



## BOLLI Class Schedule Spring 2016

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>
March 7	March 8	March 9	March 10
March 14	March 15	March 16	March 17
March 21	March 22	March 23	March 24
March 28	March 29	March 30	March 31
April 4	April 5	April 6	April 7
April 11	April 12	April 13	April 14
April 18- No classes*	April 19	April 20	April 21
<b>Spring Break April 25-28- NO CLASSES</b>			
May 2	May 3	May 4	May 5
May 9	May 10	May 11	May 12
May 16	May 17	May 18	May 19
<b>May 23 Make up classes from April 18</b>		<b>Make up Dates: 24, 25, 26</b>	

\*No classes will be held on April 18, Patriot's Day. These classes will be made up on Monday, May 23 unless otherwise arranged by the SGL.

# Monday

## BOLLI Study Groups Spring 2016

<b>Period 1</b> <b>9:30 a.m.-10:55 a.m.</b>	<b>SOC9-10-Mon1</b> Radio of the '30s and '40s: You Heard it Here First!  Quinn Rosefsky		<b>SCI1-5a-Mon1</b> Genesis of the Digital Computer  Carl Lazarus  <i>5 week course</i> <i>March 7 – April 4</i>	
<b>Period 2</b> <b>11:10 a.m. - 12:35 p.m.</b>	CE1-10-Mon2 Current Events  Lois Sockol	MUS1-10-Mon2 Beyond Hava Nagila...What Is Jewish Music?  Sandy Bornstein	<b>SCI&amp;SOC1-5a-Mon2</b> What Does Our Future Hold? Understanding the Impacts of Nuclear Energy  Nancy Kolodny  <i>5 week-course:</i> <i>March 7-April 4</i>	<b>LIT5-5a-Mon2</b> Reading Between the Lines: Short Stories from the 20th Century  Bette Lehman  <i>5 week-course:</i> <i>March 7-April 4</i>
			<b>H&amp;G1-5b-Mon2</b> China in Africa  Girma Belay  <i>5 week-course:</i> <i>April 11-May 23</i>	<b>SOC2-5b-Mon2</b> Shtetl Life and Culture and Its Influence on American Jews  Herb Belkin  <i>5 week-course:</i> <i>April 11-May 23</i>
<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>	H&G6-10-Mon3 Men Who Would Be President  Steve Messinger	H&G5-10-Mon3 From Weimar to Hitler: Germany 1919-1945  Daniel Leclerc	<b>MUS2-5a-Mon3</b> Great American Jewish Songwriters: 1950-2000  John Clark  <i>5 week-course:</i> <i>March 7 – April 4</i>	
			<b>MUS4-5b-Mon3</b> Tune In - Tune Up! Understanding What you Hear When you Listen to Music  Sheila Vernick <i>5 week-course:</i> <i>April 11-May 23</i>	<b>SOC10-5b-Mon3</b> What Do We Know About Crime and What Can We Do About It?  Sandy Sherizen  <i>5 Week Course</i> <i>April 11 – May 23</i>

# Tuesday

## BOLLI Study Groups Spring 2016

<b>Period 1</b> 9:30 a.m.-10:55 a.m.	<b>LIT8-10-Tue1</b> Beyond the Marriage Plot: George Eliot's <i>Middlemarch</i>  David Razor	<b>LIT7-10-Tue2</b> Reel Literature: The Great Graham Greene in Print and on Screen  David Moskowitz  <i>NOTE: This course will run during periods 1 and 2 every other week. The alternate weeks will be period 2 only.</i>	<b>SOC7-5a-Tue1</b> The Silent Epidemic: U.S. School Dropouts  Sumner Perlman  <i>5-week course:</i> <i>March 8 – April 5</i>	<b>WRIT1-5a-Tue1</b> Five Stories in Five Weeks: A Short Course in Writing Short Fiction  Betsy Campbell  <i>5 week-course:</i> <i>March 8-April 5</i>
			<b>H&amp;G4-5b-Tue1</b> FDR and the Holocaust  Ed Goldberg  <i>5-week course:</i> <i>April 19 – May 24 (This class begins during week 6)</i>	<b>SOC6-5b-Tue1</b> The Death and Life of Cities and Towns in Metro Boston: What Matters?  Larry Koff <i>5 week-course:</i> <i>April 12 – May 17</i>
<b>Period 2</b> 11:10 a.m. - 12:35 p.m.	<b>ART2-10-Tue2</b> Painters of the Italian Renaissance  Suzanne Art		<b>LIT10-10-Tue2</b> WORDS OF WARNING: from Writers in Post World War II America  Sue Wurster	<b>H&amp;G7-5a-Tue2</b> Harry Truman: The Buck Stopped There  George Model  <i>5-week course:</i> <i>March 8 – April 5</i>
				<b>STOR1-5b-Tue2</b> The Art of Storytelling: Sharing the Human Condition  Peter Carcia  <i>5-week course:</i> <i>April 12 – May 17</i>
<b>Lunch 12:35-12:55 p.m. Member &amp; Guest Presentations 1:00-2:00 p.m.</b>				
<b>Period 3</b> 2:10 p.m. - 3:35 p.m.	<b>H&amp;G8-10-Tue3</b> Capitalism, Globalization, The Industrial Revolution, and Cotton  Fred Kobrick	<b>SOC3-5a-Tue3</b> Mahler, Moses and Others Speak to the Challenges of Life's Final Journey  Herman Blumberg  <i>5-week course:</i> <i>March 8 – April 5</i>	<b>SOC1-5b-Tue3</b> Sinner, Saint, & Troublemaker: Dorothy Day  Jim Allaire  <i>5-week course:</i> <i>April 12 – May 17</i>	<b>SOC4-5b-Tue3</b> I'm Out of Here! Conversations About Transitions, Changes, Endings and New Beginnings  Elizabeth David <i>5-week course:</i> <i>April 12 – May 17</i>

# Wednesday

## BOLLI Study Groups Spring 2016

<b>Period 1</b> <b>9:30 a.m.-10:55 a.m.</b>	<b>Gym1-10-Wed1</b> Muscles and Movement <b>Leader –</b> Jake Picard  9:45a.m.-10:30a.m.  Location: Gosman Sports and Convocation Center			
<b>Period 2</b> <b>11:10 a.m. - 12:35 p.m.</b>	<b>ART1-10-Wed2</b> Three Giants of Post Impressionism: Lautrec, Gauguin and Van Gogh  Nancy Alimansky	<b>H&amp;G3-10-Wed2</b> The Reluctant Ally: America's entry into WWII  Fran Feldman	<b>LIT11-10-Wed2</b> The Rise of the Anti-Hero: Three 19 <sup>th</sup> C. French Novels  Lois Ziegelman	<b>WRIT2-10-Wed2</b> Write on!  Marjorie Roemer
<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>LANG1-10-Wed3</b> The Elephant in the Room: How Language Affects Our Thinking  MaryAnn Byrnes	<b>H&amp;G2-10-Wed3</b> The 1960's: A Divisive Decade that Shaped a Generation  Naomi Schmidt & Tamara Chernow	<b>DRA1-10-Wed3</b> Scene-iors in the Springtime  Becky Meyers	<b>H&amp;G9-10-Wed3</b> The Burning Question: A History of Energy Poverty and Climate Justice  Phil Wight

# Thursday

## BOLLI Study Groups Spring 2016

<b>Period 1</b> <b>9:30 a.m.-10:55 a.m.</b>	<p><b>LIT6-10-Thur1</b> On the Outside: Disabilities as Portrayed in Fiction</p> <p>Sandy Miller- Jacobs</p>	<p><b>FILM1-10-Thurs1</b> America Goes to War-A Film Course: WW II, the Korean War and the Cold War</p> <p>Irwin Silver</p> <p><i>This course will run for two consecutive course periods, from 9:30am- 12:35pm</i></p>	<p><b>MUS3-5a-Thur1</b> A Potpourri of Choral Music: Renaissance to the 20<sup>th</sup> Century</p> <p>Bob Keller</p> <p><i>5 week course March 10 – April 7</i></p>	<p><b>ART3-5a-Thur1</b> Photographers and Photographs That Changed How We See the World</p> <p>Mitch Fischman</p> <p><i>5 week course March 10 – April 7</i></p>
<b>Period 2</b> <b>11:10 a.m. - 12:35</b> <b>p.m.</b>	<p><b>SOC5-10-Thur2</b> Does Success Lead to Happiness? Suicide Among Notable Women</p> <p>Sophie Freud</p>		<p><b>LIT2-10-Thur2</b> Jersey. You Got a Problem with That?</p> <p>Kathryn Bloom</p>	<p><b>MISC1-5a-Thur2</b> New Yorker Non-Fiction: Probing Current Issues through Substantive Discussion</p> <p>Emily Ostrower &amp; Beth Mazer</p> <p><i>5 week course March 10 – April 7</i></p>
				<p><b>LIT9-5b-Thur2</b> Poets Across the Pond: Late 20th C. Poetry in the United States and England</p> <p>Jan Schreiber</p> <p><b>5 week course</b> <b>April 14 – May 19</b></p>
<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>	<p><b>SOC8-10-Thur3</b> What's The Right Thing To Do? What is Just?</p> <p>Steven Perlmutter</p>	<p><b>LIT1-10-Thur3</b> Take Thomas Mann and Virginia Woolf for Example: What the Bible and its Ancient Interpreters Show Us About Modern Literature</p> <p>Avi Bernstein</p>	<p><b>LIT3-10-Thur3</b> Love, Politics, and Betrayal: Four Plays by Tony Kushner</p> <p>Jyl Lynn Felman</p>	<p><b>LIT4-10-Thur3</b> Favorite Short Stories from Near and Far</p> <p>Harriet &amp; Richard Kahn</p>

# OSHER LIFELONG LEARNING INSTITUTE @ BRANDEIS

## BOLLI: Spring 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.**

### SOC9-10-Mon1 Radio of the '30s and '40s: You Heard it Here First!

Leader – Quinn Rosefsky

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

**Description** Radio brought us together as a nation in the '30s and '40s. It conveyed a sense of what was happening, rather than what had happened. We had a role in completing the picture, in giving meaning to the broadcasts. Radio required us to use our imagination, not only as individuals, but as a nation. The concept of a listening audience was born, a mechanism used by sponsor corporations to pay for radio shows. Many shows were not recorded, their memories lost in the ether. Our goal will be to listen to a selection of recorded programs representing different types of listening: news, thrillers, drama, comedy, and sports. Some recordings will be historic, such as Orson Welles, War of the Worlds or FDR's fireside chat on the eve of war with Japan. Others will be episodes from favorites such as Edgar Bergen and Charlie McCarthy; Jack Benny; Amos 'n' Andy; The Lone Ranger; Dimension X and The Shadow. Class format will be seminar style. Together, we will ponder questions raised by radio programs we have listened to in advance. We will try to sort out the history of radio development; how we use radio; and how radio shaped our ethnic, racial, and gender stereotypes. We will look at what makes listening appealing and understandable, such as sound effects. We will discover how radio allows us to see the arcing trajectory of a home run. Understanding that the material is cumulative regular class attendance offers the most satisfaction. This class was given in the Fall 2015.

**Readings** *Listening In: Radio and the American Imagination* by Susan J. Douglas

Use of internet is essential to connect to YouTube links provided by SGL to listen to radio programs. To improve sound quality, headphones attached to your computer are strongly advised. Email will be used for routine communication, sending PDFs, any changes in the syllabus.

**Preparation time** Average: 90 minutes of radio shows at home (rarely longer). 15-30 pages of text.

**Biography** Quinn is a graduate of Phillips Academy Andover, Yale University, and Columbia Medical School. He did psychiatric training at The Children’s Hospital in Boston and The Cambridge Health Alliance in Cambridge. His teaching experience includes a course on Native Americans given twice at BOLLI. The Radio course was first offered in the Fall of 2015. The idea of exploring old-time radio stems from Quinn’s fascination with the media events which daily shaped our early lives.

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## **SCII-5a-Mon1 Genesis of the Digital Computer**

**Leader – Carl Lazarus**

**Monday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course March 7 to April 4**

**Description** The modern digital computer has greatly changed our lives and society. Did it just spring up suddenly in the second half of the 20th century? In fact, many ideas and inventions combined to make it possible, and there were a lot of interesting men and women behind these ideas and inventions. Using Walter Isaacson’s very readable NY Times bestseller “*The Innovators*”, we will discuss the relative merits of, and the interaction between, creative geniuses and teams, the interaction between theorists and practical engineers, and questions of patents versus “open source”. We will also see how very similar ideas and inventions have arisen simultaneously when the time was ripe. The course will go from the 17th century to 1971, including the code-breaking devices and Manhattan Project calculations in World War II, invention of the transistor, integrated circuits and microprocessors. Some of the underlying architecture of the computer will be presented, but no technical background is needed. The role of women in the early days of software will be highlighted. The SGL will present material from the Isaacson book and other sources, and will show videos about some of the key people and ideas. Discussion will be encouraged, and volunteers will be solicited for reports. This course was given in the Fall 2015.

**Readings** We will read the first 5 chapters of “*The Innovators*” by Walter Isaacson. (Hardcover \$21, paperback \$12, Kindle edition \$13.) There will also be some reading materials online or emailed to the class.

**Preparation time** There will be on average 40 pages of reading per week in the Isaacson book and perhaps another 10 pages online or emailed.

**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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## **CE1-10-Mon2 Current Events**

**Leader – Lois Sockol**

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

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

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

**Preparation time** 1 to 2 hours

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

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## **MUS1-10-Mon2 Beyond Hava Nagila...What Is Jewish Music?**

**Leader – Sandy Bornstein**

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

**Description** Over the centuries Jews have developed a lot of music for use in worship, in celebrations, at home, for work and for entertainment, just like every other group of people. So what makes Jewish music Jewish? Is it the situation in which it is used, (Shabbat services, a wedding)? The language (Hebrew, Yiddish, Ladino)? Is it the intended audience? Is it the tune? Is it the person performing it? Well it depends...on the one hand, and then on the other hand... In this class we will examine different types of Jewish music from many parts of the world, from Torah cantillation to prayer settings, to Shabbat songs, to Klezmer, and Yiddish theater. We will learn what they sound like, why they sound that way, where they come from, and how they developed, as we travel through 2500 years of history in the Middle East, Europe, Russia and America. The format is mostly presentation by the SGL, with class discussion and much listening. No formal musical training or knowledge of things Jewish is required. This course is an expansion of a five-week course given in the Fall 2015.

**Readings** There will be no textbook, but I will give out course outlines with YouTube clips for students to listen to. I may occasionally assign an online article for background reading.



**Preparation time** Students may wish to spend an hour each week listening to the suggested YouTube clips, but this is not mandatory.

**Biography** Sandy Bornstein was the Cantorial Soloist and Choir Director at Temple Isaiah in Lexington for 20 years. In that capacity she presented many special worship services focusing on one or another aspect of Jewish music. She also taught an adult ed course similar to this one called “Jewish Music---I Don’t Know Anything About It, But I Know What I Like!” Sandy is a professional soprano who has appeared in oratorios and recitals throughout New England. She used to teach middle school Music and has taught voice for 25 years at Harvard University, the Cambridge School of Adult Education, and in her home studio.

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## **SCI&SOC1-5a-Mon2 What Does Our Future Hold? Understanding the Political, Economic and Cultural Impacts of Nuclear Energy**

**Leader – Nancy H. Kolodny**

**Monday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course March 7 to April 4**

**Description** Since the discovery of nuclear fission in the 1930s, the potential of nuclear energy both for war and for peace has presented an ongoing challenge to humanity. In 1962 President John F. Kennedy predicted that within the next 20 years the number of nuclear weapons nations would greatly increase. Why didn’t that happen? What have been the results and future implications of the accidents at Three Mile Island, Chernobyl and Fukushima on the use of nuclear power plants? Is there a future for the continued use of nuclear energy in the face of mounting waste disposal problems? Daily newspaper accounts of the need for sources of energy other than fossil fuels highlight the importance of understanding the “positive and negative” potential of nuclear energy. The course will begin with a layman’s introduction to the science of the nucleus including radioactivity, nuclear fission and fusion. We will examine the development of nuclear weapons during World War II, their proliferation during the Cold War and their limitation resulting in part from nuclear non-proliferation treaties. Our emphasis will be on peaceful uses of nuclear energy for medical diagnosis and treatment and for the generation of electricity. We will include the ways in which nuclear challenges are reflected in our culture through film and theater. The SGL will present the material through multimedia lectures and demonstrations, debates and weekly “Nukes in the News” discussions. No scientific background is required. This course was last given as a ten-week course in the Spring 2015 term.

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

**Preparation time** 2-3 hours; much of the reading is optional, but up to 100 pages for a couple of the classes. Class members must be able to use the internet.

**Biography** Nancy H. Kolodny retired in 2013 after a 44-year career of teaching (Physical Chemistry), research and administration at Wellesley College where she was the winner of the Pinanski Prize for

Excellence in Teaching. Based on her life-long fascination with all things nuclear, she developed and taught an interdisciplinary course at Wellesley called “The Nuclear Challenge.” She has enjoyed sharing this exciting subject with the BOLLI community and looks forward to continuing to do so.

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## **H&G1-5b-Mon2 China in Africa**

**Leader – Girma Belay**

**Monday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course April 11 to May 23**

**Description** Wherever you look in Africa, Chinese people, technology and investments are present. China is involved in building and managing dams, roads, railways, factories, mines, tele-communications, and agro-businesses, and has an important role in international trade and UN sponsored peace keeping efforts. Why is China interested in Africa? What are the costs and benefits of these partnerships to the African governments and people across the continent? This course will examine the extent and evolution of China’s involvement in Africa, including its political, economic and security/strategic interests. We will look at the history of Chinese investment in a broad swath of Africa, including Angola/Mozambique, Tanzania/Zambia, Ethiopia/Somalia, Nigeria and Congo. This class will rely on participants’ preparation and class participation. As they are reading and participating in the class discussions, students need to reasonably consider the national interests of each African country under discussion as well as competition from other global powers as they relate to China’s interests in Africa. We will also consider the impact of China’s style of investment on local entrepreneurship, human rights, political stability, and environmental impacts. This course will be presented in a lecture/seminar format that includes discussion and class participation.

**Readings** We will be reading articles on line from current events publications such as [Africa Confidential](#), [Foreign Affairs](#), and [The Economist](#), as well as selected chapters from the following books (available on Amazon):

*The Dragon’s Gift: The Real Story of China in Africa*, Deborah Brautigam, 2011.

*China Into Africa: Trade, Aid, and Influence*, Robert I. Rotberg, editor, 2008.

**Preparation time** Average 50 pages per week of readings, 2 hours preparation average

**Biography** Girma Belay has Master’s Degrees from UCLA’s School of Architecture and Urban Planning and from Cal. State University, Los Angeles in International Relations (Political Science.) He earned an undergraduate degree in Economics from UCLA. He was born and raised in Ethiopia. He is retired from an active career as an affordable housing executive director in Boston and fills his free time by following the geo-politics of his homeland. He previously taught a course on the Geo-Politics of the Horn of Africa for BOLLI and was a guest presenter on the Geo-Politics of Water in the Nile Basin at UMASS Boston.

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## LIT5-5a-Mon2 Reading Between the Lines: Short Stories from the 20<sup>th</sup> Century

Leader – **Bette Lehman**

**Monday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course March 7 to April 4**

**Description** The short story is an art form older than Genesis and as current as the magazines on this week's newsstands. While its origins stem from the oral traditions of folk tales, creation myths and religious parables, the contemporary story often "deals with the individual when there is no longer a society to absorb him - and he is compelled to exist - as it were - by his own inner light," as Frank O'Connor has said. By close examination of the text, by exploring layers of meaning, we can shed light on each writer's artful intent. Our highly interactive class discussions will lead us to the discovery of "connections" between the reader and the writer, the teller and the tale, the literature and its relevance to the lives we lead. We shall study one story for each class: "The Last Mohican," Bernard Malamud; "A Conversation with My Father," Grace Paley; "In Dreams Begin Responsibilities," Delmore Schwartz; "The Life of the Imagination," Nadine Gordimer; and "Spring in Fialta," Vladimir Nabokov. Volunteers may be asked to supply brief "bios" of our authors.

**Readings** We shall be using *The Art of the Tale* ed. Daniel Halpern which contains the Malamud, Gordimer and Nabokov stories and is available in paperback on Amazon. The Grace Paley and Delmore Schwartz stories will be handed out. A hard copy of the text should be brought to every class.

**Preparation time** Stories range between 10 to 15 pages. It is suggested that each story be read twice. Estimated time is 2 hours each week.

**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 has taught at the Cambridge Center for Adult Education in Harvard Square for over 10 years and, most recently, for LLARC at Regis College. Through her direction of highly interactive discussions, Bette encourages participants to learn from the text, from literary theory and from class discussion. Bette holds both BA and MA Degrees in English Literature.

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## SOC2-5b-Mon2 Shtetl Life and Culture and Its Influence on American Jews

Leader – **Herbert Belkin**

**Monday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course April 11 to May 23**

**Description** The shtetls of Eastern Europe were a unique form of Jewish communal living. To survive in an often hostile world the shtetls developed protective barriers of Judaism and tradition. This course will study the shtetl culture that defined the role assigned to each family member and the religious and secular authorities that enabled these shtetls to exist under restrictive governments. Also to be studied is the way shtetl families earned a living (parnosseh) in very limited economic conditions and the development of Yiddishkeit as a Jewish way of life with expression in literature, theater and Klezmer music. The course will end with a study of the social and political forces that brought change and mass emigration from the shtetls to America. Class members will be asked to explore their family origins in Europe and the time and circumstances that their families came to this country, and, if possible, provide a written summary of this

exploration to the class. Open for discussion will be the influence shtetl life had for Jewish immigrants to America and members of their succeeding generations (you and me).

**Readings** *Life with People* by Mark Zborowski and Elizabeth Herzog (published by International Universities Press, Inc

**Preparation time** Approx. 80 pages each week

**Biography** Herb Belkin is a historian who writes and lectures on the Jewish experience during the last 200 years. This has led Herb to a concentration on Jewish nationalism and its struggle for a Jewish homeland and the men and women who dedicated their lives to provide a safe harbor for endangered Jews. Herb has told this story in courses at BOLLI and Salem State University. Herb also writes a column in the Jewish Journal and maintains his blog, *Zionist Dialogue*.

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## **H&G6-10-Mon3 Men Who Would Be President**

**Leader – Stephen Messinger**

**Monday – 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 by 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 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 hour per week

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

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## H&G5-10-Mon3 From Weimar to Hitler: Germany 1919-1945

Leader – Dan Leclerc

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

**Description** This class examines the creation and collapse of the Weimar Republic and the rise of the Third Reich under the leadership of Adolph Hitler. Issues covered include social and economic trauma after the First World War, the vibrant cultural explosion and ultimate fragmentation of Weimar Germany, the rise of National Socialist (Nazi) power, the impact of terror and intimidation, racial ideology and extermination, the growing militarization of Germany and its increasingly bellicose foreign policy, and the final collapse of Nazi Germany and the demise of its leader Adolph Hitler. Each class will be anchored in a didactic, multi-media approach with short embedded videos and discussions based on articles provided prior to the class. This class was given in the Spring 2015.

**Readings** *In the Garden of Beasts* by Erik Larsen. There will also be readings selected by the SGL which will be distributed on-line in PDF documents.

**Preparation time** 50 pages

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

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## MUS2-5a-Mon3 Great American Jewish Songwriters: 1950-2000

Leader – John Alan Clark

**Monday – Course Period 3 – 2:10 pm to 3:35 pm**  
**5 Week Course March 7 to April 4**

**Description** Join us for a historical musical journey that will explore the work of four very different American Jewish songwriters of the latter half of the 20<sup>th</sup> century: Paul Simon, Leonard Cohen, Bob Dylan, and Randy Newman. The first week will touch on some of the Tin Pan Alley songwriters of the first half of the century (Irving Berlin, the Gershwins, Rodgers, Hart and Hammerstein, etc.) as well as those writers associated with its modern day equivalent, the Brill Building (Gerry Goffin-Carole King, Jerry Leiber-Mike Stoller, Burt Bacharach-Hal David, Neil Diamond, etc.). Each of the next four weeks will be devoted to one of the course's principal songwriters. Central to the class will be a discussion of the extent to which each writer's Jewishness contributes to his work as we consider common themes found in their work: love and desire, religion and philosophy, and political and societal criticism. *In Search of American Jewish Culture* by Stephen J. Whitfield and *Jewish Songwriters, American Songs* by David Lehman will also inform our discussion. Each week reading will be assigned from these books and from biographical and critical sources. PDFs of the reading will be emailed, lyric sheets will be distributed and selected concert and interview video segments will be shown.

**Readings** There will be weekly reading assignments (from biographical and critical writings) from PDFs emailed well in advance of the class session.

**Preparation time** One to two hours of reading and listening using YouTube audios or a free streaming music service.

**Biography** John Clark grew up in rural Ohio, attended college in Illinois and graduate school in Massachusetts in the seventies. During the eighties he worked in the music business in Nashville in various capacities. After moving to Atlanta in 1992, he taught high school for six years and adult education for more than twenty years for Emory University and Mercer University. He created and taught classes on Bob Dylan, music of the 50s and 60s, Americana music and a series called Lyrics as Literature. He guest hosted several Atlanta radio stations and boasts a combined record/CD collection of 7,000 recordings.

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## **MUS4-5b-Mon3 Tune In - Tune Up! Understanding What You Hear When You Listen to Music**

**Leader – Sheila K. Vernick**

**Monday – Course Period 3 – 2:10 pm to 3:35 pm**  
**5 Week Course April 11 to May 23**

**Description** This introductory course will increase the listener’s enjoyment of orchestral music. While you may appreciate the works of familiar composers, are you listening with awareness of the structure and form of the music? In this course you will become knowledgeable about what is happening in a given musical piece so that wherever and whenever you tune in to hear your favorite “classical” music, you will have an understanding which will enhance your enjoyment! We will develop a familiarity with various musical forms and concepts – for example, the sonata-form, theme-and-variations, rondo, and more. The concept of *theme*, its evolution and application in the musical work will be introduced. There will be exploration of recognizable elements of particular composers in their respective time periods. We will focus on the specific sounds of the different orchestral instruments – both as solo, and in combination with each other. Whereas a great deal of the course material is cumulative, it is strongly suggested that members attend all sessions. Participants will find that certain technical terminology and its application will be covered, and that references to it will be encountered on a continuing basis. Since most of our information will be presented by the leader and through class discussion, no reports will be expected. A handout will be given to students prior to the first class meeting; it will specify most of the material to be covered and expectations for members to keep in mind as they pursue their weekly preparation.

**Readings** There will be no required readings. Prior to the start of the course, students will receive a handout with specific listening for each class. Preparation will involve accessing YouTube (or any library) to locate the material. Major works to be heard – not necessarily in entirety, but excerpted: Symphony #40, W.A.Mozart; Young Person’s Guide to the Orchestra, B. Britten; Piano Concerto #20, W.A.Mozart; Symphony No. 5, L.van Beethoven; Symphony in D minor, C. Franck; Violin Concerto in E minor, F.Mendelssohn; Concerto for Orchestra, B.Bartok.

**Preparation time** It may be anticipated that a usual course preparation time will average 2 hours per week, depending on the needs of individual students.

**Biography** Sheila Vernick earned a BA at Wheaton College (MA); an MA in Teaching at Harvard University; a M.Ed. at Salem State College, and a PhD degree in Counseling Psychology at University of Florida, Gainesville. As a music aficionado, Sheila's experience with Brandeis began in the 1970's, as a music study group leader, with classes meeting in private homes; subsequently, with OSHER Program participants at Tufts University in 2005; and she now eagerly anticipates being a BOLLI study group leader at Brandeis University, to share her love of music.

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## **SOC10-5b-Mon3 What Do We Know About Crime and What Can We Do About It?**

**Leader – Sanford (Sandy) Sherizen**

**Monday – Course Period 3 – 2:10 pm to 3:35 pm**  
**5 Week Course April 11 to May 23**

**Description** Why is there so much crime? What makes criminals tick? How can we protect ourselves and our families? We will examine these and other important questions regarding what causes crime, who commits it and why, how the criminal justice system functions, and crime control strategies. Our investigation will include crimes against people and property, cyber crime, cyber security and white collar crime. We will discuss major sociological, psychological, philosophical, legal and religious theories and explanations of crime and conduct in-depth analyses of specific crimes, with a concentration on cyber crimes. Classes will be interactive, with questions distributed in advance. Each class will start with an overview of the major issues followed by open discussion, questions and comments. Expect an up close investigation and analysis of the issues presented.

**Readings** A packet of readings will be provided, with the SGL to be reimbursed for the cost of reproduction.

**Preparation time** Approximately 3 hours a week.

**Biography** Sandy Sherizen trained as a sociologist, then became a criminologist and later a computer security and privacy professional. He has taught at various universities, led seminars and given speeches in many settings. Flunking retirement, he currently teaches English as a Second Language to adult immigrants and serves on a patient research ethics and safety board at Brigham and Women's Hospital. He has previously led BOLLI classes on *Your Privacy is at Risk*, *The Sociology of "Deviant" Behaviors*, and *The Inquisition and Marranos/Crypto Jews/ Conversos*.

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## LIT8-10-Tue1 Beyond the Marriage Plot: George Eliot's Middlemarch

Leader – David Razor

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

**Description** Jane Austen has maintained a current and active readership. This course explores another female British author who has not enjoyed as much popular attention. Born Mary Ann Evans, George Eliot is considered one of the finest novelists of the 19<sup>th</sup> century. This course focuses solely upon her masterpiece, *Middlemarch*, which may be one of those “big” novels that many have heard of but have never read -- or only read once. Virginia Woolf famously called *Middlemarch* “one of the few English novels written for grown-up people.” Looking back 50 years before its composition around 1870, Eliot creates a fictional world where women and men move beyond Austen’s marriage plot and act within a simulation of a provincial English town during the crucial years of political and social upheaval before the Reform Act of 1832. The author uses her knowledge of radical German theology, British sociology, English political history, Darwinian science, and even American transcendentalism and feminism, to produce a significant experiment in social realism. Remarkably, as her characters navigate a world of visible and invisible social codes, they do not become simple types who follow programmed paths, but develop individuality within a carefully crafted landscape. They become some of the most recognizable characters in British literature. Class time will be divided between lecture and discussion. Each week is organized around one section and one different approach to the novel. Supplementary articles on the intellectual and historical background George Eliot writes within will be made available but are not required. This course was given in the Fall 2015.

**Readings** *Middlemarch*, Penguin Classics, 1994.

Optional additional supplementary readings will be available in print and online for each section covered in the novel that week. Even though they reflect on and provide the critical basis for that week’s theme, they are by no means necessary for full access to the novel and the course.

**Preparation time** Approximately 100 long pages a week

**Biography** David Razor is completing a PhD dissertation in 19<sup>th</sup> century American Literature at Brandeis. He has presented papers at the Herman Melville Society and the American Literature Association. In addition to teaching writing courses at Brandeis, recently David was awarded the University Prize Instructorship. His course, “Separated by a Common Language,” focused upon the transatlantic exchange between American and British novelists, especially the relationship between Nathaniel Hawthorne, George Eliot and Henry James. For nine years, 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 reading the poetry of Emily Dickinson, and Dickinson’s favorite novelist: George Eliot.

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## **SOC7-5a-Tue1 The Silent Epidemic: U.S. School Dropouts**

**Leader – Sumner Perlman**

**Tuesday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course March 8 to April 5**

**Description** The school dropout problem in the U.S. is called “The Silent Epidemic,” an “Epidemic” because it is widespread and difficult to cure. But what is the significance of the word “Silent?” We will try to shed some light on this key question. The focus of this class is to appreciate the magnitude of the problem as well as the impact on the dropouts themselves, on society and on the national and local economies. Every year in the U.S. more than one million students drop out of schools with consequences serious for the dropouts lives, a high probability of incarceration, a life of poverty and lower life expectancy. The impact on society includes costs of supporting families in poverty and for incarceration. We will consider several factors that lead to dropping out: the family - economic status, low education expectations, and frequent moves; the student- associates/gangs, anti-schooling culture, and the so-called “learned helplessness” acquired in early grades; and, the school’s inadequate staffing, overcrowding, and ignoring students at risk. After reviewing various approaches and their testing to reverse the rate of dropouts, we will try to determine why some do not work; some offer promise; and, factors that may limit their implementation. We will examine a local public-school system that has been successful in helping high-risk students and recent dropouts to earn high school diplomas. The SGL will encourage class discussion based on the readings.

**Readings** Copies will be distributed of summary/executive reports from UC-Santa Barbara’s Dropout Prevention Project, Clemson University’s National Dropout Prevention Center, and Johns Hopkins’ Alliance for Excellent Education and others.

**Preparation time** Students should expect to spend 1 to 2 hours per week

**Biography** Sumner Perlman has spent many years as an Electrical Engineer. He was Deputy Director of Engineering at the GTE Government Division. He has had a long-term interest in the school dropout problem and has followed the work of key researchers in the field.

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## **H&G4-5b-Tue1 FDR and the Holocaust**

**Leader – Edward Goldberg**

**Tuesday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course April 19 to May 24**

**NOTE: This 5 week course will begin April 19 (one week later than other 5b courses.) It will end May 24**

**Description** This course will discuss the response of Franklin D. Roosevelt and the United States to the Holocaust in Europe. Isolationism and anti-Semitism was widespread in the US, especially in the Congress and the State Department. FDR was not an anti-Semite but some of his actions were disturbing. We will review the accusation that the US and the Western allies abandoned the Jews of Europe. A comprehensive evaluation is not possible in 5 weeks; instead we will focus upon some highlights: US immigration policy, a dysfunctional US State Dept., feuding Jewish organizations, leading personalities, the War Refugee Board, and the decision not to bomb Auschwitz. The presentation will follow the

chronological rise of Nazi Germany and the concomitant suffering of European Jews. We will monitor the actions of the democracies as the Holocaust progresses. We will follow the outline of our text which will describe four (4) different phases of FDR's reactions to changing world events. This class was last offered in Fall 2015.

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

**Preparation time** About 2 hours per week

**Biography** Eddie was born at an early age, studied American history at Cornell, and then following his father's strong encouragement he went to medical school and became a physician. In 2000 he completed that obligation and came to BOLLI to renew his love of history.

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## **WRIT1-5a-Tue1 Five Stories in Five Weeks: A Short Course in Writing Short Fiction**

**Leader – Betsy Campbell**

**Tuesday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course March 8 to April 5**

**Description** This is a class for those who already enjoy writing fiction or want to try it for the first time. The material for fiction is everywhere in our lives. The spark for a story may begin with an experience, a memory, a photograph or a news report. The challenge is to make such material into a fully developed story. Writers of memoir should stick to the truth, but writers of fiction can play with the facts. They are free to add or subtract details, invent characters, imagine or change events as they choose to tell a complete story. Participants will write each week in response to an assigned prompt chosen to focus on a specific aspect of narrative writing, such as point of view, characterization or dialogue. Class members will be expected to read their work aloud and offer feedback for one another. At the end of our five weeks, we will have experienced the fun and challenge of crafting fiction and sharing our work in a supportive group. A similar course was given by the SGL in the Fall 2015.

**Readings** There is no text for this class. SGL will provide occasional handouts.

**Preparation time** A short piece of writing (no more than 500 words) is expected each week. It is suggested that class members provide hard copies of their pieces for each person in the class to facilitate useful feedback.

**Biography** Betsy Campbell has taken many writing courses, attended conferences and been active in more than one writing group over the years. She has published both fiction and non-fiction in newspapers, magazines and journals. This is the 4th writing course she has taught at BOLLI. Betsy's career was in teaching. She began as a high school English teacher and later spent twenty-five years teaching kindergarten and first grade. She has BA from Brown University, an MAT from Harvard and an MA from Lesley.

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## **SOC6-5b-Tue1 The Death and Life of Cities and Towns in Metro Boston: What Matters?**

**Leader – Larry Koff**

**Tuesday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course April 12 to May 17**

**Description** Are current trends in housing, open space, density and suburban growth, climate change, and transportation sustainable? The class will utilize “Metro Future,” the Metropolitan Area Planning Council’s Plan for managing land use changes in the 164 cities and towns surrounding Boston as our main text plus additional readings. The MAPC Plan assumes that if we are to survive in a more sustainable metropolitan area, we will need to alter current trends as well as adjust our perception of a civic vision. Do we, for example, concur with the goals and strategies for addressing senior housing, open space, and transportation needs? Climate change - is it relevant? Density and urban design –are we willing to support the design principles and strategies which will shape appropriate growth? Can MAPC as organized address these quality of life issues? Given these concerns what will be priority next steps to be undertaken to make our communities more sustainable? Robert Kroin, AIA and former Chief Architect/Urban Designer for the Boston Redevelopment Authority will be a guest lecturer for one session. Class participants will share their understanding of the material that is being presented following the course outline and readings.

**Readings** All students will receive a copy of the Metro Future Plan “Summary Report.” A handout of a limited number of readings, mostly articles about local issues, will be reproduced and distributed for a fee. Links to optional readings from various texts and reports will be identified.

**Preparation time** Two hours/week of reading and preparation of response to questions provided in advance

**Biography** Larry Koff is a city planner with 45 years of experience in government and consulting. From 1969-1994, Mr. Koff was a senior planner at the Boston Redevelopment Authority involved in a broad range of neighborhood, institutional and downtown projects. For the subsequent 20 years, Mr. Koff managed a consulting firm providing planning services in master planning, downtown revitalization, economic development, housing and open space planning, and permitting to primarily cities and towns in Massachusetts. Mr. Koff presented the proposed course in another Boston adult education program last year with the participation of Mr. Kroin.

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## **ART2-10-Tue2 Painters of the Italian Renaissance**

**Leader – Suzanne Art**

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

**Description** The Renaissance was an exciting time of rediscovery of the ideals of classical antiquity. Nowhere is this more apparent than in the paintings produced in Italy. In this course, we will learn about humanism and see how its principles are reflected in the art of the times. After a brief look at examples of Byzantine and Gothic paintings of the late medieval period, we will examine the innovations made by

artists such as Giotto and Duccio during the “proto-Renaissance” of the late 13<sup>th</sup> and early 14<sup>th</sup> centuries. Then we will plunge into a study of the major works of Early Renaissance painters, such as Masaccio, Fra Angelico, and Botticelli. Finally we will look at the paintings of the great masters of the High Renaissance - Leonardo da Vinci, Michelangelo, Raphael, and Titian - as well as those of some of their most talented contemporaries. As we proceed through the course, we will discuss such topics as the artist’s workshop; tools, materials and techniques; artist-patron relationships; the influence of Flemish art; religious and mythological symbolism; the evolving role of the artist; and the ways in which paintings reflect contemporary society. The course will end with a brief examination of Mannerism, the style that evolved from the art of the Italian Renaissance. There will be equal amounts of SGL presentation and class discussion. Prior knowledge is not required. Because the material will build from week to week, it is strongly recommended that each class be attended. This is a repeat of a course given in Fall 2013.

**Readings** All assignments will be online. These will include short biographies, short articles about the culture of Renaissance Italy, and videos by noted art historians analyzing specific works of art. Also, each week I will send out in PDF format the slides we have viewed together so that the paintings can be further studied and enjoyed at home.

**Preparation time** Class preparation will take 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. Her favorite volume is *The Story of the Renaissance*. 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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## LIT7-10-Tue2 **Reel Literature: The Great Graham Greene in Print and on Screen**

**Leader – David Moskowitz**

**Tuesday – Course Periods 1&2 – 9:30 am to 12:35 pm every other week.  
The alternate weeks will be Period 2 only.**

**Description** Graham Greene has long been one of my favorite authors. John Irving once described Greene 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. During World War II, Greene worked for the British Secret Intelligence Service and among his close friends there 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 that were 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 conclude the previous week’s discussion and then address how the screenwriter and director have adapted Greene’s work, what works well and what does not, and in what ways each of us might have adopted a somewhat different approach. This is a new course offering.

**Readings** As should be clear from the title and course description, the author of all of the books is Graham Greene.

*The Ministry of Fear* (204pp)

*The Third Man* (151pp)

*The End of the Affair* (186pp)

*The Quiet American* (179pp)

*Our Man in Havana* (214pp)

**Preparation time** Greene's novels make for easy reading. The total number of pages to be read equals 934, requiring therefore an average of 93 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 (14th time leading), and fourth literature course. This course combines David's interests in both literature and film in a format not previously explored at BOLLI.

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## H&G7-5a-Tue2 **Harry Truman: The Buck Stopped There**

**Leader – George Model**

**Tuesday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course March 8 to April 5**

**Description** Coming off his unexpected and inspiring victory in the 1948 presidential election, Harry Truman was soon confronted by a number of great challenges during his second term. These included the continuing strained relations with the Soviet Union in the new atomic age, the emergence of the People's Republic of China as a formidable adversary, a toxic political environment exacerbated by the conduct of Joe McCarthy and the HUAC, high expectations for prosperity among consumers, labor and management, and especially the outbreak of the Korean War. HST effectively dealt with these problems in his characteristic forthright manner, but his approval ratings plummeted over the course of his second term and he decided not to run for reelection. When his term ended, Truman returned to a simple life in Independence MO, indulging in some travel but focusing primarily on his memoirs and the launch of the Truman Library. As the years passed, the American public came to once more appreciate HST's fine character and his wise decisions. We will assess HST's performance and his proper place in history through open discussions facilitated by weekly study questions and video clips. Voluntary presentations are encouraged. This course was offered in Fall 2015 and is a sequel to one offered in 2014-15 which covered Truman through the 1948 elections. Although helpful, this prior course is not a prerequisite.

**Readings** *Truman* by David McCullough

**Preparation time** 2-3 hours per week, 50-60 pages

**Biography** George Model is a retired consulting actuary who spent 40 years in the health benefits field. In this capacity, he led several training classes, made frequent presentations and often led discussion groups. He holds a BA and MA in Mathematics from Queens College and the University of Maryland

respectively and is a Fellow of the Society of Actuaries. George has developed a strong interest in 20th century American history. In addition to this course, George led a previous course on Harry Truman and his career through the 1948 elections.

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## **STOR1-5b-Tue2 The Art of Storytelling: Sharing the Human Condition**

**Leader – Peter P. Carcia**

**Tuesday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course April 12 to May 17**

**Description** Storytelling is an emerging vibrant art form which is now recognized by the National Endowment for the Humanities. The Moth radio hour on PBS 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 three to five minutes in length and will be told without notes. The class will select the topics to be presented. Each class member will be expected to participate in storytelling.

**Readings** Handouts will be provided each week. 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 two-three 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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## **LIT10-10-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 reminded us of issues considered central to our American character—particularly, our passionate concern for the right to 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 is an expanded version of a 5 week course given in the Fall 2015.

**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 eBoard; print version available upon request for those who prefer hard copy)

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

**Biography** Sue Wurster taught, after earning BS/MA degrees in Theatre & Communications from Ohio University, 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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## **H&G8-10-Tue3 Capitalism, Globalization, The Industrial Revolution, and Cotton: A History and Analysis of What Created the Modern World**

**Leader – Fred Kobrick**

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

**Description** What created capitalism as we know it and globalization as we know it? COTTON. How could one commodity, and only one—COTTON--become the most important manufacturing industry in an economically diverse world, for over 9 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, but later production was dominated by the British, and was the foundation of building the industrial age, the British Empire, 19<sup>th</sup> 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 new, recent research makes this story of cotton and the rise of empire and globalization today, 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. For continuity purposes students should plan to attend all ten sessions.

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

**Preparation time** 2 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 just-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.

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## **SOC3-5a-Tue3 Mahler, Moses and Others Speak to the Challenges of Life's Final Journey**

**Leader – Herman J. Blumberg**

**Tuesday – Course Period 3 – 2:10 pm to 3:35 pm**  
**5 Week Course March 8 to April 5**

**Description** Classic expressions from the world of literature, music and film can help us to think anew about the tasks and challenges of the latter decades of life. What does Tolstoy in the *Death of Ivan Ilyich* teach us about how -- or how not -- to tend to one who is dying? What can we learn from Moses' grand argument with God, as expounded in rabbinic (*midrashic*) literature, upon being told he would die before entering the Promised Land? How do we respond to the hopeless suffering of a loved one whose quality of life has deteriorated? The film *Amour* may provide a helpful framework for discussion of this difficult issue. Although Gustav Mahler was preoccupied with death, his Fifth Symphony is anything but morbid. What did Mahler "say" in music about bereavement and how would Elizabeth Kubler-Ross, the dean of bereavement studies, respond? What happens when we begin to simultaneously look back on our life and contemplate our legacy? Stories from John Updike's last published collection of short stories and other authors may stimulate our memories and help us to think about the meaning of our lives and the legacy we leave for future generations. One of these five selections from the arts will frame each weekly discussion. Excerpts from each of the materials will be included in class presentations. Vigorous discussion is encouraged and students with special knowledge of specific material are invited to collaborate with the instructor. This course was given in the Spring 2015.

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

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

Mahler: Symphony No. 5, CD any recording

Elizabeth Kubler-Ross (monograph to be distributed in class)

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

John Updike short stories: "The Walk with Elizanne" (16 pages); "The Road Home" (22 pages); "My Father's Tears" (19 pages); "The Full Glass" (16 pages) <John Updike, *My Father's Tears and other stories*, 2009, Alfred A. Knopf, publisher; ISBN 978-0-307-27156-3

Additional readings may be handed out in class.

**Preparation time** Participants are encouraged to enjoy all of the selections in advance of class.

Preparation for any one session is 2 hours or less. Viewing the movie or listening to Mahler are urged, but not required.



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

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## **SOC1-5b-Tue3 Sinner, Saint, & Troublemaker: Dorothy Day and the Catholic Worker Movement**

**Leader – James Allaire**

**Tuesday – Course Period 3 – 2:10 pm to 3:35 pm**  
**5 Week Course April 12 to May 17**

**Description** At the time of her death in 1980, historian David O'Brien described Dorothy Day as "the most significant, interesting, and influential person in the history of American Catholicism." Her biographer, Jim Forest, called her a "saint" and a "troublemaker." Pope Francis, during his visit to the United States, singled her out for her "social activism, her passion for justice and for the cause of the oppressed." On May 1, 1933, in the depths of the Great Depression, *The Catholic Worker*, the newspaper Day co-founded and edited for many years, made its debut, beginning the Catholic Worker Movement. We will explore Dorothy Day's life and spirituality: from pre-conversion bohemianism, to Catholic conversion, to radical lay Catholic who challenged the Church with her pacifism, critique of wealth, and love of poverty. We will sample her writings on poverty, pacifism, work, community, economy, and hospitality. Today there are over 225 Catholic Worker communities world-wide inspired by her writing and actions. Currently Dorothy Day is being considered for listing in the Catholic Church's canon of saints, but not without controversy. We ask: What relevance does Dorothy Day and the Catholic Worker Movement have in our increasingly secular age? Classes will be a mixture of lecture and discussion.

**Readings** The SGL will provide a course reader with selected articles by Dorothy Day and others.

**Preparation time** Articles in the course reader will be about 15-20 pages each week.

**Biography** Jim Allaire is a retired psychologist who lives in Newton. He has been involved in the Catholic Worker Movement for twenty-five years. He is a co-founder of the Winona Catholic Worker in Minnesota, and co-authored the book *Praying With Dorothy Day*. He is the architect and webmaster of the Catholic Worker Movement website at [www.catholicworker.org](http://www.catholicworker.org) for twenty years. He has taught university courses and led numerous workshops. This is his first BOLLI course.

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## **SOC4-5b-Tue3 I'm Out of Here! Conversations About Transitions, Changes, Endings and New Beginnings**

**Leader – Elizabeth David**

**Tuesday – Course Period 3 – 2:10 pm to 3:35 pm**  
**5 Week Course April 12 to May 17**

**Description** We all have opportunities for small and large goodbyes, leave-takings, endings and exits. Some include ceremony, some are life passages, some are small and some rock our worlds. Some may go unnoticed and underappreciated. How we navigate these transitions often determines whether or not we move on in peace or are troubled. We will be discussing real life stories, narratives including a gay man exiting the closet, a sixteen year old boy who is forced to leave Iran, a Catholic priest who leaves the church, an anthropologist who leaves the field, an executive leaving a leadership role after twenty-five years, a chief attending physician in an intensive care unit guiding patients and families toward accepting the final exit-all these and more. This course is a discussion group based on the book *Exit: The Endings That Set Us Free* by Sara Lawrence-Lightfoot a MacArthur prize-winning sociologist and Professor of Education at Harvard University. Each week we will discuss the narratives of interviews conducted by the author and use them as inspiration for contemplating our own stories of endings and beginnings. Assignments will include topics for reflection for each section.

**Readings** *Exit: The Endings That Set Us Free*, by Sara Lawrence-Lightfoot

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

**Biography** Elizabeth David has been an SGL at BOLLI off and on for about 12 years, primarily dealing with issues of aging and change. She received her Masters Degree in Expressive Therapies at Lesley University as an adult learner at age 47. Professionally, she was a Hospice Bereavement Coordinator where she followed and counseled families for a year following the death of the patient and Director of Volunteers where she supervised volunteers who interacted with the patient and family. She and her husband Barry have five adult children and seven blessed grandchildren.

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### **Fitness Classes**

This spring, BOLLI is excited to bring you one section of our popular Muscles & Movement class at the Gosman Sports & Convocation Center at Brandeis University. There will be a \$30 charge (\$3 per class) to BOLLI members.

You will be prompted by email to register for Muscles & Movement separate from study group registration. Members who select a fitness course through this registration process remain eligible for the same number of 60 Turner Street based Study Groups to which they are accustomed. Your fitness course will not count as a selection in the BOLLI course lottery process. Please note that sign-up for fitness classes is January 19-February 5. In the event that the class is oversubscribed, a lottery will determine member placement.

You will be notified of your fitness class schedule via email by February 19. Please note that all fitness participants will need to sign a mandatory waiver before the class start date. On-site parking will be available. More information will be forthcoming in February 2016.

## **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 is a senior at the College of Arts and Sciences, Brandeis University

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## **ART1-10-Wed2 Three Giants of Post Impressionism: Lautrec, Gauguin and Van Gogh**

**Leader – Nancy Alimansky**

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

**Description** We will study three important painters from the period after Impressionism: Toulouse Lautrec, Paul Gauguin and Vincent Van Gogh. In each case their personal lives and relationships had a significant effect on their art. We will learn about their unconventional lives, their personalities and their choice of subjects to paint. In the case of Van Gogh and Gauguin we will learn about the nine weeks they shared a house in Arles and the personal distress each endured while living together. We will also discuss a few of the painters who preceded them and provided a bridge to the Post-Impressionist era. This course is much more than a survey about three painters. 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. The SGL will show a slide presentation of paintings each week and expect students to participate in the discussion of the works. Prior knowledge is not required. Assignments will include reading from the text as well as answering the study questions. One week's assignment will include a self-portrait pencil drawing to give students insight into the challenge of creating a self-portrait. This course was last given in Spring 2013.

**Readings** *The Yellow House, Van Gogh, Gauguin and Nine Turbulent Weeks in Provence*, Martin Gaylord  
*Toulouse Lautrec*, Bernard Denvir

**Preparation time** The reading is generally about 40 pages a week. At times it is somewhat dense, unlike reading a play or a novel. Preparation time should be about 3 hours, including completing the study questions.

**Biography** Nancy Alimansky has taught eight courses at BOLLI. This is the third time she will be offering this course. 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 BA from Wellesley College where she majored in French, an MAT from Harvard Graduate School of Education and an MBA from Boston College. She has been a professional artist for more than 25 years.

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## **H&G3-10-Wed2 The Reluctant Ally: America's Entry into World War II**

**Leader – Fran Feldman**

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

**Description** As German bombs rain down on Britain, bringing the country to its knees, Prime Minister Winston Churchill desperately searches for help from the United States, the only country that can save his homeland. To do so he enlists the support of three prominent Americans living in London during the darkest hours of the war. Edward R. Murrow, the head of CBS News in Europe; John Gilbert Winant, the U.S. ambassador to Britain; and Averell Harriman, the head of the Lend-Lease program in London, answer the call with courage, ingenuity, and passion. The course text, *Citizens of London* by Lynne Olson, vividly describes the three men's efforts to persuade a very reluctant America to partner with Great Britain in resisting the Nazi onslaught in Europe. Some of the topics that will be examined during the term include the isolationism that pervaded America until December 1941, America's lack of readiness for war, the personalities of Churchill and Franklin Roosevelt, the role of the press, of diplomacy, and of the military-industrial complex during the war years, and the degree of cooperation among the Allies as the war progressed. Classes will be conducted by discussion with no lectures. NOTE: Study group members should be prepared to actively participate in class and to offer reports on relevant topics related to the war effort. This course is a repeat of a course offered in Fall 2015.

**Readings** *Citizens of London* by Lynne Olson

**Preparation time** 2 to 3 hours a week

**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. Previously at BOLLI she taught "The Remarkable Roosevelts" (Franklin and Eleanor) and "Allies and Adversaries: Theodore Roosevelt and William Howard Taft."

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## **LIT11-10-Wed2 The Rise of the Anti-Hero: Three 19<sup>th</sup> Century French Novels**

**Leader – Lois Ziegelman**

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

**Description** Traditionally, from classical antiquity onward, the hero – a larger than life figure willing to stand up for a code of lofty ideals and die, if necessary, to preserve them – was celebrated in many great works of literature. By the 19<sup>th</sup> century, however, the world had changed and Idealism as a literary mode, gave way to Realism. Here the anti-hero, whose concerns were far less exalted, displaced the hero. In this course, we will examine three great 19<sup>th</sup> century French novels which delineate the rise of the anti-hero.

**Readings** *The Red and the Black* by Stendhal. Translator: C.K. Scott Moncrieff  
*Pere Goriot* by Balzac. Translator: Henry Reed  
*Madame Bovary* by Flaubert. Translator: Paul DeMan  
-OR- your own edition. Books will be read in the order listed.

**Preparation time** 2 ½ hours; about 100 pages per week

**Biography** Lois Ziegelman, Ph.D, 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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## **WRIT2-10-Wed2 Write On!**

**Leader – Marjorie Roemer**

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

**Description** “*Nothing has really happened until it has been described*” -Virginia Woolf  
Whether or not you subscribe to Virginia Woolf’s belief that nothing has happened until it has been described, it is certainly true that describing or witnessing our experience gives us a space to see it, experience it, savor it, and understand it in a new way. For this class each participant reads 500 words of his or her own writing at each session. Although most of us draw from personal experience, any genre of writing is acceptable. I offer prompts. This term they will come from suggestions offered in *Poets and Writers Magazine*. The prompt is only a suggestion. Students can use it, follow it and then jump off from it, or disregard it entirely. We understand that this writing is always an “attempt,” an “*essai*,” a try. We listen to one another generously, trying to understand and engage with each person’s story. The class builds on coherence and trust and, for that reason, 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. While this course continues the work I have done in life-writing in eight different BOLLI sessions, it will offer new prompts and therefore new ways to frame our experience.

**Readings** There will be a packet of assignments. It should cost roughly \$10.

**Preparation time** We write 500 words for each class. That can take different amounts of time for each participant and each assignment.

**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 forty years in classrooms of many kinds. This will be her ninth writing course at BOLLI.

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## LANG1-10-Wed3 **The Elephant in the Room: How Language Affects Our Thinking**

Leader – **MaryAnn Byrnes**

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

**Description** An alternate title might reference an 800 pound gorilla. Both phrases describe situations that are hard to ignore and challenging to discuss. Often, people don't say what they mean; sometimes we don't mean what we say. We use images to compare new situations to those that are familiar. The expressions we use can illuminate discussions or leave people in the dark. This course will consider how elements of our language shape our thinking and daily existence, as well as their contribution to politics, advertising, science, and parables. We will also read a few fiction selections, exploring how characters see the world through very different eyes. Likely, participants will flood sessions with examples gathered from conversations, the news, and reading material. Active discussions are anticipated. This class was given in the Fall of 2015.

**Readings** *I is an Other: The Secret Life of Metaphor and How It Shapes the Way We See the World* by James Geary (2011). Other readings will be distributed in class.

**Preparation time** Approximately two hours per week

**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 BOLL, she enjoys baking bread, walking (perhaps because of the energy of the bread), and Reading for the Blind (now known as Learning Ally). This is MaryAnn's fourth year relishing the language-rich communities of lifelong learning institutes.

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## H&G2-10-Wed3 **The 1960's: A Divisive Decade that Shaped a Generation**

Leader – **Tamara Chernow and Naomi Schmidt**

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

**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.

**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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## **DRA1-10-Wed3 Scene-iors in the Springtime**

**Leader – Rebecca Meyers**

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

**Description** This spring we will concentrate on theatrical characterizations, culminating in a dramatic reading for Lunch & Learn. We will probably do a dramatization of either *The Dining Room* by A. R. Gurney or *The Actor’s Nightmare* by Christopher Durang, but a final decision about what play or plays to use will be made once the composition of the class is set. Recently our troupe has included both “old-timers” and “new-comers”, and even more “newbies” will be welcomed enthusiastically. Over the past couple of years, the Scene-iors classes have become quite adept at dramatic presentations, but new class members bring new sets of skills and insights that can enrich the theater experience for everyone! Study group members should plan to attend all sessions, especially the dress rehearsal and of course the presentation scheduled for May 19. Neither memorization nor prior theater experience is required. Enthusiasm for drama and commitment to the team are all that is needed. The Scene-iors would like to welcome folks who are just dying to be on stage, as well as others a little shyer who’d rather participate backstage and out of the spotlight! In addition to the acting roles, the off-stage roles may include such things as Dramaturge: historical context and interpretation, Set Designer: stage layout and furniture, Choreographer: blocking (movements on stage), Property Manager: acquisition of props, Technician: sound, lighting, computer effects, Costume Designer: acquisition of costumes, Stage Manager: overall coordination, Publicist: announcements, posters, programs

**Readings** SCRIPT: Once the make-up of the class is known and the play(s) selected, originals or Xerox copies of the script will be provided before the first class, for a cost of \$10 or less.

SELECTED READINGS: SGL will provide links to online reading materials, as well as Xerox copies of selections from texts and handbooks about dramatic productions.

**Preparation time** Class members will hopefully re-read/study the script every week. There may be additional readings provided by the SGL or available online, anywhere from 10 to 20 pages per week.

During the last couple of weeks there will probably be extra rehearsals in small groups, at times that are convenient for the participants.

**Biography** Becky Meyers worked at Brandeis for 20 years in Biochemistry and when she retired she found her way down the hill into the BOLLI program. She had taken acting classes given by a professional director in her co-housing community and previously took courses here at BOLLI with Elaine Reisman, Eileen Mitchell and Tamara Chernow. Becky Meyers and Eileen Mitchell created the “Scene-iors” drama club which they formalized as a course for the first time in Fall 2011. For several years they’ve been taking turns as SGL / Director. Becky has had this role for the four previous Spring semesters.

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## **H&G9-10-Wed3 The Burning Question: A History of Energy Poverty and Climate Justice**

**Leader – Philip Wight**

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

**Description** The burning question is as simple as it is frustrating: How can the world provide access to affordable and clean energy for billions of people trying to rise out of poverty, while leaving 80% of known fossil fuels in the ground to prevent catastrophic climate disruption? Never before in history have humans had such a bountiful supply of energy and lived so well as a result. This otherwise happy situation has two serious problems: energy poverty and climate disruption. Humanity’s utilization of energy is profoundly unequal. Those in the developed world use large amounts of energy for transportation, buildings, and consumer goods while citizens of the global south struggle to have smokeless stoves or reliable electricity. This energy poverty results in higher mortality rates, less education, and fewer economic opportunities. At the same time, the burning of fossil fuels for energy is changing the Earth’s climate. This is fundamentally an issue of justice: those least responsible for heating up the climate (the energy poor) are most vulnerable to draught, floods, and ecological disruption. The very energy sources that allowed the emergence of modernity are increasingly threatening the viability of human civilization itself. The Burning Question will investigate these two developments and their possible solutions through the lens of history. Participants will explore the historical processes of colonialism, industrialism, modernization, and globalization – while also discussing practical solutions and the emergence of the Climate Justice Movement. Course is a combination of lecture and discussion. No student presentations required.

**Readings** To Purchase: Wen Stephenson, *What We’re Fighting for Now is Each Other: Dispatches from the Front Lines of Climate Justice*. Boston, MA: Beacon Press, 2015. \$25.

Relevant chapters from these will be provided free of charge:

Sven Beckert, *Empire of Cotton: A Global History*

Karl Jacoby, *Crimes Against Nature: Squatters, Poachers, Thieves, and the Hidden History of American Conservation*,

Thomas Robertson, *The Malthusian Moment: Global Population Growth and the Birth of American Environmentalism*

Naomi Klein, *This Changes Everything: Capitalism vs. the Climate*

Pope Francis, *Laudato Si: On Care of Our Common Home*

**Preparation time** Participants will be asked to read ~60 minutes for each class. The average reading section is 1-2 chapters, or about 45 pages.



**Biography** Philip Wight is PhD Candidate in History and Rose and Irving Crown Fellow at Brandeis. His studies concern global histories of energy and the environment, with a focus on energy transitions, climate disruption, and social movements. He earned his BA in History with a minor in Astronomy from the University of Maryland, College Park. After graduation Phil worked for three years in politics spanning the decisive 2008 and 2010 elections. Afterwards, he earned his MA in Contemporary History from Ohio University in 2013. Phil taught a BOLLI course in Spring 2015: “Heating Up: The History of the Climate-Change Debate.”

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## LIT6-10-Thur1 On the Outside: Disabilities as Portrayed in Fiction

**Leader – Sandy Miller-Jacobs**

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

**Description** We will examine how society marginalizes people, especially those with disabilities, and how they are portrayed in literature. We will address issues such as: How are people with visible or invisible special needs treated? What purposes did institutions serve? What are the challenges and advantages of inclusion? What can life look like for those with special needs in terms of education, work, marriage, and having children? What issues are faced by those who have a family member with disabilities? How does the diagnosis and level of functioning impact the family? Regardless of the type of disability, how are friends, family, schools and various organizations affected? How realistically are the characters with disabilities portrayed in fiction? These questions will generate lively class discussions. We will raise additional questions as we read the excerpts and books, and watch video clips. The readings deal with individuals with intellectual disabilities, mental health issues, brain injury, facial deformities, Attention Deficit Hyperactivity Disorders, those who are blind, and those on the Autism Spectrum. They are written for different audiences (e.g., adults, young adults and children) so we can see how disabilities are portrayed for different age groups. They also represent different time periods enabling us to see how current societal views shape fiction. By the end of this highly interactive class you will view those dis/abilities in a new light.

**Readings** *The Story of Beautiful Girl* by Rachel Simon

*Left Neglected* by Lisa Genova

*Joey Pigza Swallowed the Key* by Jack Gantos

*Wonder* by R.J. Palacio

*The Curious Incident of the Dog in the Nighttime* by Mark Haddon

These books are readily available through Amazon and in libraries. Short readings (e.g., short story, poetry, excerpts from books) will be posted online, including “The Yellow Wallpaper,” a short story by Charlotte Perkins Gilman, and excerpts from Harry Potter (Book 1) and *The Memory Keeper’s Daughter*.

**Preparation time** An average of 150 pages a week.

**Biography** Sandy Miller-Jacobs is a Professor Emerita at Fitchburg State University in Special Education where she served as Department Chairperson, Interim Vice President of Academic Affairs and Dean of Academic Personnel. She was a Professor of Jewish Special Education at Hebrew College and taught as an adjunct professor at Lesley University. Sandy has consulted to teachers in public and private schools, early childhood centers and synagogue schools. She received awards for leadership in Jewish Special Education from the Bureau of Jewish Education and Hebrew College. She enjoys walking, cycling, reading, and especially playing with her six grandchildren.

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## **FILM1-10-Thur1 America Goes to War-A Film Course: WW II, the Korean War and the Cold War**

**Leader – Irwin H. Silver**

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

**Note: This course will run for two consecutive time periods, but count as one course.**

**Description** We will be viewing and discussing events of WWII, the Korean War and the Cold War through a variety of film types: drama, humor and realism. We will concentrate on the sacrifices that these wonderful men and women made that led to the lives we have enjoyed in the latter years of the 20<sup>th</sup> century to the present day. Starting with *Saving Private Ryan*, we will witness the brutal landing at Normandy. This battle was a turning point in the war and marked the beginning of the end for the Nazis. With the viewing of *Patton*, we will watch and discuss some of the great military leaders: Eisenhower, Bradley and Patton. We will view *12 O'Clock High*, a wonderful movie about the air war and our heroic pilots. Other films will include *The Caine Mutiny*, and *Dr. Strangelove* and we will inject some humor with the showing of *Mash*. This course is a repeat of the course given in the Fall of 2014.

**Readings** Reading materials and discussion questions will be distributed by email as well as links to YouTube videos to add to our discussions.

**Preparation time** One hour each week

**Biography** Irwin holds a B.S. from Northeastern University. After spending 46 years in the securities industry, he retired in 2003 as first Vice President-Investments from Prudential Securities. In addition to his career in the securities industry, Irwin taught investments as an adjunct professor at Northeastern University in the 1980's and 1990's.

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## **MUS3-5a-Thur1 A Potpourri of Choral Music: Renaissance to the 20<sup>th</sup> Century**

**Leader – Bob Keller**

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

**5 Week Course March 10 to April 7**

**Description** Do you hesitate to attend a concert of choral music? Are you unfamiliar with the genre and want to learn to enjoy it? This course is intended to help develop your interest in and enjoyment of choral music. Each class will be dedicated to a representative piece from one of the five periods of Western music: Renaissance (Monteverdi-*Vespers of 1610*); Baroque (Handel-*Israel in Egypt*); Classical (Haydn-*Creation*); Romantic (Brahms-*Requiem*); and 20<sup>th</sup> Century (Bernstein-*Chichester Psalms* and Stravinsky-*Symphony of Psalms*). Selected segments of the pieces will be played in class along with projected notation of the score to help class members to follow the music. The SGL will introduce the history of the piece and an overview of the composer's work. Discussion will be interspersed with the short music segments, and the SGL will highlight various aspects of performance with which he is personally familiar. The course is not cumulative and no prior knowledge of choral music is necessary.

**Readings** There is no text. Readings will be handed out. Certain recordings will be suggested which are available in the Minuteman Libraries.

**Preparation time** 1 to 1 1/2 hours of listening each week; Reading for some classes:(15-20 mins)

**Biography** Bob Keller has sung with the Newton Choral Society (now known as the Commonwealth Chorale) for 39 years. He has performed in many venues in Newton and Greater Boston including Sanders Theater, Symphony Hall, and Jordan Hall, and in New York's Carnegie Hall. He has performed with the Berkshire Choral International during summers. He is Vice President of Development and Bass Section Leader for the Commonwealth Chorale. He is past President of the All Newton Music School and currently President of the John Andrew Mazie Memorial Foundation.

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## **ART3-5a-Thur1 Photographers and Photographs That Changed How We See the World**

**Leader – Mitch Fischman**

**Thursday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course March 10 to April 7**

**Description** Over 5-weeks we will examine how photographs and photography “giants” such as Dorothea Lange, Margaret Bourke-White, Robert Franke, Robert Capa, Paul Strand, W. Eugene Smith have influenced the way we see the world. 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 Eisenstaedt's “V-J Day in Times Square” of a returning sailor kissing a nurse in celebration and Huynh Cong Ut's “The Terror of War”, showing napalm bombing of a Vietnamese village. Class members may volunteer to bring a single “street photograph” image that tells a story which should be obvious to anyone seeing the image without an explanation. A professional photographer may attend as a guest lecturer/participant to one of the classes. The course will be a combination of lecture, discussion, requested reports and examination of member photographs.

**Readings** The SGL will utilize *The Street Photographer's Manual* by David Gibson, 2014 (Thames & Hudson) and is currently reviewing an additional appropriate text such as *Moments, The Pulitzer Prize Winning Photographs* by Hal Buell, 2015 (Black Dog & Leventhal Publishers). The SGL is also completing a handout supplement of readings for the class (with a modest additional member charge) that would accompany the weekly assignments. More information will be available prior to class commencement.

**Preparation time** 2 to 3 hours weekly

**Biography** Mitch Fischman is an amateur photographer and for the past 50-years, considers himself a “street photographer.” He attends every possible photograph exhibit and has read extensively about many of the photographers being discussed. He is a Boston planning and real estate permitting consultant to developers, universities and hospitals, assisting in approvals for development projects. He is an urban planner with a Masters from University of Pittsburgh, served as an Alderman in Newton, and has been an SGL for a 5-week course in the Spring and Fall 2015 entitled “The Boston Skyline: Boom or Bust,” and a co-SGL for an earlier 5-week course on green buildings.

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## SOC5-10-Thur2 Does Success Lead to Happiness? Suicide Among Notable Women

Leader – Sophie Freud

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

**Description** Reading different types of biographies, we shall meet 5 women who have achieved public recognition, yet committed suicide. We shall understand the growth and expression of their creativity and learn how they became celebrities. The focus of this course will not be these women's achievements, but their personalities and life experiences. Reading about the struggles that led them to their fatal decisions may lead to speculation on the nature/nurture questions. Our protagonists will be two poets (S.Plath, A. Sexton), one writer (V.Woolf), one photographer (D.Arbus), and one actress (M.Monroe). This will be a heavy reading course and the course is based on group discussions. This course was given in Fall 2015.

**Readings** Janet Malcolm, *The Silent Woman: Sylvia Plath & Ted Hughes*. Alfred A. Knopf

Gloria Steinem. (1986). *Marilyn*. Henry Holt and Co.

William Todd Schultz. (2011). *An Emergency in Slow Motion: The Inner Life of Diane Arbus*.

Bloomsbury

Linda Grey Sexton, *Searching for Mercy Street: My Journey Back to My Mother, Anne Sexton*. Little, Brown and Co.

Nigel Nicolson (2000), *Virginia Woolf*. Viking.

All the above books can be bought inexpensively second hand. They are listed in the order in which they will be read.

From the web: Extracts from Virginia Woolf. *Moments of Being*.

**Preparation time** 100 to 150 pages a week

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

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## LIT2-10-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.

**Readings** Philip Roth. *American Pastoral* (1997). Any edition.  
Junot Diaz. *The Brief Wondrous Life of Oscar Wao* (2007). Any edition.  
*What’s Your Exit? A Literary Detour Through New Jersey*. (ed. Joe Vallese and Alicia A. Beale). Middletown, NJ: Word Riot Press. 2010.  
YouTube: various “Sopranos” clips.  
Handouts: TBD

**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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## MISC1-5a-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 March 10 to April 7**

**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 to two such New Yorker non-fiction articles each week through active discussion, drawing on their own personal knowledge, ideas, and experience as well as exploring related new material. To frame and initiate the discussion of each week’s articles the SGLs will pose a series of study questions to ponder in advance of each class. In addition, 3 – 5 related topics will be offered for further study, with one or two chosen for each article. Individual class volunteers are expected to prepare a 5-minute presentation once over the 5 weeks, choosing from one of these topics or perhaps one of their own to enhance further understanding of the issues presented in the specific articles. The ultimate goal is to enrich our knowledge of significant contemporary issues through rigorous 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 may 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. When class participants volunteer

to delve into a specific research topic for presentation to the class, preparation can increase up to 2 hours or more at the student's discretion.

**Biography** Emily Ostrower is completing her first full year as a BOLLI member. She has enjoyed participation in the New Yorker Fiction Salon and courses where active discussion is encouraged. That experience has been an inspiration for creating a course where participants grapple with one or two meaty non-fiction articles each week. Emily, who is retired from the Newton Public Schools as an elementary principal, enjoys traveling around the world, loves history and the social sciences, and is an inveterate news and politics junkie.

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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## LIT9-5b-Thur2 Poets Across the Pond: Late 20<sup>th</sup> Century Poetry in the United States and England

Leader – Jan Schreiber

**Thursday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course April 14 to May 19**

**Description** As American literature and culture have matured, poets in the United States have become increasingly separated from trends in the mother country, in spite of occasional infusions from English poets like W.H. Auden and Denise Levertov. Meanwhile, the British have continued on their own path, while also absorbing influences from American transplants like T.S. Eliot and Sylvia Plath. But in fact the parallel traditions often merge and blend, to the advantage of both. This course will look closely at individual poems by five American and five English poets from the latter half of the twentieth century. The five-week format will require us to discuss two poets – one American and one English – in each session, and probably only one or two poems by each. Nevertheless, we will try to identify characteristic ways in which poets of each nationality understand and frame their experience, and we will make an effort to trace both linguistic and cultural influences shaping the poems. Participants will be asked to research and present brief biographical material on the poets we discuss in class.

**Readings** All poems to be read will be distributed with the syllabus. Participants are encouraged to read other poems by these authors, but there may not be time to discuss them in class.

**Preparation time** At least an hour per poet is a good rule of thumb.

**Biography** Jan Schreiber received a PhD in English and American Literature from Brandeis in 1972, after which he taught at Tufts and UMass Lowell. In the seventies he edited a literary magazine (*Canto*) and inaugurated the poetry chapbook series at the Godine Press. Author of four books of poetry and many critical articles, he runs an annual symposium on poetry criticism at Western State Colorado University. His book, *Sparring with the Sun*, on contemporary American poets and poetry, was published in 2013. His most recent book of poems, *Peccadilloes*, appeared in 2014. In 2015 he was named poet laureate of Brookline, Massachusetts.

## **SOC8-10-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 Spring and Fall of 2015.

**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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## **LIT1-10-Thur3 Take Thomas Mann and Virginia Woolf for Example: What the Bible and its Ancient Interpreters Show Us About Modern Literature**

**Leader – Avi Bernstein**

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

**Description** Can the bible and its ancient interpreters help us understand how to read modern literature, and enjoy it more fully? We will pursue this question in connection with Thomas Mann's novella *Death in Venice* (1912), excerpts from Mann's *Joseph and his Brothers* (1943), and Virginia Woolf's *To the*

*Lighthouse* (1927). In the late 20<sup>th</sup> century, a small group of prominent literary scholars argued that an ancient Jewish interpretive approach to the bible known as *Midrash* shows us how to read more appreciatively almost *any* literary work, whether sacred or secular. Using selected texts from the book of Genesis, the Gospel of John, and rabbinic commentaries, this course will briefly introduce the ancient interpretive technique known as *Midrash*, and explore some of the assumptions that underlie it. This course is right for students who are comfortable with vigorous group participation, and with a course leader who shapes the exploration according to his sense of the course's fundamental questions. The mix of lecture and participation will be variable depending on where the inquiry takes the group. This repeat course last ran in Fall 2015.

**Readings** *The Schocken Bible: Genesis, Exodus, Leviticus, Numbers, Deuteronomy*; ISBN-10: 0805211195 (paperback)

*Death in Venice*, by Thomas Mann, translated by Michael Henry Heim; ISBN 10: 0060576057; ISBN-13: 978-0060576059. Please purchase only the Heim translation.

*To the Lighthouse*, by Virginia Wolff, ISBN: 0-15-690739-9, Harcourt, 1955

*A Course Reader* will be available for purchase.

**Preparation time** 75 to 150 pages per week during most of the course.

**Biography** Avi Bernstein is the Director of BOLLI, and holds a doctorate in religious studies. In Fall 2014 and Spring 2015, he taught a related course on the bible and modern literature drawing on Nathaniel Hawthorne, Iris Murdoch, and Philip Roth. The current course, drawing on Thomas Mann and Virginia Woolf, ran in Fall 2015.

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## LIT3-10-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!

**Readings** *Angels In America,* Revised and Complete Edition, December 24, 2013, by Tony Kushner.  
*Caroline Or Change* by Tony Kushner.

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

*A Bright Room Called Day*, by Tony Kushner.

\*\*Please note all four plays are published by Theatre Communications Group known as TCG and are 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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## LIT4-10-Thur3 Favorite Short Stories from Near and Far

Leader – **Harriet and Richard Kahn**

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

**Description** Class members are asked each week to read one or two assigned stories, note impressions and questions, then REREAD the stories and note further impressions and questions for the class discussion. Selections will include "A Painful Case" and "Eveline" by James Joyce, "In The Gloaming" by Alice Dark, "The Enormous Radio" by John Cheever, "Soon" by Alice Munro and others. We ask members not to read commentary until they have read each story twice so as not to detract from their own original impressions. Format will be primarily class discussion. This is a repeat course and may include stories we have used in the past.

**Readings** The full reading list will be provided at the first class. Many of the stories will be available online; those that are not will be handed out in class and members will be asked to cover a small printing fee.

**Preparation time** 1-2 hours a week

**Biography** Harriet Kahn has an MEd from Tufts University and is an early childhood educator. Richard Kahn, MD, is a retired psychiatrist. The Kahns have led short story discussion groups for more than 12 years.

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