

Monday

BOLLI Study Groups Spring 2019

<p>Period 1 9:30 a.m.- 10:55 a.m.</p>	<p>Overlooked: "Code Girls" and the Hidden History of Women in Technology</p> <p>Susan Bradford</p> <p>H&G1-10-Mon1</p>	<p>Sneaks, Peeks, Leaks and Geeks: The Dilemma of Secrecy and the Manhattan Project</p> <p>Marty Kafka</p> <p><i>5 Week Course – March 4 – April 1</i></p> <p>H&G2-5a-Mon1</p> <hr/> <p>From Head to Toe: Some Perspectives on Fashion, Clothing, and Why We Dress the Way We Do</p> <p>Margaret Mukherjee & Sue Wurster</p> <p><i>5 Week Course – April 22 – May 20</i></p> <p>H&G3-5b-Mon1</p>	<p>Whodunit? Murder Most British</p> <p>Marilyn Brooks</p> <p>LIT1-10-Mon1</p>	
<p>Period 2 11:10 a.m. - 12:35 p.m.</p>	<p>Daddy, We Love You: Daughters Write Books about Their Fathers</p> <p>Sophie Freud</p> <p>LIT2-10-Mon2</p>	<p>They Have Always Been Here: A Look at Black American Artists</p> <p>Miriam Goldman</p> <p><i>5 Week Course – March 4 – April 1</i></p> <p>ART2-5a-Mon2</p> <hr/> <p>The Economics of the Climate Crisis and Solving Global Warming</p> <p>Aneil Tripathy</p> <p><i>5 Week Course – April 22 – May 20</i></p> <p>H&G4-5b-Mon2</p>	<p>James Joyce's Ulysses: A Guided Tour</p> <p>Bruce Parks</p> <p>LIT3-10-Mon2</p>	<p>Chutzpah: Is the Art on Your Wall Real?</p> <p>Quinn & Susan Rosefsky</p> <p>ART1-10-Mon2</p>
<p>Lunch 12:35-12:55 p.m. Lunchtime Presentations 1:00-2:00 p.m.</p>				
<p>Period 3 2:10 p.m. - 3:35 p.m.</p>	<p>The King is Dead! Macbeth in Renaissance England</p> <p>Emiliano Gutierrez-Popoca</p> <p>**This is a new course, added 2/13/19**</p> <p><i>5 Week Course – April 22 – May 20</i></p> <p>Lit5-5b-Mon3</p>	<p>Critical Issues Facing America: Let's Practice Civil Discourse to Help Solve Them</p> <p>Jerry Wald</p> <p><i>5 Week Course – March 4 – April 1</i></p> <p>H&G5-5a-Mon3</p> <hr/> <p>Frank Lloyd Wright: Flawed Genius</p> <p>Carl Lazarus</p> <p><i>5 Week Course – April 22 – May 20</i></p> <p>ART4-5b-Mon3</p>	<p>Comics: History, Form, and Storytelling in the 20th Century</p> <p>Lance Eaton</p> <p>LIT4-10-Mon3</p>	<p>The Genesis Of Modern American Architecture: 1870's to 1920</p> <p>Larry & Caroline Schwirian</p> <p><i>5 Week Course – March 4 – April 1</i></p> <p>ART3-5a-Mon3</p> <hr/> <p>WTF: What? The Fugue</p> <p>Stephen Middlebrook</p> <p><i>5 Week Course – April 22 – May 20</i></p> <p>MUS1-5b-Mon3</p>

Tuesday

BOLLI Study Groups Spring 2019

Period 1 9:30 a.m.- 10:55 a.m.	The War on Drugs: How Did We Get Here and Where Do We Go? Ollie Curme H&G6-10-Tue1	What's Justice Got to Do With It? Justice and the Right Thing To Do Will Grogan SOC1-10-Tue1	W.O.W. - Words of Warning from Writers in Post WWII America Sue Wurster H&G7-10-Tue1	Make America Great Again? Exploring Current Foreign Policy Issues Howard Barnstone <i>5 Week Course – March 5 – April 2</i> H&G11-5a-Tue1	
					Smartphone Photography Greet's Spring 2019 Nancy Katz <i>5 Week Course – April 16 – May 14</i> ART5-5b-Tue1
Period 2 11:10 a.m. - 12:35 p.m.	Let's Get Real! Realist Art in the 19th and Early 20th Centuries Suzanne Art ART7-10-Tue2	#HIMTOO: Portrayals of Men in Mid-Twentieth Century American Fiction Kathryn Bloom LIT7-10-Tue2	The Voice Within: A Course in Memoir Writing Marjorie Roemer WRI1-10-Tue2	Jane Austen and Edith Wharton: Commonalities and Differences Diane Proctor LIT6-10-Tue2	From the Guillotine to #MeToo: A History of European Feminism(s) Natalie Cornett Location: Liberman-Miller Lecture Hall, Epstein building, 515 South Street H&G8-10-Tue2
Lunch 12:35-12:55 p.m. Lunchtime Presentations 1:00-2:00 p.m.					
Period 3 2:10 p.m. - 3:35 p.m.	Cornelius Vanderbilt: The Tycoon Who Changed America Fred Kobrick H&G9-10-Tue3	Blazing a Trail: New Poets and Poems for Our Time Jan Schreiber LIT8-10-Tue3	Let There Be Water Lloyd David <i>5 Week Course – March 5 – April 2</i> SCI1-5a-Tue3	The Life and Work of John Singer Sargent (5a) Nancy Alimansky <i>5 Week Course – March 5 – April 2</i> ART8-5a-Tue3	
			Becoming Beethoven Eric Elder <i>5 Week Course – April 16 – May 14</i> MUS2-5b-Tue3	The Life and Work of John Singer Sargent (5b) Nancy Alimansky <i>5 Week Course – April 16 – May 14</i> ART9-5b-Tue3	

Wednesday

BOLLI Study Groups Spring 2019

<p>Period 1 9:30 a.m.- 10:55 a.m.</p>	<p>Reel Literature #4 - The Stories Behind Classic Baseball Movies</p> <p>David Moskowitz</p> <p><i>*NOTE: During weeks 1, 3, 5, 7 and 9 class will meet only Period 2. During weeks 2, 4, 6, 8 and 10 class will meet during both periods 1 and 2.</i></p> <p>LIT9-10-Wed2</p>	<p>The Golden Years of Foreign Films II: Ten More from the 50's and 60's</p> <p>Naomi & Peter Schmidt</p> <p><i>*NOTE: This class will run during periods 1 & 2.</i></p> <p>FILM1-10-Wed1</p>	<p>Muscles and Movement</p> <p>Leader: Kat Page</p> <p>9:45 a.m. - 10:30 a.m.</p> <p>Location: Gosman Sports and Convocation Center</p> <p>GYM1-10-Wed1</p>	
<p>Period 2 11:10 a.m. - 12:35 p.m.</p>	<p>LIT9-10-Wed2</p>	<p>FILM1-10-Wed1</p>	<p>Current Events (Section One)</p> <p>Lois Sockol</p> <p>CE1-10-Wed2</p>	<p>Telling the Story: Focusing on the Craft of Narrative Prose</p> <p>Betsy Campbell</p> <p><i>5 Week Course – March 6 – April 3</i></p> <p>WRI2-5a-Wed2</p> <p>Happiness: A Cross-Cultural Perspective</p> <p>Jessica Bethoney</p> <p><i>5 Week Course – April 17 – May 15</i></p> <p>SOC2-5b-Wed2</p>
<p>Lunch 12:35-12:55 p.m. Lunchtime Presentations 1:00-2:00 p.m.</p>				
<p>Period 3 2:10 p.m. - 3:35 p.m.</p>	<p>It all Began in Canaan: History, Archaeology and the Bible</p> <p>Paul Brown</p> <p>H&G10-10-Wed3</p>	<p>American-Jewish Fiction since 1945</p> <p>Michael Kaufman</p> <p>LIT10-10-Wed3</p>	<p>21st Century Conundrums: Scene-iors Ask “What Was This Playwright Thinking?”</p> <p>Becky Meyers</p> <p>DRA1-10-Wed3</p>	<p>A Guided Tour of Three Popular Verdi Operas</p> <p>Phil Radoff</p> <p>MUS3-10-Wed3</p>

Thursday

BOLLI Study Groups Spring 2019

<p>Period 1 9:30 a.m.- 10:55 a.m.</p>	<p>Meet the Beatles</p> <p>James Heazlewood-Dale</p> <p><i>5 Week Course – March 7 – April 4</i></p>	<p>Race Relations in America: The Role of the Supreme Court</p> <p>Saul Schapiro</p>	<p><i>The Age of Wonder: Science and Culture in the Romantic Era, 1750-1850</i></p> <p>Michael Dettelbach</p> <p><i>5 Week Course – March 7 – April 4</i></p>	<p>Age of EnLIGHTenment: An Introduction to the Behavior of Light</p> <p>Jerry Baum</p> <p><i>5 Week Course – March 7 – April 4</i></p> <p>SC12-5a-Thur1</p> <hr/> <p>Photographers and Photographs That Changed How We See the World</p> <p>Mitch Fischman</p> <p><i>5 Week Course – April 18 – May 16</i></p>	<p>Hidden Gems: Ins and Outs of Five Small Museums</p> <p>Georgia Weinstein</p> <p>*NOTE: This class will run during periods 1 & 2.</p> <p><i>5 Week Course – March 7 – April 4</i></p>
<p>Period 2 11:10 a.m. - 12:35 p.m.</p>	<p><i>Hamlet: Prequels and Continuations</i></p> <p>Barbara Apstein</p>	<p>In Search of a More Perfect Union: Jill Lepore on Identity Politics and the Civic Nation</p> <p>Avi Bernstein</p>	<p>Democracy in Peril: America at the Crossroads</p> <p>Emily Ostrower & Beth Mazer</p> <p><i>5 Week Course – March 7 – April 4</i></p> <p>H&G14-5a-Thur2</p> <hr/> <p>A Tanglewood Appetizer: 2019</p> <p>Art Finstein</p> <p><i>5 Week Course – April 18 – May 16</i></p>	<p>Those Who Would Be President</p> <p>Steve Messinger</p>	
<p>Lunch 12:35-12:55 p.m. Lunchtime Presentations 1:00-2:00 p.m.</p>					
<p>Period 3 2:10 p.m. - 3:35 p.m.</p>	<p>Wild Women Don't Get the Blues: Seven Female Playwrights</p> <p>Jyl Lynn Felman</p>	<p>Rewriting Genesis: Milton's <i>Paradise Lost</i></p> <p>Reza Pourmikail</p>	<p>Mother Nature and Climate Change</p> <p>Fara Faramarzpour</p> <p><i>5 Week Course – March 7 – April 4</i></p> <p>SCI3-5a-Thur3</p> <hr/> <p>A Life of Purpose in 20th-Century Russia</p> <p>Fran Feldman</p> <p><i>5 Week Course – April 18 – May 16</i></p>	<p>Current Events (Section Two)</p> <p>Lois Sockol</p>	
	LIT12-10-Thur3	LIT13-10-Thur3	H&G16-5b-Thur3	CE2-10-Thur3	

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BOLLI: Spring Term 2019

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

H&G1-10-Mon1 Overlooked: "Code Girls" and the Hidden History of Women in Technology

Leader – Susan Bradford

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

Description What do Halley's Comet, Lord Byron, NASA trajectory paths, Shakespeare, atomic bomb calculations, Southern math teachers, and the Seven Sisters have in common? The answer is a connection to women who took part in the development of technology. For over 100 years women have had significant roles in developing technologies. From breaking secret codes, to computer programming, to tracking space shots – an understanding of women's contributions is only recently emerging. While men may dominate computer science today, women played fascinating, often overlooked roles in the field's early days. Who were some of these unmentioned women? What were they able to accomplish? Why were they not given the credit due them? Why are women today still not well represented in STEM (Science, Technology, Engineering, and Math)? This course will look at some roles women have played in technology. Liza Mundy's book, *Code Girls: The Untold Story of the American Women Code Breakers of World War II* will provide a jumping off point to examine a wider issue. Other readings will include articles and videos emailed each week before class. Using lectures, readings, participant presentations, and discussions, we will look at the code girls and other women, what they accomplished, and the ways women's roles evolved. We will conclude by asking: What is the future of women in STEM fields?

Note: The actual science behind the technologies will not be included.

Readings *Code Girls: The Untold Story of the American Women Code Breakers of World War II* by Liza Mundy, Hatchett Books, 2017. The book will be supplemented by articles available on line and by email.

Preparation Time Readings from *Code Girls*, articles and time to watch videos should take around 2 ½ hours each week.

Biography Susan Bradford spent much her life in classrooms, first as a student and then later as a teacher and eventually as Assistant Principal at Maimonides School. She currently enjoys learning and discussing ideas at BOLLI. She has previously led BOLLI history classes on early explorations of North America and the countries along the Mekong River. Now, Liza Mundy's book, *Code Girls*, has inspired her to investigate overlooked women in science and to develop this course.

LIT1-10-Mon1 Whodunit?: Murder Most British

Leader – Marilyn Brooks

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

Description Why do we read murder mysteries? What about them captures our interest? Is it the plot, the characters, the setting? Do we want to be frightened by one that's *hard-boiled* or do we want a cozy that we hope will end well for all concerned (well, except for the victim and the murderer, naturally)? Many mystery fans began with books from the British Isles, partly because the genre achieved most of its early readership with novels by Sir Arthur Conan Doyle and Dame Agatha Christie. In this course we will read both of these authors and will also venture farther afield, reading mysteries that take place in Scotland, Wales, and Northern Ireland. We will contrast and compare the differences in the novels that reflect the similarities and differences in the four parts of the British Isles. YouTube videos or online interviews will help give us a sense of the authors whose works we're reading. We will share our viewpoints and hopefully introduce others to new authors and ideas. We will act, in a way, as sleuths, examining the clues as to what makes a mystery worth reading and, as we all gather together in the "library," perhaps come to a solution that satisfies us all.

Readings *Sherlock Holmes* by Arthur Conan Doyle (England)
(eight short stories will be chosen before the first class session)
The Murder of Roger Ackroyd by Agatha Christie (England)
After the Fire by Jane Casey (England)
Garnethill by Denise Mina (Scotland)
Raven Black by Ann Cleeves (Scotland)
Talking to the Dead by Harry Bingham (Wales)
The Ghosts of Belfast by Stuart Neville (Northern Ireland)
Police at the Station and They Don't Look Friendly by Adrian McKinty (Northern Ireland)

Preparation Time Except for the first and last weeks, we will read one work a week. Each will be between 270-375 pages.

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

H&G2-5a-Mon1 Sneaks, Peeks, Leaks and Geeks: The Dilemma of Secrecy and the Manhattan Project

Leader – Marty Kafka

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

Description After the bombing of Pearl Harbor in December 1941, the U.S. joined the Allied war effort. Hoping to affect its outcome and save American lives, the U.S. government gathered scientists and engineers from Europe, Canada, and the United States to develop and deploy new super weapons. The Manhattan Engineering District Project was conceived to produce the first weapons of mass destruction-atomic bombs. The selection of three remote geographic locations for research and development of completely novel technologies brought its own set of challenges. Advanced research, final assembly and initial testing of the weapon were carried out in a nearly inaccessible desert mesa, Los Alamos, New Mexico. Shrouded in secrecy and dubbed “Project Y,” the Manhattan Project site at Los Alamos had thousands of employees and functioned as a small city surrounded by a high security fence and armed guards. At Los Alamos, a small group of atomic physicists, attracted to the egalitarian philosophy of Communism and fearful of the possible development of American hegemony, were passing top-secret classified information to the Soviet Union. In this course, we will explore the cloak and dagger uncovering of these leakers and discuss their impact on the Soviet’s race to develop its own nuclear weapon. The course will be a combination of lecture, videos, readings and class discussion. The SGL will also suggested topics for brief reports by interested class members. No specialized scientific background in atomic physics or mathematics is required.

Readings The SGL will distribute some chapters from *Venona: Decoding Soviet Espionage in America* by John Earl Haynes & Harvey Klehr. Yale Nota Bene, Yale University Press. 1999 (available in paperback and digital formats). Purchase of this text is not required. Historical videos available via the internet will also be assigned and viewed.

Preparation Time 1-2 hours/week

Biography Marty Kafka is a retired psychiatrist whose professional interests included multiple publications, national and international lectures and private practice. His specialized interest was human sexuality (sexual addiction and sexual offending evaluation and treatments). During the past several years, he has developed a passionate interest in understanding the birth of the Atomic Age and its implications. His avocations include jazz piano, digital photography and travel with his wife, Karen.

H&G3-5b-Mon1 From Head to Toe: Some Perspectives on Fashion, Clothing, and Why We Dress the Way We Do

Leaders – Margaret Mukherjee & Sue Wurster

Monday – Course Period 1 – 9:30 am to 10:55 am
5 Week Course – April 22 – May 20

Description Why do we dress in the way that we do? And if we dress for similar reasons, why do we make such different choices when it comes to our clothing? When and how do fashion changes slide into place and become accepted as the norm? In this course, we will consider these and other questions regarding the impact of clothing on culture and vice versa. 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 our current fashion culture. We will take a historical look at the functions and forms of clothing as well as the differences between clothing, costume, and fashion. We will consider how we communicate through our clothing, particularly with regard to identity, status, power, and authority. And of course, we'll focus on the aesthetic ideals in dress, looking at conformity vs. individuality when it comes to our fashion choices. In addition, we'll examine some of the technological advances as well as economic trends that resulted in changing clothing trends. All along the way, we'll be digging into our own closets to help us figure out why we dress the way we do, considering where our own fashion footsteps forward...“from head to toe”...just might take us in the years to come. Although many ideas regarding the field of fashion and clothing pertain to both female and male, our class discussions will focus primarily on females.

Readings Reading and video materials will be available on a “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 teach in Romania, Vietnam, and Azerbaijan.

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

LIT2-10-Mon2 Daddy, We Love You: Daughters Write Books about Their Fathers

Leader – Sophie Freud

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

Description We shall read five books that daughters have written about their fathers' lives. One father is an emigrant from Egypt, one has changed into a woman, one is a survivalist, one breaks the incest taboo, and one is a survivor of a concentration camp. All the books are memoirs. We shall learn about these fathers' unconventional lives and the impact they had on their daughters. The study group leader regards herself as a catalyst, initiating lively discussions through providing a structure and asking (hopefully) intriguing questions regarding the characters, their relationships and the contexts in which they live. This is not a didactic course, rather students will learn from each other's ideas. It is a heavy reading course and the reading for each class is essential. A course with the same theme with all but one different books was given in 2009. An identical course was given Fall semester 2018.

Readings Westover, Tara. (2018). *Educated*, Penguin Random House
Faludi, Susan (2016). *In the Darkroom*, Metropolitan Books
Lagnado, Lucette (2008). *The Man in the White Sharkskin Suit, A Jewish Family's Exodus from Old Cairo to the New World*, Harper Collins
Harrison, Kathryn (1997). *The Kiss*. Random House
Friedman, Carl (1994). *Nightfather*. Persea Books.
Alexandra Styron. "Reading my Father." *The New Yorker*, Dec. 10, 2007
3 hand-outs will be sent to the students

Preparation Time 125-150 pages per week.

Biography Sophie Freud, born in Vienna, came to the U.S. at age 18. She received a BA from Radcliffe/Harvard, an MSW from Simmons and 20 years later, a PhD from the Heller School at Brandeis. After about 10 years of clinical social work practice she became a professor of social work at the Simmons College School of Social Work and stayed there for 30 years while also giving courses and workshops all over the United States and Europe. Sophie has given at least 15 different courses at BOLLI. Indeed, inventing new courses has become her old age pastime. Books have been Sophie's cherished companions as reader, book reviewer and author.

ART2-5a-Mon2 They Have Always Been Here: A Look at Black American Artists

Leader – Miriam Goldman

Monday – Course Period 2 – 11:10 am to 12:35 pm
5 Week Course – March 4 – April 1

Description While black American artists are represented by galleries and in museums and partake in all aspects of artistic life today, this has certainly not always been true, especially prior to the 1950s. This course will look at individual black artists and artistic styles from their beginnings in the seventeenth

century through the later part of the twentieth century. We will focus on the impact of societal conditions of each period on artists and artistic movements, and on how African-American artists related to other American artists and other influential art movements, particularly those in Europe. The emphasis will be on painting although other visual arts may be considered.

Readings The SGL will suggest supplemental material.

Preparation Time About one hour or as interest dictates.

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

LIT3-10-Mon2 James Joyce's *Ulysses*: A Guided Tour

Leader – Bruce Parks

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

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

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

Preparation Time Average of 50 pages per week.

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

ART1-10-Mon2 Chutzpah: Is the Art on Your Wall Real?

Leaders – Quinn Rosefsky & Susan Rosefsky

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

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

Readings *The Art of the Con* by Anthony M. Amore: \$7-12 (ISBN-978-1-250-10860-9)
Provenance by Laney Salisbury & Aly Sujo: \$5-15 (ISBN-978-0-14-311740-7)
The Art Forger by B.A. Shapiro: \$6-9 (ISBN-978-1-61620-316-0)

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

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

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

H&G4-5b-Mon2 The Economics of the Climate Crisis and Solving Global Warming

Leader – Aneil Tripathy

Monday – Course Period 2 – 11:10 am to 12:35 pm
5 Week Course – April 22 – May 20

Description Climate change is a complex problem that leaves many struggling to know where to begin

to try to be part of the solution. Maybe you have started to be more diligent in your personal recycling and consumption choices, but do you wonder what strategies there are to deal with climate change at a societal and global level? In this course you will learn how we can re-engineer our financial system to build the world we need to adapt to climate change and ensure a brighter future for coming generations. This course begins with the theories and ideas behind environmental economics. We then look at how an economic response to climate change has been framed in global public policy circles, particularly through the 2015 Paris Agreement and the United Nations' Sustainable Development Goals. From the policy response, this course then moves to examples of climate finance markets, including markets for carbon, cap and trade, and green bonds. Our final class will look at how sustainability is measured, in both public and private organizations, and communicated through people, institutions and markets. This course is heavily class discussion focused and will include several guest presentations by practitioners in sustainability and climate finance. By the end of this course you will have a sense of the possibilities and challenges of organizing an effective response to climate change at the global level, and what role you can have in supporting these responses.

Readings The course materials will be provided as PDF files.

Preparation Time 1 hour, approximately 20 pages a week

Biography A double Brandeis alumnus, Aneil completed a BA in anthropology and an MA in Global Studies. He is currently a PhD Candidate in anthropology, focusing on the development of the green bond market, and is a visiting researcher at the Pentland Center for Sustainability in Business. Aneil has worked with the Climate Bonds Initiative as a researcher and executive associate, and is a cofounder of the anthropology podcast This AnthroLife. He has been a visiting PhD researcher at Cass Business School as well as an associate member of the Centre for the Anthropology of Sustainability (CAOS) at University College London.

LIT5-5b-Mon-3 The King is Dead! *Macbeth* in Renaissance England

Leader – Emiliano Gutierrez-Popoca

Monday – Course Period 3 – 2:10 pm to 3:35 pm
5 Week Course – April 22 – May 20

Description While *Macbeth* is among Shakespeare's most well-known tragedies, even its most studious readers may not fully appreciate what transpires in its pages. Yes, the deed is murder; the victim, a king, sovereign in his realm. However, to Shakespeare and theater-goers of Renaissance England, this killing was more than a political act; it was "unnatural," an inversion of the cosmic order. How could Macbeth have done such a deed, given all that he believed about the moral fabric of the world? And how did Shakespeare's audiences react in the theater upon witnessing it?

The contrast between Shakespeare's time and our own is stark: today regicide is a familiar feature of history -- just consider the fate of Charles I in the English Civil Wars (1649), of Louis the XVI in the French Revolution (1789), or Czar Nicholas II in the Russian Revolution (1918). Can we still understand *Macbeth* as Shakespeare intended it? To answer this latter question we will consult three different film adaptations by Polanski 1971, Nunn 1979, and Kurzel 2015 to see how these outstanding artists responded to this seminal question.

Readings and Films Any annotated edition of Shakespeare's *Macbeth* is acceptable. The SGL will be using the Cambridge University Press 2008 edition. Watching the film adaptations in their entirety is NOT a requirement in this class. However the Polanski 1971, Nunn 1979 and Kurzel 2015 versions of *Macbeth* are readily available in libraries and from streaming services.

Preparation Time Two to three hours per week

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

LIT4-10-Mon3 Comics: History, Form, and Storytelling in the 20th Century

Leader – Lance Eaton

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

Description Reading comics is unlike any other experience. The interplay of images and text create a unique feeling that adults and children have enjoyed for well over a century. Today, comics enjoy what is known as its "Platinum Age" as blockbuster films and best-selling graphic novels; yet, in their classic form, they have long been quartered to the dustbin of popular culture. From their birth as comic strips and evolution into comic books, graphic novels, and now webcomics, they have experienced a rich history where they have both influenced and been influenced by culture. This course explores comics in three main veins. The first arc will explore the history of comics in the United States from their emergence in the 1890s to the present. The second arc explores how comics work as a communication medium and what that means for creators and readers. The final arc engages participants to consider what constitutes high literary and artistic value within comics and therefore, what comics may be considered the cornerstones of a growing comic canon. Upon completion, we will be able to define comics, contextualize artists and writers from different eras, describe the different technical and artistic elements of creating comics, describe the reading experience of comics, and articulate the merits of powerful storytelling in comics.

Readings McCloud, Scott. *Understanding Comics*. New York: Harper Collins Publishers.
Van, Lente F, and Ryan Dunlavey. *The Comic Book History of Comics: The Birth of a Medium* IDW Publishing.

***Class members will be provided with a substantial list of graphic novels and encouraged to borrow at least 3 during the course from their local libraries.

Preparation Time 2-3 hours of readings, video, and comics

Biography Lance Eaton is an instructional designer at Brandeis University and part-time instructor at North Shore Community College. He has taught courses on history, literature, and popular culture for the last decade. He has also presented and published articles on comic books, monsters, adaptation, audiobooks and much more.

ART4-5b-Mon3 Frank Lloyd Wright: Flawed Genius

Leader – Carl Lazarus

Monday – Course Period 3 – 2:10 pm to 3:35 pm
5 Week Course – April 22 – May 20

Description Nearly 60 years after his death, Frank Lloyd Wright is still America’s best-known architect. He designed more than 1,000 buildings, of which 532 were completed, some in the 21st century. He also designed furniture and stained glass for his buildings. Wright pioneered the Prairie School of Architecture, the Usonian house, and open floor plans. His ideas of Organic Architecture and green buildings resonate today. His genius and creativity were matched only by his ego: “Early in life, I had to choose between honest arrogance and hypocritical humility. I chose honest arrogance and have seen no occasions to change.” “Honest” might not be the right term; Wright was often a teller of alternative facts and frequently didn’t pay his bills. In this course we will look at both his works and his life, the influences that shaped him and how he influenced other architects. We will view slides and videos of his most interesting buildings, many of astonishing beauty, and discuss common themes in his works. Short student reports on different aspects of his work will be strongly encouraged. Classes will be a mixture of lecture and discussion. In addition to the regular class meetings, there will be an optional field trip to Wright’s Zimmerman House in New Hampshire.

Readings *The Vision of Frank Lloyd Wright*, Thomas A. Heinz, 2016, Chartwell Books. Hardcover or paperback. There will also be links provided to short online materials.

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

Biography Carl Lazarus studied chemistry at Yale and biochemistry at Brandeis, but subsequently studied computer science at MIT and made his career in information technology. He wrote software and managed software development for the health care industry, and later managed various online services. He has been a lifelong fan of Frank Lloyd Wright’s architecture, visiting numerous Wright buildings around the US and reading avidly about Wright. Carl has led a variety of BOLLI courses starting in 2015, most recently on energy prospects and challenges for alleviating climate change.

MUS1-5b-Mon3 WTF: What? The Fugue

Leader – Stephen Middlebrook

Monday – Course Period 3 – 2:10 pm to 3:35 pm
5 Week Course – April 22 – May 20

Description In this class we will learn how the fugue developed in the Baroque era and how composers after J.S. Bach studied his work and added to the development of this complex but beautiful form of counterpoint. Most of the work will entail listening at home to selections on YouTube and then discussing what we have discovered as we look for fugal writing in works by the great composers. This is not a technical course and members do not need to read music. Our goal is to recognize and appreciate a fugue when it appears in a piece of music.

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

Preparation Time 1-1.5 hours per week.

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

ART3-5a-Mon3 The Genesis of Modern American Architecture: 1870's to 1920

Leaders – Lawrence Schwirian & Caroline Schwirian

Monday – Course Period 3 – 2:10 pm to 3:35 pm
5 Week Course – March 4 – April 1

Description The architects of our new American nation borrowed from the European styles of classical architecture. In the 1870s to the early 1900s, a number of events, inventions and people led to the creation of our own "American" architectural styles. In New England, H.H. Richardson, inspired by Romanesque architecture, modified and adapted it to become Richardsonian Romanesque. After the Great Chicago Fire of 1871 that consumed 17,500 buildings and left 100,000 homeless, architects flocked to Chicago to help rebuild. Inventions such as the passenger elevator, the Bessemer process for making steel and innovations in construction methods allowed architects the freedom to build higher and more economically. To explore this exciting time in the development of modern architecture we will look at its beginnings inspired by Richardsonian Romanesque, the effect of the Chicago World's Exposition of 1893, the First Chicago School with the development of early skyscrapers. Primary architects to be discussed are: H. H. Richardson, Fredrick Law Olmsted (landscape architect) and architects of the First Chicago School: William Le Baron Jenny, Louis Sullivan, Daniel Burnham and his City Beautiful Movement, and John Wellborn Root. We will touch on Frank Lloyd Wright's very early career and the influence of the Arts and Craft Movement. The course will be a combination of lecture and discussion.

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

Preparation Time Approximately 1-1/2 to 2 hour per week.

Biography Lawrence and Caroline Schwirian met in architecture school at Case Western Reserve University. As licensed architects for over 40 years, they have worked for a number of prestigious architectural firms in the Boston area including The Architects Collaborative, SOM, Stubbins, Don Hisaka, Sasaki, Shepley Bulfinch and Goody Clancy. Larry has taught at Boston Architectural College, Wentworth Institute and New England School of Art and Design. They live in an architect-designed house dating from 1849 and are involved with historic preservation. They spearheaded the effort to create the Auburndale Local Historic District in Newton and have given many talks on the history of Auburndale as well as walking tours. Now semi-retired, their firm, Caroline and Lawrence Schwirian Architects, provides consulting and are involved with historic preservation and design for small commercial and residential work. Having worked primarily on the more technical side of architecture, they look forward to helping others to better understand the essence of architecture.

H&G5-5a-Mon3 Critical Issues Facing America: Let's Practice Civil Discourse to Help Solve Them

Leaders – Jerry Wald

Monday – Course Period 3 – 2:10 pm to 3:35 pm
5 Week Course – March 4 – April 1

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

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

Preparation Time About 20-30 pages with possible podcasts or videos. Preparation time should be about 2 hours per week.

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

H&G6-10-Tue1 The War on Drugs: How Did We Get Here and Where Do We Go?

Leader – Ollie Curme

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

Description In 1969, 1,601 Americans died from drug overdoses. In 1971, President Nixon announced his War on Drugs. In 2017 over 72,000 Americans died from drug overdoses. How could our public policy have been so ineffectual or counterproductive? This course will explore this question from a variety of viewpoints. We'll start from a historical and policy perspective, examining the social and racial factors that led to drug prohibition early in the 20th century. We'll look at the political and racial drivers of the War on Drugs, as successive Presidents from Richard Nixon to Bill Clinton increased drug penalties, sending a wave of millions of mostly black inmates into prison, devastating families and neighborhoods. We'll look at the science of addiction in an attempt to understand the biological, psychological and social drivers of addiction, and the difficulties involved in curing addiction. The economics of the drug trade will be key to understanding its structure and the challenge of interdiction. And the interplay among the institutions supporting the drug trade versus those arrayed against will be key to understanding the successive waves of drug abuse, from heroin and marijuana to cocaine and crack cocaine, methamphetamines, and most recently the opiate crisis. We'll finish the course on a hopeful note, examining promising policy and treatment options that offer hope in turning the tide toward a better future. Class will consist of 50% SGL presentation and 50% discussion.

Readings All readings will be accessed online at a class website: www.WarOnDrugsOC.com

Preparation Time 2-3 hours of readings 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 first at BOLLI. He is interested in seemingly intractable social problems and social justice.

H&G11-5a-Tue1 Make America Great Again? Exploring Current Foreign Policy Issues

Leader – Howard Barnstone

Tuesday – Course Period 1 – 9:30 am to 10:55 am
5 Week Course – March 5 – April 2

Description Here's your opportunity to gain a deeper understanding of today's fateful foreign policy issues. In this course we will use materials from the Great Decisions Discussion Program, which is this country's largest discussion program on world affairs. These materials are especially designed to support adult learning. In class we will view expert videos professionally produced by the program, and engage in discussion to gain clarity about the foreign policy choices before us. We will cover five foreign policy topics including: the Waning of Pax Americana; Russia's Foreign Policy; the New Geopolitical Equation of China and America; Media and Foreign Policy; and Turkey: Partner in Crisis.

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

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

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

SOC1-10-Tue1 What's Justice Got to Do With It? Justice and the Right Thing To Do

Leader – Will Grogan

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

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

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

Preparation Time 1-3 hours each week

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

ART5-5b-Tue1 Smartphone Photography Greet Spring 2019

Leader – Nancy Katz

Tuesday – Course Period 1 – 9:30 am to 10:55 am
5 Week Course – April 16 – May 14

Description Reviewing the composition basics of good photography and learning how to apply them to your Smartphone is a critical part of the course. Composition techniques that all pros use include: focal point, rule of thirds, diagonal lines, filling the frame and more. One session will be dedicated to discussing and shooting each of the following topics: macro shooting and budding/blooming plants, self-portraits and plants, urban landscapes, flowering gardens and A Day in My Life. We will always return to the basics of composition. There will be homework assignments that we will discuss in class. Editing on the Smartphone, with the Snapseed app and a painterly app (TBD) will be a highlight of the class. Familiarity with your Smartphone and its features is a requirement. This is a class where the challenge will be to see and think like a photographer in the spring with its beautiful and varying light. Applying editing tools from your phone and apps will enhance your images. A tripod will be helpful but not required. Posting, and sharing our images will be through Google media. If you took the class in Fall 2018, there will be new topics.

Readings Visit as many indoor/outdoor gardens, parks, garden shows and arboreta, as possible.

Optional Reading:

Android Phones For Dummies (For Dummies, 2014), authored by Dan Gookin or *iPhone the Missing Manual* by David Pogue are suggested if you want to get into all the details and specifics of how your phone works.

Preparation Time 2 hours shooting and editing

Biography Nancy Katz, a graduate of Girls' Latin School and Hebrew College, holds a BA in Sociology (Phi Beta Kappa) from UMass, Amherst and MEd from Western Maryland College. She studied Landscape Design at the NY Botanical Garden. She taught darkroom photography and Adult Education digital photography in NJ and Boston. She photographed extensively for newspapers and magazines and had many exhibitions, including a series on the Jewish community of Cuba. In 2017, she was a guest artist at the Apple Store, Boston. She is a docent at The Vilna Shul, and is teaching at The Arnold Arboretum, also.

H&G7-10-Tue1 W.O.W. - Words of Warning from Writers in Post WWII America

Leader – Sue Wurster

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

Description In the 1950s, when the First Amendment rights of U.S. citizens were being trampled in Washington, several enduring pieces of American literature provided warning visions for the future. Fueled by the flames of the anti-Communist fervor of the day, these works remind us of issues considered

central to our American character—particularly, our passionate concern about our individual freedom of thought and expression. But, of course, this led these writers to what may be an even more important question: If this right is so central to our cultural being, how and why have we allowed it to be threatened in times of turmoil? Using this lens, we'll look at two of Arthur Miller's plays, *The Crucible* and *A View from the Bridge*, as well as Jerome Lawrence and Robert E. Lee's enduring work, *Inherit the Wind*. In addition, we'll focus on Ray Bradbury's powerful novel, *Fahrenheit 451*. We'll examine these works in their multi-layered historical contexts, explore the warnings provided in each, and focus on why they have endured as now-classic pieces of American literature. Class sessions will consist of approximately equal portions lecture/presentation, discussion, and—especially considering the fact that plays are written to be performed--the reading aloud of key scenes in order to bring each work more fully to life.

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

Preparation Time 1-2 hours each week

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

ART7-10-Tue2 Let's Get Real! Realist Art in the 19th and Early 20th Centuries

Leader – Suzanne Art

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

Description Just mention the art of the 19th and early 20th centuries and most people will think of the avant-garde – from broad-stroke impressionism to fauvism to cubism and beyond. And yet, it was the realist artists of that period whose names were best known to their contemporaries. While artists of the avant-garde were, broadly speaking, waiting to be accepted by the general public, realist paintings sold like hotcakes. Realist artists depicted the world as they saw it. They were chroniclers of their times, and their paintings are invaluable resources for those who want to learn about the everyday lives of people of all levels of society during three overlapping historical periods: the Belle Époque in France, the Gilded Age/Progressive Era in the US, and the Victorian/Edwardian period in England. But these artists were also innovators, who challenged the old academic dogma and forged new ways of interpreting the world in which they lived – all while maintaining a realist vision. In this course, we will study the evolution of realist art, from French artists Gustave Courbet and the painters of the Barbizon School to Édouard Manet, Edgar Degas, and Gustave Caillebotte. We'll then move on to American artists Thomas Eakins and Winslow Homer, as well as expats James Whistler and John Singer Sargent, who spent most of their

time in Europe. And we'll conclude with a look at the art of George Bellows and the Ashcan School of New York City. There will be a combination of lecture and group discussion.

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

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

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

LIT7-10-Tue2 #HIMTOO: Portrayals of Men in Mid-Twentieth Century American Fiction

Leader – Kathryn Bloom

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

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

Readings Sloan Wilson, *The Man in the Gray Flannel Suit*
Truman Capote, *Other Voices, Other Rooms*

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

Preparation Time 2-3 hours per class

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

WRI1-10-Tue2 The Voice Within: A Course in Memoir Writing

Leader – Marjorie Roemer

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

Description This will be the fifteenth iteration of this course. The design is simple. We all commit to writing each week and bringing about 500 words to share at each meeting. Each class offers a prompt, which can be used, ignored, or reshaped. The prompts are only suggestions, sometimes a new way to shape the materials you are working with. They try to focus on the concrete, the dramatized, the immediate. Many of this semester's prompts will come from Beth Joselow's *Writing Without the Muse*. Our work together is to encourage and to support the effort of each member of the group. To that end, our response to writing is always based on listening generously, trying to understand what is being said, or what is almost said in the writing. Because our work rests on coherence and trust, regular attendance is necessary. Sometimes missing a class is unavoidable, but please don't sign up for this class if you plan in advance to miss several sessions. You don't have to be a skilled writer to participate. You just have to be willing to explore and to be supportive of others' explorations. Participants' comments about the course always praise the power of the group, the value of hearing one another's work, and the warm responses offered by the class members.

Readings Instructor will provide a packet of assignments. It usually costs \$5.

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

Biography Marjorie Roemer holds a BA from Bennington College, an MA from New York University, and a PhD from Brandeis, all in English and American literature. Her teaching career began in New York City in a public junior high school. It has since taken her to Brookline High School, the University of California at Santa Barbara, the University of Cincinnati, and Rhode Island College. She has worked as an English professor, Director of Writing Programs, and the Director of the Rhode Island Writing Project.

H&G8-10-Tue2 From the Guillotine to #MeToo: A History of European Feminism(s)



Leader – Natalie Cornett

Tuesday – Course Period 2 – 11:10 am to 12:35 pm
(No Class April 30, Make up: Tuesday, May 21)

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

Description This course will delve into the European origins of Western feminist thought and explore questions such as: What is feminism? Who were the early thinkers? How do different feminist movements compare with each other across time and space? In addition to defining key terms of feminist parlance during two lecture-style sessions, we will use a historical perspective to approach the unique context of various feminist movements, including those in Greece, Germany, Great Britain and France throughout the nineteenth and early twentieth centuries. In the following eight sessions, we will discuss the ways in which each movement or set of actors sought to rectify the power imbalance between the sexes, in both private and public spheres, in order to create a more egalitarian society. A compilation of primary-source documents from leading feminist thinkers, as well as theoretical lenses will be used to help shape our understanding of each movement. This comparative lens will not only shed light on little-known historical female actors, but also on the relationship of the “women’s question” to other pressing issues of European history: nationalism, imperialism, racism and classism. Overall, the class will show that rather than a peripheral issue, the women’s question, and the subsequent fight for equal rights, is at the heart of the modern nation and contests the very framework on which it rests. At the end of the course, students will have a more informed perspective from which to approach contemporary feminist thought and movements, such as the #MeToo phenomenon and “post-feminist” discourse.

Readings SGL will create a course book of readings at cost. There will be guidance questions for the readings.

Preparation Time Approximately 50 pages/week

Biography Natalie Cornett is a PhD candidate at Brandeis University, specializing in women’s movements and social politics of modern Europe. Her dissertation, “The Politics of Love: Narcyza Zmichowska and the Enthusiasts of Nineteenth-Century Poland” explores a particularly active women’s network during the tumultuous years of revolutionary fervor in 1840s Europe. She has presented and published on topics concerning feminism, Jewish-Polish relations and right-wing political movements both in the U.S. and Europe. Her research and teaching interests include: nationalism, social power dynamics and the history of women and sexuality. Natalie is also co-editing an anthology on feminist transgressions in Polish history.

LIT6-10-Tue2 Jane Austen and Edith Wharton: Commonalities and Differences

Leader – Diane Proctor

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

Description Born almost fifty years after Jane Austen’s death, Edith Wharton has often been described as the American version of the famous British novelist. Their personal stories could not vary more dramatically. Austen, the daughter of a cleric, never enjoyed great wealth and depended, throughout her life, on the largesse of family to live comfortably. Wharton, by contrast, was born to NYC aristocracy and privilege. She owned residences in Lenox, Massachusetts, Paris, and the South of France. Despite the vast differences in their material and social lives, they have both been depicted as “morally scrupulous” women. This course will examine the question of whether their novels vary as greatly as their biographies. Comparing *Persuasion* and *House of Mirth*, we will enjoy a close reading of each. We shall view movie versions of each novel as well.

Readings *Persuasion* by Jane Austen
House of Mirth by Edith Wharton

Preparation Time 2 hours each week/50-60 pages, week of close reading with guidance questions.

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

ART8-5a-Tue3 The Life and Work of John Singer Sargent (5a)

Leader – Nancy Alimansky

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

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

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

Preparation Time There will be at least 50 pages a week of reading from the text, numerous articles on line. Study questions to answer. Various short videos to watch. Estimated 3 hours of preparation.

Biography This will be Nancy Alimansky's 14th 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 29 years.

ART9-5b-Tue3 The Life and Work of John Singer Sargent (5b)

Leader – Nancy Alimansky

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

5 Week Course – April 16 – May 14

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

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

Preparation Time There will be at least 50 pages a week of reading from the text, numerous articles on line. Study questions to answer. Various short videos to watch. Estimated 3 hours of preparation.

Biography This will be Nancy Alimansky's 14th 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 29 years.

SCI1-5a-Tue3 Let There Be Water

Leader – Lloyd David

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

5 Week Course – March 5 – April 2

Description Israel today should be a rocky desert-like country, except for some areas near the Sea of Galilee and the rivers, just as it was before the second half of the 20th century. What caused this transformation that allowed Israel to become an exporter of fruits, vegetables, and wine; a country praised for its beautiful green fields, hills and valleys; and a major consultant to other countries? The answer of course is water. How did Israel find water in the desert? What strategies were used and what new methods were invented? You will learn about the discovery of water resources, the maintenance of water

quality, the treatment of waste water, and desalinization of ground and sea water. In a world of climate change how is Israel planning to overcome the lack of water and avoid a crisis? Israel is leading the way in finding and conserving water.

Readings *Let There Be Water: Israel's Solution for a Water Starved World*, by Seth Siegel
There will be handouts from the SGL at nominal cost.

Preparation Time 1- 2 hours per class, 50 pages of reading each week

Biography Lloyd David has been a BOLLI member for 6 years. Prior to this he was the President/CEO and founder of Creative Workplace Learning (CWL), a not-for-profit organization devoted to the education and training of workers primarily in manufacturing and health-related industries. He has an Ed.D from the Harvard Graduate School of Education and he established CWL based on his dissertation which described the development of an alternative high school diploma program for adults. He has traveled to Israel many times in the last decade including last year when he visited water projects as a guest of Mekorot, the national water company.

MUS2-5b-Tue3 Becoming Beethoven

Leader – Eric Elder

Tuesday – Course Period 3 – 2:10 pm to 3:35 pm
5 Week Course – April 16 – May 14

Description Ludwig van Beethoven has proven to be an enduring force in shaping global culture in an increasingly fractured world. His music has been used to reflect the inspirations and aspirations of diverse people on every inhabited continent, and his depiction in movies, children's books, and other pop culture artifacts attests to Beethoven's broad appeal across national boundaries and cultural differences. But how well does our contemporary image of the iconic, universal composer reflect the man that lived and worked in Vienna through the first decades of the nineteenth century? And what was it about Beethoven and his story that gave rise to his near-legendary status? In this five-week course, we will investigate these questions by considering Beethoven's life and music from the perspective of his contemporaries, as well as that of later-nineteenth-, twentieth-, and twenty-first-century commentators. We will begin each session with a brief discussion of reactions to, and questions raised by, selected readings from Maynard Solomon's biographical study of the composer. Then, in view of the "authoritative voice" provided by Solomon, the SGL will offer a short presentation of related material from Beethoven's contemporaries, his immediate followers, and later writers and critics. We will conclude each class with a comprehensive, summarizing conversation incorporating the featured musical selections for the week.

Readings Solomon, Maynard. *Beethoven*, 2nd ed. New York: Schirmer, 2001. ISBN: 0 8256 7268 6.
The SGL will provide each participant with a CD(s) of the music selections and will also make them available in a shared folder through Google Drive

Preparation Time Weekly discussions will cover approximately forty pages of reading. In addition, we will engage a limited number of featured musical selections each week—generally one longer and two or three short pieces—in our conversations.

Biography Eric Elder is a candidate for the PhD in musicology at Brandeis University. He has broad interests within music theory and the history of music theory. Eric recently presented his award-winning study uncovering Rudolph Reti's application of Alfred North Whitehead's cosmological constructs in the 1951 book, *The Thematic Process in Music*, at the national joint meeting of the Society for Music Theory and the American Musicological Society. Eric has taught music theory, aural skills, and music appreciation at the university level and led courses or lectured on musical meaning, klezmer, and the music of the Harlem Renaissance at BOLLI.

H&G9-10-Tue3 Cornelius Vanderbilt: The Tycoon Who Changed America

Leader – Fred Kobrick

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

Description Emerson once said “there is properly no history, only biography.” History is made by men, and Cornelius Vanderbilt, born during the Presidency of George Washington, made and changed more of our history than many Presidents. He was a poor NY boy who paddled passengers for dimes. As a teen he founded the Staten Island Ferry, and as a young man Cornelius Vanderbilt built the nation's largest fleet of steamships. Later, he designed ships to outrun Confederates to get Civil War gold from California to NYC banks, helped President Lincoln on the waterways and in the War, and built the New York Central Railroad. Although accused of being a robber baron out to fleece the public, Vanderbilt was a Jacksonian anti-monopolist and fought the robber barons as he grew his empire. He went on to build Grand Central Station, and changed Manhattan. He was both a visionary and a tough competitor, who became the richest man our country had ever known, owning 1 of every 20 dollars in America. He is responsible for a Supreme Court case that now defines how we govern interstate commerce. This is the story of the man, the empire, and how he changed American history, creating our modern form of capitalism and the structure of the modern corporation. Classes will have some SGL lecture and much discussion.

Readings *The First Tycoon, The Epic Life of Cornelius Vanderbilt* by T.J. Stiles, 570 pages, National Book Award, Pulitzer Prize, and Financial Times Book of the Year Award winner.

Preparation Time 2 hours

Biography Fred Kobrick managed one of the top 5 mutual funds in the country for 15 years. He has a BA in economics from Boston University and a MBA in finance from Harvard. Fred has led a number of BOLLI classes, including “Great Companies”, and “Cotton, Capitalism, and Globalization”, and several different courses on China's foreign policy. He has taught in the 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.

LIT8-10-Tue3 Blazing a Trail: New Poets and Poems for Our Time

Leader – Jan Schreiber

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

Description We live in a time of prolific invention and ferment among poets. Readers looking for good contemporary poems risk drowning in a sea of words. In this country alone, some ten thousand books of poetry are published annually, and many times that number of individual poems appear in magazines and journals, online and in print. To help readers find their way, this course is built around a selection of poems by 30 living writers. The poets – and the poems – have been chosen for their evident intelligence, emotional power, musicality, and linguistic ingenuity. (Other readers and critics might apply different criteria and respond to the work of different poets.) In each session selected poems by three writers will be discussed. Participants may encounter a few well-known names (Robert Pinsky, Sharon Olds), but many of the poets, especially younger ones (Bill Coyle, Julie Kane), will almost certainly be unfamiliar. Some biographical research by class members is therefore encouraged. The course offers a chance to come to grips with new and challenging work not yet certified by critical consensus or established reputations.

Readings No books are required, though class members are encouraged to acquire the books of poets they encounter here. All poems to be discussed will be provided in the syllabus.

Preparation Time Two to three hours, including time for on-line research on the poets.

Biography Jan Schreiber received a PhD in English and American Literature from Brandeis in 1972, after which he taught at Tufts and UMass Lowell, edited a literary magazine (*Canto*), and inaugurated the poetry chapbook series at the Godine Press. An author of four books of poetry and many critical articles, he runs an annual symposium on poetry criticism at Western Colorado University. He has been an SGL at BOLLI since 2012. His book *Sparring with the Sun*, on contemporary American poets and poetry, was published in 2013. His most recent book of poems, *Peccadilloes*, appeared in 2014. He was poet laureate of Brookline, Massachusetts from 2015 to 2017. A new chapbook, *Bay Leaves*, is in press.

LIT9-10-Wed2 Reel Literature #4 - The Stories Behind Classic Baseball Movies

Leader – David Moskowitz

Wednesday – *Course Periods 1 & 2 – 9:30 am to 12:35 pm

***NOTE: During weeks 1, 3, 5, 7 and 9 class will meet only Period 2. During weeks 2, 4, 6, 8 and 10 class will meet during both periods 1 and 2.**

Description This is the fourth “Reel Literature” course offered by this SGL. The format is simple: We read a book and discuss its qualities as a work of fiction. The following week, in a double-period, we collectively watch the film adaptation and discuss the film on its own merits with special attention paid to the changes, additions and deletions, that succeed, and those that don’t, how well it was cast and directed, along with cinematic and musical embellishments. This time, rather than focus on a particular author or

director, the focus turns to a common theme – baseball, America’s pastime. The five books selected represent very different approaches. *Eight Men Out* is non-fiction about the infamous Black Sox Scandal. *Shoeless Joe* (made into *Fields of Dream*) is about dreams coming true and resurrects Joe Jackson, unfairly banned from baseball due to the aforementioned scandal. *The Natural* is a literary work, Malamud’s first novel, which mythologizes baseball. *Bang the Drum Slowly* is about the intimacy of being part of a ball team while dealing with a dying teammate. *The Year the Yankees Lost the Pennant* (made into *Damn Yankees*) adapts the Faustian theme of a deal with the Devil to the world of American baseball in the 1950s. One need not be a fan of baseball whatsoever to enjoy this course, but must be a fan of film and curious to understand how one medium transfers into another. Members must read each work in its entirety before that work is discussed in class.

Readings *Eight Men Out* by Eliot Asinof
Shoeless Joe by W. P. Kinsella
The Natural by Bernard Malamud
Bang the Drum Slowly by Mark Harris
The Year the Yankees Lost the Pennant by Douglas Wallop

NB: The order listed is the order in which the books will be read during this course.

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

Biography David Moskowitz holds a BS degree from the Wharton School of the Univ. of Pennsylvania and a 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 10th BOLLI-led course (20th time leading), and 7th literature course. This course combines David’s interests in literature and film in a format that is now in its 4th iteration but this is the first time that the link is thematic rather than an author or director. The SGL encourages dynamic, vibrant class discussions into which he injects humor.

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

Leaders – Naomi Schmidt & Peter Schmidt

Wednesday – *Course Periods 1 & 2 – 9:30 am to 12:35 pm

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

Readings Readings will be provided by the SGLs as email attachments

Preparation Time Approximately one hour per week

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

Peter Schmidt's professional careers were in physics and machine vision engineering. He has given a number of courses at lifelong learning organizations in a variety of subjects, some science-related (e.g., *Five Physicists Who Changed the World View*; *Quantum Mechanics without a Wrench*), and others not (e.g., *Three Masterpieces: From Drama to Film and Opera*; *The Humanity of Heinrich Böll: Selected Short Stories*). He also led an earlier version of a foreign films course together with Naomi Schmidt.

Gym1-10-Wed1 Muscles and Movement

Leader – Kat Page

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

Location Gosman Sports and Convocation Center

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

Registration for Muscles & Movement runs from January 15 to February 1. Spaces in the fitness course will be assigned by lottery and do not impact your study group assignments.

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

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

SOC2-5b-Wed2 Happiness: A Cross-Cultural Perspective

Leader – Jessica Bethoney

Wednesday – Course Period 2 – 11:10 am to 12:35 pm
5 Week Course – April 17 – May 15

Description The quest for happiness has been a perennial human undertaking, though ideas about how to achieve this, often an elusive goal, have varied with time and culture. In this course, we will travel across cultures to compare and contrast how people from different countries and eras conceptualize a satisfying and purposeful life. Looking at the Global Happiness Report we will find common elements shared by the countries that score at the top of the index—and discuss why the U.S. is not in this group. Traveling to the past, we will explore the wisdom of Chinese philosophers who offer an entirely different perspective on this subject. And lastly, we will look at the “happiness curve” that charts age-related life satisfaction and offers surprisingly positive news for many of us.

Readings *The Path: What Chinese Philosophers Can Teach Us About the Good Life* by Michael Puett

Preparation Time One hour a week — 20 pages

Biography Jessica Bethoney, a professor at Bunker Hill Community College, has two masters’ degrees—one in intellectual history from Brandeis University and the other from Tufts University in counseling psychology. For the past five years she has taught an honors seminar in evolutionary anthropology at Bunker Hill entitled “Wired for Culture” and prior to that taught courses in American culture designed for students from other cultures. Professor Bethoney is also a certified intercultural trainer and has done numerous workshops for immigrants and refugees in understanding American culture.

WRI2-5a-Wed2 Telling the Story: Focusing on the Craft of Narrative Prose

Leader – Betsy Campbell

Wednesday – Course Period 2 – 11:10 am to 12:35 pm
5 Week Course – March 6 – April 3

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

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

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

Biography Betsy Campbell has always enjoyed writing and working with aspiring writers. She began her career as a high school English teacher and then taught kindergarten and first grade for twenty-five years. She has led writing classes at BOLLI since 2014. She has taken numerous writing courses, attended conferences, and led teachers' workshops on writing. Her published stories and articles have appeared in the Boston Globe, the Vineyard Gazette, Martha's Vineyard Magazine, Storyteller Magazine, and the anthology *Final Fenway Fiction*. Betsy has a BA from Brown University, an MAT from Harvard Graduate School of Education, and an MA from Lesley University.

CE1-10-Wed2 Current Events (Section One)

Leader – Lois Sockol

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

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

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

Preparation Time 1 to 2 hours

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

H&G10-10-Wed3 It all Began in Canaan: History, Archaeology, and the Bible

Leader – Paul Brown

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

Description Learning history from archaeology as well as literature, we will take a fascinating journey into the Ancient World. From the Late Bronze Age into the Iron Age, (1550 BCE to 586 BCE) the Land of Canaan was at the crossroads of the world's major civilizations. The invention of the alphabet, the

discovery of iron and the events of the Bible make this an especially interesting time. We will learn about the Phoenicians, Hebrews, Philistines, Aramaeans, and others who occupied this land. We will consider the rise and fall of kings and empires and note the drama of decisions, both wise and foolish. We will trace the development of writing and observe the beginnings of Biblical Literature. The latest archaeological findings as well as the Biblical Narrative will inform us as we study the Hebrew Kingdoms, examine the politics of the day, and follow the evolution of religious belief toward monotheism. During each meeting, participants will focus on a text, map and/or graphic material projected during class. Guidance questions will be provided with the week's assignment. The SGL will give a short lecture at the beginning of each session followed by class discussion.

Readings Readings will be a mix of online and in-print materials. The instructor will provide specifics in a welcome letter in advance of the first day of class.

Preparation Time Preparation will vary according to individual interest, but will be at a minimum of 1-2 hours.

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

LIT10-10-Wed3 American-Jewish Fiction since 1945

Leader – Michael Kaufman

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

Description After the war a new group of writers led by Bellow, Malamud and Philip Roth wrestled with issues that second-generation Jews faced. Themes of marginality and alienation yielded to questions of identity and continuity. Questions of identity have assumed deepening interest in recent decades: how we think about ourselves; how we present ourselves to the world, how we connect with our ancestry and our progeny are all indications of our definition of Self. Perhaps the course's title crystallizes the problem. Ultimately, we must decide what pivots around that ambiguous hyphen: Are these authors Jewish-Americans where their ethnicity is merely one of several modifiers of their essential American-ness? Or are they American Jews who happen to live in Diaspora, but understand their noun-ity to be entwined within the long tradition of their people? We will use a number of works of short fiction, written between 1945 and the present, to explore some of the distinctive themes, values and styles of American-Jewish writers. For the most part the syllabus is made up of fine works of literature, but the instructor hopes that in addition to attending to the complex ideas these stories present, we may also use the texts as "contexts," points of departure for exploring the seemingly intractable issues one encounters when struggling with identity.

Readings "Four Questions" by Allegra Goodman
Seize the Day by Saul Bellow
"The Jewbird" by Bernard Malamud
"Mindel Gittel" – by Rebecca Goldstein
"Tell Me a Riddle" by Tillie Olsen

“Defender of the Faith” by Philip Roth
“The Tumblers” by Nathan Englander
“The Legacy of Raizel Kaidish” by Rebecca Goldstein
“Means of Suppressing Demonstrations” by Shani Boianjiu
“Gilgul” by Yosef Yerushalami

Information on where to find the stories and books will be provided in the Welcome Letter.

Preparation Time 2 to 3 hours a week

Biography Michael Kaufman has led study groups at BOLLI for ten years. H has taught both in academic settings and for professional and public sector audiences, and offered humanistic seminars for high ranking governmental officials.

DRA1-10-Wed3 21st Century Conundrums: Scene-iors Ask “What Was This Playwright Thinking?”

Leader – Becky Meyers

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

Description This spring the “Scene-iors” will have the opportunity to collaborate with a local playwright, Jeff Loeb, who has an especially good combination of wit and wisdom when it comes to many of the bewildering issues that we Lifelong Learners encounter. He has written 20 different skits featuring characters of many types, from annoying teenagers to cantankerous elders. We will use some of Jeff’s pieces and some from a collection of 21st century ten-minute plays written for the Actors Theatre of Louisville. The semester will culminate in a dramatic presentation for Lunch & Learn on Thursday May 16, 2019. Jeff (<http://jeffloeb.com/>) has had a long career in “creative audio for multimedia”, before his recent turn to playwriting. We will work with him to explore different acting techniques so as best to interpret and convey the ideas in his skits. Over the years, the Scene-iors have become quite adept at dramatic presentations, but this semester we will further enhance our expertise by teaming up with an author whose words we will portray. We will select pieces that allow us to focus on a few themes that are likely to strike chords with our audience. The exact choices will depend on the number of people in the class. Everyone will get at least one acting role! ***Neither memorization nor prior Scene-iors experience is required!*** In addition to acting roles, each class member will be expected to fulfill an off-stage role as well, such as set design, choreography, props, costumes, publicity, sound & lighting.

Readings SCRIPTS: The works to be studied and performed will be selected from the unpublished pieces of Jeff Loeb and from *30 Ten-Minute Plays*, from the Actors Theatre of Louisville, edited by Michael Bigelow Dixon, et al. (Smith and Kraus, 2001 paperback ISBN 1-57525-278-3). The Louisville collection is currently available at Amazon for \$17 and the SGL has copies of the scripts for all 20 of Jeff’s pieces, samples of which could be provided to anyone thinking of taking this course, by contacting the SGL.

SELECTED READINGS: SGL will provide links to online reading materials and/or Xerox copies of selections from texts about dramatic techniques, games and exercises.

Preparation Time Class members will hopefully re-read/study the scripts every week. There may be additional readings provided by the SGL or available online, no more than 10 pages per week. During the

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

Biography Becky Meyers has been a member of BOLLI since retiring 12 years ago. She has taken play-reading courses here and participated in CAST (Creative Acting, Storytelling and Theatre). She has also taken acting classes with a professional director, featuring dramatic games and exercises as well as performance. For several years Becky has led the Scene-iors drama club during the Spring semester. In that role she has directed an adaptation of *Rashomon*, and works by Leonid Andreyev, Clifford Odets, Susan Glaspell, David Ives, A R Gurney, Tennessee Williams, Christopher Durang, and most recently *Picasso at the Lapin Agile* by Steve Martin.

MUS3-10-Wed3 A Guided Tour of Three Popular Verdi Operas

Leader – Phil Radoff

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

Description Among the best known--and best loved--of Verdi's operas are the three first presented within a few years of one another in the early 1850s: *Rigoletto*, *Il Trovatore*, and *La Traviata*. This course will cover all three of these "Middle Period" masterpieces, from Overture to final curtain. We'll also consider how the librettos differ from the plays by Verdi contemporaries (two French, one Spanish) on which they were based. The course will be primarily lecture and demonstration, with written questions and related materials provided by email in advance of each session to guide participants' reading and listening. We will start by considering some of the operatic forms in common use in earlier periods of opera history in order to see how the musical forms used by Verdi in these three operas relied on or departed from the earlier models. Approximately three class periods will be allotted to each of the operas. To the extent time is available, excerpts of some of Verdi's later operas will also be presented to show how Verdi's music developed. Participants will need to have access to audio or video recordings of each of the three operas and, ideally, to the accompanying librettos in translation. All of these materials are readily available, new and used, from on-line vendors and the Minuteman library system. Performances may also be available online via YouTube or other providers.

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

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

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

SC12-5a-Thur1 Age of EnLIGHTenment: An Introduction to the Behavior of Light

Leader – Jerry Baum

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

Description What is light? A wave? A particle? Both? Neither? Actually, it depends on the question you ask of light; and, no, that's not being facetious. To learn about light, it's more productive to ask how it behaves in particular situations. This course will examine the behavior of light using as a framework the creation of satellite images of the earth. We'll look at how light is created, how it interacts with and is transformed by earth's atmosphere, land, and water surfaces, and how it is captured by cameras on satellites. Light phenomena we'll study include emission, transmission, absorption, scattering, polarization, reflection, refraction, and the photoelectric effect. You'll learn that everyone sees their own personal rainbow, why the sky is blue and the grass is green, and that Einstein won his Nobel Prize for his theory related to light, not relativity. The course will also look at light that you cannot see. And we'll play "Guess the Land Mass Game:" looking at satellite images of places on Earth and seeing if you can identify those locations. No technical background is needed, just a willingness to observe how light behaves in the world around you. Simple, at-home experiments with light will be assigned and used to facilitate class discussions. We'll also see how scientists come to believe what they believe and how they test those beliefs.

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

Preparation Time Maybe an hour to read online articles, to view online videos, and to perform simple, at-home experiments. Some experiment materials will be provided by the SGL at the first class, while other materials are found around the house; e.g. flashlight, baking dish, mirror.

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

ART6-5b-Thur1 Photographers and Photographs That Changed How We See the World

Leader – Mitch Fischman

Thursday – Course Period 1 – 9:30 am to 10:55 am
5 Week Course – April 18 – May 16

Description Photographs influence the way we see the world as well as our reactions to what we see. In this course we will examine how the work of photography giants such as Dorothea Lange, Margaret Bourke-White, Robert Capa, Paul Strand, and W. Eugene Smith have influenced the way we see the world, particularly during photojournalism’s “Golden Age” between 1930-1950 (Depression, WWII). We will examine the influence of early photojournalism such as Matthew Brady’s Civil War photographs, Walker Evans’s Americana experience, and Lewis Hines and Jacob Reiss’ social documentation. We will consider the work of Henri Cartier-Bresson (including his “street photography”), Garry Winogrand, Vivian Maier and others who have shaped our view, particularly of daily urban life. We will examine iconic photographs such as Huynh Cong Ut’s “The Terror of War,” showing napalm bombing of a Vietnamese village, and “The Flag in the Plaza,” in which the American flag was used to attack an African-American man walking across Boston’s City Hall Plaza during the 1970 busing crisis. Class members are encouraged to send their own “street photographs” to the SGL throughout the five weeks. A portion of each class will be devoted to showing class street photos. A professional photographer may attend as a guest lecturer/participant in one of the classes. The course will be a combination of lecture, discussion, voluntary reports and examination of class member photographs.

Readings *Photography: The 50 Most Influential Photographers of Our Time* by Chris Dickie, 2010 (Barron’s Educational Series, Inc.) (estimated \$14.50 Amazon); *The Street Photographer’s Manual* by David Gibson, 2014 (Thames & Hudson) (estimated \$15.00 Amazon); and a handout of readings (at an additional fee) which will supplement the weekly assignments (estimated \$18.00).

Preparation Time 2-3 hrs.

Biography Mitch Fischman is an amateur “street photographer” who attends every possible photography exhibit and reads extensively about photographers. A Boston native, he works as an urban planning and permitting consultant to developers, universities and hospitals helping them secure approvals for their Boston real estate development projects. He holds a Masters in Urban Planning from the University of Pittsburgh, a BA from the University of Pennsylvania, and an MBA from Northeastern University. He served as an Alderman/City Councilor in Newton for 12-years., He has also led “The Boston Skyline: Boom or Bust” and co-led an earlier course on “green” buildings at BOLLI.

MUS4-5a-Thur1 Meet the Beatles

Leader – James Heazlewood-Dale

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

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

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

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

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

H&G13-5a-Thur1 *The Age of Wonder: Science and Culture in the Romantic Era, 1750-1850*

Leader – Dettelbach, Michael

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

Description In this course, we will spend five weeks discussing Richard Holmes's *The Age of Wonder: How the Romantic Generation Discovered the Beauty and Terror of Science* (2008), a tremendously compelling account of how modern science emerged out of Romantic culture, not in opposition to it. Each week, we will consider a few of Holmes's portraits of British scientists—James Cook and Joseph Banks; William, Caroline, and John Herschel; Humphry Davy and Michael Faraday—and the culture of public spectacle that surrounded them—of ballooning, polar expeditions, glaciers and mountain ascents, *Frankenstein* and the first “science fiction”—and think about the relationship between science and

culture. The SGL will provide additional touchpoints in science and culture beyond Britain, including Immanuel Kant, Antoine Lavoisier, Edgar Allen Poe, Francois Arago, Samuel Morse, and the great “genius” hovering behind them all, Alexander von Humboldt. The hope is that participants come away stimulated, intrigued, provoked to think about the relationship between science and culture, not just around 1800, at the very origin of modern science, but around 2000. Is science part of culture or beyond it?

Readings Richard Holmes, *The Age of Wonder*
Required supplementary available free online

Preparation Time 30-40 pages of supplemental reading per week. Class members will also be expected to have read the main text BEFORE the start of term.

Biography Michael Dettelbach leads the Corporate and Foundation Relations Office at Brandeis and is a historian of science and technology. He taught at Stanford University, the University of Virginia, and Smith College before moving into university administration, but still researches and publishes, primarily about Alexander von Humboldt and 18th/19th century Europe and America.

H&G12-10-Thur1 Race Relations in America: The Role of the Supreme Court

Leader – Saul Schapiro

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

Description This course is an expansion of the course taught in the Spring 2018 term entitled “From *Somerset* to *Shelby*: Five Cases That Framed Race Relations in the United States for the Last 350 Years.” It will cover in depth the same five cases reviewed in that course, including *Somerset v. Stewart* (1772), the infamous *Dred Scott* case (1857), *Plessey v. Ferguson* (1896), *Brown v. Board of Education* (1954) and *Shelby County v. Holder* (2013). These cases directly addressed the institution of slavery and legal relations between black and white Americans before and after slavery was abolished in the U.S. This expanded course will also explore how other non-white peoples fared in the American judicial system in three other Supreme Court cases: Chinese immigrants in the *Chinese Exclusion Cases* (1889), Native Americans in *Lone Wolf v. Hitchcock* (1903), and Japanese Americans in *Korematsu v. United States* (1944). Finally, the course will examine *Regents of the University of California v. Bakke* (1978), in which a white applicant to medical school claimed that the school’s affirmative action admission policies discriminated against him on the basis of race.

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

Preparation Time 1-2 hours per week

Biography Saul Schapiro graduated from City College of New York and Harvard Law School. He practiced law in the Boston area for more than 40 years as a litigator and transactional lawyer. He argued cases at every level of the Massachusetts State court system, including at the Supreme Judicial Court, and

trial and appellate levels of the Federal courts in Massachusetts. Mr. Schapiro represented the Boston Redevelopment Authority in major civil litigation matters for over 25 years, among other governmental and non-governmental entities. Mr. Schapiro also served as the supervising attorney for the Harvard Voluntary Defender program for eight years.

ART10-5a-Thur1 Hidden Gems: Ins and Outs of Five Small Museums

Leader – Georgia Weinstein

Thursday – *Course Periods 1 & 2 – 9:30 am to 12:35 pm
5 Week Course – March 7 – April 4

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

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

Preparation Time 1-2 hours

Biography Georgia Weinstein was a chemistry professor at Boston University from 1987-2011. In the past she led a BOLLI course on four famous Nobel Prize winners – up close and personal. She is enthusiastic about leading this new course and has benefited greatly from the experience and encouragement of Elaine Dohan, its original SGL.

LIT11-10-Thur2 *Hamlet*: Prequels and Continuations

Leader – Barbara Apstein

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

Description "The play's the thing..." and *Hamlet* is a play that has enthralled audiences and stimulated volumes of debate and commentary since it was first performed around 1600. Shakespeare's best-known tragedy has also inspired generations of writers, artists and filmmakers. In this course, we'll read excerpts from the play but first we'll explore the medieval stories from which Shakespeare derived his plot. Then

we'll examine how contemporary writers have taken this tragedy of murder and revenge down new and fascinating creative paths. In *Gertrude and Claudius*, John Updike re-imagines the central adulterous couple; Tom Stoppard's play, *Rosencrantz and Guildenstern are Dead*, sees the action through the eyes of two peripheral characters; and Ian McEwan's witty novel, *Nutshell*, gives us a perspective like no other. Most of the class will be devoted to discussion.

Readings Shakespeare, *Hamlet* (any edition that includes line numbers)

John Updike, *Gertrude and Claudius*

Tom Stoppard, *Rosencrantz and Guildenstern are Dead*

Ian McEwan, *Nutshell*

Inexpensive used editions of these books are available from abebooks, Amazon and elsewhere.

Preparation Time Two to three hours of reading.

Biography Barbara Apstein received a doctorate in English from the City University of New York. At Bridgewater State University, where she was a professor of English for 35 years, she taught a variety of courses, ranging from *Chaucer* to *History of the English Language* and *Modern British Fiction*. She has published articles on Jane Austen and Virginia Woolf, among other topics. Knowing that BOLLI students like a challenge, she last taught James Joyce's *Ulysses*.

H&G16-10-Thur2 In Search of a More Perfect Union: Jill Lepore on Identity Politics and the Civic Nation

Leader – Avi Bernstein

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

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

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

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

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

MUS5-5b-Thur2 A Tanglewood Appetizer: 2019

Leader – Art Finstein

Thursday – Course Period 2 – 11:10 am to 12:35 pm
5 Week Course – April 18 – May 16

Description The class will study a few examples of the glorious music to be performed at Tanglewood, the summer home of the Boston Symphony, in its 2019 season. We'll focus on what the music says to the lay listener, and specifically how. After all, music is written to communicate directly to everyone, not just to specialists and other musicians. No previous musical training is required and no reports will be assigned. What will be essential are curiosity, an openness to listen with both the heart and the mind, and, hopefully, a willingness to join in discussion.

Readings SGL will provide readings and suggestions for each work studied, whether in reprint or online. We'll use recordings of the pieces at hand, all available at limited or no cost in multiple versions through public libraries and major retailers. The list of specific pieces will be sent in the Welcome Letter.

Preparation Time It is expected that people will listen, hopefully more than once, to the music to be discussed in the upcoming class. Together with any suggested readings, the weekly time commitment is likely about 3 hours.

Biography Art Finstein holds both BA and MFA degrees from Brandeis. As a pianist, conductor, theatrical music director and retired Massachusetts Music Educator, he's had a long and varied performance career and is a passionate advocate for the arts in education. He's taught extensively at all levels, including multiple successful courses at BOLLI.

H&G15-10-Thur2 Those Who Would Be President

Leader – Steve Messinger

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

Description Every four years we go through the exercise of electing a president. There are endless speeches, debates, ads and expert analyses. On Election Day only one certainty exists: Someone will win and someone will lose. Most of the studies on American presidencies focus on the winners, the presidents. Yet, much is to be learned from those who lose. Many made major contributions to the nation, perhaps greater than they would have made had they been elected. We will be studying those who fell short. Some

disappeared from history. Some continued in the positions they held at the time of the election. Some went on to new fame. The course will look at the lives of the candidates who did not achieve their goal, what drove them to seek the highest office in the land and ask ourselves whether America got it right. Did the best candidate win? The course will be lecture with questions to stimulate discussion on whether policies they espoused as candidates would have translated into presidential action.

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

Preparation Time Typically, 1 hour per week.

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

H&G14-5a-Thur2 Democracy in Peril: America at the Crossroads

Leaders – Emily Ostrower & Beth Mazer

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

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

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

Preparation Time 2 ½ -3 hours per week

Biography Emily Ostrower, who is retired from the Newton Public Schools as an elementary principal, has co-taught a number of BOLLI courses with Beth Mazer focusing on an in-depth analysis of contemporary issues. She enjoys traveling around the world, loves history and the social sciences, and is

an inveterate news and politics junkie. This course has provided an opportunity to explore some of her own questions about America's current challenges.

Beth Mazer has been attending BOLLI for over 10 years and in the past 3 years has been co-teaching courses with Emily Ostrower. Beth comes from a 30-year background in catering. She has long had a passionate interest in politics, reading avidly and widely on the issues of the day. This course is an outgrowth of that passion.

SCI3-5a-Thur3 Mother Nature and Climate Change

Leaders – Fara Faramarzpour

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

Description Our planet is experiencing a major change in its climate. There are many factors that determine this change, but most important is the increase of carbon dioxide and other greenhouse gases emitted by burning fossil fuels. In this short course, we will study how the components of the climate system (the atmosphere, the ocean, the ocean ice and the glaciers) interact in determining the earth's climate, and its temperature. We will use supporting data from sources such as NASA (National Aeronautics and Space Administration), NOAA (National Oceanic and Atmospheric Administration), and other scientific organizations for the modeling of the future trends in temperature, the melting of the glaciers, and the change in the sea level.

Readings Readings will be available online from a class website.

Preparation Time Two hours per week

Biography Fara has taught many courses at BOLLI, on subjects including our planet, the development of human knowledge and civilization, and the history of science. His academic background includes physics, astronomy and earth science. He loves nature and reading about science and our cultural heritage.

H&G16-5b-Thur3 A Life of Purpose in 20th-Century Russia

Leaders – Fran Feldman

Thursday – Course Period 3 – 2:10 pm to 3:35 pm
5 Week Course – April 18 – May 16

Description One yearns today for the wit, grace, and civility so deftly displayed by Count Alexander Rostov in Amor Towles' novel *A Gentleman in Moscow*. Despite the nearly 100 years and 5,000 miles separating 20th-century Russia from early 21st-century America, the challenges of living a meaningful life in the straitened circumstances described in the book are as relevant today as they were for Count Rostov. The "life lessons" that skip across the pages of the book reflect the human condition and prod introspection and discourse. Writers, artists, and politicians who play supporting roles in the background beg for more rounded and informed lives. And finally, the world-changing events casually dropped here

and there in the text demand to be brought to life. This course is not simply a review of the book. Instead, the class will look at, around, and beyond the text, examining what it means to live a life of purpose, how famous men of arts and letters affected the Russian spirit, and especially how the transformative events of 20th-century Russia—the Portsmouth Peace Treaty of 1905, the 1917 Bolshevik Revolution, Stalinism, the gulag, and World War II—framed the existence of a gentleman in Moscow in the last century. The SGL anticipates much lively class discussion and, because she is not an expert on modern Russian history, many class reports on events touched on in the book.

Readings *A Gentleman in Moscow* by Amor Towles

Preparation Time Approximately 100 pages of reading a week

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

LIT12-10-Thur3 Wild Women Don’t Get the Blues: Seven Female Playwrights

Leaders – Jyl Lynn Felman

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

Description From Pulitzer Prize to Obie award winners, we’ll read seven women playwrights who cross literary boundaries and leap off the page in their nonlinear writing. Playwrights include Adrienne Kennedy, Margaret Edson, Paula Vogel, and four others. With brilliant language and cutting-edge scripts on taboo topics, these plays will astound you. We will use the intersecting lenses of race, class, gender, and sexuality to unravel these amazing plays. In addition to discussing each play's themes and characters, we will read selected scenes in class. So that our page numbers will be in sync, it is recommended that class members obtain the Samuel French edition of each play if it is available and if it is not more expensive than other versions.

Readings *Watch On The Rhine* by Lillian Hellman

The Ohio State Murders by Adrienne Kennedy

Wit by Margaret Edson

How I Learned To Drive by Paula Vogel

Spinning Into Butter by Rebecca Gilman

Still by Jen Silverman

Cost of Living by Martyna Majok

Plays are available in libraries and inexpensively used at abebooks.com and other online sites. If all are purchased, total cost would be \$50-\$60. If available and competitively priced, the Samuel French edition of each play is recommended.

Preparation Time It is recommended that each play be read twice, totaling 60-100 pages/week, about 2 hours.

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

LIT13-10-Thur3 Rewriting Genesis: Milton’s *Paradise Lost*

Leaders – Reza Pourmikail

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

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

Readings Please use this edition:

Paradise Lost by John Milton

ISBN 978-0872207332; Hackett Publishing Company, Inc.; 3rd edition (Edited by David Scott Kastan); 2005

Preparation Time 2-4 hours of reading per week

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

CE2-10-Thur3 Current Events (Section Two)

Leader – Lois Sockol

Thursday – Course Period 3 – 11:10 am to 12:35 pm

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

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

Preparation Time 1 to 2 hours

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