

OSHER LIFELONG LEARNING INSTITUTE @ BRANDEIS

BOLLI: Spring Term 2015

- Preparation times are estimated per week.
- If handouts are listed as readings, reimbursement for copies will be made to the Study Group Leader; arrangements for this will be made in the class.
- eBoards are online communication and information tools available to study groups. If they are being used in a course, they are listed in the course descriptions.
- SGL contact info can be found on the BOLLI member website.
- **If you expect to be absent for three 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.**

Art1-10-Tu1 **Three Giants of the Northern Renaissance: Durer, Holbein, and Breugel**

Leader – **Suzanne Art**

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

Description We will study the lives and works of the three greatest artists of the Northern Renaissance – Albrecht Durer, Hans Holbein the Younger, and Pieter Breugel the Elder. Strongly influenced by the innovations of the masters of the Italian Renaissance, these men spearheaded a movement that revolutionized the art of many countries in northern Europe. Their art differed from that of the Italians in several ways. While the Italian artists focused upon the philosophical ideals of the classical past, the northern artists were drawn to the growing movement for religious reform. Stylistically, the Italian artists adhered closely to the scientific principles of linear perspective, while the northern artists concentrated upon the minute details of everyday life. And while the Italian artists painted figures that were idealized, the northern artists sought to portray reality as they saw it. Durer, Holbein, and Breugel represent three successive generations, who lived, respectively, in Germany, England, and Flanders. They worked in various media – woodcuts, etchings, engravings, water colors, and oil paintings. They left for us a remarkable treasury of art that vividly reflects the fascinating times and places in which they lived.

Readings All assignments will be online – they consist of short biographical articles and highly informative videos about art history available through the BBC, Smarthistory, and other sources.

Preparation time about an hour per week.

Computer use required because all assignments are online. Also, each week I will email in PDF format a file of the images we have viewed together in class, as well as links and references to any issues to come up during the class discussion

Biography I have always loved art and history. I have a BA in History, an MA in the French Language and Literature, and an MA in Teaching. I taught history for 16 years at a private school. During that time I also wrote a series of twelve history books, a major feature of which is the study of the art of a given

culture. I have taught two art courses at BOLLI: Painters of the Italian Renaissance and Let's Go for Baroque.

Film2-5a-Tu1 Merchant-Ivory and Jhabvala: A Winning Film Collaboration

Leader – Judith Pinnolis

Tuesday – Course Periods 1 and 2 – 9:00 am to 12:05 p.m.

**This course will run from 9:00 to 12:05 each week, but count as one class.*

This is a 5-week course which starts March 10 and ends April 7.

Description Merchant-Ivory is known as the famous film team that gave us the visually luscious great movies like “Room with a View” “Howards End” and “The Bostonians”. Their collaborating screenwriter was Ruth Praver Jhabvala. Some of their lesser-known and early movies were based on writings of Jhabvala, and concern the interaction of Westerners with India. This class will be an exploration of the screenwriting of Jhabvala and her collaborations with Ismail Merchant, producer and James Ivory, director. Because Jhabvala lived for nearly quarter century in India, we will look especially at her early screenplays focused on the Western/India interaction including *The Householder*, *Shakespeare-Wallah*, *Heat & Dust*, or *Courtesans of Bombay*. We will then explore how themes of these early films filtered into her later writing in ‘American films,’ such as *Mr and Mrs. Bridge* or *Jefferson in Paris*. This course will necessitate a double session back-to-back, one watching the film and the following session completing watching the film followed by the class discussion. Occasionally members may be asked to come a few minutes early due to the length of the film being shown.

Readings There will be a few readings offered for the course, including some texts from Jhabvala’s novels, which will be sent to members via email a week before the class session.

Preparation time 20 minutes to an hour

Computer use required The SGL will send materials to the members of the class through email.

Biography Judith S. Pinnolis has recently retired after 22 years as Librarian at Brandeis University. She is currently working as Adjunct Faculty for Hebrew Union College-Jewish Institute of Religion in NYC and at Hebrew College in Newton, MA. Pinnolis spent the summer 2014 in Lithuania studying Yiddish and Jewish culture at the University of Vilnius and hopes to translate materials of interest to Jewish musicology making them more widely available to the public through her website: The Jewish Music WebCenter <http://www.jmwc.org/> She has led numerous film courses at BOLLI since 2009.

Lit11-5b-Tu1 The Haunted Mind: Psychoanalytic Reading of Hawthorne’s Romances

Leader – David B. Diamond

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

This is a 5-week course which starts April 14 and ends May 12.

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

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

The Scarlet Letter

The House of the Seven Gables

Preparation time There will be a total of somewhat over 500 pages to be read over the course of the five weeks. *The Scarlet Letter* should be read in its entirety for the first class; *The House of Seven Gables*, for the third class.

Computer use required useful for communication

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

Lit4-10-Tu1 Sacred Song: Poetry and Song of and About World Religions

Leader – Carol Shedd

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

Description All world religions have used poetry and song as a way of worship and as an expression of their beliefs. This course will look at works from Judaism, Christianity, Buddhism, Hinduism and Islam,

also lesser known and native religions. We will read selected excerpts from the literature of the past 3000 years; from the Psalms of David to Dante's Inferno, from Negro Spirituals to the lyrics of Leonard Cohen. Poetry and song tell the history of a peoples' faith, of the gods in whom they believe, and what is required of them. Brief introductions to the world's religions by the SGL as well, perhaps, as videos and audio recordings, and discussion of these poems and their relationship with religious beliefs, will help further an understanding of this literature. The SGL will be the facilitator, but the class will be predominantly discussion.

Readings A course packet costing about \$17

Preparation time Readings should take no more than an hour, and then another half-hour or so to consider suggested points for discussion.

Computer use not required

Biography After 12 years as director of Outreach at the Center for Middle Eastern Studies at Harvard, I have focused, in my retirement, on giving courses at HILR, BOLLI and Regis on world religions and the Bible. I have a BA in English Literature from Hunter College, and Master degrees from Simmons School of Library Science and the Episcopal Divinity School in Cambridge.

H&G6-10-Tu1 Marranos, Conversos, Crypto-Jews: Surviving the Inquisition

Leader – Sandy Sherizen

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

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

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

Preparation time 3-4 hours a week

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

Biography Trained as a sociologist, I went bad and became a criminologist and then really bad by becoming a computer security and privacy professional. I have taught at various universities, led seminars and given speeches in many settings. As ex-president, I am active at Congregation Beth El in Sudbury. Flunking retirement, I volunteer to teach ESL to adult immigrants and serve on a patient research ethics and safety board at Brigham and Women's Hospital. At BOLLI, I have taught courses on Your Privacy is at Risk and The Sociology of "Deviant" Behaviors and have given an Enhancement presentation on Crypto Jews/Conversos/Marranos.

Soc4-10-Tu2 Remembering Mother: Daughters Write about their Mothers

Leader – Sophie Freud

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

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

Readings Tan, Amy. (1989) Two Kinds. Chapter From: *The Joy Luck Club*. . On the Web
Freud, Sophie. (2007) Apologia and Mother's Death, extracts from: *Living in the Shadow of the Freud Family*. Praeger, (distributed by SGL)
Colette. *My Mother's House : Sido* (1953) Selected chapters. Farrar, Straus and Young.
Bechdel, Alison. (2012). *Are You My Mother?* (a graphic novel) Houghton Mifflin Harcourt. ISBN 0618982507 and 978-0618982509
Ernaux, Annie. (2000) *I Remain in Darkness*. Seven Stories Press, , ISBN 1583220526
Fuller, Alexandra. (2011) *Cocktail Hour under the Tree of Forgetfulness*. Penguin Books, ISBN 0143121340
Bartok, Mira. *The Memory Palace*, Free Press, 2011, ISBN 1439183325
De Beauvoir, Simone. (1985) *A Very Easy Death*. Pantheon. ISBN 0394728998

Preparation time 100 to 150 pages a week of mostly light reading

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

Biography I received a BA from Radcliffe/Harvard, an MSW from Simmons and 20 years later, a Ph.D. from Brandeis. After about 10 years of clinical social work practice I became a professor of social work at the Simmons School of Social Work and stayed there for 30 years. I was happy to continue my passion for teaching at BOLLI, where I have given at least 15 different courses. Inventing new courses

has become my old age pastime. I have written a memoir of my own mother which has given me a sense of the issues that entails.

Sci2-5b-Tu2 The Human Immune System in Health and Disease

Leader – Allan Kleinman

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

This is a 5-week course which starts April 14 and ends May 12.

Description This course is intended to develop basic understanding of the Immune System to better read a newspaper, take better care of yourself, and talk with your doctor. Discussed will be key elements the human immune system, how it works and how it fails. Subjects covered include: overview of the pathogens we face and layered immune defenses that evolved to cope with them; infectious diseases and how to prevent and treat, including antibiotic resistance; interaction of cancer and the immune system; autoimmune diseases such as Diabetes, Crohns and Multiple Sclerosis and various treatments/cures for them; and the human microbiome, its balance and imbalance, treatments and its interaction with the immune system. Presentations each week (45 minutes lecture followed by class discussion) includes: overview; review of key immune system concepts needed for class; slide presentation with integrated videos; Ethical, Legal and Social Implications (ELSI) of the topics; How to Boost Your Immune System; related books to dig deeper; and articles from recent media to discuss “Immune System in the News.” Members will be asked to volunteer for 5-10 minute presentations on a topic of their interest. Participants are encouraged to bring recent articles regarding the immune system for discussion at the end of each class. Participants should attend all five classes as content will build on the previous sessions.

Readings Reading assignments will be given for each week’s topic from newspaper articles and non-technical magazines such as Scientific American, which will be sent to class members by email

Preparation time about 10 – 20 pages, a week and should take less than two hours per week.

Computer use required computer will be used to send weekly reading assignments.

Biography Prior to partially retiring in 2005, I had worked as a systems analyst. Over the past 16 years I have been learning about the coming genomics revolution, organized a series of professional-level lectures on bioinformatics for engineers, and have been following genomic-related issues on a daily basis. I have been attending OLLI classes at Brandeis and at UCSD for the past eight years and have led courses on energy, wine, individualized medicine, and the human immune system.

Lit5-10-Tu2 Short Stories of the Twentieth Century

Leader – Harriet and Richard Kahn

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

Description We will discuss one short story each week. Participants are asked to read the story and note

their reactions, impressions and questions. They are then asked to REREAD the story and note further responses, reactions and questions. Among the stories will be James Baldwin's "Sonny's Blues", William Faulkner's "That Evening Sun", Bharati Mukherjee's "Management of Grief", Flannery O'Connor's "Good Country People" and Phillip Roth's "The Conversion of the Jews." We ask the members to postpone their reading of articles about the story until they have completed their REREAD. The class participation produces an interaction between the readers and helps in the interpretation of the story.

Readings The first story will be mailed two weeks prior to the first session, and the remaining stories will be distributed at the first session.

Preparation time 45 to 60 minutes a week

Computer use not required

Biography Harriet is a retired preschool director, and Richard is a retired psychiatrist. Both have been teaching short stories courses for about 12 years.

Sci&Soc1-10-Tu2 What Does Our Future Hold? Understanding the Political, Economic and Cultural Impacts of Nuclear Energy

Leader – Nancy H. Kolodny

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

Description Since the discovery of nuclear fission in the 1930s, the potential of nuclear energy both for war and for peace has presented an ongoing challenge to humanity. In 1962 President John F. Kennedy predicted that within the next 20 years the number of nuclear weapons nations would greatly increase. Why didn't that happen? What have been the results and future implications of the accidents at Three Mile Island, Chernobyl and Fukushima on the use of nuclear power plants? Is there a future for the continued use of nuclear energy in the face of mounting waste disposal problems? Daily newspaper accounts of the need for sources of energy other than fossil fuels highlight the importance of understanding the "positive and negative" potential of nuclear energy. After a brief layman's introduction to the science of the nucleus including radioactivity, nuclear fission and fusion, we will examine the development of nuclear weapons during World War II, their proliferation during the Cold War and their limitation resulting in part from nuclear non-proliferation treaties. Our emphasis will be on peaceful uses of nuclear energy for medical diagnosis and treatment and for the generation of electricity. The final sessions will be devoted to how nuclear challenges are reflected in our culture through film, theater and opera. The SGL will present the material through multimedia lectures and demonstrations, debates and weekly "Nukes in the News" discussions. No scientific background is required.

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

Preparation time 2-3 hours

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

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

Art2-10-Tu3 Creating Artistic Photographs

Leader – Joseph A. Cohen

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

Description We are living in an era of change and advancement in photography. With the advent of the digital camera, more people have taken it up. It is easier to shoot a picture, see it, enter it into the computer, and print it in minutes. Technology has improved the camera, and automatic controls have been perfected to a high degree. What does this mean with regards to taking artistic photos? Not very much. The finest equipment cannot improve the art of seeing and composing. This course, which is for students at all levels, including beginners, will touch on the technical, but it will stress the aesthetics of photography. We will learn that an artistic photograph is composed well, different from the ordinary, shot at the decisive moment, imaginative, exciting, and is reflective of individual tastes and personality. We will focus on developing creativity and artistry with our photos. Each week I will ask class members to send in five photos taken that week as their assignment. I will show demo shots, lecture on the basic rules of taking artistic pictures, and the class and I will critique the assignments. Members will be guided to do a project on one theme, develop it in depth, and celebrate their presentations at the last class.

Readings There will be no required readings, but class members might find the following museum collection websites helpful: www.icp.org; www.moma.org; and www.eastmanhouse.org (International Center of Photography in NY, Museum of Modern Art in NY, and Eastman House in NY)

Preparation time 1 to 2 hours each week shooting the assignment which will include five photographs.

Computer use required It is necessary to get your photos onto your computer and send/attach this homework to an assigned source in a timely manner. This will allow for the photos to be available for each class.

Biography I have studied at The New School, Parsons School, The New School for Design, C.W. Post, and the Maine Photography Workshops. My experience includes 40 years of college teaching in NYC and Long Island (CW Post, Queens College, Queens Community College, etc.) and for various adult education programs. My courses have included The Basics of Photography, Darkroom Technique, Portraiture, and Travel. I have studied with well-known photographers, including Philippe Halsman, Lizette Model, Arthur Liepzig, George Tice, and Marie Cosindas. I have written photography articles for various publications and have exhibited at the Parish Museum, Great Neck Library, and more.

H&G11-10-Tu3 CHINA: Foreign policy, and ambitions, and their ramifications for America, Asia, the world

Leader – Frederick R. Kobrick

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

Description The new China has new leaders, new ambitions, and a global assertiveness in military, economic and policy matters that has worried many in America, and even more so, some of the key countries in Asia, all of which are American allies. Some think it will all smooth out as China earns respect and understands its role in the global economy, but many claim this is an all-out struggle with the U.S. for supremacy, and one noted political scientist has outlined steps that could result in a “tactical” nuclear exchange. Can we partner with the Chinese on trade and other great matters, in a way to alleviate the greatest stress points? Or will there be trouble? We need to understand China’s true foreign policy, and its driving forces from within, and its external goals. This is not history, this is foreign policy, and we will study and discuss the views of experts today, but also for perspective, look at some of those views expressed in earlier decades, and how right or wrong they were, and why. Classes will begin with some lecture followed by discussion of that, and the homework.

Readings Robert D. Kaplan, *Asia’s Cauldron*, ISBN: 0812999061
Aaron L. Friedberg, *A Contest For Supremacy*, ISBN: 0393343898
articles from *Foreign Affairs* and elsewhere sent by email

Preparation time 2+ hours

Computer use required SGL will point people to Internet articles or links, plus email articles.

Biography BA Economics, BU, Harvard MBA, Finance; managed one of top 5 mutual funds in country for 15 years, BOLLI SGL twice teaching “great companies/great stocks;” took graduate seminar recent times in foreign relations; taught class on “China’s Han Dynasty, Roman Empire of the East”. Now working with high level U.S. military strategy group, including China strategy. Spent time in Asia, including China and Vietnam. This subject is a passion and avocation of mine that I have gathered information on from great, unique sources for years.

H&G1-10-Tu3 Native American Studies: A Guided Vision Quest

Leader – Quinn Rosefsky

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

Description Native American societies are culturally heterogeneous...there is no "one size" fits all description. We will look at indigenous origins, the basics of the Native American world view, and our own struggle for an American identity based on evolving concepts of who Native Americans were (are). In this context, we will study basic historical events, demographics, treaties, and interpretations of the U.S. Constitution in select Supreme Court cases. Issues related to US expansion into “Indian country”, economic development, political sovereignty, citizenship, health and welfare, activism, and child adoption will be explored. We will attempt to understand some of the complexity of the US Government policies that were meant to isolate or remove, then “assimilate”, then finally to allow self-determination to take effect among Native Americans. And we will look at some current problem areas. Class time will be used for discussion, seminar style, and pertinent videos. The goal of each class will be to create a dynamic, interactive learning experience.

Readings Multiple informational PDFs each week. Selections from short stories found in: *Love Medicine* by Louise Erdrich and *The Lone Ranger and Tonto Fist Fight in Heaven* by Sherman Alexie (ISBN 978-0802121998). And a non-fiction text: *The Inconvenient Indian: A curious Account of Native People in North America* by Thomas King (ISBN 978-0816689767).

Preparation time Prior to each class: 1.) 25 pages (average) of PDF notes/week; 2.) 50-70 pages of short stories or text/week; 3.) ¼ page of “questions for discussion” to think about/week.

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

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

H&G4-10-Tu3 Winston Churchill and his “Finest Hours”

Leader – Marc Schwarz

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

Description In 1940 Prime Minister Winston Churchill handed Hitler his first defeat and set the stage for the defeat of Nazism. For most of his career Churchill was considered an unreliable and erratic figure, best known for his failures and mistakes. Yet in 1940 he proved the man for the job, saying all his previous life had been a preparation for this moment. Galvanizing the nation, through his oratory and actions, he won a victory that few thought possible. This study group will evaluate his role and the reasons for his success. I will lecture on occasion, show videos and hope to have vigorous discussions.

Readings John Keegan, *Winston Churchill: A Life* (Penguin, 2007).
Richard Overy, *The Battle of Britain: The Myth and the Reality* (W.W. Norton & Company).
Andrew Roberts, *Hitler and Churchill: Secrets of Leadership* (Orion, 2009).
Any editions will do.

Preparation time 1-2 hours per week

Computer use not required

Biography I received a BA from Bates College, an MAT from Harvard University and PHD from UCLA. I taught for almost forty years in the history department at UNH. I have led courses at BOLLI, LLAIC and Regis.

L&L1-10-Tu3 Learn and Lead: How to Become a Study Group Leader – “the best way to learn is to teach”

Leader – Myrna Cohen

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

This class will be held at the Rabb School of Continuing Studies on Old South Street.

To sign up for this class, contact the BOLLI office (ilevine@brandeis.edu or 781-736-2992).

Description This course provides the environment needed to investigate ideas and develop study group proposals to ensure the BOLLI program will continue to thrive. Conveying what we know to others is as important as what we ourselves want to learn and can be very exciting! Members have an opportunity to share the incredible knowledge that exists at BOLLI. The course provides an opportunity to talk about topics and receive input and support from other class members, both in small groups and individually. The purpose is to encourage and give practical input and assistance to program members who have not led courses at BOLLI and might not see themselves as a potential study group leader. Past and present Study Group Leaders and other interested parties are also welcome. The class presents practical information about leading courses (e.g., how to write a proposal, structure a course, how to facilitate discussion, and strategies for classroom management.) There will be presentations from an experienced Study Group Leader, a representative from the Curriculum Committee (CC) and Study Group Support Committee (SGSC). The course includes a technology workshop offering choices for different types of technology that might be used in a class. A class on Research & Resources takes place at the Brandeis Library with a presentation by a Research Librarian and opportunity for Q and A. The SGL is available to meet with class members and/or other BOLLI members on an individual basis. This course is appropriate for a beginning, intermediate, or advanced student.

Readings Instructions for Submitting a Course Proposal to BOLLI, the SGL Handbook, and the BOLLI Proposal Form will be sent to all class members prior to the first class. Examples of study group ideas and course proposals given at BOLLI and other life-long learning institutes will be available. Members will be supported to do research to identify books/other resources that they might use for their courses they want to develop.

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

Computer use required Class communication is by email. If you do not have email, provisions will be made to assist you. Internet access and use is an advantage for developing a course in terms of doing research and identifying resources.

Biography I strongly believe that learning is essential to our continued growth. I received a B.S. Degree from Boston University and an M.ED from Lesley University. I am a past Chair of the Study Group Support Committee, the Curriculum Committee and a past Secretary of the BOLLI Council. Most of my professional career has been in the field of teaching, mentoring and teacher training. I am currently a Wheelock College Supervisor, a founding member of the Educator Mentor Corps (EMC) of the Aspire Institute affiliated with Wheelock College. I am also involved in many community programs.

Lit9-10-Tu4 What the Bible and its Ancient Interpreters Show Us About Literature: Hawthorne, Murdoch, and Roth

Leader – Avi Bernstein

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

Description In the late 20th century, a small group of prominent literary scholars argued that ancient Jewish interpretive approaches to the Bible show us how to read almost *any* literary work, Jewish or Christian, sacred or not. In this course I will introduce some of these ancient approaches, understood as ways ancient Jewish people clarified the meanings of sacred texts. I will also review some of the ways that classical Jewish interpretation was taken up by New Testament authors and their successors, e.g. John Bunyan's *Pilgrim's Progress*. All of this will be prelude, however, to the heart of our course, the careful reading of three modern literary texts, *Something Special*, a short story by Iris Murdoch, *The Blithedale Romance*, a novella by Nathaniel Hawthorne, and *The Conversion of the Jews*, a short story by Phillip Roth. As a class we will seek to answer the question put forward more than thirty years ago by literary scholar Geoffrey Hartman and others: to what extent should we redouble our efforts to be aware of the Bible and its ancient interpretation in order to appreciate the craft of modern authors like Hawthorne, Murdoch, and Roth? I will try to conduct a highly interactive form of group exploration and conversation. The mix of lecture and participation will be variable depending on where the inquiry takes the group. This course is right for students who want vigorous group participation and are also comfortable with an SGL who shapes the exploration according to his sense of the course's fundamental questions.

Readings *The Jewish Bible: Tanakh: The Holy Scriptures* -- The New JPS Translation According to the Traditional Hebrew Text ISBN-0827603665, ISBN- 978-0827603660
Hawthorne, Nathaniel. *The Blithedale Romance*, a novella. Any edition will do. (free on-line from [www. Gutenberg.org](http://www.Gutenberg.org) or Kindle)

A packet of New Testament Books, including the Book of Revelation; "The Myth of the Cave," from Plato's *Republic*; *Something Special*, a short story by Iris Murdoch; *The Conversion of the Jews*, a short story by Phillip Roth, all provided in a packet for purchase from BOLLI and available from the Classroom Assistant.

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

Computer use required the SGL regularly communicates with course members via email.

Biography I am the Director of BOLLI. In the Spring 2013, I taught BOLLI courses on theories of justice, and with BOLLI Member Fara Faramarzpour, a course on philosophies of education. In Fall 2014, I taught a version of *What the Bible and its Ancient Interpreters Show Us About Literature: Hawthorne, Murdoch, and Roth*.

Mus1-5a-Tu4 Bob Dylan Revisited

Leader – John Alan Clark

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

This is a 5-week course which starts March 10 and ends April 7.

Description This course will explore the important works of American musical legend, Bob Dylan. We'll look at five periods of Dylan's career, beginning with his roots in traditional country, blues, and folk music throughout his formative years and again in the nineties. We'll continue through watershed periods in the sixties and seventies, from his political protest phase up through the Christian albums. Finally, as a postscript, we'll sketch Dylan's activities this century as he continues to tour and record, writes the first installment of his autobiography, dabbles in film and radio, and becomes the subject of a feature film and a documentary. We will be adapting an American Studies approach to lyrical analysis within historical context, using minimal lecture and much discussion. PowerPoint presentations will include still photos, quotes and imbedded audio and video. Timeline and lyric handouts will be provided. Listening and viewing and guided journaling will be assigned for the week preceding each class session. Short group projects will be assigned to willing class members who then will give brief reports on biographical information and summarize Dylan interviews.

Readings Andy Gill's *Bob Dylan: The Stories Behind the Songs, 1962-1969*. Any edition

Preparation time 2 to 3 hours reading, watching videos, recording observations and reflections.

Computer use required email communication with instructor to get full benefit of course (handouts); and to view YouTube videos and access lyrics online

Biography John Clark grew up in rural Ohio, attended college in Illinois and graduate 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 taught high school for six years and adult education for more than twenty years for Emory University and Mercer University. He created and taught classes on Bob Dylan, music of the 50s and 60s, Americana music and a series called Lyrics as Literature. He guest hosted several Atlanta radio stations and boasts a combined record/CD collection of 7,000 recordings.

Lit6-5b-Tu4 Vonnegut: On His Soap Box

Leader – Laurel Ann Brody

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

This is a 5-week course which starts April 14 and ends May 12.

Description Prepare to be exposed to an irreverent voice of social injustice. Vonnegut's unabashed, opinionated honesty is full of sarcasm, satire and humor. "All I ever wanted to do was give people the relief of laughing." He is vehemently anti-war, anti-dishonesty, pro-humanity and pro-common sense. Vonnegut's fiction is fantasy, which borders on science fiction. We will listen to him speak to us directly and in story. Topics include national security, war, murder, love, G-d and perhaps anything is fair game! In addition to his fiction, Vonnegut was also an artist in the visual arts. We will examine his motive for both of his arts as well as the arts themselves. We will discuss, ruminate, participate tactilely and visually as part of our investigation.

Readings All books are by Kurt Vonnegut:

A Man Without A Country ISBN 9780812977363

Slaughterhouse Five

Cat's Cradle ISBN 978038533348

Welcome to the Monkeyhouse we will read one to two short stories, depending on our time.

Any editions will do

Preparation time 100 to 150 pages a week. Please come to the first class having read *Slaughterhouse Five*. (You will have two weeks to read *Man Without A Country*)

Computer use required because I send out emails

Biography As a high school classroom English teacher and Reading Specialist of 22 years, I have also been the in-service provider for staff in two high schools. In addition, I have been on staff in the Graduate School of Education at The University of Pennsylvania and the undergraduate teacher preparation curriculum at Swarthmore College. My master's degree, doctoral work, and post-doctoral work are from Penn. Upon retirement I have become involved in both teaching and taking courses at life-long learning programs. My passion is literature of social injustice.

Lang1-10-Tu4 Talking Hands: An Introduction to American Sign Language, Its Origins, History, Humor and Culture

Leader – Joan Sherizen

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

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

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

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

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

Computer use required Recaps and agendas are sent out each week

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

Soc6-5a-Tu4 Black Jews in America

Leader – Kendra Yarbor

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

This is a 5-week course which starts March 10 and ends April 7.

Description This course will examine the intersections of Black and Jewish identity through an analysis of the history and social position of Black Jews in America. Additionally, we will discuss those groups upon which this title, “Black Jews,” has been conferred even though they have indicated a preference for being identified as Black Hebrews or Black Israelites. We will unpack the meaning of these labels and what they signify. Also, our study will give us insight into the diverse religious beliefs represented among these groups and how their members have arrived at a self-understanding, more broadly, within the American context. Additionally, we will look at how others have responded to their beliefs and self-perceptions. This course does not assume that a monolithic Black-Jewish existence in America is present, and the primary goal of our study is to gain a deeper understanding of what Judaism and “Jewishness” has meant for these Jews in different contexts and at different times. Course readings will include a variety of short readings. No book will be assigned.

Readings No books are required; Articles and other written materials will distributed by SGL

Preparation time 20 pages per week

Computer use required On occasion, I will send out supplemental reading via email.

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

H&G7-5b-Tu4 Sam, the other Adams: American hero, terrorist, or just the fellow who made beer?

Leader – Bill Connors

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

This is a 5-week course which starts April 14 and ends May 12.

Description On the eve of the American Revolution, Samuel Adams said to the citizens of Boston: “It does not require a majority to prevail, but rather an irate, tireless minority to set brush fires in people's minds. If ye love wealth greater than liberty, the tranquility of servitude greater than freedom, then crouch down and lick the hand that feeds you and may your chains sit lightly upon you.” These fiery words from John Adams' older cousin were one of the reasons that Jefferson referred to Samuel as “truly the man of the Revolution.” Many in Massachusetts however, considered Adams to be a dangerous and violent radical and denounced him as a mob-leading demagogue. His fiery orations resulted in Adams becoming known as America's first modern politician. In addition to signing the Declaration of Independence, Adams was instrumental in the creation of the Massachusetts Constitution and served as the fourth Governor of Massachusetts. We'll discuss the importance (or irrelevance) of Adams to the cause and ultimate success of the American Revolution and use him as a vehicle to consider other issues, e.g. why England lost the war and what would he think of the current Tea Party. In keeping with his contentious, democratic spirit, classroom discussion will be highly encouraged; I intend to use study questions to facilitate discussion. On a non-class day, I plan to lead interested students on a walking tour of Boston to see and experience the city through the eyes of Samuel Adams. And we'll learn the TRUE story of Samuel Adams beer.

Readings: *Samuel Adams: Father of the American Revolution*, Mark Puls, ISBN 978-1403975829 or 978-0230614000 (pbk.)

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

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

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

Mus2-5a-We1 The Barber of Seville: A Guided Tour

Leader – Phil Radoff

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

This is a 5-week course which starts March 11 and ends April 8.

Description The trilogy of Figaro plays by the French writer, Beaumarchais, has given rise to several operas. We will read the first of the Figaro plays, *The Barber of Seville*, and study Rossini's operatic

adaptation of this play. Most of the emphasis will be on the opera. The course will be primarily of the lecture-demonstration variety, with written questions provided in advance of each session to guide the students' reading and listening. Students will need to have access to a translation of the play and to a recording of the opera. A separate libretto (in translation) is not required but would be useful. Class members should be prepared to spend about two hours per week on the course. Since the plot develops from week to week, regular attendance is important to get the full impact of the play and the opera. I will reserve the first few minutes of each session for questions and brief comments.

Readings Beaumarchais, *The Barber of Seville*. There is a Penguin classic edition among other inexpensive editions available from on-line book sellers. Any audio or video recording of Rossini's opera, *Il Barbiere di Siviglia*, will do. Videos typically come without libretti, but separate libretti are readily available for each of these operas. (A libretto is optional, not required.) DVDs and libretti, new and used, are available from on-line book sellers in relatively inexpensive editions and from the Minuteman library system.

Preparation time We will cover the play and the opera in five weeks. The play is about 63 pages long in the Penguin edition. The opera is about 2 1/2 hours long.

Computer use required I send regular emails to class members to advise them of the following week's assignment, to draw attention to particular features of the material to be covered, and to pose questions on the material.

Biography I have been an SGL for about nine years. I have a Ph.D. in physics and a J.D. During most of my professional career I worked as a lawyer--in private practice, for the federal government, and as in-house corporate counsel in the defense-electronics industry. I have no formal musical training but I have a lifelong interest in opera and have sung in municipal choruses for many years.

H&G12-5b-We1 FDR and the Holocaust

Leader – Edward L. Goldberg

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

This is a 5-week course which starts April 15 and ends May 13.

Description As European Jews began to be rounded up on their way to Auschwitz, they increasingly looked to the US for sanctuary. Unfortunately for them, the 1930's would be the least hospitable time for refugees in the history of the republic. The spotlight always seemed to be upon FDR and we will read about his successes and his failures re the Holocaust. As European Jews searched the globe for a safe haven, we will discover the unexpected places where sanctuary was found. Finally we will discuss how a deeply divided American Jewish community floundered during the tragedy. It is hard to be neutral about FDR; in the interest of truth in advertising, I am an admirer, but our text is fair and unbiased. Differing opinions will be encouraged as we explore the controversy of failure to rescue Jewish refugees.

Readings *FDR and the Jews* by Richard Breitman and Alan Lichtman

Preparation time 450 pages in 5 weeks

Computer use required This is how I will communicate with the class.

Biography In 2000 I retired from my career as a physician and joined BOLLI where I have been an SGL on at least 12 occasions. At Cornell, I majored in US government and focused upon the Presidency.

Lit8-10-We1 That Wilde and Crazy Oscar: the Triumphs, Trials, and Tragedy of Oscar Wilde

Leader – Verne Vance

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

Description This course will examine the life and career of the Irish comic genius, Oscar Wilde. It will trace the development of Wilde into one of the most brilliant and famous – and ultimately infamous – men of his time and will study not only his dazzling social stage comedies but also works from the his other genres – fairy tales, poetry, fiction, and criticism. The course will also include a detailed examination of the three celebrated trials that resulted in Wilde’s conviction of “gross indecency” and subsequent two-year imprisonment. The class will be presented as a combination of mini-lectures, class discussion facilitated by the Study Group Leader, and video clips of performances of Wilde’s works.

Readings *The Picture of Dorian Gray, Lady Windermere’s Fan, An Ideal Husband, The Importance of Being Earnest, Salome, De Profundis* (Prison Letter), *The Ballad of Reading Gaol* (Poem), “The Happy Prince” and “The Selfish Giant” from *The Happy Prince and Other Tales* (fairy tales) “The Decay of Lying: An Observation” from *Intentions* (a critical dialogue) *The Canterville Ghost* (a novella) Moises Kaufman, *Gross Indecency: The Three Trials of Oscar Wilde*, Vintage Press 1998

All the Wilde materials can be accessed gratis at a site on the World Wide Web called *The Oscar Wilde Collection* or as an e-book on Kindle called *Oscar Wilde Complete Works Ultimate Collection*, edited by Darryl James and published by Everlasting Flames Publishing Company.

Wilde’s plays are also available in paperback: *The Importance of Being Earnest and Four Other Plays*, Barnes and Noble Classics, c.2003.

Preparation time about 2 hours a week

Computer use required because I communicate frequently with class members by e-mail.

Biography Verne Vance is a retired corporate attorney with a lifelong interest in theatre and literature. He has led a number of lifelong learning classes at BOLLI and elsewhere, including a class in the early comedies of Wilde and his contemporary, George Bernard Shaw. He was the 2012 winner of the T.F.Evans Award of the Shaw Society of the United Kingdom. In recent years he has written, and performed in, a number of plays presented by theatre companies in the Greater Boston area and in upstate New York.

Lit3-5a-We1 Science Fiction: A Platform for Speculation about Society, the Future, and What it Means to be Human

Leader – Naomi Schmidt

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

This is a 5-week course which starts March 11 and ends April 8.

Description It has been said that there are three types of Science Fiction: "Adventure" SF, "Gadget" SF, and "Social" SF. This course will concentrate on the last category, examining works that treat questions such as: What does it really mean to be human? As robots and artificial intelligence become more advanced, what does that portend for humanity, and what might be the next step in the evolution of intelligent life? How might one imagine man's first encounter with extra-terrestrial life? If nuclear war reduced our civilization to one like that of the Middle Ages, how would history develop during the ensuing centuries - along the same lines as the past eight centuries or not? If a large gap develops between the working class and the leisure class, what might be the long term effects of evolution if we look hundreds of millennia into the future? The authors we will be studying have written what might just as well be described as "Speculative Fiction" and we will look at how they have speculated about some of these questions, while at the same time providing possible answers of our own. There are no prior requirements for this course other than a love of reading and discussing interesting fiction. Although certain themes may carry from book to book, for the most part each will be treated as an independent unit. This course was last taught in both 10-week and 5-week versions in Fall 2009 and Spring 2010.

Readings

H. G. Wells - *The Time Machine* (1895) (full text also available on the Internet)

Isaac Asimov - *I, Robot* (1950)

Arthur Clarke - *Childhood's End* (1953)

Walter Miller - *A Canticle for Leibowitz* (1960)

Any edition will do.

Preparation time Participants should be prepared to read 150 to 200 pages per week.

Computer use required I intend to communicate with the class and distribute material via email

Biography Originally trained as a physicist, I taught Computer Science at Brandeis in the 1970s and 1980s and then worked for 16 years at both Brandeis and MIT in the field of Academic Computing. I've been a BOLLI member since 2003 and have been a Study Group Leader for "Invitation to the Dance" and "Science Fiction," as well as co-leading "Who's Afraid of 20th Century Music?" with Peter Schmidt and "The New York Experience," "Utopias, Real and Imagined," and "The Roaring Twenties" with Tamara Chernow.

Wri1-5b-We1 Five Stories in Five Weeks: A Short Course in Writing Short Fiction

Leader – Betsy Campbell

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

This is a 5-week course which starts April 15 and ends May 13.

Description The current popularity of very short or “Flash Fiction” suggests that a good story does not have to be long. In this class, we will focus on the short form and let our imaginations play with the facts as we turn events we have experienced or observed into fiction. Each week, class members will write a short piece (no more than 500 words) in response to an assigned prompt that has been chosen to focus on a specific aspect of narrative writing such as: point of view, characterization, setting or dialogue. Participants will read their work aloud and provide feedback for one another in a supportive atmosphere. At the end of our short semester each participant will have experienced the fun and challenge of creating fiction, and will have written five very short stories in a very short time!

Readings There is no assigned text for this class. SGL will provide occasional hand-outs.

Preparation time A short piece of writing (no more than 500 words) is expected each week. It is suggested that each participant provide hard copies of her or his work for every member of the class to facilitate useful feedback. There will be a few very brief reading assignments.

Computer use Not necessary but email is the preferred method of communication between SGL and class members.

Biography I have taken many writing courses, attended conferences and been active in several writing groups over the years. I have published both fiction and non fiction in newspapers, magazines and journals. My career was in teaching, first as a high school English teacher and then for twenty-five years as an early childhood educator in Cambridge MA, Greenwich CT. and Rochester, NY. I have a B.A. from Brown, an M.A.T from Harvard and a M.A from Lesley University. This is the second writing course I have led at BOLLI.

Art3-10-We1 Up Close and Personal- The Lives and Art of Edward Hopper, Thomas Hart Benton and George Bellows

Leader – Nancy Alimansky

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

Description This course will focus on the lives and art of three important American artists: Edward Hopper, Thomas Hart Benton and George Bellows. Hopper’s work is certainly very well known; however, the other two artists have also made substantial contributions to American art. Benton was at the forefront of the Regionalist movement and Bellows was part of the Ashcan school. My approach in other art history courses that I have taught at BOLLI was to use the reading and supplementary materials as a background to analyzing the art. I plan to continue the same approach in this course, but the background reading will also play a role in class discussion. I am particularly interested in looking at how each artist’s personal life affected his work. For this reason the assigned reading will be substantial. In the case of Hopper we will use a definitive (and lengthy) biography by art historian Gail Levin, considered to be an expert on Hopper’s life and art. The book about Thomas Hart Benton is also a thoughtful and lengthy biography. Since less is written about Bellows we will depend on on-line sources. 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 who these artists were and perhaps what motivated them in their work.

Readings *Thomas Hart Benton A Life*, Justin Wolff, 2012, Farrar, Strauss and Giroux. *Edward Hopper, An Intimate Biography*, Gail Levin, Alfred A Knopf, 1995 edition.

Preparation time 100 and 125 pages a week

Computer use required I will be communicating through email with information about additional materials, including YouTube videos to watch.

Biography This will be my sixth teaching experience at BOLLI and the first time offering this course. I have been in the classroom all my life. For 26 years I was an Associate Professor at Lesley University where I taught courses in management and technology as well as studio art. For three years I was a docent at the Davis Museum at Wellesley College. I have a B.A from Wellesley College where I majored in French, a M.A.T. from Harvard Graduate School of Education and an M.B.A. from Boston College. I have been a professional artist for more than 25 years.

H&G14-5a-We2 Heating Up: A History of the Climate-Change Debate

Leader – Philip Wight

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

This is a 5-week course which starts March 11 and ends April 8.

Description Climate Change is a nuanced, controversial, and often confusing geophysical process. Yet it is also a pressing social and intergenerational justice issue that President Obama recently claimed would “define the contours of this century more dramatically than any other.” Due to its scientific complexity and political polarization, lay citizens often have trouble sorting established fact from partisan polemic. This course will disentangle the science, the politics, and possible solutions by investigating the surprising history of the climate debate. By offering a brief but fundamental overview of climate science, participants will learn the difference between historical climatic variations and human-induced change, between climate and weather, and between peer-reviewed and “junk” science. By focusing on the political nature of the debate, participants will learn how addressing climate change was once a bipartisan issue, how specific interests came to see proposed solutions as ideologically threatening, how a deliberate campaign to create significant doubt succeeded, and why climate change represents the ultimate collective action problem. By examining recent developments in climate policy and activism, participants will contemplate the Keystone XL pipeline controversy, the fossil-fuel divestment movement, the People’s Climate March, the bilateral U.S.-China climate accord, President Obama’s de-carbonization policies, and the possibilities for climate action with a skeptical congress. Since this course investigates contemporary history, participants are encouraged to share their personal recollections of the relevant events. The course will be a mixture of lecture and discussion.

Readings All readings and movies will be provided digitally; no books or films need to be purchased for this course.

Spencer Weart, “A History of Climate Change Science,” *The Discovery of Global Warming*, 2008

“Welcome to the Anthropocene,” *The Economist*, May 26th, 2011

Excerpt from Paul Sabin’s *The Bet* (New Haven: Yale University Press, 2013)

“Global Warming has Begun, Experts Tell Senate,” *New York Times*, June 24th, 1988

Excerpts from Bill McKibben, *The End of Nature* (New York: Anchor, 1989)

Excerpts from Naomi Oreskes and Eric Conway, *Merchants of Doubt* (New York: Bloomsbury, 2011)
Nicholas Stern, “Executive Summary” *The Stern Review: The Economics of Climate Change*, 2007
Bill McKibben, “Global Warming’s Terrifying New Math” *Rolling Stone*, July 19th, 2012
There will also be two movies (*Earth Days* and *Disruption*) which will be provided.

Preparation time 1 ½ to 2 hours per week

Computer use required All content (both print and movies) will be provided digitally.

Biography I am an environmental history Ph.D. Candidate and Rose and Irving Crown Fellow at Brandeis. My studies concern global histories of energy and the environment, with a focus on energy transitions, climate change, and social movements. I grew up in Cincinnati and always enjoyed exploring nature, eventually becoming an Eagle Scout. I earned my B.A. in History with a minor in Astronomy from the University of Maryland, College Park. After graduation I worked for three years in politics—spanning the decisive 2008 and 2010 elections. Afterwards, I obtained my M.A. in Contemporary History from Ohio University in 2013.

H&G10-5b-We2 The Jewish Diaspora: How Your Family Got from There to Here

Leader – Herbert Belkin

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

This is a 5-week course which starts April 15 and ends May 13.

Description The families of most American Jews came to this country from Europe sometime in the last 150 years. Described as “huddled masses”, this was the last leg in a journey that started 2000 years ago. This course on the Jewish Diaspora will follow Jews from the time the Romans expelled them from ancient Judea along their bitter voyage to the ‘goldene medina’, the golden country – the United States. The fate of these exiled Jews was to become “leaves in the wind” scattered over the earth with misery as a companion and religion as a comfort. Covered in the course will be how Jews survived through repeated cycles of persecution as they moved to an alien land, found some degree of security there, only to be expelled— often violently. Particular attention will be paid to the 19th and 20th centuries when Jews were forced from Europe under increasingly virulent anti-Semitism and found refuge in this country and eventually in a newborn Israel. Class members will be asked to trace their family’s experience in the Diaspora with the challenge of finding how far back they can uncover their family’s history.

Readings *A Short History of the Jewish People* by Raymond Scheindlin

Preparation time 50 pages, 2 hours including handouts

Computer use not necessary

Biography When I retired from the business world, I continued a lifelong study of Jewish history. My work as a historian led me to the epic story of the Zionist movement and then to the struggle of Jews in the Diaspora as they persevered as aliens in a hostile world. I have taught courses in Jewish history and

the Zionist movement at BOLLI, Gordon College and at the Explorers at Salem State University. I write a column on Jewish affairs for the Jewish Journal and for my blog, Zionist Dialogue.

H&G15-10-We2 Harry Truman – More Than Met the Eye

Leader – George Model

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

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

Readings *Truman* by David McCullough, ISBN 9780671456542

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

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

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

Wri2-10-We2 Writing and Remembering

Leader – Marjorie Roemer

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

Description

Frankly, if I knew where I was going, I wouldn't bother writing. Surprise, of course,

would be impossible. *The pen is more than a recording instrument; it is also an instrument of discovery and exploration.*

Billy Collins

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

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

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

Computer not required

Biography I hold a BA from Bennington College, an MA from New York University and a PhD from Brandeis, all in English and American literature. My teaching career began in New York City in 1961 at a public Junior High School. It has since taken me to Brookline HS, the University of California at Santa Barbara, the University of Cincinnati, and Rhode Island College. I've worked as an English professor, Director of Writing Programs, and the Director of the Rhode Island Writing Project. In all, it's been about forty years in classrooms of many kinds. This will be my ninth writing course at BOLLI.

Lit7-10-We2 **The Dysfunctional Family: The Maudlin Mother**

Leader – Lois Ziegelman

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

Description The term “Dysfunctional Family” is a creation of modern psychology. However, from classical antiquity onward the great dramatists, keen analysts of the human psyche, have portrayed the dysfunctional family in a series of brilliant and moving works. In this course we will study four plays that focus on the dysfunctional woman. The first class is introductory lecture. The next nine weeks are for reading, discussion, and presentation of selected scenes by volunteers. This class was previously taught in the fall of 2008.

Readings *Medea* by Euripides, *A Doll's House* by Ibsen, *The Glass Menagerie* by Williams, *Who's Afraid of Virginia Woolf* by Albee

Copies of these plays are readily available at the library or at any bookstore. The plays will be read in the order presented above.

Preparation time 2 ½ hours a week

Computer use not required

Biography Lois Ziegelman, PhD Brandeis, is a Professor Emerita from Framingham State College, where her specialties were world literature and drama. A recipient of five fellowships from the National Endowment for the Humanities she has studied, taught, and performed literature from Classical Antiquity to the present.

Lit2-10-We3 Dante's Inferno

Leader – Len Aberbach

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

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

Readings *The Inferno*, Dante Alighieri, Translated by John Ciardi. ISBN 0451527984, c.2001
It is MANDATORY that that you use this translation to participate in this study group. It is available very inexpensively at Amazon in paperback

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

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

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

H&G3-10-We3 Mother Mekong Looking at Her Children

Leader – Susan Bradford

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

Description I realized how fascinating yet unfamiliar the region of the Southeast Asian Peninsula is after reading *New York Times* correspondent Edward A. Gargan's 2003 book, *The River's Tale*. Use of online videos and a packet of printed information will supplement this text as we begin our journey to learn about an ancient area which many of us mainly associate with the Vietnam War but which is so much more than that. Gargan's book is a chronicle of his yearlong journey down the Mekong River through Tibet, China, Burma, Laos, Thailand, Cambodia, and Vietnam. He relates stories that reveal the Mekong's many worlds and shows us "a kind of modernity settling uneasily on regions still mired in... poverty" and the past. Additional materials and presentations will introduce us to recent events in this rapidly changing region as it faces modern problems. We will read that the Mekong is a river that both unites and divides the countries around it. Solving the problems this area faces today is prompting old enemies to work together. This complicated area is intriguing to me. I hope class participants will share their knowledge of this area and its cultures to add to our understanding. Please note that I am not a go-to expert on this area but I want to share what I have found so interesting and to hear from you.

Readings *The River's Tale- A Year on the Mekong* Edward A. Gargan, c2003, Vintage ISBN: 0375705597 plus a printed packet that I estimate will cost around \$10

Preparation time I anticipate there will be between 70-100 pages to read each week and 20-30 min. of video some weeks. Optional supplemental readings could add to that but will not be required. Any research for a short presentation would also add some time.

Computer use required I plan to send assignments, online links and optional readings by email .

Biography Having spent almost my entire life in classrooms, first as a student and then teaching, I am enjoying being able to continue to learn and discuss new ideas here at Bolli. The Mekong River and the surrounding countries is a topic new to me but one which has caught my interest. I look forward to learning with you as we read about, investigate and discuss "Mother Mekong", her children and the unique cultures, geography and modern problems they face. This will be my second topic as an SGL here at BOLLI.

Film1-10-We3 Two Versatile Performers: A Film Course starring Dustin Hoffman and Jack Nicholson

Leader – Irwin Silver

Wednesday – Course Periods 3 and 4– 1:40 pm to 4:45 pm

****This course will run from 1:40-4:45 each week, but count as one class.***

Description Dustin Hoffman and Jack Nicholson are widely recognized by their peers and the public as two of the finest actors of the 20th and 21st centuries. They both have a wide range of talent as evidenced by the many types of roles that they performed from drama to comedy to adventure and intrigue. The class will view different film genres that demonstrate their versatility. Some of the films include *The Graduate*, *Tootsie*, *Kramer vs. Kramer*, *A Few Good Men*, *One Flew Over the Cuckoo's Nest*, and *Chinatown*. They have been nominated for 20 Oscars between them, a tribute to their talent. We will view a movie each week followed by a discussion on each film.

Readings I will provide reading material by email with info about the actors, film and awards along with info about various aspects of the movie industry

Preparation time 1 hour

Computer use required I will be sending weekly readings via email

Biography I have a BS from Northeastern University. After spending 46 years in the Investment Industry, I retired in November 2003 as a First Vice President-Investments from Prudential Securities. In addition to my career in the Investment Industry, I was an adjunct professor at Northeastern University in the 1980's and 1990's. I also lectured to different professional groups and have been active in some charitable organizations.

CE1-10-We3 Current Events: Happenings Which Move The World

Leader – Lois Sockol

Wednesday – Course Period 3 – 1:40 pm to 3:05 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, magazine such as *The Economist* and *Time* and web sources will be required.

Preparation time 1-2 hours weekly

Computer use required because I send articles via email

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

Dra1-10-We4 The BOLLI Scene-iors Present

Leader – Rebecca Meyers

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

Description This spring we will concentrate on theatrical characterizations, culminating in a dramatic reading for Lunch & Learn. We will probably do a dramatization of either *The Dining Room* by A. R. Gurney or *The Land of Cockaigne* by David Ives, but a final decision about what play or plays to use will be made once the composition of the class is set. Our troupe is likely to be a mix of “old-timers” who have taken a Scene-iors course before and “new-comers” who will be enthusiastically welcomed. Over the past couple of years, the Scene-iors classes have become quite knowledgeable about dramatic presentations, but new class members bring new sets of skills and insights that can enrich the theater experience for everyone! Study group members should plan to attend all sessions, especially the dress rehearsal and of course the presentation in May. Neither memorization nor prior theatre experience is required. Enthusiasm for drama and commitment to the team are all that is needed. The Scene-iors would like to welcome folks who are just dying to be on stage, as well as others a little shy who’d rather participate backstage and out of the spotlight! In addition to the acting roles, the off-stage roles may include such things as:

- Dramaturge: historical context and interpretation
- Set Designer: stage layout and furniture
- Choreographer: blocking (movements on stage)
- Property Manager: acquisition of props
- Technician: sound, lighting, computer effects
- Costume Designer: acquisition of costumes
- Stage Manager: overall coordination
- Publicist: announcements, posters, programs

Readings SCRIPT: Once the make-up of the class is known and the play(s) selected, originals or Xerox copies of the script will be provided before the first class, for a cost of \$10 or less.
SELECTED READINGS: SGL will provide links to online reading materials, as well as Xerox copies of selections from texts and handbooks about dramatic productions

Preparation time Class members will hopefully re-read/study the script every week. There may be additional readings provided by the SGL or available online, anywhere from 10 to 20 pages per week. During the last couple of weeks there will probably be extra rehearsals in small groups, at times that are convenient for the participants.

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

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

Fitness Classes

This spring, BOLLI is offering three fitness classes at the Gosman Sports & Convocation Center at Brandeis University. These classes are complimentary for all BOLLI members and transportation will be provided free of charge.

Winter fitness classes will be held on Thursday mornings from 9:00 a.m. to 9:50 a.m. You may sign up for Session 1 (March 12th through April 9th) or Session 2 (April 16th through May 14th), or both.

Please note that BOLLI Study Groups are not being held concurrently and these fitness classes do not conflict with any winter term classes and events. Fitness class participants will be able to arrive comfortably at 60 Turner Street, the BOLLI facility, in time for the first scheduled Thursday study group (10:40 a.m. to 12:05 p.m.). Transportation will be provided free of charge.

If you would like to sign up for a fitness class, go to our website and click: “Register for Fitness Classes.”

Please note that sign-up for fitness classes is January 8th through January 29th. In the event that classes are oversubscribed, a lottery will determine member placement.

You will be notified of your fitness class schedule via email by February 4th.

Fitness participants will be encouraged to attend one of three orientations at Gosman prior to the class start date. Please note that all fitness participants will need to sign a mandatory waiver before the class start date.

Gym1-10-Th1 Muscles and Movement

Leader – Brittany Nachamie

Thursday – Course Period 1 – 9:00 a.m. to 9:50 a.m.

There are two, 5-week sections of this class. Section 1 runs March 12th through April 9th. Section 2 runs April 16th through May 14th.

Description This class will use free weights, physio balls, resistance bands and other equipment to target the upper and lower body muscles. The equipment will be used to strengthen and tone muscle groups. Music will be used, and poses and weights will be modified for individuals. The goals of the class are to tone and strengthen muscles to help maintain bone density, to increase range of motion, and to decrease stress. This is a low intensity class and weights and equipment will be provided.

Biography Brittany Nachamie is a Junior at Brandeis University. She is a Certified Personal Trainer. She also has certifications in TRX, Insanity, Group exercise, cycle and CPR. She has experience working with seniors and is skilled at adapting fitness courses to seniors.

Gym2-10-Th2 Water Fitness

Leader – Jim Zotz

Thursday – Course Period 1 – 9:00 a.m. to 9:50 a.m.

There are two, 5-week sections of this class. Section 1 runs March 12th through April 9th. Section 2 runs April 16th through May 14th.

Description: This is a low to medium intensity class in shallow, waist-to-chest-deep water. We will use background music to maintain a low level aerobic heart rate throughout the class. The exercises will target upper and lower body muscles while focusing primarily on the core. The majority of sessions will utilize water resistance to elevate the heart rate and create an appropriate challenge for the targeted muscle groups. The goals of the class are to increase range of motion, improve muscular endurance and balance, and reduce stress. Equipment (noodles and water dumbbells) will be added as appropriate.

Biography Jim Zotz is certified as a water fitness instructor, is Pilates (mat) certified, and is 37-year employee at Brandeis University as a member of the athletic department.

Gym3-10-Th1 Gentle Yoga

Leader – Kat Page

Thursday – Course Period 1 – 9:00 a.m. to 9:50 a.m.

There are two, 5-week sections of this class. Section 1 runs March 12th through April 9th. Section 2 runs April 16th through May 14th.

Description This class will use a combination of yoga stretches and breathing exercises. The exercises will target both upper and lower body muscles. Music will be used to aid in relaxation and flow of class, and poses and pace will be adapted as necessary for participants. The goals of the class are to improve balance, increase range of motion, bring awareness of mind/body connection, and reduce stress. This is a low intensity class and mats and props will be provided. Participants will need to be able to get up from and down to a mat.

Biography Kat Page is a certified Yoga instructor, Personal Trainer, Group Exercise Trainer, and Cycle Instructor. She is CPR certified. She has been the Fitness Coordinator at Brandeis University for two years.

Lit10-10-Th2 Understanding Canada Through Its Literature

Leader – Kathryn Bloom

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

Description Americans too often take Canada for granted. It’s our “friendly neighbor to the north,” where prices are slightly higher, the home of hockey, *poutine*, and people who end their sentences with, “eh?” But there’s so much more to Canada. It’s a vast, complicated country that resembles the United States on the surface, but is profoundly different on many deeper levels. As Robertson Davies, one of the country’s most beloved novelists, put it, Canada is “very much a northern country—much more like Scandinavia or Russia than the United States.” In this course, we will explore Canada through its literature, looking for similarities and differences between cultures and the underlying national and cultural myths that have helped to create a unique Canadian mentality. We will also discuss these fictions as literary, not only cultural, works. We will read Davies’ acclaimed novel, *Fifth Business*, as well as an early (and—fair warning—somewhat difficult) novel by Michael Ondaatje, but we will discuss how to get the most out of reading it prior to our discussion in class. We’ll also read a number of pieces of short fiction by writers from different ethnic and cultural groups.

Readings *The New Oxford Book of Canadian Short Stories*, Margaret Atwood and Robert Weaver (compilers), ISBN- 0195412206 or 978-0195412208 (please make sure you order the 1997 edition)
Michael Ondaatje, *In the Skin of a Lion*
Robertson Davies, *Fifth Business*
And Handouts

Preparation time 2-3 hours/week

Computer use required All communications from the SGL will come via e-mail.

Biography Kathryn Ruth Bloom is a retired public-relations executive who is now a doctoral student in American literature at Northeastern University. She holds the M.A. from the University of Toronto. An American, she spends so much time with friends in Toronto that she now rents an apartment there.

Soc5-5a-Th2 Mahler, Moses and Others Speak to the Challenges of Life’s Final Journey

Leader – Herman J. Blumberg

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

This is a 5-week course which starts March 12 and ends April 9.

Description Classic expressions from the world of literature, music and film can help us to think anew about the tasks and challenges of the latter decades of life. What does Tolstoy in the *Death of Ivan Ivanovich* teach us about how – or how not – to tend to one who is dying? What can we learn from Moses’ grand argument with God, as expounded in rabbinic (*midrashic*) literature, upon being told he would die before entering the Promised Land? How do we respond to the hopeless suffering of a loved one whose quality of life has deteriorated? The film *Amour* may provide a helpful framework for discussion of this difficult issue. Although Gustave Mahler was preoccupied with death, his Fifth

Symphony is anything but morbid. What did Mahler “say” in music about bereavement and how would Elizabeth Kubler-Ross the dean of bereavement studies respond? What happens when we begin to simultaneously look back on our life and contemplate our legacy? Stories from John Updike’s last published collection of short stories may stimulate our memories and help us to think about the legacy we leave for future generations. One of these five selections from the arts will frame each weekly discussion. Participants are encouraged to enjoy the selections in advance of class. Excerpts will be included in class presentations. Vigorous discussion is encouraged and students with special knowledge of specific material are invited to collaborate with the SGL.

Readings Tolstoy, *The Death of Ivan Ivonovich*, 42 pages any collection of Tolstoy’s short stories
Film: *Amour* Video recording available in public libraries (reserve early!) or Netflix
Mahler: Symphony No. 5, CD any recording
Elizabeth Kubler Ross (monograph to be distributed in class)
Deuteronomy 34 with Rabbinic exposition (to be distributed in class by SGL)
John Updike short stories: “The Walk with Elizanne” (16 pages); “The Road Home” (22 pages); “My Father’s Tears” (19 pages); “The Full Glass” (16 pages) <John Updike, *My Father’s Tears and other stories*, 2009, Alfred A. Knopf, publisher; ISBN 978-0-307-27156-3

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

Computer use not required

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

H&G13-5b-Th2 Boston’s Skyline - Boom or Bust

Leaders – Mitch Fischman and Eileen Mitchell

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

This is a 5-week course which starts April 16 and ends May 14.

Description Boston is currently sustaining a real estate development boom not seen in 50 years or more. We will discuss the expansion of Boston from the original Shawmut Peninsula to its modern shape, and what the future may bring. The course will review Boston’s 18th and 19th century expansions; discuss mid-20th century urban renewal involving the demolishing of the West End and Scully Square, constructing a new Government Center and City Hall, redeveloping the Back Bay with the Prudential Center, Mass Turnpike Boston Extension, and I. M. Pei’s John Hancock Building; and finally an examination of Boston modern architectural trends. During the final Fifth Class, the course will examine 21st Century trends and feature an outside speaker with Boston design or master plan expertise. An optional field trip to City Hall Plaza will be scheduled on a non-BOLLI class day. Onsite we will discuss the 1960’s design competition for the plaza and new city hall and visit the Boston Redevelopment

Authority to view the new scale model of Downtown Boston. Maybe you remember what Boston looked like when you were growing up. Who did you know who was active on the Boston development or architectural scene? What happened to downtown real estate during the various boom/bust periods? How did people and neighborhoods react to increasing development pressures? Individual class reports will be encouraged.

Readings Naomi Miller and Keith Morgan: *“BOSTON Architecture 1975-1990”*, 1990. ISBN 3791310976 or 9783791310978. Handouts and online links will be provided. Weekly discussion questions will serve as a study guide.

Preparation time 2 hours weekly

Computer use required Online websites for articles, videos, or other information will be part of the assigned readings. Email will be used to coordinate each session and the field trip.

Biography Mitch Fischman is a planning and permitting consultant to developers, universities and hospitals, assisting in approvals for development projects through the Boston Redevelopment Authority. As BRA Project Manager for 15 years, he managed city approvals for Copley Place, 500 Boylston Street, Prudential Center and prominent downtown projects. He is an urban planner with a Masters from University of Pittsburgh, served as an Alderman in Newton, and as co-SGL with Eileen Mitchell on a Green Buildings Course. Eileen Mitchell: As a Boston By Foot docent for many years, Eileen conducted historical and architectural walking tours throughout metropolitan Boston. Before retirement, she developed government communication systems, and interviewed and trained new personnel. As BOLLI member from Day 1, she facilitated many classes including Ancient Maya & Modern Archaeology, Innovative American Architects, Contemporary Short Fiction and Scene-iors Drama. While a snowbird at UCSD OLLI, she led a course on Fun With Theatre Arts.

Eco1-10-Th2 Public Policy and Economics: Facts and Theories behind the Controversies

Leader – Edwin Dean

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

Description For decades, Americans have seen dramatic headlines about economic policy issues that often have featured two contrasting viewpoints, market-oriented solutions to economic problems and solutions relying on government intervention. This course will examine some of these issues in depth, using economic theory to develop deeper insights into policy-making. First, we’ll examine U.S. policies affecting specific economic markets. We’ll explore policies relating to minimum wages and housing shortages. We’ll also study theories related to the whole national economy, including theories supporting the rationale for Federal stimulus spending and poverty and inequality. The concepts of social costs and social benefits will be presented, along with their use in developing policies, with an emphasis on climate change and policies that deal with air pollution and automobile emissions. At the international level, we’ll study theories dealing with international monopolies and cartels, with a focus on OPEC. The classes will be understandable by those who have taken no economics courses, as well as those who have several economics courses under their belts. Handouts and links to readings will be used. Classes will usually open with a presentation of the economic theory related to a particular policy issue, and class discussion will then focus on the policies and the theory. Students will be encouraged to develop their own ideas

about the policies discussed. Though a few important changes have been made, this class is largely a repeat of the one presented in spring 2014.

Readings No book purchases will be necessary. Readings will be distributed by the SGL in a course pack, on an eBoard, and as links and attachments through e-mails.

Preparation time around 2 hours a week reading 20 to 30 pages

Computer use required Computers will be used for emails, including links to readings, but also to access an eBoard.

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

H&G5-10-Th2 From Weimar to Hitler: Germany 1919-1945

Leader – Dan Leclerc

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

Description This class will cover the creation and collapse of the Weimar Republic, and the rise of the Third Reich under the leadership of Adolph Hitler. Issues covered include social and economic trauma after the First World War, the vibrant cultural explosion and ultimate fragmentation of Weimar Germany, the rise of National Socialist (Nazi) power, the impact of terror and intimidation, racial ideology and extermination, the growing militarization of Germany and its increasingly bellicose foreign policy, and the final collapse of Nazi Germany and the demise of its leader Adolph Hitler. The class sessions will consist of a mix of lectures, short videos, and related discussions."

Readings *In the Garden of Beasts* by Erik Larsen ISBN 978-0307408846
Weimar Germany: Promise and Tragedy by Eric D. Weitz ISBN 978-0691016955

Preparation time approximately 50 pages of reading

Computer use required Need to maintain communication regarding changing reading requirements based on in-class progress, and sending You Tube URL's for relevant documentary supplements.

Biography I taught history for twenty years in the Chelmsford and Hingham Public Schools; retired as Assistant Superintendent of the Ashland Public Schools and earned a Masters Degree in History from Northeastern University. I have traveled throughout Europe visiting locations relevant to many of the places discussed in this course. I have conducted numerous presentations for local Historical Associations, Public Libraries and Veterans Associations. I currently facilitate courses for the Duxbury Senior Center, and the OLLI Programs (Osher Lifelong Learning Institutes) at Univ. of Mass., Boston, Tufts and Brandeis Universities

H&G2-10-Th3 VIETNAM: The War We Can't Forget But Can't Talk About Either

Leader – Lawrence H. Climo

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

Description This course, about America's military involvement in Vietnam, 1950-1975, will not focus on what happened - who did what, where and when and to whom - but on why anything was done at all by us out there over the course of 23 of those years. This means revisiting not only the context for our initial involvement but the ways that involvement altered that context, and how that altered context, in turn, obliged further adjustments on our part - what we now call "mission-creep." We shall follow that reciprocity of moves and counter-moves as it morphs into the seemingly out-of-control and interminable Vietnam War we remember - the irresistible force meeting the unmovable object - and see why it was, but didn't have to be, that way. Couldn't we have realistically, honorably, and safely gotten out and at multiple points? And if so, why didn't we? At our last meeting we'll ponder lessons from that war, national and personal. There remain many unresolved questions and issues surrounding the war, still a divisive topic to many and considered an open wound - noble cause? strategic mistake? international crime? Inasmuch as most class members will have been American voters and observers and, as such, indirect participants in that war, reactions to and comments about the reading will be paramount. Sharing personal memories, feelings, opinions and prejudices of that time will be expected, as will being respectful to one another.

Readings *America's Lost War, Vietnam: 1945-1975* by Charles E. Neu (2005) ISBN 0-882952323. The SGL will distribute a comprehensive Course Handout. From time to time there will be emails with attachments.

Preparation time Weekly reading will range from 17-79 pages (average 48 pages/week)

Computer use required I shall be communicating by email and this will include the Course Syllabus and occasional informational Attachments.

Biography I have been a life-long student of human behavior, especially at the interface of cultures. This interest informed my college major (Culture and Human Behavior), decision during wartime service to volunteer for a State Department program providing medical care to Vietnamese civilians (I was an army doctor), choice of professional career (psychiatrist), preferred practice setting (immigrant community), and my post-retirement decision to put down in writing personal experiences at this interface. I am the author of *Psychiatrist on the Road: Encounters in Healing and Healthcare* and *The Patient Was Vietcong: An American Doctor in the Vietnamese Health Service*.

H&G8-10-Th3 Allies and Adversaries: Theodore Roosevelt and William Howard Taft

Leader – Fran Feldman

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

Description Using *The Bully Pulpit* by Doris Kearns Goodwin as our text, we will examine the presidencies of Theodore Roosevelt and William Howard Taft, a period that uncannily resonates in our own time. Cutting a larger-than-life figure, the hyperactive Roosevelt battles the trusts dominating the American economy of the time, handles foreign affairs with the consummate skills of a trained diplomat, and embarks on the greatest conservation effort the country had ever seen. Behind the scenes, talented journalists such as Ida Tarbell, William Allen White, and Ray Baker, writing principally for *McClure's* magazine, reinforce many of Roosevelt's policies and garner support for them among the public. We will look at the influence of those journalists on both Roosevelt and Taft, compare and contrast the styles and personalities of the two presidents, and examine the conflicts that eventually severed their close personal relationship. What were the achievements of the progressive movement that developed during that period? In what ways does the fractured Republican Party of the early 1900s reflect today's Republican Party? Because the book is lengthy, chapters dealing with the early lives of the main characters will not be assigned. All classes will be conducted by discussion, so class members should be prepared to contribute. Reports on relevant topics are *strongly* encouraged. NOTE: This is a repeat of the course offered in fall 2014.

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

Preparation time 2 – 3 hours per week

Computer use not required

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

Soc2-10-Th3 What's The Right Thing To Do? What Is Just?

Leader – Steven P. Perlmutter

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

Description This course will virtually bring us 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 in class. We will then discuss and exchange ideas about the notion of justice presented during the 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 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 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, stem cells, 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 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. A similar course on this topic was given in the spring of 2012.

Readings Sandel, Michael. *Justice, What Is the Right Thing To Do?* (Farrar, Straus and Giroux, 2009).

Preparation time 1 to 1 ½ hours per week to read approximately 30 pages.

Computer use required The SGL will direct class members to optional online resources for each lecture.

Biography I am a semi-retired trial and appellate lawyer. I 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 City of Boston, including the Levi Hart, Elijah Pate, Darryl Williams and Michael Cox cases. I also defended the Commonwealth, the City and other cities in voting rights/redistricting actions. In addition, my practice involved business, real estate, insurance and product liability litigation. Ironically, after practicing law for 37 years, I now find that I have time to think about justice!

Lit1-10-Th3 **Imaginary Gardens: Major Women Poets of the Twentieth Century**

Leader – Jan Schreiber

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

Description The twentieth century was the first in which as many women published books of poetry as men; yet most of the major poets cited in discussions of recent literary history are men. A more gender-blind review of poetry over the last hundred years reveals remarkable achievements by women that should be better known. To redress the balance, this course will focus on the work of some twenty female poets spanning the time from the 1900s to the present day, including Marianne Moore, Edna St. Vincent Millay, Elizabeth Bishop, Gwendolyn Brooks, Sylvia Plath, and Louise Glück, as well as less-well-known writers. Several poems by each poet will be presented for study and discussion. We will examine the differences in perspective that women bring to such themes as childhood, marriage, war, sexuality, and mortality. Background information about literary controversies and other relevant events of the times will be provided by the SGL as we go along. Class participants will be expected to uncover information about the lives of the poets and to present this information in our sessions as background to the class discussions.

Readings The SGL will distribute a syllabus via email (in PDF format) containing selected poems by each of the poets to be discussed. Class participants are encouraged to acquire the collected poems of any writer they find especially interesting. Those who wish to propose other poems for discussion are welcome to do so, on the understanding that there may be time constraints.

Preparation time Members are expected to study carefully all poems assigned for each session (up to 10). Minimum study time should be an hour. Many poems might require more time, and those who are to

present background information on a poet should plan to commit two or three hours to research and note-taking.

Computer use required We will communicate by email. The syllabus will be distributed by email, and it is expected that class members will be able to print it out at home. Any research that people might do on the poets will be greatly facilitated by internet access

Biography I received a PhD in English and American Literature from Brandeis in 1972, after which I taught at Tufts and UMass Lowell. In the seventies I edited a literary magazine (*Canto*) and inaugurated the poetry chapbook series at the Godine Press. I've published four books of poetry and many critical articles. I am co-host of a conference on poetry criticism that takes place annually at Western State Colorado University. My book *Sparring with the Sun*, on contemporary American poets and poetry, was published in 2013. My most recent book of poems, *Peccadilloes*, appeared early in 2014.

Soc1-5a-Th4 An Anthropologist on Mars: Clinical Novels from Oliver Sacks

Leader – MaryAnn Byrnes

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

This is a 5-week course which starts March 12 and ends April 9.

Description How does a painter adjust to a life without colors? What about someone whose extraordinary gifts combine with limitations in other areas? Imagine finding it easier to understand the emotions of animals than people. Each time Dr. Oliver Sacks shares the story of one of these fascinating people, I am struck by their creativity and resilience. Professor of Neurology and Psychiatry at Columbia University, Dr. Sacks discusses the neurological conditions related to these disorders, but focuses on the people and how they view the world and live their lives. This course will profile a few of Oliver Sacks' amazing adaptable people. The sessions will be highly interactive, focused on the Clinical Novel of that day. In small and large groups, participants will discuss reactions to the person who is the focus of the day's profile as well as to perplexing questions that I will pose. No prior knowledge of the topic is required, but participants are encouraged to contribute reflections, questions, and additional information on the week's Clinical Novel Interviewee. There will be no requirement for oral presentations, but high levels of on-topic contributions are desired and will be impossible to resist. This course has previously been offered in a ten-week version.

Readings Sacks, Oliver. *An anthropologist on Mars: Seven paradoxical tales*, c.1966
Vintage Press. ISBN- 0679756973 - Any edition will do.

Preparation time Approximately 50 pages of reading per week, including some reading for the first week. Weekly Guiding Questions will help focus reading.

Computer use required I send out Guiding Questions each week prior to readings; I also send out slides from each class.

Biography Everyone adapts to life changes, some more easily than others. I have always been fascinated by the creativity with which individuals address challenges in their lives. As a teacher, special education administrator, and educational consultant, I have collaborated with others about hundreds of

unusual learners. My undergraduate and graduate degrees all emphasized variations in human learning. In addition to the richness of BOLLI, I enjoy baking bread, walking (perhaps because of the energy of the bread), and Reading for the Blind (now known as Learning Ally). This is my fourth year leading and taking BOLLI courses.

Soc3-5b-Th4 Convicting the Innocent: How Criminal Prosecutions Can Go Wrong

Leaders – Leonard Solomon and Paul D. Lipsitt

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

This is a 5-week course which starts April 16 and ends May 14.

Description This course will examine the criminal justice system to determine how and why innocent men were accused of crimes they did not commit and were tried, convicted and sentenced to long prison terms or the death penalty. Through zealous investigation of these cases by the Innocence Project (and others), evidence garnered including DNA tests and other evidentiary material has led to their eventual exoneration. Uncovered were factors leading to erroneous convictions including witness mistakes, false confession, fraudulent testimony and inept defense. In class we will consider legal and psychological issues leading to false conviction and suggested remedies to alleviate these human fallibilities. Are there any reasons why anyone, prosecutor, police, judge, jury or witnesses would wish to convict an innocent person; what would motivate one to corrupt evidence; how can evidence be unintentionally corrupted; what safeguards are built into the criminal justice system to minimize miscarriages of justice; how can a system designed to arrive at the truth lead to false convictions; is the adversarial system the best method for achieving justice; and how did extra-judicial processes exonerate men after conviction and imprisonment? These are among the many questions we will explore as a class and attempt to answer.

Readings *Actual Innocence*, Scheck, Barry, Neufeld, Peter, & Dwyer, Jim, Doubleday. ISBN-0451209826, ISBN-978-0451209825; *Ordinary Injustice*, Bach, Amy, ISBN: 9780805074475; *The United States Constitution*.

Preparation time about 50 pages a week

Computer use required to provide links from sources such as Google

Biography Paul Lipsitt practiced as a lawyer, and later as a forensic and clinical psychologist. He has taught and conducted research at the Law-Medicine Institute, Boston University, and at the Laboratory of Community Psychiatry, Harvard Medical School. Leonard Solomon is Emeritus Professor' Boston University, and as a clinical psychologist and psychoanalyst has an extensive interest in the forensic psychology area. He has worked with judges in human relations training.

H&G9-10-Th4 Why Prohibition Never Had a Chance: People Want What They Want

Leader – David Moskowitz

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

Description Will Rogers: "Prohibition is better than no liquor at all." Al Capone: "When I sell liquor, it's called bootlegging; when my patrons serve it on Lake Shore Drive, it's called hospitality." Bill Bryson: "There'd never been a more advantageous time to be a criminal in America than during the 13 years of Prohibition. At a stroke, the American government closed down the fifth largest industry in the United States ... and just handed it to criminals" This class will study all aspects of the 18th and 21st Amendments, from alcohol's early role in American history and Prohibition's roots in the Temperance movement spawned by religious zealots. Special attention will focus on such fascinating characters as Carry Nation and her 'catchetations', Wayne Wheeler, the forgotten Anti-Saloon League superstar from whom today's NRA leaders learned their lessons, Arnold Rothstein, Sam Bronfman, and Izzy & Moe, two clownish Prohibition agents who made 20% of all Prohibition arrests in NYC. What started as an anti-saloon movement mushroomed into an anti-immigrant movement. Legislators knowingly never allocated sufficient funds for enforcement, naively believing that people would be law-abiding, birthing organized crime. We'll learn how Prohibition made Capone into a mega-celebrity, plus other ways by which the law was thwarted, e.g. speakeasies and sacramental and medicinal exemptions. We'll conclude by discussing the efficacy of current drug laws. The SGL keeps members on their toes by using study questions and humor to promote vibrant discussion and supplies anecdotal information to supplement the readings. This is a repeated course.

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

There will also be a series of handouts distributed electronically, including 2 chapters from a biography of Arnold Rothstein and 2 chapters plus conclusion from *Jews and Booze*, plus material from *Profits, Power and Prohibition* along with material on Al Capone and Izzy & Moe, plus a few YouTube videos to watch

Preparation time 2-3 hours of reading per week plus some YouTube videos to watch. The Okrent book is an easy read and is 376 pp, and there will be another 100 pp or so of additional readings via the emailed handouts

Computer use required because material will be distributed electronically

Biography A graduate of Penn's Wharton School and Harvard Law, my legal career was spent mainly as a general counsel, including 11 years as Brandeis' initial GC. This is my 6th BOLLI-led course (and 13th time leading). The Prohibition era has always fascinated me, but I had no idea how amazingly rich with juicy stories it really was until I began studying it deeply. An important ingredient for being a successful SGL is passion about one's subject matter and I am passionate about spreading the word regarding why Prohibition was doomed for failure.

Sci1-10-Th4 – Five Physicists Who Changed the World View

Leader – Peter Schmidt

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

Description Galileo, Newton, Maxwell, Einstein, Bohr – five great physicists whose impact went beyond the impressive advances they brought to science. We'll examine the contributions of these giants

in the context of their times, and how they changed the physical world view over the centuries. Although math is an integral part of science, it will be shown only for illustrative purposes in this course. Along the way, we'll explore the birth of the scientific method, the struggle between Galileo and the Church, our everyday Newtonian world and determinism, the importance and impact of Maxwell's Equations, Einstein's Special Relativity in some detail, and the strange and uncertain world of quantum physics. The course will include substantial lecture-style content, but with enough time for questions, discussions and voluntary presentations by class members. Previous exposure to some science is helpful but not necessary. Each of the five physicists will be covered in a two-week segment, so it is best to be able to attend both weeks of a given segment.

Readings *Science in History Volume 2 – The Scientific and Industrial Revolutions*, J.D. Bernal (MIT Press, 1971). ISBN- 978-0262520218 ISBN- 0262520214. Other readings, some from original sources, will be selected and distributed by the SGL via a website.

Preparation time About 2 hours a week

Computer use required Communication will be by Email, and course material will be posted on a course website. There will also be interesting links on the Internet to explore.

Biography My interest in the fundamental questions of nature led me to a Ph.D. in experimental high energy physics, to research, and to teaching at Brandeis, including four years of elementary physics for pre-medical students. Then came a second career as a machine vision engineer and manager in private industry. I've been a frequent study group leader at BOLLI in subjects both scientific and otherwise.