boston); industry driven (Hollywood film industry); character driven (New Orleans eccentric); tied to the author's ethnic neighborhood (Chicago's Polish-American community); and about citizens fearful of terrorist action (NYC). The books will be read in the order displayed below, which reflects the chronological order of the subject matter. The Lehane book is long but easily divisible and will be studied over three weeks; the last book is an exceptionally quick read and will be handled in one class. Someone missing a class or two will be fine but I seek members willing to do all of the reading regardless. The style is predominantly class

discussion, which I facilitate by using study questions to guide the discussion. Being a trivia buff, I supply the class with abundant information tied to the readings. The goal: educate and entertain.

**Readings** All of these books are readily available used over the internet and I do not require any specific edition. As noted in the Course Description, they will be read in this order and completely.

- *The Given Day*, Dennis Lehane, 2008
- *What Makes Sammy Run*, Budd Schulberg (originally published 1941; republished in 1993)
- *A Confederacy of Dunces*, John Kennedy Toole, 1980
- *I Sailed with Magellan*, Stuart Dybek, 2004
- *Heroic Measures*, Jill Ciment, 2009

**Preparation Time** a little under 200 pages a week, 3 ½ to 5 hours

**Computer Use – Required.** I wish to be able to communicate speedily with class members and transmit study questions via email plus send links to YouTube videos to be watched.

**Biography** I hold degrees from Penn's Wharton School and Harvard Law School. My legal career was spent mainly as a general counsel, including 11 years as Brandeis' initial GC starting in 1976. This is my 5th time leading a BOLLI course, viz. "Early Television in America: Much More than Memories," "The Fundamental Fifties - The Light Side," "Great Writers Writing About Sports" and "War is Hell, But Makes for Intriguing Literature." This is my second course devoted to fiction. I love cities and thought that this course would be an interesting way to explore them via how literature incorporates them as characters.

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## Art1-10-Tu2 Let's Go for Baroque: Six Painters of the Baroque Period

Leader – Suzanne Art

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

**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 17<sup>th</sup> century. At its most exuberant, Baroque art involves startling color contrasts, vivid clashes of light and shadow, and intense emotion in the depiction of religious, historical, or mythological events. But it also includes realistic portraits of royalty and commoners alike, idyllic landscapes, and domestic interior scenes of middle-class life. In every painting, a major feature is the masterful use of light. 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.

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

**Preparation Time** About an hour, 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 will be accessible online.

**Biography** I have had a lifelong love of art and history. I received a BA in History and an MA in the French language and French literature. I taught history for 16 years at a private school, and I have written a series of eleven history books (used

by middle school and secondary school students). I have traveled frequently in Europe, spending much of the time in art museums. I have taught an art course, Painters of the Italian Renaissance, for two terms at BOLLI.

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## **Econ-10-Tu2 Economics and Public Policy: Facts and Theories behind the Controversies**

**Leader – Edwin Dean**

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

**Description** For decades, Americans have seen dramatic headlines about economic policy issues that have featured two contrasting viewpoints, market-oriented solutions to economic problems and solutions relying on government intervention. This course will examine some of these issues in depth, using economic theory to develop deeper insights into policy-making. In other countries too, policy debates often focus on the effectiveness of free-market approaches to solving problems.

We will first examine U.S. policies affecting specific economic markets. We'll explore policies relating to minimum wages, housing shortages, and bubbles in housing prices. We'll also study theories related to the whole national economy, for example, theories supporting the rationale for Federal stimulus spending. The concepts of social costs and social benefits will be presented, along with their use in developing policies addressing pollution, gasoline taxes, and automobile emissions. At the international level, we'll study theories dealing with topics such as international monopolies and cartels, with a special focus on OPEC.

The classes will be understandable by those who have taken no economics courses, as well as those who have several economics courses under their belts. Handouts and links to readings will be used. Classes will usually open with a presentation of the economic theory related to a particular policy issue, and class discussion will then focus on the policies and the theory. Students will be encouraged to develop their own ideas about the policies discussed.

**Readings** No book purchases will be necessary. Readings will be distributed by the SGL as a combination of a printed course pack and attachments via email or eBoard.

**Preparation Time:** Two hours or less

**Computer Use – Required.** Computers will be used for e-mails, but also to access links to required readings and probably an eBoard.

**Biography** I love reading the news, especially news about politics and economic policies, and I love travel. I taught economics at Columbia, City University of New York, and two other universities and did research in India, Nigeria, Malawi, and other African countries. For 26 years, I worked as an economist for several Federal Government agencies, but mainly the Bureau of Labor Statistics. I have a B.A. in philosophy from Yale and a Ph.D. in economics from Columbia and have written two books, served as editor of three, and published a number of articles. I find teaching stimulating.

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## Film2-10-Tu3 Three Great Ladies of Film-Katharine Hepburn, Elizabeth Taylor, and Meryl Streep

Leader – Irwin Silver

Tuesday – Course Periods 3 & 4 – 1:40 pm to 4:45 pm

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

**Description** Katherine Hepburn, Liz Taylor, and Meryl Streep are considered three of the best actresses of all time. Their movies are widely acclaimed and have won a number of Academy Awards. They have attracted many of the top actors to work with them. Many directors have made them their first choice for their pictures. We will be watching and discussing many outstanding films – dramas, comedies and musicals – that show the wide range of talent of these great performers. The movies to be shown include: *The African Queen*, *On Golden Pond*, *Cat on a Hot Tin Roof*, *Butterfield 8*, *Sophie's Choice*, *Mamma Mia* and *Doubt*. We will see 10 films and discuss each one following the viewing.

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

**Preparation Time** 1 hour

**Computer Use – Required.** To receive discussion questions and articles

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

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## Soc2-10-Tu3 Aspergers, ADHD, and/or Genius?

Leader – MaryAnn Byrnes

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

**Description** The last twenty years have seen an explosion in the diagnoses of Attention Deficit/Hyperactivity Disorder (ADHD) and Aspergers syndrome (viewed as part of the autism spectrum). Einstein, widely viewed as a genius, is identified by some people as having both Aspergers syndrome and ADHD. Wolfgang Mozart and Bill Gates are as well. ADHD, Aspergers, genius - what do these mean? Could all three exist in the same person? How does media coverage (of positive and/or negative events) affect public perception of each? This course will explore these three conditions, considering the lives of children in the present (*Bright Not Broken*) and the lives of adults in a fictional, not-too-distant future (*Speed of Dark*). These contrasting perspectives will serve as vehicles for us to weigh alternatives and possibilities. Vigorous discussions are anticipated. This is a repeat of the course taught in Fall 2013.

**Readings** Kennedy, D. M., Banks, R. S., & Grandin, T. (2011). *Bright not broken: Gifted kids, ADHD and Autism*. ISBN: 0470623322

Moon, E. (2004). *The Speed of Dark: A novel*. ISBN: 0345447549. Note: Amazon features a 10<sup>th</sup> anniversary edition as well as the older editions; either edition is fine.

**Preparation Time** Reading assignments from *Bright Not Broken* will generally be under 50 pages per week; *Speed of Dark* readings will be longer (approximately 100 pages), but since this is fiction, reading speed will likely increase.

**Computer Use – Required.** I will contact members by email for class announcements and to distribute weekly presentation slides. I will also disseminate URLs for video clips that will complement readings.

**Biography** I am fascinated by the creativity with which individuals address challenges in their lives. 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 unusual learners. 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).

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## **H&G8-10-Tu3 The Civil War: Was It Inevitable?**

**Leader – Stephen Messinger**

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

**Description** One hundred fifty years ago, the United States fought the costliest war in its history. Brother against brother. North against South. The hope and promise of the Founding Fathers shattered. Did it have to be? If there were polling organizations in 1840, only twenty years before the war began, a significant majority of Americans, North and South, would **not** have anticipated a civil war. What happened? Was it really inevitable? While many historians claim the wheels were set in motion with the United States Constitution, a branch of historians claim that better, smarter, less petty politicians could have prevented it. We will look at the causes: sectionalism, the tariff, industrialization versus single crop agriculture, honor, and of course, slavery. It is as questionable for the North to say it was all about slavery as it is questionable for the South to say it was all about states' rights. Different societies developed in the United States over four score and seven years. Were they so incompatible that only war could recreate a **United** States of America? The course starts with the U.S. Constitution and its protection of slavery and concludes when Lincoln calls up the states' militia to confront the rebellion in the South. This course is not about the war itself but why it happened and whether it had to happen. The class will be a combination of presentation and discussion. Volunteers will be encouraged to make class presentations.

**Readings** *The Causes of the Civil War*, Paul Calore, ISBN 0786433043, pub 2008

**Preparation Time** Weekly reading ranges from 11 to 41 pages

**Computer Use – Not necessary**

**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.

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## **Sci4-5a-Tu3 Our Mysterious Sub-atomic World: Quantum Mechanics without a Wrench**

**Leader – Peter Schmidt**

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

This is a 5 week course which starts the week of March 4th and ends the week of April 1st.

**Description** Come take some quantum leaps. Cuddle up with Schrödinger's cat. Quell your doubts about the Uncertainty Principle. Find out whether God rolls dice. The development of quantum mechanics was one of the most significant scientific achievements of the 20<sup>th</sup> century, and also one of the greatest triumphs of the human mind. Not a one-man show like Relativity, the quantum mechanics cast of characters includes Niels Bohr, Albert Einstein, and an array of brilliant physicists recognized with Nobel Prizes. Their struggle toward the understanding of quantum phenomena, as well as its implications for causality and determinism, carries to the present day. But these physicists also had their human side, with personal quirks and passions. The course book helps to bring them to life with vivid anecdotes and descriptions well beyond their ground-breaking work. To join this adventure you will need no more than curiosity and willingness to stretch your mind, although some science background or interest will be helpful. The 5-week course will cover mainly the advancement of quantum mechanics from the early roots to its consistent formulation in the 1930s, but we'll also take a look at some of its further consequences, and at some recent developments. Given the nature of the subject, there will be substantial presentation, but with time for discussion, and for pondering and questioning of the interpretations. Since each class will build on the learnings of the previous ones, it's imperative not to miss any classes. This course was previously given in Fall 2013.

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

**Preparation Time** 3 hours per week, with about 70 pages of reading

**Computer Use – Required.** Communication will be by Email, and course material will be posted on a course website. There may also be interesting links on the Internet to explore.

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

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## Sci5-5b-Tu3 A Science Sampler: Five by Three – Part II

**Leaders – Gillian Geffin, Peter Schmidt, Karen Wagner**

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

**This is a 5 week course which starts the week of April 8th and ends the week of May 13<sup>th</sup>**

**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 can we 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 that porosity, permeability and anisotropy of rocks play in the interpretation of these images.

**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 events 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 last Science Sampler course, and with her husband, Bennie, twice led a science and technology course at BOLLI.

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

**Leader – Myrna Cohen**

**NOTE: This course will be held at the Old South Street conference room.**

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

**Description** This course will provide the environment needed for members to investigate ideas and develop study group proposals to ensure that the BOLLI program will continue to thrive. Conveying what we know to others is as important as what we ourselves want to learn and can be very exciting! Members have an opportunity to share the incredible knowledge that exists at BOLLI. The course provides an opportunity to talk about topics and receive input and support from other class members, both in small groups and individually. The purpose is to encourage and give practical input and assistance to members who have not led courses or given presentations at BOLLI. They may not see themselves as a potential study group leader or presenters. 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 on AV equipment that might be used in your 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. An experienced SGL is invited to share excerpts and insights from their class. The SGL is available to meet with class members and/or other BOLLI members on an individual basis. This course is appropriate for a beginning, intermediate, or advanced students.

**Readings** Instructions for Submitting a Course Proposal to BOLLI, the SGL Handbook, and the BOLLI Proposal Form will be sent to all class members prior to the first class

**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** 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 currently the Chair of the BOLLI Enhancement Committee; past BOLLI Council Secretary, past Chair of the Curriculum Committee and Study Group Support Committee. Most of my professional work has been in the field of teaching, mentoring, and teacher training. Presently, I am a Wheelock College Supervisor, a founding member of The Educator Mentor Corps (EMC) of the Aspire Institute affiliated with Wheelock. I am involved in many community programs.

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

**Leader – Diana Korzenik**

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

**Description** This experiment in historical research concerns local history and uses original documents. We meet early 19th century British Bostonians Nathan and Maria Appleton who found this “art-less” nation a challenge. As wealthy parents, they did what they could to bring art into their house before their town had any art museums. What was “art” to them and how did their ideas change? Through a stash of Appleton correspondence I have collected, we will read letters aloud – like reading a play, mining the Appletons’ words for the social context of art objects in their lives such as: Gilbert Stuart’s Appleton portraits, European works they purchased at auction, works by artists who instructed their young, and paintings and sculptures representing their young. The Appleton letters will take us into private galleries, artists’ studios, the new Boston Athenaeum Art Gallery and more studios in Europe. We read the youngest Appleton, Fanny, reflecting on her soul, art, poetry, family and nation. We follow her drawing in NH’s White Mountains and during her family’s European Grand Tour. After Fanny’s two siblings more or less expatriate we see her as a single woman shaping her self and then changing when she says: “Yes” to marrying poet Henry Wadsworth Longfellow. We leave them in what had been Gen. George Washington’s Cambridge headquarters, where they craft poetry and preserve “history” that will define American identity. Regular attendance is essential. This is a repeat course.

**Readings** SGL-prepared Sourcebook. Additional readings will be distributed by SGL or available online.

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

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

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

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## Lit9-5b-Tu4 A Woman of Her Times: Edna St. Vincent Millay

Leader – Carol Fain Walters

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

This is a 5 week course which starts the week of April 8<sup>th</sup> and ends the week of May 13<sup>th</sup>.

**Description** The lyrical poetry of Edna St. Vincent Millay is usually regarded as her personal expressions about love and its trials and tribulations. However, she was also a creature of her times, from the period between 1915 and 1945 when her social and political views resonated in her poems, sometimes subtly, and sometimes more directly. This class will explore how her poetry reflects the history of the world in which she lived and include poems dealing with the Feminist Movement, the Roaring Twenties, the Sacco-Vanzetti case, Facism, and World War II. The best way to appreciate poetry is to read it aloud. We will be reading selected poems in class, not only for their intrinsic beauty but also for the poet's views on social mores and world history.

**Readings** The SGL will prepare a course manual on the historical background that shaped Edna St. Vincent Millay's social and political views and will include the selected poems that the class will be reading.

**Preparation Time** 2 to 3 hours per week

**Computer Use – Required.** Assignments for each class will be sent via email.

**Biography** Although my professional background is in Academic Administration in medical institutions and management consulting for medical and nonprofit community organizations, I've had a lifelong interest in literature. I've taught courses at BOLLI on John Donne, Emily Dickinson, Edna St. Vincent Millay with a focus on her personal life, and Shakespeare's Historical Kings. I will be teaching at the Wellesley-Weston Lifetime Learning program in the Spring and at Harvard's HILR program in the Fall.

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## H&G7-10-Tu4 The Trial as History

Leader – Marc Schwarz

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

**Description** The trial is a method by which society can limit thought, behavior, and action which it considers unacceptable. This course is not a study group in legal history, but rather an evaluation of how men and women make ethical and moral decisions. The trials included are those of Joan of Arc, Galileo, the Salem witch trials, the Scopes trial over evolution, and the Lindbergh kidnapping case. Classes will include videos and lectures on the trials in question. My practice is to show a video before we discuss the trial, as it gives time for reading and helps illuminate the play. Voluntary member presentations are welcome. I believe that everyone has something to say and look forward to group discussion. (Note that this course covers a different set of trials from a similar one that was taught in Fall 2011.)

**Readings** George Bernard Shaw, *Saint Joan* (Penguin, 2001). ISBN 0140437916,  
Berthold Brecht, *Galileo* (Grove Press, 2001), ISBN 0802130593  
Arthur Miller, *The Crucible* (Penguin, 2003), ISBN 0142437336  
Lawrence and Lee, *Inherit the Wind* (Ballantine, 2003), ISBN 0345466276  
Rick Geary, *The Lindbergh Child* (NBM Publishing, 2009) ISBN 1561635308

**Preparation Time** 1 hour

**Computer Use** – Not necessary, but helpful

**Biography** I have a BA in History from Bates College, an MAT from Harvard and a PhD in History from UCLA. I taught for almost forty years at UNH and have led a number of study groups at BOLLI.

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## **Film1-10-We1 Beyond the Blockbuster: Tales on Film from Indigenous Peoples**

**Leader** – **Judy Pinnolis**

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

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

**Description** This course will take a look at five films on the theme of indigenous peoples. Two of the films will be about Australian aboriginals, two about Inuit people in Canada and one about Native Americans. This course will endeavor to examine and learn about the life cultures of these people from their stories as told through film. Each film is chosen because it's a great story; it features either the language and actors from the local people portrayed in the film; and/or it is based upon a native story or rings true of their lives. We will examine perception of the "other," customs, life in community, and environment as part of our stories. Titles of the films (subject to change and availability) are *Ten Canoes*, *Rabbit Proof Fence*, *Atanarjuat-The Fast Runner*, *Before Tomorrow*, and *Smoke Signals* (or maybe *The Sapphires*).

**Readings** There will be short weekly readings on the eBoard that add to the background of the films.

**Preparation Time** Usually less than an hour or so of reading a week at home. Other than that, just watching the movies and discussion in class.

**Computer Use – Required.** Members must have access to the Internet and the ability to read the articles on the EBoard. This is important to enhance the class discussions and to find out what is going on in the class.

**Biography** Judith S. Pinnolis has served as a Librarian at Brandeis for over 21 years and led several BOLLI classes in music and film. Pinnolis served as ACRL regional President; national Chair of Chapters Council of ACRL; and the Jewish Music Roundtable of the Music Library Association. She holds Masters degrees from CCM of University of Cincinnati and Simmons College; and a BA from Newcomb College. She is creator of *The Jewish Music WebCenter* [www.jmwc.org](http://www.jmwc.org).

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## **Soc3-10-We1 The 1920's: A Decade of Turmoil and Change**

**Leaders** – **Tamara Chernow and Naomi Schmidt**

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

**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 WW I and the start of the Depression, and see what comparisons we can make with issues that we face today.

**Readings** A packet of readings will be prepared by the SGLs and distributed at cost.  
F. Scott Fitzgerald, *The Great Gatsby* (any edition)

**Preparation Time** 1 to 2 hours

**Computer Use – Required.** We will communicate with class members via email and will also use an eBoard and refer to various websites for supplementary materials.

**Biography** 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 co-led Drama courses as well as co-leading “The New York Experience” and “Utopianism” with Naomi Schmidt.

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 20<sup>th</sup> Century Music?” with Peter Schmidt and “The New York Experience” and “Utopianism” with Tamara Chernow.

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## **Art2-5a-We1 What is THAT? Modern Art Comes to America**

**Leader – Miriam Goldman**

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

**This is a 5 week course which starts the week of March 4<sup>th</sup> and ends the week of April 1st.**

**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, Picasso, the cubists, Duchamp, Matisse). We will look at the show itself, reactions to it, and the aftermath, especially Jackson Pollack, the 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. Reading is approximately one hour per week.

**Readings** Lunday, Elizabeth, *The Modern Art Invasion*, ISBN 978-0-7627-9017-3

**Preparation Time** Reading approximately 40 pages a week, about an hour.

**Computer Use – Not necessary**

**Biography** Miriam, a retired educator, graduated from Brandeis. She has always loved art history and is an amateur painter. At BOLLI she has previously led courses in creative writing and in art history, including “A survey of Painting in the United States” and “The Fauvres.”

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## **Sci2-5b-We1 Viral Epidemics and American History**

**Leader – Ed Goldberg**

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

**This is a 5-week course which starts the week of April 8 and ends the week of May 13.**

**Description** This course will bring together the emergence of viral diseases and their impact upon American history. For example, the American Revolution began in 1775 at the onset of a continental epidemic of smallpox. Each would have a major impact upon the other. Victory for the Americans became possible only when George Washington began to appreciate this connection. We will discuss three Presidents who had smallpox in their lifetime and see how that affected their political lives. Other topics will be developed in a similar way and include:

- Yellow fever and the purchase of Louisiana;
- Yellow fever and building the Panama Canal;
- Influenza and the end of WWI;
- Polio and the emergence of FDR and New Deal;

Future concerns: outbreak of new diseases, weapons of mass distraction, survival and thriving of bad science. We will keep asking: What can we learn from this? Why is this very important? Some American leaders i.e Washington and Jefferson, would successfully meet the challenges of these epidemics. Woodrow Wilson would be unique in his abysmal failure to react to Influenza in 1918. This course will focus on American history and not upon esoteric virology.

**Readings** *Deadly Companions*, Dorothy Crawford, 2009, ISBN 0199561443

Additional readings will be distributed via email or an eBoard.

**Preparation Time** Those of you who have taken one of my courses may recall that I offer a lot of reading, but there is no expected or required amount. One or two hours per week should suffice. Read what you like or what interests you. My goal is reached if you become interested to do further reading.

**Computer Use – Required.** I will probably set up an eBoard, which will require a computer.

**Biography** I retired from my career as a physician in 2000, and have been with BOLLI from the get go. I believe this will be the 11th time that I have been an SGL at BOLLI. My major field of study at Cornell undergraduate was in American History, with special emphasis on the Presidency. This course reflects my interest in medicine and American history.

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## **Lit10-10-We2 Ibsen and Shaw: Masters of the Problem Play**

**Leader – Lois Ziegelman**

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

**Description** When one thinks of the sub-genre of realism referred to as the problem play, Ibsen and Shaw come to mind. Ibsen was the pioneer and Shaw his most devoted admirer. Both seriously challenged audiences to face important social issues with different approaches. Ibsen's plays invariably ended in tragedy while Shaw, often referred to as "The Laughing Ibsen," was a master of wit. 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 Fall of 2011.

**Readings** Plays to be read in the order shown are:

Ibsen- *Ghosts*- suggested translation- William Archer ISBN: 1847027660

Ibsen- *Hedda Gabler*- suggested translation- Michael Meyer ISBN: 0413463401

Shaw- *Mrs. Warren's Profession* \*

Shaw- *Arms and the Man*\*

\*The Shaw plays are available in *Plays by George Bernard Shaw*, Signet Classic, ISBN: 978 -0451529442

**Preparation Time** About 2 hours. Roughly one play a week to be read and re-read the following week for greater comprehension.

**Computer Use – Not Necessary**

**Biography** Lois Ziegelman, Ph.D., Professor Emerita from Framingham State College, where she taught World Literature and Drama for 31 years. A recipient of five fellowships from the National Foundation for the Humanities, she has studied, taught, and performed works ranging from Classical Antiquity through the 20<sup>th</sup> century. She has taught various literature courses at BOLLI ever since the Fall of 2003.

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## **Wri2-10-We2 Personal Writing: Leaving Our Mark**

**Leader – Marjorie Roemer**

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

**Description** . . . *every single one of us has something to say to the others* . . . Eduardo Galeano.

In writing about keeping a notebook, Joan Didion makes the point that we write to "remember what it was to be me." So, in this course we will, again, write the memories, dreams, and reflections that constitute our identities, the stories that get told and re-told in our families and in our own minds. We will concentrate on small vignettes, using photographs, artifacts, remembered voices to spark our recollections and associations. We will, in addition, give some thought to the ways that other writers have collected these bits and pieces and made larger works that can comprise the varied textures of remembered personal history. Collages and mosaics have offered good models for the kind of disparate assemblages that constitute contemporary memoirs; we will explore these. We operate as a workshop. Each participant brings roughly 500 words to share each week, and we respond to one another with support, empathy and constructive criticism. Because the trust built in the group is crucial to its success, regular attendance is important. All writers are welcome. There is nothing competitive about our process; you can begin anywhere. What is necessary is a willingness to write, to share and to listen attentively to one another.

**Readings** There will be a small course packet available at the start of the course.

**Preparation Time** We bring 500 words to class. People may write more as they wish, but the expectation is for an hour or possibly two of work. We are not expecting polished, finished pieces; so the work brought to class is always considered a draft, an attempt, a sketch of something that might be developed at a later date.

**Computer Use** While computer use is not required, it can be desirable. Writing on computer is a different sort of experience and well worth trying. In addition, there are class communications by computer fairly frequently. If participants don't have computer access, we will work around that.

**Biography** I hold a BA from Bennington College, an MA from New York University and a PhD from Brandeis, all in English and American literature. My teaching career began in New York City 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 seventh writing course at BOLLI.

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## **H&G1-10-We2 The Geo-Politics of the Horn of Africa**

**Leader – Girma Belay**

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

**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 and Japan) including allied institutions such as The World Bank and the International Monetary Fund. 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.

**Readings** Required book: *The Horn of Africa: Intra-State and Inter-State Conflicts and Security*, edited by Redie Bereketeab. ISBN 0745333117. In addition, we will be reading 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 assigned and 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, blogs, and social media.

**Biography** Mr. Belay has Masters Degrees from UCLA School of Architecture and Urban Planning and from California State University at Los Angeles (International Relations.) He earned a B.A. in Economics from UCLA, which he attended on scholarship, and played Varsity Soccer for four years. 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 has taught International Relations to high-school seniors from around the United States in Washington D.C. through the Close-Up Foundation.

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## Lit3-10-We2 The Legendary Lillian [Hellman]

Leader – Sandy Grasfield

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

**Description** A larger-than-life personality, whose fame and impact on American culture spanned several decades, Lillian Hellman's legacy deserves some current examination. Thirty years in a tempestuous, alcohol-soaked love affair with the successful mystery writer Dashiell Hammett, Hellman was a luminary of the Broadway stage at a time when the play was the thing. She was committed to liberal causes and went to Spain during their Civil War, supported the ideology of Russia and ultimately was called before the House Un-American Activities Committee, where her outspoken and courageous responses set her apart from most of those who testified. In her later years, her fame was revived by the publication of and reaction to three memoirs she wrote. Charges of "liar" and lawsuits followed. This was a colorful woman, whose writing is still worth reading and study. Each class will consist of a combination of introductory contextual material presented by the SGL, and discussion of that as well as the reading(s) for the week. Reports will be few, specific and voluntary. No prior knowledge is necessary. This is a repeat of the course given in Fall 2013.

**Readings** *The Children's Hour*, *The Little Foxes*, *Watch on the Rhine*, *Another Part of the Forest*, *The Autumn Garden*, *Toys in the Attic*, *Scoundrel Time*, *Pentimento*.  
Also, *The Maltese Falcon* by Dashiell Hammett

**Preparation Time** Each of the plays is 60 to 70 pages, the Hammett novel is not very long and reads quickly, *Scoundrel Time* is 143 pages and *Pentimento*, which we will divide in half, is 147 pages and 146 pages.

**Computer Use – Required.** Each week I will be sending brief material, relevant to the coming week's class, to class members for inclusion in their preparation. There may be a YouTube video or two that will enhance the discussion.

**Biography** My favorite aspect of being a librarian for thirty years was encouraging young people to experience as much joy in reading as I do. My curiosity about Lillian Hellman was piqued by a previously unread book on my shelves at home, and I've enjoyed the research to prepare for this course. When young, I earned a B.A. from Brandeis in Comparative Literature, then an M. Ed. from Boston College. I love being a student, and BOLLI gives me that pleasure – plus much more. I gave this course in the fall semester and received very positive feedback from the class.

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## Lit7-10-We3 Five Timeless Issues in Drama

Leader – Elaine Reisman

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

**Description** This course will explore issues addressed in plays written in the early to mid 1900's which have current relevance. Discussions in this course will include: the impact of machines replacing men, the quest for the robotic takeover of man's functioning, the influence of the "herd" instinct on man's behavior, the outcome when bad things happen to good people, and the impact of war on society. Minimum requirement for this course is the reading of assigned material. Participants will have opportunities to volunteer to read/act scenes of the plays and/or give reports relevant to current times or the life of the writers. This is a repeat of the course previously taught in Fall 2003, Spring 2004, and Spring 2007.

**Readings** All plays are available in the Minuteman Library System  
--*The Adding Machine* by Elmer Rice  
--*R.U.R.* by Karl Capek

--*Rhinoceros* by Eugene Ionesco

--*J.B.* by Archibald MacLeish

--*Bury the Dead* by Irwin Shaw

**Preparation Time** 2 hours per week

**Computer Use – Required.** Weekly recaps will be sent by email.

**Biography** Over the years, I have facilitated twenty BOLLI courses (seven different TIMELESS ISSUES IN DRAMA courses.) I love the excitement of exploring the issues as the class and I learn together. I am neither an expert on drama nor on the issues. My background is in early childhood special needs. I worked directly with children and taught undergrads and graduate students as well as adult learners in the field of early childhood. My background forms the framework for my role as a facilitator of learning through an experiential approach.

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## H&G11-10-We3 Native American Studies: A Guided Vision Quest

**Leader – Quinn Rosefsky**

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

**Description** Native American societies are culturally heterogeneous...there is no "one size" fits all description. In this context, we will study basic historical events, demographics, treaties, and interpretations of the U.S. Constitution in select Supreme Court cases. Issues related to US expansion into "Indian country," economic development, political sovereignty, citizenship, health and welfare, activism, and child adoption will be explored. In the process, we will ponder the complexity of our own struggle for an American identity based on evolving concepts of who Native Americans were (are). We will look at the complexity of Native American relationships with the U.S. Government and white society, including: the evolution of attitudes, myths, and prejudices about Native Americans; the belief that Native Americans would become extinct, or survive through removal to the west. Should they have been saved by missionaries, or forced education, or assimilation, or left totally on their own? We will pay attention to story-telling and archaeology. And we will integrate our studies with an update to current, 21<sup>st</sup> century concepts of Native American nation building based on self-determination, self-governance. 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.

**Readings** *The Vanishing American: White Attitudes and U.S. Indian Policy*, by Brian W. Dippie, (ISBN for the 1991 edition is 070060507X), (any edition will do), plus PDFs sent via email.

**Preparation Time** 2 hours to read and digest 30-50 pages per week

**Computer Use – Required.** Book chapter reading assignment and PDF Handouts and Notes will be sent out in advance of each class.

**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.

## Sci1-10-We3 Hazardous Waste and the Environment; Past, Present, and Future

Leader – **Bob Berlin**

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

**Description** The management and disposal of hazardous and radioactive wastes and the need to clean up sites previously contaminated with these wastes are major issues in the debate over energy and environmental policy. We will examine waste disposal practices, contrasting past and current approaches and their impacts on the environment and their host communities. The roles of government, industry, and the public will be explored. The national and local issues and controversies associated with waste handling and site remediation will be developed with reference to questions of health and safety, and community participation in the decision making process. The history of contaminated sites, examined through major cleanup efforts such as Love Canal, Woburn, Chernobyl, etc., provides a vehicle for judging the success of restoration of a safe environment, a viable neighborhood, and beneficial use of these localities such as “Brownfields”. We will look at ongoing waste management problems from the new technologies of fracking, geothermal energy, shale oil recovery, etc. The SGL will present a case study of the cleanup of a Massachusetts Superfund site that exemplifies the issues discussed in the course. The class format will combine presentation and discussion. The material does not require prior technical knowledge, and has been previously offered to audiences with diverse backgrounds.

**Readings** There are no required books. Readings will be from articles and excerpts of reports found on various websites.

**Preparation Time** 1 to 1 ½ hours, 25 to 30 pages

**Computer Use – Required.** Computer use will be required to access the reading material on the referenced websites.

**Biography** I have a BME from City College of New York, Masters degrees in engineering, and a DPH from Columbia University. I worked in various aspects of the nuclear field for over 50 years, the last 20 as a consultant in the environmental assessment and remediation of sites contaminated with radioactive and chemical wastes. During my career I became a licensed professional engineer, reactor operator, and health physicist. My teaching career was as an engineering professor at Manhattan College for 15 years, in the Columbia Graduate School of Public Health, and to industrial audiences. I coauthored *Radioactive Waste Management* in 1969.

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## Soc1-5a-We3 Mahler, Moses and Others Speak to the Challenges of Life’s Final Journey

Leader – **Herman J. Blumberg**

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

**This is a 5 week course which starts the week of March 4<sup>th</sup> and ends the week of April 1st.**

**Description** Classic artistic expressions from the worlds 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 Ilyich* 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. Each weekly session will be devoted to

one of these five selections from the arts. Vigorous discussion is encouraged and students with special knowledge of specific material are invited to collaborate with the instructor.

### Readings

- Tolstoy, *The Death of Ivan Ilyich*, 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 (Midrash) exposition (to be distributed in class)
- John Updike short stories: "The Walk with Elizanne" (16 pages); "The Road Home" (22 pages); "My Father's Tears" (19 pages); "The Full Glass" (16 pages); John Updike, *My Father's Tears and other stories*, 2009, ISBN 9780307271563

Viewing the movie and listening to Mahler are encouraged, but not required.

**Preparation Time** Participants are encouraged to enjoy the selections in advance of class. Excerpts will be included in class presentations. Preparation for any one session is less than 2 hours.

### Computer Use – Not Necessary

**Biography** Herman Blumberg is the Rabbinic Director of the newly created Hebrew Senior Life 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.

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## Sci3-5b-We3 The Human Immune System in Health and Disease

Leader – Allan Kleinman

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

This is a 5 week course which starts the week of April 8<sup>th</sup> and ends the week of May 13<sup>th</sup>.

**Description** The purpose of this course is to introduce study group members to the human immune system – its key elements, how it works and how it fails. The first class will be an overview of the pathogens we face and the layered immune defenses that have evolved to cope with them. The second class will cover infectious diseases and how they are prevented and treated, including a discussion of antibiotic resistance. The third class will cover the interaction of cancer and the immune system. The fourth class will cover autoimmune diseases such as diabetes, Crohns and multiple sclerosis and various treatments and cures for them. The fifth class will cover the human microbiome, its balance and imbalance, treatments and its interaction with the immune system. The format will be approximately an hour of presentation followed by a half hour of discussion. Reading assignments will be given for each week's topic from newspaper articles and non-technical magazines such as Scientific American. Access to a computer and email is essential for coordinating this study group. Class members are encouraged to bring in weekly/recent articles in the media regarding the immune system for discussion at the end of each class. It is important that class members attend each class as the content will build on the previous sessions.

**Readings** Reading assignments will be given for each week's topic from newspaper articles and non-technical magazines such as Scientific American.

**Preparation Time** Members are expected to read a couple of articles, about 10 – 20 pages, and should take less than two hours per week

**Computer Use- Required.** Email will be used to send weekly reading assignments.

**Biography** Prior to partially retiring in 2005, I had worked as a systems analyst. Over the past 15 years I have been learning about the coming genomics revolution, organized a series of professional-level lectures on bioinformatics for engineers, and have been following genomic-related issues on a daily basis. I now give public tours of The Jackson Laboratory during my summers in Maine, explaining how their research is leading the search for tomorrow's cures. I have been attending OLLI classes at Brandeis and at UCSD for the past seven years and have led courses on energy, wine and individualized medicine.

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## Dra-10-We4 “Scene-iors At It Again!”

**Leader – Becky Meyers**

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

**Description** This spring we will continue our study of many aspects of stagecraft, culminating in a dramatic reading for Lunch & Learn and/or an Enhancement program on the last Friday of the semester. We will do either a few short skits, an hour-long play, or excerpts from something longer. The play selection will be made once the composition of the class is set. Our troupe is likely to be a mix of “old-timers” who have taken a Scene-iors course before and “new-comers” who will be enthusiastically welcomed. Over the past couple of years, the Scene-iors classes have become quite knowledgeable about dramatic presentations, but new class members bring new sets of skills and insights that can enrich the theater experience for everyone! The Scene-iors would like to welcome folks who are just dying to be on stage, as well as others a little shyer who'd rather participate backstage and out of the spotlight! In addition to the acting roles, the off-stage roles may include such things as:

Assistant Director: development of a vision and a way of portraying it

Dramaturge: historical context and interpretation

Set Designer: stage layout and furniture

Choreographer: blocking (movements on stage)

Property Manager: acquisition of props

Technician: sound, lighting, computer effects

Costume Designer: acquisition of costumes

Stage Manager: overall coordination

Publicist: announcements, posters, programs

Study group members should plan to attend all sessions, especially the dress rehearsal and of course the presentation in May. Neither memorization nor prior theatre experience is required. Enthusiasm for drama and commitment to the team are all that is needed.

**Readings** Script: To be decided once the make-up of the class is known. Possibilities include, but are not limited to, *Trifles* by Susan Glaspell and *The Dining Room* by A.R.Gurney.

Excerpts from *The Complete Play Production Handbook*, by Carl Allensworth, with Dorothy Allensworth and Clayton Rawson, Revised Edition, Harper & Row, 1982, Paperback, ISBN 0064635589.

*The Small Theatre Handbook*, by Joann Green, The Harvard Common Press, 1985, Paperback, ISBN 0916782190.

**Preparation Time** Class members will hopefully re-read/study the script every week. There may be additional readings from the Internet and the two handbooks, anywhere from 10 to 50 pages per week. During the last couple of weeks there will probably be extra rehearsals in small groups, at times that are convenient for the participants.

**Computer Use – Required.** Due to the collaborative nature of this study group the use of email is essential. There will also be suggested online readings.

**Biography** Becky Meyers worked at Brandeis for 20 years in Biochemistry and when she retired she slid down the hill into the BOLLI program. She took acting classes given by a professional director in her co-housing community and took courses here at BOLLI with Elaine Reisman, Eileen Mitchell and Tamara Chernow. Then Becky and Eileen created the “Scene-iors” drama club which they formalized as a course for the first time in Fall 2011. For several years they’ve been taking turns as SGL / Director. Becky loves the fact that members of BOLLI can have such a great time making believe.

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## **H&G6-10-We4 Israel: The Accidental Empire**

**Leader – Carole Levy**

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

**Description** The name of the course comes from the title of a book by Gershom Gorenberg, giving the historical background to the State’s founding and the progression of events leading to the populating of Israeli settlements in the land captured in the 1967 War. The focus of the course is to provide knowledge of the founding of the State, how the founding ideology of Socialism morphed into today’s Capitalism and how the capture of land in 1967 changed the dynamic and meaning of “Zionism,” the return to the land. The issue of the settlements impacts not only the peace process, but also the social and economic tenor of life within the former borders of Israel itself. Is the Occupation/Expansion of the State beneficial to Israel...or not? That’s the question I hope you will be more informed to answer at the end of the course. The class will primarily involve presentation by the SGL, but I hope it will also include much discussion and input from participants. NO prior knowledge is necessary (I will be giving a quick overall history the first class) but material will build from week to week, so it is advisable to attend every week.

**Readings** Shavit, Ari, *My Promised Land, The Triumph and Tragedy of Israel*, Spiegel & Grau, New York, 2013 ISBN: 9780385521703, also available as an ebook

Gorenberg, Gershom, *The Unmaking of Israel*, ISBN: 0061985090 Harper Perennial, 2011

**Preparation Time** Two to three hours of reading a week

**Computer Use – Required.** I will be augmenting the reading with articles sent via eBoard or email.

**Biography** After many years of teaching High School English, I have found it a very rewarding experience to lead classes at BOLLI. My previous endeavors have included the Literature of A.B. Yehoshua, Amos Oz, and Philip Roth, the History of Modern Israel, and US Health Care Policy. I lived in Israel for a number of years (1970-83), speak fluent Hebrew, and return occasionally to visit family. I have a B.A. from Penn State, as well as a Master’s degree from the Heller School at Brandeis. I’m always interested in Israeli politics and American policy and especially interested in where they intersect.

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## **H&G12-10-We4 Winston Churchill: His Pre-World War II Life**

**Leader – Harvey Lewis**

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

**Description** Most Americans would consider Winston Churchill to be Britain’s greatest prime minister. He was a politician who was the grandson of a duke and whose father was a politician who died of syphilis at the age of 45. His mother was a wealthy American heiress. He was an indifferent student, who was ineligible for university and just managed to scrape into Sandhurst, the Officer Training Academy. Yet as an autodidact he was better read than most of his Oxbridge colleagues. He experienced various battles as a soldier and war correspondent. Captured in the Boer War,

his sensational and widely reported escape ensured his 1900 election to Parliament. In 1910, he became Home Secretary. At the outbreak of the war he was First Lord of the Admiralty and initiated the attempt to force the Dardanelles Strait and was blamed for its failure. He was fired from the Admiralty and volunteered for the trenches. He later helped found the modern Middle East. He had switched parties twice and managed to offend many politicians. In 1931, he quit the cabinet position and remained in the political wilderness until his opposition to German rearmament and British appeasement gained him increasing strength in Parliament. I will start with a presentation that will sometimes include DVDs and YouTube clips, but there should be plenty of time left for discussion, facilitated by questions which I shall send in advance. This is a repeat course.

**Readings** *The Last Lion, Vol. I, Winston Spencer Churchill: Visions of Glory, 1874-1932*, by William Manchester, paperback. Delta Publishing, April 1, 1984, ISBN 978-0385313483

**Preparation Time** Two hours of preparation a week would be the average time.

**Computer Use – Required.** I will send reading assignments and probably some additional material by computer.

**Biography** My family has resided in London, my birthplace, since 1880. I graduated from London University, then spent two years in Canada as a psychiatric resident before switching to ophthalmology in the UK. I was a fellow at Mass General before practicing in Lexington and Concord for 45 years. A history buff, I'm particularly interested in Winston Churchill as my father was born on Sidney Street and lived there when WC directed the Sidney Street Siege. This course will be a modified repeat of the one I gave this fall, my debut as an SGL. I've been attending BOLLI for three years.

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## Lit4-10-Th1 Highly Recommended Short Stories

**Leaders – Dick and Harriet Kahn**

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

**Description** During the course of the semester we will discuss one story each week. We ask participants to read the story, note particular reactions, impressions and questions. Then REREAD the story to note further observations and responses, and mark notable parts of the story for further discussion. Class participation among prepared readers enriches the perspective and interpretation of the story. We will be reading stories from one anthology that includes; Chekov, Baldwin, O'Conner and other celebrated writers. For the first session we ask participants to read and reread John Cheever's "Goodbye, My Brother."

**Readings** *You've Got To Read This*; Jim Hansen and Ron Shepard; ISBN 0060982020

**Preparation Time** About 1 ½ hours per week.

**Computer Use – Not necessary**

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

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## Soc5-10-Th1 1954: The Way We Were 60 Years Ago

Leader – Jeff Kichen

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

**Description** This course will look at life in the United States in 1954. Our goal will be to re-remember the past as well as to gain understanding of how the past has shaped the present in the United States. We will address political events such as the congressional McCarthy-Army hearings that took place during the spring of 1954 and the Supreme Court's *Brown vs. Board of Education* decision. We will engage the popular culture of 1954 by listening and discussing the year's music, paying particular attention to the birth of Rock & Roll. We will turn our attention to television with a look at YouTube clips from shows ranging from Edward R. Murrow's *See It Now* to Groucho Marx's *You Bet Your Life*. We will look at the books of the times and read and discuss Hamilton Basso's *The View from Pompey's Head*. We'll peek into the pages of the *New Yorker* for insight into the talk of the town in 1954 and will spend time at the movies, critiquing *The Caine Mutiny* and *Carmen Jones*. We will look at advances taking place in science, technology, and medicine and will journey into the public square, looking at the status of religion, race, gender relations, and the sporting life. In our last session, we will turn to corporate America's 1954 predictions for the future and consider what the past tells us about the present. The class format will be approximately 60% discussion and 40% presentation.

**Readings** I will provide web links to various video and audio clips. A packet of additional readings will be prepared and distributed, some electronically and some through hard copy at no cost to the members. Hamilton Basso, *View From Pompey's Head*, Louisiana State University Press, 1998, ISBN 978-0807123348

**Preparation Time** I anticipate the time each week devoted to reading and/or watching video will be approximately three to four hours.

**Computer Use** – Required. It is required that members use e-mail, have access to Adobe Reader to allow for communication and transmission of PDF files, be able to watch videos, and use the class eBoard.

**Biography** I have over 30 years experience as an adjunct instructor. Courses taught included: U.S. Health Care Systems, Contemporary Issues in Public Health, Theories of Social and Health Behavior, Community Health Education, Biostatistics, Health Care Research Methods, Business Statistics, Business Ethics and Western Civilization. Since 2003, I have been an adjunct at the University of Massachusetts, Worcester. As Vice President for Strategy and Planning at the Massachusetts Medical Society, I was one of the lead staff involved in crafting the society's policies regarding federal and state health care reform in the 1990s. I have been a BOLLI member and an SGL since 2013.

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## Soc7-10-Th1 The Sociology of "Deviant" Behaviors

Leader – Sandy Sherizen

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

**Description** How do certain behaviors become considered as deviant in a society but quite acceptable in other societies? What behaviors are considered as appropriate or inappropriate, i.e., "normal?" The process of social definitions of what is considered as deviant has been studied and there are intriguing findings. Can deviance be positive, e.g. Steve Jobs? I will use case studies, including how abortion, being gay, ethnicity and even certain political positions have become more accepted in our society. We would examine psychiatric definitions of behaviors changing over time and the "medicalization" of certain teenage behavior like restlessness becoming ADD. There is a lot of material on deviance and I would cull this down to offer the shifting nature of how behaviors become defined as socially proper. The class will discuss the issues raised in the readings and from additional input from the SGL. This course is a repeat of the one given in Fall 2013.



**Readings** Several selected readings will be assigned for each week. Readings will be gathered from academic, popular press and other relevant sources. The readings will be interesting, timely and sometimes eye-opening and will be sent by email to class members as pdf files and links to web sites.

**Preparation Time** About 2 – 3 hours a week.

**Computer Use – Required.** To receive emails and access websites. Also for suggested, but not required, supplemental readings on the Internet.

**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. 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 a presentation on Crypto Jews/Conversos/Marannos (Jews forcibly converted during the Inquisition) for the Enhancement program.

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## **H&G5-5a-Th1 On The Docket: Cases Pending Before the United States Supreme Court**

**Leader – Robert Cohen**

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

**This is a 5 week course which starts the week of March 4th and ends the week of April 1st.**

**Description** The course will commence with a brief presentation on the membership and method of operation of the Supreme Court. Following this, based on on-line material to which the SGL will direct the class, we will discuss cases pending on the Supreme Court Docket. Some of the cases to be discussed will have had no action taken by the Court, while some of them may have had oral arguments. The Supreme Court has received over 7,000 requests for cases to be heard in the October 2013 term and, to date, (11/18/13) has selected 55 for hearing. It is expected that the Court will agree to hear approximately 20 additional cases and reject all others. There is a broad spectrum of cases currently pending before the court including: civil rights, separation of church and state, class action litigation, criminal cases, abortion and affirmative action. At this early date it is not feasible to name the cases to be selected for discussion. It is expected that 5 cases will be selected for discussion and one will be discussed each week. No legal background is necessary for this course. This course will be approximately 40% presentation by the SGL and 60% facilitated class discussion.

**Readings** No books are required for this course. SGL will direct class members to web sites.

**Preparation Time** 1 to 1 ½ hours per week

**Computer Use – Required.** A computer is needed to access the blog which will furnish all of the reading related the cases under discussion.

**Biography** The SGL is a graduate of Boston University’s College of Business Administration and its Law School. He practiced law in the Boston area for over 35 years; served as a Special Master and Auditor for the Massachusetts Superior Court and as an Examiner for the Massachusetts Land Court. He served two terms as President of the Mass. Chapter of the American Trial Lawyers’ Association. He has been an SGL for 12 prior courses relating to law, ethics and Africa. He has led 3 prior courses on cases pending before the U.S. Supreme Court.

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## H&G4-5b-Th1 Barry Goldwater vs. The Tea Party

Leader – Robert Cohen

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

This is a 5 week course which starts the week of April 8<sup>th</sup> and ends the week of May 13<sup>th</sup>.

**Description** The Tea Party has amazed and confounded the political pundits with its rapid impact on national politics. In this course we'll look at the formation of "The" Tea Party and its rapid accession to national prominence. We'll examine the question of whether or not there really is one Tea Party or many, and how they operate. Barry Goldwater is generally recognized as the "father" of modern conservatism and is the author of the best seller *Conscience of a Conservative*. We'll look at his guiding principles and his 1964 presidential campaign platform, compare them to the platform of the Tea Party and discuss whether the ideological roots of the Tea Party spring from Goldwater – or whether Barry Goldwater would even be accepted as a Tea Partier today. Lastly, we'll discuss and prognosticate about the future of the Tea Party.

**Readings** *The Conscience of a Conservative* by Barry Goldwater, ISBN 1481978292. (Any edition is OK.) Additional material may be distributed by the SGL or on-line.

**Preparation Time** Less than one hour. About 15 pages max per week

**Computer Use – Required.** Material relating the Tea Party will be found on-line.

**Biography** The SGL is a graduate of Boston University's College of Business Administration and its School of Law. He practiced law in the Boston area for over 35 years, served as a Special Master and Auditor for the Massachusetts Superior Court and as an Examiner for the Massachusetts Land Court. He served two terms as President of the Mass. Chapter of the American Trial Lawyers' Association. He has been an SGL for 12 prior courses relating to law, ethics and Africa.

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## Lit5-10-Th2 Literary Reflections On Leadership

Leader – Michael Kaufman

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

**Description** In our complex, rapidly changing and often perilous world we ought to have a clear notion of what we expect of those who make the decisions that shape our lives. What are those intangible qualities that set transformative leaders apart from mere functionaries? This discussion group will examine those attributes that confer the respect of command on those who happen to occupy positions of power. We will discuss a variety of literary texts, a different reading each week, which highlight some of the most critical leadership skills: the responsible exercise of power, creative decision-making, weighing alternatives, making informed judgments, communicating and motivating effectively, fostering change, negotiating political pressures, and ethical responsibilities. The reading consists of four plays, four short stories, a novella plus a brief handout to be read in our first session. The style of the course is primarily SGL facilitated class discussion.

**Readings** Reading for the first day will be a short handout. Thereafter the syllabus will include the following, any version will suffice. Many are obtainable online and I can provide links :

Shirley Jackson, *The Lottery*

Shakespeare, *Henry IV Part I*

GB Shaw, *Saint Joan*

Melville, *Billy Budd*

Brecht, *The Caucasian Chalk Circle*  
Conrad, *The Secret Sharer*  
Maugham, *The Outstation*  
Orwell, *Shooting an Elephant*  
Bolt, *A Man For All Seasons*

**Preparation Time** 1 to 3 hours. Reading each week varies depending on whether the week's focus is a short story or play. The longest reading will likely be the novella *Billy Budd*, which runs 131 pages.

**Computer Use – Not necessary**

**Biography** I have a background in literature, having taught at a number of universities. I have been offering seminars at BOLLI since 2002.

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## Soc8-10-Th2 Psychology of Influence

**Leader – Marvin Snider**

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

**Description** Influence is a commonly used term that involves the intent to affect how another person thinks, feels or behaves. This course will be concerned with looking at elements that affect the successful outcome of the effort to influence. We will also look at the way this understanding applies in daily life. I will use significant excerpts of the film, *Twelve Angry Men* in class to show how influence works in a courtroom situation. There will be the opportunity to compare the impact of influence in two versions of the film that have two different casts. We will also consider how efforts to influence have impact across the social spectrum: marriage, family, parenting, education, religion and others. Emphasis will be placed on discussion and on class members having the opportunity to apply their own perspective and experience.

**Readings** Robert Cialdini, *Influence; Science & Practice*, fifth edition, 2009, ISBN 0205609996  
Snider, Marvin, *Psychology of Influence In Practice*, *This book will be published by end of year*. Additional material will be used from the internet.

**Preparation Time** 1 to 2 hours reading per week

**Computer Use – Required.** I am likely to use the internet for additional readings.

**Biography** I am a family therapist and organizational psychologist. I've led many classes as an SGL at Harvard on a variety of topics. I am interested in understanding the dynamics of what takes place when people communicate with one another. My goal as an SGL is to facilitate class members having a satisfying learning experience through active participation. The dynamics involved in influence has been an interest of mine for many years.

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## Lit1-10-Th2 Jewish Short Fiction from Around the World

**Leader – Kathryn Bloom**

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

**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 how the stylistic techniques of 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.

**Readings** Text: *The Oxford Book of Jewish Stories*. Ed. Ilan Stavans. 1998. ISBN 0195110196.  
Also 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 – 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 the 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.

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## **H&G10-10-Th2 Jefferson Davis, American**

**Leader – Ron Rosenthal**

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

**Description** Who was “that gaunt, proud man who personified so well the society he was chosen to lead?” Jefferson Davis - soldier, planter, politician, and statesman was the first and only President of the Confederate States of America. Uniquely qualified to lead a nation at war, yet he failed. He remains one of the most enigmatic, complex, controversial, poorly studied and yet fascinating American leaders. We will study the life and times of this Mississippian, his early education, his life as a soldier, planter, politician, his leadership of the doomed Confederacy and his part in creating the myth of “The Lost Cause.” We will consider his ideas on slavery, secession and reconstruction through his eyes and those of his southern contemporaries. Could he and his cause have succeeded, or was he doomed from the outset? Was he a true patriot in the footsteps of George Washington, or was he a traitor to his country who should have been hung in a public square? An extensive background in Civil War history is not necessary. Reports are optional, but classroom discussion is vital.

**Readings** *Jefferson Davis, American*. William J. Cooper, Jr., 2002. Paperback ISBN 0375725423. Also available in Kindle and hardbound.

**Preparation Time** About 60 pages of text plus handouts per week

**Computer Use – Required.** E-mail, some downloads. Most communication will be by e-mail.

**Biography** Ron Rosenthal is a retired Orthopaedic Surgeon, a graduate of Washington University School of Medicine. His lifelong interest in history began in High School in Newark, NJ., and continued through the University of Michigan, where he was a history major. He lived in Tennessee for 11 years, and developed a particular interest in the American Civil War. He has led Study Groups on The Dreyfus Affair, the Founding of the US Navy, The Russo-Japanese War, and Jefferson Davis at BOLLI, LLARC, and HILR, where he has been a member for 12 years.

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

**Leader – Lois Sockol**

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

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

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

**Preparation Time** 1-2 hours weekly

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

**Biography** I was a teacher of children and adults for 25 years. My undergraduate degree is from Boston University and my masters from Lesley College. The bulk of my professional years were spent in the Newton 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.

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## **Lit2-10-Th3 The African Experience: Power & Identity as Seen through Literature**

**Leader – Rosalind Bronsen**

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

**Description** In 1884-85, European countries met to partition Africa. By the time they were done, all of the continent was under colonial rule (except for Ethiopia). This course focuses on the impact of colonialism in sub-Saharan Africa. In particular, how did the shift in power from traditional African leaders and societies to Western colonies alter Africans' sense of identity. Their subjugation affected virtually every facet of their lives. We will use literature as our source material because literature uniquely can take us inside their experience. The literature will include novels, short stories, a novella and a memoir. With the exception of Conrad's *Heart of Darkness*, all the sources are written by black Africans from sub-Saharan Africa. The readings will be a mix of generations, geographies and genders. We will begin at the cusp of colonialism with a look at Europeans' perceptions of the African people. We will then progress through life under the colonial powers, the formation of elites seeking to become Westernized and perhaps going into exile, and then to post-independence. We will look at the choices Africans made or were forced to make and the benefits and costs that resulted from these radical changes. The format will be largely discussion with some presentations. Members should attend all

the classes in order to follow the flow of the course. There will be a total of 6 voluntary class presentations. No prior knowledge is required. This course is largely a repeat of the one given in 2010; with some changes in readings and topics.

**Readings** Joseph Conrad, *Heart of Darkness*  
Chinua Achebe, *Things Fall Apart*  
Ferdinand Oyono, *Houseboy*  
Tsitsi Dangarembga, *Nervous Conditions* (Pages TBD)  
Ezekiel Mphahlele, *Down Second Avenue*  
Paul Rusesabagina, *An Ordinary Man*

Any editions OK. There will also be two handouts.

**Preparation Time** Half the books are about 100 pages and easy to read. Where the books are harder to read, I am cutting out sections or covering the material over 2 sessions. The preparation time should be about 3 hours per week.

**Computer Use – Not necessary but preferred** - Will use it for distribution of handouts, my presentations and extra material such as maps. Distribution of hard copies can be managed but may not be as timely as material sent electronically.

**Biography** I received my Ph.D. in African History and Anthropology from UCLA and my B.A. from Brandeis in History. My first career was as a professor on the faculty of Washington University in St. Louis where I taught for 10 years. I then moved into my 25+ year career in business where my area of expertise was marketing. After retiring 10 years ago, I turned back to my interest in Africa and began reading, joined an African book club, and have taught 2 courses at BOLLI on this topic.

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## Mus-10-Th3 Two Dynamic Duos: the Teams That Created the Modern Stage Musical

**Leader – Verne Vance**

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

**Description** In this course we will examine the lives and work of the two teams that are primarily responsible for the creation of the modern stage musical – Sir William S. Gilbert and Sir Arthur Sullivan, and Richard Rodgers and Oscar Hammerstein II. Their works which we will examine in detail are Gilbert and Sullivan's *H.M.S Pinafore*; *The Pirates of Penzance*; and *The Mikado*, and Rodgers and Hammerstein's *Oklahoma*, *South Pacific*, and *The King and I*. We will examine the contrasting styles of the two teams and their contributions to the comic and romantic strains in our contemporary musical theater. We will study the scripts of the shows and will play a number of DVD excerpts of performances. The study group leader will provide background material on the lives and careers of the members of the two teams, and the focus of the class will be discussions of the material facilitated by the study group leader.

**Readings** The texts of the three Gilbert and Sullivan comic operas are available for free on the Internet and I will supply the links to them. For those wanting to buy a book with the complete collection, the suggested text is Ian Bradley's *The Complete Annotated Gilbert and Sullivan* (paperback), ISBN 0-19-816710-5, 2001.

The texts of the Rodgers and Hammerstein works are available in *6 Plays by Rodgers and Hammerstein*, ISBN 0394602005 and 9780394602004; The Modern Library (Random House), 1959, hardback. There are copies in the Minuteman Library System and a number of used copies are available online for about \$25. For those people who do not want to purchase or borrow the book containing the complete text, I can supply links to the on-line song lyrics.

**Preparation Time** No more than about two hours for reading of 35 to 50 pages.

**Computer Use** The computer is used only for e-mail communications.

**Biography** Verne Vance is a retired corporate attorney with a lifelong interest in theater. He is a former elected public official of the City of Newton and is an actor and playwright. He was the winner of the 2012 T.F. Evans Award of the Shaw Society of the United Kingdom and has led a number of courses at BOLLI on musical and nonmusical theater.

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## **H&G3-5a-Th3 Close Frenemies: Two Centuries of Aid, Influence and Invasion in US-Haiti Relations**

**Leader – Amy Bracken**

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

**This is a 5-week course which starts the week of March 4 and ends the week of April 1.**

**Description** The US and Haiti are a study in similarities and extreme contrasts. The two are separated by less than 700 miles of ocean but are worlds apart economically and culturally. Haiti is often reduced in the American eye to a Caribbean basket case. Overlooked is its important role in the history of the region. This class explores the little-understood flows of migrants, money, and influence between the two countries. Readings will cover US-Haiti relations, starting with the countries' respective revolutions, continuing through the US Civil War, 20<sup>th</sup> century occupation of Haiti, interventions for and against the Duvalier dictators and President Jean Bertrand Aristide, and finally the US response to the 2010 earthquake. It is a class for people wanting to better know one of our closest and oldest neighbors, as well as those interested in examining US history and foreign policy through a different lens. No previous knowledge of Haiti or US foreign policy is required. Although the SGL will briefly lecture on occasion, this is a discussion-based class. That is, it is essential that participants read all assignments and participate in discussion. In-class student presentations are welcome though not required. Each class session builds upon the last, so more than one absence can negatively affect class discussion.

**Readings** Participants will not be required to purchase any books. All materials will be in the form of links or scanned readings posted on eBoard.

**Preparation Time** I plan to assign up to 50 pp of reading per week.

**Computer Use – Required.** Students will need to access the roughly 50 pages of reading per week on eBoard, to print or read online.

**Biography** Amy Bracken is a print and radio freelance journalist. She lived in Port-au-Prince, Haiti, from 2003 to 2005 and has returned many times since to cover politics, culture, human rights, humanitarian and environmental topics, and natural disasters, including the 2010 earthquake. In 2012, she received a Masters degree from the Fletcher School of Law and Diplomacy and taught at the Tufts-based Osher Lifelong Learning Institute.

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## **H&G2-5b-Th3 Ben Gurion and the Destiny of Israel**

**Leader – Herbert Belkin**

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

**This is a 5 week course which starts the week of April 8<sup>th</sup> and ends the week of May 13<sup>th</sup>.**

**Description** Centuries of persecution intensified by the tragedy of the Holocaust made a safe haven for Jews a moral necessity. That necessity was met by a man and a movement; the movement was Zionism; the man was David Ben

Gurion. This lecture course will trace Ben Gurion from 1919 when he arrived as a farmhand in Ottoman Palestine to his leadership of the labor union, Histadrut, and to his role as Prime Minister of Israel. Ben Gurion grew as a statesman after coping with the British rejection of the Balfour Declaration in 1939 and was tempered by the convoluted politics of the United Nations Partition Vote and the War of Independence. The course will follow this complex man - kibbutznik, scholar, soldier, statesman - as he pursued his goal of guiding his people to a Jewish homeland. Ben Gurion's career was closely documented photographically, and these pictures will be used to illustrate the course.

**Readings** Book: *Ben-Gurion: A Political Life (Jewish Encounters)*, by Shimon Peres and David Landau, ISBN 978-0-8052-4282-9

**Preparation Time** About an hour a week - 40 pages - except for optional research

**Computer Use - Not Necessary**

**Biography** This would be my third BOLLI course, completing what I call the Zionist Trilogy. My background as a historian is a lifelong study of modern Jewish history, particularly the epic story of the Zionist movement and its work to found a Jewish homeland. Besides teaching courses at BOLLI and Salem State University, I write a column for the *Jewish Journal* on Zionist themes.