

BOLLI



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BOLLI Course Schedule Fall 2017

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>
September 25	September 26	September 27	September 28
October 2	October 3	October 4	October 5
No courses October 9 (Columbus Day- Make up December 11)	October 10	October 11	October 12
October 16	October 17	October 18	October 19
October 23	October 24	October 25	October 26
October 30	October 31	November 1	November 2
November 6	November 7	November 8	November 9
November 13	November 14	November 15	November 16
November 20-23 Break for Thanksgiving			
November 27	November 28	November 29	November 30
December 4	December 5	December 6	December 7
Make Up Dates: December 11, 12, 13 and 14			

Monday

BOLLI Study Groups Fall 2017

Period 1 9:30 a.m.-10:55 a.m.	LIT1-5a-Mon1 Thoreau: Transcendentalist, Abolitionist, Anti-War Activist and "Gifted Weirdo" Sue Wurster <i>5 Week Course - September 25- October 23</i>	SCI1-5a-Mon1 Genetics: Science and Ethics Laura Laranjo <i>5 Week Course - September 25 - October 23</i>	H&G1-10-Mon1 Medical History of the US as Viewed Through the Lives of the Presidents Ed Goldberg	LIT13-5b-Mon1 Existentialism at the Café Jennifer Eastman <i>5 Week Course - October 30- December 4</i>
		SOC1-5b-Mon1 "Sundown" America Sue Wurster <i>5 Week Course - October 30- December 4</i>		
Period 2 11:10 a.m. - 12:35 p.m.	LIT2-10-Mon2 Whodunit?: Murder in New England Marilyn Brooks	LIT3-10-Mon2 Historical Fiction: Traveling in Space and Time with Geraldine Brooks Sophie Freud	H&G3-5a-Mon2 The Reluctant Ally: America's Entry into World War II Fran Feldman <i>5 Week Course - September 25 - October 23</i>	ART1-5b-Mon2 Framing an Image: Art in the American Colonies Miriam Goldman <i>5 Week Course - October 30 - December 4</i>
Lunch 12:35-12:55 p.m. Lunchtime Presentations 1:00-2:00 p.m.				
Period 3 2:10 p.m. - 3:35 p.m.	ART2-10-Mon3 History, Mysteries and Masters of Glass David Rosen	SOC2-10-Mon3 Utopias, Real and Imagined Tamara Chernow & Naomi Schmidt	LIT4-5a-Mon3 The Icelandic Saga: Iceland as a Creative Force in Early Northern European Literature Michael Levin <i>5 Week Course - September 25 - October 23</i>	SOC3-10-Mon3 Manipulation: How Hidden Influences Affect Our Choice of Products, Politicians and Priorities Sandy Sherizen

Tuesday

BOLLI Study Groups Fall 2017

Period 1 9:30 a.m.-10:55 a.m.	H&G4-10-Tue1 "All Power to the Soviets!" Russian History Between the 1905 and 1989 Revolutions Kelsey Davis	FILM1-10-Tue1 Laughter on Film: Classic Screen Comedies Irwin Silver <i>NOTE: This class will run during course periods 1 & 2</i>	ART3-5a-Tue1 Architecture: Learning to Look Lawrence & Caroline Schwirian <i>5 Week Course - September 26 - October 24</i>	LIT12-10-Tue1 "All Blood Runs Red": World War I Fiction from the Battlefield and the Home Front Kathryn Bloom
			WRI1-5b-Tue1 Five Stories in Five Weeks: A Short Course in Writing Short Fiction Betsy Campbell <i>5 Week Course - October 31 - December 5</i>	
Period 2 11:10 a.m. - 12:35 p.m.	ART4-10-Tue2 Nevertheless She Persisted: Remarkable Women in Western Art Suzanne Art		SCI2-5a-Tue2 Our Energy Future Carl Lazarus <i>5 Week Course - September 26 - October 24</i>	SCI3-5a-Tue2 The Dead Don't Lie: Forensic Anthropology for Amateurs Diane Markowitz <i>5 Week Course - September 26-October 24</i>
			H&G5-5b-Tue2 Reflections on the Meaning of World War II Walter Carter <i>5 Week Course - October 31 - December 5</i>	H&G6-5b-Tue2 Steel- The Metal That Made America Great Rick Gander <i>5 Week Course - October 31 - December 5</i>
Lunch 12:35-12:55 p.m. Lunchtime Presentations 1:00-2:00 p.m.				
Period 3 2:10 p.m. - 3:35 p.m.	LIT5-10-Tue3 <i>The Aeneid</i> Len Aberbach	H&G7-10-Tue3 China: Future Friend, or Foe? Fred Kobrick	LIT6-10-Tue3 A Poet and a Mathematician Walk into a Bar: Shakespeare and Infinity Onur Toker	

Wednesday

BOLLI Study Groups Fall 2017

Period 1 9:30 a.m.-10:55 a.m.			GYM1-10-Wed1 – Muscles and Movement 9:45a.m.-10:30a.m. Location: Gosman Sports and Convocation Center	
Period 2 11:10 a.m. - 12:35 p.m.	LIT8-10-Wed2 The Human Predicament: The End of An Era Lois Ziegelman	LIT7-10-Wed2 Reel Literature 2: Elmore Leonard, The Dickens of Detroit David Moskowitz <i>This course will run during Period 2 each week; on weeks 2,4,6,8 and 10 this course will run during Periods 1 and 2.</i>	ART5-10-Wed2 The Birth of Modernism in Bohemian Paris Nancy Alimansky	CE1-10-Wed2 Current Events Lois Sockol
Lunch 12:35-12:55 p.m. Lunchtime Presentations 1:00-2:00 p.m.				
Period 3 2:10 p.m. - 3:35 p.m.	LIT9-10-Wed3 Native American Literature: “The soul would have no rainbow if the eyes had no tears.” Laurel Brody & Quinn Rosefsky	ART6-10-Wed3 Photography: Capturing and Creating Excellent Images Arthur Sharenow	H&G8-5a-Wed3 Justice Ruth Bader Ginsburg and the Women’s Movement Natalie Taub <i>5 Week Course - September 27 - October 25</i>	MUS1-5a-Wed3 Are You Hip to the Jive? A 100-Year Musical History John Clark <i>5 Week Course - September 27 - October 25</i>
			LIT10-5b-Wed3 <i>Crime and Punishment</i> and Moral Turmoil in the 21st Century Avi Bernstein <i>5 Week Course - November 1 - December 6</i>	SCI4-5b-Wed3 Our Energy Future Carl Lazarus <i>5 Week Course – November 1 - December 6</i>

Thursday

BOLLI Study Groups Fall 2017

Period 1 9:30 a.m.-10:55 a.m.	ART7-5a-Thur1 Photographers and Photographs That Changed the Way We See the World Mitch Fischman <i>5 Week Course - September 28 - October 26</i>	LIT11-10-Thur1 Literary Conversations: Pairing Past and Present Ethnic American Writers Ben Railton	ART8-5a-Thur1 Hidden Gems – Ins and Outs of Four Small Art Museums Elaine Dohan <i>5 Week Course – September 28-October 26</i> <i>NOTE: This class will run during course periods 1 & 2</i>	H&G2-10-Thur1 The Truman Presidency: The Buck Stopped There George Model
	SCI5-5b-Thur1 Get a Move On: How and Why Things Move the Way They Do Jerry Baum <i>5 Week Course - November 2 - December 7</i>			
Period 2 11:10 a.m. - 12:35 p.m.	H&G9-10-Thur2 You Are There: The Framing of the US Constitution Steve Messinger	WRI2-10-Thur2 Dare To Tell: A Memoir Writing Course Marjorie Roemer	LIT14-10-Thur2 The Drama of the Family Michael Kaufman	MISC1-5b-Thur2 Beyond the Headlines: Exploring Contemporary Issues In Depth Emily Ostrower & Beth Mazer <i>5 Week Course - November 2 - December 7</i>
Lunch 12:35-12:55 p.m. Member & Guest Presentations 1:00-2:00 p.m.				
Period 3 2:10 p.m. - 3:35 p.m.	LIT15-10-Thur3 From Dreams To Nightmares: Five Great African American Women Playwrights Jyl Lynn Felman	SOC4-10-Thur3 What's The Right Thing To Do? What Is Just? Steven Perlmutter	MUS2-5a-Thur3 Klezmer: A History Eric Elder <i>5 Week Course - September 28-October 26</i>	H&G10-5b-Thur3 Resistance and Resilience in Politics -- and in Life Eleanor Jaffe <i>5 Week Course - November 2 - December 7</i>

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BOLLI: Fall Term 2017

- Preparation times are estimated per week.
- If handouts are listed as readings, your Study Group Leader may request reimbursement from class members; 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 two 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.**

H&G1-10-Thur1 Medical History of the US as Viewed Through the Lives of the Presidents

Leader – Ed Goldberg

Monday – Course Period 1 – 9:30 am to 10:55 am

Description The theme of the course will be the march of medical progress from 1776 until today. The class will focus upon medical events in the lives of the Presidents, especially while they were in the White House. We will discuss in great detail how these events affected political history. Medical events shaped the men and the men were able in turn to change history, even medical history. There will be secret surgery, poisonings, malpractice, innovation, great personal courage and maybe a murder mystery. The format will be mainly a lecture by the SGL, but students will be expected to present brief reports that will focus upon unsung heroes of our story, e.g. Betty Jackson, Onesimus, Cotton Mather, James Merrick, Mary Montagu. There will be opportunities for class discussion as provocative topics are introduced such as “Does the President have an expectation of medical privacy?” Diversity of opinion is expected and encouraged. There will be a few videos and a short presentation of appreciation of the work of the artist Thomas Eakins. A sub-theme will be the thorny topic of presidential disability and the recurring issue of Presidents who received substandard care.

Readings Readings will be available online from the eBoard. **There is no required book** since there is no one book that approximates our syllabus. If you want to read further, I recommend the following:

1. *The Great Influenza* by John Barry, published by Viking (hardcover) or Penguin (paperback). This is an outstanding and interesting book
2. *The Health of the Presidents* by John Bumgarner, MD (McFarland Publishing). This book is a bonus and may not be readily available.

Preparation Time 2-3 hours of easy reading

Biography Edward Goldberg began life at an early age. His interest in American history was stimulated by his undergraduate studies at Cornell. Following his father's strong advice he entered medical school and practiced internal medicine for 30 years. Since retirement in 2000, Edward can now combine his love of American history with his medical knowledge to create this course. He has presented this course before at BOLLI, and has refocused his efforts upon the chronological train of events.

LIT1-5a-Mon1 Thoreau: Transcendentalist, Abolitionist, Anti-War Activist and "Gifted Weirdo"

Leader – Sue Wurster

Monday – Course Period 1 – 9:30 am to 10:55 am

5 Week Course - September 25 - October 23

(No Class Columbus Day - Make Up: Wednesday, October 11 Period 1)

Description Our homegrown, local hero Henry David Thoreau (whose name was actually David Henry) was, for quite some time, dismissed as a “gifted weirdo;” and yet, his ideas have endured for well over 150 years. Most of us are familiar with Thoreau as a naturalist and even transcendentalist, but for many his abolitionist and anti-war activism is less well known. We'll focus in this course on Thoreau as activist. Weekly outside reading and viewing material will be provided, which will serve to frame our discussion for each meeting. In addition, we'll be reading aloud together Jerome Lawrence and Robert E. Lee's compelling play, *The Night Thoreau Spent in Jail*.

Readings Handouts provided by instructor (Biographic material, Abolition and Defense of John Brown, Manifest Destiny and the 1846-48 War with Mexico, etc.)

Some video viewing

The Night Thoreau Spent in Jail – Jerome Lawrence and Robert E. Lee

Preparation Time Perhaps forty to sixty minutes of outside reading/viewing per week.

Biography After earning B.S./M.A. degrees in Theatre & Communications from Ohio University, Sue Wurster taught Speech at St. Cloud State University (MN), Writing at Elizabeth Seton College (NY), Drama and Theatre at the Chapin and Calhoun schools (NYC), and English/Humanities at Nashoba Brooks School (Concord), advising school newspapers, literary journals and yearbooks all along the way. She received fellowships from Northwestern's School of Speech, NYC's New Actors Workshop (studying with Paul Sills), Bank Street College (studying with Jack Zipes), and Columbia University (studying with Howard Stein). Sue served as chair of the high school division and on the executive board of the American Alliance for Theatre in Education, as director of the New York State Forensics League, and as co-founding chair of the Massachusetts Middle School Speech League. (She is often referred to as “Wurster, the Wily Word Woman.”)

SCI1-5a-Mon1 Genetics: Science and Ethics

Leader – Laura Laranjo

Monday – Course Period 1 – 9:30 am to 10:55 am

5 Week Course - September 25 - October 23

(No Class Columbus Day - Make Up: Wednesday, October 18 Period 1)

Description This course will present an overview of genetics from both scientific and ethical perspectives. The emphasis will be on DNA and current genetics tests and will include topics such as: genetic advances from 1952 to 2017; the ethics behind disease prediction; DNA and forensics; genetically modified crops, and DNA and the human genealogy. Classes are based on a series of articles and a book written by one of the “fathers” of DNA science, James Watson. Classes will begin with a short lecture followed by active discussions and debates. The goal of this course is to introduce students to current genetic findings and ethical concerns, as well as to give an overview of the growth of genetics since the discovery of DNA. It will provide information necessary to understand and discuss the main genetic discoveries, problems and controversies.

Readings Book: *DNA: The Secret of Life* by James D. Watson and Andrew Berry (any book edition)
Packet of articles will be available at cost.

Preparation Time Students should expect to spend about three hours of reading, researching, and formulating questions about the articles and chapters assigned.

Biography Laura Laranjo is a PhD candidate in the Molecular and Cell Biology program at Brandeis University. She is a geneticist and her research focuses on DNA analysis, damage and repair. This will be her first time teaching at BOLLI. Laura aims to be a college professor, and has been part of a STEM teaching team at UMass Lowell and Waltham High School. She has worked as a mentor and teaching assistant for genetics, microbiology and biotechnology courses. Laura’s first scientific publication will be released soon. She aims to continue her genetics research and to pursue her passion for teaching.

SOC1-5b-Mon1 "Sundown" America

Leader – Sue Wurster

Monday – Course Period 1 – 9:30 am to 10:55 am

5 Week Course - October 30 - December 4

Description As we well know, the history of race relations in the U.S. is extremely complex, inordinately complicated, and deeply disturbing. And while today various African-Americans occupy positions of prominence in our society, hidden aspects of our history of racism and segregation still persist in this country. In this course we will spend some time looking at aspects of black history that many may have missed, but the bulk of our time will be devoted to a particularly striking dimension of that history—a hidden dimension known as the “Sundown” phenomenon in which towns (and even entire counties) all across the North, West, and non-traditional American South became all-white...on purpose. We will look at how the legacy of that tradition is, surprisingly, still very much with us today, hampering our efforts to move forward and make sure that all lives truly matter.

Readings Handouts from instructor
Some online viewing

Preparation Time Approximately 40-60 minutes of reading/viewing per week.

Biography After earning B.S./M.A. degrees in Theatre & Communications from Ohio University, Sue Wurster taught Speech at St. Cloud State University (MN), Writing at Elizabeth Seton College (NY), Drama and Theatre at the Chapin and Calhoun schools (NYC), and English/Humanities at Nashoba Brooks School (Concord), advising school newspapers, literary journals and yearbooks all along the way. She received fellowships from Northwestern’s School of Speech, NYC’s New Actors Workshop (studying with Paul Sills), Bank Street College (studying with Jack Zipes), and Columbia University (studying with Howard Stein). Sue served as chair of the high school division and on the executive board of the American Alliance for Theatre in Education, as director of the New York State Forensics League, and as co-founding chair of the Massachusetts Middle School Speech League. (She is often referred to as “Wurster, the Wily Word Woman.”)

LIT13-5b-Mon1 Existentialism at the Café

Leader – Jennifer Eastman

Monday – Course Period 1 – 9:30 am to 10:55 am

5 Week Course - October 30 - December 4

Description Anyone who is curious about the meaning of existentialism will find an excellent and lively guide in Sarah Bakewell's book *At The Existentialist Cafe*. At the cafe, we will meet three French scholars, Jean Paul Sartre, Simone de Beauvoir and Albert Camus, three of the most noted French existentialists. Through their biographies and small excerpts from their writings, we will gain an

understanding of such existential concepts as the absurd and freedom. How did they meet in the early 1940's, why did they part in the 1950's? Overall, we will follow them from the movement's inception before World War II, through the occupation and liberation of France and the Cold War that followed. Historically, the movement ended in the 1960's, but the concept of existentialism still survives in popular culture. This is not a philosophy course but rather an attempt to understand the lives that were lived bearing the name of existentialist. The course will be a mixture of lecture and discussion. Previous experience with the subject and its characters is not necessary

Readings *At the Existentialist Cafe* by Sarah Bakewell, 2016; Other Press, NY. Available at Amazon. The SGL will distribute a packet of readings at a reasonable cost.

Preparation Time One and a half to two hours a week, approximately 75 pages

Biography Jennifer Eastman has a BA in History from Brandeis University, CAS in psychology from Harvard Extension and a JD from Suffolk University. She taught law for 25 years at Framingham State University and also at Clark University. In 2001, she wrote and published the book *Albert Camus: The Mythic and the Real*.

LIT2-10-Mon2 Whodunit?: Murder in New England

Leader – Marilyn Brooks

Monday – Course Period 2 – 11:10 am to 12:35 pm

Description Why do we read murder mysteries? What about them satisfies us? Is it the plot, the characters, the setting? Do we want to be frightened by one that's *hard-boiled* or do we want a *cozy* that we know will end well for all concerned (well, except for the victim, naturally)? What makes an author stop writing? Why do characters in some series age or undergo different circumstances (Jesse Stone) while others remain pretty much the same (Spenser)? We'll discuss all this and more in the course that focuses on police, private and amateur detectives in the six New England states. There will be familiar authors—Lisa Gardner and Robert B. Parker—and some perhaps not so familiar—Bruce DeSilva and Dave Zeltserman. For many/most of the authors we will watch Youtube interviews; for those not on youtube, there will be links to written interviews. We will share our viewpoints and hopefully introduce others to new authors and ideas. We will act, in a way, as sleuths, examining the clues as to what makes a mystery worth reading and, as we all gather together in the “library,” perhaps come to a solution that satisfies us all.

Readings *God Save The Child* – Robert B. Parker

Find Her – Lisa Gardner

A Scourge of Vipers – Bruce DeSilva

Fruits of the Poisonous Tree – Archer Mayor

Small Crimes – Dave Zeltserman

Primary Storm – Brendan DuBois

Trespasser – Paul Doiron

Hearts of Sand – Jane Haddam

Preparation Time Except for the first and last weeks, we will be reading a novel a week to discuss in class. Each book should take approximately 3-4 hours to read.

Biography Marilyn Brooks has been a devoted mystery fan since her formative years, when she discovered Nancy Drew and read the entire series through *The Ringmaster's Secret*. She reads three or four mysteries a week and is equally devoted to private eyes, police investigators, and amateur detectives. She has been writing a weekly mystery review blog since 2010, www.marilynmysteryreads.com. She is a member of the Mystery Writers of America, which meets monthly in Brookline. She has been featured in the BOLLI Banner under the non-de-plume *Mystery Maven Marilyn*.

LIT3-10-Mon2 **Historical Fiction: Traveling in Space and Time with Geraldine Brooks**

Leader – Sophie Freud

Monday – Course Period 2 – 11:10 am to 12:35 pm

Description I want to continue my exploration of historical fiction, by choosing the books of Geraldine Brooks, my favorite author. An essential element of historical fiction is that it is set in the past and pays attention to the manners, social conditions and other details of the period depicted. We shall be reading five compelling books by Geraldine Brooks, and discuss for each book what we can learn about the culture in that country, at that time in history. We shall use 2 weeks for each selected book, using class time for an SGL-led discussion partly leaning on questions which are part of the syllabus, but also allowing for the spontaneous responses and interests of class members. We shall travel from the views of Middle East women, to the description of the plague in 17th century England, to the history of an illustrated Haggadah over the centuries, to the story of King David and end with the adventures of Louisa May Alcott's father during the Civil War.

Readings Brooks, Geraldine. (1995) *Nine Parts of Desire*.

Brooks, Geradline. (2001) *Year of Wonders*.

Brooks, Geraldine. (2008) *People of the Book*.

Brooks, Geraldine. (2015) *The Secret Chord*.

Brooks, Geraldine (2005) *March*.

Preparation Time This is a heavy reading course: 125-150 pages per week.

Biography Sophie Freud received a BA from Radcliffe/Harvard, an MSW from Simmons and 20 years later, a Ph.D. from the Heller School at Brandeis. After about 10 years of clinical social work practice she became a professor of social work at the Simmons College School of Social Work and stayed there for 30 years while also giving courses and workshops all over the United States and Europe. Sophie has given at least 15 different courses at BOLLI. Indeed, inventing new courses has become her old age pastime. Books have been Sophie's cherished companions as reader, book reviewer and author.

H&G3-5a-Mon2 The Reluctant Ally: America's Entry into World War II

Leader – Fran Feldman

Monday – Course Period 2 – 11:10 am to 12:35 pm

5 Week Course - September 25 - October 23

(No Class Columbus Day - Make Up: Wednesday, October 11 Period 1)

Description As German bombs rain down on Britain, bringing the country to its knees, Prime Minister Winston Churchill desperately searches for help from the United States, the only country that can save his homeland. To do so he enlists the support of three prominent Americans living in London during the darkest hours of the war. Edward R. Murrow, the head of CBS News in Europe; John Gilbert Winant, the U.S. ambassador to Britain; and Averell Harriman, the administrator of the Lend-Lease program in London, answer the call with courage, ingenuity, and passion. The course text, *Citizens of London* by Lynne Olson, vividly describes the three men's efforts to persuade a very reluctant America to partner with Great Britain in resisting the Nazi onslaught in Europe. Some of the topics that will be examined during the term include the isolationism that pervaded America until December 1941, America's lack of readiness for war, the personalities of Churchill and Franklin Roosevelt, the role of the press, of diplomacy, and of the military-industrial complex during the war years, and the degree of cooperation among the Allies as the war progressed. Classes will be conducted by discussion with no lectures. NOTE: Study group members should be prepared to actively participate in discussions and to offer reports on relevant topics related to the war effort. This course is a repeat of a course offered in spring 2017.

Readings *Citizens of London* by Lynne Olson

Preparation Time Approximately 80 pages of reading a week

Biography Long interested in government and history, Fran Feldman majored in government at Smith College, received a Master of Arts in Teaching (in history) from Yale, and taught social studies in middle school. Later, in California, she embarked on a second career editing cooking, gardening, crafts, and

home improvement books for Sunset Books. After returning home to the Boston area, she worked as an administrator and financial trainer in the Faculty of Arts and Sciences at Harvard. Her passions include golf, traveling, and volunteer work. Previously at BOLLI she taught "The Remarkable Roosevelts" (Franklin and Eleanor) and "Allies and Adversaries: Theodore Roosevelt and William Howard Taft."

ART1-5b-Mon2 Framing an Image: Art in the American Colonies

Leader – Miriam Goldman

Monday – Course Period 2 – 11:10 am to 12:35 pm

5 Week Course - October 30 - December 4

Description This course will study the development of art, particularly painting, in the American colonies. We will consider the growing role of art and of individual artists and "art for art's sake." We will look at the important role the politics of the period played in the lives of the artists and the role art played in galvanizing public opinion in support of the revolution and in framing our historical narrative. The SGL will present historical and biographical material, and the class will examine and discuss the work of key artists of the period including Benjamin West, John Singleton Copley, Charles Willson Peale, John Trumbull, and Gilbert Stuart. Supplementary reports by class members and museum trips will be optional but encouraged.

Readings There is no required reading; optional reading may be provided by the SGL.

Preparation Time No more than 30-60 minutes per week.

Biography Miriam Goldman graduated from Brandeis with a major in comparative literature. She is a retired educator, having taught high school English and creative writing for many years and then undergraduates and graduate students at Boston University School of Education. She has had a long-term interest in art and art history, particularly American art, and the influence of the arts in society's view of itself. She has taught several courses at BOLLI, including a Survey of Painting in the United States, and art history courses on The Armory Show at 100 and the Fauves. She is an amateur painter.

ART2-10-Mon3 History, Mysteries and Masters of Glass

Leader – David Rosen

Monday – Course Period 3 – 2:10 pm to 3:35 pm

Description Did Phoenician traders accidentally discover glassmaking 5000 years ago? Our artistic journey begins in Mesopotamia, moves throughout Europe, and arrives in Colonial America. Artistic techniques and styles constantly evolved. Today, artists in the American Studio Glass movement, in conjunction with artists worldwide, are creating exceptional works in glass. We will follow the development of glass art over many centuries, and will note how, at times, local politics and government policies influenced the artists' environment. Videos and photos will allow us to view amazing examples of glass art and gain an understanding of how (and why) glass masters practice their craft.

Prior knowledge of glass art is not required.

Readings No formal readings are required.

Preparation Time Handouts (via e-mail attachments) and/or video reviews (via the Internet) will be sent each week to allow preparation for the lectures. Homework will require about one hour each week.

Biography David Rosen has a BS and MS in Chemical Engineering from MIT and an MBA from BC. He comments that "Glass must be in my DNA." His grandfather (and his father before him) worked in a glass factory near Pinsk, Russia over 100 years ago." As a collector, he remains fascinated by the intrinsic beauty and artists' creations of exciting forms in glass. In addition to leading this course at BOLLI in 2015, he has led similar courses at Learning in Retirement programs at Harvard, Tufts, LLAIC, Concord (MA), and Boca Raton (FL).

SOC2-10-Mon3 Utopias, Real and Imagined

Leaders – Tamara Chernow & Naomi Schmidt

Monday – Course Period 3 – 2:10 pm to 3:35 pm

Description Is utopianism an elusive goal – a concept that is not realizable, but can only be imagined and attained in fiction? What defines a utopia, and what must be given up by individuals in order to realize a utopian society? This course will examine our varied reactions to concepts of utopias and also at attempts to achieve viable utopian communities or lifestyles. Looking at utopian ideas from the past and present, we will examine various successes and failures. Starting with a summary of Thomas More's ideas from his 1516 seminal work of fiction *Utopia*, we will then concentrate on 19th and 20th century utopian experiments in living, including some fictional utopias. We will "visit" intentional communities that are based on economic, philosophical, religious, or agrarian principles, as well as on counter-cultural,

ecological and unorthodox themes, focusing on the United States. In addition, we will look at the Israeli kibbutz movement, co-housing groups, and architectural innovation. Fictional depictions of Utopia will include sections from Edward Bellamy's *Looking Backward*, the novel *Herland* by Charlotte Perkins Gilman, and scenes from the film of James Hilton's *Lost Horizon*. Without necessarily reaching a consensus, we will think about and share our ideas on what we would find desirable in a utopian community.

Readings The novel *Herland* by Charlotte Perkins Gilman is available in libraries and free on the Internet. A packet of readings will be prepared by the SGLs and distributed at cost and there will be additional readings on an eBoard.

Preparation Time 1 to 2 hours, possibly more for the fiction sessions

Biography Originally trained as a physicist, Naomi Schmidt taught Computer Science at Brandeis in the 1970's and 1980's and then worked for 16 years at both Brandeis and MIT in the field of Academic Computing. She has been a BOLLI member since 2003 and a Study Group Leader for *Invitation to the Dance* and *Science Fiction*, as well as co-leading *Who's Afraid of 20th Century Music?* and *The Golden Age of Foreign Films* with Peter Schmidt, and *The New York Experience, The 1920s, and The 1960s* with Tamara Chernow.

Tamara Chernow was a librarian and library administrator for 25 years. During that time she organized and facilitated programs at the library and led a book club. A BOLLI member since 2003, she has co-led *The New York Experience, Utopias, The 20's: A Decade of Turmoil and Change, and The 60's: A Divisive Decade that Shaped a Generation* with Naomi Schmidt

LIT4-5a-Mon3 The Icelandic Saga: Iceland as a Creative Force in Early Northern European Literature.

Leader – Michael Levin

Monday – Course Period 3 – 2:10 pm to 3:35 pm

5 Week Course - September 25 to October 23 -

(No Columbus Day- Make Up: Wednesday, October 11 Period 1)

Description Iceland was first settled around 870 CE by householders escaping the rule of the King of Norway. The history and heroism of Iceland's earliest times were transmitted orally as sagas and later recorded when literacy came to Iceland around 1260. The Icelandic sagas are grounded in human affairs; they describe household activities, legal matters, commerce and war. Conflict, curses, humor and revenge, as well as love and compassion, mark everyday events in the lives and actions of the women and men who people the sagas. Unlike the great classical epics which preceded them, events are not influenced by the politics and rivalries of the gods. These are stories of humans surviving in a sparse land

surrounded by an unforgiving ocean. We will investigate how Iceland became the creative center for medieval literature in northern Europe. Could it be that the harsh climate combined with the majestic beauty of this country at the remote fringe of Europe played significant roles? We will read, study and discuss *Njal's Saga*, the most famous and perhaps the finest of the Icelandic sagas.

Readings *Njal's Saga*, Penguin Classics, 2002, ISBN 978-0-140-44769-9. Available paperback (\$11.63) from Amazon and elsewhere. DO NOT try to download the Kindle version from Amazon. Amazon will deliver the wrong book and you will not be able to use it.

Preparation Time Sixty pages of reading, plus some background reading. Two to three hours per week

Biography Michael Levin is a retired computer scientist and software engineer and a Buddhist teacher and meditation instructor with twenty five years of teaching experience. He has long held a special passion for Icelandic sagas which he is happy to share. His other passions include baroque and classical music, and climate change education.

SOC3-10-Mon3 Manipulation: How Hidden Influences Affect Our Choice of Products, Politicians and Priorities

Leader – Sandy Sherizen

Monday – Course Period 3 – 2:10 pm to 3:35 pm

Description We are all being manipulated daily in ways that are often invisible and unrecognized. Elements of manipulation are essential factors in our important decisions, yet it is often difficult to know that we are in fact being manipulated, by whom and how. This course will explore the notion that manipulation is now so much a part of our lives that it is vitally important to gain an understanding of its impact in order to make appropriate and well-informed personal and societal decisions. We will explore a number of forms of manipulation to gain an understanding of how they influence our choices, among them: psychological, physical, interpersonal, economic, ideological and technological.

We will discuss fascinating examples of manipulation, such as placebo elevator buttons, consumer advertising, manipulative personalities, magic tricks, con artists, the lines at Disney World, lying, and neurological cognitive biases. Topics will also include how politicians create their brands, how the media select what they will cover, negotiating strategies, and self-manipulation. Personal examples will also be solicited from class members

Readings I will prepare a packet of course readings composed of articles from the mass media, academic journals and policy papers. This will be distributed at the first class and reproduction costs will be collected.

Preparation Time 1-3 hours a week

Biography Sanford (Sandy) Sherizen was trained as a sociologist, went bad and became a criminologist, and then really bad by becoming a computer security and privacy professional. He has taught at various universities, been interviewed on tv and by newspaper reporters, led seminars and given speeches in many domestic and international settings. As ex-president, he is active at Congregation Beth El in Sudbury. Flunking retirement, he taught ESL to adult immigrants and serves on a patient research ethics and safety board at Brigham and Women’s Hospital. At BOLLI, he has taught courses on Surviving the Inquisition: Conversos, Crypto-Jews and Marranos, Your Privacy is at Risk, Crime Topics, and The Sociology of “Deviant” Behaviors.

FILM1-10-Tue1 Laughter on Film: Classic Screen Comedies

Leader – Irwin Silver

Tuesday – Course Period 1&2 – 9:30 am to 12:35 pm

(Note: This class will run during course periods 1 & 2)

Description Poet Maya Angelou once said “I don’t trust anyone who doesn’t laugh.” Hollywood has produced many films that are designed to make people both laugh and think. In this course, we will watch and discuss films chosen from several comic genres. The films we will watch are timeless and feature lineups of the greatest talent in film history, including directors Mike Nichols, Mel Brooks, Billy Wilder and Stanley Kubrick, along with actors Gene Wilder, Anne Bancroft, Dustin Hoffman, Robert DeNiro, Eva Marie Saint, Carl Reiner, Alan Arkin, Robin Williams, Marisa Tomei, Peter Sellers, and the great Jimmy Cagney. The movies we view and discuss will present different genres of comedy such as parody, romance, and slapstick. Featured films include *The Producers*, *The Russians are Coming*, *the Russians are Coming*, *The Birdcage*, *A Fish Called Wanda*, *Trading Places*, *Dr. Strangelove*, and *The Graduate*. Join us for a ten-week respite from the daily headlines because, to quote Robert Frost, “If we couldn’t laugh we would all go insane.” Each class will run for two consecutive class periods

Readings The SGL will forward readings and YouTube videos via email.

Preparation Time Approximately one hour per week

Biography Irwin Silver received a bachelor of science degree from Northeastern University, where he later served as an adjunct professor. He spent 46 years in the investment industry with a national firm, retiring as a First Vice President-Investments. Irwin has devoted much time as a volunteer for charitable organizations and political campaigns. In his younger days, he was an avid skier.

H&G4-10-Tue1 "All Power to the Soviets!" Russian History Between the 1905 and 1989 Revolutions

Leader – Kelsey Davis

Tuesday – Course Period 1 – 9:30 am to 10:55 am

Description This course will survey the history of twentieth-century Russia, from the 1905 Revolution to the collapse of the Soviet Union. It will cover ten major topics in Soviet and post-Soviet history, and will incorporate historical and literary texts and visual media (film, propaganda posters, etc.) into lectures and class discussion. The course objective is to better understand modern-day Russia by studying the country's history and culture. Therefore, the course will be guided by the following questions: a) what can Russia's recent history teach us about its present, and b) how have American interpretations of Soviet history clouded our perceptions of the Soviet Union and the Russian Federation? This course is discussion and lecture based. This is a new course but it will incorporate some lecture and reading material from the Spring 2017 course.

Readings Course packet, to be distributed by instructor

Gregory L. Freeze, *Russia: A History*, 3rd edition, Oxford University Press, 2009, ISBN: 978-0199560417 (many used and new copies available on Amazon - \$5-\$20 respectively)

Preparation Time Average 100 pages per week (combination of textbook and literature in course packet). Approx. four hours.

Biography Kelsey Davis is a PhD student in History at Brandeis University, specializing in Russian religious history. She received her master's degree in Russian, East European, and Eurasian Studies from Columbia University in 2015. In 2012, she graduated from Texas A&M University-Kingsville with bachelor's degrees in History and Literature. Her dissertation will research Russian religious communities in Harbin (current capital of the Heilongjiang Province in northeastern China) in the early twentieth century.

ART3-5a-Tue1 Architecture: Learning to Look

Leaders – Lawrence & Caroline Schwirian

Tuesday – Course Period 1 – 9:30 am to 10:55 am

5 Week Course - September 26 - October 24

Description In the first century BCE Roman architect Vitruvius Pollio identified three elements for a well- designed building: *firmitas, utilitas and venustas* or firmness, commodity and delight. Frank Lloyd Wright said “the mother art is architecture; without an architecture of our own we have no soul of our civilization.” Johann Wolfgang von Goethe said “I think of architecture as frozen music.” Winston Churchill said “We shape our buildings; thereafter they shape us.” There are as many definitions of

architecture as there are architects, poet/playwrights and statesmen. We will discuss in class how a number of noted architects have tried to articulate the essence of architecture and how their buildings reflect their design intent. We will review how architecture is similar to or different from other art forms and we will look at a number of buildings in the Boston area and discuss why they are considered by architects to be worthy of note. Classes will be interactive discussions based primarily on the previous week's homework, which will consist primarily of videos from PBS and YouTube or assigned digital photos. For the last week of class participants will be encouraged to email photos to the SGL of their most favorite and least favorite building which will then be discussed during the final class.

Readings Limited reading assignments will be available online.

Preparation Time 1 to 1-½ hrs. per week, primarily of videos and digital photos.

Biography Lawrence and Caroline Schwirian met in architecture school at Case Western Reserve. As licensed architects for over forty years, they have worked for a number of prestigious architectural firms in the Boston area including The Architects Collaborative, SOM, Stubbins, Don Hisaka, Sasaki, Shepley Bulfinch and Goody Clancy. Larry has taught at Boston Architectural College, Wentworth Institute and New England School of Art and Design. They live in an architect designed house dating from 1849 and spearheaded the effort to create the Auburndale Local Historic District in Newton. They have given many talks on the history of Auburndale as well as walking tours and are involved with historic preservation. Now semi-retired, their firm, Caroline and Lawrence Schwirian Architects, provides consulting, and design for small commercial and residential work. Having worked primarily on the more technical side of architecture, they look forward to helping others to better understand the essence of architecture.

WRI1-5b-Tue1 Five Stories in Five Weeks: A Short Course on Writing Short Fiction

Leader – Betsy Campbell

Tuesday – Course Period 1 – 9:30 am to 10:55 am

5 Week Course - October 31 - December 5

Description The current popularity of very short or “flash fiction” proves that a good story doesn't have to be long. The challenge of short fiction is to tell a complete story that has a beginning, a middle and an end in a very few words. In this class we will write short pieces (about 500 words) and use our imaginations to turn events we have experienced, observed, or heard about into fiction. As fiction writers we are free to modify facts, change details, invent action or create characters while shaping the material into a story that entertains or enlightens the reader. Writing prompts will be chosen by the SGL to focus on specific elements of narrative writing such as point of view, dialogue, or characterization. Group members will read their pieces in class every week and provide feedback for one another in a supportive atmosphere. At the end of our semester each participant will have experienced the challenge and fun of creating five very short stories in a very short time.

Readings There is no text for the course. SGL will provide relevant handouts.

Preparation Time A piece of writing of about 500 words is expected each week.

Biography Betsy Campbell has always enjoyed writing and working with aspiring writers of all ages. She began her teaching career as a high school English teacher and later spent twenty-five years teaching Kindergarten and First Grade. She has led writing classes at BOLLI since 2014. She has taken numerous writing courses, attended conferences, and led teachers' workshops on writing. She has published stories and articles in *The Boston Globe*, *The Vineyard Gazette*, *Martha's Vineyard Magazine* and *Storyteller Magazine*. One of her stories was included in the anthology *Final Fenway Fiction*. Betsy has a B.A. from Brown University, an M.A.T. from The Harvard Graduate School of Education and an M.A. from Lesley University.

LIT12-10-Tue1 “All Blood Runs Red”: World War I Fiction from the Battlefield and the Home Front

Leader – Kathryn Bloom

Tuesday – Course Period 1 – 9:30 am to 10:55 am

Description “*All blood runs red*” was the phrase written on the side of the WWI plane flown by Eugene Bullard, the first black combat pilot. President Woodrow Wilson described it as “the war to end all wars”, but we know now that World War I was the first in a century of increasingly bloody global conflicts. In this course, we will look at how fiction writers wrote about the war and its immediate aftermath. We will discuss the various perspectives of men serving on the front lines, women who volunteered as nurses, home front attitudes, and the experience of men of color who returned from combat to a racially intolerant country. While most of the writers we will study are American, we begin with the war as seen from the perspective of a German soldier, Erich Maria Remarque’s gripping *All Quiet on the Western Front*. We end the course with Ernest Hemingway’s *The Sun Also Rises*, which explores the aftermath of the war in terms of its impact on the “lost generation” of the 1920s. Participants will be asked to read two novels and selections from a short-story collection. The class will be conducted as open-ended, shared-inquiry discussions.

Readings *All Quiet on the Western Front* Erich Maria Remarque (any edition)

The Sun Also Rises Ernest Hemingway (any edition)

In addition, SGL will provide a packet of selected short stories at cost

Preparation Time About three hours per week

Biography Kathryn Bloom is a doctoral student at Northeastern University, where she is completing a dissertation on the fiction of Edna Ferber and Fannie Hurst. She has led courses at BOLLI in Jewish literature, Canadian literature and New Jersey literature.

ART4-10-Tue2 Nevertheless She Persisted: Remarkable Women in Western Art

Leader – Suzanne Art

Tuesday – Course Period 2 – 11:10 am to 12:35 pm

Description Women have been creating works of art since earliest times: weaving, embroidering, illustrating manuscripts, even composing melodies. Those early artists bore a common name: anonymous. During the Renaissance, certain women gained access in artists' studios to try their hands at painting in oils. Although they occupied an inferior status to their male counterparts, they proudly signed their paintings. This was the beginning of a quiet revolution: Despite the difficulties they encountered in training, travelling and selling their work, to say nothing of the discrimination imposed by the male-dominated art academies, many women artists gained recognition in their own times. Sadly, they were usually forgotten after they died. Few people wanted to acquire their paintings, unless, as often happened, they were attributed to male contemporaries! Happily, in recent years, curators and art historians, and feminists in general, have promoted the role of women in the arts. Nowadays, galleries and exhibits devoted to the likes of Élisabeth Vigée Le Brun attract huge crowds. A recently discovered small painting by Baroque artist Artemisia Gentilischi sold for \$2 million; a floral painting by Georgia O'Keefe went in 2014 for \$45 million. Times are clearly changing for the ladies! This course will examine the lives and experiences of women artists from the Renaissance to the early 20th century – focusing upon the familiar as well as the not so familiar. There will be a combination of presentation and discussion.

Readings All assignments will be online. These will include short articles and biographies as well as videos about particular artists or paintings by curators and art historians.

Preparation Time One should expect to spend an hour to an hour and a half each week in preparation for class.

Biography Suzanne Art has always loved art and history. Her favorite pastime is “experiencing” the paintings in art museums. She has a BA in History, an MA in the French Language and Literature, and an MA in Teaching. She taught history for 16 years at a private school. During that time, she also wrote a series of twelve history books, a major feature of which is the study of art in a given culture. She has taught four courses at BOLLI: Painters of the Italian Renaissance, Three Giants of the Northern Renaissance, Let's Go for Baroque, and From Frou-frou to Heroic: Painting in 18th and early 19th Century France.

SCI2-5a-Tue2 Our Energy Future

Leader – Carl Lazarus

Tuesday – Course Period 2 – 11:10 am to 12:35 pm

5 Week Course - September 26 - October 24

(An identical course will also be offered on Wednesdays, period 3 – during the second 5 weeks)

Description Fossil fuels are responsible for the unparalleled improvement in the standard of living around the world since 1800. In the last few decades China has been pulled out of poverty and India and other developing countries have made great progress. Unfortunately, the world must kick its dependence on fossil fuels in order to avoid catastrophic climate change. What are the prospects and problems of the various carbon-neutral energy sources? Will we be able to have a world of abundance, or will it be one of scarcity? This course will explore the concept of a “carbon budget” and how to use it wisely, and examine the known alternative energy sources: solar, wind, hydro, nuclear, biomass and geothermal. We will look at the related issues of energy storage and a “smart” grid, both essential for using intermittent power sources such as wind and solar. We’ll consider the advantages and disadvantages and the challenges, technical and economic. Carbon capture and sequestration will also be examined, as a solution that has been proposed to permit continued use of fossil fuels without atmospheric release of CO₂. Classes will consist of a mixture of lecture and discussions.

Readings *Our Renewable Future* by Richard Heinberg and David Fridley

There will also be some short online materials.

Preparation Time About 40 pages per week from the text, plus occasional short online articles

Biography Carl Lazarus studied chemistry at Yale and biochemistry at Brandeis, but subsequently studied computer science at MIT and made his career in information technology. He wrote software and managed software development for the health care industry, and later managed various online services. In retirement he has been reading avidly on climate issues and has recently been attending visiting scientist lectures at the MIT Energy Initiative.

H&G5-5b-Tue2 Reflections on the Meaning of World War II

Leader – Walter Carter

Tuesday – Course Period 2 – 11:10 am to 12:35 pm

5 Week Course - October 31 - December 5

Description World War II, arguably the most important event of the 20th century, was an explosive collision of geopolitical, economic and social trends that dominated most of the first half of the century and shaped trends that dominated the second half and beyond. The War overshadowed almost all other aspects of life around the globe at that time, but has faded in people’s minds in subsequent decades. Interpretations of WWII as an historical event, as reflected in the scholarly and popular books and articles that have been written about it, are not uniform among authors and have changed over time. To approach a descriptive and instructive definition of WWII, we will review its historical antecedents, its course during 1939-1945, and its aftermath. We will look at such questions as: Was WWII ‘the good war’? Who started it? What was it about? Who were the winners and losers? Were all the winners ‘totally good’ and all the losers ‘totally bad’? Did the war and post-war actions solve all the problems that led to it?” The course will be comprised of SGL presentation and class discussion. The material will be based largely on the writings of Gerhard L. Weinberg, supplemented by selected articles, reviews, and book excerpts by other authors. This course will combine SGL presentation and class discussion.

Readings Weinberg, Gerhard: World War II: A Very Short Introduction (Oxford U Press, 2014, 130 pp., \$7.65)

Handouts will be provided by the SGL.

Preparation Time 20-30 pages per week, except 80 pages in week 2.

Biography Walter Carter earned a BA degree in history from Swarthmore College, then M.A. degrees in international relations at Tufts University and economics at the University of Rochester. He retired from McGraw-Hill as an economic forecaster. He is currently on the board of Normandy Allies, Inc., for whom he helped lead, for nearly 15 years, history-study tours of the D-Day landing area of WW II. He is also a member of the American WWII Orphans Network. His memoir about his father, *No Greater Sacrifice, No Greater Love: A Son's Journey to Normandy*, was published by the Smithsonian Institution Press in 2004.

SCI3-5a-Tue2 The Dead Don't Lie: Forensic Anthropology for Amateurs

Leader – Diane Markowitz

Tuesday – Course Period 2 – 11:10 am to 12:35 pm

5 Week Course - September 26 -October 24

Description It is widely known among forensic anthropologists that the dead don't tell lies - but they do tell tales. In this 5-week course, we'll learn how human skeletal remains can tell us who they were: their age and sex, their infirmities and the diseases from which they suffered. Ultimately, we'll examine clues to when and how they died. Each of these (and other) subjects will comprise the topics of four classes. At the end of each class, we'll examine a real case in which the clues we've studied have led to forensic evidence (evidence that can be presented in court). At the fifth meeting, the class will present their conclusions, based on several fictitious cases.

Readings The SGL will distribute a packet of reading materials which will include book chapters and articles. Notes and photographs used in presentations will be available on line.

Preparation Time About 20 pages, one hour/week

Biography Diane Markowitz practiced dentistry for 13 years, then studied for a PhD in anthropology at the University of Pennsylvania which she received in 1995. She worked for 20 years at Rowan University, teaching physical anthropology, human biology, medical anthropology and forensic anthropology. She also taught New Jersey State Police how to distinguish human from animal bone. Her research concerned growth and obesity among children of migrant Latino agricultural workers. She retired in 2011 and is now professor *emerita*.

H&G6-5b-Tue2 Steel- The Metal That Made America Great

Leader – Rick Gander

Tuesday – Course Period 2 – 11:10 am to 12:35 pm

5 Week Course - October 31 - December 5

Description Steel is the metal that built the modern world. When the process for making steel was standardized 160 years ago, steel began to flow from furnaces in increasing amounts. It was used to build the factories, railroads, ships, skyscrapers, bridges and weapons that made America and other Great Powers more powerful. Through our readings, videos, lectures and discussions, we will follow the growth and change in the modern steel industry from its mid-19th century birth through the present day. We will study the industry's technologies, processes, markets, competitive environment and political

influences. We will address what has happened to the American steel industry since the 1980's and where it is heading today.

Readings We will read from “Steel-From Mine to Mill, The Metal That Made America” by Brooke C. Stoddard available from Amazon in hardback (with many colorful illustrations) or Kindle format and articles sent as PDFs or weblinks.

Preparation Time Up to 50 pages of reading

Biography Rick Gander studied economics, politics and metallurgy at MIT and business at Wharton. He worked as a plant metallurgist at Lukens Steel and in commercial research at Inland Steel, then as a consultant in steel, metals and mining at Arthur D. Little in Cambridge and Hatch Associates in Mississauga, Ontario. He has visited and worked at numerous iron ore mines and steel plants in the US, Canada and 15 other countries.

LIT5-10-Tue3 *The Aeneid*

Leader – Len Aberbach

Tuesday – Course Period 3 – 2:10 pm to 3:35 pm

Description This course, the third in a three-semester sequence, will cover Virgil’s *Aeneid*. While enrollment in the first two courses is not a requirement, familiarity with *The Iliad* and *The Odyssey* is recommended. The *Aeneid* connects the Rome of Augustus to the distant mythic past of the devastated Troy through Aeneas, a Trojan prince, who is compelled by the Gods to leave the dying city and found a new people and nation. *The Aeneid* was immediately accepted as the foundation myth of Rome and the Roman people. We will be reading the epic very closely, focusing on the most important details and story lines as well as on a tantalizing array of issues that Virgil leaves us to puzzle over. I will be making continuous comparisons and references to *The Iliad* and *The Odyssey*, as Virgil in numerous ways is paying homage to Homer and his extraordinary epics. The value of reading these epics in sequence is that they build on one another and you will discover characters whose passions, flaws, nobility, and frailties exemplify a humanity that we can readily relate to today.

Whether you are completely new to *The Aeneid* or have read it in high school or college, your understanding and appreciation will be profoundly greater as a mature reader. Through our study of the poem we will explore the values and morals of the society, the complex relationships between men and their Gods, and the nature of interpersonal relationships in a world frequently dominated by war.

Readings *The Aeneid* – Robert Fagels Translation, Viking Press
ISBN 0-670-03803-2
Available on Amazon both new and used

This translation is MANDATORY for the study group as study questions refer to lines from this translation.

Preparation Time 3-4 hours each week to read the assigned text and think about the study questions.

Biography Leonard Aberbach has been a member of BOLLI almost since it began and has led a number of study groups on the great epics of western civilization. His interest in this area began after joining BOLLI and has little connection to his education and work experience which includes a PhD in chemical engineering and technology-based business general management. The classical epics satisfy his desire to lead courses in an area of interest that requires new focus, study and effort.

H&G7-10-Tue3 China: Future Friend, or Foe?

Leader – Fred Kobrick

Tuesday – Course Period 3 – 2:10 pm to 3:35 pm

Description Trade issues and North Korea have recently changed the landscape for America, China, and their relationship, making harmony more challenging. In this all-NEW course with very recent books, the class will study the new U.S.-China dynamics, and the new risks and possibilities. Foreign relations efforts determine how well nations are able to avoid economic and military conflicts. A nation's foreign relations goals are driven mainly by national security issues and economic ambitions. Sometimes these goals overlap between countries. More often, they are in conflict and require expert diplomacy and compromises. The United States and China are struggling with compatibility. Some experts cite history to maintain that we and China have irreconcilable conflicts. Others maintain that China will soon replace the United States as the East Asian hegemon. Conversely, some point to China's bullying of its neighbors and unsustainable growth, and say that the continued presence of the U.S. and its economic and military supremacy are critical to maintaining the peace and stability of the region. We will examine the major forces that will determine the outcome of this struggle. Instead of being overwhelmed by countless media stories about China, we will focus on newly-published works, including a series of essays and articles written by experts, to put into perspective the issues referenced above, late-breaking news, and more. There will be some lecture and lots of class discussion, both to be based on our readings.

Readings *"Easternization: Asia's Rise and America's Decline, from Obama to Trump and beyond"*, by Gideon Rachman ISBN:

ISBN-10: 1590518519 **ISBN-13:** 978-1590518519 Actual reading pages, 267

"The End of the Asian Century, War, Stagnation, and the risks to the World's Most Dynamic Region" by Michael R. Auslin

ISBN-10: 0300212224 **ISBN-13:** 978-0300212228 Actual reading pages, 222

We may not read all pages, but the maximum would be 49 pages per week for 2 books combined.

Preparation Time About 2 ½ to 3 hours per week.

Biography Fred Kobrick managed one of the top five mutual funds in the country for 15 years. He has a BA in economics from Boston University and an MBA in finance from Harvard. Fred has led a number of BOLLI classes, including *Great Companies/Great Stocks*, *China's Foreign Policy*, and a *History of Cotton and The Industrial Revolution*. He has taught several graduate programs at Boston University on diverse topics such as finance, economics, the global history of slavery, and *China's Han Dynasty*, *Roman Empire of the East*. The study of China is his passion and avocation.

LIT6-10-Tue3 A Poet and a Mathematician Walk into a Bar: Shakespeare and Infinity

Leader – **Onur Toker**

Tuesday – Course Period 3 – 2:10 pm to 3:35 pm

Description Mathematics and literature are often assumed to be diametrically opposed fields of human endeavor, but a certain fascination with the the idea of infinity infuses them both. In this course, we will look at how the idea of infinity in Shakespeare is fundamental to his understanding of both love and political power. We will explore ways in which the mathematics of infinity can help us understand the poetic power of Shakespeare, and how Shakespeare can help us come to grips with the dizzying mathematical notion of infinity. No prior knowledge of either Shakespeare or mathematics is required. Readings will be drawn primarily from the 20th century Argentine writer Jorges Luis Borges and the great 16th century English dramatist William Shakespeare. We will also be reading some very short pieces by the great 19th century American poet Emily Dickinson and the renowned late 18th century English poet William Blake.

Readings Shakespeare, William. *Anthony and Cleopatra*.
Shakespeare, William. *Romeo and Juliet*.
Shakespeare, William. *Troilus and Cressida*.

Handouts:

Blake, William. Three Poems
Borges, Jorge Luis “Avatars of the Tortoise”.
Borges, Jorge Luis “The Library of Babel”
Borges, Jorge Luis “The Book of Sand”

Preparation Time Weeks 1-3: 10 pages/week
Weeks 4-9: 40-45 pages/week
Week 10: 5 pages

Biography K. Onur Toker, a third-year doctoral student in the Brandeis English department, hails from Istanbul, Turkey. His research focuses on the relationship between mathematics, political science, and poetry in the Early Modern period. He has more than 10 years of teaching experience in the fields of International Relations and English Literature and Composition.

Gym1-10-Wed1 Muscles and Movement

Leader – TBA

Wednesday – Course Period 1 – 9:45a.m.-10:30a.m.

Location Gosman Sports and Convocation Center

Description Have fun and keep moving through a variety of exercises designed to increase muscle integrity, balance, and range of movement. This class will use free weights, physio balls, resistance bands and other equipment to target the upper and lower body muscles. Build endurance for daily living. Maintain core strength to prevent back pain. Develop or maintain flexibility to prevent injury. This class is appropriate for participants seeking low and/or medium intensity exercise. Weights and equipment will be provided. Strong body, strong mind, enduring spirit!

LIT7-10-Wed2 Reel Literature 2: Elmore Leonard, The Dickens of Detroit

Leader – David Moskowitz

Wednesday – Course Period 1&2 – 9:30 am to 12:35 pm *

*** This course will run during Period 2 each week; on weeks 2,4,6,8 and 10 this course will run during Periods 1 and 2.**

Description Elmore Leonard, known for his spare, dialogue-driven prose, began writing Westerns before producing some of the classic crime novels of the twentieth century. His great character, Raylan Givens, made famous by the superb TV show *Justified*, exemplifies Leonard's use of the Western inside the body of crime fiction. In this course, we will study both genres, beginning with two Westerns, a novel and short story, followed by three crime novels. Leonard is eminently readable; his credo: "I try to leave out the parts that readers tend to skip and if it sounds like writing, I rewrite it." His works have produced 20+ films. If you are unfamiliar with Leonard's style - I have long been an admirer - think of him as Hemingway with a sense of humor, or as the successor to George Higgins's classic, *The Friends of Eddie Coyle*. The selections were based principally on the strength of the films. Members are expected to read each work in its entirety before that work is discussed in class. During odd numbered weeks, we'll discuss the book at length in a regular period; during even numbered weeks class will be conducted in a double period, beginning by watching the movie. The ensuing discussion will address, *inter alia*, how well the film captures Leonard's work, what succeeds and what does not, what was deleted and what was added, as

well as, if time permits, concluding the previous week's discussion of the written work. Dynamic class discussions are my hallmark.

Readings All works were authored by Elmore Leonard. **NB:** The order listed is the order in which they will be covered in class.

1. *Hombre*
2. "Three-Ten to Yuma" (This short story will be distributed electronically by the SGL)
3. *Get Shorty*
4. *Rum Punch* (NB: The accompanying movie was renamed "Jackie Brown")
5. *Out of Sight*

Preparation Time The total reading is between 1200 -1250 pages. Leonard's prose reads quite fast even for moderately slow readers and the print per page is never dense. I would think on average it would take less than 3 hours per week = 6 hours per unit.

NB: Members who cannot readily attend a first period class are eligible to sign up provided they make their own arrangement to watch the film no more than 2 days before the film is watched in class.

Biography David Moskowitz is a graduate of Penn's Wharton School and Harvard Law. His legal career was spent predominantly as a general counsel, including 11 years as Brandeis's initial general counsel. This is his 8th BOLLI-led course (17th time leading), and fifth literature course. This course combines David's interests in both literature and film in a format that was successfully implemented with the novels of Graham Greene. Former class members suggested utilizing the format with Elmore Leonard, and as a Leonard devotee this idea resonated with him.

LIT8-10-Wed2 The Human Predicament: The End of An Era

Leader – Lois Ziegelman

Wednesday – Course Period 2 – 11:10 am to 12:35 pm

Description The beginning of the 20th century marked the end of an era. Traditional beliefs, not only about human nature, but also about the nature of the world, were in flux. In this course we will read four short novels by Mann, Hesse, Kafka and Camus, each offering a different response to this predicament. This topic continues to be relevant as our world continues to be rocked by wars, cultural clashes and drastic political upheavals. Sessions will include a short lecture by the SGL followed by guided discussion.

Readings Thomas Mann *Death in Venice*

Herman Hesse *Demian*

Franz Kafka *Metamorphosis*

Albert Camus *The Stranger*

Note: Any translation is acceptable

Preparation Time 2 ½ hours

Biography Lois Ziegelman, Ph.D Brandeis, is a Professor Emerita from Framingham State College, where she taught World Literature and Drama for thirty-one years. A recipient of five fellowships from the National Endowment for the Humanities, she has studied, taught and performed works ranging from Classical Antiquity through the 20th Century.

ART5-10-Wed2 The Birth of Modernism in Bohemian Paris

Leader – Nancy Alimansky

Wednesday – Course Period 2 – 11:10 am to 12:35 pm

Description When Picasso first arrived in Paris in 1900 he found a group of progressive artists living and working in Montmartre. During the next ten years he met and befriended artists who would revolutionize twentieth-century art. This course will study the experimental work of Picasso, Matisse, Cezanne, Braque, Derain, Vlaminck and Modigliani. We will also consider the important contribution that Gertrude Stein and her family made during this movement. I am particularly interested in looking at how the various artists in this community influenced each other and also the various conflicts that arose among them. The class time will be divided between discussion and lecture. I will show images, some of which have been referenced in the text. Together we will analyze the content, composition, color, value and other design principles. By the end of the course I hope we can reach a better understanding of the modernist movement, insight into the lives of the various artists and an appreciation of the work.

Readings *In Montmartre: Picasso, Matisse and the Birth of Modernist Art*, Sue Roe. Available in hardback or paperback. Readily available on Amazon.

Preparation Time 30 to 50 pages of reading/week. Study questions to answer. Various short videos to watch.

Biography Nancy Alimansky has taught ten previous courses at BOLLI. All her BOLLI courses have been very well received. Nancy has spent most of her professional life in the classroom. For 26 years she was an Associate Professor at Lesley University and taught courses in management and technology as well as studio art. For three years she was a docent at the Davis Museum at Wellesley College where she conducted tours for various exhibits. Nancy has a B.A from Wellesley College where she majored in French, a M.A.T. from Harvard Graduate School of Education and an M.B.A. from Boston College. She has been a professional artist for more than 27 years.

CE1-10-Wed2 Current Events

Leader – Lois Sockol

Wednesday – Course Period 2 – 11:10 am to 12:35 pm

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

Readings Access to newspapers, news magazines, and web sources will be required.

Preparation Time 1 to 2 hours

Biography Lois Sockol taught children and adults for 25 years. Her undergraduate degree is from Boston University with a masters from Lesley College. The bulk of Lois’ professional years were spent in the Newton Public Schools where she taught children and was a consultant to teachers. She was an educational consultant to schools throughout New England. After retirement, Lois again became a student, and a writer of short stories. Four of her short stories have been published: one in a literary journal, and three online. Retirement allows Lois to feed her Current Events habit. BOLLI affords the opportunity to share with others who habitually follow the news.

LIT9-10-Wed3 Native American Literature: “The soul would have no rainbow if the eyes had no tears.”

Leader – Laurel Brody & Quinn Rosefsky

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm

Description Native American literature consists of many genres, including poetry, short stories and novels. In each of these we hear the voices of the indigenous people who tell us the story of their changing world brought about by the arrival of Europeans. We will “hear” and listen to the Native response; it is heartfelt and often harrowing and yet, at times, hopeful. Their insight is remarkable. While learning of the injustices dealt to Native Americans in historical context, we begin to hear themes in their literature. What are they? Come and discover them, as they tell the story of our indigenous population. Quinn Rosefsky has knowledge of Native American history and culture. Laurel Brody has a passion for

voices of social injustice in literature. Both co-instructors have significant direct experience with Native American culture.

Readings *Great Short Stories* edited by Bob Blaisdell: (ISBN-13: 978-0-486-49095-3)

Ceremony by Leslie Marmon Silko: (ISBN 978-0-14-310491-9)

History PDFs sent via email prior to each class

Packet of Myths & Poetry Provided by SGL

Preparation Time 10-15 pages of history notes and 20-25 pages of short stories and or poetry per week for first seven weeks. A 243 page novel, *Ceremony*, will be read over the last three weeks.

Biography Laurel Brody is passionate about literature and the power it has to expose injustices and support calls for change. She lived in Arizona for thirty years where she learned from her Native students and their community. The majority of her career has been in the public sector as an English and journalism teacher, reading specialist, literacy coach and director of in-service training in inner city schools. Private sector roles included teaching on both the graduate and undergraduate levels. This is her fifth course at BOLLI as an SGL.

Quinn Rosefsky spent the final six years of his professional career as a psychiatrist working on a Native American reservation. There, Quinn developed a strong awareness of the multiple problems they faced: cultural collapse, prejudice, unemployment, poverty, family violence, crime, drug and alcohol abuse, and dysfunctional relationships with government agencies. Quinn also became aware of multiple cultural strengths as sources of pride, identity, and achievement. This is the sixth time he will serve as an SGL at BOLLI.

ART6-10-Wed3 Photography: Capturing and Creating Excellent Images

Leader – Arthur Sharenow

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm

Description This course goes beyond the basics of composition and the mechanics of how your camera works. Students taking this course should have some experience with photography and have a camera which can be set for several different modes, including manual. We will spend considerable time on the difference between an OK image and a really superior one. We will discuss how to create images under various light conditions, from optimal to the most challenging, including low light and outdoor night photography. In the process we will demonstrate and work on HDR (high dynamic range) and Active D lighting. In class, we will demonstrate ways to further enhance your final product through the use of computer software (Adobe Elements for example), which frequently enables you to turn a good photograph into an excellent one. In addition to regular classes we will have two or more optional photo outings, one of which will be at night. Students will be asked to send in three or four photos every week for us to admire, discuss and see if there are ways to enhance even the most wonderful images.

Readings The most important reading is your camera manual. There will be handouts given during the course.

Preparation Time Sufficient time to photograph and send in three or four photos which please the maker. Photos are sent to me by email. This can be as short as an hour or as long as a day or even more... depending on the student's satisfaction with his or her photos.

Biography Arthur Sharenow graduated from Brandeis University and Harvard Law School. After practicing law briefly in Boston, Arthur and his wife, Judy, owned and directed a children's summer camp in New Hampshire for forty-four years. Arthur started taking pictures and using a darkroom when he was twelve years old, but started taking photography seriously after retiring. He has participated in a good many photo contests, and has had exclusive exhibits. Currently his greatest joy in photography comes from teaching at BOLLI. This will be Arthur's 9th BOLLI photography course.

H&G8-5a-Wed3 Justice Ruth Bader Ginsburg and the Women's Movement

Leader – Natalie Taub

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm

5 Week Course - September 27 - October 25

Description Ruth Bader Ginsburg chose to become a lawyer before a whisper of the Women's Movement was heard on the scene. When she emerged from her private world of practice and teaching law in the early '70s, the Women's Movement was just starting to stir and was poised to become the next major social movement in the United States. In this course, we will focus on her long-term strategy of building a framework of cases to educate the Justices of the Supreme Court on women's issues and to build an indispensable foundation for rulings that would advance women's equality. Justice Ginsburg had been a litigator for the ACLU and then director of the Women's Rights Project when, in 1980, President Carter appointed her to the D.C. Circuit of the U.S. Court of Appeals. In 1993, President Clinton nominated her to serve on the Supreme Court. She was quickly confirmed and continues to sit on the Court today. We will learn about Justice Ginsburg's life, her interests, and her amazing ability to be in the right place at the right time to contribute to the Women's Movement as it developed.

Readings *FREE TO BE Ruth Bader Ginsburg: The Story of Women and Law* by Teri Kanefield; ISBN: 978-0692723210

Preparation Time 2-3 hours per week, about 45 readable pages

Biography Natalie Taub has a BS in civil engineering from MIT and an MS in environmental engineering from Northeastern University. She has given several courses at BOLLI and at the Harvard Institute for Learning in Retirement (HILR). Among them are courses on Justices Louis Brandeis and Oliver Wendell Holmes.

MUS1-5a-Wed3 Are You Hip to the Jive? A 100-Year Musical History

Leader – John Clark

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm

5 Week Course - September 27 - October 25

Description This class will explore the long and storied musical history of JIVE, ranging freely across decades and genres to highlight the practitioners of this wild and infectious music (and the crazy clothes and loony lingo that came with it). We'll begin in the rip-roaring 1920s with seminal jivesters Louis Armstrong, Fats Waller and Cab Calloway. Next comes the Golden Era of Jive, featuring the beboppers, like Dizzy Gillespie and Charlie Parker, band leader Louis Jordan, scat man Leo Watson and the irrepressible Slim Gaillard. Another week surveys the Caucasian contingent (from Louis Prima to Mose Allison to Dan Hicks) and the female jivettes like Ella Fitzgerald and the Andrews Sisters. We'll close out the proceedings with the N'awlins bunch (Professor Longhair up through Kermit Ruffins) and the more recent retro/revivalists like the Squirrel Nut Zippers and the Brian Setzer Orchestra. Format is lecture and discussion.

Readings *Swing It!: An Annotated History of Jive* by Bill Milkowski. In addition there will be PDF reading assignments emailed well in advance of the class session.

Preparation Time One to two hours of reading (about 25 pages each week) and listening using YouTube audios or free streaming music services.

Biography John Clark grew up in rural Ohio, attended college in Illinois, and grad school in Massachusetts in the seventies. During the eighties he worked in the music business in Nashville in various capacities. After moving to Atlanta in 1992, he was a middle school and high school teacher and taught adult education for more than twenty years at Emory University and Mercer University; then for three years in various programs in the Boston area. He has created and taught classes on Bob Dylan, music of the 50s and 60s, Jewish songwriters, Americana music and a series called "Lyrics as Literature." He guest hosted on several Atlanta radio stations and boasts a combined record/CD collection of over 7,000 recordings.

LIT10-5b-Wed3 *Crime and Punishment* and Moral Turmoil in the 21st Century

Leader – **Avi Bernstein**

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm

5 Week Course - November 1 - December 6

Description *Crime and Punishment* by Fyodor Dostoevsky is remembered as a classic, forbiddingly dense but invitingly rich in characters and ideas. We will approach this text with a special interest in whether modernism can deliver on its own aspirations as a literary movement. In its time, this movement made a titillating promise. “I will help you understand and respond to the human predicament, if only you will read me carefully and with discernment,” the texts of Dostoevsky, Turgenev, Mann, Woolf, and Kafka seem to say! “If God, scripture, and religious community have let you down, become an object of indifference or even contempt for you, nevertheless my texts and the community of readers around them will be there for you.” In *Crime and Punishment*, the enigmatic protagonist, Raskolnikov, a character who insists he is a law to himself, stands in for the perverse directions our modern aspiration to autonomy can take. As a counterpoint to the protagonist’s perversity, the examining magistrate, Porfiry, puts into play a moral challenge – whether theological, jurisprudential, or ethical we will need to decide – that readers must contend with, both as connoisseurs of the text and in their lives beyond the classroom. *Crime and Punishment* will provide us with a sublime opportunity to weight the merits and demerits of modernism, and measure the quality of our own moral insight, because whether judged as a psychological tract, a character study, or a moral inquiry, it is so compellingly good.

Readings Students must purchase this exact translation and edition of *Crime and Punishment*: Penguin Classics Deluxe Edition), by Fyodor Dostoevsky translated by Oliver Ready (July 14, 2015) ISBN-10: 0143107631 or ISBN-13: 978-0143107637

Preparation Time Members are asked to read the book prior to the start of class, if possible, and to reread sections of 50 to 75 pages in advance of the each session. If members are reading the book for the first time concurrently with taking the class, reading will be approximately 150 pages per week.

Biography Avi Bernstein is the director of BOLLI, and holds a doctorate in religious studies. Previous BOLLI courses have taken up the literary work of Nathaniel Hawthorne, Franz Kafka, Thomas Mann, Iris Murdoch, and Virginia Woolf.

SCI4-5b-Wed3 Our Energy Future

Leader – Carl Lazarus

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm

5 Week Course - November 1 - December 6

(An identical course will also be offered on Tuesdays, period 2 – during the first 5 weeks)

Description Fossil fuels are responsible for the unparalleled improvement in the standard of living around the world since 1800. In the last few decades China has been pulled out of poverty and India and other developing countries have made great progress. Unfortunately, the world must kick its dependence on fossil fuels in order to avoid catastrophic climate change. What are the prospects and problems of the various carbon-neutral energy sources? Will we be able to have a world of abundance, or will it be one of scarcity? This course will explore the concept of a “carbon budget” and how to use it wisely, and examine the known alternative energy sources: solar, wind, hydro, nuclear, biomass and geothermal. We will look at the related issues of energy storage and a “smart” grid, both essential for using intermittent power sources such as wind and solar. We’ll consider the advantages and disadvantages and the challenges, technical and economic. Carbon capture and sequestration will also be examined, as a solution that has been proposed to permit continued use of fossil fuels without atmospheric release of CO₂. Classes will consist of a mixture of lecture and discussions.

Readings *Our Renewable Future* by Richard Heinberg and David Fridley

There will also be some short online materials.

Preparation Time About 40 pages per week from the text, plus occasional short online articles

Biography Carl Lazarus studied chemistry at Yale and biochemistry at Brandeis, but subsequently studied computer science at MIT and made his career in information technology. He wrote software and managed software development for the health care industry, and later managed various online services. In retirement he has been reading avidly on climate issues and has recently been attending visiting scientist lectures at the MIT Energy Initiative.

ART7-5a-Thur1 Photographers and Photographs That Changed the Way We See the World

Leader – Mitch Fischman

Thursday – Course Period 1 – 9:30 am to 10:55 am

5 Week Course - September 28 - October 26

Description Photographs influence the way we see the world as well as our reactions to what we see. In this course, we will examine how the work of photography giants such as Dorothea Lange, Margaret Bourke-White, Robert Capa, Paul Strand, and Brassai have influenced the way we see the world, particularly during photojournalism’s “Golden Age” between 1930-1950 (Depression, WWII). We will examine the influence of early photojournalism such as Matthew Brady’s Civil War photographs, Walker Evans’s Americana experience, and Lewis Hines and Jacob Reiss’s social documentation. We will consider the work of Henri Cartier-Bresson (including his “street photography”), Gary Winogrand, Vivian Maier and others who have shaped our view of daily city life. We will examine iconic photographs such as Huynh Cong Ut’s “The Terror of War”, showing napalm bombing of a Vietnamese village, and “The Flag in the Plaza”, in which the American flag was used to attack an African-American man walking across Boston’s City Hall Plaza during the 1970 busing crisis. Optionally, class members may send their own “street photographs” to the SGL throughout the five weeks. A portion of each class will be devoted to showing these class photos. A professional photographer may attend as a guest lecturer/participant in one of the classes. The course will be a combination of lecture, discussion, voluntary reports and examination of member photographs.

Readings *Photography: The 50 Most Influential Photographers of Our Time* by Chris Dickie, 2010 (Barron’s Educational Series, Inc.)

The Street Photographer’s Manual by David Gibson, 2014 (Thames & Hudson)

A handout of supplemental readings (at an additional fee) will accompany the weekly assignments.

Preparation Time 2-3 hours.

Biography Mitch Fischman is an amateur “street photographer” who attends every possible photography exhibit and reads extensively about photographers. A Boston native, he works as an urban planning and permitting consultant to developers, universities and hospitals in securing approvals for their real estate development projects. He holds a Masters in Urban Planning from University of Pittsburgh, BA from the University of Pennsylvania, and an MBA from Northeastern University. He served as an Alderman/City Councilor in Newton for 12 years. In addition to this course, he has led “The Boston Skyline: Boom or Bust” in 2014-2015 at BOLLI and in 2017 at LLAIC. He was a co-SGL at BOLLI for an earlier course on green buildings.

SCI5-5b-Thur1 Get a Move On: How and Why Things Move the Way They Do

Leader – Jerry Baum

Thursday – Course Period 1 – 9:30 am to 10:55 am

5 Week Course - November 2 - December 7

Description We live in a world of moving objects, from human-sized (baseballs and cars) to gigantic (cruise ships and freight trains), from incredibly fast (bullets and planets) to stationary (a salt shaker or 60 Turner Street). Yet the motions of all these disparate objects can be described by only *three* laws: Newton’s Laws of Motion. We will start with Aristotle’s concepts of motion; concepts so ‘obvious’ that,

even today, they are the way most people (mistakenly) understand the world. The course then skips two thousand years and moves on to the astronomers Copernicus, Brahe, Galileo, and Kepler (circa 1500-1600), who set the stage for the intellectual revolution of Sir Isaac Newton (c. 1700). Sir Isaac's revolutionary ideas about moving objects form the majority of the course, as we come to understand how his three laws describe the motions you experience every day. We'll conclude with a whirlwind visit to Einstein's space- and time-bending theories of special and general relativity. No technical background is needed, just a willingness to observe and to think about motions in the world around you. The focus is on how Newton's Laws of Motion explain your observations, using SGL presentations and demonstrations, and class discussions. We'll also see how scientists come to believe what they believe and how they test those beliefs. And we will learn that rockets don't move because of "action-reaction," there is no such thing as centrifugal force, and Einstein said one physical quantity is always *constant*, not relative.

Readings Some handouts (likely electronic) will be given and some online reading and video viewing will be recommended. There will be some book recommendations for optional reading, but no books will be required.

Preparation Time Maybe an hour or two: to observe and record examples of motions as you go about your daily activities, to read handouts and online articles, and to view online videos.

Biography Jerry Baum is a science communicator, with the ability to speak "science" to both technical and non-technical audiences. Those audiences have included high school students, research colleagues at conferences, and museum visitors. Jerry has a BS degree in physics, with a minor in education, and an MS also in physics. He taught high school for ten years, to students with abilities ranging from AP-level to 'non-academic,' where he emphasized lecture-demonstrations and hands-on laboratory experiences. He retired in Spring 2016 after twenty-seven years on the research staff at MIT Lincoln Laboratory. While at Lincoln, he volunteered on a team that collaborated with the Museum of Science to create an exhibit kiosk and played a key role 'translating' between the Lincoln engineers and the Museum staff members.

LIT11-10-Thur1 Literary Conversations: Pairing Past and Present Ethnic American Writers

Leader – Ben Railton

Thursday – Course Period 1 – 9:30 am to 10:55 am

Description There's much to be learned through pairing lesser-known writers from earlier periods with 21st century authors from similar cultures. Continuities and changes across the cultural and social worlds they reflect, the historical and political realities they engage, and the genres and styles they utilize, help us analyze ethnic and national communities, individual identities and experiences, and literary and artistic forms. In this course we will read stories and essays by Sui Sin Far, the first published Asian American creative writer, alongside some by Gish Jen; early 20th century Native American author Zitkala-Ša alongside Sherman Alexie; a novel by the Progressive Era African American writer Charles Chesnutt in conversation with one by David Bradley; stories and essays by Gilded Age Russian Jewish American author and journalist Abraham Cahan paired with Yelena Akhtiorskaya; and the post-Civil War California

writer Maria Amparo Ruiz de Burton linked to Sandra Cisneros. This class will combine brief lectures by the SGL with extended discussions.

Readings Two books: Charles Chesnutt's *The Marrow of Tradition* (1901); and David Bradley's *The Chaneyville Incident* (1981). The rest of the readings will be online (as many as possible) or handouts distributed by the SGL at the start of class.

Preparation Time Typical week's pages will be something like 50-100 (longer in the two weeks when we have novels in front of us).

Biography Ben Railton is Professor of English Studies and Coordinator of American Studies at Fitchburg State University. He is the author of four books, most recently *History and Hope in American Literature: Models of Critical Patriotism*. He also writes the daily AmericanStudier blog and contributes to the *Huffington Post* and many other sites. He received a BA in History & Literature (American) from Harvard University, and a PhD in English from Temple University.

ART8-5a-Thur1 Hidden Gems – Ins and Outs of Four Small Art Museums

Leader – Elaine Dohan

Thursday – Course Periods 1 & 2 – 9:30 am to 12:35 pm

5 Week Course - September 28 - October 26

(Note: This class will run during course periods 1 & 2)

Description Most of us know about the famous art museums in the Boston area. Smaller museums are precious gems hidden all around Boston - each containing treasures we rarely see. In this course we will visit four of these small museums in close proximity to our Turner Street BOLLI location. The tentative list includes: Addison (Andover Academy), Davis (Wellesley College), Fuller Craft Museum (Brockton) and the Rose (Brandeis University). Our first class will be a lecture on contemporary/modern art. On each of the subsequent four weeks we will car pool to, or meet at one of the museums listed above. Trained docents will conduct tours of the current show at each facility. Exact starting times and lengths for class meetings will vary from week to week, due to the museum openings and necessary travel time. Each session will be scheduled for the first two periods on Thursdays and class members can expect to be back at Turner Street for Lunch & Learn and third period. To the extent that we may revisit pieces from permanent art collections in one or more of the museums this is a repeat course. However, the emphasis will be on the new exhibits in each.

Readings Readings and/or videos for each museum exhibit will be sent by email to class members when exhibits are announced by the museum.

Preparation Time One to two hours reading or viewing selections provided on internet

Biography Elaine Dohan is a charter member of BOLLI. She has led two courses on literature. Before retiring she was a middle school teacher in Sudbury, MA. Her enthusiasm for art can be directly connected to the time spent in Nancy Alimansky's classes at BOLLI.

H&G2-10-Thur1 The Truman Presidency: The Buck Stopped There

Leader – George Model

Thursday – Course Period 1 – 9:30 am to 10:55 am

Description Harry Truman rose from modest roots to be elected to the Senate in 1934 and served there with distinction until he was elected Vice President in 1944. Everything changed on 4/12/45 when he was suddenly thrust into the presidency. Despite generally low expectations, HST rose to the occasion as he presided over the end of the war. Lurking beneath the euphoria at the war's end, there was a pent-up demand for easier and more lucrative times from the general public, organized labor and business. This public unrest and a desire for change resulted in a smashing defeat for the Democrats in the 1946 mid-term election. But HST soldiered on and laid our national security foundation through the Truman Doctrine, Marshall Plan and National Security Act. He went into the 1948 campaign as an overwhelming underdog, but achieved an inspiring victory through his indefatigable whistle stop tour. His second term posed intractable challenges, most notably anti-communist hysteria amidst the Cold War and the outbreak of the Korean War. In this context, HST decided not to run in 1952. Over the years, his popularity soared and HST is now regarded as one of our best presidents. This course will comprise class reports, video clips and, most important, extensive classroom discussions. The SGL has previously led a two course sequence on HST. This course is geared toward new participants.

Readings *Truman* by David McCullough

Preparation Time About 65 pages per week

Biography George is a retired consulting actuary who spent 40 years in the health benefits field. In this capacity, he conducted several training classes, made frequent presentations and often led discussion groups. He holds a BA and MA in Mathematics from Queens College and the University of Maryland respectively and is a Fellow of the Society of Actuaries. This is George's fifth year at BOLLI where he enjoys taking history and literature courses. George has led two prior courses on Harry Truman.

H&G9-10-Thur2 You Are There: The Framing of the US Constitution

Leader – Steve Messinger

Thursday – Course Period 2 – 11:10 am to 12:35 pm

Description The United States is governed by a constitution that has seen only 27 changes in 230 years. The document when written was as revolutionary as the war we fought for independence. A small group of highly educated men from twelve newly independent states differed greatly on what this new document should say, but agreed on the country's need for one. The course will set the stage for these men meeting during a hot, humid Philadelphia summer. We will put ourselves back 230 years to comprehend the pressures, issues and concerns they faced. We will relive the months of debates, argument, near break-up and the ultimate emergence of a miracle. Though passed in Philadelphia, the Constitution had to overcome heated disagreement among the States to get ratified. We will review both the 27 amendments that have been ratified and the six that were submitted to the states but not approved. The class will also have the opportunity to choose by voting what they believe should be the 28th Amendment. The course will be lecture with discussions in the class. Eight class members will be requested to make short, ten minute presentations on key members of the Constitutional Convention.

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

Preparation Time Weekly preparation should be 45 minutes to 1 hour

Biography Steve Messinger has degrees in chemical engineering from Columbia University and spent his career in technical marketing of membrane processes to the pharmaceutical, dairy, and water industries. During his travels, plane time gave him the opportunity to read, become interested in, and finally passionate about history. While he has read widely on all Western history, he has had an ever-growing fascination with the formation of this country. He has read extensively and hopes to transmit some of the passion he has developed. This will be his seventh opportunity to be an SGL. All of the classes that he has led have concerned the formation of this country.

WRI2-10-Thur2 Dare To Tell: A Memoir Writing Course

Leader – Marjorie Roemer

Thursday – Course Period 2 – 11:10 am to 12:35 pm

Description *Another benefit that comes with writing life stories is how composing your memories can make you more attentive and intentional in the way you **live** your life – finding the whimsical, the bizarre, the poetic and the profound in all that you do. - Pamela Des Barres*

This will be my twelfth time teaching this course on memoir writing! The design of the course is simple. We all commit to writing each week and to bringing about 500 words to share at each meeting. I offer prompts, which can be used, ignored, or reshaped. They are only suggestions, sometimes a new way to shape the materials you are working with. They try to focus us on the concrete, the dramatized, the immediate. Most of this semester's prompts will come from Pamela Des Barres' book *Let It Bleed: How to Write a Rockin' Memoir*. Our work together is to encourage and to support the efforts of each member of the group. To that end, our response to writing is always based on listening generously, trying to understand what is being said, or what is almost said in the writing. Because our work rests on coherence and trust, regular attendance is necessary. You don't have to be a skilled writer to participate. You just have to be willing to explore and to be supportive of others' explorations. Participants' comments about the course always praise the power of the group, the value of hearing one another's work, and the warm responses offered by the class members.

Readings A packet of materials will be available, costing no more than \$10.

Preparation Time We write 500 words a week. The time will vary from assignment to assignment and person to person.

Biography Marjorie Roemer holds a BA from Bennington College, an MA from New York University, and a PhD from Brandeis, all in English and American literature. Her teaching career began in New York City in 1961 at a public Junior High School. It has since taken her to Brookline HS, the University of California at Santa Barbara, the University of Cincinnati, and Rhode Island College. She has worked as an English professor, Director of Writing Programs, and the Director of the Rhode Island Writing Project. In all, it's been over fifty-five years in classrooms of many kinds. This will be her twelfth writing course at BOLLI.

MISC1-5b-Thur2 **Beyond the Headlines: Exploring Contemporary Issues In Depth**

Leader – Emily Ostrower & Beth Mazer

Thursday – Course Period 2 – 11:10 am to 12:35 pm

5 Week Course - November 2 - December 7

Description Events here at home and around the world have helped to expose long simmering geo-political tectonic fault lines. The forces that have been unleashed are powerful not only domestically but also internationally and have profound implications for our lives. Taking our cue from major trending news stories, this course will explore one emerging contemporary issue each week. Topics will be drawn from the areas of politics, domestic policy, and foreign affairs, as well as science, medicine, and technology. Through active discussion each week we will explore one current issue, using a few interesting articles written by experts on the topic from a range of publications such as The New Yorker, The Atlantic, Foreign Affairs, New York Review of Books, and newspapers like The New York Times and The Washington Post. Key questions will be provided along with the articles to organize and focus our discussion. The SGLs will offer additional background information and serve as facilitators as each topic is explored.

Readings Since the topics will be guided by current news, articles will be provided electronically within 8 to 10 days of the class.

Preparation Time Class participants are expected to read the articles each week and consider the key questions in advance of class discussion. Articles can vary in size from brief to more extensive. Collectively weekly preparation time should take between 2 to 2 ½ hours.

Biography Emily, who is retired from the Newton Public Schools as an elementary principal, enjoys traveling around the world, loves history and the social sciences, and is an inveterate news and politics junkie. This course has provided an exciting outlet for her own immersion in the issues of the day and for ongoing fun discussions with Beth in preparation for the stimulating discussions at each class.

Beth Mazer has been attending classes at BOLLI for about 10 years. One of her first was a discussion group focused on New Yorker articles, the inspiration for this course. Beth comes from a 30-year business background in catering. She has always been interested in politics, music and literature as well as science and technology. A life-long subscriber to many contemporary issues publications, she is looking forward to discussions on a variety of subjects both familiar and new.

LIT14-10-Thur2 The Drama of the Family

Leader – Michael Kaufman

Thursday – Course Period 2 – 11:10 am to 12:35 pm

Description Although the form and function of the family has changed over the centuries it has always been a unit of protection. Only since the 19th century has it become the nuclear institution we know, designed to be an effective economic, socializing and educational arena to support the procreation and nurturing of its offspring. This conventional idealized view of family life has produced rigid traditions and roles confining woman to her place, and man in his, producing 2.5 children living in picket-fenced homes in suburbia. While that pattern of the family has changed, what hasn't is the reality that the family, no matter how constituted, is perhaps the most complex and mysterious of all our institutions. One commentator has called the family home "the back stage area," an apt theatrical phrase that captures the inherent drama of family life. This discussion class will use several significant plays to examine the family in its historical and contemporary contexts.

Readings Readings for the course are: Sophocles, *Oedipus*; Shakespeare, *Hamlet*; Ibsen, *Ghosts* and *Hedda Gabler*; Miller, *Death of a Salesman*; O'Neill, *Long Days Journey*; Brecht, *Caucasian Chalk Circle*; Williams, *The Glass Menagerie*; Pinter, *The Homecoming*

Preparation Time 2 to 3 hours a week

Biography Michael Kaufman has a background in literature and has taught a variety of courses in many different contexts. In addition to traditional college programs he has used literary texts to promote conversations among professionals and business people. For more than ten years he has been involved in life-long learning programs in the area.

LIT15-10-Thur3 From Dreams To Nightmares: Five Great African American Women Playwrights

Leader – Jyl Lynn Felman

Thursday – Course Period 3 – 2:10 pm to 3:35 pm

Description From Lorraine Hansberry to Pulitzer Prize winner Suzan-Lori Parks, these five African-American women playwrights will stun, shock, and amaze you with their often brilliant, ground breaking scripts, scene stoppers and outrageous characters. With exploding plots that confront race, sex, class, and gender, these literary boundary-crossing playwrights will challenge and expand your notions of what makes a play great. Playwrights also include MacArthur Genius Grant recipient Lynn Nottage; Katori Hall, winner of both the Olivier and Susan Smith Blackburn prizes; and OBIE honoree ntozake shange. Read across cultures and be invigorated by these powerful women's voices.

Readings *Top Dog/Under Dog* by Suzan-Lori Parks, Theatre Communications Group, 2002, ISBN 1-55936-201-4.

Katori Hall Plays: 1 by Katori Hall, Methuen Drama, 2012, ISBN 978 1408 14702 3. This is a collection of Hall's work.

Intimate Apparel and *Fabulation* by Lynn Nottage, Theatre Communications Group, 2006, ISBN 978-155936-279-5 Both plays are in one book.

A Raisin in the Sun by Lorraine Hansberry, Vintage, 1994, ISBN 0-679-75533-0.

for colored girls who have considered suicide/when the rainbow is enuf by ntozake shange, Scribner, 1975, ISBN 978-0-684-84326-1.

Note: *The total cost of purchasing these books may exceed the BOLLI preferred maximum of \$45. Library books are readily available for some of the books.*

Preparation Time We will read one or two acts of a play per week. Most plays will be read over two weeks. Page amount varies from 60 to 75 pages per act. Two hours max, depending on length of the play. Shorter plays will be read in a single week.

Biography Jyl Lynn Felman, a former Brandeis professor, playwright and performance artist, is the author of Hot Chicken Wings, a collection of short stories; Cravings, a memoir, and Never A Dull Moment: Teaching and The Art Of Performance. She's performed her one-woman shows, "Terri Schiavo, Inc.," "Burning In Cuba," and "Silicone Valley" across the USA as well as Prague, Czech Republic and Havana, Cuba. "If Only I'd Been Born A Kosher Chicken" aired on C-SPAN's performance series. Productions of her plays include "Oh Daddy, Poor Daddy" in The Seven Deadly Sins Festival, and SLAMBoston; and "Birdie" in The Universal Theatre Festival. More Info: www.jyllynnfelman.com.

SOC4-10-Thur3 What's The Right Thing To Do? What Is Just?

Leader – Steven Perlmutter

Thursday – Course Period 3 – 2:10 pm to 3:35 pm

Description This course virtually brings BOLLI lifelong learners into Professor Michael Sandel's Justice class in Sanders Theater at Harvard University to consider the elusive concept of what is just. Each week, we will watch one of Professor Sandel's lectures. We will then discuss and exchange ideas about the notion of justice presented during the week's lecture. The course is reputed to be one of Harvard's most popular classes with nearly 1000 students taking it at a time. It is about what Justice is, or what is the right thing to do, concepts about which the world has been disagreeing for thousands of years. What makes the course so interesting to so many is that Professor Sandel, a Brandeis graduate, uses contemporary issues as the vehicle for drawing out and challenging our views on justice. Topics include, but are not limited to, affirmative action, income distribution, assisted suicide, surrogacy, same sex marriage, CEO pay, the role of markets, Bill Clinton's tryst with Monica, Aristotle's defense of slavery, the Bulger brothers, debates about abortion and stem cells, debates about human rights and property rights. Although Professor Sandel draws upon the works of the great thinkers (Aristotle, Bentham, Mill,

Locke, Nozick, Kant, Rawls and others) what makes the course so exciting and riveting is that it brings lifelong learners into the Harvard classroom to observe, think about and discuss the dynamic interaction between Professor Sandel and his students. It is like going back to college to be taught by a master teacher. This course was given in the Spring 2017.

Readings Sandel, *Justice, What Is the Right Thing To Do?* (Farrar, Straus and Giroux, 2009). There is optional on-line reading.

Preparation Time An hour to an hour and a half of preparation time. This includes reading approximately 30 pages a week from the book *Justice, What Is the Right Thing To Do?* There are optional online resources about which the SGL will inform the class.

Biography Attorney Perlmutter is a semi-retired trial and appellate lawyer. He handled many controversial civil rights cases, including the Boston school desegregation case during its remedial stage and some of the most prominent civil rights cases brought against the Boston Police Department, including the Levi Hart, Elijah Pate, Darryl Williams and Michael Cox cases. He also defended the Commonwealth of Massachusetts, the City of Boston and other cities in voting rights/redistricting actions. In addition, attorney Perlmutter's practice involved business, real estate, insurance and product liability litigation. Ironically, after practicing law full time for 37 years, he now finds that he has time to think about justice.

MUS2-5a-Thur3 Klezmer: A History

Leader – Eric Elder

Thursday – Course Period 3 – 2:10 pm to 3:35 pm

5 Week Course - September 28 - October 26

Description In this five-week course, we will explore the history of klezmer. We will begin in the middle of things, so to speak, by constructing a model of klezmer as it existed in the Jewish communities of nineteenth-century Eastern Europe. Going back to the Medieval Period, we will examine some possible musical antecedents that have been suggested by various scholars, comparing these to our Eastern European model. We will then turn to the evolution of klezmer in twentieth- and twenty-first-century America. Throughout, we will consider the music and its development in terms of the cultural significance it has held for the Jews and non-Jews who made and enjoyed it, and for those who continue to do so today. This will lead us to reconsider carefully much of the received wisdom—the common knowledge—that has informed our understanding of the complicated history of the global phenomenon that we call klezmer.

Readings Primary readings will be taken from Henry Sapoznik, *Klezmer! Jewish Music from Old World to Our World*, 2nd ed. (New York: Schirmer, 2006). ISBN: 0-8256-7324-0. The first edition (1999) will also serve.

Supplementary readings will be taken from the book, distributed in class, or occasionally provided as PDF files via email.

Preparation Time Weekly primary readings will be approximately 40 pages long. Supplementary readings will vary in length, but they are certainly not required for adequate class preparation.

Consistent, independent listening is the most important component of preparation. Class members are encouraged to find twenty minutes each day for listening to suggested selections and other related music.

Biography Eric Elder is currently pursuing the PhD in Musicology at Brandeis University. A music theorist and historian, his historical research focuses on Jewish music theorists in *fin-de-siècle* Vienna and the role their work played in establishing music theory as a discipline in mid-century America. Eric has presented papers at meetings of the American Musicological Society–New England, the New England Conference of Music Theorists, and numerous graduate student conferences. He holds an MFA in Musicology from Brandeis, an MA in Jazz History and Research from Rutgers University, and a BM in Jazz and Commercial Music from Roosevelt University in Chicago.

H&G10-5b-Thur3 Resistance and Resilience in Politics -- and in Life

Leader – Eleanor Jaffe

Thursday – Course Period 3 – 2:10 pm to 3:35 pm

5 Week Course - November 2 - December 7

Description If anxiety is the belief that terrible things MIGHT happen, then millions of Americans share this anxiety about government and civil society under the Trump Administration. Widespread anxiety is not simply a psychiatric condition, it is now a political condition (*New York Times Magazine*, 4/23/17). We older Americans, in particular, fear that cherished democratic legacies may be weakened or destroyed, leaving a very different world to our children and grandchildren. In this class, we will examine three issues under historical and current lenses to see their evolution in both intent and practice over time to the present. These issues may be immigration, clean air and water (environment), and freedom of the press. Topics may change based on current issues. We will consider how to apply lessons from past tyrannies of the 20th century (fascism and communism) to confront present challenges. A critical guide will be “On Tyranny” by Timothy Snyder, a Yale historian. What kinds of activism make sense to citizens, especially to us older ones?

Readings “On Tyranny” - Timothy Snyder, \$7.99

“The Plot Against America” - Philip Roth, paper back

Relevant articles from current periodicals, either reprints or on-line

Preparation Time Up to 2 hours per class meeting. SGL recommends the reading of “The Plot Against America,” prior to the first class meeting.

Biography Eleanor Jaffe’s career progressed from a high schoolteacher of English in NYC to guidance counselor, to social worker and psychotherapist. She has been an SGL 8 times, 4 of those times focusing on aspects of immigration; the others, on aging issues. She writes a blog, “Senior Moments” in the BOLLI Bulletin. Eleanor has been a lifelong liberal democrat, but was an activist only once: in 1968, she was the McKinley County coordinator for the “McCarthy for President” campaign, successfully led her delegation to the New Mexico State Democratic Convention, and was appointed a delegate to the bloody 1968 Democratic Convention in Chicago. She made a difference in 1968. She asks, Can we make a difference in 2017?
