

BOLLI



Brandeis

WHERE *learning* AND *friendship* THRIVE

# **BOLLI Course Schedule Fall 2018**

Fall 2018 courses will begin the week of September 25 and run through the week of December 3, with a break the week of November 19. There will be no courses on Columbus Day, October 8.

5b courses will begin the week of October 29, except Monday 5b courses which will begin November 5 and end December 10.

<u><b>MONDAY</b></u>	<u><b>TUESDAY</b></u>	<u><b>WEDNESDAY</b></u>	<u><b>THURSDAY</b></u>
<b>September 24</b>	<b>September 25</b>	<b>September 26</b>	<b>September 27</b>
<b>October 1</b>	<b>October 2</b>	<b>October 3</b>	<b>October 4</b>
<b>No courses October 8 (Columbus Day- Make up December 10)</b>	<b>October 9</b>	<b>October 10</b>	<b>October 11</b>
<b>October 15</b>	<b>October 16</b>	<b>October 17</b>	<b>October 18</b>
<b>October 22</b>	<b>October 23</b>	<b>October 24</b>	<b>October 25</b>
<b>October 29</b>	<b>October 30</b>	<b>October 31</b>	<b>November 1</b>
<b>November 5</b>	<b>November 6</b>	<b>November 7</b>	<b>November 8</b>
<b>November 12</b>	<b>November 13</b>	<b>November 14</b>	<b>November 15</b>
<b>November 19-22 Break for Thanksgiving</b>			
<b>November 26</b>	<b>November 27</b>	<b>November 28</b>	<b>November 29</b>
<b>December 3</b>	<b>December 4</b>	<b>December 5</b>	<b>December 6</b>
<b>Make Up Dates: December 10, 11, 12 and 13</b>			

# Monday

## BOLLI Study Groups Fall 2018

<b>Period 1</b> 9:30 am-10:55 am	<p><b>All That in Just Fourteen Lines: A Consideration of the Sonnet</b></p> <p>Miriam Goldman</p> <p><i>5 Week Course – Nov 5 – Dec 10</i></p> <p>LIT7-5b-Mon1</p>	<p><b>Chutzpah: Is the Art on Your Wall Real?</b></p> <p>Quinn &amp; Susan Rosefsky</p> <p>ART6-10-Mon1</p>	<p><b>Manipulation: How Hidden Influences Affect Our Choice of Products, Politicians and Priorities</b></p> <p>Sandy Sherizen</p> <p>SOC4-10-Mon1</p>	<p><b>Whodunit? Murder in Scandinavia</b></p> <p>Marilyn Brooks</p> <p>LIT3-10-Mon1</p>
<b>Period 2</b> 11:10 am - 12:35 pm	<p><b>Daddy, We Love You: Daughters Write Books About Their Fathers</b></p> <p>Sophie Freud</p> <p>SOC1-10-Mon2</p>	<p><b>Exploring the Universe</b></p> <p>Gary Feldman</p> <p>SCI2-10-Mon2</p>	<p><b>Race Relations in America: The Role of the Supreme Court</b></p> <p>Saul Schapiro</p> <p>H&amp;G10-10-Mon2</p>	<p><b>A Guided Tour of Three Popular Verdi Operas</b></p> <p>Phil Radoff</p> <p>MUS3-10-Mon2</p>
<b>Lunch 12:35-12:55 pm    Lunchtime Presentations 1:00-2:00 pm</b>				
<b>Period 3</b> 2:10 pm - 3:35 pm	<p><b>A Revolution in Locality: Reading Emily Dickinson's Poetry, 1862-1864</b></p> <p>David Razor</p> <p><i>5 Week Course – Sept 24 – Oct 29</i></p> <p>LIT17-5a-Mon3</p>	<p><b>The Metaphor is the Message</b></p> <p>Jeff Kichen</p> <p><i>5 Week Course – Nov 5 – Dec 10</i></p> <p>LIT11-5b-Mon3</p>	<p><b>The Birth of Modernism in Bohemian Paris</b></p> <p>Nancy Alimansky</p> <p>ART1-10-Mon3</p>	<p><b>Mothers, Madeleines, Music, and Memory: Reading <i>Swann's Way</i> in Search of Marcel Proust</b></p> <p>Hollie Harder</p> <p>LIT9-10-Mon3</p>
	<p><b>More Great American Short Stories</b></p> <p>Edward Selig</p> <p><i>5 Week Course – Nov 5 – Dec 10</i></p> <p>LIT15-5b-Mon3</p>			

# Tuesday

## BOLLI Study Groups Spring 2018

<b>Period 1</b> <b>9:30 am-10:55 am</b>	<b>What's Justice Got to Do with It? Justice and the Right Thing to Do</b>  Will Grogan         SOC2-10-Tue1	<b>Sneaks, Peeks, Leaks and Geeks: The Dilemma of Secrecy and The Manhattan Project</b>  Marty Kafka  <i>5 Week Course – Sept 25 – Oct 23</i> H&G5-5a-Tue1	<b>Sex, Drugs and Politics: Contemporary Latin American Fiction</b>  Gene Kupferschmid         LIT12-10-Tue1	<b>Identity and Paradox in Isaac Babel's Stories</b>  Marina Cunningham  <i>5 Week Course – Sept 25 – Oct 23</i>  LIT4-5a-Tue1
		<b>The Path to Hiroshima</b>  Ed Goldberg  <i>5 Week Course – Oct 30 – Dec 4</i>  H&G4-5b-Tue1		<b>Let Your Imagination Go! Turning Life into Fiction</b>  Betsy Campbell  <i>5 Week Course – Oct 30 – Dec 4</i> WR1-5b-Tue1
<b>Period 2</b> <b>11:10 am - 12:35 pm</b>	<b>Make America Great Again? - Foreign Policy Great Decisions 2018</b>  Howard Barnstone  <i>5 Week Course – Sept 25 – Oct 23</i> H&G2-5a-Tue2	<b>Fall into Digital Photography with Your Smartphone</b>  Nancy Katz  <i>5 Week Course – Sept 25 – Oct 23</i> ART4-5a-Tue2	<b>Let's Get Real: Realist Art in the 19th and Early 20<sup>th</sup> Centuries</b>  Suzanne Art         ART2-10-Tue2	<b>Writing to Grow: A Course on Memoir</b>  Marjorie Roemer         WR12-10-Tue2
	<b>The Human Endocrine System in Health and Disease</b>  Allan Kleinman  <i>5 Week Course – Oct 30 – Dec 4</i> SCI3-5b-Tue2	<b>WTF—What? The Fugue!</b>  Stephen Middlebrook  <i>5 Week Course – Oct 30 – Dec 4</i> MUS2-5b-Tue2		
<b>Lunch 12:35-12:55 pm    Lunchtime Presentations 1:00-2:00 pm</b>				
<b>Period 3</b> <b>2:10 pm - 3:35 pm</b>	<b>Education Without Borders: Self-Directed Learning in the 21st Century</b>  Lance Eaton & Laura Hibbler  <i>5 Week Course – Sept 25 – Oct 23</i> EDU2-5a-Tue3	<b>Dune: The Epic Novel That Inspired Star Wars</b>  Dennis Greene         LIT8-10-Tue3	<b>Dante's Inferno</b>  Len Aberbach         LIT1-10-Tue3	<b>The Dead Don't Lie: Forensic Anthropology for Amateurs</b>  Diane Markowitz         SCI4-10-Tue3
	<b>Jackie Robinson, Boston, and the Integration of Baseball</b>  David Nevard  <i>5 Week Course- Oct 30 – Dec 4</i> H&G8-5b-Tue3			

# Wednesday

## BOLLI Study Groups Fall 2018

<b>Period 1</b> <b>9:30 am-10:55 am</b>	<b>GYM1-10-Wed1</b> Muscles and Movement  9:45 am – 10:30 am  Location: Gossman Sports and Convocation Center			
<b>Period 2</b> <b>11:10 am - 12:35 pm</b>	<b>The Remarkable Roosevelts: Franklin, Eleanor and World War II</b>  Fran Feldman  H&G11-10-Wed2	<b>The Advent of American Theater: The Dean and His Disciples</b>  Lois Ziegelman  LIT16-10-Wed2	<b>Current Events (Section One)</b>  Lois Sockol  CE1-10-Wed2	<b>Was the Civil War Inevitable?</b>  Steve Messinger  H&G7-10-Wed2
<b>Lunch 12:35-12:55 pm    Lunchtime Presentations 1:00-2:00 pm</b>				
<b>Period 3</b> <b>2:10 pm - 3:35 pm</b>	<b>Color Me White: The Literature of Passing</b>  Laurel Brody  LIT2-10-Wed3	<b>Steel: The Metal That Made the Modern World</b>  Rick Gander  <i>5 Week Course – Sept 26 – Oct 24</i>  H&G3-5a-Wed3 <b>En-LIGHT-enment: An Introduction to the Behavior of Light</b>  Jerry Baum  <i>5 Week Course – Oct 31 – Dec 5</i>  SCI1-5b-Wed3	<b>The Weight of This Sad Time: Shakespeare’s Tragic Vision</b>  Michael Kaufman  LIT10-10-Wed3	<b>China and the United States: Can We Avoid War? Foreign Policies on a Collision Course</b>  Fred Kobrick  H&G6-10-Wed3

# Thursday

## BOLLI Study Groups Fall 2018

<b>Period 1</b> <b>9:30 am - 10:55 am</b>	<b>“You Can’t Make This Stuff Up!” Crafting Dynamic Creative Nonfiction</b>  Sue Wurster  <i>5 Week Course – Sept 27 – Oct 25</i> WRI3-5a-Thur1	<b>Hidden Gems: Ins and Outs of Four Small Art Museums</b>  Elaine Dohan  <i>5 Week Course – Sept 27 – Oct 25</i>  ART3-5a-Thur1	<b>Reel Literature #3: The Genius of Sir Alfred Hitchcock, Master of Suspense</b>  David Moskowitz  <i>This course will run during Periods 1 &amp; 2 on weeks 2, 4, 6, 8, and 10. Weeks 1, 3, 5, 7, and 9 will be Period 2 only.</i>	<b>Photography: Creating Better Photos</b>  Arthur Sharenow    ART8-10-Thur1
	<b>“Sundown” America</b>  Sue Wurster  <i>5 Week Course – Nov 1 – Dec 6</i> SOC5-5b-Thur1			
<b>Period 2</b> <b>11:10 am - 12:35 pm</b>	<b>American Treasure: Mount Auburn Cemetery - Nature, History, Art, and More</b>  Helen Abrams  <i>5 Week Course – Sept 27 – Oct 25</i> H&G1-5a-Thur2	<b>The Genesis of Modern American Architecture: 1870s To Early 1900s</b>  Caroline & Larry Schwirian  <i>5 Week Course – Sept 27 – Oct 25</i> ART7-5a-Thur2	LIT13-10-Thur1	<b>Harrari’s Sapiens and the Theory and Practice of Adult Learning</b>  Avi Bernstein    EDU1-10-Thur2
	<b>Democracy in Peril: America At the Crossroads</b>  Emily Ostrower & Beth Mazer  <i>5 Week Course – Nov 1 – Dec 6</i> H&G9-5b-Thur2			
<b>Lunch 12:35-12:55 pm Lunchtime Presentations 1:00-2:00 pm</b>				
<b>Period 3</b> <b>2:10 pm - 3:35 pm</b>	<b>Meeting Music Halfway: What Music Has to Tell Us, and How We Shape the Message</b>  Eric Elder  <i>5 Week Course – Sept 27 – Oct 25</i> MUS1-5a-Thur3	<b>Wild Women Don’t Get the Blues: Five Female Playwrights</b>  Jyl Lynn Felman    LIT6-10-Thur3	<b>Current Events (Section Two)</b>  Lois Sockol    CE2-10-Thur3	<b>Rewriting Genesis: Milton’s Paradise Lost</b>  Reza Pourmikail    LIT14-10-Thur3
	<b>Aging with Enthusiasm, Grace and Cheerfulness</b>  Sandy Miller-Jacobs  <i>5 Week Course – Nov 1 – Dec 6</i> SOC3-5b-Thur3			

# OSHER LIFELONG LEARNING INSTITUTE AT BRANDEIS

## BOLLI: Fall Term 2018

- 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.**

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### LIT3-10-Mon1 Whodunit? Murder in Scandinavia

**Leader – Marilyn Brooks**

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

**Description** In this third course on murder mysteries, we will continue the discussion of the fascination readers have with crime fiction. We will examine hard-boiled novels, cozy mysteries, and psychological thrillers, seeing how the different strands are all part of the same *genre*. Scandinavia is defined in its broadest terms, including now-separate countries that once “belonged” to modern-day Scandinavia. The novels will move us ever eastward. We will be reading books that take place in Greenland, Iceland, Norway, Denmark, Sweden, and Finland; thus, we will get an insight into societies that have similarities to each other but also differences. Our books will feature amateur and professional detectives, both men and women. Videos of the authors will be shown when available. We’ll share viewpoints and introduce others to new authors and ideas. Class members 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** *Smilla’s Sense of Snow* by Peter Høeg (Greenland)

*The Undesired* by Yrsa Sigurdardottir (Iceland)

*The Redbreast* by Jo Nesbo (Norway)

*Hell Fire* by Karin Fossum (Norway)

*The Hanging Girl* by Jussi Adler-Olsen (Denmark)

*Faceless Killers* by Henning Mankell (Sweden)

*The Ice Beneath Her* by Camilla Grebe (Sweden)

*Snow Angels* by James Thompson (Finland)

**Preparation Time** We will be reading eight novels during the ten-week course. Each book will take about four hours to read.

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

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## **SOC4-10-Mon1 Manipulation: How Hidden Influences Affect Our Choice of Products, Politicians and Priorities**

**Leader – Sandy Sherizen**

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

**Description** We are all being manipulated daily in ways that are often invisible and unrecognized. Elements of manipulation are essential factors in our important decisions, yet it is often difficult to know who is in fact manipulating us or how they may be doing it. This course will explore the notion that manipulation is now so much a part of our lives that it is vitally important to gain an understanding of its impact in order to make appropriate and well-informed personal and societal decisions. We will explore a number of forms of manipulation to gain an understanding of how they influence our choices, among them: psychological, physical, interpersonal, economic, ideological, and technological. We will discuss fascinating examples of manipulation, such as placebo elevator buttons, consumer advertising, manipulative personalities, magic tricks, con artists, the lines at Disney World, lying, and neurological cognitive biases. Topics will also include how politicians create their brands, how the media select what they will cover, social media and public opinion as well as negotiating strategies and self-manipulation. Personal examples will also be solicited from class members.

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

**Preparation Time** 1-3 hours a week

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

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## **ART6-10-Mon1 Chutzpah: Is the Art on Your Wall Real?**

**Leaders – Quinn Rosefsky & Susan Rosefsky**

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

**Description** You bought that Picasso because you liked it and were convinced it would appreciate in value. After all, the man who sold it to you, the auctioneer at Sotheby's, was so convincing. As he recited the "provenance" for the work you knew the Picasso was a steal! You knew the painting would accrue in value on your wall at home! Too bad you had to pass on the Giacometti! What luck to have wandered into the auction house on that last trip to New York! And then the conservator touching up the painting told you that a speck of orange paint was unavailable at the time the Picasso was created. We believe what we want to believe. Many people, too many, know that. They routinely corrupt our minds and values. Even experts are fooled. We invite you to join with us to look at a \$5 billion dollar industry, art fraud. In this ten week course, we will read several books, non-fiction and fiction. We will acquire insights into how con men, both past and present, think and thrive. Whether you are a serious collector or a casual museum-goer, you will gain a better appreciation of the value of what you are looking at.

**Readings** *The Art of the Con* by Anthony M. Amore  
*Provenance* by Laney Salisbury & Aly Sujo  
*The Art Forger* by B.A. Shapiro

**Preparation Time** There will be two hours of text homework per week. On average, there will be 75-90 pages to read in a typical week.

**Biography** A retired psychiatrist, Quinn Rosefsky has a lifetime interest in art. He grew up surrounded by works of famous artists, most of which were authentic. Once, in attempting to sell a few works at auction, Quinn was surprised when agents from Christies told him that several of the works were questionable and could not be accepted (Dali, Gainsborough). This piqued his curiosity as he had spent considerable time during his late career attempting to sort out real/authentic from false/fake. People with a lot of "chutzpah" were once his nemesis...until now!

Susan Rosefsky studied music in Sydney and London and taught piano for twenty years. She then worked at the New England Historic Genealogical Society in Boston where she built a volunteer program for digitizing primary records. Family secrets and false information were almost daily encounters. Susan is intrigued by the exploration of fakes and forgeries and the questions they raise.

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## **H&G10-10-Mon2 Race Relations in America: The Role of the Supreme Court**

**Leader – Saul Schapiro**

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

**Description** This course is an expansion of the course taught in the Spring 2018 term entitled “From *Somerset to Shelby*: Five Cases That Framed Race Relations in the United States for the Last 350 Years.” It will cover in depth the same five cases reviewed in that course, including *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). These cases 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 expanded course will also explore how other non-white peoples 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.

**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** 1-2 hours per week

**Biography** Saul Schapiro graduated from City College of New York and Harvard Law School. Mr. Schapiro practiced law in the Boston area as a partner of his own firm for more than 40 years as a litigator and transactional lawyer. He has briefed and argued cases at every level of the Massachusetts State court system, including arguing numerous cases at the Supreme Judicial Court, and also appeared at the trial and appellate level of the Federal courts in Massachusetts. His trial experience includes civil and criminal cases. 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.

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## **MUS3-10-Mon2 A Guided Tour of Three Popular Verdi Operas**

**Leader – Phil Radoff**

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

**Description** Among the best known--and best loved--of Verdi’s operas are the three first presented within a few years of one another in the early 1850s: *Rigoletto*, *Il Trovatore*, and *La Traviata*. This course

will cover all three of these “Middle Period” masterpieces, from Overture to final curtain. We’ll also consider how the librettos differ from the plays by Verdi contemporaries (two French, one Spanish) on which they were based. The course will be primarily lecture and presentation, with written questions and related materials provided by email in advance of each session to guide participants’ reading and listening. Approximately three class periods will be allotted to each of the operas. To the extent time is available, excerpts of some of Verdi’s later operas will also be presented to show how Verdi’s music developed. Participants will need to have access to audio or video recordings of each of the three operas and, ideally, to the accompanying librettos in translation. All of these materials are readily available, new and used, from on-line vendors and the Minuteman library system. Performances may also be available online via YouTube or other providers.

**Readings** Class members should try to obtain copies of the librettos in translation. Any version of the librettos is satisfactory.

**Preparation Time** About two hours, including reading the emails and reading the portion of the libretto and listening to the portion of the opera assigned for each class.

**Biography** Phil Radoff holds undergraduate and graduate degrees in physics and worked as a physicist for a few years before switching to law. As a lawyer he worked in private practice, for the US Government, and as inside corporate counsel before retiring in 2004 from Raytheon Company. Phil has been a participant in BOLLI courses for about 13 years. He has been an SGL since 2006 and has led a number of courses on the operas of Mozart, Wagner, and others. He has also given several hour-long opera talks at BOLLI and elsewhere.

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## **SCI2-10-Mon2 Exploring the Universe**

**Leader – Gary Feldman**

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

**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. The nature of the material will require the course to be mainly lecture and demonstrations, but with adequate time for questions and discussion.

**Readings** *The Fabric of the Cosmos*, Brian Greene’s best-selling popular book. Also class notes written by the SGL, which will include some mathematical appendices for those who want to understand more quantitative details.

**Preparation Time** About an hour a week. We will read short excerpts of the Brian Greene book.

**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.”

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## **SOC1-10-Mon2 Daddy, We Love You: Daughters Write Books About Their Fathers**

**Leader – Sophie Freud**

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

**Description** We shall read four books that daughters have written about their fathers’ lives. One father is a famous writer, one is an emigrant from Egypt, one has changed into a woman and one is a survivalist. All the books are memoirs. We shall learn about these fathers’ unconventional lives and the impact they had on their daughters. The study group leader regards herself as a catalyst, initiating lively discussions through providing a structure and asking (hopefully) intriguing questions regarding the characters, their relationships and the contexts in which they live. This is not a didactic course, rather students will learn from each others’ ideas. It is a heavy reading course and the reading for each class is essential. A somewhat similar course was given in 2009 but three of the four books are new books.

**Readings** Faludi, Susan (2016) *In the Darkroom*, Metropolitan Books.

Lagnado, Lucette (2008) *The Man in the White Sharkskin Suit, A Jewish Family’s Exodus from Old Cairo to the New World*. Harper Collins, Publisher.

Styron, Alexandra (2011) *Reading my Father*, Scribner.

Westover, Tara. (2018) *Educated*, Penguin Random House.

**Preparation Time** 125-150 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 all over the United States and Europe. Sophie has given at least 15 different courses at BOLLI. Indeed, inventing new courses has become her old age pastime. Books have been Sophie’s cherished companions as reader, book reviewer and author.

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## **ART1-10-Mon3 The Birth of Modernism in Bohemian Paris**

**Leader – Nancy Alimansky**

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

**Description** When Picasso first arrived in Paris in 1900 he found a group of progressive artists living and working in Montmartre. During the next ten years he met and befriended artists who would revolutionize 20th century art. In this course we will study the experimental work of Picasso, Matisse, Cezanne, Braque, Derain, Vlaminck and Modigliani. There will be a particular focus on how these artists influenced each other and on the conflicts that arose among them. We will also consider the important contribution that Gertrude Stein and her family made during this movement. The class time will be divided between discussion and lecture. We will look at images, some of which have been referenced in the text; using the reading and supplementary materials as background, we will analyze the content, composition, color, value and other design principles. By the end of the course, participants should have a better understanding of the modernist movement, gain insight into the lives of the various artists and increase their appreciation of the work.

**Readings** *In Montmartre: Picasso, Matisse and the Birth of Modernist Art*, Sue Roe.

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

**Biography** This will be Nancy Alimansky's 13th teaching experience at BOLLI and the third time she will be offering this course. All her BOLLI courses have been very well received. Nancy has spent most of her professional life in the classroom. For 26 years she was an Associate Professor at Lesley University and taught courses in management and technology as well as studio art. For three years she was a docent at the Davis Museum at Wellesley College where she conducted tours for various exhibits. Nancy has a B.A from Wellesley College where she majored in French, an MAT from Harvard Graduate School of Education and an MBA from Boston College. She has been a professional artist for more than 29 years.

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## **LIT7-5b-Mon1 All That in Just Fourteen Lines: A Consideration of the Sonnet**

**Leader – Miriam Goldman**

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

**5 Week Course – November 5 – December 10**

**(No Class November 19 for Thanksgiving Break)**

**Description** From Shakespeare to Milton to Wordsworth, Shelley and Keats, from Frost and Cullen to Allen Ginsberg and Frederick Seidel, poets have been captivated by the sonnet. They have been challenged by the limitations of its structure and by the desire to use the form in ever more expansive

modes. In this course we will examine the traditional patterns and we will see how poets have utilized these structures through the centuries for quite different purposes and with quite varied content. We will read some very well-known poets, as well as lesser known ones. We will be able to share our thoughts as we read some wonderful poems. Any oral reports would be voluntary.

**Readings** *The Making Of A Sonnet: A Norton Anthology* by Eaven Boland and Edward Hirsch; W. W. Norton & Company, 2009; available new and used online.

**Preparation Time** Approximately one hour each week to read 5-10 poems

**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. At BOLLI, she has taught a writer's workshop and several art history courses.

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## **LIT9-10-Mon3 Mothers, Madeleines, Music, and Memory: Reading Swann's Way in Search of Marcel Proust**

**Leader – Hollie Harder**

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

**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 *Swann's Way*, the first volume of this opus, unfolds for us, we will identify principles that structure Proust's literary, social, cultural, historical, and artistic world of turn-of-the-century France and the avant-garde perspectives that fundamentally call into question and reshape that world. This course is designed to accommodate first-time as well as experienced readers of Proust. In our discussions that will draw from art, literature, history, culture, sociology, and psychology, participants will discover, for example, how this novel distinguishes itself from traditional nineteenth-century works, as well as the ways in which Proust's writing signals a fundamental shift in modern sensibilities; they will uncover the secret of the famous "madeleine" scene and develop a working definition of the adjective "Proustian"; and they will come away with a deep appreciation for Proust's range of humor and for his delight in the everyday world that is woven throughout this deeply intellectual, aesthetic 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.

**Readings** *Swann's Way* (volume 1 of *In Search of Lost Time*) by Marcel Proust  
Edited and Annotated by William C. Carter, Yale University Press, 2013.  
ISBN: 030018543X (it is important that students get this version)

**Preparation Time** Members will read about 50 pages per week during the ten-week discussion. Reading questions and an outline of central themes for each reading section will be distributed beforehand

so that members can use them to guide their reflections about the text before we meet.

**Biography** Hollie Harder is Professor of French and Francophone Studies outside the tenure structure and Director of Language Programs in Romance Studies at Brandeis University. She has published on Proust, Zola, and Houellebecq, and she directs two Proust discussion groups at the Boston Athenaeum. She is currently at work on a project about the Proustian character Albertine as a modern-day Amazon figure.

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## **LIT11-5b-Mon3 The Metaphor is the Message**

**Leader – Jeff Kichen**

**Monday – Course Period 3 – 2:10 pm to 3:35 pm**  
**5 Week Course – November 5 – December 10**  
**(No Class November 19 for Thanksgiving Break)**

**Description** *The Metaphor is the Message* will explore how metaphors influence our thoughts and emotions, our identity, our communications with one another, and our actions. The primary focus will be on metaphors as written and spoken words, although we will acknowledge the role of visual and musical metaphors. Our course will begin through defining metaphors and a discussion of selected theories on metaphors. Next an investigation of metaphors in religious texts will be considered. Through examples from the Hebrew Bible, the New Testament, and the Koran, we will explore “God-Talk” and ponder how metaphors become theology over time. In turning to novels and poetry, we will first look at George Eliot’s use of metaphors in the 19<sup>th</sup> century and then James Baldwin’s use of metaphors a century later. Regarding poetry, we will discuss how metaphors concerning female identity have changed from the 19<sup>th</sup> to the 21<sup>st</sup> century. Leaving literature, we will encounter medical and scientific metaphors, first in relation to race and racism and then how metaphors are used to talk about diseases, such as cancer, health behaviors, and the course of illness. The last section of our course will examine metaphors in political discourse as presented in the media with emphasis on how metaphors are used to influence our political opinions. As an example, we will discuss the smoking-gun metaphor that emerged during Watergate and trace its path from metaphor to idiom to ideology. The course will conclude with an exercise that selects the most important new political metaphors.

**Readings** 1. James Geary, *I Is An Other: The Secret Life of Metaphor and How it Shapes the Way We See the World*, Harper Perennial, 2012, ISBN-978-0061710292.

2. Susan Sontag, *Illness as Metaphor and AIDS and its Metaphors*, Picador, 2001, ISBN 978-0312420130.

Handouts will be provided at no charge accessible online or as hard copies according to individual class participant preference.

**Preparation Time** I anticipate each week’s required reading will be approximately forty to fifty pages. In addition, I will provide study questions for class discussion. Thus, preparation time will range from 2.5 to 3.0 hours per week.

**Biography** Jeff Kichen has been a BOLLI SGL since 2013. He has led BOLLI history courses on health care reform and the history of medicine. He has also led literature courses on Toni Morrison, George Eliot, and Lafcadio Hearn. He is currently an instructor in Public Health at the University of Massachusetts. One of his current research interests is the use of metaphors in health and medicine. He was formerly Vice-President of Strategy and Planning for the Massachusetts Medical Society and Director of Health Care Policy at The Roche Associates. He has degrees in public health and history.

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## **LIT15-5b-Mon3 More Great American Short Stories**

**Leader – Edward Selig**

**Monday – Course Period 3 – 2:10 pm to 3:35 pm**  
**5 Week Course – November 5 – December 10**  
**(No Class November 19 for Thanksgiving Break)**

**Description** Publications of short stories by individual authors or in anthologies proliferate these days, prompting the question: “Which ones are most worth reading?” Drawing upon a selection from a single volume, *100 Years of the Best American Short Stories*, edited by Lorrie Moore & Heidi Pitlor, this course will explore elements of form and content that make a story great. We will study and discuss the following stories, two in each of the five sessions: *The Gay Old Dog* by Edna Ferber; *Babylon Revisited* by F. Scott Fitzgerald; *The Cracked Looking Glass* by Katherine Ann Porter; *The Enormous Radio* by John Cheever; *I Stand Here Ironing* by Tillie Olsen; *Sonny’s Blues* by James Baldwin; *Everything That Rises Must Converge* by Flannery O’Connor; *Pigeon Feathers* by John Updike; *Harmony of the World* by Charles Baxter; and *What We Talk About When We Talk About Anne Frank* by Nathan Englander.

**Readings** *100 Years of the Best American Short Stories*, edited by Lorrie Moore & Heidi Pitlor, (Houghton Mifflin 2015).

**Preparation Time** 30 pp, 2 hrs/week

**Biography** Ed Selig majored in English Language and Literature at Yale, where his senior thesis was published by the Yale University Press. He graduated Summa cum Laude and then studied for two more years at Oxford University on a Rhodes Scholarship. His professional career centered for thirty years upon the practice of environmental law and dispute resolution.

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## **LIT17-5a-Mon3 A Revolution in Locality: Reading Emily Dickinson's Poetry, 1862-1864**

**Leader – David Razor**

**Monday – Course Period 3 – 2:10 pm to 3:35 pm**  
**5 Week Course – September 24 – October 29**  
**(No Class October 8 for Columbus Day)**

**Description** Appreciating Dickinson's poetry hinges upon the reader becoming immersed in her sense of locality. In offering you the opportunity for such an immersion, this class will also focus on specific poetic traditions- local languages- going back to Donne, Milton and Herbert and forward to Eliot and the modernists. This course will draw from the writing of 1862-64, during which time Dickinson's productivity as a writer skyrocketed, and the American Civil War reached its apocalyptic height. We will take up this historical moment and its meaning for us as readers of this amazing poetess.

**Readings** A packet of material will be distributed by the SGL at cost.

**Preparation Time** 2 ½ - 3 hours

**Biography** David Razor is writing a PhD dissertation on 19th-Century American Literature at Brandeis. He has presented papers at the Herman Melville Society and the American Literature Association. In addition to teaching writing courses at Brandeis, recently David was awarded the University Prize Instructorship. His course, "Separated by a Common Language," focused upon the transatlantic exchange between American and British novelists, especially the relationship between Nathaniel Hawthorne, George Eliot and Henry James. Before Brandeis, David taught AP English and British Literature at a Los Angeles area high school and served as a Master Teacher for the California State University.

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## **H&G4-5b-Tue1 The Path to Hiroshima**

**Leader – Ed Goldberg**

**Tuesday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course – October 30 – December 4**  
**(No Class November 20 for Thanksgiving Break)**

**Description** How did such an enlightened man as FDR come to approve and continually support the policy of dropping an atomic bomb? Much of the public debate about Hiroshima has dealt with the questions of moral imperative. Recent books have focused upon the evolving military strategy and the time-line that led to Hiroshima. Allied civilian and military leaders did not appear to be very concerned about the morality of dropping an atomic bomb. This is the viewpoint that we will consider. Like a



cascading chemical or nuclear chain reaction: from Einstein's letter, to Pearl Harbor, to the Manhattan Project, to the policy of unconditional surrender, to the firebombing of Tokyo and the Japanese rejection of Potsdam, the atomic bombing of Japan appears to have been inevitable. This course will be similar to the course presented by the SGL in 2012, and will end with a debate about the Potsdam Declaration and its impact upon the world. This course is not an effort to justify or attack the decision to use an atomic bomb. Instead, the purpose will be to understand the thinking of the Allied military strategists as the War in the Pacific unfolded. Differing points of view from participants are strongly encouraged. There will be interactive discussions, not lectures, and 5-10 minute class reports each week. Participants will need a basic knowledge of WWII.

**Readings** *Downfall* by Richard Frank.

The SGL will supply a list of suggested and recommended readings before the start of the course. There will be additional readings posted onto a class eBoard.

**Preparation Time** About 2 hours per week

**Biography** Eddie Goldberg began life at an early age. His interest in American History with emphasis on American Presidents began at Cornell University, where he graduated with a major in American studies. However, following his father's strong advice, he soon found himself in medical school, became a physician, practiced internal medicine for 30+ years and finally retired in 2000. Since then, he has been able to return to his love of American history, spending much of his time at BOLLI.

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## **H&G5-5a-Tue1 Sneaks, Peeks, Leaks and Geeks: The Dilemma of Secrecy and The Manhattan Project**

**Leader – Marty Kafka**

**Tuesday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course – September 25 – October 23**

**Description** After the bombing of Pearl Harbor in December 1941, the U.S. joined the war. Hoping to affect its outcome and save American lives, the U.S. government gathered scientists from Europe, Canada and the United States to develop and produce a new superweapon. The Manhattan Engineering District Project was conceived to engineer and produce the first weapon of mass destruction. The selection of three different remote geographic locations brought its own set of challenges. Research, development and final construction of the weapon were carried out in a nearly inaccessible desert mesa in Los Alamos, NM. Shrouded in secrecy, and dubbed "Project Y," the Manhattan Project site at Los Alamos had thousands of employees and functioned as a small city surrounded by a patrolled high-security fence. At the same time and in the same place, a small group of top-flight physicists, attracted to the philosophy of Communism and fearful of American hegemony, were spying for the Soviet Union while participating in this top secret endeavor. In this course we will explore in detail the cloak and dagger uncovering of these "leakers" and will discuss their impact on the testing and deployment of "the Gadget." The course will be a combination of lectures, brief videos and guided discussions. No specialized scientific background in atomic physics or mathematics is required.

**Readings** Source materials, including Internet resources and links, will be distributed by the SGL prior to classes.

**Preparation Time** 60-90 minutes/week

**Biography** Martin P. Kafka is a retired psychiatrist whose career included clinical practice, multiple publications, many national and international lectures on human sexuality (sexual addiction and sexual offending)- but nothing on the history of the atom! During the past several years, he has developed an interest in the history of science with particular focus on the discovery and development of the atom. His avocations include jazz piano, digital photography and travel.

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## **LIT4-5a-Tue1 Identity and Paradox in Isaac Babel's Stories**

**Leader – Marina Cunningham**

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

**5 Week Course – September 25 – October 23**

**Description** Regarded as one of the most illustrious short story writers in the Soviet Union of the 1920s and 1930s, Isaac Babel was abruptly silenced by the regime and murdered in 1940 during the Stalinist purges. His writings were forbidden, he was designated a “non-person” for almost a generation, and his complete works were not available until the 1990s. Nevertheless, he is one of the most admired and studied writers in present-day Russia and in the West. Babel’s work is difficult to categorize. He wrote of Jewish gangsters in Odessa, Red Cavalry sacking of shtetls in Poland, pogroms in Odessa and the identity conflict of being a Jew among Cossacks and an intellectual amid violence and brutality. He was humorous, terse, ironic, lyrical, colorful, and brutal. Babel had an extraordinary ability to juxtapose discordant concepts and fuse them together with dramatic results. Within one story he intermingled brutality with humanity, pogroms with irony, violence with beauty, victims with victimizers, and the teachings of Maimonides with the pronouncements of Lenin. Three meetings of this course will be devoted to the Red Cavalry series, one to the Odessa Tales and one to Babel’s childhood stories. To appreciate Babel, one has to understand the historical context in which he lived and wrote, his identity as a Jew in Soviet Russia, the autobiographical nature of his stories and, importantly, the language and craft that created his genius. Each session will combine a brief background lecture and provide topics for discussion in class.

**Readings** Babel, Isaac. *The Essential Fictions*. Edited and translated by Val Vinokur. Evanston: Northwestern University Press, 2018.  
ISBN: 978-0-8101-3595-6. Additional readings in the form of articles and/or reviews will be provided.

**Preparation Time** Class members will read 2-4 stories (approximately 15 pages total) for each class. The stories are short but require careful reading. Including supplemental materials, preparation time is estimated at 2-3 hours for each class.

**Biography** Marina Cunningham was born in Shanghai. She holds a BA in Spanish Language and Literature (University of Illinois) and a PhD (Northwestern University) in Slavic Language and

Literatures. She taught Russian language and literature at Northwestern, William Paterson, and Montclair State universities. For 20 years, before retiring in 2016, she was the chief international officer at Montclair State, responsible for fostering global education and advancing international objectives across the campus. 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.

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## **LIT12-10-Tue1 Sex, Drugs and Politics: Contemporary Latin American Fiction**

**Leader – Gene Kupferschmid**

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

**Description** Contemporary issues are the backdrop for today’s Latin American novel: corruption, political conflict, autocratic government, the role of the press, drugs, sex scandals and the presence of the United States. We will read about and discuss these and other issues as they appear in five relatively short novels by acclaimed Latin American writers: Roberto Bolaño (Chile), Leonardo Padura (Cuba), Mario Vargas Llosa (Peru), Juan Gabriel Vásquez (Colombia) and Julia Alvarez (Dominican Republic). We will discuss each novel over two class sessions, guided by questions that will be provided in the syllabus. The SGL will distribute additional reading material on the historical and political context for some of the books.

**Readings** *By Night in Chile* by Roberto Bolaño, New Directions Press  
*Havana Fever* by Leonardo Padura, Bitter Lemon Press  
*The Neighborhood* by Mario Vargas Llosa, Farrar, Straus and Giroux  
*The Sound of Things Falling* by Juan Gabriel Vásquez, Riverhead Books  
*In the Time of the Butterflies* by Julia Alvarez, Algonquin Books.

**Preparation Time** The books range in length from 150-300 pages and we will spend two weeks discussing each. Students can pace themselves accordingly.

**Biography** Gene Kupferschmid retired from two careers: teaching in the Department of Romance Languages and Literatures at Boston College and writing textbooks for the teaching of Spanish language, literature and culture. She has held two NEH fellowships, has lived in Argentina and Mexico, and has traveled widely in Latin America.

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## **SOC2-10-Tue1 What's Justice Got to Do with It? Justice and the Right Thing to Do**

**Leader – Will Grogan**

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

**Description** The question, “What is the right thing to do?” is one everybody faces. Whether we are discussing our personal lives, society, or government, we all have beliefs about what is just and how we should live. In this course, we will explore these intuitions alongside Harvard University Professor Michael Sandel to understand the weighty concept of justice. Each week, we will watch one of Sandel’s online lectures from his renowned Justice course at Harvard and engage in discussion about contemporary social issues to challenge our intuitions about justice and sharpen our reasoning about ethical questions. Following Sandel, we will explore topics such as affirmative action, income distribution, assisted suicide, surrogacy, same-sex marriage, abortion, stem cell research, debates over human rights and property rights, and more. Students will be expected to watch the corresponding lectures by Michael Sandel prior to class each week; classroom time will be split between an in-class presentation of Sandel’s material and discussion of the important and exciting topics introduced by each week’s lecture.

**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 each week

**Biography** William Grogan is a graduate student at Brandeis University where he is currently pursuing his MA in philosophy. Having helped teach ethics in the past, William is particularly interested in the way our underlying philosophical commitments inform our everyday beliefs and our ability to reason consistently with these commitments. Beyond ethics, his research interests include epistemology, philosophy of mind, and existentialism. William holds a BS in Practical Ministries from Southeastern University where he studied divinity, philosophical theology, religious epistemology, and ethics.

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## **WRI1-5b-Tue1 Let Your Imagination Go! Turning Life into Fiction**

**Leader – Betsy Campbell**

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

**Description** Fiction might begin with a memory, a dream or an experience. It could start with a news story, a moment observed, or a conversation overheard. Whatever the source, the aim of the fiction writer is to use imagination and narrative skills to transform life experience. Writing fiction differs from writing

memoir in that fiction writers are not bound by the facts. They are free to select, change, expand or modify life experiences into stories that entertain or enlighten the reader. In this class we will write from prompts chosen to focus on aspects of narrative writing such as point of view, dialogue or characterization, as we explore ways to transform real life into fiction. Participants will write a short piece each week, read their work in class, and provide feedback for one another in a supportive atmosphere.

**Readings** There is no text for this course. SGL will provide relevant hand-outs.

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

**Biography** Betsy Campbell has always enjoyed writing and working with aspiring writers of all ages. She began her teaching career as a high school English teacher and then spent twenty-five years teaching kindergarten and first grade. She has led writing classes at BOLLI since 2014. She has taken numerous writing courses, attended conferences and led teachers' workshops on writing. She has published stories and articles in *The Boston Globe*, *The Vineyard Gazette*, *Martha's Vineyard Magazine*, *Storyteller Magazine*. One of her stories was included in 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.

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## **ART2-10-Tue2 Let's Get Real: Realist Art in the 19th and Early 20<sup>th</sup> Centuries**

**Leader – Suzanne Art**

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

**Description** Just mention the art of the 19<sup>th</sup> and early 20<sup>th</sup> centuries and most people will think of the avant-garde – anything from impressionism to fauvism to cubism and beyond. And yet, it was the realist artists of that period whose names were best known to their contemporaries. While the avant-garde was, broadly speaking, still waiting to be discovered by the general public, realist paintings sold like hotcakes. Realist artists depicted the world as they saw it. They were chroniclers of their times, and their paintings are invaluable resources for those who want to learn about the everyday lives of people of all levels of society during three overlapping historical periods: the Belle Époque in France, the Gilded Age/Progressive Era in the US, and the Victorian/Edwardian period in England. In this course, we will study the evolution of realist art, beginning with the painters of the Barbizon School and then focus upon such French artists as Julian Breton, Edouard Manet, and Gustave Caillebotte. We'll discuss the works of such American artists as Thomas Eakins and Winslow Homer, as well as expats like James Whistler and John Singer Sargent, who spent most of their time in England. We'll conclude with the painters of the Ashcan School, who brought to life the struggles of the lower classes of New York City. There will be a combination of presentation by the SGL and class discussion.

**Reading** All assignments will be online. They will include short biographies and articles on historical background as well as videos featuring art historians and curators discussing specific works of art.

**Preparation Time** Average preparation time will be about 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 five art history courses at BOLLI.

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## **ART4-5a-Tue2 Fall into Digital Photography with Your Smartphone**

**Leader – Nancy Katz**

**Tuesday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course – September 25 – October 23**

**Description** We will review the composition basics of good photography and learn how to apply them to your smartphone. Composition techniques that all pros use include: rule of thirds, diagonal lines, shooting from a low angle and more. We will then spend one session discussing and shooting each of the following: Portraits, Reflections, Black and White and Macro using your smartphone editing tools and an editing app that you will download. We will always return to the composition basics. There will be homework assignments. You must know how to use the camera on your phone, as this will not be a class in teaching you how to use your smartphone camera. Rather, it will be a class where we will learn to see like a photographer and apply editing tools that will enhance the quality and beauty of your fall images. You can use any smartphone but must know how to operate it. The SGL will send links to websites with information on basic smartphone operations in her welcome letter. Always study your own camera’s website and hints on your camera. A tripod would be helpful but not required. We will post and share our images through an online blog. At the end, the teacher will create a book of images that will be available for viewing at BOLLI.

**Reading** A list of readings will be provided the first day of class. Most important is reading your phone’s website and instructional materials, including any online videos. A visit to a museum with a photo collection is highly recommended but optional. A list of museums will be provided in class.

**Preparation Time** Average preparation time will be about an hour and a half

**Biography** Nancy Katz, of ZaZaCreative Photography, holds a BA in sociology from UMass, Amherst and a MEd from Western Maryland College. She studied landscape design at the New York Botanical Garden, Bronx, NY, and has taught darkroom photography and adult education digital photography in NJ and Boston. She has photographed extensively for newspapers and magazines and exhibited her photographs, including a series on the Jewish community of Cuba. Most recently, she was a guest artist at the Apple Store on Boylston Street, Boston. She is currently a docent at The Vilna Shul, Boston Center for Jewish Culture in Boston, MA. [www.zazaphoto.co](http://www.zazaphoto.co)

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## **H&G2-5a-Tue2 Make America Great Again? - Foreign Policy Great Decisions 2018**

**Leader – Howard Barnstone**

**Tuesday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course – September 25 – October 23**

**Description** Here’s your opportunity to gain a deeper understanding of today’s fateful foreign policy issues. In this course we will use materials from the Great Decisions Discussion Program which is the largest discussion program on world affairs. These materials are especially designed to support adult learning. In class we will view expert testimony professionally produced by the program, and discuss and seek to gain clarity about the foreign policy choices before us. Great Decisions 2018 topics will comprise a total of five topics including, “The waning of Pax Americana?” “Russia's foreign policy”, and “China and America: the new geopolitical equation”. In addition other potential topics for discussion are “Media and foreign policy”; “U.S. global engagement” and “The military and global health: progress and challenges”.

**Reading** There is a briefing book that accompanies this class that students will purchase. The cost is \$30.

**Preparation Time** Reading the appropriate briefing topic chapter is the primary preparation for the class, about an hour of preparation for each class.

**Biography** Howard Barnstone spent 25 years in the financial information technology business where he led the company in areas of strategic planning, mergers and acquisitions, and strategic partnerships. He has applied these skills in pro bono consulting activities for several not-for-profit organizations and is a member of Newton’s Economic Development Commission. In his free time, he is a self-appointed Secretary of State to those who will listen to him and dabbles in making furniture.

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## **MUS2-5b-Tue2 WTF—What? The Fugue!**

**Leader – Stephen Middlebrook**

**Tuesday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course – October 30 – December 4**  
**(No Class November 20 for Thanksgiving Break)**

**Description** In this class we will learn how the fugue developed in the Baroque era and how composers after J.S. Bach studied his work and added to the development of this complex but beautiful form of counterpoint. Most of the work will entail listening at home to selections on YouTube and then discussing what we have discovered as we look for fugal writing in works by the great composers .This is not a

technical course and members do not need to read music. Our goal is to recognize and appreciate a fugue when it appears in a piece of music.

**Reading** We will watch/listen to YouTube videos. Assignments will include selecting a particular piece or pieces of music from a list and be ready to discuss them in class. Any readings will be accessed online.

**Preparation Time** 1-1.5 hours per week.

**Biography** Stephen Middlebrook has taught music in several overseas schools, visited the homes and graves of great composers, and sung in seven 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, Mozart's Requiem all of which have stunning fugues in them! He is quietly working to start a concert choir here in Waltham. Stephen is a graduate of the University of Virginia, and has an MS in Special Education from the University of Western Michigan.

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## **SCI3-5b-Tue2 The Human Endocrine System in Health and Disease**

**Leader – Allan Kleinman**

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

**5 Week Course – October 30 – December 4**

**(No Class November 20 for Thanksgiving Break)**

**Description** This course introduces study group members to the human endocrine system – its key elements, how it works and how it fails. We will cover the major glands that make up the endocrine system and how they keep our bodies in balance; the diseases that occur when the endocrine system breaks down (e.g., diabetes); and the interaction of the endocrine system with other bodily systems, such as the immune, nervous, digestive and reproductive systems. We will also cover how diseases of the endocrine system are diagnosed and treated by alternative, integrative and non-Western medical practitioners. We will end by exploring the future of endocrinology and current research trends. Classes will be a mix of presentations by the SGL and class discussion. Reading assignments will be given each week from newspaper articles and non-technical magazines such as Scientific American. Class members will be encouraged to bring in articles they find that are related to the endocrine system. Each class will build on previous weeks' material.

**Reading** No textbook will be used. Readings will be from newspaper articles and journals will be provided by the study group leader in the form of internet links and email attachments of the actual articles.

**Preparation Time** Preparation time for each class will be from one to two hours. Readings will be from 10 to 20 pages and there will be guidance questions. Optional presentations by class members will take additional time.



**Biography** Allan Kleinman had a career as a systems analyst. Over the past 20 years, however, he has been following his interest in the coming genomics revolution and has organized professional-level lectures on bioinformatics for engineers. Allan takes courses at The Jackson Laboratory during summers in Maine, learning how today's research will bring tomorrow's cures. Over the last 12 years he has attended classes both at BOLLI and at the Osher program at UCSD. He has led courses on energy, wine, individualized medicine, the human immune system and translational medicine.

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## **WRI2-10-Tue2 Writing to Grow: A Course on Memoir**

**Leader – Marjorie Roemer**

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

**Description** This will be the fourteenth iteration of this course. The design is simple. We all commit to writing each week and 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 on the concrete, the dramatized, the immediate. Many of this semester's prompts will come from Mary Louise Holly's *Writing to Grow*. Our work together is to encourage and to support the effort 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. Sometimes missing a class is unavoidable, but please don't sign up for this class if you plan in advance to miss several sessions. 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.

**Reading** There will be a course packet. It usually costs \$5.

**Preparation Time** We write 500 words a week. Time varies from person to person and assignment to assignment. I spend about an hour writing and some time re-thinking.

**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 HS, the University of California at Santa Barbara, the University of Cincinnati, and Rhode Island College. She has worked as an English professor, Director of Writing Programs, and the Director of the Rhode Island Writing Project.

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## **H&G8-5b-Tue3 Jackie Robinson, Boston, and the Integration of Baseball**

**Leader – David Nevard**

**Tuesday – Course Period 3 – 2:10 pm to 3:35 pm**  
**5 Week Course – October 30 – December 4**  
**(No Class November 20 for Thanksgiving Break)**

**Description** In 1947, Jackie Robinson, with the Brooklyn Dodgers, was the first player to break the “color line” in Major League Baseball. This historic event could have taken place in Boston, but the Red Sox lost that chance. In fact, they were the *last* team to have a black player when they brought up Pumpsie Green in 1959. Ever since then, there have been lingering questions about the racial policies of the team and its owner, Thomas A. Yawkey. These questions have been raised by baseball fans and by professional ball players who have expressed a reluctance to play in Boston. In February 2018, the Red Sox petitioned Boston to change the name of Yawkey Way back to its original name of Jersey Street. “Restoring the Jersey Street name is intended to reinforce that Fenway Park is inclusive and welcoming to all,” the team said in a statement. The City of Boston approved the name change on April 25, 2018. A key event in understanding the team’s racial attitudes is Jackie Robinson’s little known 1945 tryout at Fenway Park. This course examines the events surrounding that tryout and examines racial attitudes of the team and its owner, Thomas Yawkey. Mr. Yawkey died in 1976 after owning the Red Sox for 43 years.

**Readings** *Pumpsie & Progress: The Red Sox, Race, and Redemption*, by Bill Nowlin (Rounder Books May 25, 2010)

There will also be articles taken from books, magazines, and newspapers, which will be copied and distributed to the class. There will not be a charge for this.

**Preparation Time** 2 hours

**Biography** David Nevard attended UMass Amherst and spent 35 years in information technology for a large corporation. From 1985 through 2002, he was editor of a baseball newsletter called *A Red Sox Journal*, published by the Buffalo Head Society. The newsletter is now in the collection of the Baseball Hall of Fame in Cooperstown, NY. David lives in Worcester and has been a BOLLI member since 2014. He previously led the BOLLI course called “Europe’s Lost and Found: Displaced Persons after World War II.” This course combines his interests in baseball and history.

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## **LIT1-10-Tue3 Dante's *Inferno***

**Leader – Len Aberbach**

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

**Description** Following the Homeric epics and Virgil’s *Aeneid*, Dante’s *Divine Comedy* is both an expansion and culmination of the epic tradition and perhaps the greatest literary work of Western

civilization. The *Inferno*, the first of three divisions of the *Comedy*, is the most accessible to modern readers. In this poem of stupendous genius, Dante's objective is to delineate the pathway to salvation and God. In doing this, he draws on his extensive knowledge of classical literature, the New and Old Testaments, Christian theological writings, and European literature up to the 1300's. The course will focus on selected cantos and characters that illustrate Dante's design and structure of Hell, his classification of the sins that consigned inhabitants to Hell, and the punishments that they endure for eternity. Should you decide to join me on the journey through this great classic, I guarantee that it will be fascinating. It will also be much more understandable and accessible than you might imagine. Some familiarity with Virgil's *Aeneid* will be helpful, but is not required. Also bear in mind that it is important to attend all classes but especially the first two.

**Readings** *Inferno*, by Dante Alighieri, translated by John Ciardi.

Students must purchase the translation by John Ciardi in order to participate in this study group. This translation is available very inexpensively in paperback at Amazon.

**Preparation Time** The poem consists of 34 cantos, approximately 120-140 lines per canto. In an absolute sense, that is not a lot of reading, but careful reading is required to maximize understanding and to respond thoughtfully to questions that will be sent to class members each week. All of the cantos will be read but not necessarily discussed in detail in class. A reasonable expectation is 2-4 hours per week but it may vary widely for individuals.

**Biography** Len Aberbach has been a member of BOLLI almost since it started and has led a number of study groups on the Homeric epics, *The Aeneid* and classical mythology. His interest in this area largely began after joining BOLLI and has little connection to his education and work experience, which includes a PhD in Chemical Engineering and technology-based business general management. Becoming an SGL at BOLLI provided Len the opportunity to develop a new area of interest requiring substantial focus, study and effort on his part. Leading study groups covering the great epic poems of Western civilization continues to satisfy that need.

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## LIT8-10-Tue3 *Dune*: The Epic Novel That Inspired Star Wars

**Leader – Dennis Greene**

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

**Description** *Dune* is Frank Herbert's epic novel of political intrigue and betrayal, ecological challenges, anti-imperialism, eugenic programming, and messianic deliverance. It was published in 1965 and its countercultural messages attracted a large following on college campuses. Its popularity spread from there, and it is now considered by many among the greatest, if not the greatest, novel in the science fiction genre. *Dune* won both the Nebula and Hugo awards, the two most prestigious science fiction prizes, and has sold millions of copies. The action takes place on Arrakas (called Dune), which is the sole source of "mélange," the most valued substance in the universe. This "spice" can prolong life, increase certain mental abilities, and is essential to the navigation of space. Scores of well-drawn characters are involved in a complex struggle to control Arrakas. Imperial soldiers, an evil baron, a hidden population of formidable desert dwellers, gigantic sand worms, the eugenic plan of an ancient religious sisterhood, and

the emergence of a messianic rebel leader all combine to make a fun read. The storytelling is intense. Herbert admits to being greatly influenced by Edgar Rice Burroughs' *A Princess of Mars* and by the life of T. E Lawrence (of Arabia) when writing *Dune*. George Lucas, in turn, admits that *Dune* greatly influenced his *Star Wars*. Reading *Dune* with a group is a perfect way to enhance the experience. Class time will be devoted to lively discussion and both first time readers and repeat readers are encouraged to enroll.

**Readings** *Dune*, by Frank Herbert (863 page paperback)  
Selected handouts of commentary

**Preparation Time** 100-125 pages of light reading per week. Starting *Dune* prior to commencement of class will reduce the burden. 2-3 hours per week

**Biography** Dennis Greene has been an active member of BOLLI for three semesters. He spent five years working as an engineer, and then 40 years as a business attorney. His first teaching experience was as an SGL last semester, when he taught an introductory course on science fiction literature. Prior to that, his only credential for teaching this subject is enthusiasm and 60 years of experience as a pop culture geek and junkie. Dennis saw "The Day the Earth Stood Still" in 1951 and has been hooked on speculative fiction ever since.

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## **EDU2-5a-Tue3 Education Without Borders: Self-Directed Learning in the 21st Century**

**Leaders – Lance Eaton & Laura Hibbler**

**Tuesday – Course Period 3 – 2:10 pm to 3:35 pm**  
**5 Week Course – September 25 – October 23**

**Description** Work, school and the library – these used to be the places where most learning took place. But now, in the 21st century, with the rise of digital technology, learning has exploded into new and different arenas. We have moved from the learning of formal institutions to the informal learning of 5-minute videos, list-servs, and an endless array of learning materials and communities online. This course will work primarily as a guide for participants to navigate and experiment with learning opportunities, communities, and tools available to them in the digital world. As the course progresses, participants will have the opportunity to demonstrate a toolbox of resources and learning strategies on how to pursue any topic of interest.

**Readings** No book purchases required. Reading & viewing materials will be provided at the start of the course.

**Preparation Time** Participants can anticipate about two hours of work each week that will be broken up among some readings, some exploring of content, and some writing around their learning plan (which they will demonstrate in the final class).

**Biography** Lance Eaton is an instructional designer at Brandeis University, a doctoral student at UMASS Boston, and a part-time faculty member at North Shore Community College. He also writes for several magazines and websites. He has master degrees in instructional design, public administration, and American studies. He has written and presented on a variety of topics around learning including universal design for learning, online teaching and learning, course design, pedagogy and the online world, among many others.

Laura Hibbler is the Manager of Library Instruction at Brandeis University and serves as the library's liaison to the History, American Studies, and African & Afro-American Studies departments. She has a Master of Science in library science and is currently enrolled in the Instructional Design & Technology program at Brandeis.

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## **SCI4-10-Tue3 The Dead Don't Lie: Forensic Anthropology for Amateurs**

**Leader – Diane Markowitz**

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

**Description** It is widely known among forensic anthropologists that the dead don't tell lies – but they do tell tales. In this course, we'll learn how human skeletal remains can tell us who they were: their age and sex, their infirmities and the diseases from which they suffered. Ultimately we'll examine clues to when and how they died. Each of these, as well as other subjects, will comprise the topics of nine classes. At the end of each class, we'll examine a real case in which the clues we've studied have led to forensic evidence (evidence that can be presented in court). This may include archaeological cases. At the last meeting, the class will be presented with a fictitious case to solve – one that will require the application of all the techniques and information the class has previously learned.

**Readings** The primary reading source for this course is *Flesh and Bone*, by Miryam Nafte. The Third Edition. Durham, North Carolina: Carolina Academic Press. The 2016 edition is highly recommended over the 2009 edition. The Kindle version and secondhand copies are available online for less than the new paperback one. A small packet of supplemental readings will also be distributed in which real cases will be described.

**Preparation Time** 60-90 minutes per week or about 35 pages

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

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

**Leader – Kat Page**

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

**Location Gosman Sports and Convocation Center**

**There will be a \$30 charge (\$3 per class) to BOLLI Members.**

**Registration for Muscles & Movement runs from July 16 through August 3. 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.

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## **CE1-10-Wed2 Current Events (Section One)**

**Leader – Lois Sockol**

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

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

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

**Preparation Time** 1 to 2 hours

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

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## **H&G11-10-Wed2 The Remarkable Roosevelts: Franklin, Eleanor and World War II**

**Leader – Fran Feldman**

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

**Description** The book for the course, Doris Kearns Goodwin’s *No Ordinary Time*, focuses our attention on the Roosevelt White House during the long and extremely difficult years of World War II. In her carefully researched and clearly written book, the author explains how the White House functioned, the significant role played by the First Lady, the overwhelming challenges facing the Administration and, indeed, the country during the war, and the unique character traits and talents FDR and his wife brought to the presidency. We will examine not only the text but also other critical issues of the day, such as isolationism, Japanese internment, qualities of presidential leadership, racism, women in the workplace, the failure to save European Jewry, and the Manhattan Project. Classes will be conducted by discussion with no lectures. Other books and resources, recordings, and videos depicting the events of the period will enhance the classroom experience. Study group members are strongly encouraged to actively participate in class and to offer reports on relevant topics based on their own research and reading. This course was last given in Fall 2016.

**Readings** Doris Kearns Goodwin, *No Ordinary Time*

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

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

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## **H&G7-10-Wed2 Was the Civil War Inevitable?**

**Leader – Steve Messinger**

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

**Description** One hundred fifty years ago, the United States fought the costliest war in its history - brother against brother, North against South. The hope and promise of the Founding Fathers shattered. Did it have to be? If there were polling organizations in 1840, only twenty years before the war began, a significant majority of Americans, North and South, would not have anticipated a civil war. What happened? Was it really inevitable? While many historians claim the wheels were set in motion with the United States Constitution, a branch of historians claim that better, smarter, less petty politicians could have prevented it. We will look at the causes: sectionalism, the tariff, industrialization versus single crop agriculture, honor, and of course, slavery. It is as questionable for the North to say it was all about slavery as it is questionable for the South to say it was all about states' rights. Different societies developed in the United States over four score and seven years. Were they so incompatible that only war could recreate a United States of America? The course starts with the U.S. Constitution and its protection of slavery and concludes when Lincoln calls up the states' militia to confront the rebellion in the South. This course is not about the war itself but why it happened and whether it had to happen. The class will be a combination of presentation and discussion. Volunteers will be encouraged to make class presentations.

**Readings** *The Causes of the Civil War*, Paul Calore

**Preparation Time** Weekly reading ranges from 11 to 41 pages

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

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## **LIT16-10-Wed2 The Advent of American Theater: The Dean and His Disciples**

**Leader – Lois Ziegelman**

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

**Description** Until the early 20<sup>th</sup> century American theater could best be described as an oxymoron; in other words, there had been no significant body of theatrical works in America. Perhaps the only memorable performance took place on April 14, 1865 at Ford's Theater; and probably most people can't



even recall the name of the play (Our American Cousin). Then, in 1915 Eugene O’Neill arrived on the scene with a series of intensely absorbing plays. Inspired by O’Neill’s success, a number of brilliant playwrights emerged and American theater, no longer an oxymoron, attained world recognition. An opportunity will be provided for voluntary reading aloud of scenes from the plays by the “thespians” among us. This course will be mostly lecture with guided discussion.

**Readings** Eugene O’Neill – *Desire Under the Elms*  
Arthur Miller – *All My Sons*  
Tennessee Williams – *A Streetcar Named Desire*  
Susan Glaspell – *Trifles*  
Thornton Wilder – *The Happy Journey to Trenton and Camden*  
Note: The SGL will copy and distribute the Wilder play.

**Preparation Time** 2 hours

**Biography** Lois Ziegelman, PhD Brandeis, is a Professor Emerita from Framingham State College, where she taught world literature and drama for thirty-one years. She is the recipient of five fellowships from the National Endowment for the Humanities. She has studied, taught and performed works ranging from classical antiquity through the 20<sup>th</sup> century.

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## **H&G3-5a-Wed3 Steel: The Metal That Made the Modern World**

**Leader – Rick Gander**

**Wednesday – Course Period 3 – 2:10 pm to 3:35 pm**  
**5 Week Course – September 26 – October 24**

**Description** Steel is the metal that built the modern world. When the process for making steel was standardized 160 years ago, steel began to flow from furnaces in increasing amounts at low cost. It was used to build the factories, railroads, ships, skyscrapers, bridges and weapons that made America and other Great Powers more powerful. Through our readings, videos, lectures and discussions, we will follow the growth and change in the modern steel industry from its mid-19th century birth through the present day. We will study the industry’s technologies, processes, markets, competitive environment and political influences. We will address what has happened to the American steel industry since the 1980s and where it is heading today and the role of steel in the American economy and international trade.

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

**Preparation Time** Up to 50 pages of reading

**Biography** Rick Gander studied economics, politics and metallurgy at MIT and business at Wharton. He worked as a plant metallurgist at Lukens Steel and in commercial research at Inland Steel, then as a

consultant in steel, metals and mining at Arthur D. Little in Cambridge and Hatch Associates in Mississauga, Ontario. He has visited and worked at numerous steel mills, mines and raw materials facilities and steel consuming factories in the US, Canada and 15 other countries.

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## **LIT2-10-Wed3 Color Me White: The Literature of Passing**

**Leader – Laurel Brody**

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

**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 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

**Biography** Laurel Brody has taught a series of courses at lifelong 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!

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## **LIT10-10-Wed3 The Weight of This Sad Time: Shakespeare’s Tragic Vision**

**Leader – Michael Kaufman**

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

**Description** The time may have been “out of joint” in Hamlet’s Denmark, but also in Shakespeare’s London, and more than 400 years later in our own time. This course will examine a remarkable development in Shakespeare’s art: his deepening awareness of the profound complexities of human existence and the fundamental disjunctions at the heart of our experience. *Hamlet*, for example, begins as a perplexing mystery, expands into a plot for revenge, only to become in Shakespeare’s hands an individual’s confrontation with human destiny. We will read and then discuss *Hamlet*, *Othello* and *King Lear* focusing on Shakespeare’s evolving idea of tragedy, his deepening conception of character and his continuing mastery of dramatic stagecraft. The course will be conducted as an interactive seminar. Participants are encouraged to raise any issue of interest (with the exception of “Who wrote Shakespeare’s plays?”) The first class will be devoted to background material including the theatre, the state of the English language, and the political and social climate at the beginning of the 17<sup>th</sup> century. Reading *Hamlet* before the first class is advisable.

**Readings** Any edition of the three plays

**Preparation Time** About 3 hours a week

**Biography** Michael Kaufman graduated with a BS, literally and figuratively, and then went on to get a PhD. (Neither his mother nor mother-in-law considered this the right sort of doctor.) He has taught literature in a variety of settings, has offered several courses at BOLLI and has a long-standing interest in Shakespeare’s plays.

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## **SCI1-5b-Wed3 En-LIGHT-enment: An Introduction to the Behavior of Light**

**Leader – Jerry Baum**

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

**5 Week Course – October 31 – December 5**

**(No Class on November 22 for Thanksgiving Break)**

**Description** What is light? A wave? A particle? Both? Neither? Actually, it depends on the question you ask of light; and, no, that’s not being facetious. To learn about light, it’s more productive to ask how it behaves in particular situations. This course will examine the behavior of light using as a framework the creation of satellite images of the earth. We’ll look at how light is produced, how it interacts with and is transformed by earth’s atmosphere, land, and water surfaces, and how it is captured by cameras on satellites. Light phenomena we’ll study include transmission, absorption, scattering, reflection,

refraction, emission, and the photoelectric effect. You'll learn that everyone sees their own personal rainbow, why the sky is blue and the grass is green, and that Einstein won his Nobel prize for his theory related to light, not relativity. The course will also look at light that you cannot see (pun intended). And we'll play "Guess the Land Mass Game": looking at satellite images of places on Earth, see if you can identify those locations. No technical background is necessary, just a willingness to observe how light behaves in the world around you. Simple, at-home experiments with light will be assigned and used to facilitate class discussions. We'll also see how scientists come to believe what they believe and how they test those beliefs.

**Readings** Some 'light' readings online and some online video viewing will be recommended.

**Preparation Time** Up to an hour to read online articles, to view online videos, and to perform simple, at-home experiments. Some experiment materials will be provided by the SGL and some materials are found around the house; e.g. a drinking glass, flashlight, aluminum foil.

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

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## **H&G6-10-Wed3 China and the United States: Can We Avoid War? Foreign Policies on a Collision Course**

**Leader – Fred Kobrick**

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

**Description** "Let China sleep; when she wakes, she will shake the world." Napoleon, 1817. China has woken, and she is shaking the world with militant behavior, and words. A troubled but rising China, is threatening peace in its region, just the way peace was threatened for several years before WWI began, and also for several years leading up to the Korean War. Yet then, as now, disbelief and or complacency dominated, dismissing the road to war. Foreign policy experts warn that once again, peace is at risk. A nation's foreign relations goals are driven mainly by national security issues and economic ambitions. Quite often, they are in conflict between nations and require expert diplomacy and compromises. China and the US are in conflict on major issues, yet are not using compromise and expert diplomacy—they are using wars of words, and escalating into trade conflicts. Trade wars can escalate into shooting wars, typically by accident. With high tensions, one of 12 countries could sink another's patrol boat, and escalation is quick. China states that it is her time to rule the South China Sea (SCS) and surrounding areas, and America must get out of "her" backyard. Making aggressive moves against

disputed islands China has threatened a number of US allies in the area, and the US is pushing back. Both sides are building greater military presence in the SCS. We will use foreign policy expertise through books and articles to analyze what can happen between our two countries.

**Readings** *Easternization: Asia's Rise and America's Decline* by Gideon Rachman  
*Everything Under the Heavens: How the Past Helps Shape China's Push for Global Power*, by Howard W. French

**Preparation Time** 56 pages, 2 hours

**Biography** Fred Kobrick managed one of the top five mutual funds in the country for 15 years. He has a BA in Economics from Boston University and a MBA in Finance from Harvard. Fred has led a number of BOLLI classes, including Great Companies, and Cotton, Capitalism, and Globalization, and an earlier, different course on China's foreign policy. He has taught several graduate programs at Boston University on diverse topics such as finance, economics, the global history of slavery, and additional subjects from a book he has authored.

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## **LIT13-10-Thur1 Reel Literature #3: The Genius of Sir Alfred Hitchcock, Master of Suspense**

**Leader – David Moskowitz**

**Thursday – Course Periods 1 & 2 – 9:30 am to 10:55 am**

**\*NOTE: This course will run during Periods 1 & 2 on weeks 2, 4, 6, 8, and 10. Weeks 1, 3, 5, 7, and 9 will be Period 2 only.**

**Description** This repeats the third “Reel Literature” course offered by this SGL; its predecessors considered works of authors Graham Greene and Elmore Leonard. The concept involves studying the underlying literature one week and then, in the following week during a double period, collectively viewing the film adaptation to discuss what succeeds and what doesn't, additions/deletions made, casting, role of soundtrack, etc. The focus has moved from the author being the constant to it now being the director/filmmaker as its common thread, essentially a reverse approach. The SGL has long admired the films of Alfred Hitchcock and read many works on which his films were based, selecting four novels and one short story principally on their literary merits and moderate length, and how the movie reflects its source. So, five authors sharing one director. We will be studying how Hitchcock and the screenplay authors translated these works into film. Is there a truly distinctive Hitchcock voice? In reading these works do we, the readers, instantly sense what a wonderful suspense-laden film it might make? Is there a commonality in these films so that if we were unaware that they shared a director it could have been intuited? Hitchcock's stylistic trademarks include the use of camera movement that mimics a person's gaze, forcing viewers to engage in a form of voyeurism. Additionally, he framed shots to maximize anxiety, fear, or empathy, and used innovative forms of film editing. Members must read each work in its entirety before that work is discussed in class.

**Readings** *To Catch a Thief* by David Dodge

*It Had to be Murder* by Cornell Woolrich [This is the short story on which *Rear Window* was based and will be distributed by SGL via email]

*Vertigo* by Boileau-Narcejak (In translation from *D'entre les morts*)

*Psycho* by Robert Bloch

*Marnie* by Winston Graham

**Preparation Time** Per Goodreads, all four novels are under 250pp and collectively total 869pp. The only preparation time is to read these four novels plus one short story, so there is approximately 90 pages to read on average per week. **NB:** Films can be watched by members on their own within two days of the class showing.

**Biography** David Moskowitz holds a BS degree from the Wharton School and a J.D. from Harvard. His legal career was spent predominantly as a general counsel, including 11 years as Brandeis' initial general counsel. This is his 9th BOLLI-led course (19th time leading), and sixth literature course. This course combines David's interests in literature and film in a format that was successfully implemented with the novels of Graham Greene and Elmore Leonard. The SGL encourages dynamic, vibrant class discussions to which he adds humor.

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## **ART8-10-Thur1 Photography: Creating Better Photos**

**Leader – Arthur Sharenow**

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

**Description** This is a course for people who would like to go beyond snapping pictures and to become more serious about taking and creating more interesting images using a digital camera. It assumes some familiarity with cameras, though not expertise, and a willingness to try to get more out of their cameras than is possible by taking everything on automatic settings. It will be an interactive course, where participants will be encouraged to take photos every week and share them with the class.

**Readings** No readings are required, but the SGL recommends that class members check out the monthly magazine “Outdoor Photography” available on better magazine stands (ex. Barnes and Noble)

**Preparation Time** Class members are required to shoot and send in three or four photos every week. It will require as much or as little time as it takes for the class member to be satisfied with his or her accumulated images.

**Biography** Arthur Sharenow graduated from Brandeis University (1955) and Harvard Law School (1958). After practicing law briefly in Boston he and his wife Judy bought Camps Kenwood and Evergreen, a children's summer camp in New Hampshire, where he directed camp for forty-four years. During his years as a camp director he took thousands of photos of children at play, at leisure and in sports, becoming quite expert at sports photography. After he retired he branched out into many aspects of photography. He has had several exhibits and has enjoyed teaching Photo courses at BOLLI (nine previous courses).

## **ART3-5a-Thur1 Hidden Gems: Ins and Outs of Four Small Art Museums**

**Leader – Elaine Dohan**

**Thursday – Course Periods 1&2 – 9:30 am to 12:35 pm**  
**5 Week Course – September 27 – October 25**

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

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

**Preparation Time** 1-2 hours

**Biography** Elaine Dohan has led this course four times. In the past she also co-led two literature courses and has served on several committees at BOLLI where she has been a member since 2000. In a previous life she was a middle school teacher in Sudbury.

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## **WRI3-5a-Thur1 “You Can’t Make This Stuff Up!” Crafting Dynamic Creative Nonfiction**

**Leader – Sue Wurster**

**Thursday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course – September 27 – October 25**

**Description** Lee Gutkind of *Creative Nonfiction* magazine says that creative nonfiction, “true stories told well,” has become the most popular way to write. The goal of this kind of writing is to make our personal narratives, opinion or “op-ed” pieces, feature articles, travel writing, reviews, and more just as captivating and enthralling as fiction. After all, we know that “you just can’t make this stuff up!” In this

course, we will focus on a different genre of creative nonfiction each week, writing our own items to share with the group for response.

**Readings** *On Writing Well* by William Zinsser -- will be sent to participants in pdf form

**Preparation Time** There will be a short reading assignment for each week (15 minutes or so) as well as a piece of writing to produce (however long that takes to create).

**Biography** Sue Wurster earned BS/MA degrees in communications from Ohio University, taught speech at St. Cloud State, writing at Elizabeth Seton College, drama at the Chapin and Calhoun schools, and English/humanities at Nashoba Brooks School. She studied at Northwestern's School of Speech, NYC's New Actors' Workshop, Bank Street College, and Columbia University. She served as national chair of the high school division of the American Alliance for Theatre & Education, director of New York State's Forensics League, and co-founding chair of the Massachusetts Middle School Speech League. (She is often referred to as "Wurster, the Wily Word Woman.")

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## **SOC5-5b-Thur1 "Sundown" America**

**Leader – Sue Wurster**

**Thursday – Course Period 1 – 9:30 am to 10:55 am**  
**5 Week Course – November 1 – December 6**  
**(No Class on November 22 for Thanksgiving Break)**

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

**Readings** Online materials (reading/viewing) will be provided; will be available in print form for those who need/prefer hard copy  
Recommended and Optional Material will be suggested

**Preparation Time** Approximately forty to sixty minutes of reading/viewing per week

**Biography** Sue Wurster earned BS/MA degrees in communications from Ohio University, taught speech at St. Cloud State, writing at Elizabeth Seton College, drama at the Chapin and Calhoun schools, and English/humanities at Nashoba Brooks School. She studied at Northwestern's School of Speech, NYC's New Actors' Workshop, Bank Street College, and Columbia University. She served as national chair of the high school division of the American Alliance for Theatre & Education, director of New York



State's Forensics League, and co-founding chair of the Massachusetts Middle School Speech League. (She is often referred to as "Wurster, the Wily Word Woman.")

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## **ART5-5b-Thur2 Frank Lloyd Wright: Flawed Genius**

**Leader – Carl Lazarus**

**Thursday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course – November 1 – December 6**  
**(No Class on November 22 for Thanksgiving Break)**

**Description** Nearly sixty years after his death, Frank Lloyd Wright is still America's best-known architect. He designed more than 1,000 buildings, of which 532 were completed, some in the 21<sup>st</sup> century. He also designed furniture and stained glass for his buildings. Wright pioneered the Prairie School of Architecture, the Usonian house, and open floor plans. His ideas of Organic Architecture and green buildings resonate today. His genius and creativity was matched only by his ego: "Early in life, I had to choose between honest arrogance and hypocritical humility. I chose honest arrogance and have seen no occasions to change." "Honest" might not be the right term; Wright was often a teller of alternative facts and frequently didn't pay his bills. In this course we will look at both his works and his life, the influences that shaped him and how he influenced other architects. We will view slides and videos of his most interesting buildings, and discuss common themes in his works. Short student reports on different aspects of his work will be strongly encouraged. Classes will be a mixture of lecture and discussion. In addition to the regular class meetings, there will be an optional field trip to Wright's Zimmerman House in New Hampshire.

**Readings** *The Vision of Frank Lloyd Wright*, Thomas A. Heinz, 2016, Chartwell Books.  
Hardcover or paperback.

There will also be links provided to short online materials.

**Preparation Time** We'll cover about 80 pages per week of the book, but a majority of this is pictures, so it will not be a heavy reading load.

**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. He has been a lifelong fan of Frank Lloyd Wright's architecture, visiting numerous Wright buildings around the US and reading avidly about Wright. Carl has led a variety of BOLLI courses starting in 2015, most recently on energy prospects and challenges for alleviating climate change.

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## **ART7-5a-Thur2 The Genesis of Modern American Architecture: 1870s To Early 1900s**

**Leaders – Caroline & Larry Schwirian**

**Thursday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course – September 27 – October 25**

**Description** The architects of our new American nation borrowed from the European styles of classical architecture. In the 1870s to the early 1900s, a number of events, inventions and people led to the creation of our own “American” architectural styles. In New England, H.H. Richardson, inspired by Romanesque architecture, modified and adapted it to become Richardsonian Romanesque. After the Great Chicago Fire of 1871 that consumed 17,500 buildings and left 100,000 homeless, architects flocked to Chicago to help rebuild. Development of inventions such as the passenger elevator, the Bessemer process for making steel and innovations in construction methods allowed these architects the freedom to build higher and more economically. To explore this exciting time in the development of modern architecture we will look at its beginnings inspired by Richardsonian Romanesque, the effect of the Chicago World Exposition of 1893 and First Chicago School, which was not really a school but a modern movement of architecture from which skyscrapers emerged. Primary architects to be discussed are: H. H. Richardson, Fredrick Law Olmsted (landscape architect) and the architects of the First Chicago School: William Le Baron Jenny, Louis Sullivan, Daniel Burnham and his City Beautiful Movement , and John Wellborn Root. We will touch on Frank Lloyd Wright’s very early career and the influence of the Arts and Craft Movement. The course will be a combination of lecture and discussion.

**Readings** Assignments will be a combination of articles and videos.

**Preparation Time** Approximately 1 hour per week.

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

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## **EDU1-10-Thur2 Harrari's *Sapiens* and the Theory and Practice of Adult Learning**

**Leader – Avi Bernstein**

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

**Description** What characterizes a successful BOLLI course? To be sure, there's more than one approach to deep and delightful BOLLI learning. One provides a glimpse of a body of knowledge in an academic field like impressionism or civil war history; another aims to introduce skills worth having, e.g. photography, memoir writing, or storytelling; a third tackles classic narratives like *The Odyssey*, *Hamlet* or *Crime and Punishment*. The purpose of this course is to introduce a fourth alternative that will prove straightforward and fun to implement for the average BOLLI SGL. While there is no requirement that class members go on to teach at BOLLI, this course will assume that students have an interest in pedagogy, syllabus construction, and the theory and practice of adult learning. The central text of this course will be *Sapiens* by Yuval Noah Harrari. Harrari, whose book has been widely reviewed, has given us a sweeping narrative of the human species out of the disciplines of biology, anthropology, and history – what one reviewer called “70,000 years of history in 400 pages.” This course will change your view of what it takes to design and organize a BOLLI course, and will whet your appetite to join BOLLI's faculty. Don't believe it? Take a try!

**Readings** *Sapiens: A Brief History of Humankind* by Yuval Noah Harrari  
Additionally, occasional readings and videos will be distributed electronically. Finally, each student will identify and read a book of their own selection. Criteria for selection will be provided on the first day of class.

**Preparation Time** 60 to 90 pages per week. It would be useful, though not necessary, to read the book prior to the start of class.

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

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## **H&G1-5a-Thur2 American Treasure: Mount Auburn Cemetery - Nature, History, Art, and More**

**Leader – Helen Abrams**

**Thursday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course – September 27 – October 25**

**Description** Founded in 1831 and always non-denominational, Mount Auburn Cemetery began the “rural” cemetery movement out of which grew America's public parks. Its beauty and historic

associations make it an internationally renowned landscape, an arboretum, an important bird-watching site and a National Historic Landmark, as well as a place of comfort and solace to the grieving. The class will explore the Cemetery's history, famous "residents," monuments, artists, Civil War connections, women reformers and Jews whose inspiring stories have been researched by the SGL. As an extra treat, the SGL will offer a walking tour through the Cemetery, organized around the interests of the class, for those who wish to join it.

**Readings** There will be links to articles about Mount Auburn Cemetery and free copies of the monthly magazine, *Sweet Auburn*, with features relevant to the class topics.

**Preparation Time** One hour per week at most.

**Biography** Helen Abrams has been a volunteer docent at Mount Auburn Cemetery for 12 years and has led tours and given talks on many topics including art and artists, symbols of passage, explorers and inventors, Jews buried at Mt. Auburn, the Civil War, women reformers and photography. She has been a BOLLI member for four years; retired for three.

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## **H&G9-5b-Thur2 Democracy in Peril: America At the Crossroads**

**Leaders – Emily Ostrower & Beth Mazer**

**Thursday – Course Period 2 – 11:10 am to 12:35 pm**  
**5 Week Course – November 1 – December 6**  
**(No Class on November 22 for Thanksgiving Break)**

**Description** After the defeat of Nazism, the Allies set out to establish treaties and institutions to protect, preserve and secure democracy throughout the world. With the fall of the Soviet Union 45 years later, it appeared that democracy was indeed victorious. America and our allies were triumphant. In ensuing years, however, economic, social and political upheaval at home and around the world have sewn the seeds of nationalism and populism, threatening the foundations of democracy in many countries, including our own. Using the acclaimed book by Steven Levitsky and Daniel Ziblatt, *How Democracies Die*, as well as supplemental readings and podcasts, we will explore the issues that have created fertile ground for the current rise of authoritarianism at home and abroad. The selected readings will provide a basis for a discussion course, focusing on threats to democratic rule and what it will take to again protect, preserve and secure it especially here in America.

**Readings** The core text will be Levitsky & Ziblatt's book *How Democracies Die*. It can be purchased on Amazon for around \$13.00. To probe specific topics in greater depth, we will supplement with articles from publications such as *The Atlantic*, *The New Yorker*, *The New York Review of Books*, and *Foreign Policy Magazine*. They will all be available through Internet links we will provide.

**Preparation Time** 2 – 3 hours per week

**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 new course has provided an opportunity to explore some of her own questions about America's current challenges.

Beth Mazer has been attending BOLLI for over 10 years and in the past three years has been co-teaching courses with Emily Ostrower. Beth comes from a 30-year background in catering. She has long had a passionate interest in politics, reading avidly and widely on the issues of the day. This course is an outgrowth of that passion.

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## **CE2-10-Thur3 Current Events (Section Two)**

**Leader – Lois Sockol**

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

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

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

**Preparation Time** 1 to 2 hours

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

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## LIT6-10-Thur3 Wild Women Don't Get the Blues: Five Female Playwrights

**Leader – Jyl Lynn Felman**

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

**Description** From Pulitzer Prize to Obie award winners, we'll read six women playwrights who cross literary boundaries and leap off the page in their nonlinear writing. Playwrights include Adrienne Kennedy, Dael Orlandersmith, Paula Vogel, and three others. With brilliant language and cutting-edge scripts on taboo topics, these plays will astound you. We will use the intersecting lenses of race, class, gender, and sexuality to unravel these amazing plays.

**Readings** *How I Learned To Drive* by Paula Vogel  
*The Ohio State Murders* by Adrienne Kennedy  
*Night, Mother* by Marsha Norman  
*Wit* by Margaret Edson  
*Watch On The Rhine* by Lillian Hellman  
*Still* by Jen Silverman.  
*Yellowman* by Dael Orlandersmith

**Note:** 1. The above list is a 'working' selection. The final list may include these or other plays. Information will be sent with the Welcome Letter.

2. Plays are available in libraries as well as through online vendors. Total cost, if purchased, could exceed the maximum \$45 recommended for a BOLLI course.

**Preparation Time** 60 to 100 pages/about 2 hours reading time

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

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## **LIT14-10-Thur3 Rewriting Genesis: Milton's Paradise Lost**

**Leader – Reza Pourmikail**

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

**Description** When John Milton published *Paradise Lost* in 1667, the poem's audacity was shocking to contemporary British readers. Not only had Milton written an un-rhyming poem in the antique form of epic, but he had undertaken to rewrite the biblical story of the creation and the fall of humankind. Despite his devout Christian faith and learning, Milton felt compelled to improve upon the very word of God. Thus, at the heart of *Paradise Lost* lies the question of authorship: claiming one's authority, and what is gained and lost with that claim. A sensual Puritan, a heretical Christian, and a government censor who advocated for free speech, Milton the person embodied the contradictions that we find at every turn in his writing. In this discussion-centered 10-week course, we will carefully read through the most acclaimed poem in the English language, thinking deeply about the role of the artist in social and historical contexts. Considering the important issues of Milton's time, such as freedom and censorship, citizenship and regicide, and gender and proto-feminism, we will stress the relevance of *Paradise Lost* to the political and social debates of our own contemporary world. We will also learn to appreciate the aesthetic power of Milton's verse, paying close attention to poetic form and language.

**Readings** *Paradise Lost* by John Milton

ISBN 978-0393924282; W.W. Norton & Company; Norton Critical Edition (Edited by Gordon Teskey); 2005

**Preparation Time** 2-4 hours of reading per week

**Biography** Reza Pourmikail is a PhD student in the English department at Brandeis University. Reza received his BA in English from the University of California, Davis in 2014. His research at Brandeis is in British literature of the Early Modern period, with a particular interest in the poetry and thought of John Milton. He is excited to be teaching *Paradise Lost*, as he thinks it a rich text that has something to offer to everyone.

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## **MUS1-5a-Thur3 Meeting Music Halfway: What Music Has to Tell Us, and How We Shape the Message**

**Leader – Eric Elder**

**Thursday – Course Period 3 – 2:10 pm to 3:35 pm**  
**5 Week Course – September 27 – October 25**

**Description** Music has something to tell us, but are we ready to listen? We may feel that we don't have the education to understand music fully, or conversely, we may let our musical training get in the way of experiencing music as deeply as possible. In this course, we will work to move beyond these common

barriers, meeting music halfway to better understand its messages and meanings. Each week, we will focus on a small number of pieces from the Western classical music tradition. Participants will be given guided listening activities to complete prior to class meetings, with selections drawn primarily from the works of familiar composers: Vivaldi, Haydn, Mozart, Beethoven, Schubert, and others. Brief readings raising and addressing topical questions will accompany our listening. Questions might include: What is musical form, and what does it tell us? How can a critic shape our understanding of a given piece? Or, what role do our own expectations play in our interpretations? Course meetings will center on group discussion of our individual reactions to, and interactions with, the week's pieces. No prior musical training is necessary or assumed, and our conversations will be carried out in plain, everyday English, free from technical jargon.

**Readings** The SGL will provide readings to accompany each week's guided listening activities. These will be drawn from the writings of Aaron Copland, Leonard Bernstein, Igor Stravinsky, and others. A CD with musical selections will also be provided, and you will need a listening device (a CD player or computer) with a time readout to assist in identifying those specific parts of the music that we want to talk about.

**Preparation Time** Listening is the most important part of weekly preparation for this course, as our discussions will be based on class members' thoughts and opinions about the music. We will consider approximately fifteen minutes-worth of music every week, and you are strongly encouraged to listen to the selections and record your responses to them every day. There will be approximately twenty pages of light reading each week, but the musical works will serve as our primary texts.

**Biography** Eric Elder is a candidate for the PhD in musicology and the recipient of the Bernard and Jennie Shivek Memorial Fellowship at Brandeis University. Eric has broad interests within the fields of music theory and the history of music theory. Most of his work, however, focuses on how we perceive, interact with, and find meaning in music, and Eric's study uncovering Rudolph Reti's application of Alfred North Whitehead's cosmological constructs in the 1951 book, *The Thematic Process in Music*, has won multiple awards. Eric has previously led courses on klezmer and lectured on the music of the Harlem Renaissance at BOLLI.

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## **SOC3-5b-Thur3 Aging with Enthusiasm, Grace and Cheerfulness**

**Leader – Sandy Miller-Jacobs**

**Thursday – Course Period 3 – 2:10 pm to 3:35 pm**  
**5 Week Course – November 1 – December 6**  
**(No Class on November 22 for Thanksgiving Break)**

**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 seniors? 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, Sarah



Lawrence-Lightfoot, Carol Gilligan, William Bridges, Daniel Pink, Cowan & Thal, and 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 readings will be sent as attachments in an email at the beginning of the term.

**Preparation Time** Readings will take about an hour to two hours per week.

**Biography** Sandy Miller-Jacobs joined BOLLI to start the next chapter of her life – finding a variety of new interests, some as a result of writing and photography classes offered right here at BOLLI. Unable to completely disengage from her years as a college professor, this is the third course she has developed at BOLLI. While still invested in creating inclusive programs for those with disabilities, this course takes her in a new direction - juggling her inner and outer age. She looks forward to discussing ways to maintain her inner age (even though that makes her younger than her own children).