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<th>Period 1 9:30 am - 10:55 am</th>
<th>The British are Coming...NOT!!!</th>
<th>Why Sing Plays?--Milestones</th>
<th>The World of Work: A History of US Labor and the Future of Work</th>
<th>Whodunit?: Detectives with Disabilities</th>
<th>Words of Warning from Writers in Post World War II America</th>
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<td>Sandy Bornstein</td>
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<td>The Hackers, Geniuses, and Geeks Who Created the Digital Revolution</td>
<td>Jerry Baum</td>
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<td>The Biology of Cancer and the Quest for the Cure</td>
<td>And All That Jazz: The History of a Great American Art Form</td>
<td>Desire, Deceit, and Dissipation in Proust’s Sodom and Gomorrah</td>
<td>What Caused World War II in Europe? Changing Historical Perspectives</td>
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<td>Folk Art - Exploring Our Treasures</td>
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<td>Period 1 9:30 am - 10:55 am</td>
<td>Music from Another Universe: Beethoven’s Last Years</td>
<td>From Head to Toe: Some Perspectives on Fashion, Clothing, and Why We Dress the Way We Do</td>
<td>Can We Avoid Climate Disaster?</td>
<td>Can Journalism in 2020 be Fair and Truthful? You Decide</td>
<td>Corporate Personhood and American Democracy</td>
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<td><strong>Tuesday</strong></td>
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<td>Period 2 11:10 am - 12:35 pm</td>
<td>The American Political Tradition: From Colonial Conquest to the End of the Civil War (1492 - 1865)</td>
<td>More Luminaries of the Art World</td>
<td>Wonderful Writers Writing Mostly About Baseball</td>
<td>Two Novels of India and the Booker Prize</td>
<td>Writing Toward Home: A Memoir Writing Course</td>
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<td>Jeremy Cynamon</td>
<td>Suzanne Art</td>
<td>David Moskowitz</td>
<td>Diane Proctor</td>
<td>Marjorie Roemer</td>
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<td>Period 3 2:10 pm - 3:35 pm</td>
<td>Four Portraits of Presidential Leadership</td>
<td>Identity and Paradox in Isaac Babel's Stories</td>
<td>Metro Boston: The People, Events and Technologies that Shaped the City in the First-Half of the 19th Century</td>
<td>The Iliad and Related Myth</td>
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<td>Fran Feldman</td>
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| Period 3  
<p>| 2:10 pm - 3:35 pm | Great Rivalries Fueled Modern Art | Nancy Alimansky | ART2-10-Wed2 | Lois Sockol | CE1-10-Wed2 | Musical Avant-Garde | Lindsay King | H&amp;G15-10-Wed2 |
| | | | | | | 5 week course - September 16 - October 14 | | |
| | Why Is The American Health Care System Sick? And How Did It Get There? | Mark Friedman | SOC3-5b-Wed2 | | | 5 week course - October 21 - November 18 | | |
| | Ready to Take the Plunge? It’s Time to Lead Your First Study Group! | Ollie Curme &amp; Quinn Rosefsky | EDU1-10-Wed3 | Dennis McCarthy | H&amp;G8-5a-Wed3 | The Truman Presidency: The Buck Stopped There | George Model | H&amp;G10-10-Wed3 |</p>
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<th>Exploring the Universe: A Look at 20th Century Physics and Cosmology</th>
<th>Gary Feldman</th>
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<td>The Russian Classicist: Tchaikovsky’s Myths and Music</td>
<td>Artificial Intelligence: What Is It and Where Is It Taking Us?</td>
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<td>The Neurobiology of Brain Disorders: Dispatches from the Laboratory</td>
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<td>Period 3</td>
<td>The Enigma That Was James Madison</td>
<td>Steve Messinger</td>
<td>H&amp;G9</td>
<td>2:10 pm - 3:35 pm</td>
<td>Current Events: Session 2</td>
<td>Lois Sockol</td>
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<td>Searching for Shakespeare: Discovering the</td>
<td>Bruce Parks</td>
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H&G1-5a-Mon1  The British are Coming...NOT!!!

Leader – Sandy Bornstein

Monday – Course Period 1 – 9:30 am to 10:55 am
   5 week course - September 14 - October 26
   (No class September 28 or October 12)

Description  Do you know how the American Revolution really started? Everything you learned in high school is either wrong or incomplete. The colonists were not all heroes, and the British were not all bad guys. The truth is both more complex and more interesting. Who were the people who settled in the Massachusetts Bay colony, and why did they come here? What did they find when they arrived? What was daily life like? How did they govern themselves? What roles did women play? How did the church influence their beliefs and practices? And why were the colonists of Massachusetts in particular so very ornery about their rights and liberties? Finally, how did frictions with England build up until misunderstandings, co-incidences and flat out mistakes allowed the war to start, when no one except Sam Adams wanted it? Using David Hackett Fischer’s *Paul Revere’s Ride* plus internet articles, we will discuss all of these questions. With luck we will finish with a ride on Lexington’s Liberty Ride trolley
($25), which will escort us on a narrated tour through Lexington and Concord, to experience the first day of the Revolution right where it took place.

Readings  *Paul Revere’s Ride* by David Hackett Fischer & internet articles.

Preparation Time  Maximum 1 & 1/2 hours for classes when we are reading *Paul Revere’s Ride* by David Hackett Fischer (60 pages.); otherwise, 1 hour per week.

Biography  For 9 years Sandy Bornstein has been a guide on Lexington’s Liberty Ride, the narrated 90-minute trolley tour through the first day of the Revolution. She is particularly interested in the daily life of the colonists, and how their experiences and attitudes contributed to the outbreak of hostilities on April 19th, 1775. Sandy graduated from Brandeis and was Cantor and Music Director at Temple Isaiah in Lexington. She taught Middle School music in Sharon and was a professional soprano in the Boston area for many years. She taught voice at Harvard and still teaches privately.

MUS2-10-Mon1  Why Sing Plays?—Milestones

Leader – Art Finstein

Monday – Course Period 1 – 9:30 am to 10:55 am
10 week course - September 14 - November 16
(No class September 28 or October 12)

Description  In this course we will study 3 “milestone” musicals… works considered to be important landmark steps in the history of the American Musical Theater: *The Fantasticks*, *Company*, and *Les Miserables*. Each piece takes a different approach to musicalizing its subject matter. But all 3 make use of basic compositional principles established long ago in the world of opera and operetta. We'll define the basic traditions of musical storytelling, and then consider each show, focusing on the purposes, placement, structures and styles of songs, in an effort to discover a) how the creators' musical choices sharpen character and plot, and deepen the play's impact; b) in what ways these pieces might be viewed as milestones. The class will consist of presentations by the leader, group listening/viewing and discussion, and reading. No reports will be expected and no specific musical or theatrical skills are required.

Readings  Selected readings will be provided by the SGL electronically. Scripts for *The Fantasticks* and *Company* are available through the Massachusetts Public Library system, and all 3 are available online.

Preparation Time  Reading and listening of 2-3 hours per week.

Biography  Arthur Finstein holds BA and MFA degrees in Music from Brandeis. He’s a retired Massachusetts Music Educator and has been the music director for more than 190 productions in the greater Boston scholastic, community and professional theater circuits over 40+ years. He has presented
at statewide, regional and national conferences on Music and Theater Education, and continues to advocate for increased support for the creative arts, especially for Music and Musical Theater.

H&G2-5a-Mon1   The World of Work: A History of US Labor and the Future of Work

Leader – Mark Erlich

Monday – Course Period 1 – 9:30 am to 10:55 am
  5 week course - September 14 - October 26
  (No class September 28 or October 12)

Description  The story of labor is a rich and complex part of American history. Beginning in the late 19th century, unions fought to establish a presence in our political and economic life, facing violence and opposition. Following the Great Depression, workers organized on an unprecedented scale leading to a long period of prosperity in the post WWII era known as the Social Contract. Unions paved the way for millions of Americans to enter the middle class and established organized labor as the primary vehicle for social mobility. In the 1970s and 1980s union influence diminished as workers in unions declined from 35% to 10% of the workforce. The 21st century economy is defined by precarious conditions and limited job security. Some argue that organized labor is an obsolete institution; others maintain that worker organizations are needed now more than ever due to extreme income inequality and continued global corporate power. This class will follow the history of American labor starting in the late 19th century to the present. Each of the first four sessions will focus on a particular period – the birth of the union movement 1880-1920, the Congress for Industrial Organization (CIO) and the New Deal in the 1930s, the post-WWII social contract from the 1940s to the 1970s, and the decline of union membership from the 1980s to the present. The final session will look at what the future of work holds and possible directions for organized labor. The class will combine some lecture with class discussion.

Readings  Beaten Down, Worked Up by Steven Greenhouse and other material provided by SGL.

Preparation Time  Less than 1 hour.

Biography  Mark Erlich is a Wertheim Fellow at the Harvard Law School’s Labor and Worklife Program after retiring as Executive Secretary-Treasurer (EST) of the New England Regional Council of Carpenters in 2017. In addition to his career in the trades and the labor movement, Erlich has written and lectured extensively on labor issues. He is the author of two books, With Our Hands: The Story of Carpenters in Massachusetts (1986) and Labor at the Ballot Box (1990), both published by Temple University Press. He has also written dozens of essays, articles, and op-eds on labor history and contemporary union issues.

LIT2-10-Mon1   Whodunit?: Detectives with Disabilities
Description  Why do we read murder mysteries? What about them satisfies us? Is it the plot, the characters, the setting? Do we want to be frightened by one that’s hard-boiled, or do we want a cozy that we hope will end well for all concerned (well, except for the victim and the murderer, naturally)? When we think of detectives, we think of strong, tough protagonists—men and women who can use their fists and brains to deal with any problems they face and thus solve the case. But what happens when the detectives are faced with physical/cognitive/psychological issues that have a major impact on their lives and their work? We will discuss these and other related issues when we read about detectives with PTSD, cognitive impairment, autism, and Tourette’s Syndrome, among other conditions. YouTube videos will help give us a sense of the authors whose novels we’ll discuss. We will share our viewpoints and hopefully introduce others to new authors and ideas. We will act, in a way, as sleuths, examining the clues as to what makes a mystery worth reading and, as we all gather together in the “library,” perhaps come to a solution that satisfies us all.

Readings  *The Cuckoo’s Calling* - J. K. Rowling  
*Odds Against* - Dick Francis  
*Motherless Brooklyn* – Jonathan Lethem  
*Love Story, With Murder* - Harry Bingham  
*A Cold Treachery* - Charles Todd  
*The Curious Incident of the Dog in the Night-Time* - Mark Haddon  
*Little Black Lies* - Sandra Block  
*After She’s Gone* – Camilla Grebe

Preparation Time  We will read a book each week, except for the first and last weeks of the course. Nearly all the novels are between 300-400 pages.

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

LIT11-10-Mon1  W.O.W. – Words of Warning from Writers in Post World War II America
Leader – Sue Wurster

Monday – Course Period 1 – 9:30 am to 10:55 am
10 week course - September 14 - November 30
(No class September 28 or October 12)

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

Readings  The Crucible and A View from the Bridge by Arthur Miller, Inherit the Wind by Jerome Lawrence and Robert E. Lee, and Fahrenheit 451 by Ray Bradbury. “History Handouts” provided on course Google Site.

Preparation Time  1-2 hours of reading/viewing per week.

Biography  After earning B.S./M.A. degrees in Theatre & Communications from Ohio University, Sue Wurster taught at St. Cloud State University (MN), Elizabeth Seton College (NY), the Chapin and Calhoun schools (NYC), and Nashoba Brooks School (Concord). She received fellowships from Northwestern, NYC’s New Actors’ Workshop (studying with Paul Sills), Bank Street College (studying with Jack Zipes), and Columbia University (studying with Howard Stein). Sue served: as high school chair on the executive board of the American Alliance for Theatre in Education, as director of the New York State Forensics League, and as co-founding chair of the Massachusetts Middle School Speech League.

SCI1-5b-Mon1  The Hackers, Geniuses, and Geeks Who Created the Digital Revolution

Leader – Jerry Baum
Monday – Course Period 1 – 9:30 am to 10:55 am
5 week course - November 2 - November 30

Description  Computers. Can’t live with 'em, can’t live without 'em. Literally life-saving when predicting the path of a hurricane, frighteningly frustrating when they misbehave, capable of endless entertainment, these digital devices are intimately intertwined in our lives. How did this come to be? Where did these ubiquitous devices come from? How do they do what they do? Who invented them, if indeed we can we point to a single inventor, and what motivated those inventors? The eminent biographer and historian Walter Isaacson will guide us in understanding the birth and evolution of computer hardware, software, and networking. Along the way, we’ll meet some of the people who propelled the digital revolution: men, women, academics, military officers, basement and garage tinkerers, corporate engineers, farmers’ daughters. Isaacson compares and contrasts the contributions of collaborators and of lone wolves, some likely familiar (Jobs and Wozniak, Turing) and some likely not (Mauchly and Eckert, Atanasoff). We’ll learn about the functions of some fundamental computer hardware components, about some basic concepts of computer software, and the interplay between hardware and software; a chicken-and-egg interaction. Isaacson starts the story of the digital revolution in the early 1800s with Ada Lovelace, a British Countess who reveled in the intersection of poetry and science. She laid down the fundamental concepts of today’s modern general-purpose computers and is credited with writing the first computer program. It took nearly 100 years for the technology to catch up with her ideas. This discussion course is intended for a non-technical audience.


Preparation Time  Approximately 100 pages/week, so 90-120 minutes.

Biography   Jerry Baum is a science communicator, who can speak "science" to both technical and non-technical audiences. Those audiences have included high school students, research colleagues at conferences, and museum visitors. Jerry has BS and MS degrees in physics, with an undergraduate minor in education. He taught high school for ten years, where he emphasized lecture-demonstrations and hands-on laboratory experiences. Jerry spent twenty-seven years on the research staff at MIT Lincoln Laboratory. While there, he volunteered on two collaborations with the Museum of Science. For both, he played a key role ‘translating’ between the Lincoln engineers and the Museum staff members.
We all find ourselves in situations where we wonder “What is the right thing to do?” Whether this is in our personal lives, in a general social situation, or in a broader political capacity, our beliefs about what the ‘right’ ‘just’ or ‘fair’ course of action consists of informs our behavior. In this course, we will examine our ethical intuitions alongside the prevailing theories of justice including: utilitarianism, liberal egalitarianism, libertarianism, and communitarianism. Each week, students are asked to watch one of Harvard professor and Brandeis alumnus Michael Sandel’s online lectures from his renowned Justice course, and read a short excerpt from his book. We will use Sandel’s lectures and writing as a jumping off point for our discussions. In our classroom discussions, we will cover topics such as: wealth and income inequality, access to education and healthcare, human rights, property rights, reproductive rights, and affirmative action. At the end of the course students will have developed a conceptual vocabulary with which to more clearly and precisely engage in debates about justice and the right thing to do. The goal is not to teach students what to believe, but to help them clarify and refine their own views by introducing them to canonical thinkers and ideas.

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

Preparation Time  1-3 hours should be sufficient.

Biography  William Grogan holds a M.A. in Philosophy from Brandeis University and a B.S. in Theological Studies from Southeastern University. Previously at BOLLI, he taught the popular Summer Lecture Series, Existentialism at the Café in 2019 and An Introduction to Religious Existentialism in 2020. He is currently pursuing graduate work in the philosophy of religion at Harvard Divinity School and is a visiting instructor in philosophy and biomedical ethics at MCPHS University.

H&G6-10-Mon2  Manifest Destiny: America’s Long War of Conquest of the West

Leader – Fred Kobrick

Monday – Course Period 2 – 11:10 am to 12:35 pm
  10 week course - September 14 - November 30
  (No class September 28 or October 12)

Description  Americans have often defined themselves through the wars they have fought: the reasons they fought the wars, the principles fought for, and their consequences. In the Southwest of the early 1800’s, they clashed with Native Americans for decades, and with Mexicans as well, to win the Southwest and California. War and conquest dominated foreign and domestic policy, involved several US Presidents, and major figures such as Kit Carson. Casualties were high and endurance was tested. What really drove these wars, how were they won, and what did victory mean for the American character and way of life---both then, and now? It started with critical economic needs, and suddenly the term Manifest Destiny was born, and embraced by the masses, meaning, for those who believed it, that Americans were
destined by God to spread democracy and capitalism across the entire North American continent. If the American Carson embodied the spirit of heroic conquest, the Navajo leader Narbona personified the dignity of resistance. This incredible story of struggle between Americans descending from Europe and Native Americans indigenous to this place is central to American history. Was one side right, and the other wrong, or is it far more subtle and complex? In a fabulous history of it all, the great Hampton Sides both depicts and explains the great American struggle to fulfill Manifest Destiny. We will explore and discuss the events and the meaning of this sweeping American saga.


Preparation Time  50 pages/week, 2 hours.

Biography  Fred Kobrick managed one of the top 5 mutual funds in the country for 15 years. He has a BA in economics from Boston University and an MBA in finance from Harvard. Fred has led a number of BOLLI classes, including “Great Companies, Great Stocks”, “Cotton, Capitalism, and Globalization”, and courses 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.

SOC8-10-Mon2  TED Talks: Ideas You Can’t Ignore

Leaders – Quinn and Susan Rosefsky

Monday – Course Period 2 – 11:10 am to 12:35 pm
  10 week course - September 14 - November 30
  (No class September 28 or October 12)

Description  “TED Talks” are short talks presented on video by a wide variety of people who have done interesting research or who have compelling stories to tell. TED, a nonprofit organization devoted to spreading ideas, began as a conference featuring talks on technology, entertainment, and design. For this course, the SGLs have selected some of the best TED Talk videos and have organized these selections into five categories: cognitive issues; race & prejudice; how to function at our optimum level; social justice; and how to live with science & technology. The videos are fascinating, provocative, informative and sometimes entertaining. In this discussion-driven course, the goal is to provide fresh insights and knowledge as well as to inspire. Examples of what the class will explore include the following: Do schools kill creativity? If you had to choose between a roof over your head or your right to vote, which would you choose? Would you have coffee with someone who sent you hate mail? What happens to your immune system when you get too little sleep? What moral decisions should driverless car owners make? Is Facebook a threat to democracy? Videos and targeted readings will be the springboard for class discussions. This is not a lecture course and will depend on participants’ familiarization with homework.
Readings  Each week, there will be three short videos to watch and two articles to read in preparation for class. Questions relative to each video will be posted in advance.

Preparation Time  1.5-2 hours per week.

Biography  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.

Quinn Rosefsky is a retired psychiatrist. He spent the final years of his career working with Native Americans. In retirement, he enjoys creativity (writing and watercolor) and the process of putting together and leading and co-leading BOLLI courses.

SOC9-10-Mon2  Major Topics in Crime and Punishment

Leader – Sandy Sherizen

Monday – Course Period 2 – 11:10 am to 12:35 pm
10 week course - September 14 - November 30
(No class September 28 or October 12)

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

Readings  The SGL will provide readings.

Preparation Time  3-4 hours per week.

Biography  Sanford (Sandy) Sherizen was trained as a sociologist, went bad and became a criminologist, and then went really bad by becoming a computer security and privacy professional. He has taught at various universities, has had various media engagements, has led seminars, and has given speeches in many domestic and international settings. As ex-president, he is active at Congregation Beth El in Sudbury. Having flunked retirement, he taught ESL to adult immigrants and now serves on a patient research ethics and safety board at Brigham and Women’s Hospital. At BOLLI, he has taught a variety of courses on crime and social deviance.
SOC1-5b-Mon2  Crossing the Line: American Comedy, Censorship, and Free Speech

Leader – Sascha Cohen

Monday – Course Period 2 – 11:10 am to 12:35 pm
   5 week course - November 2 - November 30

Description  “It’s the duty of the comedian to find out where the line is drawn and cross it deliberately,” argued George Carlin, one of American comedy’s most iconic performers, who was arrested for public indecency in 1972. Carlin was not the only humorist whose language landed him in legal trouble during the 20th century. Counter-cultural legend Lenny Bruce also made headlines for his extended obscenity trials. Writers of boundary-pushing satire such as Hustler and MAD magazines found themselves in frequent conflict with censors. This was also true of TV shows including the Smothers Brothers and All in the Family. This class explores the intersection of American comedy and censorship to open a dialogue over broader questions about contested speech, power, political dissent, and public opinion that resonate in the present day. It will include a combination of lecture, presentation, and discussion of primary sources.

Readings  Ronald K. L. Collins and David M. Skover, The Trials of Lenny Bruce: The Rise and Fall of an American Icon. Additional readings will be provided by the SGL via email or link.

Preparation Time  Class members will read 2-3 articles or book chapters (about 45 pages total) per week.

Biography  Sascha Cohen is a long-time fan of stand-up comedy, and is currently completing her doctoral dissertation, “The Comedy of the Culture Wars: American Humor, Feminism, and Gay Liberation, 1969-1989” in the History department at Brandeis. She has taught classes on comedy in the American Studies department, written satire for McSweeney’s and Reductress, and published articles about humor for outlets like Playboy, Smithsonian, The Forward, and TIME. She grew up in Los Angeles.

SCI2-10-Mon3  The Biology of Cancer and the Quest for the Cure

Leader – Ollie Curme

Monday – Course Period 3 – 2:10 pm to 3:35 pm
   10 week course - September 14 - November 30
   (No class September 28 or October 12)

Description  Cancer is the second leading cause of death in the United States; approximately 40% of us will get cancer and 22% will die of it. Since Nixon established the National Cancer Institute in 1972, over $100 billion has been spent on cancer research. Today our knowledge of the genetic, molecular and
cellular mechanisms of cancer is exquisite, yet improvements in cancer mortality have been modest, mostly due to smoking cessation and early detection. Why is cancer such a difficult disease to treat and when can we expect to see more significant progress? That’s what we’ll discover in this course. We’ll start with a historical framework, understanding the major clinical approaches to treatment. We’ll then delve into the biology and genetics of cancer, learning what causes the normal cellular machinery to go awry. We’ll link that to the epidemiology of cancer, looking at which environmental factors play a role in cancer development. With an understanding of molecular mechanisms of cancer, we’ll look at the variety of new, targeted therapies that have been introduced recently as well as the new immunotherapies that attempt to harness the body’s immune system to fight cancer. Be assured there is great hope for the future; we’ll learn of new therapies that should have a major impact over the next decade. This course is inherently technical, but does not presume any prior knowledge; people comfortable with New York Times science articles should be comfortable with the readings.

Readings  All readings will be provided on a course web site. Approximately 20 pages of readings per week with links to supplementary materials.

Preparation Time  Preparation will consist of about 20 pages of scientific readings taking approximately two hours per week.

Biography  Ollie Curme has an undergraduate degree in biochemistry and an MBA. He has been retired since 2005 and has led numerous study groups in adult learning programs; this will be his fourth at BOLLI. He has made a hobby of researching cancer treatments for about twenty years.

MUS3-10-Mon3  And All That Jazz: The History of a Great American Art Form

Leader – James Heazlewood-Dale

Monday – Course Period 3 – 2:10 pm to 3:35 pm
              10 week course - September 14 - November 30
              (No class September 28 or October 12)

Description  This course explores the timeline of jazz, one of America’s greatest art forms. This is a listening focused class, so there is no requirement to have a background in music theory, only your ears and your ideas to discuss what you hear. The aim is to have a better understanding of where jazz came from, and learn about what the great jazz musicians did to explore and develop this medium. We will be listening to important recordings from throughout the different eras in jazz, and you will gain a better understanding of how jazz was born and developed throughout the 20th century. It will focus on the musicians who innovated the art form by focusing on selected recordings that encapsulate the exciting dimensions of this era. Each class will begin with a presentation on jazz’s evolving social context followed by lecture and discussion of the music itself. Topics will include early jazz, swing, bebop, cool jazz, hard bop, modal jazz, jazz fusion and the great jazz vocalists. By listening to the recordings of some
of the ‘greats’ like Louis Armstrong, Duke Ellington, Benny Goodman, Ella Fitzgerald, Miles Davis, Frank Sinatra and many more, we will be able to hear how each achieved their own unique approach to this important and influential art form.

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

Preparation Time  Roughly 30-45 minutes per week.

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

LIT4-10-Mon3  Desire, Deceit, and Dissipation in Proust's *Sodom and Gomorrah*

Leader – Hollie Harder

Monday – Course Period 3 – 2:10 pm to 3:35 pm
10 week course - September 14 - November 30
(No class September 28 or October 12)

Description  Why is Proust often called the greatest French novelist, comparable to England's Shakespeare or Spain's Cervantes or Argentina's Borges? How can Proust's seven-tome novel, which explores the seamy undersides of human existence, have the reputation of being a witty, enchanting, and philosophical book that lends readers a distinctive lens (a "Proustian lens") through which to see life in fundamentally new and innovative ways?"  In *Sodom and Gomorrah*, volume four of Proust's masterpiece, the kaleidoscopes of society, sexuality, and politics continue to turn and change shape, bringing titled aristocrats and ambitious members of the bourgeoisie into contact in previously unimaginable ways. Desire, regardless of its orientation, proves to be blinding; it instills fears and insecurities, and it pushes characters to commit acts of deep cruelty. Suffering lies at the heart of this volume, inflicted not only by jealousy and suspicion, but also by the seemingly irretrievable loss of time due to death, and by the dissipation and apparent silence of artistic creation. Tensions that grow from love and longing underscore the power of passion and highlight how, despite their differences, humans caught in the web of overwhelming emotion have much in common. The course is designed to accommodate first-time and experienced readers of Proust, and familiarity with the first three volumes is not assumed or required. The SGL will provide an overview of the preceding volumes (*Swann's Way*, *In the Shadow of Young Girls in Flower*, and *The Guermantes Way*) before the first class.
Readings  *Sodom and Gomorrah* by Marcel Proust (volume 4 of *In Search of Lost Time*). Previous Proust classes have used the Carter edition (from Yale University Press), but the fourth volume has not yet been published. If it is not out by the fall, we will read the Modern Library edition.

Preparation Time  We will read and discuss 70-75 pages per week.

Biography  Hollie Harder is Professor of French and Francophone Studies (outside the tenure structure) at Brandeis University in Waltham, Massachusetts. She teaches all levels of French language, literature, and culture, and she is the Director of Language Programs in French and Italian in the Department of Romance Studies at Brandeis. Her most recent work on Marcel Proust is “On the Beach and in the Boudoir: Albertine as an Amazon Figure in Marcel Proust’s *In Search of Lost Time,*” published in *French Forum,* Fall 2019.

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**H&G12-5a-Mon3  What Caused World War II in Europe? Changing Historical Perspectives**

Leader – Mark Seliber

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

5 week course - September 14 - October 26

(No class September 28 or October 12)

**Description**  What were the main factors that caused the most widespread and destructive war in the history of the world to break out in Europe in 1939? Immediately after war’s end, this question was generally answered with two words: “Adolf Hitler.” But in the seven decades that have followed, much historical research and thought have led to a much more extensive and nuanced approach to this subject. Before the first class, we will each submit a short list of causes, based on our own knowledge and beliefs. We will discuss the compiled list and then be guided over the first four classes by British historian P.M.H. Bell’s book *The Origins of the Second World War in Europe,* which provides a comprehensive and balanced look at the roles of ideology, economic issues and foreign policy/military strategy. Each class will focus on a few of the possible causes, and the SGL will strongly encourage active participation and short reports by students. Then we will have a formal ranked vote of causes after the fourth class and summarize the results and form our conclusions during the last class.


**Preparation Time**  70 pages per week.

**Biography**  Mark Seliber received a Bachelor of Arts in Mathematics at Harvard College and a Master of Public Administration from Northeastern University. He worked for 35 years as an actuary, the last half of that time at MetLife. Although math was his best subject in school, his favorite subject was always...
ART6-5b-Mon3  Folk Art - Exploring Our Treasures

Leader – Margaret Mukherjee

Monday – Course Period 3 – 2:10 pm to 3:35 pm
5 week course - November 2 - November 30

Description  What is folk art? What gives folk art its charm and us so much pleasure? How does folk art differ from fine arts? During our five week course we will endeavor to answer these questions by studying examples of tangible folk art as contrasted with intangible folk art forms such as music, dance and narratives. Through studying the design of individual pieces, we aim to learn more about their history and the cultural values they represent. We will look at some traditional pieces and consider how these forms may have changed over time; we will also examine emerging forms. The objects of our study will be American folk art as well as examples from parts of Europe and the Near East. These objects often represented cultural values and were passed lovingly within families and communities from generation to generation. The course will be organized according to the different media or material used to create a folk art object such as paper, yarn and fabric, wood and clay. Participants will be encouraged to share the history of their family treasures. It is anticipated that this course will increase our understanding of folk art as a reflection of its time, that is, its history and its values.

Readings  Readings and video materials will be available on a “Folk Art” Google site. These will consist of excerpts from both articles and books, including publications from several folk art museums in the US. Photographs of folk art objects will be included.

Preparation Time  Approximately 30-45 minutes of reading/viewing per week.

Biography  Margaret Mukherjee has a BS degree in Human Ecology from Cornell, an MA in Textiles, Clothing and Related Arts from Michigan State and a PhD in Urban Planning and Policy Development from Rutgers University. She has had a long academic career in teaching here in the US and abroad in countries in Europe and Asia. On these visits and also on visits to family in India, she has had numerous opportunities to shop the local markets!

MUS7-5b-Tue1  Fin de Siècle Vienna: Music, Art, and Cultural Ferment, 1900-1918

Leader – Jared Redmond
Tuesday – Course Period 1 – 9:30 am to 10:55 am

5 week course - October 20 - November 17

Description  Eighteenth and nineteenth century Vienna is well known as an artistic center of monumental importance, with countless musicians, artists, and cultural icons in its orbit. We think of Mozart, Beethoven, Schubert and Liszt, and a little later, Anton Bruckner and Johannes Brahms. But how many of us have taken the time to appreciate the city’s seminal role in the arts in the years leading up to and encompassing World War I? Against the backdrop of political radicalism, and uninhibited cultural experimentation, including Marxist revolution in politics, psychoanalysis in medicine, and expressionism in painting, Gustav Mahler and Richard Strauss established themselves as rising stars of the Viennese musical world. Furthermore, on the heels of Mahler and Strauss’ brilliant innovations, along came Arnold Schoenberg and his students, and a new musical modernism was born. Using Vienna as a case study for understanding the broader Germanophone world – and with short wanderings in the direction of Berlin and Munich – we will explore the phenomenal music of this period, as well as developments in literature and visual art (including Gustav Klimt, Stefan George, and Bertolt Brecht). Join Jared Redmond, composer, performer, scholar, and former beloved BOLLI SGL, on this journey into Vienna as it once was and discover one of the outstanding sources of the modern world.

Readings  Readings will be drawn from digital music, YouTube videos and historical recordings. Supplemental reading materials will also be made available by the SGL.

Preparation Time  One or two hours per week, consisting of listening to assigned recordings, as well as readings that will enliven class discussion of the music in its rich social, historical and literary context.

Biography  Jared Redmond is a pianist-composer and music theorist. He studied at U.C. Berkeley and Brandeis, where he obtained his Ph.D., and currently devotes himself to teaching and research, while maintaining activities worldwide as a composer and pianist. His interests include late Romantic music, musical Symbolism and Expressionism, music of the late 20th century avant-garde, trends in contemporary music, and Russian music of the turn of the century. Jared currently teaches in the composition department of the Seoul National University School of Music.

MUS5-10-Tue1  Music from Another Universe: Beethoven’s Last Years

Leader – Stephen Middlebrook

Tuesday – Course Period 1 – 9:30 am to 10:55 am
10 week course - September 15 - November 17
Description  In December, the world will celebrate the 250th anniversary of Ludwig van Beethoven’s birth. Beethoven’s last years were full of personal difficulty, chronic sickness, the complete loss of his hearing, and the composition of some of the most beautiful music ever written. We will experience all of Beethoven’s final compositions and learn what was going on in Beethoven’s life as he wrote them. Much of the music is complex and dramatically different from the works he had written in his Early and Middle periods. We will study the forms and structures of his creations to understand how different and complex these works were to the Vienna of the 1820’s. We will also listen to some lesser known works that led up to such masterworks as the Missa Solemnis and the Choral Symphony. The course will be in three sections: piano music, choral music, and the last string quartets. Some of these works are difficult even for accomplished musicians to understand. The goal of the course is to help class members understand and enjoy Beethoven’s last, most profound creations, music that seems to have come from another universe.

Readings  There will be short readings required during the week, as well as occasional assignments of YouTube videos.

Preparation Time  Most of our work will be done in class. Preparation will be at most 1 hour per week.

Biography  Stephen Middlebrook is a retired teacher and school head. He taught music in overseas and US schools, visited the homes and graves of great composers, and sang in choruses around the world. Stephen visited most of the homes near Vienna where Beethoven lived and worked. He lived for two years in Bonn, Beethoven’s birthplace. On Beethoven’s 200th birthday in December of 1970, he attended a special performance of Beethoven’s only opera Fidelio at the Metropolitan in New York. Stephen is a graduate of the University of Virginia and has an MS in Special Education from the University of Western Michigan.

ART5-5b-Tue  Fall Splendor and Your Smartphone: Rise to New Levels of Artistry and Technical Expertise

Leader – Nancy Katz

Tuesday – Course Period 1 – 9:30 am to 10:55 am
5 week course - October 20 - November 17

Description  This will be a class where you learn to see like a photographer in mid to late fall with its beautiful and varying colors and light. You will apply editing tools from your phone and app that will enhance your images, in an artistic manner. 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: focal point, rule of thirds, diagonal lines, filling the frame and more. We will spend one session and follow-up shoot on each of the following topics: (if you took the class before, there are new topics). Fall Foliage and You (self-portrait); Small Group Fall Portraits; Fall Landscape Field Trip; Fall Close
Ups and A Day in My Fall Life Project Review. We will emphasize image titles and short accompanying text, museum style, always returning to the basics of composition. There will be homework assignments that we will discuss in every class. We will master editing on our phones and artistic editing with the Snapseed app (free download). You should be very familiar with using your phone and its features. You need to know how to save images in albums on your phone, rename image files and email multiple jpeg images. A tripod will be helpful but not required. We will post and share images through a Google Site, my email, my website and Google folders, which requires a Gmail address.

**Readings**  Required Readings (depending on your phone):
*iPhone the Missing Manual* by David Pogue (13th Edition for iPhone SE or later w IOS 13.2 or later)
*Android Phones for Dummies* by Dan Gookin (4th Edition)

**Preparation Time**  1-2 hours shooting and editing; required reading 1 hour.

**Biography**  Nancy Katz, graduated Girls' Latin School and Hebrew College, holds a BA in Sociology from UMass, Amherst and MEd from Western Maryland College. She studied Landscape Design at the NY Botanical Garden and taught darkroom photography and Adult Education digital photography in NJ and Boston. She has photographed for newspapers and magazines, had exhibitions, including one on the Jewish community of Cuba and was a guest artist at the Apple Store, Boston. She is a docent at The Vilna Shul, and taught smartphone photography at The Arnold Arboretum, Brookline Adult Education, and The Weissman Preservation Center at Harvard.

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SC15-10-Tue1  Can We Avoid Climate Disaster?

**Leader – Carl Lazarus**

**Tuesday – Course Period 1 – 9:30 am to 10:55 am**
10 week course - September 15 - November 17

**Description**  Despite many decades of warnings, the world has been hurtling toward the climate precipice. Is this because of human nature, entrenched interests, feeble leaders, or lack of technology that could solve the problem? We will see that all of these are factors. Fossil fuels and modern agricultural practices have created unprecedented, though uneven, world-wide prosperity that no nation is willing to give up. We’ve been told that greenhouse gas emissions need to end by 2050 and even start to go negative by then. Is this possible? There is no one magic solution, so this course will examine a variety of possibilities. Many well-meaning people focus on partial or local solutions that won’t get us nearly where we need to be. Because it is a world-wide problem, we must consider the possibilities from a global viewpoint, not a narrow US viewpoint. The youth movement symbolized by Greta Thunberg is admirable
in its demand that leaders take action, but what should those actions be? Through a mixture of lecture and discussion, we will look at the history and dimensions of the problem, examine many possible solutions, and consider which could make a significant difference and what incentives – carrot or stick – can lead to their widespread adoption. Our reading will include an audacious book by Solomon Goldstein-Rose, a young man who tries to do a very hard-nosed analysis.

**Readings**  *The 100% Solution: A Plan For Solving Climate Change*, by Solomon Goldstein-Rose. Additional materials will be provided online through a class website.

**Preparation Time**  2 hours per week.

**Biography**  Carl Lazarus studied chemistry at Yale and biochemistry at Brandeis, but subsequently studied computer science at MIT and made his career in information technology. He wrote software and managed software development for the health care industry, and later managed various online services. He has read extensively on climate and energy, and has attended the MIT Climate Symposium and MIT Energy Initiative talks. Carl has been a BOLLI member since 2013 and has led a variety of BOLLI courses since 2015.

**SOC4-10-Tue1  Can Journalism in 2020 be Fair and Truthful? You Decide**

**Leader – Terry Lee**

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

10 week course - September 15 - November 17

**Description**  What does it mean to say that news reporting is "fair," "balanced," or "even-handed"? How can one know when a news story is slanted—biased? Is it possible to report news from an objective standpoint? U.S. journalists in 2020 are under scrutiny perhaps as in no previous period of history, a time when their work is critically essential to sustaining our democracy. Journalists make complex decisions when reporting and editing stories, including when to—and whether to—publish stories that harm. In fact, journalists have a duty to harm, given their constitutionally protected role as watchdogs. But where do they draw the line? In their work to inform and empower citizens, journalists live in a world of facts. Some scholars suggest, however, that facts are not enough, that we need a "pragmatic objectivity" in which contextual and interpretive news reporting is essential to get at the truth. But how does a reporter or editor interpret without "slanting" a story? What obligations should citizens fulfill as "consumers" of news? This 10-week class will use brief essays by scholars and former journalists, as well as stories that we read in real time in the print and online news media. There will be some online reading of brief Op-Ed columns. This is largely a discussion class in which we will analyze U.S. news media from many perspectives. Members of the class also will select and analyze current news stories to share and discuss with the class.
Readings  Readings will be posted as pdfs on the SGL's website and/or as web links.

Preparation Time  2-3 hours.

Biography  Terry Lee’s first career was as a journalist for Syracuse Post-Standard, Syracuse, N.Y. He later earned a PhD in British literature and had a thirty-year career teaching journalism and literature. He retired from Christopher Newport University, a public college in Virginia, in 2017, where he spent the last fifteen years also producing short films on aging, caregiving, and hospice. His work is available on his professional website, www.risingpress.org. He has taught adult learners in Virginia, at the Washington Heights Hebrew Y in Manhattan, as well as Auburn Correctional Facility in Auburn, N.Y.

SOC6-5a-Tue1  From Head to Toe: Some Perspectives on Fashion, Clothing, and Why We Dress the Way We Do

Leaders – Margaret Mukherjee and Sue Wurster

Tuesday – Course Period 1 – 9:30 am to 10:55 am
5 week course - September 15 - October 13

Description  Why do we dress in the ways that we do? What is the difference between clothing, costume, and fashion? What is the role of each in society? What is behind (and underneath) the options we have and the everyday decisions we make when it comes to choosing what to wear? In this course, we will consider these questions and more as we look at several aspects of clothing, costume, and fashion over the ages. Over the course of five weeks, we will focus on how a variety of historical, technological, social, economic, and even psychological factors have contributed to current fashion. And with so many changes taking place in our culture, how might these current times affect what we wear in the next fashion phase? Just as there may be a new normal, will there be a new us? As we explore these questions, we’ll also do some archeological digging into our own closets to help us to figure out why we dress the way we do… “from head to toe.”

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

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

Biography  Margaret Mukherjee has a BS degree in human ecology from Cornell; an MA in textiles, clothing and related arts from Michigan State; and a PhD in urban planning and policy development from Rutgers University. She has had a long academic career here in the US and internationally, having conducted faculty workshops in Ukraine, South Korea, and China. She has also been the recipient of Fulbright grants to study in Romania, Vietnam, and Azerbaijan.
With B.S./M.A. degrees in Theatre & Communications from Ohio University, Sue Wurster taught communication at St. Cloud State University (MN), writing at Elizabeth Seton College (NY), drama at the Chapin and Calhoun schools (NYC), and English/Humanities at Nashoba Brooks School (Concord). When it comes to theatre, costumes and props are favorite ventures. “You never know when my Rosie the Riveter lunchbox or antique crank wall telephone will come in handy.”

H&G13-10-Tue1  Corporate Personhood and American Democracy

Leader – Jared Berkowitz

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

10 week course - September 15 - November 17

Description  Are corporations people, and if so, are they entitled to the same constitutional rights as “natural” citizens? The Supreme Court seems to think so. In cases like Citizens United v. FEC (2010) and Burwell v. Hobby Lobby (2014), the court has protected speech as well as religious exercise for private corporations. These declarations shocked the conscience of politicians, citizens, and scholars across party lines—revealing both a major problem in American constitutional history and a challenge for American democratic politics. This course will get at the roots of this problem by examining what legal historian Adam Winkler calls the “corporate civil rights movement.” Using Winkler’s book, We the Corporations, this class will look at the long history of how corporations gained economic, social, and political freedom in the twentieth century. The goal is not to “solve” the problem but unpack it. At the end of the course students will have an understanding of the complex history of corporate “civil” rights in American legal thought and how corporate personhood transformed, during the 20th century, into one of the most reviled and infamous legal doctrines in American politics today. Although the question itself—whether corporations are people—may seem absurd, the seriousness of the inquiry is demonstrated by the consequences of the answer.

Readings  Adam Winkler, We the Corporation: How American Businesses Won Their Civil Rights (W.W. Norton & Co., 2018). Additional readings and course materials will be made available online as needed.

Preparation Time  1-3 hours.

Biography  Jared Berkowitz is a PhD candidate in history specializing in American legal history and the history of capitalism at Brandeis University. In his research, he examines how law both shaped and was shaped by the economy, society, and politics. His dissertation explores how the American legal doctrine of corporate personhood developed over the course of the 19th century. During his time at Brandeis, Jared has served as a teaching fellow in the history department for a variety of courses including modern and early American legal history. He has also served as an instructor with the University Writing Program.
Jared holds a JD/MA in history from Rutgers School of Law and a BA in history and political science from Rutgers University.

H&G14-10-TuTh2  The American Political Tradition: From Colonial Conquest to the End of the Civil War (1492 - 1865)

Leader – Jeremy Cynamon

Tuesday & Thursday – Course Period  2 – 11:10 am to 12:35 pm
Equivalent of two 10-week courses.
   Tuesdays September 15 - November 17
   Thursdays September 17 - November 19

Note: This course will meet twice a week -- one session devoted to the historical context for the week, one session devoted to discussing the primary sources referred to in Lepore’s narrative. This course is considered a full BOLLI course load. If you get this course in the lottery, you will not get any other course. You may be able to get a “third course” if there is space after the lottery.

Description  The U.S. presidential election of 2016 exposed a long-simmering public divide over who should lead our country and what values we stand for as a nation. This course will try to understand our current political moment through a lens provided by historian Jill Lepore and her book, These Truths: A History of the United States. Lepore, echoing political scientists like Francis Fukuyama and Mark Lilla, laments the absence of an American civic identity, especially across boundaries of race, religion, geography, sexual orientation, and party affiliation. Among the most fateful questions of our moment, Lepore suggests, is whether we can respond to the crisis of our union by reviving our civic past, a collective inheritance she earnestly regards as a gift from our political forebears and a precious legacy to future generations. Does Lepore, the judicious historian, offer a story equal to our crisis and faithful to both progressive and conservative American themes? Are we as citizens willing to put in the time to uncover this legacy in its specificity and debate its meaning with each other? And can the American past -- the one with all the warts and blemishes -- deliver the story that Lepore takes to be lodged there? Every generation must discover its political story, but not every generation is called upon to retrieve it under dire circumstances. Lepore’s lens is an invitation to renew our commitment to study and to discourse: turn your gaze toward the American past, she seems to say, and there you will find a conversation partner. This course will combine periodic lecture and moderated class discussion.

Readings  These Truths: A History of the United States by Jill Lepore (Norton, 2018). Primary sources will be made available by the SGL.

Preparation Time  4 to 5 hours per week. This course is the equivalent of two 10-week classes, the full BOLLI load.
Biography  Jeremy Kingston Cynamon is a PhD candidate in politics specializing in political theory at Brandeis University. He is also the inaugural BOLLI Graduate Fellow in American Political Tradition. His research interests include normative political theory, social theory, institutional design and public policy. During his time at Brandeis, Jeremy has served as a teaching fellow for various courses in political theory and public policy. He holds a BA (honors) in political science from U.C. Berkeley where he studied political and social theory.

ART1-10-Tue2  More Luminaries of the Art World

Leaders – Suzanne Art

Tuesday – Course Period 2 – 11:10 am to 12:35 pm
10 week course - September 15 - November 17

Description  We will study the lives and works of John Singer Sargent, Georgia O’Keeffe, Edward Hopper, Andrew Wyeth, and David Hockney. Each of these artists is recognized as an undisputed master in the art of his or her times. Sargent was a virtuoso of the traditional approach to art in the Gilded Age in the United States (contemporaneous with the Belle Epoque in France and the Edwardian period in England). Georgia O’Keeffe followed her own star and dabbled in abstract art way ahead of her time, benefitted from her contact with the “moderns” of Europe via the famous gallery of Alfred Stieglitz, and then forged a unique style combining realism with a touch of fantasy. Edward Hopper studied art with members of the Ashcan School in New York before moving on to depict his personal, rather introverted view of American life. Andrew Wyeth, son of acclaimed illustrator N.C. Wyeth, shunned what he considered the modern fads of the art world and focused on portraying the real world in almost minute detail. David Hockney participated in the Pop Movement of the 1960’s, then moved off in a multitude of new directions. Now 83, he continues to explore new vistas. In this course, we will analyze the major works of these artists and discover how they reflected and/or responded to the major art movements of their times. There will be a combination of presentation and class discussion. This course continues the approach of the “Luminaries” course of Spring 2020, and is appropriate for new and returning students.

Readings  All assignments will be online. These will include short biographies and articles about particular movements as well as videos focusing upon specific works of art.

Preparation Time  Weekly class preparation will be about 1.5 hours.

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 the art of a given culture. She has taught eight art history courses at BOLLI.
LIT7-10-Tue2  Wonderful Writers Writing Mostly About Baseball

Leader – David Moskowitz

Tuesday – Course Period 2 – 11:10 am to 12:35 pm
10 week course - September 15 - November 17

Description  Do you like to read a wide variety of writing styles, but don’t want a course that overburdens you reading-wise? Do you like to sample the wares of a large group of famous authors writing on a topic other than what they are best known for? Do you either like sports, especially baseball, or wish you were more conversant with the subject matter? If so, then you have found your ideal course. Four to six stories/articles are read each week (averaging about 51 pages) and thoroughly discussed. Members all pick their top and bottom rated pieces from that week’s readings, then briefly describe in class the reasons for their decisions, including their favorite line. The SGL provides numerous details to supplement the readings, including author profiles, and asks probing questions. Here is your chance to read works of fiction by luminaries such as Rod Serling, John O’Hara, Ray Bradbury, PG Wodehouse, John MacDonald and Paul Gallico (fiction occupies three course weeks) plus non-fiction by authors including William Faulkner, John Steinbeck, Gay Talese, George Plimpton, Budd Schulberg, Jimmy Breslin, Roger Angell and Frank Deford, the SGL’s particular favorite, who wrote about sports with panache; his works constitute one entire session. Literary merit and subject matter form the basis for the selections, which range from humorous pieces to character studies to personal remembrances to baseball-related fiction. Class discussions are paramount. The course is intended to be a fun-filled, engaging, and perhaps somewhat irreverent learning experience.

Readings  Sports Illustrated: Fifty Years of Great Writing [We will be reading approximately 50%].
On the Diamond: A Treasury of Baseball Stories, Martin H. Greenberg [We will be reading approximately 25%].
For the Love of Baseball: A Celebration of the Game That Connects Us All, edited by Lee Gutkind and Andrew Blauner [We will be reading just under 50%].
All three works are readily available including many used copies, all for rather inexpensive prices.

Preparation Time  About two hours a week of reading from the texts as well as supplementary biographical material about the authors that will be disseminated by the SGL.

Biography  David Moskowitz holds a B.S. degree from the Wharton School of the University of Pennsylvania 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 11th BOLLI-led course (22nd time leading), and 8th literature course. David is a passionate and knowledgeable sports fan. He encourages dynamic, vibrant class discussions into which he injects humor.
LIT9-10-Tue2  Two Novels of India and the Booker Prize

Leader – Diane Proctor

Tuesday – Course Period 2 – 11:10 am to 12:35 pm
10 week course - September 15 - November 17

Description  Since 1969, the United Kingdom’s Booker Prize Committees have chosen a novel each year as “the best original novel written in the English language and published in the United Kingdom.” During that period, authors from myriad countries have won the award, including: Canada, New Zealand, Ireland, Australia, South Africa, United States (eligible beginning in 2014) and, of course, the UK. But perhaps most notable has been the inclusion of five Indian novelists and their works. V.S. Naipaul was the first to receive this award for his novel *In A Free State* (1971); the most recent recipient is Aravind Adiga for his work, *White Tiger* (2008); Salman Rushdie, Ruth Prawer Jhabvala, and Kiran Desai round out the distinguished list. This course will study two of those novels—*Heat and Dust* (by Jhabvala) and *White Tiger*—both works of historical fiction but with distinctly contrasting tones—while considering how they meet the criteria of both the “best original novel” and the demanding other standards of the Booker Prize Committees. Interviews with the authors, film adaptations (both have been made into movies), reviews of the works, and close textual reading will be central to our inquiry. The essential themes that haunt these works are colonization, imperialism, and class, considerations that can be viewed objectively and, perhaps more importantly, internally by characters whose lives suffer from each.

Readings  *Heat and Dust* by Ruth Prawer Jhabvala and *White Tiger* by Aravind Adiga. SGL will send some short articles about the Booker Prize.

Preparation Time  Class members should expect to spend around 90 minutes each week to consider questions posed and do the reading. (40-50 pages each week).

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

WRI1-10-Tue2  Writing Toward Home: A Memoir Writing Course

Leader – Marjorie Roemer

Tuesday – Course Period 2 – 11:10 am to 12:35 pm
10 week course - September 15 - November 17
**Description**  
*It has taken me a while to believe that the way I feel each day, and the way that I and others speak when we’re least self-conscious, is where writing comes from.* - Georgia Heard

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

**Readings**  

**Preparation Time**  
We write 500 words. Time can vary.

**Biography**  
Marjorie Roemer holds a BA from Bennington College, an MA from New York University, and a PhD from Brandeis, all in English and American literature. Her teaching career began in New York City in a public junior high school. It has since taken her to Brookline 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.

**H&G3-10-Tue3  Four Portraits of Presidential Leadership**

**Leader – Fran Feldman**

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

10 week course - September 15 - November 17

**Description**  
Doris Kearns Goodwin’s latest book, *Leadership in Turbulent Times*, sounds as if it were written for today’s confusing and deeply unsettled world. It’s obvious to all of us that leadership has proven to be critical in every state and nation’s attempt to handle the current pandemic crisis and emerge safely and successfully on the other side. Indeed, there are lessons for today that we can glean from the pages, even though the book focuses on four transformative past presidents—Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Lyndon Johnson. Using the book as our text, we will first study each man’s early formative years and the adverse situations that each faced—and dealt with—as he ascended the ladder to the presidency. Then we will examine how, using skills developed over the years, each man overcame the difficult challenges and crises of his presidency. Some of the questions we will try to answer include the following: What were the leadership traits all four men shared? What personal
characteristics were essential to each man’s success? How can we as ordinary citizens take advantage of similar traits in our own lives? Are leaders born or made? Please note that all classes will be discussion; there will be no lectures. The SGL strongly encourages active participation in class discussions and in the form of reports delivered to the class.

**Readings**  *Leadership in Turbulent Times* by Doris Kearns Goodwin.

**Preparation Time**  About 2 hours.

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

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**LIT3-10-Tue3  Identity and Paradox in Isaac Babel's Stories**

**Leader – Marina Cunningham**

**Tuesday – Course Period 3 – 2:10 pm to 3:35 pm**  
10 week course - September 15 - November 17

**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 a single 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. Five meetings of this course will be devoted to the Red Cavalry series, three to the Odessa Tales and two 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.

Preparation Time  Class members will read 3-4 stories (approximately 20 pages total) for each class. The stories are short but require careful reading. Including supplemental materials, preparation time is estimated at 3 hours for each class.

Biography  Marina Cunningham was born in Shanghai. She holds a B.A. 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, 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 a Fulbright, Woodrow Wilson and numerous international awards and grants and frequently presented at conferences on international education, and led faculty study groups to Russia, Ecuador, and China.

H&G11-5a-Tue3  Metro Boston: The People, Events and Technologies that Shaped the City in the First-Half of the 19th Century

Leader – Lawrence Schwirian

Tuesday – Course Period 3 – 2:10 pm to 3:35 pm
5 week course - September 15 - October 13

Description  Cities, like people, have personalities and also, like people, their personalities are to a considerable extent a consequence of their histories. We will in this course examine some of the people, events and technologies that brought tremendous growth and change to the City of Boston in the first half of the 19th Century. We will learn how a few wealthy Boston investors brought the Industrial Revolution to the New World, how the steam engine and the coming of railroads transformed commerce and led to the growth of suburbs. In so doing we will try to begin to understand how a relatively small enclave, isolated on the Shawmut Peninsula, grew to become a thriving metropolis and did so in a manner in keeping with the dreams of its founding fathers i.e. the biblical image of a city on a hill. Classes will consist of short lectures with questions followed by class discussion. Class participants will have the opportunity to do research and present short papers on topics relevant to class content.

We will read only parts of these books, but they are inexpensive.

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

**Biography**  Larry Schwirian is a retired architect who has lived and worked in Metro Boston for the past 50 years and has an avid interest in the history of places and how they developed. A former SGL who taught with his architect wife courses on the nature and history of architecture, Larry has been a BOLLI member since the Fall 2015; he is active in the Writer’s Guild, BOLLI Journal, Current Events, Book Group, Poetry Group and New Yorker Fiction Salon.

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

**Leader** – Len Aberbach

**Tuesday – Course Period 3 – 2:10 pm to 3:35 pm**  
10 week course - September 15 - November 17

**Description**  The magnificent epic poems of ancient Greece and Rome- the *Iliad*, the *Odyssey* and the *Aeneid* - although perceived by some as challenging and demanding, are remarkably readable, accessible, and relevant to modern readers. The exceptional characters and mythic stories have had a profound impact on readers and have inspired authors, poets, composers and artists throughout the centuries. They form the backbone of Western literature and culture. This course will focus on the first of these epics chronologically, the *Iliad* of Homer, along with other pertinent readings in Greek mythology. Whether you are completely new to the *Iliad* or have read it in high school or college, your understanding and appreciation of the poem will undoubtedly be greater as a mature reader with the benefit of accrued life experience. Through our study of the poem we will explore the values and morals of the society, the complex relationships between men and their gods, and the nature of interpersonal relationships in a world frequently dominated by war. This course is the first of a series, which will be given over three semesters, with the second covering the *Odyssey* and the third, the *Aeneid*. These epics are best studied in this order, since they clearly and purposefully build on one another. I hope you will join me on this journey that begins with the *Iliad*, taking us back in time to discover characters whose passions, flaws, nobility and frailties exemplify a humanity that we can readily relate to today.

*The Iliad*, Homer, Translated by Robert Fitzgerald, Anchor paperback, ISBN 0385059418, approx. $11 at Amazon or Dover thrift edition paperback should be identical.

**Preparation Time**  2-3 hours/week for reading and preparing thoughts for discussion based on the study questions for that session. 60-70 pages/week in the required text.
Biography  Leonard Aberbach has been a member of BOLLI almost since it began and has led a number of study groups on the great epics of western civilization. His interest in this area began after joining BOLLI and has little connection to his education and work experience, which includes a PhD in Chemical Engineering and technology-based business general management. The classical epics satisfy his desire to lead courses in an area of interest that requires new focus, study and effort.

SOC10-5b-Tue3  Climate Justice Activism: The Fight for Our Lives

Leader – Sabine von Mering

Tuesday – Course Period 3 – 2:10 pm to 3:35 pm
5 week course - October 20 - November 17

Description  “I want you to act as if your house is on fire – because it is!” Greta Thunberg challenged leaders in Davos, but she meant all of us. How do we respond? Climate scientists have been ringing the alarm bells for decades – why are greenhouse gas emissions still rising? The international climate justice movement has been around for over two decades, but the founding of 350.org by Bill McKibben and students at Middlebury College in 2007 marked the beginning of the mainstream climate activist movement in the United States. Since then, numerous organizations have sprung up in support of climate action, including Climate Action Now, Citizens Climate Lobby, and Elders for Climate Justice. In This Changes Everything: Capitalism vs the Climate, Naomi Klein describes the connection between the advent of the climate movement and the resurgence of right-wing extremism. In What We’re Fighting For Now is Each Other Wen Stephenson explores how the climate movement connects people to a long and proud history of social justice activism dating back to Henry David Thoreau’s Civil Disobedience (1849). With the help of Klein and Stephenson we will ask, what can each of us do to help our societies move in the right direction and end our addiction to fossil fuels? This course may just inspire you to join the movement! This course will be discussion based - with short introductory lectures each week.


Wen Stephenson: What We’re Fighting For Now is Each Other: Dispatches from the Frontlines of Climate Justice. (2016).

Preparation Time  2-5 hours per week.

Biography  Sabine von Mering, PhD, grew up on the (car-free!) North Sea island of Langeoog, Germany. She is Professor of German and Women’s, Gender, and Sexuality Studies, affiliated faculty with the Environmental Studies Program, and Director of the Center for German and European Studies (CGES) at Brandeis University. She co-edited International Green Politics (2002) and Right-Wing Radicalism Today: Perspectives from Europe and the US (Routledge, 2013) and is currently working on a
project about Germany’s fight against climate change. She is also the volunteer co-coordinator of the statewide steering team of the Massachusetts climate movement 350Massachusetts for a Better Future.

H&G15-10-Wed2  History of American Judaism

Leader – Lindsay King

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

10 week course - September 16 - November 18

Description This course traces the history of the American Jewish community from the colonial period to the present, paying special attention to religious, social, and political trends. By reading Jonathan Sarna’s magisterial history of American Judaism, as well as engaging with primary sources of various genres, we will uncover the diverse ways in which American Jews have created a “hyphenated identity.” Topics to be covered include Jewish migration, religious innovation, cultural adaptation, political engagement, collective responses to major historical events, and the image of Jews in the eyes of non-Jewish Americans. Some of the questions this course will touch on are: What have been the critical turning points in American Jewish life? In what ways is American Judaism continuous with past patterns and in what ways has it emerged as a distinctive culture and civilization? The class will combine lecture and discussion of primary sources in light of our readings from Sarna’s book.

Readings Jonathan D. Sarna, American Judaism: A History, 2nd ed. (New Haven: Yale University Press, 2019). Handouts of primary sources sheets will be available online.

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

Biography Lindsay is a PhD recipient from the University of California, Los Angeles Department of History. She specializes in modern Jewish history, with a focus on gender and masculinity and the history of Jewish journalism.

ART2-10-Wed2  Friendship and Betrayal: How Four Great Rivalries Fueled Modern Art

Leader – Nancy Alimansky

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

10 week course - September 16 - November 18
Description  This course will explore four different artistic friendships/rivalries from the 19th and 20th centuries. The artists we will study are Freud and Bacon, Manet and Degas, Picasso and Matisse, Pollock and de Kooning. Although each of the relationships is different, there are some interesting similarities. Their personal histories and relationships will provide a basis for the study and analysis of the artists’ work. In this course, the reading and supplementary materials will be used as background to analyzing the art. This background information is particularly relevant because of the close relationship of the “rivals.” The class time will be divided between discussion and lecture. The SGL will show images, some of which have been referenced in the text, and together the class will analyze the content, composition, color, value and other design principles of the art. By the end of the course, study group members will gain insight into the lives of the various artists and an increased appreciation of their work.

Readings  *The Art of Rivalry: Four Friendships, Betrayals, and Breakthroughs in Modern Art*, Sebastian Smee.

Preparation Time  3-4 hours a week including readings, questions, videos.

Biography  This will be Nancy Alimansky’s 18th teaching experience at BOLLI. Nancy has spent most of her professional life in the classroom. For 26 years she was an Associate Professor at Lesley University and taught courses in management and technology as well as studio art. For three years she was a docent at the Davis Museum at Wellesley College where she conducted tours for various exhibits. Nancy has a B.A from Wellesley College, an MAT from Harvard Graduate School of Education and an MBA from Boston College. She has been a professional artist for more than 30 years.

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CE1-10-Wed2  Current Events: Session 1

Leader – Lois Sockol

Wednesday – Course Period 2 – 11:10 am to 12:35 pm
10 week course - September 16 - November 18

Description  We live in a complex time when what happens in one part of our world affects us all. This dynamism 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  1-2 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. Retirement allows Lois to feed her current events habit. BOLLI affords the opportunity to share with others who habitually follow the news.

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**MUS1-5a-Wed2  Paris in the 1920s: The Birth of the Musical Avant-Garde**

**Leader – Cecilia Dunoyer**

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

5 week course - September 16 - October 14

**Description**  For struggling artists, writers and poets, wealthy Americans, exiled Russian aristocrats, and fashion designers, Paris was the place to be in the 1920s. An international cast of characters turned Paris into a place of celebration after the Great War: Collaborations flourished, notably those sparked by Serge Diaghilev, the genius impresario and founder of the Ballets Russes, who brought together composers, poets, artists and choreographers. In this course, we will follow the emergence of the musical avant-garde in Paris, where composers fleeing the excesses of German Romanticism and Symbolist sensuality found inspiration in Parisian cabarets, cafés, and music halls and in American popular entertainment — jazz, ragtime, Charlie Chaplin’s films, and performers such as Isadora Duncan and Josephine Baker. We will focus on two of the most charismatic musical figures: Erik Satie, the musical “godfather” to a younger generation of composers who would come of age in the 1920’s, and Francis Poulenc, one of the great melodists of the twentieth century, who crafted an unmistakably personal style from piecing together wide-ranging influences. Both sought to fuse art with everyday life, and disregard the traditional separation between classical and popular music. Weekly readings and listening assignments drawn from online articles and videos will fuel discussions and enhance our appreciation of music from “les années folles.” Optional short presentations by participants will be welcomed but not required. Join us on this journey through Paris in the 1920’s.

**Readings**  Readings will be drawn from online articles, poetry and the SGL hand-outs. YouTube videos and historical recordings will be posted on a Google site for easy access, along with supplemental reading materials.

**Preparation Time**  One or two hours per week, consisting of listening to assigned recordings, as well readings that will enliven class discussion of the music in its rich social, cultural and historical context.
Biography  Cecilia Dunoyer, French pianist and teacher, has concertized in Europe and the Americas. Her expertise in French music has led to regular appearances at the Smithsonian Institution in Washington DC presenting lecture-recitals and teaching courses. She also authored *Marguerite Long, A Life in French Music* (Indiana Univ Press), simultaneously translated in French, *Debussy in Performance* (Yale Univ Press), and received BM, MM and DMA degrees. A dedicated piano teacher, she has shared her love of music, beauty, and a joyful pursuit of excellence with young and older adults for over 30 years. Cecilia moved to Boston very recently.

SOC3-5b-Wed2  Why Is The American Health Care System Sick? And How Did It Get There?

Leader – Mark Friedman

Wednesday – Course Period 2 – 11:10 am to 12:35 pm
5 week course - October 21 - November 18

Description  How is it possible that a country as wealthy as ours has a health care system regarded by many as overpriced, inaccessible to many Americans and dominated by greedy institutions? This course will take a historical look at how it became that way by exploring the major components of the U.S. health care system and their evolution, including hospitals, physicians, and insurers - both public and private. We will examine the health care landscape starting in the early 1800s with a focus primarily on the U.S. except where comparisons are relevant with European developments. Selected readings each week will be provided from core texts as well as news articles, policy journals and YouTube videos provided by the SGL. Together these will provide a common framework to enhance our understanding of these issues and offer the basis for rigorous class discussion.

Readings  The *Social Transformation of American Medicine* by Paul Starr will be the core text, and chapters from other selected books, news articles, policy journals, and possibly YouTube videos.

Preparation Time  About 2 hours.

Biography  Mark Friedman is a semi-retired internist/primary care doctor, who has worked in various capacities in pharma-related consulting, including health economics, pertaining to measuring outcomes, costs, and the value of pharmaceutical agents. He looks forward to engaging with participants in thoughtful, animated discussion to understand the historical evolution of America’s health care system and to help understand our current system’s structure and challenges for reform.

EDU1-10-Wed3  Ready to Take the Plunge? It’s Time to Lead Your First Study Group!
Leaders – Ollie Curme & Quinn Rosefsky

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm
10 week course - September 16 - November 18

Note: Registration for "Ready to Take the Plunge? It's Time to Lead Your First Study Group!" runs from June 22 through July 10. Registration for this course will not impact your study group assignments -- you continue to be eligible for the equivalent of two 10-week BOLLI courses in addition to this selection. If demand for "Ready to Take the Plunge" exceeds available spots, seats will be assigned by lottery.

Description  Some have said that leading a study group at BOLLI is one of the most satisfying things that they have done. The experience is exhilarating, the sense of shared accomplishment and camaraderie is extremely rewarding. So why don’t more people lead study groups? We all have doubts: What if the topic isn’t interesting? How can I organize the course? How can I manage the class? Well, put those doubts to rest. This study group will walk you through all the steps required to prepare and lead a terrific course, and we’ll do it together, in a collaborative, supportive group with two experienced study group leaders and SGL guest speakers. We’ll look at what makes a great course, help you focus on a great topic, find sources, plan a syllabus, practice class leadership, build a website and even master Zoom. Taking advantage of web sites and handouts, you will not need to purchase any books. Plan for two hours of preparation per week. By the end of the semester your course proposal will be polished and you will be ready for an exciting new experience at BOLLI.

Readings  All readings will be sourced from the internet and Study Group Support Committee website.

Preparation Time  2+ hours per week.

Biography  Quinn Rosefsky is a retired psychiatrist who spent the final years of his career working with Native Americans. In retirement, he enjoys archaeology, creative writing and watercolor. The nine BOLLI courses Quinn has led or co-led over the past eight years have taught him that course development is both satisfying and fun.

Ollie Curme has an undergraduate degree in biochemistry and an MBA. He has been retired since 2005 and has led numerous study groups in adult learning programs; this will be his fifth at BOLLI. Ollie is a member of BOLLI’s Study Group Support Committee.

H&G8-5a-Wed3  History of Waltham

Leader – Dennis McCarthy

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm
Description  In the 1600s Waltham and its neighboring towns were all Puritan farming communities. Today no one would mistake Waltham for Newton, Lexington or Weston. This class will examine how Waltham distinguished itself by becoming more urban, commercial and diverse than its neighbors. All through its history, Waltham has embraced change and diversity. The city was at the forefront of the Industrial Revolution and continued to lead for over a century. Not only did the first modern factory open in Waltham in 1815, but more than a century later the first suburban office park opened in the city in 1954. Industrial workers along the Charles have given way to “knowledge” workers along the Route 128 Technical Corridor. Daily, thousands of people commute to work in Waltham from other towns. The availability of jobs and inexpensive housing have attracted successive groups of immigrants to the city, starting with the Irish in the 1840s and continuing through today with 24% of Waltham residents having been born outside the United States. Immigrants continue to contribute their distinctive religions, music and cuisine to Waltham’s rich cultural mix. We will examine how Waltham’s historical development fits into the context of the history of the metropolitan Boston area. The course will include substantial lecture with opportunities for questions and discussions.

Readings  The Hub’s Metropolis by James O’Connell. You can buy the book from Amazon, borrow it from the Minuteman Library Network (if open), or read it on-line for free through the Brandeis library. Additional readings will be posted on the class website.

Preparation Time  2 hours of reading per week.

Biography  Dennis McCarthy is in his fourth year at BOLLI. He has lived in Waltham since 1982. Long ago he was a Teaching Fellow in the Mathematics Department at Boston College. During his career as a software engineer, he led study groups on emerging technologies. Dennis leads walking tours for Boston By Foot and leads art and architecture tours at the Boston Public Library. He also conducts a “Boston By Map” workshop for the Leventhal Map and Education Center. This will be his second time as SGL for the History of Waltham class.

H&G10-10-Wed3  The Truman Presidency: The Buck Stopped There

Leader – George Model

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

10 week course - September 16 - November 18

Description  Harry Truman rose from a modest background to be elected to the Senate in 1934 and served there with distinction until he was elected Vice President in 1944. Everything changed on 4/12/45 when he was suddenly thrust into the presidency. Despite generally low expectations, HST rose to the occasion as he presided over the end of the war. Lurking beneath the euphoria at the war’s end, there was
a pent-up demand for easier and more lucrative times from the general public, organized labor and business. This public unrest and a desire for change resulted in a smashing defeat for the Democrats in the 1946 midterm elections. But HST soldiered on and laid our national security foundation through the Truman Doctrine, Marshall Plan and National Security Act. He went into the 1948 campaign as an overwhelming underdog, but achieved an inspiring victory thanks to his indefatigable whistle-stop tour and demonstration of character. His second term posed intractable challenges, most notably anti-communist hysteria amidst the Cold War and the outbreak of the Korean War. In this context, HST decided not to run in 1952. Over the years, his popularity soared and HST is now regarded as one of our best presidents. This course will comprise class reports, video clips and, most important, extensive classroom discussions.

**Readings**  *Truman* by David McCullough.

**Preparation Time**  About 65 pages per week.

**Biography**  George Model is a retired consulting actuary who spent 40 years in the health benefits field. In this capacity, he conducted several training classes, made frequent presentations and often led discussion groups. He holds a BA and MA in Mathematics from Queens College and the University of Maryland respectively and was a Fellow of the Society of Actuaries. This is George’s eighth year at BOLLI where he enjoys taking history and literature courses. George has led several prior courses on Harry Truman.

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**SCI3-10-Wed3  Exploring the Universe: A Look at 20th Century Physics and Cosmology**

**Leader – Gary Feldman**

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

**10 week course - September 16 - November 18**

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

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

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

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

LIT5-10-Thu1  Literature and Place in Poetry and Prose

Leader – Ryan Hitchcock

Thursday – Course Period 1 – 9:30 am to 10:55 am
10 week course - September 17 - November 19

Description  We often think of culture as opposed to nature, but in fact culture originally described “the practice of cultivating the soil.” Culture, then, is the story of how humans interact with the particular patches of earth that they live upon. This course will focus on works of literature that are defined by a special sense of place, whether Sandpoint, Idaho, a rock beach in Scotland, a flower garden in New England, the English countryside, or a parish in Wales. We will read two short novels, Housekeeping by Marilynne Robinson and Shadows on the Rock by Willa Cather, as well as poetry by Hugh MacDiarmid, Louise Glück, Ted Hughes, R. S. Thomas and Wallace Stevens. We will ask: how does place function as a necessary and meaningful element of these poems and novels? How do these writers respond to the demands of a specific locality? How can the literature of place reinvigorate our own sense of our surroundings? How do humans create meaning within the landscapes that contain and shape them? While we may make some philosophical claims along the way, influenced by scholars such as Robert Pogue Harrison and David Abram, our primary focus will be to enter into the worlds presented to us in poetry and prose, closely reading and discussing together some truly great novels and poems. Our focus will be on shared inquiry and collaborative discussion, accompanied by occasional, brief lectures.
Readings  The majority of our readings will be poems, many of which will be made available as pdfs. Additionally, please acquire the following books:

*The Wild Iris* by Louis Glück

*Housekeeping* by Marilyne Robinson

*Shadows on the Rock* by Willa Cather, Vintage Classic PenguinRandom House version. Due to a quirk in Amazon you need to put this URL into your browser to find the right version: [https://www.amazon.com/gp/product/0679764046?tag=randohouseinc7986-20](https://www.amazon.com/gp/product/0679764046?tag=randohouseinc7986-20)

Preparation Time  Our weekly page counts will vary. Some weeks we will focus on a few poems, others we will be reading over a hundred pages of prose.

Biography  Ryan Hitchcock is a PhD student in English at Brandeis University, where he focuses on literary modernism with an emphasis on poetry. He has previously taught two different courses at BOLLI, one on modern poetry, the other on the novels of Vladimir Nabokov, and has greatly enjoyed participating in the intellectual life at BOLLI.

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SOC7-10-Thu1  Jump Start – The Neuroscience of Creativity

Leader – Victor Rosansky

Thursday – Course Period 1 – 9:30 am to 10:55 am
10 week course - September 17 - November 19

Description  This course is based on eye-opening discoveries from neuroscience that show how people think, assess information, and behave. You will learn the science behind how historically famous iconoclasts could see things differently: glass sculptor Dale Chihuly, Walt Disney, Florence Nightingale, and Branch Rickey, who hired Jackie Robinson. We will review the research investigating how they overcame their innate fear of failure, fear of being ostracized, and successfully dealt with ambiguity. The scientific method has uncovered certain impediments to being creative and how “mindfulness” can overcome “mindlessness” in fostering a creative mindset. We will explore cutting-edge research on the difference between a growth versus fixed mindset and the implications for increasing creativity as well as enabling more effective parenting (and grandparenting). And finally, we will review the neuroscience of productive conversations and research-based methods for better communication. We will strive to create an engaging learning experience drawing upon your personal life stories. TED talk videos will introduce key concepts, the SGL will provide cases and readings from his work experiences, and where feasible, we will use breakout groups within the zoom technology to explore group ideas. Homework questions will be provided each week to structure and guide participant preparation. To get a feel for how we are thinking, questionnaires will also be provided for certain topics and used as mirrors to reflect our thinking.
**Readings**  *On Becoming an Artist: Reinventing Yourself through Mindful Creativity* by Ellen J. Langer.  
*Iconoclast: A Neuroscientist Reveals How to Think Differently* by Gregory Berns.
In addition, the SGL will provide articles and links to online Ted talks.

**Preparation Time**  2.5 hours

**Biography**  This course capitalizes on Victor’s unique skills developed over 30 years in his international leadership and coaching practice. He found that applying the principles of neuroscience accounted for much of his success. He co-authored three books; the most recent is *Rapid Realignment: How to Quickly Integrate People, Processes, and Strategy for Unbeatable Performance*. As an academic educator he was a visiting Professor at Hult International Business School, lecturer at the International University of Japan, and taught economics at Boston University. Victor has an MA in psychology from Brandeis, an MA in Economics from BU and an MBA from Boston University.

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**SOC11-5b-Thu1  The Historic and Societal Impact of Advice Columns**

**Leader – Georgia Weinstein**

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

5 week course - October 22 - November 19

**Description**  Millions read and are influenced by advice columns, such as “Ask Amy” in the *Globe* or “The Ethicist” in the *NY Times*. This course will undertake an historic review of the advice column. We will study the biographies of some of the most successful columnists, such as Ann Landers, and consider the factors which made them successful. Themes will include love, marriage and divorce, parent/child conflicts, and financial challenges such as loans, prenuptial agreements, and wills. Going back in history, we will also look at Ben Franklin and Eleanor Roosevelt as advice columnists by reading samples of their respective columns: “Poor Richard” and “If you ask Me.” The role of the writer in establishing a sense of community and in acting as an activist will be considered. What role did the establishment of newspaper syndicates have in making the columnists national figures in the twentieth century? An emphasis will be placed on the nature of the advice, a comparison of the advice from different generations, how it is a reflection of the times in which it was written, and the ways we personally react to the recommended guidance. Each class will begin with historical background and the columnist’s biography and end with a discussion of several representative columns and a comparison to current day advice.

include the *Columbia Journalism Review*, the *Atlantic* magazine, and *A Bintel Brief*. Historical information, critical analysis, biographies and advice columns will be sent as pdfs or as links to a website.

**Preparation Time**  About 1.5 - 2 hours per week.

**Biography**  Georgia Weinstein is a graduate of Cornell University in chemistry and has a doctorate from MIT in bioinorganic chemistry. She taught organic chemistry, biochemistry and environmental chemistry at Boston University from 1972-2011. Georgia has led many book group discussions and enjoys both the preparation and sharing. In addition, she estimates that she has read over 30,000 advice columns.

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**WR12-5b-Thu1  “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 - October 22 - November 19

**Description**  Nonfiction writing has, all too often, been considered dry and even dull, but this seems to be changing. In fact, Lee Gutkind of *Creative Nonfiction* magazine says that the genre, “true stories told well,” has become the most popular way to write. The goal of this kind of writing is to make our biographical or historic sketches, opinion or op-ed pieces, travel writing, reviews, “how to” items and more just as captivating and enthralling as fiction. In this course, we will zero in on what it is that readers seem to find compelling about the pieces they read and try to infuse our own writing with the dynamic elements that characterize “true stories told well.” After all, we know that “you just can’t make this stuff up!”

**Readings**  *On Writing Well* by William Zinsser as well as other reading/viewing items are available on the course website.  [https://sites.google.com/view/creative-nonfiction-writing/home](https://sites.google.com/view/creative-nonfiction-writing/home)

**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 or rework (however long that takes to create).

**Biography**  Earning B.S./M.A. degrees in Theatre & Communications from Ohio University, Sue Wurster taught at St. Cloud State University (MN), Elizabeth Seton College (NY), the Chapin and Calhoun schools (NYC), and Nashoba Brooks School (Concord). She received fellowships from Northwestern, NYC’s New Actors’ Workshop (studying with Paul Sills), Bank Street College (studying with Jack Zipes), and Columbia University (studying with Howard Stein). Sue served: as high school chair on the executive board of the American Alliance for Theatre in Education, as director of the New York State Forensics League, and as co-founding chair of the Massachusetts Middle School Speech League.
LIT6-5a-Thu1  Jorge Luis Borges: The Writer and His Influence

Leader – Gene Kupferschmid

Thursday – Course Period 1 – 9:30 am to 10:55 am
5 week course - September 17 - October 15

Description  Jorge Luis Borges, an Argentine short-story writer, essayist, and poet is often considered one of the major writers of the 20th century. His stories broke new ground and greatly influenced contemporary literature. Because of that influence, scholars and critics often refer to other writers’ works as “Borgesian.” In this course, we will develop an understanding of that term by reading and discussing short stories by Borges and by two other writers whose work reflects that influence: Roberto Bolaño and Julio Cortázar.

Readings  A Personal Anthology by Jorge Luis Borges, available in paperback and used. Additional stories by Borges, Bolaño, and Cortázar will be available online.

Preparation Time  These are rather short stories. One hour for reading, endless hours for pondering.

Biography  Gene taught for nearly 30 years at Boston College, has published 14 Spanish textbooks, and was awarded two National Endowment for the Humanities fellowships. She has lived in Argentina and Mexico and has traveled widely in the other Latin American countries.

H&G5-5b-Thu1  Pox and Progressivism: Individual Rights and their Limits in Progressive Era America

Leader – Ali Kardatzke

Thursday – Course Period 1 – 9:30 am to 10:55 am
5 week course - October 22 - November 19

Description  Nothing inspires fear quite like an epidemic, but do civil liberties exist in times of crisis? Beginning with the earliest European settlements in America, smallpox was one of the most deadly and consistent foes that swept across the continent, decimating the population. America’s last major smallpox outbreak struck at the turn of the twentieth century, a time of rapid transformation, increasing state power, and reform in America. Using Michael Willrich’s highly acclaimed study of this last smallpox epidemic, Pox: An American History, this course will examine the shifting and often contentious relationship between modern medicine, the state, and individual rights in Progressive Era America. As the expanding nation reckoned with the consequences of industrialization and an increasingly diverse population,
medicine also dramatically transformed with the development of germ theory and a new emphasis on disease prevention. Health officials utilized new methods like compulsory vaccination to protect the public health during the smallpox epidemic. The state’s enforcement of these methods sometimes became violent, relying on armed police forces when locals resisted vaccination. These tactics inspired the early anti-vaccination movement and an ongoing debate about the limits of personal freedom during a public health crisis, topics that remain important today. Rarely do scientific understandings of disease alone dictate how we respond to an epidemic. This course will illuminate the myriad ways that our culture and values shaped the response to this Progressive Era health crisis as we grapple with our own ongoing health crisis today.


Preparation Time  Class members will be expected to read about 65 pages for each class.

Biography  Ali Kardatzke is a doctoral candidate in the Brandeis history department. Born and raised in Wichita, Kansas, she is a true Midwesterner. She received her BA in history and psychology from Anderson University in Anderson, Indiana and pursued her MA in history at the University of Nebraska. Since coming to Brandeis, Ali has taught a University Writing Seminar on epidemics in America and served as a teaching fellow for numerous history courses. Her dissertation examines the development of a veteran healthcare system in the wake of the Civil War.

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**ART3-5a-Thu1  Fashion and Film in Early 20th-Century America**

**Leader – Lisa DeBenedictis**

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

5 week course - September 17 - October 15

**Description**  This course will explore the American fashion and film industries in the broader context of early 20th-century history and examine how the relationship between these industries evolved during this time period. Drawing on historical examples, we will explore artistic and economic perspectives on the role and function of costume in film; the relationship between couture and costume; “Americanness” through fashion and film; and the expansion of the culture of consumption. How did costume, designer, actor, and consumer interrelate in the history of American fashion and film? How did this relationship progress as the fashion and film industries evolved in the United States? What impact did historical events such as World War I and the Great Depression have on these industries, their connections with each other, and with viewers and consumers? We will focus primarily on the early 20th century; however, we will draw examples, comparisons, and common threads from Hollywood’s Golden Age through today. This course will be discussion-based, with readings and question prompts to help guide the conversation.

**Readings**  The SGL will provide readings and resources.
Preparation Time  Roughly 1 hour per week.

Biography  Lisa DeBenedictis is Program Director in the Office of Precollege Programs at the Rabb School at Brandeis University. She has a Bachelor’s degree in History and a Master’s degree in Education, both from Harvard University, and a Certificate in Fashion Design from the Massachusetts College of Art and Design.

ART7-5b-Thu1  Seeing Photographs: Critiquing the Art of the Camera

Leader – Michael Sandman

Thursday – Course Period 1 – 9:30 am to 10:55 am
  5 week course - October 22 - November 19

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

Readings  *Photography: The Definitive Visual History* – by Tom Ang; available new and used on Amazon and Abebooks.com. Additional online reading will be assigned.

Preparation Time  1.5-2 hours per week.

Biography  Mike Sandman is an amateur photographer who has won numerous Boston Camera Club awards. His photographs have been featured on the cover of Eastman Magazine, at the North Carolina Museum of Natural Sciences, and on the Brookline Community Foundation, Brookline Parks Department, and Eastman Community Association websites, and most recently in an exhibit at the New England School of Photography. This course is a repeat of a well-received course offered at BOLLI in the fall of 2019.

H&G4-10-Thu2  A History of the Factory and the Making of the Modern World
Leader – Rick Gander

Thursday – Course Period 2 – 11:10 am to 12:35 pm
10 week course - September 17 - November 19

Description  We live in a factory-made world: modern life is built on three centuries of advances in factory production, efficiency, and technology. But giant factories have also fueled our fears about the future since their beginnings, when William Blake called them "dark Satanic mills." Many factories that operated over the last two centuries—such as Homestead, River Rouge, and Foxconn—were known for the labor exploitation and class warfare they engendered, not to mention the environmental devastation caused by factory production from the beginning of the Industrial Revolution up to today. In this course we will read and discuss a work of wonderfully accessible scholarship, in which celebrated historian Joshua B. Freeman tells the story of the factory and examines how it has reflected both our dreams and our nightmares of industrialization and social change. He whisks readers from the textile mills in England that powered the Industrial Revolution and the factory towns of New England to the colossal steel and car plants of twentieth-century America, Eastern Europe, and the Soviet Union and on to today’s behemoths making sneakers, toys, and cellphones in China and Vietnam. The course will be conducted mainly as discussions among the participants based on the weekly reading assignment. Some videos illustrating the week’s subjects will be shown as well.


Preparation Time  Approximately 40 pages of the book per week.

Biography  Rick Gander studied economics, politics and metallurgy at MIT and business at Wharton. He worked in technical and commercial positions in the steel industry, 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 large steel mills, metal fabricating and durable goods manufacturing factories in the US, Canada, Russia, Japan and several developing nations.

SCI6-10-Thu2  The Neurobiology of Brain Disorders: Dispatches from the Laboratory

Leader – Juliet Bottorff

Thursday – Course Period 2 – 11:10 am to 12:35 pm
10 week course - September 17 - November 19

Description  Advances in evolutionary biology, neuroscience and social psychology can clear up many widespread misconceptions about mental illness and other brain disorders. Does Alzheimer’s disease have a genetic basis? Could preventive measures and clinical therapies be efficacious? Are pharmacological treatments for depression and anxiety optional or required for most patients with chronic anxiety and
depression? Is cognitive behavioral therapy for eating disorders a genuine advance or just the latest fad? This course presents an overview of the history and current understandings of research on neural mechanisms underlying commonly discussed brain disorders. We will take an evolutionary approach to the neurobiology of brain disorders through reading and discussing research articles that have shaped our interpretation of the biological and social foundations of disorders of the brain. Classes will begin with a brief discussion of the designated research articles, followed by a discussion-based lecture on further research related to the articles’ topic.

Readings Articles from scientific journals as well as links to other readings will be provided on a class website (while reading the whole article is meritorious, reading certain paragraphs will suffice).

Preparation Time The readings will assist in background clarification of topics and act as discussion platforms. We estimate an average 2-3 hours/week outside of class to complete designated material prior to the next meeting date.

Biography Juliet Bottorff is a PhD candidate in the Neuroscience Program at Brandeis University. Juliet earned both her BS in neuroscience and MS in management from Duke University. At Duke, she was also a 3-season varsity athlete and NCAA champion on the track. Juliet then moved to Boston, where she worked in a biomechanics rehabilitation laboratory and in a lab studying sensory integration before joining the Brandeis PhD program in 2017. She now studies the role of sleep/wake states and neuromodulators on the brain’s learning mechanisms. She has served as a teaching assistant for two core undergraduate neuroscience courses at Brandeis.

MUS4-10-Thu2 The Russian Classicist: Tchaikovsky’s Myths and Music

Leader – Matthew Heck

Thursday – Course Period 2 – 11:10 am to 12:35 pm
10 week course - September 17 - November 19

Description Among Russian composers, Pyotr Ilich Tchaikovsky seems to be the most well established and understood. Yet aesthetic, political, and sexual controversies have consistently steered historians and musicians toward unfair and erroneous conclusions about his art. Concertgoers thrill to Tchaikovsky’s music in the hall just as academics deride it in the ivory tower. In this course we will explore Tchaikovsky’s the composer, listening and analyzing representative works from all of the genres to which he contributed. We will also deconstruct Tchaikovsky, the man, debunking the myths surrounding his relationship to Tsarist power, his position in Russian musical aesthetics, and the complications of his personal life, particularly his sexuality and finances. The listening (and watching) for this course includes the opera Evgeny Onegin, the ballet Swan Lake, the String Sextet in D minor “Souvenir de Florence,” and the Sixth Symphony. Readings include “Chaikovsky and the Human: A Centennial Essay” from Defining Russia
Musically by Richard Taruskin. Each session will begin with a lecture-presentation and continue to discussions of listening assignments and reading.

Readings Readings will be distributed by the SGL.

Preparation Time Readings will take no more than an hour per week. Some of the listening assignments are long (the opera and ballet) and some are short (chamber music and orchestral music).

Biography Matthew Heck is a PhD candidate in musicology at Brandeis University working with Dr. Eric Chafe. His dissertation connects ambivalent qualities of Dmitri Shostakovich’s musical language with ambivalent modes of expression in Russian arts and letters, particularly in the works of Nikolai Gogol and Fyodor Dostoevsky. His interests extend beyond Russian Music, however, and his class Love is the Message: Dance Musics and Their Cultures from Disco to Dubstep won a University Prize Instructorship award at Brandeis. Matthew is also a violinist and member of the Boston Philharmonic Orchestra.

H&G14-10-TuTh2 The American Political Tradition: From Colonial Conquest to the End of the Civil War (1492 - 1865)

Leader – Jeremy Cynamon

Tuesday & Thursday – Course Period  2 – 11:10 am to 12:35 pm
Equivalent of two 10-week courses
   Tuesdays September 15 - November 17
   Thursdays September 17 - November 19

Note: This course will meet twice a week -- one session devoted to the historical context for the week, one session devoted to discussing the primary sources referred to in Lepore’s narrative. This course counts as two 10-week courses and is considered a full BOLLI course load. If you get this course in the lottery, you will not get any other course. You may be able to get a “third course” if there is space after the lottery.

Description The U.S. presidential election of 2016 exposed a long-simmering public divide over who should lead our country and what values we stand for as a nation. This course will try to understand our current political moment through a lens provided by historian Jill Lepore and her book, These Truths: A History of the United States. Lepore, echoing political scientists like Francis Fukuyama and Mark Lilla, laments the absence of an American civic identity, especially across boundaries of race, religion, geography, sexual orientation, and party affiliation. Among the most fateful questions of our moment, Lepore suggests, is whether we can respond to the crisis of our union by reviving our civic past, a collective inheritance she earnestly regards as a gift from our political forebears and a precious legacy to future generations. Does Lepore, the judicious historian, offer a story equal to our crisis and faithful to
both progressive and conservative American themes? Are we as citizens willing to put in the time to uncover this legacy in its specificity and debate its meaning with each other? And can the American past -- the one with all the warts and blemishes -- deliver the story that Lepore takes to be lodged there? Every generation must discover its political story, but not every generation is called upon to retrieve it under dire circumstances. Lepore’s lens is an invitation to renew our commitment to study and to discourse: turn your gaze toward the American past, she seems to say, and there you will find a conversation partner.

This course will combine periodic lecture and moderated class discussion.

**Readings** *These Truths: A History of the United States* by Jill Lepore (Norton, 2018). Primary sources will be made available by the SGL.

**Preparation Time** 4 to 5 hours per week. This course is the equivalent of two 10-week classes, the full BOLLI load.

**Biography** Jeremy Kingston Cynamon is a PhD candidate in politics specializing in political theory at Brandeis University. He is also the inaugural BOLLI Graduate Fellow in American Political Tradition. His research interests include normative political theory, social theory, institutional design and public policy. During his time at Brandeis, Jeremy has served as a teaching fellow for various courses in political theory and public policy. He holds a BA (honors) in political science from U.C. Berkeley where he studied political and social theory.

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**SCI4-5a-Thu2  Artificial Intelligence: What Is It and Where Is It Taking Us?**

**Leader – Don Kendall**

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

5 week course - September 17 - October 15

**Description** What is artificial intelligence? Even more important, what is its significance? Is it technology that will make our lives easier and better? Will it replace people in millions of jobs? Will it surpass human intelligence? All of the above? Put simply, artificial intelligence (AI) is the simulation of human intelligence in machines that are programmed to think like humans and mimic their actions. AI is already all around us, in ways we don't even think about – in the Internet, in our smart phones, in self-driving vehicles, in business, and in medicine – and its impact will continue to grow. AI has the potential to vastly change the way that humans interact, not only with the digital world, but also with each other – for better or worse. This course will introduce the basic concepts of artificial intelligence, its applications, and its future. We will learn how neural networks mimic brain functions and how machine learning uses vast amounts of personal and other data to teach itself and continually improve its performance. We will consider the race between the U.S. and China for technological supremacy. Finally, we will address thorny questions, such as: Can we reconcile the need for personal data with our desire for privacy? Will our economy be resilient enough to create new jobs to replace those that are threatened by
AI? The course will be mostly class discussion based on readings and videos. No computer expertise is required.

**Readings**  *AI Superpowers: China, Silicon Valley, and the New World Order* by Kai-Fu Lee.  
Occasional links to relevant online content.

**Preparation Time**  About 70 pages per week.

**Biography**  Don Kendall has a BS from UC Berkeley and MS from University of Southern California. He has over 30 years experience in automation, including design and development of software for process automation systems, operations research, and management of major automation system projects in various parts of the world. He has co-authored or contributed chapters to books dealing with automation systems and delivered technical papers and spoken on the subject at technical society conferences.

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**SOC5-5b-Thu2  Aging with Resilience, Grace and Enthusiasm**

**Leader – Sandy Miller-Jacobs**

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

5 week course - October 22 - November 19

**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, Daniel Pink, Rachel Cowan & Linda Thal, and Marie Kondo. Their writings will provide new light on our journeys through our own next chapters, helping us to re-craft outdated views of the “elderly” as we consider ways to maintain our youthful inner selves.

**Readings**  All readings will be posted on the Google Site. A bibliography of interesting books will also be available on the Google Site.

**Preparation Time**  Readings will take about one to two hours per week. It will be clear about which readings are supplemental and which are necessary for participating in class discussions. Participants can contact me via email if they have difficulty downloading the readings.

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

H&G9-10-Thu3  The Enigma That Was James Madison

Leader – Steve Messinger

Thursday – Course Period 3 – 2:10 pm to 3:35 pm
10 week course - September 17 - November 19

Description  Why does a man who once believed that the states were ruining the nation and must be inferior to the federal government write the resolution that enables the states to determine when the federal government has exceeded constitutional limits? Why does a man who opposes the need for a Bill of Rights write the Bill of Rights? Why does a man who opposes factions found the first political party in the United States? Why does a man whose republican beliefs oppose a standing army and navy, a central bank, and government-paid internal improvements propose these as president? James Madison was an enigma. We will study his life and the changes in his beliefs. We will examine his relationships with two very strong men — Alexander Hamilton and Thomas Jefferson — and how those relationships affected his changing views. We will look at his term as the first wartime president and the impact of the War of 1812 on his beliefs. The course will be lecture with class discussion.


Preparation Time  Weekly preparation time should be 45 minutes to 1 hour.

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 twelfth opportunity to be an SGL.

CE2-10-Thu3  Current Events: Session 2

Leader – Lois Sockol
Thursday – Course Period 3 – 2:10 pm to 3:35 pm
10 week course - September 17 - November 19

Description  We live in a complex time when what happens in one part of our world affects us all. This dynamism 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  1-2 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. Retirement allows Lois to feed her current events habit. BOLLI affords the opportunity to share with others who habitually follow the news.

H&G7-10-Thu3  The Rise of the West: China and Europe in the Gunpowder Age

Leader – Joey Low

Thursday – Course Period 3 – 2:10 pm to 3:35 pm
10 week course - September 17 - November 19

Description  Napoleon once said that “China is a sleeping lion. When it wakes, the world will tremble.” Today, it has awoken, but why did it take so long? If China was one of the most powerful countries in the world before the nineteenth century, what happened to it after? Why did Europe surpass the Middle Kingdom in global power and predominance? Using Tonio Andrade’s *The Gunpowder Age: China, Military Innovation, and the Rise of the West in World History*, we will discuss these questions through the lens of military and global history. Through stimulating dialogue, students will converse and tackle topics such as the rise of the West as a global power, the patterns of Asian history, and the relationship between war and technological advancement. By the end, students should grasp the origins of the modern world order and the force of contingency in history and in our lives. Andrade’s book is a highly readable
text, owing to the author’s elegant and accessible prose. Class will consist mainly of class discussion with questions circulated beforehand and viewing occasional videos for background information.


**Preparation Time**  25-45 pages per week.

**Biography**  Born and raised in south-central California, Joey Low came to Brandeis in pursuit of a PhD in history after achieving a BA and MA in history at California State University. He is currently working his way towards ABD status. His areas of expertise are in early modern Europe and Asia, particularly France and China, with a focus on global history, state formation, borderlands, and comparative political economy.

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**LIT8-10-Thu3  Searching for Shakespeare: Discovering the Man Behind the Plays**

Leader – Bruce Parks

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

10 week course - September 17 - November 19

**Description**  We all know about Shakespeare’s plays but we know precious little of Shakespeare, the man himself. We will endeavor to glean a picture of Shakespeare by reading a selection of his plays and poems in conjunction with reading the biography *Shakespeare* by Anthony Burgess, the author and acclaimed Shakespearean scholar. We will read four plays in total: one history, one comedy, one tragedy and one romance; plus a few of his sonnets, and mine these to see what we can learn about Shakespeare. The class will entail some detective work and lots of imagination. Our reading will also be occasionally augmented by listening to excerpts from the lectures on Shakespeare’s life Burgess recorded in 1973 at the City College of New York.

**Readings**  The following four of his plays (available in collections or individually)

--*Henry IV, Pt. I*;
--*The Merchant of Venice*;
--*Hamlet*; and
--*The Tempest*.

Links to the Sonnets will be provided.

Anthony Burgess’ *Shakespeare*  (*Available used on Amazon or Abesbooks*).
Preparing Time 2-3 hours per week, or enough time to read one play every two weeks, plus 25-50 pages per week from Burgess’ biography Shakespeare.

Biography Bruce Parks received a BSME in Mechanical Engineering and a BA in English from the City College of the City University of New York (CCNY). At CCNY Bruce studied with Anthony Burgess, taking classes with him in writing, Joyce and Shakespeare. Bruce has taught classes on Ulysses and James Joyce at BOLLI. Bruce enjoyed a successful career in engineering, and now spends his time reading and writing, as well as taking classes at BOLLI.

LIT10-5a-Thu3 The Humanity of Heinrich Böll: Selected Short Stories

Leader – Peter Schmidt

Thursday – Course Period 3 – 2:10 pm to 3:35 pm
5 week course - September 17 - October 15

Description Heinrich Böll, a Nobel prize winner in literature, was a reluctant soldier in WWII, had a vital role in restarting post-war German literature, and was an activist for peace and human rights. Written in everyday language, his short stories build on and extend the genre, and explore human themes as lived by ordinary people. In this 5-week course, we’ll read selected short stories and examine them together in class for their meaning, symbolism and structure, and for what they say to us today. They’ll deserve multiple readings and everyone’s participation in the discussions.

Readings The SGL will provide pdf files of the stories downloadable from a course webpage.

Preparation Time About 2 hours per week.

Biography Coming to the U.S. as a young immigrant from Germany led Peter to careers in physics and machine vision engineering. His interest in modern German literature, and especially short stories, was enhanced by a number of courses taken at the Goethe Institute in Boston. Since joining BOLLI in 2006, Peter has given a number of courses in a variety of subjects, some scientific (e.g., Five Physicists who Changed the World View), and some not (e.g., Three Masterpieces: From Drama to Film and Opera). Recently he has co-led two courses (Foreign Films of the 50s and 60s) with Naomi Schmidt.

MUS6-5b-Thu3 Mozart’s Così Fan Tutte: A Guided Tour
Description  The course will examine in depth the third and last of the great operatic collaborations between Mozart and his most accomplished librettist, Lorenzo Da Ponte. The opera will be presented through several videos to enable students to see how different producers treated the same material. The course is intended to be of value to students unfamiliar with the opera, as well as to afford a greater appreciation of the opera to students already familiar with it. Students with no familiarity with opera may find the course a bit challenging, but should not find it overly taxing if they attend the classes and do the assignments—i.e., prepare for each class by watching or listening at home to the sections of the opera assigned for that class and by reading at home the corresponding portions of the libretto and other assigned material. (YouTube has at least two full-length versions of the opera with English subtitles available, and a free version of the libretto in English and Italian is available from at least one online source.) The material will build from week to week, and students should make every effort to attend all of the sessions. There will be detailed weekly emails with attachments of certain background material. Since this is primarily a lecture-presentation course, opportunity for classroom discussion will be limited.

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

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

Biography  Phil has a PhD in physics and worked as a physicist before switching to law. As a lawyer, he worked in private practice, with the US Government, and as inside corporate counsel before retiring in 2004 as group vice president and general counsel with Raytheon. Phil has been a BOLLI member since 2006. He has no formal musical training, but has had a lifelong interest in opera and has led a number of opera courses and given several lunchtime talks. He recently published a collection of short stories, and his one-act play, Locked In, was presented by CAST last year.