

BOLLI



Brandeis

WHERE *learning* AND *friendship* THRIVE

## **BOLLI Course Schedule Fall 2016**

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>
September 12	September 13	September 14	September 15
September 19	September 20	September 21	September 22
September 26	September 27	September 28	September 29
October 3-6 Break for Rosh Hashanah			
October 10-13 Break for Columbus Day and Yom Kippur			
October 17	October 18	October 19	October 20
October 24	October 25	October 26	October 27
October 31	November 1	November 2	November 3
November 7	November 8	November 9	November 10
November 14	November 15	November 16	November 17
November 21-24 Break for Thanksgiving			
November 28	November 29	November 30	December 1
December 5	December 6	December 7	December 8
Make Up Dates: December 12, 13, 14 and 15			

# Monday

<b>Period 1</b> <b>9:30 a.m.-10:55 a.m.</b>	<b>SOC1-5a-Mon1</b> Aging? Really? Me? Aging With Awareness: The Quest for Fulfillment  Elizabeth David  <i>5 week course, Sep 12 - Oct 24</i> <b>Gold Room</b>	<b>Lit14-5b-Mon1</b> What Do We Know About Crime and What Can We Do About It?  Sandy Sherizen  <i>5 week course Sep 12-Oct 24</i> <b>Blue Room</b>	<b>FILM1-10-Mon1</b> Films About Racism and Anti-Semitism  Irwin Silver  <i>This course will run for two consecutive course periods, from 9:30am-12:35pm</i>  <b>Purple Room</b>	
	<b>MED1-5b-Mon1</b> How New Cures and Therapies are Developed - The Story of Translational Medicine  Allan Kleinman  <i>5 week course, Oct 31 - Dec 5</i> <b>Gold Room</b>	<b>Lit14-5b-Mon1</b> The Humanity of Heinrich Böll: Selected Short Stories  Peter Schmidt  <i>5 week course Oct 31 - Dec 5</i> <b>Blue Room</b>		
<b>Period 2</b> <b>11:10 a.m. - 12:35 p.m.</b>	<b>LIT3-5a-Mon2</b> Enjoying Poetry: Stanley Kunitz' <i>The Wild Braid</i> - Poetry in the Garden  Ruth Kramer Baden  <i>5 week course, Sept 12 - Oct 24</i> <b>Gold Room</b>	<b>LIT6-10-Mon2</b> On Your Mark, Get Set, Twain!  Laurel Ann Brody  <b>Green Room</b>	<b>MUS2-10-Mon2</b> Why Sing Plays? -- An Exploration of the Craft of American Musical Theater  Arthur M. Finstein  <b>Blue Room</b>	
	<b>SCI2-5b-Mon2</b> From Sputnik to the World Wide Web: The Creation of the Internet  Carl Lazarus  <i>5 week course, Oct 31 - Dec 5</i> <b>Gold Room</b>			
<b>Period 3</b> <b>2:10 p.m. - 3:35 p.m.</b>		<b>SOC3-10-Mon3</b> Early Settlers and New Immigrants: The Hispanic Presence in the U.S.  Gene S. Kupferschmid  <b>Purple Room</b>	<b>H&amp;G6-10-Mon3</b> The European Lost and Found -- Displaced Persons after World War II  David Nevard  <b>Blue Room</b>	<b>H&amp;G1-10-Mon3</b> The Remarkable Roosevelts: Franklin, Eleanor and World War II  Fran Feldman  <b>Gold Room</b>

# Tuesday

<p><b>Period 1</b> 9:30 a.m.-10:55 a.m.</p>	<p><b>STOR1-5a-Tue1</b> The Art of Storytelling: Sharing the Human Condition Peter Carcia <i>5 week course, Sept 13 - Oct 25</i> <b>Blue Room</b></p> <hr/> <p><b>LIT7-5b-Tue1</b> The Haunted Mind in Hawthorne's <i>The Blithedale Romance</i> and <i>The Marble Faun</i> David Diamond <i>5 week course, Nov 1 - Dec 6</i> <b>Blue Room</b></p>	<p><b>SCI1-10-Tue1</b> Our Home: Our Planet Fara Faramarzpour <b>Purple Room</b></p>	<p><b>ART4-5a-Tue1</b> Photographers and Photographs That Changed How We See the World Mitch Fischman <i>5 week course, Sept 13 - Oct 25</i> <b>Green Room</b></p>	
<p><b>Period 2</b> 11:10 a.m. - 12:35 p.m.</p>	<p><b>ART2-10-Tue2</b> From Frou-frou to Heroic: Painting in 18<sup>th</sup> and Early 19<sup>th</sup> Century France Suzanne Art <b>Green Room</b></p>	<p><b>MUS3-10-Tue2</b> America's First Maestro: Leonard Bernstein's Music and Role in New York's Cultural Life Georgia Luikens <b>Blue Room</b></p>	<p><b>H&amp;G2-5a-Tue2</b> National Myths and American Exceptionalism John Hose <i>5 week course, Sept 13 - Oct 25</i> <b>Gold Room</b></p> <hr/> <p><b>SOC4-5b-Tue2</b> Not a Silent Minority: Jewish Writing and Identity in 20<sup>th</sup> Century France Joyce Lazarus <i>5 week course, Nov 1 - Dec 6</i> <b>Gold Room</b></p>	<p><b>LIT15-10-Tue2</b> WORDS OF WARNING: From Writers in Post World War II America Sue Wurster <b>Purple Room</b></p>
<p><b>Lunch 12:35-12:55 p.m. Member &amp; Guest Presentations 1:00-2:00 p.m.</b></p>				
<p><b>Period 3</b> 2:10 p.m. - 3:35 p.m.</p>	<p><b>BIOG1-10-Tue3</b> The Enchanted World Journey of Lafcadio Hearn Jeff Kichen <b>Gold Room</b></p>	<p><b>H&amp;G3-10-Tue3</b> COTTON: Capitalism, the Industrial Revolution, Globalism, and the Modern World Fred Kobrick <i>Course begins and ends one week late. Sept 20 - Dec 13</i> <b>Purple Room</b></p>	<p><b>H&amp;G7-10-Tue3</b> Native American Studies: A Guided Vision Quest Quinn Rosefsky <b>Green Room</b></p>	<p><b>LIT1-10-Tue3</b> <i>The Iliad</i> and Related Myth Leonard Aberbach <b>Blue Room</b></p>

# Wednesday

## BOLLI Study Groups Fall 2016

**GYM1-10-Wed1** Muscles and Movement with Jake Picard

**9:45a.m.-10:30a.m.**

Location: Gosman Sports and Convocation Center

<b>Period 1</b> <b>9:30 a.m.-10:55 a.m.</b>	<b>LIT10-10-Wed1</b> A Re-Collection of Favorite Stories Over Many Years  Harriet and Richard Kahn  <span style="background-color: #FFD700; padding: 2px;">Gold Room</span>	<b>ART3-5a-Wed1</b> Ins and Outs of Four Small Art Museums  Elaine Dohan  <i>5 week course, Sept 14 - Oct 26</i> <span style="background-color: #800080; color: white; padding: 2px;">Purple Room</span>	<b>H&amp;G4-10-Wed1</b> PACs, Power, and Politics  Bert Levine  <i>Course begins and ends one week late. Sept 22 -Dec 14</i> <span style="background-color: #4169E1; color: white; padding: 2px;">Blue Room</span>	<b>ART5-10-Wed1</b> Introduction To Photography For Those Who Desire To Take Better Pictures  Arthur Sharenow  <span style="background-color: #32CD32; color: white; padding: 2px;">Green Room</span>
<b>Period 2</b> <b>11:10 a.m. - 12:35 p.m.</b>	<b>MUS1-10-Wed2</b> History of American Music: The Fifties  John Clark  <span style="background-color: #4169E1; color: white; padding: 2px;">Blue Room</span>	David Moskowitz  <i>NOTE: This course will run during periods 1 and 2 on weeks 2,4,6,8,10. Weeks 1,3,5,7,9 will be period 2 only.</i> <span style="background-color: #800080; color: white; padding: 2px;">Purple Room</span>	<b>LIT9-10-Wed2</b> Traveling Through Cultures, Time and Space: Some Favorite Historical Fictions  Sophie Freud  <span style="background-color: #32CD32; color: white; padding: 2px;">Green Room</span>	<b>LIT16-10-Wed2</b> Gods and Broads  Lois Ziegelman  <span style="background-color: #FFD700; padding: 2px;">Gold Room</span>
<b>Lunch 12:35-12:55 p.m. Member &amp; Guest Presentations 1:00-2:00 p.m.</b>				
<b>Period 3</b> <b>2:10 p.m. - 3:35 p.m.</b>	<b>LIT2-10-Wed3</b> James Joyce's <i>Ulysses</i>  Barbara Apstein  <span style="background-color: #FFD700; padding: 2px;">Gold Room</span>	<b>LIT11-5a-Wed3</b> Tales of Seduction and Betrayal : Short Stories of the Modern Age  Bette Lehman  <i>5 week course, Sept 14 - Oct 26</i> <span style="background-color: #32CD32; color: white; padding: 2px;">Green Room</span>	<b>WRIT1-10-Wed3</b> Constructing Our Stories  Marjorie Roemer  <span style="background-color: #4169E1; color: white; padding: 2px;">Blue Room</span>	<b>H&amp;G5-10-Wed3</b> The Men Who Would Be President  Stephen Messinger  <span style="background-color: #800080; color: white; padding: 2px;">Purple Room</span>
		<b>SOC2-5b-Wed3</b> Immigrants' Tales: The Struggle Toward "E Pluribus Unum"  Eleanor Jaffe  <i>5 week course, Nov 2 - Dec 7</i> <span style="background-color: #32CD32; color: white; padding: 2px;">Green Room</span>		

# Thursday

<b>Period 1</b> <b>9:30 a.m.-10:55 a.m.</b>	<b>MUS4-5a-Thur1</b> Mozart's Così Fan Tutte: A Guided Tour  Philip L. Radoff  <i>5 week course, Sept 15 to Oct 27</i>  <div style="text-align: center; background-color: #a0c0ff; padding: 2px;"><b>Blue Room</b></div>	<b>LIT13-10-Thur1</b> The Man Who Dined with Cannibals: Herman Melville from Dark Romantic to Darker Victorian  David Razor  <div style="text-align: center; background-color: #ffcc00; padding: 2px;"><b>Gold Room</b></div>	<b>H&amp;G8-10-Thur1</b> The 1960's: A Divisive Decade that Shaped a Generation  Tamara Chernow & Naomi Schmidt  <div style="text-align: center; background-color: #cc99ff; padding: 2px;"><b>Purple Room</b></div>	
<b>Period 2</b> <b>11:10 a.m. - 12:35 p.m.</b>	<b>ART1-10-Thur2</b> The Private Lives of the Impressionists and Their Art  Nancy Alimansky  <div style="text-align: center; background-color: #9966ff; padding: 2px;"><b>Purple Room</b></div>	<b>LIT4-10-Thur2</b> Franz Kafka, and his Legacy in Story, Pictures, and Film  Avi Bernstein  <i>This course will occupy period 2 during the first 5 weeks; and will occupy Periods 1 and 2 during the second 5 weeks</i>  <div style="text-align: center; background-color: #a0c0ff; padding: 2px;"><b>Blue Room</b></div>	<b>LIT5-10-Thur2</b> Jersey. You Got a Problem with That?  Kathryn Bloom  <div style="text-align: center; background-color: #ffcc00; padding: 2px;"><b>Gold Room</b></div>	<b>H&amp;G9-5a-Thur2</b> The Looting of America  Len Solo  <i>5 week course, Sept 15 to Oct 27</i>  <div style="text-align: center; background-color: #90ee90; padding: 2px;"><b>Green Room</b></div>
<b>Lunch 12:35-12:55 p.m. Member &amp; Guest Presentations 1:00-2:00 p.m.</b>				
<b>Period 3</b> <b>2:10 p.m. - 3:35 p.m.</b>		<b>LIT8-10-Thur3</b> Love, Politics, and Betrayal: Four Plays by Tony Kushner  Jyl Lynn Felman  <div style="text-align: center; background-color: #ffcc00; padding: 2px;"><b>Gold Room</b></div>	<b>SOC5-10-Thur3</b> What's the Right Thing To Do? What Is Just?  Steven P. Perlmutter  <div style="text-align: center; background-color: #9966ff; padding: 2px;"><b>Purple Room</b></div>	<b>CE1-10-Thur3</b> Current Events  Lois Sockol  <div style="text-align: center; background-color: #a0c0ff; padding: 2px;"><b>Blue Room</b></div>

# OSHER LIFELONG LEARNING INSTITUTE @ BRANDEIS

## BOLLI: Fall Term 2016

- Preparation times are estimated per week.
- If handouts are listed as readings, your Study Group Leader may request reimbursement from class members; arrangements for this will be made in the class.
- eBoards are online communication and information tools available to study groups. If they are being used in a course, they are listed in the course descriptions.
- SGL contact info can be found on the BOLLI member website.
- **If you expect to be absent for two or more weeks during the semester, please read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select an alternative.**

### **SOC1-5a-Mon1 Aging? Really? Me? Aging With Awareness: The Quest for Fulfillment**

**Leader – Elizabeth David**

**Monday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course - September 12 to October 24**

**Description** There is beauty in the character creases of our faces and grace in the way we deal with our challenges. What have we learned through the years? What do we continue to learn? How do we apply those learnings in ways that work for us? How do we give back to society? These days we are living longer than ever. Extended lifespan invites expanded awareness. The purpose of this course is to provide participants with the framework to reflect on and to do the internal work that maximizes their potential to experience aging as the fulfillment of life. There will be brief presentations by the SGL, possible guided imagery, written exercises and homework on life review and repair, discussion about forgiveness and compassion; culminating with the writing of ethical wills/legacy letters. This work has the potential to bring healing and deeper meaning to our lives in whatever settings we find ourselves, whether professionally, through volunteerism or simply, and importantly, supporting a friend or family member. Societal attitudes about aging have improved but we still have a long way to go. We are the role models, wisdom keepers and teachers as we fulfill our own potential.

**Readings** There will be handouts but no text.

**Preparation Time** One –two hours depending on participants desire to focus on homework.

**Biography** Elizabeth David is a graduate of Lesley College Institute of the Arts with an MA in Expressive Therapies. She worked in a Hospice setting as Bereavement Program Coordinator and, subsequently, as Coordinator of Volunteers. In bereavement she followed families for a year after the death of the patient, led support groups and trained volunteers who, also, followed in bereavement. As Volunteer Coordinator she trained and supervised volunteers who were assigned to families. Over the years at BOLLI and elsewhere she has conducted numerous classes and workshops on this topic and others. She is blessed with a full life, large family and her husband and love of her life, Barry.

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## **Lit14-5b-Mon1 The Humanity of Heinrich Böll: Selected Short Stories**

**Leader – Peter Schmidt**

**Monday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course – October 31- December 5**

**Description** Heinrich Böll: reluctant soldier, vital participant in restarting German literature after WWII, activist for peace and human rights, Nobel prize winner in literature. His short stories build on and extend the genre; written in everyday language, they explore human themes as lived by ordinary people. In this 5-week course, we'll read selected short stories and examine them together in class for their meaning, symbolism and structure, and for what they say to us today. They'll deserve multiple readings and everyone's participation in the discussions.

**Readings** Either one of the two listed books contains the stories that we'll read and discuss:

*The Stories of Heinrich Böll*, translated by Leila Vennewitz.  
Northwestern University Press (1995).  
ISBN-10: 0-8101-1207-8; ISBN-13: 978-0810112070

*The Collected Stories of Heinrich Böll*, translated by Leila Vennewitz and Breon Mitchell.  
Melville House  
ISBN-10: 1612190022; ISBN-13: 978-1-61219-002-0

**Preparation Time** 2-3 hours

**Biography** Coming to the U.S. as a young immigrant from Germany led me to careers in physics and machine vision engineering. My interest in modern German literature, and especially short stories, was enhanced by a number of courses taken at the Goethe Institute in Boston. Over the last ten years, I've given a number of courses at lifelong learning organizations in a variety of subjects, some scientific (e.g., Five Physicists Who Changed the World View), and some not (e.g., Three Masterpieces: From Drama to Film and Opera).

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## **MED1-5b-Mon1 How New Cures and Therapies are Developed - The Story of Translational Medicine**

**Leader – Allan Kleinman**

**Monday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course October 31 to December 5**

**Description** Did you ever wonder how new and effective cures and therapies for devastating diseases are discovered and become part of the standard medical practice? In this course, which is geared toward an audience with only general knowledge and interest in medicine, we will discuss how cures and therapies are developed, (1) starting with disease observations, generating knowledge and insights leading to hypotheses about disease mechanisms and candidate treatments or cures, (2) creating carefully designed biological experiments with model animals to prove hypotheses, (3) carrying out a rigorous set of ethical

human clinical trials to demonstrate safety and effectiveness to get FDA approval for the new lab test, drug or device, (4) overcoming obstacles to obtain approved and reimbursable new “Standards of Care” for preventing and treating diseases. Finally, (5) we will cover the “Future of Medicine” to review what looks promising, and help class members separate the hype from the hope in newspaper articles. We will discuss many examples of new technologies and related ethical issues. The format will be approximately an hour of presentation followed by a half hour of discussion. Reading assignments will be given for each week’s topic from newspaper articles and non-technical magazines such as *Scientific American*, so access to a computer and email is essential. Class members are encouraged to make presentations or submit recent articles regarding the development of new cures. It is important that class members attend each class as content will build from previous sessions.

**Readings** There will be no books for this course. The SGL will provide links to articles via email. Having access to a computer is required.

**Preparation Time** Two hours per week will be needed to read the articles (five required and five optional) and preview videos.

**Biography** Allan Kleinman has an MS in Electrical Engineering from Brown University and had worked as a systems analyst prior to partially retiring in 2005. Over the past 18 years he has been learning about the coming genomics and medical revolutions by attending conferences and courses, and reading articles in the technical and medical journals. Allan has organized a series of professional-level lectures on bioinformatics for engineers and has given public tours of The Jackson Laboratory during his summers in Maine, explaining how their research is leading the search for tomorrow’s cures. He has been attending OLLI classes at Brandeis and at UCSD for the past ten years and has led courses on energy, wine, individualized medicine and the human immune system.

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## **FILM1-10-Mon1 Films About Racism and Anti-Semitism**

**Leader – Irwin Silver**

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

**Description** The film industry has produced some outstanding films about racism and religious bigotry. We will watch ten of these movies and have a discussion after each one is shown. We will see how Hollywood has handled these very important themes over the years, and how timely both the topics and the movies remain today. Films to be shown include *To Kill a Mockingbird*, *The Life and Times of Hank Greenberg*, *Gentleman’s Agreement*, *Constantine’s Sword*, *Gran Torino*, *Crash*, and *Guess Who’s Coming to Dinner*. Discussion will be based on the films with questions and readings supplied by the SGL. **Each session will run for two consecutive class periods.**

**Readings** Readings will be handed out in class and sent by email.

**Preparation Time** One hour per week

**Biography** Irwin Silver is a retired first vice president of investments from a national investment firm. He has also been an adjunct professor at Northeastern University. He retired after 46 years in the investment industry and has been an active member of BOLLI since 2004. During this time he was co-chair of the Lunch and Learn Committee and has led film courses at BOLLI for 4 years



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## LIT3-5a-Mon2 **Enjoying Poetry: Stanley Kunitz' *The Wild Braid* - Poetry in the Garden**

**Leader – Ruth Kramer Baden**

**Monday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course September 12 to October 24**

**Description** Whether you haven't read a poem since elementary school, or are an avid poetry reader, Stanley Kunitz' *The Wild Braid*, will move and delight you. In this, his final, very accessible book written in his nineties, Kunitz reflects on his life and creative callings as poet and gardener. Together we will read and discuss this bouquet of poems.

**Readings** Stanley Kunitz, *The Wild Braid: A Poet Reflects on a Century in the Garden* (Paper or hardcover)

**Preparation Time** 1-2 Hours

**Biography** Ruth Kramer Baden is a published poet and author. She has been writing since she was seven. She tried to scribble between careers as a teacher, mother, public relations consultant, editor and elder law attorney. She has been leading groups in the understanding and enjoyment of poetry for eleven years at Adult Learning Institutes. She is presently working on a new book of poems about women and about the aging process.

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## SCI2-5b-Mon2 **From Sputnik to the World Wide Web: The Creation of the Internet**

**Leader – Carl Lazarus**

**Monday Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course October 31 to December 5**

**Description** The Internet captured public attention starting in 1995, but its origins go back to the launch of Sputnik. Although it touches all our lives every day, most of us know very little about it. We will cover the history of how the Internet and its two largest applications – email and the World Wide Web – came to exist, and how it works. Some questions we will consider are: What was the role of government, academia, industry, and individual enthusiasts in creating it? Who operates it? How is it governed? Where is it located? How does it work? How is it funded? What was Al Gore's role? No technical background is required, only a lively curiosity.

**Readings** We will read "Inventing The Internet" by Janet Abbate, available in paperback, hard cover, and Kindle. There will also be online articles.

**Preparation Time** We will read 60 to 70 pages each week.

**Biography** Carl Lazarus studied chemistry at Yale and biochemistry at Brandeis, but subsequently studied computer science at MIT and made his career in information technology. He wrote software and managed software development for the health care industry, and later managed various online services.

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## **LIT6-10-Mon2 On Your Mark, Get Set, Twain!**

**Leader – Laurel Ann Brody**

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

**Description** This SGL's passion is social injustice in literature so be prepared to address such issues in the writings of Mark Twain. Discussions will include topics found in his novels: racism, corruption, religion, social exclusion, morality and such. In addition, we will address the time period in which Twain wrote and how he fits into the literary landscape of American literature. One word of caution: Twain loved food. References to food can be found throughout his writings. The SGL will cook some of Twain's recipes and while they often call for raccoon and possum, chicken will be substituted. This SGL refuses to be shoveling roadkill at midnight.

**Readings** Novels: *The Adventures of Tom Sawyer*  
*The Adventures of Huckleberry Finn*  
*Pudd'nhead Wilson*

I am not specifying any special edition as these novels will already be in the library in the homes of many (or in the public library). SGL will provide additional readings.

**Preparation Time** During the first six weeks of the course we will read 3 short novels (200 pages each). The last four weeks will require less reading, as Twain's essays and letters will be addressed.

**Biography** Laurel Brody has been in the classroom for almost 25 years as an English teacher, Literacy Coach, Director of Professional Development, Reading Specialist and was in charge of teacher training in the instruction of reading and writing skills. In addition, she has taught on both the college level (Swarthmore College) and graduate school levels (University of Pennsylvania) teaching teachers. This is her third course at BOLLI after having taught Steinbeck for two semesters and Vonnegut for one. During semester breaks Laurel has facilitated the *New York Times* group and a writing clinic. And she makes a mean brisket!

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## **MUS2-10-Mon2 Why Sing Plays? -- An Exploration of the Craft of American Musical Theater**

**Leader – Arthur M. Finstein**

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

**Description** We'll study 3 extraordinary mid-20<sup>th</sup> century American musicals: *West Side Story*, *1776* and *She Loves Me*. Taken together, these pieces offer significant insight into the remarkable craft by which high-quality musical theater is created. Each work takes a different approach to musicalizing its subject matter. But all take advantage of common, basic compositional principles established centuries before in the world of opera. We'll define these bedrock ideas and then examine each show, focusing on the purposes, placement, structures and styles of songs, in an attempt to discover how creators' musical

choices sharpen character and plot, and deepen the play's impact. The course will consist of SGL presentation and group listening / viewing and discussion. No reports will be expected, and no specific musical or theatrical skills are required

**Readings** Any editions of *West Side Story* and Shakespeare's *Romeo and Juliet* are fine. But both are available together in a single Mass Market paperback, new from Amazon, cost about \$6.50. *1776*, by Edwards and Stone, is published in paperback by Applause Books, for \$8-10 new and used from Amazon.

I will provide necessary materials for *She Loves Me*, as its source- play is not in print. I'll also provide selected other relevant handouts as necessary. I will hope each class member will contribute no more than \$5-7 to defray the cost of copying such materials.

Many of these items may also be available through the public library system (Minuteman Library Network) [min.lib.mas.us](http://min.lib.mas.us)

**Preparation Time** I expect reading and viewing / listening to take approximately 3-4 hours per week.

**Biography** Arthur Finstein holds BA and MFA degrees in music from Brandeis. He's a retired Massachusetts music educator and has music-directed more than 190 productions in the greater Boston scholastic, community and professional theater circuits over 40+ years. He has presented at statewide, regional and national conferences on music and theater education, and continues to advocate for increased support for the creative arts, especially for music and musical theater.

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## **SOC3-10-Mon3 Early Settlers and New Immigrants: The Hispanic Presence in the U.S.**

**Leader – Gene S. Kupferschmid**

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

**Description** Nearly a century before the Pilgrims arrived at Plymouth Rock, Spaniards and Mexicans had settled in Florida and the western part of what is now the United States. Today, census figures tell us that the fastest growing population in the U.S. is Hispanic, a population composed of the descendants of those early settlers and millions of recent immigrants. After a brief review of historical antecedents, we will learn more about these immigrants, primarily from Mexico and Central America, the political response to them, and their role in the U.S. economy. Other recent events also have drawn attention to the Hispanics in this country: steps toward normalizing our relations with Cuba, Puerto Rico (a U.S. territory) facing a grave economic crisis. Hispanics are registering in large numbers to vote. What will be their effect on the election outcome? Big changes and new developments are taking place, and it is time for us to take a closer look at them. Each class will consist of some presentation, much discussion, some video and voluntary reports.

**Readings** *Harvest of Empire: A History of Latinos in America* (Revised edition) by Juan Gonzalez; Penguin Books, 2011; ISBN 978-0-14-311928-9  
There will also be a Course Pack.

**Preparation Time** Varies from 25 pages to 75 pages per week.

**Biography** Gene Kupferschmid taught for 30 years at Boston College, was awarded two National Endowment for the Humanities Summer Fellowships and has published fourteen textbooks on Spanish

and Latin American language, literature and culture. Her primary field of interest is Latin America, and she has lived in Argentina and Mexico.

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## **H&G6-10-Mon3 The European Lost and Found -- Displaced Persons after World War II**

**Leader – David Nevard**

### **Monday Course Period 3 – 2:10 am to 3:35 pm**

**Description** In the late 1940s, “DP” was a term – sometimes pejorative – used to describe Europeans who didn’t seem to belong anywhere. Thin, tired, wearing donated clothing, they waited in crowded “camps,” mostly former army barracks. The camps were assigned by nationality, with the Jews being counted as a separate nation. The DPs could not return to their home countries, but it seemed no nation on earth was willing to take them. Over 400,000 displaced persons eventually came to the United States. Their children and grandchildren have become part of American society, but the story of their struggles is largely forgotten. We will focus on the stories of individual DPs. Their backgrounds were varied -they had been forced laborers, prisoners of war, concentration camp survivors, people who’d spent the war in hiding or in Siberia. They began new lives in the camps, where Jews, Ukrainians, Poles, and Baltics bonded as communities. We will also look at high-level policy - how Americans like Harry Truman, Dwight Eisenhower, Eleanor Roosevelt (and even Ronald Reagan and Fiorello LaGuardia) worked to help the displaced. DPs were personally impacted by Cold War politics, and were actively involved in the birth of the State of Israel. The SGL will introduce each topic, illustrated with slides and brief videos. This will be followed by discussion; personal family stories will be encouraged.

**Readings** *DPs: Europe’s Displaced Persons, 1945-1951*, by Mark Wyman, Cornell University Press. (any edition)

**Preparation Time** 20 pages per week plus some additional readings (1 to 2 hours)

**Biography** David Nevard grew up in Waltham. While in high school he took some advanced courses at Brandeis, including European Politics with Roy Macridis, which started a lifelong interest in the history and politics of Europe. David attended UMass-Amherst majoring in English, and then spent over 30 years in the corporate world – first in accounting and then information technology for Staples, Inc. David has furthered his interest in history with several courses at BOLLI over the past two years. His wife’s family were displaced persons after World War II, which inspired this course – the first he is leading at BOLLI.

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## **H&G1-10-Mon3 The Remarkable Roosevelts: Franklin, Eleanor and World War II**

**Leader – Fran Feldman**

### **Monday – Course Period 3 – 12:35 pm to 2:35 pm**

**Description** Doris Kearns Goodwin’s *No Ordinary Time* focuses our attention on the Roosevelt White House during the long and extremely difficult years of World War II. In her carefully researched and clearly written text, the author explains how the White House functioned, the significant role played by

the First Lady, the overwhelming challenges facing the Administration and, indeed, the country during the war, and the unique character traits and talents FDR and his wife brought to the presidency. We will examine not only the text but also other critical issues of the day, such as isolationism, Japanese internment, qualities of presidential leadership, racism, women in the workplace, the failure to save European Jewry, and the Manhattan project. In this election year we will compare and contrast the role of the President and First Lady in the 1940s and today. Classes will be conducted by discussion with no lectures. NOTE: Study group members are encouraged to actively participate in class and to offer reports on relevant topics. This course was given in Fall 2013.

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

**Preparation Time** 2-3 Hours

**Biography** Fran Feldman's interest in government and history began when she majored in government at Smith College, received a Master of Arts in Teaching (in history) from Yale, and taught social studies in middle school. Later, in California, she embarked on a second career editing cooking, gardening, crafts, and home improvement books for Sunset Books. After returning home to the Boston area, she worked as an administrator and financial trainer in the Faculty of Arts and Sciences at Harvard. Her passions are golf, traveling, and volunteer work. Her other courses at BOLLI have been "The Reluctant Ally" and "Allies and Adversaries."

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## **STOR1-5a-Tue1 The Art of Storytelling: Sharing the Human Condition**

**Leader – Peter Carcia**

**Tuesday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course September 13 to October 25**

**Description** Storytelling is an emerging vibrant art form which is now recognized by the National Endowment for the Humanities. The Moth Radio Hour on National Public Radio has helped lead the way in storytelling. We now recognize that stories are the building blocks of knowledge and the foundation of memories and learning. Stories connect us with our humanity and link past, present and future. Participants will learn the basic structure necessary for telling a story that will engage the audience. We will explore the fundamentals of storytelling: how to develop narrative, plot, content, dramatic appeal, context, setting and characters. We are all storytellers – thinking in stories and telling them every day. This course will "up your game" and your friends will be retelling your stories. Class sessions will consist of story presentations, discussion and critique. Stories will be 3-5 minutes in length without notes. Class members will select the topics to be presented; each class member will be expected to participate in storytelling. This class was given in the Spring 2016.

**Readings** Handouts will be provided. Web sites on storytelling will also be recommended. YouTube videos may be recommended or shown in class.

**Preparation Time** You will need 2–3 hours of preparation time to put together a coherent story. Over the length of the course you will be preparing 2-3 stories.

**Biography** Peter Carcia was Technical Director/Divisional VP at Polaroid where he had a long career. He now consults in the elder care field and is associated with Aging 2.0. Presently he is working with the town of Reading helping to explore the village concept for seniors. He has competed in Massmouth,

making both the semi-finals and the finals. He has participated in Boston's First Night as a story teller and can be heard at various venues around Boston and Cambridge.

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## **LIT7-5b-Tue1 The Haunted Mind in Hawthorne's *The Blithedale Romance* and *The Marble Faun***

**Leader – David Diamond**

**Tuesday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course November 1 to December 6**

**Description** In his 1835 sketch entitled “The Haunted Mind”, Hawthorne set out a template for the workings of the mind which anticipated Freud’s systematic description of the unconscious by half a century. For both Hawthorne and Freud, the past is always a living force in the psyche and influences our thoughts, feelings and behavior in important ways. The characters in Hawthorne’s novels try to escape their troubled pasts but the powerful and omnipresent power of the unconscious decisively drive their fate. The theme of the haunted mind is prominent in Hawthorne’s first two romances, *The Scarlet Letter* and *The House of the Seven Gables*. In this course we will consider the workings of the haunted mind in his final two romances, *The Blithedale Romance* and *The Marble Faun*. *The Blithedale Romance* is set in the utopian community of Blithedale in West Roxbury. *The Marble Faun* concerns a group of young artists who are pursuing the study and practice of art in Rome. Although the settings are very different, in each case the workings of the haunted mind propel the protagonists to a tragic outcome. The format is primarily group discussion guided by the SGL.

**Readings** “The Haunted Mind” (3 pages)

*The Blithedale Romance* (250 pages)

*The Marble Faun* (400 pages)

**Preparation Time** The two novels together comprise 650 pages. It is recommended that *The Blithedale Romance* be read in its entirety for the first meeting of the course. *The Marble Faun* will be read over the ensuing three weeks.

**Biography** David Diamond is a psychiatrist and psychoanalyst in private practice in Newton. He directed the Outpatient Psychiatry Department at Brigham and Women’s Hospital and was Assistant Professor of Psychiatry at Harvard Medical School for 17 years. He is a member of the Psychoanalytic Center of New England and the Nathaniel Hawthorne Society. He has written about and taught Hawthorne’s romances in several contexts including BOLLI.

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## **SCI1-10-Tue1 Our Home: Our Planet**

**Leader – Fara Faramarzpour**

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

**Description** This course is about the history of our planet from the formation of the solar system to the present. Topics will include the oceans, the Earth’s atmosphere, the evolution of the biosphere and the

tree of life. We will study the impact of civilization and technology on the environment. Are we unique in the universe? We will examine the tools used to discover other planets in our galaxy and the possibility of discovering microbial life in the near future, possible futures for our planet, and solutions to create a better world for our children. Each session will consist of the presentation of the topic by the SGL followed by discussion. Attendees are required to view each week's assignments using the course website before coming to the class. Most of the materials are multimedia from NASA, PBS Nature and Nova sources. Copies of the readings documents are included in the class website.

**Readings** A class website will include online readings and online viewing of videos.

**Preparation Time** About two hours per week.

**Biography** Fara has been interested in the history of science and our cultural heritage, and has taught courses in the history of science at BOLLI. His educational background includes physics and astronomy. He enjoys reading books about nature, philosophy, and natural science. This class was given in the Fall 2015.

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## **ART4-5a-Tue1 Photographers and Photographs That Changed How We See the World**

**Leader – Mitch Fischman**

**Tuesday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course September 13 to October 25**

**Description** Photographs have influenced the way we see the world, as well as our reactions to events we see. Over the first 5-weeks of the fall term, we will examine how photographs and photography “giants” such as Dorothea Lange, Margaret Bourke-White, Robert Capa, Paul Strand, W. Eugene Smith have influenced the way we see the world, particularly during photojournalism’s “Golden Age” between 1930-1950 (Depression, WWII), also coinciding with advances in the mediums of radio and television and non-print journalism. Included will be the influence of the early photographer journalism pioneers such as Matthew Brady’s Civil War photographs, Walker Evans’ Americana experience, and Lewis Hines’ and Jacob Reiss’ social documentary. We will consider the work of Henri Cartier-Bresson (including his “street photography”), Gary Winogrand, Vivian Maier and others who have shaped our view of life in urban areas. We will also examine iconic photographs such as Huynh Cong Ut’s “The Terror of War”, showing napalm bombing of a Vietnamese village, and “The Flag in the Plaza” where the American Flag was used to attack an African American man walking across City Hall Plaza during 1970’s Boston busing crisis. Class members will be asked to send “street photograph” images or a photographic essay that conveys a photo narrative to the SGL. A professional photographer may attend as a guest lecturer/participant to one of the classes. The course will be a combination of lecture, discussion, voluntary reports and examination of member “street photographs”. This class was given in the Spring 2016.

**Readings** We will utilize *Photography: The 50 Most Influential Photographers of Our Time* by Chris Dickie, 2010 (Barron’s Educational Series, Inc.), and *The Street Photographer’s Manual* by David Gibson,

2014 (Thames & Hudson). In addition, a handout supplement of readings (at an additional fee) for each class will be sent to each member before classes begin - to accompany the weekly assignments.

**Preparation Time** 2-3 Hours

**Biography** Mitch Fischman has been an amateur “street photographer” for the past 30-years. He attends every possible photography exhibit and has read extensively about many of the photographers being discussed. He is a Boston native and works as a planning and real estate permitting consultant to developers, universities and hospitals, assisting in approvals for their real estate development projects. He is an urban planner with a Masters from University of Pittsburgh, served as an Alderman/City Councilor in Newton for 12-years, and previously led this course in the Spring, 2016, as well as twice led a 5-week course in 2014-2015 entitled “The Boston Skyline: Boom or Bust,” as well as was a co-SGL for an earlier 5-week course on Green Buildings.

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## **ART2-10-Tue2 From Frou-frou to Heroic: Painting in 18<sup>th</sup> and Early 19<sup>th</sup> Century France**

**Leader – Suzanne Art**

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

**Description** After the death of Louis XIV in 1715, the fun-loving Duke of Orleans ruled as regent for his 5-year-old nephew, and France turned away from imperial aspirations to focus on more personal—and pleasurable—pursuits. This change led to a new style in art, known as the Rococo, which was highly decorative, playful, and often erotic. Jean-Antoine Watteau established the new style with his *fêtes galantes* - paintings of fine ladies and gentlemen in silks and satins frolicking in an idealized natural setting. As protests escalated against the monarchy by mid-century, social critics cried out for a more morally uplifting type of art. The new Neoclassical style, epitomized in the paintings of Jacques-Louis David, paid tribute to Roman republican virtues and helped fuel the French revolutionary fervor. The wars of the Revolution and of the Napoleonic era ushered in the Romantic style, which presented nature as an uncontrollable and unpredictable power, very much at odds with the orderly landscapes of earlier painters. Through an in-depth study of the paintings of these three movements in France, we will learn about the evolution of artistic technique and style as well as the fascinating times that the paintings reflect. There will be a balance of background lectures by the SGL and group discussions of individual paintings.

**Readings** All assignments are online. These include videos by art historians of individual paintings as well as biographies of the artists. There will also be a number of short articles to read.

**Preparation Time** About an hour

**Biography** Suzanne Art has always loved art and history. She has a BA in History, an MA in the French Language and Literature, and an MA in Teaching. She taught history for 16 years at a private school. During that time she also wrote a series of twelve history books, a major feature of which is the study of the art of a given culture. She has taught three art courses at BOLLI: Painters of the Italian Renaissance, Let’s Go for Baroque, and Three Giants of the Northern Renaissance.



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## **MUS3-10-Tue2 America's First Maestro: Leonard Bernstein's Music and Role in New York's Cultural Life**

**Leader – Georgia Luikens**

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

**Description** Leonard Bernstein is as much an icon of 20<sup>th</sup> century American cultural life as the driving syncopated rhythms of *West Side Story*; the bustle of Times Square captured in the score of *On the Town*, and his engaging Young Peoples' Concerts broadcast on CBS. Conductor, composer and educator, Bernstein was the first American-born and-educated Musical Director of the New York Philharmonic – a true “renaissance man” and humanist. He dramatically influenced American musical and cultural life, particularly in New York City. In this course, we will listen to representative examples from Bernstein's compositional output, as well as examine and assess his legacy - cultural contributions, political life and musical innovation. Works considered will include the four musicals, examples from the symphonic and choral repertoire, as well as excerpts from his chamber music and operas. Each session will consist of a mixture of guided listening, lecture, and group discussion.

**Readings** There will be a course packet with required readings. Participants may choose to listen to some or all of the repertoire online, (links provided), and/or access their local library for the CDs.

**Preparation Time** 2 hours on average.

**Biography** Georgia Luikens is an Australian-born musicologist, educator and violinist. She holds degrees in English Literature and Music from the University of New South Wales in Sydney, Australia. Georgia has a Masters degree in Musicology from Brandeis University where she is currently a doctoral candidate writing on the choral works of Leonard Bernstein. She teaches a range of interdisciplinary courses examining music history, musical theatre and filmed musicals, American studies and literature. Georgia held the Harry and Mildred Remis Endowed Fellowship for the Creative Arts at Brandeis for five years, and more recently was a recipient of the University Prize Instructorship.

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## **H&G2-5a-Tue2 National Myths and American Exceptionalism**

**Leader – John Hose**

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

**5 Week Course September 13 to October 25**

**Description** Myths are stories about people, nations, events or values, believed by many but not completely true. Some, like Parson Weems' story about George Washington cutting down the cherry tree, are entirely false, but most myths consist of both fact and fiction. All myths seek to explain the way we understand the world, our place in it, and/or our values. America is not the first nation to identify itself as exceptional. Many nations have claimed a heavenly-mandated exceptionalism including Rome, China, England, France and Russia throughout much of their histories. Russia at different times has

expressed its exceptionalism as the Third Rome, the pan-Slavic kingdom, and the world headquarters of the Communist International. The idea of American exceptionalism is accepted — to a greater or lesser extent — by the great majority of Americans, and it is a very powerful story affecting both the nation and the world beyond. This is a discussion course in which we will explore the nature of myth, some examples of American myths, their persistence and the many opinions on the issue of American exceptionalism. The aim of this course is not to find the truth or the right answer, but to explore the impact of the numerous opinions regarding American exceptionalism and what those opinions tell us about ourselves and our place in the world. We will also consider the advantages, disadvantages and consequences of America's fixation on exceptionalism.

**Readings** *American Exceptionalism: An Experiment in History*, Charles Murray, AEI Press (50 pages). Course reader composed of articles and commentary drawn from the Internet regarding American exceptionalism and related issues.

**Preparation Time** 2 hours or less

**Biography** John Hose spent his working career in higher education administration at the City University of New York, the University of New Hampshire, and the final thirty years as Executive Assistant to the last four Brandeis University presidents and as Assistant Secretary of the Corporation for the Board of Trustees. He holds a PhD in history from Columbia University, and, early in his career, he taught adults at Queens College/CUNY in New York.

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## **SOC4-5b-Tue2 Not a Silent Minority: Jewish Writing and Identity in 20<sup>th</sup> Century France**

**Leader – Joyce Lazarus**

**Tuesday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course November 1 to December 6**

**Description** French Jews, numbering 600,000, constitute the fourth largest Jewish community in the world. Until the mid-twentieth century they did not openly embrace their Jewish heritage because of their long-standing tradition of acculturation as French citizens. Since the Shoah, however, there has been a Jewish revival in literature and other art forms and an open exploration of the theme of Jewish identity. This course will examine the topic of French Jewish identity as it is articulated in short stories, memoirs, essays and excerpts of novels from the twentieth century. We will study works in translation by both Ashkenazic and Sephardic Jews, some of whom immigrated to France from former colonies and territories in North Africa. The course will span the decades before World War II to the end of the twentieth century. Some questions we will consider are: Why did many French Jews remain silent about their Jewish heritage for so long? How did the Shoah change their attachment to Judaism? How do the post-Shoah generations express their identification with Judaism? What are the most prominent themes in these literary works and essays? Each week, the SGL will give a short presentation on an author and on the historical context, followed by much classroom discussion on the text(s). Students will be given in advance a set of questions to think about as they read the weekly assignment.

**Readings** Yale French Studies, Number 85: *Discourses of Jewish Identity in Twentieth-Century France*; Yale University Press 1994. ISBN-10: 0300060157; ISBN-13: 978-0300060157; available used for \$5.00 or less at Amazon and other online stores.

Albert Memmi, *Portrait of a Jew*, trans. Elisabeth Abbott; available in several editions at Amazon for \$5.00 or less. All editions are acceptable.

Georges Perec, *W or the Memory of Childhood*; available in several editions at Amazon for \$5.00 or less. All editions are acceptable.

Elie Wiesel, *One Generation After*; available in several editions at Amazon for \$5.00 or less. All editions are acceptable

**Preparation Time** We will read 50 to 60 pages each week.

**Biography** Joyce Lazarus studied French at Queens College (CUNY) and Harvard University. She taught French and elementary Spanish for thirty-nine years at Framingham State University. Since retiring, she has continued to do research and publish books and articles on the topics of Jewish identity, French and francophone history and literature. She published a book on French Jewish writers, entitled *Strangers and Sojourners: Jewish Identity in Contemporary Francophone Fiction* (Peter Lang, 1999) and on contemporary French Jewish history, entitled *In the Shadow of Vichy: The Finaly Affair* (Peter Lang, 2008).

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## LIT15-10-Tue2 **WORDS OF WARNING: From Writers in Post World War II America**

**Leader – Sue Wurster**

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

**Description** In the 1950s, when the First Amendment rights of U.S. citizens were being trampled in Washington, several enduring pieces of American literature provided warning visions for the future. Fueled by the flames of the anti-Communist fervor of the day, these works remind us of issues considered central to our American character, particularly our passionate concern about our individual freedom of thought and expression. But, of course, this led these writers to what may be an even more important question: if this right is so central to our cultural being, how and why have we allowed it to be threatened in times of turmoil? Using this lens, we'll look at two of Arthur Miller's plays, *The Crucible* and *A View from the Bridge*, as well as Jerome Lawrence and Robert E. Lee's enduring work, *Inherit the Wind*. In addition, we'll focus on Ray Bradbury's powerful novel, *Fahrenheit 451*. We'll examine these works in their multi-layered historical contexts, explore the warnings provided in each, and focus on why they have endured as now classic pieces of American literature. Class sessions will consist of approximately equal portions lecture presentation, discussion, and--especially considering the fact that plays are written to be performed--the reading aloud of key scenes in order to bring each work more fully to life. This class was given in the Spring 2016.

**Readings** *The Crucible* by Arthur Miller

*A View from the Bridge* by Arthur Miller

*Inherit the Wind* by Jerome Lawrence and Robert E. Lee *Fahrenheit 451* by Ray Bradbury

“History Handouts” (provided in pdf form on Google Drive and on eBoard; print version available upon request at printing cost of \$23 for those who prefer hard copy)

**Preparation Time** 1-2 hours per week

**Biography** After earning B.S./M.A. degrees in Theatre & Communications from Ohio University, Sue Wurster taught at St. Cloud State University (MN), Elizabeth Seton College (NY), the Chapin and

Calhoun schools (NYC), and Nashoba Brooks School (Concord). She received fellowships from Northwestern's School of Speech, NYC's New Actors' Workshop (studying with Paul Sills), Bank Street College (studying with Jack Zipes), and Columbia University (studying with Howard Stein). Sue served on the executive board of the American Alliance for Theatre in Education, chairing its high school division. She served as director of the New York State Forensics League and as co-founding chair of the Massachusetts Middle School Speech League.

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## **BIOG1-10-Tue3 The Enchanted World Journey of Lafcadio Hearn**

**Leader – Jeff Kichen**

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

**Description** In this course we will breathlessly follow Lafcadio Hearn (1850 – 1904) from his childhood in Ireland to his becoming a citizen of the world. We will migrate to America with Hearn and see him become one of late 19<sup>th</sup> century America's most widely read journalists, travel writers, and authors of exotic tales. He excelled at reporting on the gruesome and the fantastic, as well as on literary and cultural affairs. We will travel with him as he moves to Japan becoming a citizen and marrying into a traditional Japanese family. There he becomes a great interpreter of culture between East and West and to this day is remembered in Japan for his collections of Japanese legends and ghost stories. We will conclude our journey with my provocative theory of Hearn's legacy and his influence on Martin Buber's life work of interpreting Hasidic wisdom.

**Readings** There are no required books for this course. The SGL will provide a packet of readings. The readings for the first 5 weeks will be distributed on week 1 and those for weeks 6 through 10 will be distributed on week 2.

**Preparation Time** I anticipate preparation time will range from 2 ½ to 3 1/2 hours per week.

**Biography** Jeff Kichen has been a BOLLI SGL since 2013. He has led courses on Toni Morrison, George Eliot, the history of health care reform in the United States, the history of medicine in 19<sup>th</sup> century America, and a course on the year 1954. He is currently an instructor in Public Health at the University of Massachusetts and Director of Health Policy for The Roche Associates of Wilbraham, Massachusetts. He has a master's degree in public health and a bachelor's degree in history and has been studying and pondering the works of Lafcadio Hearn for over thirty-five years.

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## **H&G3-10-Tue3 COTTON: How a Small White Plant Created Capitalism, the Industrial Revolution, Globalism, and the Modern World**

**Leader – Fred Kobrick**

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

**September 20 to December 13**

**(NOTE: Course begins and ends one week late.)**

**Description** What created capitalism and globalization as we know them? COTTON. How could one commodity, and only one --- COTTON --- become the most important manufacturing industry in an

economically diverse world for over nine centuries? We will explore how cotton, known to ancient civilizations before 3,500 BC, had its global production centered in India and China in the early 1600's and why later production was dominated by the British and became the foundation of the Industrial Age, the British Empire, 19th century global trade, and the slave economy of the American South. Cotton involved both slave labor and the dynamic of paid workers and capitalists. Those factors helped to create economic and social inequality, which began with the Industrial Age and is still with us. While slavery was a big part of cotton in the South, the North provided shipping, insurance, brokerage and financing, thereby making New York America's financial capital. Even today, cotton production is incredibly important: annual production of 400-pound bales, stacked, would rise 40,000 miles high! The SGL studied capitalism's history as an economics major, but today new research makes the story of cotton and the rise of empire and globalization more accurate, and far more exciting. The class requires no prior knowledge of economics; it is a history of the major forces that created our modern world. Class time will be about 40% lecture and 60% discussion. For continuity purposes students should plan to attend all ten sessions. **(NOTE: Course begins and ends one week late.)**

**Readings** *Empire of Cotton, A Global History*, by Sven Beckert (2015 Bancroft Prize). 443 pp. Plus a few informative articles that help illuminate historical events.

**Preparation Time** 2 and a half hours

**Biography** Fred Kobrick managed one of the top 5 mutual funds in the country for 15 years. He has a BA in economics from Boston University and a MBA in finance from Harvard. Fred has led a number of BOLLI classes, including Great Companies/Great Stocks and a recently-completed course on China's foreign policy. He has taught several graduate programs at Boston University on diverse topics such as finance, economics, the global history of slavery, and additional subjects from a book he has authored. Most recently, he taught this cotton course at BOLLI.

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## **H&G7-10-Tue3 Native American Studies: A Guided Vision Quest**

**Leader – Quinn Rosefsky**

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

**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 U.S. 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 U.S. Government policies that were meant to isolate or remove, then "assimilate", then finally to allow self-determination to take effect. We will look at some current problem areas. And as a way of understanding how several Native American authors have reacted to their position in our society, we will read selections from their writings. Class format is that of a seminar. Class time will be used for discussion of 1.) short videos watched at the beginning of each class and 2.) question lists attached to the weekly reading assignments. The goal of each class will be to create a dynamic, interactive learning experience which invites maximal input from class members. The SGL will attempt to guide the class through a cumulative learning experience, an awakening, a "Vision Quest". This class was given in Spring 2015.

**Readings** Multiple informational PDFs each week. Selections from short stories found in: *Love Medicine* by Louise Erdrich (ISBN 978-0-06-178742-3) and *The Lone Ranger and Tonto Fist Fight in Heaven* by Sherman Alexie (ISBN 978-0-8021-2199-8). And a non-fiction text: *The Inconvenient Indian: A Curious Account of Native People in North America* by Thomas King (ISBN 978-0-8166-8976-7).

**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.

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

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## LIT1-10-Tue3 *The Iliad* and Related Myth

**Leader – Leonard Aberbach**

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

**Description** The magnificent epic poems of ancient Greece and Rome, *The Iliad*, *The Odyssey* and *The Aeneid*, although perceived by some as challenging and demanding, are remarkably readable, accessible, and relevant to modern readers. The exceptional characters and mythic stories have had a profound impact on readers and have inspired authors, poets, composers and artists throughout the centuries. They form the backbone of Western literature and culture.

This course will focus on the first of these epics chronologically, *The Iliad* of Homer, along with other pertinent readings in Greek mythology. Whether you are completely new to the *Iliad* or have read it in high school or college, your understanding and appreciation of the poem will be profoundly greater as a mature reader with the benefit of experience accrued over time. Through our study of the poem we will explore the values and morals of the society, the complex relationships between men and their gods, and the nature of interpersonal relationships in a world frequently dominated by war.

This course is the first of a series which will be given over three semesters, with the second covering *The Odyssey* and the third *The Aeneid*. These epics are best studied in this order since they clearly and purposefully build on one another.

I hope you will join me on this journey that begins with *The Iliad*, taking us back in time to discover characters whose passions, flaws, nobility and frailties exemplify a humanity that we can readily relate to today.

**Readings** *Mythology*, Edith Hamilton ISBN 0316341517, Little Brown, 1998, about \$11 in paperback at Amazon.

*The Iliad*, Homer, Translated by Robert Fitzgerald, Anchor paperback, ISBN 0385059418, about \$10 at Amazon

**Preparation Time** 2-3 hours/week for reading and preparing thoughts regarding study questions.

**Biography** Leonard Aberbach has been a member of BOLLI almost since it began and has led a number of study groups on the great epics of western civilization. His interest in this area began after joining BOLLI and has little connection to his education and work experience which includes a PhD in chemical

engineering and technology-based business general management. The classical epics satisfy his desire to lead courses in an area of interest that requires new focus, study and effort.

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## **Gym1-10-Wed1 Muscles and Movement**

**Leader – Jake Picard**

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

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

**Biography** Jake Picard is a Brandeis graduate of the College of Arts & Sciences. Having been a personal trainer for two years and spent time assisting in a physical therapy clinic, Jake prides himself on being able to work with all kinds of people. Successful exercise requires challenge but also a clear zone of comfort, reports Jake. He looks forward to pursuing this approach with BOLLI seniors in the Muscles & Movement course.

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## **LIT10-10-Wed1 A Re-Collection of Favorite Stories Over Many Years**

**Leader – Harriet and Richard Kahn**

**Wednesday – Course Period 1 – 9:30 am to 10:55 am**

**Description** We welcome readers and re-readers to a discussion of ten short stories that merit reading and rereading for exploration of their multiple aspects. Selections include: “A Good Man Is Hard to Find” by Flannery O'Connor, “Goodbye, My Brother” by John Cheever, “The Boat” by Alistair MacLeod, “The Dead” by James Joyce, “The Bear Came Over the Mountain” by Alice Munro, “Unaccustomed Earth” by Jhumpa Lahiri, “A Father's Story” by Andre Dubus, “A Letter to Harvey Milk” by Leslea Newman, “A Small Good Thing” by Raymond Carver, and “Barn Burning” by William Faulkner.

**Readings** All stories are available online.

**Preparation Time** One hour each week to read and reread the assigned story

**Biography** Harriet Kahn is a retired pre-school teacher and director. She has taught short stories at BOLLI for many years. Richard Kahn is a retired psychiatrist and has also taught at BOLLI for many years.

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## **ART3-5a-Wed1 Hidden Gems – Ins and Outs of Four Small Art Museums**

**Leader – Elaine Dohan**

**Wednesday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course September 14 to October 26**

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

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

**Preparation Time** One hour reading or viewing selections provided on internet

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

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## **LIT12-10-Wed2 Reel Literature: The Great Graham Greene in Print and on Screen**

**Leader – David Moskowitz**

**Wednesday – Course Period 2 on weeks 1,3,5,7,9; and Periods 1 and 2 on weeks 2,4,6,8,10**

**Description** Graham Greene has long been a favorite author of mine. John Irving once described him as "the most accomplished living novelist in the English language." Greene, an iconoclast, wrote over 25 novels, typically exploring the ambivalent moral and political issues of the modern world, often through a Catholic (he converted) perspective. His thrillers are particularly compelling reads. Treachery and betrayal are common themes. A well regarded journalist as well as novelist, Greene worked for the British Secret Intelligence Service and among his close friends were both Ian Fleming and infamous Soviet



double-agent, Kim Philby. What especially sets Greene apart from his peers is the number of highly successful films made based on his writings, and even remade (we'll be watching two of these). I have selected five of his works based on their brevity, their ratings and the ratings of the movies made therefrom. Members will be expected to read each book in its entirety before that book is discussed in class. During odd numbered weeks we will discuss the book at length in a regular period; during even numbered weeks class will be conducted in a double period, beginning by watching the movie. The ensuing discussion will address, *inter alia*, how well the film captures Greene's work, what succeeds and what does not, what was deleted and what was added, and the ways each of us might have adopted a somewhat different approach, as well as concluding the previous week's discussion. Dynamic class discussions are my hallmark. This course was given in the spring, 2016.

**Readings** As should be clear from the title and course description, the author of all of these books is Graham Greene. While you are not required to purchase the version I am using, it would be most helpful so that all of us can be on the same page when we cite passages.

*The Ministry of Fear* (191pp) Penguin Books, ISBN 978-0-14-303911-2

*The Third Man* (151pp) Penguin Books, ISBN 0-14-028682-9

*The End of the Affair* (186pp) Penguin Books, ISBN 0-14-029109-1

*The Quiet American* (179pp) Penguin Books, ISBN 0-14-001792-5

*Our Man in Havana* (214pp) Penguin Books, ISBN 0-14-001790-9

**Preparation Time** Greene's novels make for easy reading. The total number of pages to be read equals 921, requiring therefore an average of 92 pages per week.

**Biography** David Moskowitz is a graduate of Penn's Wharton School and Harvard Law. His legal career was spent predominantly as a general counsel, including 11 years as Brandeis' initial general counsel. This is his 7th BOLLI-led course (15th time leading), and fourth literature course. This course combines David's interests in both literature and film in a format that had not been previously explored at BOLLI.

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## H&G4-10-Wed1 PACs, Power, and Politics

Leader – Bert Levine

**Wednesday – Course Period 1 – 9:30 am to 10:55 am**  
(*Course begins and ends one week late - Sept 22 to Dec 14*)

**Description** Few words in our political vocabulary conjure up more negative images than “lobbyists,” “special interest groups,” and “campaign contributions.” In fact, Jack Abramoff, a former “high-powered” lobbyist and now convicted felon has described contributions made by lobbyists for special interests as bribes. But, is he right? Are they really bribes? And, if so, who is to blame when and if these offerings actually “buy” something of value? In “PACs (Political Action Committees), Power, and Politics” we will investigate Abramoff’s allegation: We will take a quick but informative look at special interest organizations: What are they? Who do they represent? How do they function? We will then turn our attention to the lobbyists that represent these groups: Who are these people and how do they go about their business? Are they as powerful as some make them out to be? Are they honorable people doing honest work or are they shady characters doing the devil’s work? Finally, we will get to campaign contributions: Are they really bribes? Do they buy as much favor as many journalists, some scholars, and

countless “ordinary” citizens believe that they do? The answers—if there are any—may surprise you. The course will be conducted in a conversational manner. Vigorous discussion will be encouraged.

**Readings** *The Interest Group Society*, Berry and Wilcox 4<sup>th</sup> or 5<sup>th</sup> edition (Pearson Longman, 2009)

Note: A wide range of used copies is available from Amazon. We will read approximately 140-160 pages from this book. Other materials will be provided by SGL at a cost.

**Preparation Time** Two hours. Approximately 50 pages total.

**Biography** Bert Levine is a lawyer, former congressional counsel and professional lobbyist, now turned academic. He teaches primarily at Rutgers University. He has authored two books on lobbying the U.S. Congress and has produced a number of academic articles and papers.

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## **ART5-10-Wed1 Introduction To Photography For Those Who Desire To Take Better Pictures**

**Leader – Arthur Sharenow**

**Wednesday – Course Period 1 – 9:30 am to 10:55 am**

**Description** This is a photography course for people with limited experience who would like to learn how to make better use of their cameras so they will not only enjoy taking pictures but will also produce images that make them feel good about the results. We will spend a great deal of time on basic composition, discussing what make some photos highly effective and others just OK. Though not highly technical, we will spend time learning how to set cameras to achieve positive results in different situations. The first three or four classes will be devoted to composition in general and to demystifying the digital cameras we all use. After those initial weeks we will learn how to approach different aspects of photography: people, nature, landscape, action and travel. During the course of our weeks together we will take two optional photo outings, one into the countryside and the other in the city. They will be scheduled for Fridays and Saturdays. We will have two or three guest presenters who bring inspiring expertise to their favorite photographic subjects. Students will be asked to send in three or four photos every week for us to admire, discuss and to see if there are ways to enhance even the most wonderful images presented.

**Readings** Read Your Own Camera Manual

**Preparation Time** Sufficient time to photograph and send in three or four photos which please the maker. This can take an hour or much longer depending on the student’s satisfaction with what he or she has done. Students should be able to send photos via email.

**Biography** Arthur graduated from Brandeis University (1955) and Harvard Law School (1958). After he spent a short time as a lawyer in Boston, he and his wife, Judy, owned and directed a children’s summer camp for forty-four years. He has been taking pictures ambitiously since age twelve. Since retiring, he has competed in photo contests, winning a fair number. He has had several exhibits of his work. Arthur has enjoyed leading photo classes at BOLLI on seven previous occasions.

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## **MUS1-10-Wed2 History of American Music: The Fifties**

**Leader – John Clark**

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

**Description** What was folk music before Bob Dylan brought politics into the musical mainstream? What happened to jazz after the demise of big band and the rise of be-bop? How and when did cowboy and hillbilly music become country and western? And when did race music metamorphose into rhythm and blues? Not to mention...what musical elements combined to create the most exciting and uniquely American music of this pivotal decade: rock and roll? Join us as we listen to the original music and watch rare video footage of the pioneers and stars of these genres. In studying the musical history of this watershed decade, we will uncover the connections between recent musical styles and the legacy of this period; we will recognize the value and importance of minority musical traditions in what was otherwise a decade of blandness and conformity; and we will appreciate the contributions of ground-breaking artists amid cultural currents that generated backlash against them.

**Readings** All readings will be emailed to participants in PDF format.

**Preparation Time** 20 pages of reading and one hour of listening

**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 guest hosted several Atlanta radio stations and boasts a combined record/CD collection of 7,000 recordings. His previous BOLLI courses have included the music of Bob Dylan, American roots music and American Jewish songwriters.

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## **LIT9-10-Wed2 Traveling Through Cultures, Time and Space: Some Favorite Historical Fictions**

**Leader – Sophie Freud**

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

**Description** “An essential element of historical fiction is that it is set in the past and pays attention to the manners, social conditions and other details of the period depicted”. We shall be reading five compelling books and discuss for each book what we can learn about the culture in that space, at that time in history. The books are randomly chosen, all of them books that have stayed with me through the years. We shall visit missionaries on Martha’s Vineyard and their relations to American Indian tribes in the middle of the

17<sup>th</sup> century, black culture in the Everglades in the early 1900's, women in 19<sup>th</sup> century China, World War II on an English Island occupied by the Germans and the story of a famous painting in 17<sup>th</sup> century Delft. All of these are memorable books. My role in teaching is to ask (hopefully) stimulating questions which tend to lead to lively discussions.

**Readings** See, Lisa. (2005). *Snowflower and the Secret Fan*.  
Brooks, Geraldine. (2011). *Caleb's crossing: a novel*  
Hurston, Zora Neale. (1937). *Their Eyes Were Watching God*.  
Shaffer. Mary Ann & Barrows, Annie (2008) *The Guernsey Literary and Potato Peel Pie Society*  
Chevalier, Tracy.(1999) *Girl with a Pearl Earring*.

**Preparation Time** About 150 pages per week

**Biography** Sophie Freud received a BA from Radcliffe/Harvard, an MSW from Simmons and 20 years later, a Ph.D. from the Heller School at Brandeis. After about 10 years of clinical social work practice she became a professor of social work at the Simmons College School of Social Work and stayed there for 30 years while also giving courses and workshops all over the United States and Europe. Sophie has given at least 15 different courses at BOLLI. Indeed, inventing new courses has become her old age pastime. Books have been Sophie's cherished companions as reader, book reviewer, many scholarly articles and author of 2 books.

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## LIT16-10-Wed2 Gods and Broads

**Leader – Lois Ziegelman**

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

**Description** Although the emphasis in the particular plays we will read is on four remarkable women, the tension between the masculine and feminine is the dominant motif. Underscoring the dictum that the more things change the more they remain the same, the four great dramatists of the golden age of Greece -- Aeschylus, Sophocles, Euripides, and Aristophanes -- focus on religion, politics, and sex, the three major topics which still engage us today.

**Readings** *Agamemnon* by Aeschylus  
*Electra* by Euripides  
*Iphigenia in Taurus* by Euripides  
*Lysistrata* by Aristophanes

Any translation of the plays

**Preparation Time** 2-3 Hours

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

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## LIT2-10-Wed3 James Joyce's *Ulysses*

Leader – **Barbara Apstein**

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

**Description** Did you once try to read James Joyce's *Ulysses* and give up in frustration? Although it is judged by many critics to be the greatest 20<sup>th</sup> century novel, *Ulysses* can be dauntingly difficult to understand. Joyce explores his characters' inner lives – their moods, intuitions, memories and the flow of images through their minds. The reader must adjust to this stream-of-consciousness technique (which was new when the novel was written) and accept the fact that there is much he or she will not understand, especially at the beginning. The action takes place on a single ordinary day, June 16, 1904, in the city of Dublin. We follow Stephen Dedalus, a young writer, who has recently returned from Paris, and Leopold Bloom, a middle-aged advertising canvasser who is Jewish, as they move around the city. In the final chapter, we plunge into the mind of Leopold's wife Molly, whose uninhibited fantasies and recollections led to the book's being banned for obscenity. As we read the novel together, I think we will come to appreciate Joyce's intellectual brilliance, humor and humanity. I will provide background materials, but most of the class will be devoted to discussion. Our understanding of the novel will grow week by week; thus, it would be best to plan on attending all sessions. This course was offered previously in the fall, 2015.

**Readings** James Joyce, *Ulysses*. Modern Library, 1992.

ISBN: 0679600116

Harry Blamires, *The New Bloomsday Book*.

**Preparation Time** *Ulysses* is a challenging text, so you should plan on spending 3 – 4 hours each week reading and re-reading the assignment.

**Biography** Barbara Apstein received a doctorate in English from the City University of New York. At Bridgewater State University, where she was a Professor of English for 35-years, she taught a variety of courses, ranging from *Chaucer* to *History of the English Language* and *Modern British Fiction*. She has published articles on Jane Austen and Virginia Woolf, among other topics. She read *Ulysses* in college and always planned to re-read it when she had time.

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## LIT11-5a-Wed3 Tales of Seduction and Betrayal : Short Stories of the Modern Age

Leader – **Bette Lehman**

**Wednesday – Course Period 3 – 2:10 pm to 3:35 pm**  
**5 Week Course September 14 to October 26**

**Description** Seduction and betrayal are universal concepts that have intrigued humankind since we first began to create oral tales, myths and legends to explain our place in the world. The story of Adam and Eve is but one case in point. We shall explore modern variations on these themes by examining the elements of setting, dialogue, symbolism, point of view, form and content. Our syllabus includes: "Hair Jewelry" by Margaret Atwood, "The Tryst" by Joyce Carol Oates, "No Place for You, My Love" by Eudora Welty, "The Adulterous Woman" by Albert Camus, and "Nomad and Viper" by Amos Oz. Our method of inquiry will be close reading of the text and our format will be seminar style discussion with emphasis on group participation. We shall study one story per class session. Volunteers may be asked to present brief "bios" of the authors.

**Readings** "The Art of the Tale," a Penguin paperback ed. by Daniel Halpern, available on the net (new or used). For the first meeting please read Margaret Atwood's story "Hair Jewelry," and bring the text, along with your ideas, to class.

**Preparation Time** 2-3 hours per week. Please read each story at least two times.

**Biography** Bette Lehman, a teacher and professional seminar leader, has been lecturing, designing courses and leading book discussion groups in the greater Boston area for more than 25 years. She taught at Cambridge Adult Center in Harvard Square for a period of 10 years. In the 1990's she founded Reading Between the Lines, an organization that brought together groups of people who wished to read and discuss classic and contemporary works of fiction. Bette holds both a B.A. and M.A. in English Literature.

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## **SOC2-5b-Wed3 Immigrants' Tales: The Struggle Toward "E Pluribus Unum"**

**Leader – Eleanor Jaffe**

**Wednesday – Course Period 3 – 2:10 pm to 3:35 pm**  
**5 Week Course November 2 to December 7**

**Description** "We are a nation of immigrants" is a truism and our goal as a nation is "e pluribus unum." But how do new immigrants fit in and adapt? What are their struggles as they face huge challenges of adaptation, from employment, to learning English, to settling into a community (sometimes hostile), and adapting old practices to fit new realities. What legacies of fear and deprivation might they carry with them? Each wave from 1900 to the present is similarly challenged, but unique in its own way. Our curriculum contains short stories, memoirs, and essays written by immigrants, starting with a memoir written by a young Jewish/Russian girl arriving in Boston in 1900. Other representative immigrants are from India, Mexico, Yugoslavia, and Poland. An average of two hours of reading is required. Some members of the class will volunteer to prepare reports on the culture or the historic period under discussion.

**Readings** *The Promised Land* by Mary Antin (\$7- \$10)

A packet prepared by the SGL will be distributed at a cost to class members.

**Preparation Time** Assignments range from approximately 200 pages (once) to an average of 60 pages in subsequent weeks: range 1-2 hours.

**Biography** Eleanor Jaffe has taught eight classes at BOLLI whose focus has been on immigration, marriage, and, most recently, the challenges of growing older. The current national debate about immigration has prompted the creation of this course. Her professional background includes: teacher of

high school English in NYC; guidance counselor primarily in Lexington; independent social worker/therapist. She and her husband of 52 years, Burt, have lived in Boston since 1970 and also enjoy living in other locations now that they are retired. Their children and 4 grandchildren live in Salt Lake City.

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## **WRIT1-10-Wed3 Constructing Our Stories**

**Leader – Marjorie Roemer**

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

**Description** *Our precommitment about the nature of life is that it is a story, some narrative however incoherently put together.* - Jerome Bruner

This will be my tenth time teaching this course on memoir writing! The design of the course is simple. We all commit to writing each week and to bringing about 500 words to share at each meeting. I offer prompts, which can be used, ignored, or reshaped. They are only suggestions, sometimes a new way to shape the materials you are working with. They try to focus us on the concrete, the dramatized, the immediate. Most of this semester's prompts will come from Pat Schneider's book *Writing Alone and With Others*. Our work together is to encourage and to support the efforts of each member of the group. To that end, our response to writing is always based on listening generously, trying to understand what is being said, or what is almost said in the writing. Because our work rests on coherence and trust, regular attendance is necessary. You don't have to be a skilled writer to participate. You just have to be willing to explore and to be supportive of others' explorations. Participants' comments about the course always praise the power of the group, the value of hearing one another's work and the warm responses offered by the class members. While this course continues the work I have done in life-writing in nine different BOLLI sessions, it will offer new prompts and therefore new ways to frame our experience.

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

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

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

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## **H&G5-10-Wed3 The Men Who Would Be President**

**Leader – Stephen Messinger**

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

**Description** We are in the midst of the quadrennial exercise of electing a president. There will be endless speeches, debates, ads and expert analyses. On Election Day, only one certainty exists: someone will win and someone will lose. Most of the studies on American presidencies focus on the winners, the presidents. Yet, much is to be learned from those who lost. Many made major contributions to the nation, perhaps greater than they would have made had they been elected. We will be studying those who fell short. Some disappeared from history. Some continued in the positions they held at the time of the election. Some went on to new fame. The course will look at the lives of the men who did not achieve their goal, what drove them to seek the highest office in the land and ask ourselves whether America got it right. Did the best man win? The course will be largely lecture with questions to stir discussion on whether policies the men espoused as candidates would have translated into presidential action. We will vote at the end of each class on who we feel should have won.

**Readings** *Almost President, The Men Who Lost the Race but Changed the Nation*, by Scott Farris  
SGL will supply additional handouts for reading.

**Preparation Time** Typically 1-2 hours per week

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

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## **MUS4-5a-Thur1 Mozart's Così Fan Tutte: A Guided Tour**

**Leader – Philip L. Radoff**

**Thursday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course September 15 to October 27**

**Description** The course will examine in depth the third and last of the great operatic collaborations between Mozart and his most accomplished librettist, Lorenzo Da Ponte. The opera will be presented through several videos to enable students to see how different directors treated the same material. The course is intended to be of value to students unfamiliar with the opera, as well as to afford a greater appreciation of the opera to those already familiar with it. Students with no familiarity with opera may find the course a bit challenging, but should not find it overly taxing if they attend the classes and do the assignments—i.e., prepare for each class by watching or listening at home to the sections of the opera assigned for that class and by reading at home the corresponding portions of the libretto and other assigned material. The material will build from week to week, and students should make every effort to attend all of the sessions in order to follow the development of the action. There will be handouts of certain background information. Please note: Since this is primarily a lecture-presentation course, opportunity for classroom discussion will be limited.

**Readings** Students will be required to have access to any audio or video recording of the opera (except the Peter Sellars version from the mid-1980s) as well as to the libretto in translation. Materials are readily available from online vendors.



**Preparation Time** 1-2 hours per week listening to the assigned opera segment and reading the corresponding part of the libretto.

**Biography** Phil has a Ph.D. in physics and worked as a physicist before switching to law. He worked in private practice, with the US Government, and as inside corporate counsel before retiring in 2004 as group vice president and general counsel with Raytheon. He and his wife, Norma, live in Wayland. Phil has been a BOLLI member and SGL for more than 10 years. He has no formal musical training, but has had a lifelong interest in opera and has led several opera courses and given lunchtime talks. His short stories have appeared in each of the last five issues of the BOLLI Journal.

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## LIT13-10-Thur1 **The Man Who Dined with Cannibals: Herman Melville from Dark Romantic to Darker Victorian**

**Leader – David Razor**

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

**Description** This course will seek to answer the question: How may Herman Melville's *Moby Dick* (1851) be the best candidate for the "Great American Novel," as recently defined by Harvard's Lawrence Buell? Prior to delving into the study of *Moby Dick*, we will explore how Melville's literary ambitions grew from attempts to escape his early reputation as "the writer who had lived and slept with cannibals." We will read his early marketplace success, *Typee*, about an American naval deserter who escapes onboard tyranny in a lush Polynesian valley populated by a tattooed cannibal tribe, and then read excerpts from *White Jacket*, Melville's call for reform of conditions endured by American seamen. Next we will compare an essay and a story, one by Melville the other by the older and more successful Nathaniel Hawthorne to whom *Moby Dick* is dedicated. We will then turn to the short story, *Bartleby the Scrivener*, which underscores Melville's philosophical pessimism in relation to abolition and reform as well as to British Romanticism and German Idealism. After this preliminary literary journey, we will undertake *Moby Dick*, the centerpiece of the course, through a close reading of substantial excerpts placing its characters within a surreally symbolic, philosophically dense, and violently pessimistic wasteland. We will conclude with *Battle Pieces* (1866), a collection which established Melville as a major Civil War poet followed by brief excerpts from the verse epic and philosophical poem *Clarel* in which Melville continues his quest for the elusive American dream.

**Readings** *Moby Dick or The Whale* Norton Classic Edition, Second Edition (2001) ISBN: 0393972836  
*Typee* ISBN-13: 978-0140434880 or ISBN-10: 0140434887

The SGL will distribute a reading packet at cost which includes the short stories, poems, essays and excerpts.

**Preparation Time** Two-three hours; some weeks less.

**Biography** David Razor is writing a PhD dissertation on 19<sup>th</sup>-Century American Literature at Brandeis. He has presented papers at the Herman Melville Society, The Poe Studies Association, and the American Literature Association. In addition to teaching writing courses at Brandeis, David was recently awarded the University Prize Instructorship. His course, "Separated by Common Language," focused upon the transatlantic exchange between American and British novelists, especially the relationship between Nathaniel Hawthorne, George Eliot, and Henry James. Before Brandeis, David taught AP English, and

British Literature at a Los Angeles area high school and served as a Master Teacher for the California State University. David lives with his wife, Sarah, in Somerville where both enjoy the poetry of Emily Dickinson.

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## **H&G8-10-Thur1 The 1960's: A Divisive Decade that Shaped a Generation**

**Leaders – Tamara Chernow & Naomi Schmidt**

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

**Description** From Kennedy's New Frontier to Johnson's Great Society to Nixon's Silent Majority, we will look at the events, people and culture of the 1960's – a decade of contradictions, extremes, turmoil and change. This course will be an overview of a decade that transformed America, covering topics including three presidents, civil rights, the Cold War, space exploration, the Vietnam War, youth movements, feminism, consumer issues and the economy, alternative spiritual quests, and popular culture. While the 60's contained the upheaval of violence and change, it also saw the colorful burst of tie-dye, the wild popularity of the Beatles and Elvis, the sexual revolution, and the "summer of love." Study group members will view video resources and read articles and primary sources (often with opposing viewpoints) at home. In class there will be brief presentations by the SGLs including short video segments, but the class will consist mainly of discussion based on the materials assigned. While we all lived through this period and will undoubtedly include some of our own experiences in the discussion, we will attempt for the most part to look at it in an objective way. Some comparisons and connections between issues of that era and our own time will inevitably be made. This class was given in the Fall of 2015 and Spring of 2016

**Readings** Farber, David. *Age of Great Dreams: America in the 1960's*

A packet will be prepared by the SGLs and distributed at cost. There will be additional readings on a class eBoard

**Preparation Time** Approximately 2 hours per week.

**Biography** Tamara Chernow was a librarian and library administrator for 25 years. During that time she organized and facilitated programs at the library and led a book club. A BOLLI member since 2003, she has co-lead two Drama courses as well as co-leading "The New York Experience," "Utopianism," and "The 1920s" with Naomi Schmidt. She was an active participant in the 1960's.

Naomi Schmidt taught Computer Science at Brandeis in the 1970's and 1980's and then worked for 16 years at both Brandeis and MIT in the field of Academic Computing. She has been a BOLLI member since 2003 and has been a Study Group Leader for "Invitation to the Dance" and "Science Fiction," as well as co-leading "Who's Afraid of 20<sup>th</sup> Century Music?" with Peter Schmidt and "The New York Experience," "Utopianism, and "The 1920s" with Tamara Chernow.

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## **ART1-10-Thur2 The Private Lives of the Impressionists and Their Art**

**Leader – Nancy Alimansky**

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

**Description** We will discover who the Impressionists were as people and how they came together in Paris in 1860: their unconventional lives, their loves, personalities, themes in their work and the friendships they shared. We will also learn about the history of the period 1860-1886 and explore the political and social context in which Impressionism developed. We will study the work of Claude Monet, Auguste Renoir, Berthe Morisot, Edgar Degas, Camille Pissarro, Alfred Sisley, Edouard Manet, Gustave Caillebotte and Mary Cassatt. This course is much more than a survey of the Impressionist movement. The SGL will explain how to analyze a painting in terms of the principles and elements of design. For each class there will be several key works which we will analyze in depth in terms of the techniques the artist used to achieve a successful result. By the end of the course you, too, will probably feel comfortable and confident with making your own analysis. The SGL will show a slide presentation of paintings each week and encourage students to participate in the discussion of the works. Prior knowledge is not required. Assignments will include reading from the text as well as answering study questions. This class was last given in the Fall of 2014.

**Readings** *The Private Lives of the Impressionists*, Sue Roe, Paperback edition- ISBN :0060545593, ISBN-13: 978-0060545598, Harper Perennial, 2007. New \$13.30, new and used from \$3.68. Also available through Minuteman Library System.

**Preparation Time** There will be approximately 30 pages of reading/week. The preparation time should be no more than 2 hours including preparing the study questions.

**Biography** Nancy Alimansky has taught eight courses at BOLLI. All her BOLLI courses have been very well received. Nancy has spent most of her professional life in the classroom. For 26 years she was an Associate Professor at Lesley University where she taught courses in management and technology as well as studio art. For three years she was a docent at the Davis Museum at Wellesley College where she conducted tours for various exhibits. Nancy has a B.A from Wellesley College where she majored in French, an M.A.T. from Harvard Graduate School of Education and an M.B.A. from Boston College. She has been a professional artist for more than 25 years.

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## LIT4-10-Thur2 Franz Kafka, and his Legacy in Story, Pictures, and Film

Leader – Avi Bernstein

**Thursday – Course Period 2 – 11:10 am to 12:35 pm during the first 5 weeks;  
This course will occupy Periods 1 and 2 during the second 5 weeks 9:30-12:35**

**Description** Franz Kafka (1883 – 1924) is one of the most iconic writers in all of modern literature. In this course we will read intensively in Kafka's corpus of short stories, and go deeply into his tour de force novel, *The Trial*. His strange, sometimes horrifying visions will enchant and disturb us, his penchant for parable perplex us, and the absence of a reliable narrator make us feel unsteady. Given his power as a writer, Kafka would be expected to give birth to an enduring legacy in art and letters. Yet, unlike his contemporaries Joseph Conrad, James Joyce, and Thomas Mann, Kafka's legacy is questionable – he has had few imitators, and his work has proven a poor source of inspiration for film and the graphic arts. Through a consideration of Orson Welles' film, *The Trial*, Alain Robbe-Grillet's film *Last Year in Marienbad*, Peter Kuper's graphic novel, *Metamorphosis*, and Adolfo Bioy Casares' experimental novel, *The Invention of Morel*, we will try to push beyond the limits of our conventional understanding of Kafka and his art. What is the essence of his art form, and why does it resist emulation in prose, and translation into pictures? In the extraordinary efforts of Welles, Robbe-Grillet, Kuper, and Casares, can this

challenge be met and overcome? (N.B.: To accommodate more intensive discussion and viewing of films, this course will occupy two periods during the second five weeks of the semester.)

**Readings** *The Complete Stories of Franz Kafka*, edited by Nahum Glatzer, introduction by John Updike.  
*The Metamorphosis*, a Graphic Novel, by Peter Kuper, based on the story by Franz Kafka.  
*The Trial* by Franz Kafka, translated by Mike Mitchell  
*The Invention of Morel* by Adolfo Bioy Casares, prologue by Jorge Luis Borges

**Preparation Time** 50 pages per week

**Biography** Avi Bernstein is the director of BOLLI, and holds a doctorate in religious studies. In the Spring of 2016, his study group took up the work of Thomas Mann and Virginia Woolf.

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## LIT5-10-Thur2 **Jersey. You Got a Problem with That?**

**Leader – Kathryn Bloom**

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

**Description** Poor little New Jersey gets no respect. But some people recognize it as one of our most varied and diverse states, and home to a unique “New Jersey School” of literature. (Don’t believe me? Google “A School of Literature That’s Called New Jersey,” by Gregory Jordan,” *New York Times*, August 3, 2003.) In this course, we’ll discuss a wide range of works by authors born, or based, in the Garden State. We’ll begin with Philip Roth’s *American Pastoral* (1997), and conclude with Junot Diaz’s *The Brief Wondrous Life of Oscar Wao* (2007). In between, we’ll discuss famous New Jersey poets, such as Walt Whitman, William Carlos Williams, Allen Ginsburg, Robert Pinsky, and Bruce Springsteen; the reasons for the popularity of “The Sopranos”—and what the series’ ending really means, and short stories by a diverse range of New Jersey authors. Each class will open with introductory remarks by the SGL which will be followed by lively group discussions. This course was given in the spring, 2016.

**Readings** Philip Roth. *American Pastoral* (1997). Any edition.  
Junot Diaz. *The Brief Wondrous Life of Oscar Wao* (2007). Any edition.  
YouTube: various “The Sopranos” clips.  
Handouts: A course packet of poetry, short stories, and essays distributed at cost

**Preparation Time** About 3 hours

**Biography** *Kathryn Ruth Bloom* was born off Exit 15, graduated from high school near Exit 13, and from college near Exit 9. She has lived her entire adult life in Manhattan, Boston, and Toronto, and has no idea how to drive a car. Kathryn is a retired public relations executive who is now a PhD student in American Literature at Northeastern University. She has previously led BOLLI courses on Jewish Short Fiction and Understanding Canada Through Its Literature.

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## H&G9-5a-Thur2 **The Looting of America**

**Leader – Len Solo**

**Thursday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course September 15 to October 27**

**Description** Supreme Court Justice Louis Brandeis said, “We can have wealth concentrated in the hands of a few or we can have democracy, but we cannot have both.” The course will deal with these two, connected elements of wealth and democracy. We will do this by examining how the large middle class and the social state were created in Western Europe and the USA in the 20<sup>th</sup> century and how they are now being undone. The second part of the course explores the following three questions: What is democracy? What is democracy in America? How is the current widening economic gap connected to the loss of democracy in America? While dealing with these large questions, we will inevitably become involved with the Federal Reserve, the Great Inflation, lobbying and lawlessness, the Great Recession, Supreme Court decisions, education, and the boom and bust cycles of American capitalism. Each session will be a combination of an inter-active presentation by the course instructor and class discussions.

**Readings** Len Solo, *The Looting of America* ; selected chapters from William Greider’s *Who Will Tell the American People: The Betrayal of American Democracy* ; #10 and #51 from the *Federalist Papers* (available on-line). A few handouts may be added.

**Preparation Time** The readings will average about 120 pages per week. Class members are encouraged to read the first 120 pages of *The Looting of America* prior to the course’s first meeting and, if possible, the first 75 pages of *Who Will Tell the American People*.

**Biography** Len Solo is a retired educator who received his ED.D from the University of Massachusetts. He was a high school teacher of English and math, the head of a teacher education program, a university professor, the founder of a progressive private school, the principal of a progressive K-8 public school of choice, the principal of a comprehensive public high school and an educational consultant. He is the author of eight books: two books on education, four volumes of poetry, a short story collection and a book on American politics and economics.

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## **MISC1-5b-Thur2 New Yorker Non-Fiction: Probing Current Issues through Substantive Discussion**

**Leader – Emily Ostrower and Beth Mazer**

**Thursday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course November 3 to December 8**

**Description** The New Yorker magazine is wonderfully rich with provocative non-fiction content. How often do you wish you had more time to read all those articles each week? Then when you do read them, how often have they sparked new thoughts, questions, or a wish just to talk about them with other people? This course is designed to allow participants an opportunity to engage substantively with one primary New Yorker non-fiction article each week through active discussion, drawing on their own personal knowledge, ideas, and experience as well as exploring related new material. Each week we will probe a different contemporary issue from topics which may include politics, foreign policy, art and culture, science and technology, biography, and medicine. To further our understanding shorter supplemental articles may be introduced. To frame and initiate the discussion of each week’s article the SGLs will pose a series of study questions to ponder in advance of each class. The ultimate goal is to enrich our knowledge of significant contemporary issues through substantive conversation as a diversity of viewpoints is shared, respectfully debated and considered.

**Readings** Current publications of the New Yorker will be used to select the articles for discussion. Class participants are encouraged to bring their own magazine to class but electronic copies will be available for downloading. Additional readings from other publications such as the New York Times, New York Review of Books and Harper's will also be provided. They will be introduced when specific topics are explored in more detail.

**Preparation Time** Class participants are expected to read the articles each week and consider the study questions in advance of class discussion. Articles can vary between 6 and 10 pages. This should take about 60-90 minutes depending on the length and depth of the articles.

**Biography** Emily Ostrower has been a BOLLI member for almost 2 years. She regularly enjoys participation in the New Yorker Fiction Salon and courses where active discussion is encouraged. Those experiences have been an inspiration for creating a course where participants grapple with a meaty non-fiction article each week. Emily, who is a retired principal from the Newton Public Schools, enjoys traveling around the world, loves history, art, culture, and the social sciences, and is an inveterate news and politics junkie.

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

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## LANG1-10-Thur3 Language Talks

**Leader – MaryAnn Byrnes**

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

**Description** Language - the system of symbols used to communicate thoughts and events. Most babies learn language in 12 short months; adults take years to master a second language. Although we use language incessantly, we seldom talk about its many aspects and controversies - and there is so much to consider. Each week of this course will focus on a specific language topic, including the following: Is language the spark of humanity - the essence of what makes us human? How do words develop - and disappear? How do texting, slang and dialect affect "standard" English? What are the differences (if any) between politically correct speech and political speech? And does all this talk about language neglect the power of silence and quiet? To introduce the topic of the week, and stimulate discussion, preparation will include text readings and presentations from TED Talks ([www.ted.com](http://www.ted.com)), an online compendium of intriguing ideas. Members will need the ability to watch online presentations in advance. Expect highly interactive class sessions, devoted to discussing various perspectives on the week's topic.

**Readings** *The 5-Minute Linguist: Bite-sized Essays on Language and Languages*. E. M. Rickerson & B. Hilton (Eds). Online videos will also be assigned.

**Preparation Time** One to two hours of reading and viewing combined.

**Biography** MaryAnn Byrnes' undergraduate (University of Chicago) and graduate degrees (Northwestern, Rutgers) all emphasized variations in human language and learning. As a teacher, special education administrator, educational consultant, and UMass Boston faculty member, MaryAnn had the pleasure of collaborating with others about hundreds of learners and a multitude of communication styles.

In addition to BOLLI, she enjoys baking bread, walking (perhaps because of the energy of the bread), and reading for Learning Ally (previously known as Reading for the Blind). This is MaryAnn's fifth year relishing the language-rich communities of lifelong learning institutes.

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## **LIT8-10-Thur3 Love, Politics, and Betrayal: Four Plays by Tony Kushner**

**Leader – Jyl Lynn Felman**

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

**Description** What does it mean to be a major American playwright of epic proportion? That's Tony Kushner, whose plays ask all the hard questions with humor and compassion. Kushner looks at issues of citizenship and exile, abandonment and self-loathing. Simultaneously soul searching and hysterically funny, Kushner is a wizard with language. His characters are complex, never one-dimensional. All his work is political. We will deconstruct his most famous play, "Angels In America," seeing what makes it a masterpiece of technique and structure, and we will look at three other significant works. We'll do in depth analysis and critique, asking "What makes a good play?" We'll argue about the moral successes and failures of Kushner's characters. A focused reading of the texts is important. Students will be asked to read scenes aloud and come up with their own questions. This will be a terrific journey into the imagination of a great, haunting mind! This course was given in the spring, 2016.

**Readings** All plays are by Tony Kushner:

*Angels in America* Revised and Complete Edition, December 24, 2013

*Caroline Or Change*

*Homebody/Kabul*, Final Revised Version, February 3, 2005.

\*\* Note the above three plays are published by Theatre Communications Group known as TCG and are available on Amazon.

*Tiny Kushner* A book of mini plays published by Broadway Publishing House. Available on Amazon

**Preparation Time** We will read between sixty and a hundred or so pages a week. 2.5 hours max, depending on length of the play. Please note the play, "Angels In America," is actually two plays, Part I and Part II. Additional handouts may be included.

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

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## **SOC5-10-Thur3 What's the Right Thing To Do? What Is Just?**

**Leader – Steven P. Perlmutter**

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

**Description** This course virtually brings BOLLI lifelong learners into Professor Michael Sandel's Justice class in Sanders Theater at Harvard University to consider the elusive concept of what is just. Each week, we will watch one of Professor Sandel's lectures. We will then discuss and exchange ideas about the notion of justice presented during the week's lecture. The course is reputed to be one of Harvard's most popular classes with nearly 1000 students taking it at a time. It is about what Justice is, or what is the right thing to do, concepts about which the world has been disagreeing for thousands of years. What makes the course so interesting to so many is that Professor Sandel, a Brandeis graduate, uses contemporary issues as the vehicle for drawing out and challenging our views on justice. Topics include, but are not limited to, affirmative action, income distribution, assisted suicide, surrogacy, same sex marriage, CEO pay, the role of markets, Bill Clinton's tryst with Monica, Aristotle's defense of slavery, the Bulger brothers, debates about abortion and stem cells, debates about human rights and property rights. Although Professor Sandel draws upon the works of the great thinkers (Aristotle, Bentham, Mill, Locke, Nozick, Kant, Rawls and others) what makes the course so exciting and riveting is that it brings lifelong learners into the Harvard classroom to observe, think about and discuss the dynamic interaction between Professor Sandel and his students. It is like going back to college to be taught by a master teacher. This course was given in Fall 2015 and Spring 2016.

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

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

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

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## **CE1-10-Thur3 Current Events**

**Leader – Lois Sockol**

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

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



discussion on a current topic, and take part in group discussions. Interest and keeping up to date with the news are the only prerequisites.

**Readings** Access to newspapers, news magazines, and web sources.

**Preparation Time** 1-2 Hours

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