

BOLLI



Brandeis

WHERE *learning* AND *friendship* THRIVE

BOLLI Course Schedule Fall 2019

Fall 2019 courses begin the week of September 9 and run through the week of November 21, with a break the week of September 30. There will be no courses on October 9 or October 14. See the note below regarding make-up dates for Monday and Wednesday classes.

5b courses will begin the week of October 21, except Monday 5b classes which will begin October 28 and end December 2 and Wednesday 5b courses which will begin October 30 and end December 4.

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>
September 9	September 10	September 11	September 12
September 16	September 17	September 18	September 19
September 23	September 24	September 25	September 26
Closed for Break September 30-October 3			
October 7	October 8	October 9- Closed for Yom Kippur	October 10
October 14- Closed for Columbus Day	October 15 End of 5a classes	October 16	October 17 End of 5a classes
October 21 End of 5a classes	October 22 Start of 5b classes	October 23 End of 5a classes	October 24 Start of 5b classes
October 28 Start of 5b classes	October 29	October 30 Start of 5b classes	October 31
November 4	November 5	November 6	November 7
November 11	November 12	November 13	November 14
November 18	November 19	November 20	November 21
Closed for Thanksgiving November 25-28			
Make-up Dates: December 2, 3, 4 and 5			
Monday and Wednesday 10 week and 5b courses will extend into the make-up week and meet on December 2 and December 4, respectively.			

Monday

BOLLI Study Groups Fall 2019

<p>Period 1 9:30 am- 10:55 am</p>	<p>“The Interior of a Heart:” A Psychoanalytic Exploration of the <i>The Scarlet Letter</i></p> <p>David Diamond</p> <p><i>5 Week Course – Oct 28 – Dec 2</i></p> <p>LIT2-5b-Mon1</p>	<p>Race Relations in America: The Role of the Supreme Court</p> <p>Saul Schapiro</p> <p>H&G6-10-Mon1</p>	<p>J.S. Bach and the World He Lived In</p> <p>Stephen Middlebrook</p> <p>MUS1-10-Mon1</p>	<p>Whodunit? Murder, She Wrote</p> <p>Marilyn Brooks</p> <p>LIT1-10-Mon1</p>
<p>Period 2 11:10 am - 12:35 pm</p>	<p>The JFK Assassination: What Really Happened?</p> <p>Ollie Curme</p> <p>H&G1-10-Mon2</p>	<p>Women with Unquiet Minds: Tales of Struggle and Survival</p> <p>Sophie Freud</p> <p>LIT3-10-Mon2</p>	<p>Our Energy Future</p> <p>Carl Lazarus</p> <p><i>5 Week Course – Sept 9 – Oct 21</i></p> <p>SCI2-5a-Mon2</p>	<p>From Head to Toe: Some Perspectives on Fashion, Clothing, and Why We Dress the Way We Do</p> <p>Margaret Mukherjee & Sue Wurster</p> <p><i>5 Week Course – Sept 9 – Oct 21</i></p> <p>H&G2-5a-Mon2</p>
			<p>Confronting Change: Yuval Harari’s <i>21 Lessons for the 21st Century</i></p> <p>Marie Danziger</p> <p><i>5 Week Course Oct 28 – Dec 2</i></p> <p>SOC4-5b-Mon2</p>	<p>Seeing Photographs: Critiquing the Art of the Camera</p> <p>Michael Sandman</p> <p><i>5 Week Course Oct 28 – Dec 2</i></p> <p>ART2-5b-Mon2</p>
<p>Lunch 12:35-12:55 pm Lunchtime Presentations 1:00-2:00 pm</p>				
<p>Period 3 2:10 pm - 3:35 pm</p>	<p>Plagues, Pestilence, and Progress: A Unique Perspective</p> <p>Estherann Grace</p> <p>H&G3-10-Mon3</p>	<p>Marcel Proust Still Searching for Lost Time: <i>In the Shadow of Young Girls in Flower</i></p> <p>Hollie Harder</p> <p>LIT4-10-Mon3</p>	<p>Meet the Beatles</p> <p>James Heazlewood-Dale</p> <p>MUS2-10-Mon3</p>	<p>Major Topics in Crime and Punishment</p> <p>Sandy Sherizen</p> <p>SOC2-10-Mon3</p>

Tuesday

BOLLI Study Groups Fall 2019

Period 1 9:30 am-10:55 am	What's Justice Got to Do With It? Justice and the Right Thing To Do Jeremy Cynamon SOC3-10-Tue1	An Introduction to Modern Poetry: From <u>A</u> Red Wheelbarrow to <u>EZ</u>ra Pound Ryan Hitchcock LIT6-10-Tue1	American Treasure: Mount Auburn Cemetery Helen Abrams <i>5 Week Course – Sept 10 – Oct 15</i> H&G4-5a-Tue1 <hr/> Telling the Story: Focusing on the Craft of Narrative Prose Betsy Campbell <i>5 Week Course – Oct 22 – Nov 19</i> WRI1-5b-Tue1		
Period 2 11:10 am - 12:35 pm	Luminaries: Five Superstars of the Art World Suzanne Art ART3-10-Tue2	#HIMTOO: Portrayals of Men in Mid-Twentieth Century American Fiction Kathryn Bloom LIT8-10-Tue2	New York Society in the Gilded Age Through the Eyes of Edith Wharton Diane Proctor LIT7-10-Tue2	Introduction to American Judaism Bar Guzi REL1-10-Tues2	In Search of a More Perfect Union: Jill Lepore on Identity Politics and the Civic Nation Avi Bernstein <i>*Location: Liberman-Miller Lecture Hall, Epstein building, 515 South St.</i> H&G5-10-Tue2
Lunch 12:35-12:55 pm Lunchtime Presentations 1:00-2:00 pm					
Period 3 2:10 pm - 3:35 pm	Harry Potter: A Critical Examination of the Early Years Dennis Greene LIT9-10-Tue3	Cancer: Bridging the Gap from the Laboratory to Public Understanding Jenny Choi <i>5 Week Course – Oct 22 – Nov 19</i> SCI3-5b-Tue3	Mozart's <i>Don Giovanni</i>: A Guided Tour Phil Radoff <i>5 Week Course – Oct 22 – Nov 19</i> MUS3-5b-Tue3	The Life and Work of John Singer Sargent (5a) Nancy Alimansky <i>5 Week Course – Sept 10 – Oct 15</i> ART4-5a-Tue3 <hr/> The Life and Work of John Singer Sargent (5b) Nancy Alimansky <i>5 Week Course – Oct 22 – Nov 19</i> ART5-5b-Tue3	

Wednesday

BOLLI Study Groups Fall 2019

Period 1 9:30 am-10:55 am	Muscles and Movement Leader: Kat Page 9:45 am – 10:30 am <i>Location: Gossman Sports and Convocation Center</i> GYM1-10-Wed1	The Golden Years of Foreign Films II: Ten More from the '50s and '60s Naomi Schmidt & Peter Schmidt *NOTE: This class will run during periods 1 & 2. FILM1-10-Wed1	Dress Rehearsal for WWII: The Spanish Civil War, 1936-1939 Gene Kupferschmid H&G7-10-Wed2	Current Events (Section One) Lois Sockol CE1-10-Wed2
Period 2 11:10 am - 12:35 pm	Color Me White: The Literature of Passing Laurel Brody LIT10-10-Wed2			

Lunch 12:35-12:55 pm Lunchtime Presentations 1:00-2:00 pm

Period 3 2:10 pm - 3:35 pm	Beyond Hava Nagila: What is Jewish Music? Sandy Bornstein MUS4-10-Wed3	Critical Issues For America: Let's Practice Civil Discourse to Help Solve Them Jerry Wald 5 Week Course – Sept 11 – Oct 23 H&G8-5a-Wed3 They Have Always Been Here: African-American Artists Miriam Goldman 5 Week Course – Oct 30 – Dec 4 ART1-5b-Wed3	It Began in Canaan: History, Archaeology and the Biblical Narrative Paul Brown H&G9-10-Wed3	Henry V and Hamlet in Words, Pictures, and Human Life Emiliano Gutierrez-Popoca LIT5-10-Wed3
---	---	--	--	---

Thursday

BOLLI Study Groups Fall 2019

Period 1 9:30 am-10:55 am	Crisis On Our Borders Eleanor Jaffe <i>5 Week Course – Sept 12 – Oct 10</i> <i>*Note: this class will meet Oct 3 during the break and end Oct 10.</i> H&G12-5a-Thur1	Russian Short Stories: Understanding the Russian Mind Through Literature Marina Cunningham LIT11-10-Thur1	Four Portraits of Presidential Leadership Fran Feldman H&G11-10-Thur1	Photography: Aiming For Creativity Arthur Sharenow ART6-10-Thur1
	Data, Data Everywhere: Is There a Drop of Meaning to Drink? Jerry Baum <i>5 Week Course – Oct 24 – Nov 21</i> SCII-5b-Thur1			
Period 2 11:10 am - 12:35 pm	Aging with Resilience, Grace and Enthusiasm Sandy Miller-Jacobs <i>5 Week Course – Sept 12 – Oct 17</i> SOC1-5a-Thur2	James Joyce’s Ulysses: A Guided Tour Bruce Parks LIT12-10-Thur2	Writing With Others: A Memoir Writing Course Marjorie Roemer WRI2-10-Thur2	Thoroughly Thoreau: Henry David as Transcendentalist, Abolitionist, and Anti-War Activist Sue Wurster H&G13-10-Thur2
	“So Much Winning:” The Issues Driving the 2020 Campaign Emily Ostrower & Beth Mazer <i>5 Week Course – Oct 24 – Nov 21</i> H&G14-5b-Thur2			
Lunch 12:35-12:55 pm Lunchtime Presentations 1:00-2:00 pm				
Period 3 2:10 pm - 3:35 pm		Exploring the Universe: A Look at 20th Century Physics and Cosmology Gary Feldman SCI4-10-Thur3	The Lion or the Fox: Literary Reflections on Leadership Michael Kaufman LIT13-10-Thur3	Current Events (Section Two) Lois Sockol CE2-10-Thur3
Period 4 3:50 pm to 5:15 pm		Youth, Aging, and Human Connection: Theory and Practice Doug Bafford <i>*NOTE: This course will be held in the Skyline Residence Hall on campus weekly period 4 (3:50pm-5:15pm). Transportation between BOLLI and Skyline will be provided.</i> SOC5-10-Thur4		

OSHER LIFELONG LEARNING INSTITUTE AT BRANDEIS

BOLLI: Fall Term 2019

- Preparation times are estimated per week.
- If handouts are listed as readings, your SGL may request reimbursement from class members; arrangements for this will be made in class.
- 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.**

LIT1-10-Mon1 Whodunit? Murder, She Wrote

Leader – Marilyn Brooks

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

10 Week Course – September 9 – December 2

(No Class September 30, October 14, or November 25)

Description Why do we read murder mysteries? What about them satisfies us? Is it the plot, the characters, the setting? Do we want to be frightened by one that's *hard-boiled*, or do we want a *cozy* that we hope will end well for all concerned (well, except for the victim and the murderer, naturally)? Many mystery readers and critics give credit to Sir Arthur Conan Doyle and Edgar Allan Poe as the "fathers" of the detective story—but what about its "mother"? That would be Anna Katharine Green, whose first detective novel, *The Leavenworth Case*, was published in 1878, eleven years before Sherlock Holmes made his debut. This semester we'll be reading books by female authors about female detectives in an attempt to balance the scales and to introduce class members to authors who may be new to them. Our novels will take us to England, California, Chicago, Baltimore, New York City, and of course Boston. We will be reading the mysteries in the order they were written in order to get a sense of the development of female sleuths. YouTube videos or online interviews will help give us a sense of the authors whose novels we're reading. We will share our viewpoints and hopefully introduce others to new authors and ideas. We will act, in a way, as sleuths, examining the clues as to what makes a mystery worth reading and, as we all gather together in the "library," perhaps come to a solution that satisfies us all.

Readings *The Murder at the Vicarage* (1930) – Dame Agatha Christie
Edwin of the Iron Shoes (1977) – Marcia Muller
A is for Alibi (1982) – Sue Grafton
Indemnity Only (1982) – Sara Paretsky
A Trouble of Fools (1987) – Linda Barnes

China Trade (1994) – S. J. Rozan
Baltimore Blues (2006) – Laura Lippman
The Last Place You Look (2017) – Kristen Lepionka

Preparation Time Except for the first and last weeks, we will discuss a book each week. Six of the novels are under 250 pages, two are under 300 pages.

Biography Marilyn Brooks has been a devoted mystery fan since her formative years, when she discovered Nancy Drew and read the entire series through *The Ringmaster's Secret*. She reads three or four mysteries a week and is equally devoted to private eyes, police investigators, and amateur detectives. She is a member of the Mystery Writers of America. She has been writing a weekly mystery review blog since 2010, marilynmysteryreads.com, and some of her posts have been reprinted in the *BOLLI Banner* under the title *Mystery Maven Marilyn*. She has taught four previous WHODUNIT? courses.

MUS1-10-Mon1 J.S. Bach and the World He Lived In

Leader – Stephen Middlebrook

Monday – Course Period 1 – 9:30 am to 10:55 am
10 Week Course – September 9 – December 2
(No Class September 30, October 14, or November 25)

Description J.S. Bach is recognized today as perhaps the greatest of all composers, but his music and his name did not appear until more than 80 years after his death. Three of his sons were more famous than their father. Only a few aristocrats and composers such as Beethoven and Mozart knew and learned about Bach from privately collected manuscripts. We will begin with the historical and cultural life of the late 17th and early 18th centuries. We will listen to music by Bach's cousins/uncles and also composers born about the same time. Then we will proceed chronologically and geographically through Bach's life and immerse ourselves in his astounding music. Finally, we will uncover his musical legacy in that of later composers. We will also listen to works of his three more famous sons.

Readings Any readings will be short, on-line articles and biographies.

Preparation Time 1-2 hours: short articles, one or more YouTube videos on occasion

Biography Stephen Middlebrook has taught music in several overseas schools, visited the homes and graves of great composers, and sung in 7 different choruses around the world. He is a retired K-12 teacher and school head. He is learning how Bach's music influenced later composers and how Bach came to be the composer he was. He has sung works like the *St. Matthew Passion*, Haydn's *Creation*, and Mozart's *Requiem!* He is quietly working to start a concert choir in Waltham. Stephen is a graduate of the University of Virginia, and has an MS in Special Education from the University of Western Michigan.

H&G6-10-Mon1 Race Relations in America: The Role of the Supreme Court

Leader – Saul Schapiro

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

10 Week Course – September 9 – December 2

(No Class September 30, October 14, or November 25)

Description This course will cover in depth nine Supreme Court cases that help frame the manner in which the Supreme Court addressed critical issues in race relations in the United States. They include five cases (*Somerset v. Stewart* (1772), the infamous *Dred Scott* case (1857), *Plessey v. Ferguson* (1896), *Brown v. Board of Education* (1954) and *Shelby County v. Holder* (2013)) that directly addressed the institution of slavery and legal relations between black and white Americans before and after slavery was abolished in the U.S. This course will also explore how other non-white peoples have fared in the American judicial system in three other Supreme Court cases: Chinese immigrants in the *Chinese Exclusion Cases* (1889), Native Americans in *Lone Wolf v. Hitchcock* (1903), and Japanese Americans in *Korematsu v. United States* (1944). Finally, the course will examine *Regents of the University of California v. Bakke* (1978), in which a white applicant to medical school claimed that the school's affirmative action admission policies discriminated against him on the basis of race in which the concept of reverse discrimination emerged. Each case will be discussed against the background of what was happening in the country at the time it was decided that gave rise to these decisions. The course will also address the role that the Supreme Court plays in the political life of the nation and more precisely the role of the judiciary in either retarding or facilitating social change.

Readings There are no required books to be read for this course. The SGL will hand out copied materials consisting primarily of the opinions of the courts in each case. Some additional material will be provided to help participants better understand the decisions. Class members are encouraged to read as much about the cases as they like online in advance of each session to facilitate informed discussion.

Preparation Time 2 hours per week on average

Biography Saul Schapiro graduated from City College of New York and Harvard Law School. He practiced law in the Boston area for more than 40 years as a litigator and transactional lawyer. He argued cases at every level of the Massachusetts State court system, including at the Supreme Judicial Court, and trial and appellate levels of the Federal courts in Massachusetts. Mr. Schapiro represented the Boston Redevelopment Authority in major civil litigation matters for over 25 years, among other governmental and non-governmental entities. Mr. Schapiro also served as the supervising attorney for the Harvard Voluntary Defender program for eight years.

LIT2-5b-Mon1 “The Interior of a Heart:” A Psychoanalytic Exploration of the *The Scarlet Letter*

Leader – David Diamond

Monday – Course Period 1 – 9:30 am to 10:55 am
5 Week Course – October 28 – December 2
(No Class November 25)

Description *The Scarlet Letter* (1850), perhaps the most influential novel in the American literary canon, has been the subject of wide-ranging scholarly interpretations. In this study group we will read the book from a psychoanalytic perspective. Hawthorne, a master of psychological insight, anticipated Freud’s understanding of the dynamic unconscious by fifty years. Repressive Puritan Boston serves as the stage on which the inner lives of the entangled, conflicted and tormented characters are played out until their tragic conclusion. At the center is Hester Prynne, whose towering strength in the face of society’s oppression has made her a feminist icon in our time. The insights of psychoanalysis will help us penetrate and unravel the mysteries that lie at the heart of Hawthorne’s great work.

Readings Nathaniel Hawthorne: *The Scarlet Letter* (any edition): 225 pages. Short supplemental reading may be assigned based on the direction the group discussion takes us.

Preparation Time Class members will be asked to read the entire novel *before* the first meeting of the group and re-read it over the course of the seminar. Preparation time: one hour/week.

Biography David Diamond is a psychiatrist and psychoanalyst in clinical practice. From 1992-2010 he was Director of Outpatient Psychiatry at Brigham and Women’s Hospital and Assistant Professor of Psychiatry, Harvard Medical School. He is a member of PINE Psychoanalytic Center and the Nathaniel Hawthorne Society. He has lectured, taught and written essays on several of Hawthorne’s works.

H&G2-5a-Mon2 From Head to Toe: Some Perspectives on Fashion, Clothing, and Why We Dress the Way We Do

Leaders – Margaret Mukherjee & Sue Wurster

Monday – Course Period 2 – 11:10 am to 12:35 pm
5 Week Course - September 9 - October 21
(No Class September 30 or October 14)

Description Why do we dress in the ways that we do? And if we dress for similar reasons, why do we make such different choices when it comes to our clothing? When and how do fashion changes slide into place and become accepted as the norm? In this five-week course, we will consider these and other questions regarding the impact of clothing on culture and vice versa. We will move from the conceptual in the first two weeks to the concrete in subsequent weeks as we consider how we communicate through our clothing, particularly with regard to identity, status, power, and authority. All along the way, we’ll be digging into some fashion history and doing some "closet archaeology" to help us to figure out why we dress the way we do. We realize that, while many ideas regarding the field of fashion and clothing pertain

to both the female and male silhouettes, more focus will be on the female--because that's the bulk of what we find in current fashion history.

Readings Reading and video materials available on our “Head to Toe” Google site.

Preparation Time Approximately 30-45 minutes of reading/viewing/closet “mining” per week

Biography Margaret Mukherjee has a BS degree in human ecology from Cornell; an MA in textiles, clothing and related arts from Michigan State; and a PhD in urban planning and policy development from Rutgers University. She has had a long academic career here in the US and internationally, having conducted faculty workshops in Ukraine, South Korea, and China. She has also been the recipient of Fulbright grants to study in Romania, Vietnam, and Azerbaijan.

After earning BS/MA degrees in theatre & communications from Ohio University, Sue Wurster taught speech at St. Cloud State University (MN), writing at Elizabeth Seton College (NY), drama and theatre at the Chapin and Calhoun schools (NYC), and drama/speech/English/humanities at Nashoba Brooks School (Concord). When it comes to theatre, costumes and props are favorite ventures. “My basement is a treasure trove of strange items...” she muses, “Like my Rosie the Riveter lunchbox and my Darwin doll...”

SCI2-5a-Mon2 Our Energy Future

Leader – Carl Lazarus

Monday – Course Period 2 – 11:10 am to 12:35 pm
5 Week Course - September 9 - October 21
(No Class September 30 or October 14)

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

Readings *Our Renewable Future* by Richard Heinberg and David Fridley
There will also be some online articles and videos.

Preparation Time About 40 pages per week from the text, plus short online articles and some online videos.

Biography Carl Lazarus studied chemistry at Yale and biochemistry at Brandeis, but subsequently

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

H&G1-10-Mon2 The JFK Assassination: What Really Happened?

Leader – Ollie Curme

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

10 Week Course – September 9 – December 2

(No Class September 30, October 14, or November 25)

Description What really happened in Dallas on November 22, 1963? Conspiracy theorists blame the Mafia, LBJ, Castro, Russia, and the CIA, among many others. The federal government undertook several investigations and initially blamed Lee Harvey Oswald, and later determined there were several shooters. In 1992 the federal government opened its archives and declassified millions of pages of formerly secret government documents. Now, with online access to them, we can finally explore some of the controversies surrounding JFK's death. This course, part murder mystery, part historical review, and part biography of fascinating characters, will analyze the political pressures on the Warren Commission and reasons for the debate about its findings. Using original government documents and critical analysis, participants will form their own opinions as to what really happened in 1963. The first half of the course will explore the facts of the case, based on witness testimonies and files from the Dallas Police Department, the FBI and the CIA. The second half of the course will look at means, motive and opportunity for many of the most plausible suspects. Classes will focus on discussion and debate, augmented with short videos. You can preview the course website at www.JFKWRH.com.

Readings Weekly homework will consist of reading a 20+ page web summary, with links to deeper analyses and government documents. All readings are on the course website: www.JFKWRH.com, with links to other sources on the internet.

Preparation Time 1– 2 hours

Biography Oliver Curme has an undergraduate degree in biochemistry and an MBA. He has been retired since 2005 and has led numerous study groups in adult learning programs; this will be his second at BOLLI. Ollie founded the website www.MaryFerrell.org which digitized over a million pages of FBI and CIA documents relating to the JFK assassination. It is now the largest searchable electronic archive of information relating to the assassinations of the 1960's and their larger historical context.

LIT3-10-Mon2 Women with Unquiet Minds: Tales of Struggle and Survival

Leader – Sophie Freud

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

10 Week Course – September 9 – December 2

(No Class September 30, October 14, or November 25)

Description This course will look at the lives of women who have suffered and survived various psychic afflictions as told primarily through their memoirs. Among the emotional problems to be considered are: depression, alcoholism, bi-polar condition, autism spectrum disorder, anorexia and schizophrenia. Since women often have more than one emotional problem, each book deals with one or more of these conditions and their impacts. This is a serious reading/learning course. Many of the books we will read are gripping and quite painful; yet, most tend to illuminate the survival instinct of the human species and end on a hopeful note. Please note that the two classical short stories listed in the readings below, “The Yellow Wallpaper” and “To Room Nineteen” should be read in advance.

Readings *This Close to Happy: A Reckoning with Depression* by Daphne Merkin (2017)

Drinking. A love story by Caroline Knapp (1996)

The Collected Schizophrenias by Esme Weijun Wang (2018)

Unbearable Lightness: A Story of Loss and Gain by Portia de Rossi (2010)

Manic: A Memoir by Terry Cheney (2008)

Convenience Store Woman by Sayaka Murata. (2018) (translated from Japanese).

and two short stories:

“To Room Nineteen” by Doris Lessing (1958)

“The Yellow Wallpaper” Charlotte Gilman Perkins (1973)

ALL of the books proposed are available in the Minuteman library system. The short stories are available on the net.

Preparation Time 100 to 150 pages per week

Biography Sophie Freud, born in Vienna, came to the U.S. at age 18. She received a BA from Radcliffe/Harvard, an MSW from Simmons and 20 years later, a PhD 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 around 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.

ART2-5b-Mon2 Seeing Photographs: Critiquing the Art of the Camera

Leader – Michael Sandman

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

5 Week Course – October 28 – December 2

(No Class November 25)

Description When photography first emerged, the art world viewed photographs with condescension. What skill did it take to simply record what the camera saw, after all? But photographs ultimately were recognized as a new form of art. We'll look at photography from Daguerre to the selfie by viewing images from each stage of development. We'll discuss the principles of photography criticism; look at what gives a photograph impact and look at where the art of photography is headed. Since making a photograph requires both art and science, we'll consider how photography has co-evolved with technology. Although we'll look at how photographers produce their work, this is not a course in how to take photographs, but rather in how to see them. Nonetheless, photographers interested in improving their work will learn to look more critically at their own results.

Readings *Photography: The Definitive Visual History* – by Tom Ang; available as a new hardcover on Amazon for \$26.82 and used for around \$15. Additional online reading will be assigned.

Preparation Time 1-1/2 – 2 hours per week

Biography Mike Sandman is an amateur photographer who has won numerous Boston Camera Club awards. His photographs have been featured on the cover of Eastman Magazine, at the North Carolina Museum of Natural Sciences, and on the Brookline Community Foundation, Brookline Parks Department, and Eastman Community Association websites, and most recently in an exhibit at the New England School of Photography.

SOC4-5b-Mon2 Confronting Change: Yuval Harari's *21 Lessons for the 21st Century*

Leader – Marie Danziger

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

5 Week Course – October 28 – December 2

(No Class November 25)

Description In his third recent best-seller, *21 Lessons for the 21st Century*, following the wide success of *Sapiens* and *Homo Deus*, Israeli historian Yuval Harari takes us on an intriguing personal journey through the constant and often disturbing changes we face in the coming century. He focuses on the big-picture challenges – polarized democracies, technological disruption, climate change, fake news, faith – and examines the tradeoffs as we decide what roles we and our government can play to express our core values. Over five weeks we will explore the five challenges posed by his book and consider a range of recently published responses and counterarguments to his provocative ideas. Our goal will be to control and channel our fears of the changes that confront us. Our response will be to determine what role we can

expect our government to play in regulating and protecting our future – and also to question how we can personally contribute to dealing with the disorienting disruptions Harari describes so vividly.

Readings *21 Lessons for the 21st Century* by Yuval Harari

Ideally participants will read the entire book beforehand.

Plus 2-3 articles provided online each week

Preparation Time About 2 hours per week

Biography Marie Danziger recently retired as Lecturer in Public Policy after 30 years at Harvard's Kennedy School. She taught written and oral policy communications and techniques of policy analysis and directed their Communications Program. Earlier she lived and worked in Chile, Australia, Switzerland, France and Germany. Although her doctorate is in literature, she's a news junkie, and a former community organizer, journalist, and college administrator who still struggles to turn core values into meaningful action.

H&G3-10-Mon3 Plagues, Pestilence, and Progress: A Unique Perspective

Leader – Estherann Grace

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

10 Week Course – September 9 – December 2

(No Class September 30, October 14, or November 25)

Description Civilization has been shaped by the great plagues. This course will examine how plagues and pestilence influenced politics, economics, literature, art and religion. The identification of the plagues' causative agent, clinical manifestations (signs and symptoms of the disease), and eventual treatment and recovery or death will be addressed. The course's main emphasis, however, remains the examination of how the great plagues impacted the world their victims occupied. The course will feature plagues from the 14th century's Black Death (Bubonic Plague), through the 21st century's AIDS. Despite the potential for gruesome detail, we will stress the positive gains achieved through the diligent search for cures, treatments, and eradication, ensuring humanity's survival. You will have the opportunity to encounter women and men whose scientific ingenuity achieved these goals. The format of the course will be factual presentations, coupled with enthusiastic, lively, and amazing awareness of how humanity managed to sur-vive. We are a determined species.

Readings The SGL will distribute readings and assign brief topic-specific reports. Books that can serve as optional sources for the course will be included in the Welcome Letter.

Preparation Time 1-2 hours/week

Biography Estherann Grace spent her professional career at Harvard Medical School and Boston Children's Hospital (Clinical Chief of Adolescent Medicine, Emeritus). Her students included interns, residents, fellows, and Harvard Medical School students. The best and brightest can be both a blessing and a challenge. Guiding the students through their years of training provided a well-grounded appreciation of how adults learn. This course combines her medical expertise with a fascination of human nature and its response to adversity. She picked up her first golf club at 65, embracing adversity

and humility, and still wonders why she can't "hit the darn ball." Widowed, a mother of 2, and grammy of 2, she lives in Needham with Tommy, her golden retriever.

LIT4-10-Mon3 Marcel Proust Still Searching for Lost Time: *In the Shadow of Young Girls in Flower*

Leader – Hollie Harder

Monday – Course Period 3 – 2:10 pm to 3:35 pm
10 Week Course – September 9 – December 2
(No Class September 30, October 14, or November 25)

Description Why is Proust called the greatest French novelist, comparable to England's Shakespeare or Spain's Cervantes? How can Proust's seven-tome novel, *In Search of Lost Time*, have the reputation of being at once a literary leviathan and a witty, enchanting, and profound book that gives readers a Proustian lens through which to see life in fundamentally new and innovative ways? As we turn to *In the Shadow of Young Girls in Flower*, the second volume of this opus, we will follow the protagonist in Paris as he becomes a close acquaintance of the Swann family, and then during his extended summer stay in the seaside resort of Balbec. We will observe him as he expands and deepens his experiences of love and jealousy, while gaining entrance into new circles that expose him to a variety of social and esthetic transformations. Readers will come away with an appreciation for Proust's range of humor and for his delight in the everyday world that is woven throughout this intellectual, esthetic and philosophical work. In keeping with Proust's notion that all readers, when they read a book, are the readers of themselves, members' contributions to our discussions will play a central role in our analysis of this deeply engaging novel. This course is designed to accommodate first-time as well as experienced readers of Proust and familiarity with the first volume of *In Search of Lost Time* is not assumed or required. The SGL will provide an overview of *Swann's Way* before the first class.

Readings We will be reading *In the Shadow of Young Girls in Flower* (volume 2 of Marcel Proust's *In Search of Lost Time*). This edition is the C.K. Scott Moncrieff translation that has been edited and annotated by William C. Carter. It was published by Yale University Press in 2015. The ISBN is 978-0-300-18542-3.

Preparation Time Participants will be expected to read about 60 pages per week.

Biography Hollie Harder teaches French language, culture, and literature at Brandeis University. She has published articles on Marcel Proust (Françoise's cooking, Proust's novel as a kind of human comedy, and Albertine as a Classical Amazon figure), and she currently leads two Proust discussion groups at the Boston Athenaeum. She has previously taught the first volume (*Swann's Way*) of Proust's novel at BOLLI.

MUS2-10-Mon3 Meet the Beatles

Leader – James Heazlewood-Dale

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

10 Week Course – September 9 – December 2

(No Class September 30, October 14, or November 25)

Description Get a better understanding of The Beatles and of the tremendous impact they made on the world of music. Through lectures, recordings, videos, and in-depth discussions, we'll explore the historical and musical background of the band from Liverpool; the ways their writing and recording styles changed over the years; stories behind the members of the group; the influence of various cultures on their work and personalities; and more. We'll consider the importance of people such as Brian Epstein, who provided management to the group, and George Martin, a key influence and creative collaborator in The Beatles' recordings. We'll also discuss how The Beatles' social and musical impact differed from that of The Rolling Stones and other popular groups. No musical background is necessary: we'll be looking at musical elements during our discussions, but musical jargon will be kept to a minimum and explained.

Readings The SGL will provide links to online articles and other resources.

Preparation Time Roughly 20-30 minutes. A couple of pages and about 15 minutes of listening.

Biography Growing up in Australia, James discovered a passion for playing jazz double bass. He was accepted into the Sydney Conservatorium with a full scholarship. After receiving first class honors he relocated to Boston to study at Berklee School of Music on a full scholarship. He has played with some of the world's top jazz musicians such as Maria Schneider, Aaron Goldberg, Kurt Elling, Monty Alexander, Terence Blanchard, Donny McCaslin, George Garzone, Dave Douglas, Bob Moses and Jason Palmer. He continues to be active in the Boston music scene. He is now undertaking his PhD at Brandeis University in musicology.

SOC2-10-Mon3 Major Topics in Crime and Punishment

Leader – Sandy Sherizen

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

10 Week Course – September 9 – December 2

(No Class September 30, October 14, or November 25)

Description Why is there so much crime? We will examine various important questions on what causes crime, who commits it and why, how the criminal justice system functions, and crime control strategies. Our examination will include crimes against people and property, cyber-crime and cyber-security and the uniqueness of white-collar crimes. The classes will be highly interactive. Questions will be sent to everyone prior to each class. The SGL will start with an overview of the major issues and then open up our discussion for questions and comments. An exciting conversation is expected.

Readings The SGL will prepare a reader containing week-by-week leading articles, questions and an overview of the weekly topic. The only cost will be for reproduction of the reader, approximately \$20.

Preparation Time 3-4 hours a week.

Biography Sanford (Sandy) Sherizen was trained as a sociologist, went bad and became a criminologist, and then went really bad by becoming a computer security and privacy professional. He has taught at various universities, has had various media engagements, has led seminars, and has given speeches in many domestic and international settings. As ex-president, he is active at Congregation Beth El in Sudbury. Having flunked retirement, he taught ESL to adult immigrants and now serves on a patient research ethics and safety board at Brigham and Women's Hospital. At BOLLI, he has taught courses on Your Privacy is at Risk, Crime Topics, and The Sociology of "Deviant" Behaviors.

H&G4-5a-Tue1 American Treasure: Mount Auburn Cemetery

Leader – Helen Abrams

Tuesday – Course Period 1 – 9:30 am to 10:55 am
5 Week Course - September 10 - October 15
(No Class October 1)

Description Founded in 1831 and always non-denominational, Mount Auburn Cemetery began the "rural" or "garden" cemetery movement out of which grew America's public parks. Its beauty and historic associations make it an internationally renowned landscape and National Historic Landmark. The class will explore the cemetery's history (including 19th century views of death, Transcendentalist influences, and the Civil War's impact on burials), famous residents and noteworthy monuments, women reformers and Jews, whose inspiring stories have been researched by the SGL. A fall foliage walking tour will be offered to the class, led by the SGL.

Readings There will be links to articles about Mount Auburn Cemetery, as well as links to articles about how planners are envisioning and actualizing cemeteries in the 21st century.

Preparation Time Up to one hour per week

Biography Helen Abrams has volunteered as a docent and tour guide at Mount Auburn Cemetery for 12 years, specializing in the art, horticulture and lives of famous residents including painters, poets, architects, and inventors. She is also a photographer and leads photography walks in all seasons.

LIT6-10-Tue1 An Introduction to Modern Poetry: From A Red Wheelbarrow to EZra Pound

Leader – Ryan Hitchcock

Tuesday – Course Period 1 – 9:30 am to 10:55 am
10 Week Course - September 10 – November 19
(No Class October 1)

Description This course will focus on the poetry of the first generation of modernist poets, roughly covering the period from 1912 to 1945, a time characterized by political turbulence and social transformation accompanied by a corresponding revolution in poetry and the arts. Poets of this generation were often radical experimentalists, and in one respect their avant-gardist tendencies can be understood as asking a series of questions such as: what is poetry good for? what does poetry do? what should poetry be like? It is precisely these questions that make this course an excellent introduction to poetry for those who feel poetically uninitiated. We will discuss how to enjoy poetry in general by approaching a particular group of poets who each brought a distinctive approach to a shared set of concerns. Poets discussed will include T. S. Eliot, Ezra Pound, H. D. (Hilda Doolittle), Wallace Stevens, Robert Frost, Mina Loy, Marianne Moore, and William Carlos Williams.

Readings Links to readings will be provided each week, which can be printed at home. The longest reading will be Eliot's "Four Quartets" (34 pages), and since we will likely read other poems by Eliot, purchase of his *Collected Poems* is recommended.

Preparation Time Up to three hours each week. Since we are dealing with poetry our page counts will be short, but re-reading poems is always time well spent.

Biography Ryan Hitchcock is a lover of poetry wherever it is to be found. He completed his BA in English Literature at the University of Montana, and his MA in English Literature at the University of Wyoming. Currently, Ryan is a PhD student in the Department of English at Brandeis University, where he focuses on modern poetry.

SOC3-10-Tue1 What's Justice Got to Do With It? Justice and the Right Thing To Do

Leader – Jeremy Cynamon

Tuesday – Course Period 1 – 9:30 am to 10:55 am
10 Week Course - September 10 – November 19
(No Class October 1)

Description We all find ourselves in situations where we wonder "What is the right thing to do?" Whether this is in our personal lives, in a general social situation, or in a broader political capacity, our beliefs about what the 'right' 'just' or 'fair' course of action consists of informs our behavior. In this course, we will examine our ethical intuitions alongside the prevailing theories of justice including:

utilitarianism, liberal egalitarianism, libertarianism, and communitarianism. Each week, students are asked to *watch* one of Harvard Professor and Brandeis Alumnus Michael Sandel's online lectures from his renowned Justice course at home, and *read* a short excerpt from his book. We will use Sandel's lectures and writing as a jumping off point for our discussions. In our classroom discussions, we will cover topics such as: wealth and income inequality, access to education and healthcare, human rights, property rights, reproductive rights, and affirmative action. At the end of the course students will have developed a conceptual vocabulary with which to more clearly and precisely engage in debates about justice and the right thing to do. The goal is not to teach students what to believe, but to help them clarify and refine their own views by introducing them to canonical thinkers and ideas.

Readings Michael Sandel, *Justice: What's the Right Thing to Do?* (Farrar, Straus, and Giroux, 2010). Additional readings may be consulted but these will typically be optional and made available online as needed.

Preparation Time 1-3 hours should be sufficient.

Biography Jeremy Cynamon is a PhD candidate at Brandeis University in politics specializing in political theory. His research interests include normative political theory, social theory, institutional design and public policy. His dissertation, explores leading 19th century theories of freedom – including Mill, Nietzsche, and Marx – as well as their contemporary heirs. Jeremy has published work in academic journals relating to issues of justice in access to healthcare. At Brandeis, Jeremy has served as a teaching fellow for courses in political theory and public policy. He holds a BA (honors) in political science from U.C. Berkeley where he studied political and legal theory.

WRI1-5b-Tue1 Telling the Story: Focusing on the Craft of Narrative Prose

Leader – Betsy Campbell

Tuesday – Course Period 1 – 9:30 am to 10:55 am
5 Week Course – October 22 – November 19

Description Our lives are rich with experiences that can be retold as memoir or transformed into fiction but in either case, the goal is to tell a good story. All story writers want to entertain and enlighten their readers. In this class, we will write from prompts chosen to focus on specific aspects of narrative writing such as point of view, dialogue, and characterization, with attention to good beginnings and effective endings. Participants will write a short piece of fiction or personal narrative each week and will receive feedback from the group. Class response is supportive and specific, keeping the focus on the writing. The goal of the class is to encourage each other as writers and to enjoy the stories we have to tell.

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

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

Biography Betsy Campbell has always enjoyed writing and working with aspiring writers. She began her career as a high school English teacher and then taught kindergarten and first grade for twenty-five years. She has led writing classes at BOLLI since 2014. She has taken numerous writing courses, attended conferences, and led teachers' workshops on writing. Her published stories and articles have appeared in

the Boston Globe, the Vineyard Gazette, Martha's Vineyard Magazine, Storyteller Magazine, and the anthology *Final Fenway Fiction*. Betsy has a BA from Brown University, an MAT from Harvard Graduate School of Education, and an MA from Lesley University.

ART3-10-Tue2 Luminaries: Five Superstars of the Art World

Leader – Suzanne Art

Tuesday – Course Period 2 – 11:10 am to 12:35 pm
10 Week Course - September 10 – November 19
(No Class October 1)

Description Every significant art movement has its share of superstars. This course will examine five luminaries from the 16th and 17th centuries: Raphael, Albrecht Durer, Caravaggio, Diego Velázquez and Rembrandt. Each of these artists reflects the highest aspirations of a particular artistic movement - Raphael: the High Italian Renaissance; Durer: the Northern Renaissance; Caravaggio: the Early Baroque; Velázquez: the Spanish Golden Age; and Rembrandt: the Dutch Golden Age. In this course we will explore the lives of each of these artists and the period in which he lived. We will examine their major works and discover how these reflect not only the contemporary artistic trends but also the social, economic, and political currents of the times. We will discuss the application of various types of artistic media, and we will note how one major artistic movement gradually evolves into another. We will also trace the influence of a given artist upon the works of those who came later – often, much later. There will be a combination of presentation and class discussion.

Readings All assignments will be online. These will include short biographical articles as well as videos relating to specific works of art.

Preparation Time Preparation time should average an hour and a half.

Biography Suzanne has always loved art and history. Her favorite pastime is “experiencing” the paintings in art museums. She has a BA in history, an MA in the French language and literature, and an MA in teaching. She taught history for 16 years at a private school. During that time, she also wrote a series of twelve history books, a major feature of which is the study of art in a given culture. She has taught six art history courses at BOLLI.

H&G5-10-Tue2 In Search of a More Perfect Union: Jill Lepore on Identity Politics and the Civic Nation

Leader – Avi Bernstein

Tuesday – Course Period 2 – 11:10 am to 12:35 pm
10 Week Course - September 10 – November 19
(No Class October 1)

Location – The course will take place at the Brandeis Women’s Studies Research Center in the Liberman-Miller Lecture Hall in the Epstein building located at 515 South Street, next to South Street Market. Parking will be available for class participants in the Epstein building lot which wraps around the side and back of the building. Please vacate the lot at the end of class. Note that it is also just a short walk from 60 Turner Street.

Description The U.S. presidential election of 2016 exposed ominous divisions of opinion about who should lead our country and what policies they should espouse. This course will try to understand our current acrimonious political moment through a lens provided by historian Jill Lepore and her book, *These Truths: A History of the United States*. Lepore, echoing thoughtful political scientists like Francis Fukuyama and Mark Lilla, laments the absence today of a shared sense of American peoplehood. In telling this story she adds her voice to many contemporary observers who contend that as citizens we seem to lack solidarity with one another, and especially across boundaries of race, sexual orientation, gender identity, and geography. Among the most fateful questions of our moment, Lepore suggests, is whether we as a citizenry can respond to the crisis of our union by refocusing our attention on our civic past, a collective inheritance she earnestly regards as “a gift” from our political forebears and a responsibility to be shouldered for the sake of future generations. But does Lepore the judicious historian offer a story equal to our crisis? Can she do justice both to progressive and conservative undercurrents in her reckoning with the American past? Can she bear faithful witness to our sins while also paying due regard to American greatness? This course will be facilitated with a firm hand by the study group leader, and will work best for members who enjoy a structured inquiry combining periodic lecture and moderated class discussion.

Readings *These Truths: A History of the United States* by Jill Lepore (Norton, 2018). Additional readings and videos will be distributed electronically.

Preparation Time A typical class will focus on 25 to 50 pages per week. However, class members who would like to engage in our discussions with a comprehensive sense of *These Truths* should plan to read the book in advance of the start of BOLLI’s fall semester.

Biography Avi Bernstein is the director of BOLLI and holds a doctorate in religious studies. Previous BOLLI study groups have covered writers (e.g. Hawthorne, Dostoyevsky, Kafka, Iris Murdoch, and Virginia Woolf) and social theorists (e.g. Yuval Noah Harari, Francis Fukuyama, Michael Sandel).

LIT8-10-Tue2 #HIMTOO: Portrayals of Men in Mid-Twentieth Century American Fiction

Leader – Kathryn Bloom

Tuesday – Course Period 2 – 11:10 am to 12:35 pm
10 Week Course - September 10 – November 19
(No Class October 1)

Description American men are getting a bad rap these days. Some criticism is clearly deserved, but are we going too far and damning too many men as arrogant, would-be abusers? In this course, we'll look at how American men are perceived in mid-twentieth-century fiction and discuss the challenges they faced as they tried to find themselves in a culture that often situates masculinity within rigid social boundaries. We consider each author's point of view about masculinity and how he – or she – presents the protagonist's situation and how he resolves his personal and professional conflicts. Texts to be considered are Sloan Wilson's *The Man in the Gray Flannel Suit*, another mid-century novel to be determined, and short stories by writers including Ernest Hemingway, James Baldwin, John Cheever, John Updike, Cynthia Ozick, and Grace Paley.

Readings Sloan Wilson, *The Man in the Gray Flannel Suit*

A second novel, to be announced.

Short Stories: Most of the short stories that we will read are easily available online. Several will be reproduced and distributed to students for a small fee. A full syllabus will be available before the first class.

Preparation Time 2-3 hours per class

Biography Kathryn Ruth Bloom, PhD, teaches literature at BOLLI and several adult communities in the greater Boston area. She knows a lot about literature, but is not an expert on men.

LIT7-10-Tue2 New York Society in the Gilded Age Through the Eyes of Edith Wharton

Leader – Diane Proctor

Tuesday – Course Period 2 – 11:10 am to 12:35 pm
10 Week Course - September 10 – November 19
(No Class October 1)

Description To view Edith Wharton primarily as a satirist is to miss her profound humanism. Driven by tenderness and compassion for her characters, Wharton's fiction invariably moves even the most jaded reader. In her Pulitzer Prize winning novel, *The Age of Innocence*, we shall encounter Wharton at the top of her game, as we engage her most iconic characters, caught in the turmoil of the social complexities that defined the author's life. Published in 1905 but set in 1870, Wharton avoids most of the complexities of the Progressive Era, but richly examines the New York City society of her childhood. A close reading of the text means we will cover 30-40 pages each week, as we gain purchase not only on her central ideas,

but on the structure of her work. After reading her novel, we will study a couple of her *New York* short stories—*After Holbein* and *Roman Fever*. A handout, written by Wharton on writing short stories, will accompany these last pieces, as we discern the common themes in her work. A particularly fine movie version of *The Age of Innocence* will accompany our discussion.

Readings *The Age of Innocence* by Edith Wharton
New York Stories by Edith Wharton

Preparation Time 2 hours each week/30-40 pages of close reading with guidance questions.

Biography Diane Proctor has enjoyed offering courses at several Learning in Retirement programs for five years. She taught writing, history, and literature at Milton Academy, the Hotchkiss School, and Middlesex School.

REL1-10-Tues2 Introduction to American Judaism

Leader -- Bar Guzi

Tuesday -- Course Period 2 - 11:10 am to 12:35 pm
10 Week Course -- September 10 -- November 19
(No Class October 1)

Description This course traces the history of the American Jewish community from the colonial period to the present, paying special attention to religious, social, and political trends. By reading Jonathan Sarna's magisterial history of American Judaism as well as engaging with primary sources, we will uncover the diverse ways in which American Jews have created a "hyphenated identity." Topics to be covered include Jewish migration, religious innovation, cultural adaptation, political engagement, collective responses to history (e.g. Holocaust and the State of Israel), and the image of Jews in the eyes of non-Jewish Americans as refracted in popular American culture. What have been the critical turning points in American Jewish life? In what ways is American Judaism continuous with past patterns and in what ways has it emerged as a distinctive culture and civilization?

Readings Jonathan D. Sarna, *American Judaism: A History* (New Haven: Yale University Press, 2019). 2nd edition.
The instructor will provide all other readings.

Preparation Time Participants will be expected to read about 60-70 pages per week.

Biography Bar Guzi is a doctoral candidate at Brandeis University. Fascinated by the religious and cultural creativity of American Judaism, he moved to the United States four years ago from Israel to study American Jewish thought. Bar has published articles on Zionism and the Holocaust as viewed by American Jewish thinkers.

ART4-5a-Tue3 The Life and Work of John Singer Sargent (5a)

Leader – Nancy Alimansky

Tuesday – Course Period 3 – 2:10 pm to 3:35 pm
5 Week Course - September 10 - October 15
(No Class October 1)

Description Although John Singer Sargent was born in Florence Italy and lived most of his life in Europe, he was an American and very proud of his heritage. He became famous first as the painter of a scandalous portrait of Mme. Gautreaux which appeared in the Paris Salon. Unable to get any more work in France he moved to England and became the most sought-after portraitist of his time. He also traveled extensively in the United States where he continued to paint the rich and famous. But he was much more than a portrait painter. In this course we will learn about his life and study his famous portraits but also explore his landscapes and the Boston murals that he was especially proud of. We will use the reading and supplementary materials as background to analyzing the art. The class time will be divided between discussion and lecture. I will show images, some of which have been referenced in the text. Together we will analyze the content, composition, color, value and other design principles. By the end of the course, study group members will have a better understanding of John Singer Sargent the man and the artist. Please note that because each session builds on the one before, regular attendance is strongly encouraged.

Readings *John Singer Sargent, His Portrait* by Stanley Olson – 1986 Available in hardcover or paperback. Readily available on Amazon or at the library

Preparation Time There will be at least 50 pages a week of reading from the text as well as numerous articles on line and various short videos to watch. I would estimate 3-4 hours of preparation.

Biography This will be Nancy Alimansky's 15th teaching experience at BOLLI. Nancy has spent most of her professional life in the classroom. For 26 years she was an Associate Professor at Lesley University and taught courses in management and technology as well as studio art. For three years she was a docent at the Davis Museum at Wellesley College where she conducted tours for various exhibits. Nancy has a B.A from Wellesley College, an MAT from Harvard Graduate School of Education and an MBA from Boston College. She has been a professional artist for more than 30 years.

LIT9-10-Tue3 Harry Potter: A Critical Examination of the Early Years

Leader – Dennis Greene

Tuesday – Course Period 3 – 2:10 pm to 3:35 pm
10 Week Course - September 10 – November 19
(No Class October 1)

Description C.S. Lewis noted “no book is worth reading at the age of ten which is not equally (and often far more) worth reading at the age of fifty.” The seven-volume *Harry Potter* series, written by British author J.K. Rowling, was published from 1997 through 2007. Some say it played a role in encouraging millions of millennials to read. The story has generated sales of over a half-billion books and

ten movies. In addition to its young adult fans, millions of mature readers learned to love these books as they shared them with their children and grandchildren, while others sampled *The Sorcerer's Stone* to see what the fuss was all about and then continued the series for the joy of reading an imaginative tale, well told. *Harry Potter* certainly has been an overwhelming commercial success. But is Ms. Rowling's creation worthy of being considered a legitimate work of literature? We will read and discuss the first three *Harry Potter* novels and a sampling of critical literary reviews to help us decide if the *Harry Potter* series deserves to be admired as great literature or dismissed as infantile fare of no literary merit. This course is intended both for "serious" readers who have little or no familiarity with the *Harry Potter* story, and also for those who have read the novels numerous times and would enjoy discussing them. As we follow Harry's early years at Hogwarts, we will discuss narrative techniques, major themes and literary antecedents. Come join the wizarding world.

Readings *Harry Potter and the Sorcerer's Stone*, 1997 (309 pages)
Harry Potter and the Chamber of Secrets, 1999 (341 pages)
Harry Potter and the Prisoner of Azkaban, 1999 (435 pages)
Occasional Class Hand-Outs of reviews and commentary.

Preparation Time Aprox. 125 pages of light reading per week. (2-3 Hours) *The Sorcerer's Stone* should be read prior to the first class meeting.

Biography Dennis Greene has been a member of BOLLI for three years. He spent five years as an engineer, and then 40 years as an attorney. His teaching experience consists of two terms at BOLLI, leading an introductory course on science fiction literature, and a course on the novel *Dune*. He brings his enthusiasm and 60 years of experience as a pop culture geek and junkie. Dennis discovered Harry Potter in 1997 and since then has read the entire series numerous times, listened to all of Jim Dale's magnificent audio readings many times and saw all eight Harry Potter films.

ART5-5b-Tue3 The Life and Work of John Singer Sargent (5b)

Leader – Nancy Alimansky

Tuesday – Course Period 3 – 2:10 pm to 3:35 pm
5 Week Course – October 22 – November 19

Description Although John Singer Sargent was born in Florence Italy and lived most of his life in Europe, he was an American and very proud of his heritage. He became famous first as the painter of a scandalous portrait of Mme. Gautreaux which appeared in the Paris Salon. Unable to get any more work in France he moved to England and became the most sought-after portraitist of his time. He also traveled extensively in the United States where he continued to paint the rich and famous. But he was much more than a portrait painter. In this course we will learn about his life and study his famous portraits but also explore his landscapes and the Boston murals that he was especially proud of. We will use the reading and supplementary materials as background to analyzing the art. The class time will be divided between discussion and lecture. I will show images, some of which have been referenced in the text. Together we will analyze the content, composition, color, value and other design principles. By the end of the course, study group members will have a better understanding of John Singer Sargent the man and the artist. Please note that because each session builds on the one before, regular attendance is strongly encouraged.

Readings *John Singer Sargent, His Portrait* by Stanley Olson – 1986 Available in hardcover or paperback. Readily available on Amazon or at the library

Preparation Time There will be at least 50 pages a week of reading from the text as well as numerous articles on line and various short videos to watch. I would estimate 3-4 hours of preparation.

Biography This will be Nancy Alimansky's 15th teaching experience at BOLLI. Nancy has spent most of her professional life in the classroom. For 26 years she was an Associate Professor at Lesley University and taught courses in management and technology as well as studio art. For three years she was a docent at the Davis Museum at Wellesley College where she conducted tours for various exhibits. Nancy has a B.A from Wellesley College, an MAT from Harvard Graduate School of Education and an MBA from Boston College. She has been a professional artist for more than 30 years.

MUS3-5b-Tue3 Mozart's *Don Giovanni*: A Guided Tour

Leader – Phil Radoff

Tuesday – Course Period 3 – 2:10 pm to 3:35 pm
5 Week Course – October 22 – November 19

Description The course is intended to provide a first acquaintance with *Don Giovanni*, one of the greatest operas ever composed, to students unfamiliar with the opera, and also to afford a greater appreciation of the opera for students already familiar with it. Much of the class time will be spent watching and listening to DVDs of the opera, studying and discussing the libretto, and developing an appreciation for Mozart's genius in writing music that both enhances the libretto and illuminates the personalities and motivations of the characters. The opera is about three hours long, and the objective will be to watch and listen to all or nearly all of it over the five-week period. We will begin with an overview of the early sources of the Don Juan legend that Lorenzo Da Ponte drew upon in writing the libretto, the circumstances under which the opera was composed, and the changes that Mozart and Da Ponte made to the score and the libretto between its opening in Prague and its later performances in Vienna. We will also take note of the sometimes contradictory commentary on the opera by noted composers and music scholars over the years. The SGL will provide written questions before each class period to focus the students' preparation and to provoke discussion.

Readings Students should have access to a recording of the opera and a libretto, Italian and English. Any audio or video recording will do except the Peter Sellars version from the mid-80s. Several complete recordings of the opera with English subtitles, as well as the libretto in English and Italian, are available at no cost online (YouTube) and in libraries.

Preparation Time About two hours if the student reads the assigned portion of the libretto and then watches or listens to the assigned portion of the opera.

Biography Phil Radoff has undergraduate and graduate degrees in physics but spent most of his career as a lawyer, working successively in a large Washington law firm, in the Pentagon at a senior level, and in several large corporations, finishing his law career at Raytheon. Phil sings in a community chorus, writes short stories, and has had a lifelong interest in opera. Since joining BOLLI more than ten years ago, he

has led a number of opera courses (most recently on three Verdi operas) and given a series of lunchtime presentations.

SCI3-5b-Tue3 Cancer: Bridging the Gap from the Laboratory to Public Understanding

Leader – Jenny Choi

Tuesday – Course Period 3 – 2:10 pm to 3:35 pm
5 Week Course – October 22 – November 19

Description What is cancer? What causes cancer? Who gets cancer? Why does cancer come back? Is there a cure for cancer? How are scientists studying cancer? These frequently asked questions by the public can be challenging for scientists and doctors to answer since cancer is not a single disease but a group of diseases that evolves or mutates over time. The American Cancer Society has estimated that nearly 1 out of 3 people in the United States will have cancer during their lifetime. Therefore it is not a surprise that many of us have family members who have or have had some form of cancer. The impact of cancer on society in the United States has influenced basic and translational research leading to an understanding of the mechanism underlying cancer development and treatment. This course will use interactive lectures, readings, and discussions to help class members develop an understanding of how cancer is studied in the laboratory and how it is treated in the clinic.

Readings SGL will provide links to articles and videos

Preparation Time 1 hour preparation for each class

Biography Jihyun (Jenny) Choi is a third year PhD student in the department of Molecular and Cell Biology at Brandeis University. Her research focuses on how cells repair DNA breaks that arise from error in DNA replication and how defects in DNA repair can predispose cells to cancer. Before starting the PhD program, Jenny spent four years as a research assistant for the translational lung cancer research laboratory at Dana-Farber Cancer Institute developing patient-derived cell lines for screening cancer drug response. Jenny is interested in communicating scientific concepts to a lay audience in order to bridge the gap between scientists and the public.

Gym1-10-Wed1 Muscles and Movement

Leader – Kat Page

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

Location Gosman Sports and Convocation Center

There will be a \$40 charge (\$4 per class) to BOLLI Members.

Registration for Muscles & Movement runs from June 24 to July 15 Spaces in the fitness course will be assigned by lottery and do not impact your study group assignments.

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 Kat has been the Fitness Coordinator at Brandeis for five years and loves her job! She is an avid fitness enthusiast, participating in marathon running, yoga, and Crossfit. Kat has a Masters in Exercise Science from Springfield College. When she is not working out, she loves going out to eat, being out in nature, doing crafts and being around kids.

FILM1-10-Wed1 The Golden Years of Foreign Films II: Ten More from the '50s and '60s

Leaders – Naomi Schmidt & Peter Schmidt

Wednesday – Course Periods 1 & 2 – 9:30 am to 12:35 pm
10 Week Course – September 11 – December 4
(No Class October 2, October 9, or November 27)

Description The years spanning 1950 to 1969 introduced the American movie-going public to the novelty of great foreign films, providing a contrast and alternative to the standard Hollywood fare. As a follow-up to our original foreign films course, we invite you to join us in viewing and discussing ten additional such films, some serious and others more light-hearted. Our expectation is that each will be not only enjoyable, but also thought-provoking. In the ten class sessions (each a double period) we will view one of the films together and follow with discussion, the subjects ranging from artistry and technique to symbolism and meaning. The films that we have chosen are from a variety of countries and in a number of languages: *The Man in the White Suit*, *M. Hulot's Holiday*, *Pather Panchali*, *Wild Strawberries*, *The 400 Blows*, *Knife in the Water*, *Viridiana*, *The Shop on Main Street*, *The Battle of Algiers*, and *Yojimbo*.

Readings Readings will be provided by the SGLs as email attachments

Preparation Time Approximately one hour per week

Biography Naomi Schmidt was originally trained as a physicist, taught computer science at Brandeis, and then worked for 16 years at Brandeis and MIT in academic computing. She has been a Study Group Leader for *Invitation to the Dance* and *Science Fiction*, as well as co-leading *Who's Afraid of 20th Century Music?* and a previous foreign films course with Peter Schmidt. She also led *The New York Experience*, *Utopianism*, *The 1920s*, and *The 1960s* with Tamara Chernow.

Peter Schmidt's professional careers were in physics and machine vision engineering. He has given a number of courses at lifelong learning organizations in several subjects, some science-related (*Five Physicists Who Changed the World View*; *Quantum Mechanics without a Wrench*), and others not (*Three*

Masterpieces: From Drama to Film and Opera; The Humanity of Heinrich Böll: Selected Short Stories). He also led an earlier version of a foreign films course with Naomi Schmidt.

CE1-10-Wed2 Current Events (Section One)

Leader – Lois Sockol

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

10 Week Course – September 11 – December 4

(No Class October 2, October 9, or November 27)

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

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

Preparation Time Approximately one hour per week

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

H&G7-10-Wed2 Dress Rehearsal for WWII: The Spanish Civil War, 1936-1939

Leader – Gene Kupferschmid

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

10 Week Course – September 11 – December 4

(No Class October 2, October 9, or November 27)

Description The Spanish Civil War (1936-1939) has been referred to as "the good fight," "the passionate cause," and "the prelude to World War II." Was it the fight of democracy against fascism? The fight of fascism against communism? Was it possible for other European countries to remain neutral? We will explore the conditions in Spain that led to the war, the battle that stirred the passions of people from all over the world to fight for the Spanish Republic, and the aftermath of the war. We will use a BBC documentary, a short history book, an essay by George Orwell, and the novel *For Whom the Bell Tolls* by Ernest Hemingway to study different perspectives of the war.

Readings *The Spanish Civil War: A Very Short Introduction* by Helen Graham, Oxford University Press, ISBN 978-0-19-280377-1

For Whom the Bell Tolls by Ernest Hemingway

Preparation Time The history book is approximately 150 pages (including maps and photos) and the Hemingway is approximately 450 pages. The time required depends upon the reader's pace.

Biography Gene Kupferschmid taught for 30 years in the Romance Languages and Literatures Department of Boston College. She held two National Endowment for the Humanities fellowships and has written 14 textbooks. She has travelled throughout all the countries in South America and has lived in Argentina and Mexico.

LIT10-10-Wed2 Color Me White: The Literature of Passing

Leader – Laurel Brody

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

10 Week Course – September 11 – December 4

(No Class October 2, October 9, or November 27)

Description There is nothing more American than expressing dissent. Social injustice appears throughout American literature. This SGL has offered a series of courses addressing social injustice in American literature and this course is no different. Together, we will read, examine and question both fiction (novels, short story and poetry and a video) and non-fiction on the issue of “passing.” “Passing” refers to African Americans passing as white. Does being white come with automatic privilege? Does being African American come with automatic social issues? What have we done to cause such a dramatic and life altering move? Would you change your racial identification if given the opportunity? And finally, where do shame and blame lie, if at all? This course will be mostly discussion with some SGL lecture.

Readings *The House Behind the Cedars* by Charles W. Chestnut ISBN 0-14-018685-9 (Penguin)
The Autobiography of an Ex-Colored Man by James Weldon Johnson ISBN 978-0-486-28512-2 (Dover)
Passing by Nella Larsen (whichever one you get)

Black No More by William Schuyler ISBN: 978-1-61427-784

One Drop by Bliss Broyard...do NOT buy. SGL will copy important sections.

There will be a charge for a Xeroxed packet of material which will include articles and a poem. Not to exceed more than \$20.00

Preparation Time One hour on average. Some weeks more, a few much less.

Biography Laurel Brody has taught a series of courses at Life Long Learning Institutes, all having to do with voices of social injustice. These includes Steinbeck, Vonnegut, Twain and Native American Lit. It is a passion for her. Her career as a teacher of English has included stints at inner-city high schools and at universities. As a teacher of teachers, she was on the faculty at the University of Pennsylvania and Swarthmore College. And she can tap dance!

H&G8-5a-Wed3 Critical Issues For America: Let's Practice Civil Discourse to Help Solve Them

Leader – Jerry Wald

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm
5 Week Course – September 11 – October 23
(No Class October 2 or October 9)

Description This course will examine key challenges confronting our democracy, including immigration reform, income and wealth disparity and our health care system. In order to assess these issues, we will rely primarily on in-depth guides provided by the National Issues Forum in conjunction with the Kettering Foundation. This material is specifically designed to highlight the important decision points and policy considerations for each matter in a substantive and nonpartisan manner. The course will also consider and apply the principles of civil discourse. The goal is to create an open democratic environment for the airing of all views in order to arrive at the best solutions. Class members should be receptive to looking at matters deliberatively, analytically, civilly and even differently.

Readings Comprehensive guides issued by the National Issues Forum in conjunction with the Kettering Foundation. These can be ordered from the National Issues Forum website for a modest cost. Additional selected material will also be examined.

Preparation Time About 20-40 pages with possible podcasts or videos. Preparation time should be about 3 hours per week.

Biography Jerry Wald was an attorney for 34 years in Chicago and Connecticut. In his retirement, he devotes time as a board member for the Harry Chapin Foundation and a volunteer for the Newton Food Pantry. He is also a mentor in both an English literacy program and a college program for prisoners. Jerry enjoys kayaking, hiking and reading. He graduated from the University of Illinois and the University of Chicago Law School.

H&G9-10-Wed3 It Began in Canaan: History, Archaeology and the Biblical Narrative

Leader – Paul Brown

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm
10 Week Course – September 11 – December 4
(No Class October 2, October 9, or November 27)

Description Learning history from archaeology as well as literature, we will take a fascinating journey into the ancient world. From the Bronze Age into the Iron Age, (to 586 BCE) the Land of Canaan was at the crossroads of the world's major civilizations. The development of writing, the discovery of iron and the events of the Bible make this an especially interesting time. We will learn about the Phoenicians, Hebrews, Philistines, Aramaeans, and others who occupied this land. We will consider the rise and fall of kings and empires and note the drama of decisions, both wise and foolish. We will trace the invention of the alphabet and observe the beginnings of biblical literature. The latest archaeological findings as well as

the biblical narrative will inform us as we study the Hebrew kingdoms, examine the politics of the day, and follow the evolution of religious belief. We will base class discussions on assigned readings as well as summary texts and graphic material projected by the SGL during our meetings. The SGL will post reading assignments, supplementary readings and summaries of topics already discussed on the course website.

Readings Required Reading:

The Bible Unearthed, Israel Finkelstein and Neil Silberman

We will utilize online articles from these websites:

<http://www.bibleodyssey.org>

<http://www.newworldencyclopedia.org>

Participants will need a copy of the Bible for reference.

Handouts:

At the beginning of the course, the SGL will hand out a packet of reference material for a nominal charge.

Preparation Time 1-2 hours in a typical week

Biography Paul Brown is a retired educator. He taught secondary science in the Lexington schools for 20 years, spent ten years as science department head and ten years as associate principal of Lexington High School. He has enjoyed a lifelong fascination with archaeology and ancient history.

LIT5-10-Wed3 *Henry V* and *Hamlet* in Words, Pictures, and Human Life

Leader – Emiliano Gutierrez-Popoca

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

10 Week Course – September 11 – December 4

(No Class October 2, October 9, or November 27)

Description Shakespeare's *Henry V* and *Hamlet*: One is a man of action, the other of deep contemplation. Famously, Henry conquers territory and love with an almost reckless sense of his own inevitable greatness. Hamlet, on the other hand, seems to stumble almost aimlessly through the thicket of his relations, never sure about his next move. Yet both characters are beloved by audiences and actors alike. We can confidently say, for instance, that in performing these roles, Laurence Olivier and Kenneth Branagh achieved milestones in their distinguished careers. In this course, we will compare and contrast Hamlet and Henry V, availing ourselves of words and pictures (e.g. film, television productions). We will screen scenes from Olivier's and Branagh's *Hamlet* and *Henry V*, both outstanding productions. We will also see our two heroes reimagined by a new generation of actors (Tom Hiddleston and David Tennant) for television productions. Come along as we examine two fundamentally different ways of walking in the world -- we will surely be delighted, entertained, and challenged by these classic exemplars of the human lot we all share.

Readings *Hamlet, Prince of Denmark*. New York: Cambridge University Press, 2003. ISBN: 978-0-521-53252-5

King Henry V. Cambridge University Press, 1992. ISBN: 0521293693

* These are the preferred editions of the plays, but any annotated edition is recommended.

* Additional readings will be distributed digitally.

Preparation Time 2 to 3 hours a week.

Biography Emiliano Gutiérrez Popoca is a PhD Candidate in English at Brandeis University. He studies Shakespeare and his contemporaries, and he is especially interested in the conversations between literature and the society and culture of Shakespeare's time. His interests include Elizabethan and Jacobean theater, seventeenth century religious and love poetry and English-Spanish poetry translation. He currently teaches a writing seminar on narrators and perspective in literature and film at Brandeis. He received his BA and MA in English from the National Autonomous University of Mexico, where he was also Adjunct Professor, and where he taught literature, writing and ESL courses.

MUS4-10-Wed3 Beyond Hava Nagila: What is Jewish Music?

Leader – Sandy Bornstein

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

10 Week Course – September 11 – December 4

(No Class October 2, October 9, or November 27)

Description Over the centuries Jews have developed lots of music for use in worship, in celebrations, at home, for work and for entertainment. 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 2,500 years of history in the Middle East, Europe, Russia and America. If possible we will look at the written scores as well. The format is mostly presentation by the SGL, with class discussion and much listening. No musical training or Jewish background is required.

Readings There will be no textbook, but the SGL will email class outlines with YouTube clips for students to listen to. She may occasionally assign an online article for background reading.

Preparation Time Up to an hour each week listening to the suggested YouTube clips or reading recommended articles.

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 different aspects of Jewish music. She also taught an adult education 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 taught middle school music and has taught voice for 30 years at Harvard University, the Cambridge School of Adult Education, and in her home studio.

ART1-5b-Wed3 They Have Always Been Here: African-American Artists

Leader – Miriam Goldman

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

5 Week Course – October 30 – December 4

(No Class November 27)

Description While black American artists are represented by galleries and museums and partake in all aspects of artistic life today, this has certainly not always been true, especially prior to the 1950s. This course will look at individual black artists and artistic styles from the seventeenth century through the later part of the twentieth century. It will focus on the impact of societal conditions at the time on artists and artistic movements, on how African-American artists related to other American artists as well as other influential art movements, particularly those in Europe. The emphasis will be on painting though other visual arts may be considered.

Readings All assigned materials will be available online.

Preparation Time Not more than an hour.

Biography Miriam Goldman graduated from Brandeis with a major in comparative literature. She taught English and creative writing at the secondary level for many years before spending the second part of her career at Boston University School of Education. She has always had an interest in art history and in the influence of historical events and social mores on the arts. At BOLLI, she has taught several courses in literature and art history, including a survey of painting in the U.S., colonial art, and the Armory show. She also paints.

H&G12-5a-Thur1 Crisis On Our Borders

Leader – Eleanor Jaffe

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

5 Week Course – September 12 – October 10

***Note: This class will end a week early (October 10) and meet during the break on October 3.**

Description Immigration has become a highly politicized subject. Currently, we Americans are confronting daily crisis reports about immigrants on our southern border with Mexico. Is the U.S. “full” and are we being “invaded” as President Trump declares? Do we have a national emergency? Or has it been contrived? Children have been separated from their parents, and thousands of children are alone, their parents desperate. Yet this policy continues.... Let us look at our history with Mexico and examine the patterns of migration that evolved since the war of 1848 when the U.S. annexed so much Mexican territory. We will also examine whether Mexicans are different from Central Americans and other asylum seekers. We will become familiar with U.S. immigration law, and try to understand who determines the laws. Who are the “players” today? Who speaks for you? What policies do you support? Our national

belief is that we are a nation of immigrants. Perhaps that belief belongs to the past. We will attempt to respond to these questions and determine our own answers.

Readings We will use the *New York Times* as our major text. The SGL will supplement with other journal articles as appropriate.

Preparation Time A minimum of 1 hour

Biography Eleanor Jaffe has been a BOLLI member for 11 years. Courses she has taught range from immigration to marriage to aging. Last year in a departure from these themes, she created “Resistance and Resilience in Politics and Life,” and co-lead a political interest group at BOLLI Make a Difference. She brings a range of professional experiences: as an English teacher, a school counselor, a social worker and therapist. The current political crises in the U.S. have spurred her to become an advocate for liberal principles. In retirement Eleanor and her husband Burt lived in Mexico for several months each year over a fifteen year period. This first-hand experience has informed her thinking.

ART6-10-Thur1 Photography: Aiming For Creativity

Leader – Arthur Sharenow

Thursday – Course Period 1 – 9:30 am to 10:55 am
10 Week Course – September 12 – November 21
(No Class October 3)

Description This course intends to go beyond the basics of composition and the mechanics of how to get the best results from your camera. Students taking this course should have some experience with photography and have a camera which allows them, rather than the camera, to make all settings needed to achieve the desired results. We will spend time on the basics, of course, but we will aim to capture and create images which are expressions of our own artistic outlook. To this end, we will spend course time not only using Adobe Elements, but learning how to manipulate images through the use of layers. We will be taking photos at night as well as using HDR during the day to allow us to generate our own color schemes. In addition to regular classes, we will have two or three optional photo outings during the term. Students will be asked to send in 3 or 4 photos every week for us to admire and discuss. Former students are very welcome with the caveat that the first few weeks will be material you have seen and heard before.

Readings The only readings that matter are your camera manuals. The classes will include a number of handouts which should be read.

Preparation Time This will depend upon each student, who is asked to send 3 or 4 photos to me by email each week. It will take as much or as little time as necessary to please the maker.

Biography Arthur Sharenow graduated from Brandeis University (1955) and Harvard Law School (1958). After practicing law briefly in Boston, he and his wife Judy owned and directed a children’s summer camp in New Hampshire for forty-four years. He started taking pictures and working in a darkroom at age twelve. This was a teen-age hobby, but it lapsed when he went off to college, and he did not pursue photography seriously again until he retired. In the early years of retirement he competed

successfully in photo contests and had several solo exhibits. In recent years his joy has come from teaching. This will be his 11th BOLLI photo course.

H&G11-10-Thur1 Four Portraits of Presidential Leadership

Leader – Fran Feldman

Thursday – Course Period 1 – 9:30 am to 10:55 am
10 Week Course – September 12 – November 21
(No Class October 3)

Description Doris Kearns Goodwin’s latest book, *Leadership in Turbulent Times*, sounds as if it were written for our current stormy and unsettling world. Though there are certainly lessons for today that we can glean from the pages, the book focuses on four transformative past presidents—Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Lyndon Johnson. Using the book as our text, we will first study each man’s early formative years and the adverse situations that each faced—and dealt with—as they ascended the ladder to the presidency. Then we will examine how, using the skills they had developed over the years, they overcame the great challenges and crises of their presidencies. Some of the questions we will try to answer include the following: What were the leadership traits they all shared? What personal characteristics were essential to their success? How can we as ordinary citizens take advantage of similar traits in our own lives? Are leaders born or made? Please note that all classes will be discussion; there will be no lectures. The SGL strongly encourages active participation in class discussions and in the form of reports delivered to the class.

Readings Doris Kearns Goodwin, *Leadership in Turbulent Times*

Preparation Time About 2 hours

Biography Fran Feldman majored in government at Smith College, received a Master of Arts in Teaching (in history) from Yale, and taught social studies in middle school. Later, in California, she embarked on a second career editing cooking, gardening, crafts, travel, and home improvement books for Sunset Books. After returning to the Boston area, she worked as an administrator and financial trainer in the Faculty of Arts and Sciences at Harvard. Her passions include golf, traveling, and volunteer work. Previously at BOLLI she taught “The Remarkable Roosevelts,” “Allies and Adversaries,” “The Reluctant Ally,” and “A Life of Purpose in 20th-Century Russia.”

LIT11-10-Thur1 Russian Short Stories: Understanding the Russian Mind Through Literature

Leader – Marina Cunningham

Thursday – Course Period 1 – 9:30 am to 10:55 am
10 Week Course – September 12 – November 21
(No Class October 3)

Description Russia views its literature as central to understanding its culture and the Russian mind. It is a country where writers are venerated, read, memorized and quoted. Its body of literature encompasses some of the most important works of world literature and has inspired writers and philosophers around the world since the 19th century. Despite and perhaps because of Russia's turbulent history and authoritarian rule, Russia's writing is characterized by its reverence for ideas, self-examination, and social injustices. Russian literature was traditionally the only forum for individual self-expression in a country where lack of freedom was a constant reality. Each of the short stories in this course provides us with material to focus on this viewpoint and the time period it is set in. The stylistically and thematically diverse stories represent a variety of works written in Russian from the 19th to the 21st centuries. They include writers who wrote in Tsarist Russia, USSR, the current Russian Federation, as well as émigré writers who continued to write in Russian while living abroad. Some of the writers, like Chekhov, Solzhenitsyn, and Nabokov, will be recognized. Others, especially the émigré and current writers are less well known. The selection includes several women writers who are frequently omitted in Russian short story collections published in the United States. Each session will combine a lecture and provide topics for discussion.

Readings *Russian Short Stories from Pushkin to Buda*. Edited by Robert Chandler. Penguin Classics, 2006, ISBN 0140448462 (paperback, about \$16 new)
Additional stories and articles from online sources will be provided before the beginning of the course.

Preparation Time Stories range from 8-30 pages. Additional readings will be provided for some classes.

Biography Marina Cunningham was born in Shanghai. She holds a BA in Spanish language and literature from University of Illinois and a PhD in Slavic languages and literature from Northwestern University. She taught Russian literature and language at Northwestern, William Paterson and Montclair State universities. For 20 years, before retiring, she was the chief international officer at Montclair State. She was the recipient of numerous international fellowships, awards, and grants, frequently presented at conferences on international education, and led faculty study groups to Russia, Ecuador, and China.

SCI1-5b-Thur1 Data, Data Everywhere: Is There a Drop of Meaning to Drink?

Leader – Jerry Baum

Thursday – Course Period 1 – 9:30 am to 10:55 am
5 Week Course – October 24 – November 21

Description Data tell stories. This course aims to make you a more critical reader of those stories, to better understand their limitations and biases, and to distinguish fiction from non-fiction. The goal is to help you become a more-informed consumer of the data that bombard us in our daily lives. We will follow data through its gestation, from conception through presentation to the world. The course will begin by asking the not-so-embarrassing question: Where do data come from? Then, we will cover how to describe a collection of data: first, what single number (such as the average, median, etc.) best represents the data and, second, how to characterize the variability of a set of data. Finally, we will examine how tables, graphs, and pictorial representations are used to compare data and to illustrate trends. Learning will take place through readings, SGL presentations, classroom discussions, examples from current events, and, perhaps most important, creating and sharing an individual data story. At the beginning of the course, you will choose a data quantity to track daily or near-daily (many suggestions will be offered). Then, you will apply each week's lessons to your data, and, during the last class, tell your data story in a short presentation. This course is intended for non-technical students who are willing to engage with numbers. Emphasis will be on the *meaning* of the data, not their calculation. Calculations can be done using a calculator, calculator app, spreadsheet software, or an online calculator (websites will be provided).

Readings *How to Lie with Statistics*, by Darrell Huff. © 1954.
In addition, some online light readings and, possibly, videos will be recommended.

Preparation Time 1 hour –reading in book (each chapter is only about 10 pages), looking for data examples to bring to class, applying the week's class lesson to your individual data story

Biography Jerry Baum is a science communicator, who can speak "science" to both technical and non-technical audiences. Those audiences have included high school students, research colleagues at conferences, and museum visitors. Jerry has BS and MS degrees in physics, with an undergraduate minor in education. He taught high school for ten years, where he emphasized lecture-demonstrations and hands-on laboratory experiences. Jerry spent twenty-seven years on the research staff at MIT Lincoln Laboratory. While there, he volunteered on two collaborations with the Museum of Science. For both, he played a key role 'translating' between the Lincoln engineers and the Museum staff members.

SOC1-5a-Thur2 Aging with Resilience, Grace and Enthusiasm

Leader – Sandy Miller-Jacobs

Thursday – Course Period 2 – 11:10 am to 12:35 pm
5 Week Course – September 12 – October 17
(No Class October 3)

Description What are the issues we face as we transition from the world of work and stress into the world of free time and choices, from adulthood to advanced age? Our class discussions will help us explore our changing status in the world as we approach what, in our youth, was referred to as the “Golden Years.” How do we move through our elder years - our next chapters - with enthusiasm, grace, and cheerfulness, especially as life throws us unexpected curves? We will examine the life stages described by sociologists and psychologists and explore a variety of dimensions associated with the aging process and ageism. Our readings will draw upon the expertise of a wide range of writers such as Gail Sheehy, Erik Erikson, Daniel Pink, and Marie Kondo. Together they will provide new light on our journeys through our own next chapters, helping us to re-craft outdated views of the “elderly” as we discuss ways to maintain our youthful inner selves.

Readings All required readings will be posted on the class website as well as a supplementary bibliography of relevant books.

Preparation Time Readings will take about one to two hours per week. It will be clear which readings are supplemental and which are necessary for participating in class discussions.

Biography Sandy Miller-Jacobs joined BOLLI in Fall 2014, enjoying classes in literature, photography, art, and memoir writing. She was a professor of special education at Fitchburg State University. Following an early retirement, she worked 14 years in Jewish schools through the Bureau of Jewish Education and Hebrew College to initiate and expand programs for students with special needs. Sandy has offered three BOLLI classes (Disabilities as Portrayed in Fiction, Less is More, and Aging with Resilience, Grace and Cheerfulness). Enthusiasm for the aging class resulted in the creation of the new SIG: Aging with Resilience and Enthusiasm.

H&G13-10-Thur2 Thoroughly Thoreau: Henry David as Transcendentalist, Abolitionist, and Anti-War Activist

Leader – Sue Wurster

Thursday – Course Period 2 – 11:10 am to 12:35 pm
10 Week Course – September 12 – November 21
(No Class October 3)

Description Our homegrown, local hero Henry David Thoreau (whose name was actually David Henry) was, for quite some time, dismissed as an “odd stick” or “gifted weirdo,” and yet, his ideas have endured for well over 150 years. Most of us are familiar with Thoreau as a naturalist and even transcendentalist, but for many, his abolitionist and anti-war activism is less well known. We’ll look at that aspect of his

nature as we look at a deeply divided U.S. caught up in “Manifest Destiny,” westward expansion, slavery, and an under-recognized war with Mexico. Weekly outside reading and viewing material will be provided on the course’s website, which will serve to provide historical context and provoke conversation for each meeting as we read Jerome Lawrence and Robert E. Lee’s compelling play, *The Night Thoreau Spent in Jail*—out loud together in class. (It’s just that kind of play.) This was previously given as a 5-week course.

Readings Reading/viewing assignments posted on course website
The Night Thoreau Spent in Jail – Jerome Lawrence and Robert E. Lee (Available from Amazon)

Preparation Time Perhaps thirty minutes outside reading/viewing per week.

Biography With BS/MA degrees in theatre and communications from Ohio University, Sue taught drama, speech, theatre, and humanities in NYC and Concord independent schools, overseeing literary journals, newspapers, and yearbooks and coaching speech/debate teams at each. She received fellowships from Northwestern’s School of Speech, NYC’s New Actors’ Workshop, Bank Street College, and Columbia University. Sue served as national chair of the American Alliance for Theatre in Education’s high school division, director of the New York State Forensics League, and co-founding chair of the Massachusetts Middle School Speech League. (She is often referred to as “Wurster, the Wily Word Woman.”)

LIT12-10-Thur2 James Joyce’s *Ulysses*: A Guided Tour

Leader – Bruce Parks

Thursday – Course Period 2 – 11:10 am to 12:35 pm
10 Week Course – September 12 – November 21
(No Class October 3)

Description Considered to be one of the great works of literature and the first modern novel, James Joyce’s *Ulysses* is well known although few have read it. Joyce pioneered and perfected so many new and innovative literary styles that the novel could stand as a textbook in its own right. Yet the story is a simple story of the spiritual search of a son and a father. Using Homer’s *Odyssey* as a template, Joyce created a mysterious text which once unraveled, reveals itself to be a very touching and funny book. One always finds new and deeper meanings with each reading. The class will be a combination of lecture, discussion and in-classroom listening to a recorded reading of the novel. No prior knowledge of Joyce or *Ulysses* is required. Those who already know the book are invited as well.

Readings *Ulysses* by James Joyce, Modern Library Edition, ISBN 0-679-60011-6

Preparation Time Average of 50 pages per week.

Biography Bruce Parks received a BS in Mechanical Engineering and a BA in English from the City College of the City University of New York (CCNY). At CCNY Bruce studied with Anthony Burgess, taking classes with him in writing, Joyce and Shakespeare. Burgess taught *Ulysses* by reading the novel out loud to the class, explaining the text as he went along. Bruce’s plan for this course is in part to replicate this experience. Bruce enjoyed a successful career in engineering, and now spends his time reading and writing, as well as taking classes at BOLLI.

WRI2-10-Thur2 Writing With Others: A Memoir Writing Course

Leader – Marjorie Roemer

Thursday – Course Period 2 – 11:10 am to 12:35 pm
10 Week Course – September 12 – November 21
(No Class October 3)

Description *My continuing passion is to part a curtain, that invisible shadow that falls between people, the veil of indifference to each other's presence, each other's wonder, each other's human plight.*

Eudora Welty

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

Readings There will be a packet of materials. Cost is under \$10.

Preparation Time We write 500 words. The time can vary.

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 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.

H&G14-5b-Thur2 “So Much Winning:” The Issues Driving the 2020 Campaign

Leaders – Emily Ostrower & Beth Mazer

Thursday – Course Period 2 – 11:10 am to 12:35 pm
5 Week Course – October 24 – November 21

Description The upcoming Presidential election may be among the most consequential in American history. Some analysts believe nothing less is at stake than the survival of our liberal democracy. The campaigns will be in full swing by the fall of 2019, and there will be issues galore commanding our attention. Taking our cue from major trending news stories, this course will explore one compelling issue

each week. Topics will be drawn from the candidates themselves as well as from the areas of politics, domestic policy, and foreign affairs. We will engage in active discussion to probe each topic, using top-rated podcasts as well as a few interesting articles written by leading experts. These will be drawn from a range of publications such as *The New Yorker*, *Atlantic Magazine*, *Foreign Affairs*, *New York Review of Books*, and newspapers such as *The New York Times* and *Washington Post*. Key questions will be provided along with the articles and podcasts to organize and focus our discussion. The SGLs will provide additional background information and serve as facilitators as each topic is explored.

Readings The SGLs will provide a course website which will contain links or PDFs for all the articles and podcasts to be discussed as well as discussion questions.

Preparation Time 2-3 hours each week of reading plus listening to an occasional podcast.

Biography Emily Ostrower, who is retired from the Newton Public Schools as an elementary principal, has co-taught a number of BOLLI courses with Beth Mazer focusing on an in-depth analysis of contemporary issues. She enjoys traveling around the world, loves history and the social sciences, and is an inveterate news and politics junkie. This course will focus on what will undoubtedly be her preoccupation with the upcoming election.

Beth Mazer has been attending BOLLI for more than 10 years. In the past 4 years she has been co-teaching courses with Emily Ostrower. Beth has a wide array of interests that span from catering to piloting airplanes. She has a deep interest in politics, history and science, but lately it's the future of American democracy that is keeping her up at night.

CE2-10-Thur3 Current Events (Section Two)

Leader – Lois Sockol

Thursday – Course Period 3 – 2:10 pm to 3:35 pm
10 Week Course – September 12 – November 21
(No Class October 3)

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

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

Preparation Time Approximately one hour per week

Biography Lois Sockol taught children and adults for 25 years. Her undergraduate degree is from Boston University with a masters from Lesley College. The bulk of Lois' professional years were spent in the Newton Public Schools where she taught children and was a consultant to teachers. She was an educational consultant to schools throughout New England. After retirement, Lois again became a

student, and a writer of short stories. Four of her short stories have been published: one in a literary journal, and three online. Retirement allows Lois to feed her current events habit. BOLLI affords the opportunity to share with others who habitually follow the news.

LIT13-10-Thur3 The Lion or the Fox: Literary Reflections on Leadership

Leader – Michael Kaufman

Thursday – Course Period 3 – 2:10 pm to 3:35 pm
10 Week Course – September 12 – November 21
(No Class October 3)

Description In our rapidly changing, often precarious world we ought to have a clear understanding of what we expect of those who make the decisions that shape our lives. What are those complex qualities of character that set transformative leaders apart from mere functionaries? This course will rely on a variety of literary texts to illuminate some of the most crucial leadership skills, and to identify those attributes that confer the respect of command on those who happen to occupy positions of power. The selective cases will focus issues ranging from the responsible use of power, creative decision-making, communicating and motivating effectively, ethical behavior, negotiating political pressures, and fostering organizational change. The study group will be conducted as a structured discussion in the truest form of a seminar; what someone once called the “highest form of thinking aloud.” The best preparation is a careful reading of the text with an eye on translating historically distant and creatively fictive pieces into meaningful analogies about our world.

Readings *Antigone* by Sophocles (play)

“The Lottery” by Shirley Jackson (story)

Major Barbara by George Bernard Shaw (play)

Billy Budd by Herman Melville (novella)

The Secret Sharer by Joseph Conrad (novella)

“Shooting an Elephant” by George Orwell (story)

“A Jury of Her Peers” by Susan Glaspell (story)

A Man for All Seasons by Robert Bolt (play)

Life of Galileo by Bertolt Brecht (play)

The readings are available online or in inexpensive used editions or in the library.

Preparation Time 2 to 3 hours a week

Biography Michael Kaufman has taught literature at universities and for professionals and business people in a humanistic development program which used literary texts to engage participants in discussions about their work. He has offered literary seminars to judges, doctors, clergy, lawyers as well as high-ranking government officials at the Federal Executive Institute in Virginia. He has offered a variety of seminars at BOLLI.

LIT14-10-Thur3 Reel Literature #4: The Stories Behind Classic Baseball Movies

Leader – David Moskowitz

Thursday – Course Period 3 – 2:10 pm to 3:35 pm*
10 Week Course – September 12 – November 21
(No Class October 3)

***NOTE:** *This course will meet during 3rd period and, during the 5 even-period weeks (every other week beginning in week 2), class will be extended to allow for discussion following the film, ending around 5pm.*

Description This repeats this SGL's fourth "Reel Literature" course. The format is simple: Week 1 we read a book and discuss its qualities; week 2, a double-period, we collectively watch the film adaptation before discussing it on its own merits with special attention paid to additions and deletions, those that succeed and those that don't, how well it was cast and directed, etc. Rather than concentrate on a particular author or director, we focus instead on a common theme – baseball, America's pastime. The five books selected represent very different approaches. *Eight Men Out* is non-fiction about the infamous Black Sox Scandal. *Shoeless Joe* (made into *Field of Dreams*) is about recapturing lost chances and resurrects Joe Jackson, unfairly(?) banned from baseball due to the aforementioned scandal. *The Natural*, Malamud's first novel, is a literary work that mythologizes baseball. *The Year the Yankees Lost the Pennant* (made into the musical *Damn Yankees*) humorously adapts the Faustian theme of a deal with the Devil to the 1950s world of baseball. *Bang the Drum Slowly* is about the intimacy of being part of a ball team while dealing with a dying teammate. One need not be a fan of baseball to enjoy this course but must be a film fan and curious to understand how one medium transfers into another. Members must read each work in its entirety before that work is discussed in class. An extra class will be conducted in week 11 to permit comparing the five literary and film works.

Readings *Eight Men Out* by Eliot Asinof
Shoeless Joe by W. P. Kinsella
The Natural by Bernard Malamud
The Year the Yankees Lost the Pennant by Douglas Wallop
Bang the Drum Slowly by Mark Harris
NB: This is the order in which the books will be studied in class.

Preparation Time The 5 books average approximately 250pp apiece, so average weekly reading is therefore about 125pp and should be doable in 3-4 hours.

Biography David Moskowitz holds a BS degree from the Wharton School of the Univ. of Pennsylvania and a JD from Harvard. His legal career was spent predominantly as a general counsel, including 11 years as Brandeis' initial general counsel. This is his 10th BOLLI-led course (21st time leading), and 7th literature course. This course combines David's interests in literature and film in a format that is now in its 4th iteration but this is the first time that the link is thematic rather than an author or director. The SGL encourages dynamic, vibrant class discussions to which he injects humor.

SCI4-10-Thur3 Exploring the Universe: A Look at 20th Century Physics and Cosmology

Leader – Gary Feldman

Thursday – Course Period 3 – 2:10 pm to 3:35 pm
10 Week Course – September 12 – November 21
(No Class October 3)

Description Starting in the early 20th century, we discovered that the most fundamental laws of nature were like nothing we had imagined before. The special and general theories of relativity completely changed our notions of time and space. Quantum mechanics shredded our notion that nature is deterministic and exposed behaviors that can only be described as magic. Experiments on subatomic particles revealed a surprising simplicity mixed with a large dose of arbitrariness. In concert with these developments, astrophysicists used these tools to achieve new insights into the history and composition of our vast physical universe. And with these insights came new surprises, such as that 95% of the universe is composed of dark matter of unknown origin and a puzzling dark energy. Or clues that our visible universe, which is unfathomably huge on a human scale, may be only a microscopically small part of the full universe. We will explore all of these developments of the last 120 years in a non-mathematical manner and make no assumption of a prior knowledge of physics. We expect that everyone will gain from this course, even if it is only to marvel about realities that are far from our everyday experience and intuition. Please note that the first eight sessions will be on the inner workings of the universe: relativity, quantum mechanics, and the fundamental structure of matter. Only the last two sessions will deal with the vast universe we live in, but understanding it requires a knowledge of all of the earlier material.

Readings Class notes written by the SGL, which will be distributed prior to each session, and optional videos. There will be one mandatory hour-long video prior to the fifth session.

Preparation Time The class notes will average about 12 pages each, exclusive of a mathematical appendix for those who are interested in the mathematical framework.

Biography Gary Feldman, a retired professor of physics at Harvard University, is still active in experimental research on elementary particles. At Harvard, in addition to teaching upper-level undergraduate courses in electrodynamics, quantum mechanics, and elementary particles, for the past two decades he has offered a far-ranging General Education course for non-scientists on the subject of “Time.”

SOC5-10-Thur4 Youth, Aging, and Human Connection: Theory and Practice

Leader – Doug Bafford

Thursday – Course Period 4 – 3:50 pm to 5:15 pm*
10 Week Course – September 12 – November 21
(No Class October 3)

****NOTE: This course will be held in the Skyline Residence Hall on campus weekly period 4 (3:50pm-5:15pm). Transportation between BOLLI and Skyline will be provided. Familiarity with online learning is desirable as portions of this course will be delivered online.***

Description This course provides an opportunity for BOLLI members and Brandeis undergraduates to learn about each other as individuals and as generational cohorts and to interact as peers engaged in mutual discovery. As a primary component of the course, BOLLI members and undergraduates will interview one another and pursue small-group conversations. We will also become acquainted with leading concepts in the sociology of youth and aging, including life course, age cohorts, historical time, and linked lives. In interviewing and being interviewed by Brandeis undergraduates, we will uncover unexamined assumptions and challenge preconceived notions about youth, aging, and the human experience. By combining this activity with historical and cross-cultural study of youth and aging, we will enrich our sense of our identity and become more attuned to the life possibilities and trajectories of younger people. Special attention will be given to race, class, and gender. The course makes use of the Sages & Seekers curriculum, a program previously run at BOLLI to great acclaim as an extracurricular activity. Occasional dinners will be arranged from 5:30pm-6:30pm in the Residence Hall. This class is being given in conjunction with the Brandeis Department of Anthropology and will be limited to 12 BOLLI members.

Readings None to purchase (all chapters, articles, and films will be available on the course website)

Preparation Time An average of 2-3 hours per week

Biography Douglas Bafford is a current graduate student in the anthropology department at Brandeis University. For the past four years he has taught an introductory writing course for Brandeis's Myra Kraft Transitional Year Program. His anthropological research involves considering the response of evangelical Christians around the globe—in South Africa and the American South—to contemporary social dilemmas of racism, economic inequality, and religious pluralism. He has also written about the experience of aging in an evangelical cultural context.
