<table>
<thead>
<tr>
<th>Period 1</th>
<th>The American Political Tradition: Forging Ahead with Liberty and Justice for All</th>
<th>Whodunit? A Study in Sidekicks</th>
<th>Major Topics in Crime and Punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 am-10:55 am</td>
<td>Avi Bernstein</td>
<td>Marilyn Brooks</td>
<td>Sandy Sherizen</td>
</tr>
<tr>
<td></td>
<td>H&amp;G2-10-Mon1</td>
<td>LIT1-10-Mon1</td>
<td>SOC1-10-Mon1</td>
</tr>
<tr>
<td>The British Are Coming…NOT</td>
<td>Sandy Bornstein</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Week Course – April 13 – May 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>H&amp;G1-5b-Mon1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>Paris in the 1920's: The Birth of the Musical Avant-Garde</td>
<td>Manifest Destiny: America's Long War of Conquest for the West</td>
<td>Justice: What is the Right Thing to Do?</td>
</tr>
<tr>
<td>11:10 am-12:35 pm</td>
<td>Cecilia Dunoyer</td>
<td>Fred Kobrick</td>
<td>Jeremy Kingston Cynamon</td>
</tr>
<tr>
<td></td>
<td>MUS1-5b-Mon2</td>
<td>H&amp;G3-10-Mon2</td>
<td>SOC2-10-Mon2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SOC3-10-Mon2</td>
</tr>
<tr>
<td>Lunch 12:35-12:55 pm</td>
<td>Lunchtime Presentations 1:00-2:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>The Neolithic Revolution and the Birth of Civilization</td>
<td>Aristocrats, Arrivistes, and Artists in Proust's The Guermantes Way</td>
<td>Climate Justice Activism: The Fight for Our Lives</td>
</tr>
<tr>
<td>2:10 pm-3:35 pm</td>
<td>Ollie Curme</td>
<td>Hollie Harder</td>
<td>Sabine von Mering</td>
</tr>
<tr>
<td></td>
<td>H&amp;G4-10-Mon3</td>
<td>LIT2-10-Mon3</td>
<td>5 Week Course – March 2 – March 30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>H&amp;G16-5a-Mon3</td>
</tr>
<tr>
<td>Period 1</td>
<td>In Search of a More Perfect Union: Jill Lepore on Identity, Politics and the Civic Nation</td>
<td>From Lepidopterology to Literature: An Introduction to the Work of Vladimir Nabakov</td>
<td>Hannah Arendt and Theodor Adorno in a World of Crisis, Then and Now</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Bridget Kelleher</td>
<td>Ryan Hitchcock</td>
<td>Jeff Kichen</td>
</tr>
<tr>
<td></td>
<td>H&amp;G5-10-Tue1</td>
<td>LIT3-10-Tue1</td>
<td>SOC4-10-Tue1</td>
</tr>
<tr>
<td>Period 2</td>
<td>Penelope Lively’s <em>Moon Tiger</em> and the Nature of the Booker Prize</td>
<td>Another Country: The Literature of the American South</td>
<td>And All That Jazz: History of a Great American Art Form</td>
</tr>
<tr>
<td></td>
<td>Diane Proctor</td>
<td>Kathryn Bloom</td>
<td>James Heazelwood-Dale</td>
</tr>
<tr>
<td></td>
<td>*5 Week Course – Mar 3 – Mar 31</td>
<td>*Location: Liberman-Miller Lecture Hall, Epstein building, 515 South St.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIT6-5a-Tue2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faraday, Maxwell and Einstein: A Brief History of Electromagnetism</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Franklin Dorian Segall</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*5 Week Course – April 14 – May 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SCI3-5b-Tue2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunchtime Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Terry Lee</td>
<td>Carl Lazarus</td>
<td>Fara Faramarzpour</td>
</tr>
<tr>
<td></td>
<td>*H&amp;G7-10-Tue3</td>
<td>*5 Week Course – March 3 – March 31</td>
<td>*5 Week Course – March 3 – March 31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ART5-5a-Tue3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SCI4-5a-Tue3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOC5-5a-Tue3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What Caused WWII in Europe? Changing Historical Perspective</td>
<td>The Opium War: The Origin of China’s Conflicts with the West</td>
<td>The Monstrous in Literature and Film</td>
</tr>
<tr>
<td></td>
<td>Mark Seliber</td>
<td>Ken Macklin</td>
<td>Wendy Richardson</td>
</tr>
<tr>
<td></td>
<td>*5 Week Course – April 14 – May 12</td>
<td>*5 Week Course – April 14 – May 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H&amp;G8-5b-Tue3</td>
<td>H&amp;G6-5b-Tue3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIT7-5b-Tue3</td>
<td></td>
</tr>
</tbody>
</table>
### Wednesday

**BOLLI Study Groups Spring 2020**

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Time</th>
<th>Group Name</th>
<th>Description</th>
<th>Leader</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Muscles and Movement</strong></td>
<td>9:30 am-10:55 am</td>
<td>Leader: Kat Page</td>
<td>9:45 am – 10:30 am</td>
<td><strong>Note:</strong> This class will run during periods 1 &amp; 2.</td>
<td>Gossman Sports and Convocation Center GYM1-10-Wed1</td>
</tr>
<tr>
<td><strong>Introduction to Sculpture in Global Perspective</strong></td>
<td></td>
<td>Ruth Ezra</td>
<td>5 Week Course – April 15 – May 13</td>
<td>ART3-5b-Wed1&amp;2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 2</th>
<th>Time</th>
<th>Group Name</th>
<th>Description</th>
<th>Leader</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You Are There: The Framing of the U.S. Constitution</strong></td>
<td>11:10 am - 12:35 pm</td>
<td>Steve Messinger</td>
<td>5 Week Course – March 4 – April 1</td>
<td>WRI2-5a-Wed2</td>
<td></td>
</tr>
<tr>
<td><strong>Telling the Story: Focusing on the Craft of Narrative Prose</strong></td>
<td></td>
<td>Betsy Campbell</td>
<td></td>
<td>H&amp;G10-10-Wed2</td>
<td></td>
</tr>
<tr>
<td><strong>Deborah: Judge, Prophet, Warrior, and Mother in Ancient Israel</strong></td>
<td></td>
<td>Esther Brownsmith</td>
<td>5 Week Course – April 15 – May 13</td>
<td>H&amp;G9-10-Wed2</td>
<td></td>
</tr>
<tr>
<td><strong>The Age of Wonder: Science and Culture in the Romantic Era, 1750-1850</strong></td>
<td></td>
<td>Michael Dettelbach</td>
<td></td>
<td>CE1-10-Wed2</td>
<td></td>
</tr>
<tr>
<td><strong>Current Events (Section 1)</strong></td>
<td></td>
<td>Lois Sockol</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lunch</th>
<th>Time</th>
<th>Group Name</th>
<th>Description</th>
<th>Leader</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch 12:35-12:55 pm</td>
<td>Lunchtime Presentations 1:00-2:00 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 3</th>
<th>Time</th>
<th>Group Name</th>
<th>Description</th>
<th>Leader</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History of Waltham</strong></td>
<td>2:10 pm-3:35 pm</td>
<td>Dennis McCarthy</td>
<td>5 Week Course – April 15 – May 13</td>
<td></td>
<td>H&amp;G11-5b-Wed3</td>
</tr>
<tr>
<td><strong>Mozart’s <em>Don Giovanni</em>: A Guided Tour</strong></td>
<td></td>
<td>Phil Radoff</td>
<td>5 Week Course – March 4 – April 1</td>
<td>MUS3-5a-Wed3</td>
<td></td>
</tr>
<tr>
<td><strong>The Neurobiology of Psychiatric Illnesses: Dispatches from the Laboratory</strong></td>
<td></td>
<td>Alyssa Fasset-Carman and Bradly Stone</td>
<td></td>
<td>SCI5-10-Wed3</td>
<td></td>
</tr>
<tr>
<td><strong>Wonderful Writers Writing Mostly About Baseball</strong></td>
<td></td>
<td>David Moskowitz</td>
<td></td>
<td>LIT8-10-Wed3</td>
<td></td>
</tr>
<tr>
<td><strong>The Truman Presidency: The Buck Stopped There</strong></td>
<td></td>
<td>George Model</td>
<td></td>
<td>H&amp;G12-10-Wed3</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Lisa DeBenedictis</td>
<td>Dennis Greene</td>
<td>Jennifer Eastman</td>
<td>Ali Kardatzke</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART6-5a-Thur1</td>
<td>5 Week Course – March 5 – April 2</td>
<td>5 Week Course – April 16 – May 14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water: Properties, Pollution, Pestilence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia Weinstein</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Week Course – April 16 – May 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCI6-5b-Thur1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>11:10 am - 12:35 pm</td>
<td>“You Can’t Make This Stuff Up!” Crafting Creative Nonfiction (Section 1)</td>
<td>Four Rivalries in Art</td>
<td>History of American Judaism</td>
<td>Women with Unquiet Minds: Tales of Struggle and Survival</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sue Wurster</td>
<td>Nancy Alimansky</td>
<td>Bar Guzi</td>
<td>Sophie Freud</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 Week Course – March 5 – April 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>WRI3-5a-Thur2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“You Can't Make This Stuff Up!” Crafting Creative Nonfiction (Section 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sue Wurster</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Week Course – April 16 – May 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRI4-5b-Thur2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch 12:35-12:55 pm</td>
<td>Lunchtime Presentations 1:00-2:00 pm</td>
<td>Critical Issues Facing America: Let’s Practice Civil Discourse to Help Solve Them</td>
<td>Current Events (Section 2)</td>
<td>The Founders of Modern Poetry</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jerry Wald</td>
<td>Lois Sockol</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 Week Course – March 5 – April 2</td>
<td></td>
<td>Jan Schreiber</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>H&amp;G15-5a-Thur3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our Mysterious Sub-Atomic World: Quantum Mechanics Without a Wrench</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peter Schmidt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Week Course – April 16 – May 21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCI2-5b-Thurs3</td>
<td>CE2-10-Thur3</td>
<td></td>
<td>LIT11-10-Thur3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
H&G2-10-Mon1  The American Political Tradition: Forging Ahead with Liberty and Justice for All

Leader – Avi Bernstein

Monday – Course Period 1 – 9:30 am to 10:55 am
10 Week Course – March 2 – May 18
(No Class April 6 or April 20)

Description  This course will introduce central ideas and events in the American liberal political tradition since Roosevelt's New Deal (circa 1933) and especially since the US Supreme Court decided Brown v. Board of Education (1954). Against the backdrop of Reconstruction (1863-1877) and its failure to produce a new birth for this nation after the Civil War, we will examine twentieth-century efforts to realize the promise implicit in the nation’s founding and in the pledge of allegiance familiar to every school child. Abraham Lincoln’s project of emancipation, Franklin Delano Roosevelt's New Deal, Ronald Reagan’s call to build a new Jerusalem -- these programs illustrate that the civic nation can indeed be called to the task to transform itself in light of a compelling national vision and that transformative leadership at the national level can have results. Why did these programs succeed for a time? What were the conditions of their ultimate demise? This course will culminate in the opportunity for class members to forge ahead as bearers of the American liberal political tradition. Aided by the rich scholarship that has emerged out of our current crisis, we will parry with alternative visions for our future -- a liberating civic nationalism, a revitalizing American civil religion, or a resurgent form of global citizenship deemphasizing the nation state, among others. Finally, we will ask: How might our generation ground and interpret the very best of the animating ideas of the American political tradition and how might we put them to work?

Readings  This America: The Case for the Nation by Jill Lepore (2019)
Preparation Time  2 to 3 hours per week

Biography  Avi Bernstein is the director of BOLLI and holds a doctorate in religious studies. Previous BOLLI study groups have covered writers (e.g. Hawthorne, Dostoyevsky, Kafka, Iris Murdoch, and Virginia Woolf) and social theorists (e.g. Yuval Noah Harari, Francis Fukuyama, Michael Sandel). In the Fall of 2019, he taught *In Search of a More Perfect Union: Jill Lepore on Identity Politics and the Civic Nation*.

H&G1-5b-Mon1  The British Are Coming…NOT!

Leader – Sandy Bornstein

Monday – Course Period 1 – 9:30 am to 10:55 am  
5 Week Course – April 13 – May 18  
(No Class April 20)

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

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

Preparation Time  Up to 1 hour per week of reading.

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

LIT1-10-Mon1  Whodunit? A Study in Sidekicks

Leader – Marilyn Brooks
Monday – Course Period 1 – 9:30 am to 10:55 am  
10 Week Course – March 2 – May 18  
(No Class April 6 or April 20)

Description Why do we read murder mysteries? What about them satisfies us? Is it the plot, the characters, the setting? Do we want to be frightened by one that’s hard-boiled, or do we want a cozy that we hope will end well for all concerned (well, except for the victim and the murderer, naturally)? Sir Arthur Conan Doyle, usually given co-credit with Edgar Allan Poe as the originator of the genre, created the first memorable sidekick in Dr. John Watson. That brings us to the question: why do detectives need sidekicks? After all, the detective/protagonist is the main character of the story; shouldn’t she/he be able to handle it all? We’ll explore various types of sidekicks and the important roles they play in the books we’ll be reading. YouTube videos will help give us a sense of the authors whose novels we’ll discuss. We will share our viewpoints and hopefully introduce others to new authors and ideas. We will act, in a way, as sleuths, examining the clues as to what makes a mystery worth reading and, as we all gather together in the “library,” perhaps come to a solution that satisfies us all.

Readings  The Sign of the Four by Sir Arthur Conan Doyle (Sherlock Holmes and Dr. Watson)  
The League of Frightened Men by Rex Stout (Nero Wolfe and Archie Goodwin)  
Promised Land by Robert B. Parker (Spenser and Hawk)  
The Wanted by Robert Crais (Elvis Cole and Joe Pike)  
Promise Me by Harlan Coben (Myron Bolitar and Win Lockwood)  
Ghost Hero by S. J. Rozan (Lydia Chin and Bill Smith)  
A Drink Before the War by Dennis Lehane (Patrick Kenzie and Angela Gennaro)  
I Know a Secret by Tess Gerritsen (Jane Rizzoli and Maura Isles)

Preparation Time We will read a novel each week, except for the first and last sessions of the class. The novels vary in length from 200-350 pages.

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

SOC1-10-Mon1 Major Topics in Crime and Punishment

Leader – Sandy Sherizen

Monday – Course Period 1 – 9:30 am to 10:55 am  
10 Week Course – March 2 – May 18  
(No Class April 6 or April 20)

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

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

Preparation Time  3-4 hours a week.

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

MUS1-5b-Mon2  Paris in the 1920s: The Birth of the Musical Avant-Garde

Leader – Cecilia Dunoyer

Monday – Course Period 2 – 11:10 am to 12:35 pm
5 Week Course – April 13 – May 18
(No Class April 20)

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

Readings  Readings will be drawn from online articles, poetry and the SGL hand-outs. YouTube videos and historical recordings will be posted on a Google site for easy access, along with supplemental reading materials.
**Preparation Time**  One or two hours per week, consisting of listening to assigned recordings, as well as readings that will enliven class discussion of the music in its rich social, cultural and historical context.

**Biography**  Cecilia Dunoyer, French pianist and teacher, has concertized in Europe and the Americas. Her expertise in French music has led to regular appearances at the Smithsonian Institution in Washington, DC presenting lecture-recitals and teaching courses. She also authored *Marguerite Long, A Life in French Music* (Indiana University Press), simultaneously translated in French, *Debussy in Performance* (Yale University Press), and received BM, MM and DMA degrees. A dedicated piano teacher, she has shared her love of music, beauty, and a joyful pursuit of excellence with young and older adults for over 30 years. Cecilia moved to Boston very recently.

**H&G3-10-Mon2  Manifest Destiny: America’s Long War of Conquest of the West**

**Leader – Fred Kobrick**

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

**10 Week Course – March 2 – May 18**

*(No Class April 6 or April 20)*

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


**Preparation Time**  50 pages/week, 2 hours.

**Biography**  Fred Kobrick managed one of the top 5 mutual funds in the country for 15 years. He has a BA in economics from Boston University and an MBA in finance from Harvard. Fred has led a number of BOLLI classes, including Great Companies; and “Cotton, Capitalism, and Globalization”, and courses on China’s foreign policy. He has taught several graduate programs at Boston University on diverse topics such as finance, economics, the global history of slavery, and additional subjects from a book he has authored.
SOC2-10-Mon2  Justice: What is the Right Thing to Do?

Leader – Jeremy Kingston Cynamon

Monday – Course Period 2 – 11:10 am to 12:35 pm
10 Week Course – March 2 – May 18
(No Class April 6 or April 20)

Description  We all find ourselves in situations where we wonder “What is the right thing to do?” Whether this is in our personal lives, in a general social situation, or in a broader political capacity, our beliefs about the nature of the ‘right’ ‘just’ or ‘fair’ course of action inform our behavior. In this course, we will examine our ethical intuitions alongside the prevailing theories of justice including utilitarianism, liberal egalitarianism, libertarianism, and communitarianism. Each week, students are asked to watch one of Harvard professor and Brandeis alumnus Michael Sandel’s online lectures from his renowned Justice course, and read a short excerpt from his book. We will use Sandel’s lectures and writing as a jumping off point for our discussions. In our classroom discussions, we will cover topics such as wealth and income inequality, access to education and healthcare, human rights, property rights, reproductive rights, and affirmative action. At the end of the course students will have developed a conceptual vocabulary with which to more clearly and precisely engage in debates about justice and the right thing to do. The goal is not to teach students what to believe, but to help them clarify and refine their own views by introducing them to canonical thinkers and ideas.

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

Preparation Time  1-3 hours should be sufficient.

Biography  Jeremy Kingston Cynamon is a PhD candidate in politics specializing in political theory at Brandeis University. His research interests include normative political theory, social theory, institutional design and public policy. In his dissertation, he explores leading 19th century theories of freedom – including those of Mill, Nietzsche, and Marx – as well as their contemporary heirs, and argues that they improperly understand our social dependencies. Jeremy has also published work in academic journals relating to issues of distributive justice in access to healthcare. During his time at Brandeis, Jeremy has served as a teaching fellow for various courses in political theory and public policy. He holds a BA (honors) in political science from U.C. Berkeley where he studied political and social theory.
SOC3-10-Mon2  TED Talks: Ideas You Can’t Ignore

Leaders – Quinn Rosefsky and Susan Rosefsky

Monday – Course Period 2 – 11:10 am to 12:35 pm
10 Week Course – March 2 – May 18
(No Class April 6 or April 20)

Description  “TED Talks: Ideas You Can’t Ignore” is a video collection of short talks presented by a wide variety of people who have done interesting research or who have compelling stories to tell. TED, a nonprofit organization devoted to spreading ideas, began as a conference featuring talks on technology, entertainment, and design. For this course, the SGLs have selected some of the best TED Talk videos and have organized these selections into five categories: cognitive issues; race & prejudice; how to function at our optimum level; social justice; and how to live with science & technology. The videos are fascinating, provocative, informative and sometimes entertaining. In this discussion-driven course, the goal is to provide fresh insights and knowledge as well as to inspire. Examples of what the class will explore include the following: Do schools kill creativity? (2006, Sir Ken Robinson) If you had to choose between a roof over your head or your right to vote, which would you choose? (2013, Dambisa Moyo) Would you have coffee with someone who sent you hate mail? (2018, Oziem Ceki) What happens to your immune system when you get too little sleep? (2019, Matt Walker) What moral decisions should driverless car owners make? (2016, Iyad Rahwan) Is Facebook a threat to democracy? (2019, Carole Cadwalladr) Videos and targeted readings will be the springboard for class discussions. This is not a lecture course and will depend on participants’ familiarization with homework.

Readings  One to two articles per week which will be available via our website along with two short videos to watch in preparation for each class. There will be several questions to ponder each week relative to the readings and videos.

Preparation Time  1-2 hours per week.

Biography  Susan Rosefsky studied music in Sydney and London and taught piano for twenty years. She then worked at the New England Historic Genealogical Society in Boston where she built a volunteer program for digitizing primary records.

Quinn Rosefsky is a retired psychiatrist, whose practice focused on children and adults. He spent the final years of his career working with Native Americans. In retirement, he enjoys creativity (writing and watercolor) and the process of putting together and leading or co-leading BOLLI courses.
The Neolithic Revolution and the Birth of Civilization

Leader – Ollie Curme

Monday – Course Period 3 – 2:10 pm to 3:35 pm
10 Week Course – March 2 – May 18
(No Class April 6 or April 20)

Description  The Neolithic revolution began a titanic shift in human history. For millions of years humans had lived as hunter-gatherers, but starting about 10,000 B.C. people settled down, invented farming, domesticated animals, invented astronomy, built megalithic monuments, and began an inexorable march toward complex societies. In this course we will use the insights from leading archeologists, linguists and geneticists to understand what sparked this revolution and examine how early societies were organized and spread. We will take classroom slide tours of incredible archeological sites, from Göbekli Tepe in Turkey, to Jericho in Israel, and Stonehenge in England. Although the evidence is fragmentary, we hope to gain insights into the following questions: Who were these people, what did they believe and what was their daily life like? How did they cope with climate change and changing technologies? How did one culture evolve into another? What lessons can we learn that are applicable to life today? Our classes will be a mixture of discussion and presentations by both class members and the SGL; each student will be encouraged to present an optional project chosen from a list of his/her own personal interest.

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

Preparation Time  Preparation will consist of approximately two hours per week of readings plus an optional project presentation.

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 third at BOLLI. His fascination with archeology stems from the challenge of finding profound meaning from subtle clues.

Aristocrats, Arrivistes, and Artists in Proust’s *The Guermantes Way*
Leader – Hollie Harder

Monday – Course Period 3 – 2:10 pm to 3:35 pm
10 Week Course – March 2 – May 18
(No Class April 6 or April 20)

Description  Why is Proust called the greatest French novelist, comparable to England’s Shakespeare or Spain’s Cervantes? How can Proust’s seven-tome novel, *In Search of Lost Time*, have the reputation of being at once a literary leviathan and a witty, enchanting, and profound book that gives readers a Proustian lens through which to see life in fundamentally new and innovative ways? In *The Guermantes Way*, volume 3 of Proust’s masterpiece, we will accompany the protagonist as he leaves the familiar spaces of Combray and Balbec and enters the vacillating world of Parisian high society. He eventually encounters many of the people who bear the aristocratic names that have fueled his dreams and uncovers some of the realities of the Parisian “upper crust.” Moreover, he penetrates further into the circles of bourgeois arrivistes and bohemian artists, and even catches glimpses of the lives of the working class. This wide range of experiences leads him to surprising discoveries and poignant realizations about human nature, love, friendship, political and social loyalties, and this wealth of revelations brings him closer to understanding the essence of lost time. This course is designed to accommodate first-time as well as experienced readers of Proust and familiarity with the first two volumes of *In Search of Lost Time* is not assumed or required. The SGL will provide an overview of *Swann’s Way* and *In the Shadow of Young Girls in Flower* before the first class.

Readings  The participants will read *The Guermantes Way*, the third volume of Marcel Proust’s novel, *In Search of Lost Time*. We will read the Yale University edition (in English), edited and annotated by William C. Carter, which has 657 pages.

Preparation Time  Participants will read approximately 65-70 pages per week.

Biography  Hollie Harder is a Professor of French and Francophone Studies (outside the tenure structure) at Brandeis University. She has previously directed BOLLI groups who read volumes 1 and 2 of Proust’s *In Search of Lost Time*. She has published articles on the Proustian characters of Françoise and Albertine, and she has written about the novel as a kind of twentieth-century human comedy.

H&G16-5a-Mon3  Climate Justice Activism: The Fight for Our Lives

Leader – Sabine von Mering

Monday – Course Period 3 – 2:10 pm to 3:35 pm
5 Week Course – March 2 – March 30

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


**Preparation Time**  2 to 3 hours per week.

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

---

**H&G5-10-Tue1  In Search of a More Perfect Union: Jill Lepore on Identity, Politics and the Civic Nation**

**Leader – Bridget Kelleher**

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

10 Week Course – March 3 – May 12

(No Class April 7)

**Description**  The U.S. presidential election of 2016 exposed a long-simmering public divide over who should lead our country and what policies we stand for. 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 political scientists like Francis Fukuyama and Mark Lilla, laments the contemporary absence of a shared American civic identity. Her narrative also supports many contemporary observers who contend that as citizens we seem to lack solidarity with one another, 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 reviving our civic past, a collective inheritance she earnestly regards as “a gift” from our political forebears and a responsibility to future generations. But does Lepore the judicious historian offer a story equal to our crisis and faithful to progressive and conservative undercurrents in her reckoning with the American past? Can she balance the scales of America’s sins and greatness? How can we fill out Lepore’s story by bringing in marginalized voices in order to understand this divide better and potentially find solutions? 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 lectures 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, and primary sources will be available through the course website.

Preparation Time  1-2 Hours per week, based on readings of 50-100 pages.

Biography  Bridget Kelleher is a lifelong student of history steeped in the revolutionary traditions of New England. She is currently in her third year as a PhD student in the Brandeis History department, specializing in modern American history and the history of racial ideologies with a focus on state formation, activism, and citizenship. She holds a BA in History from UMass Lowell and has worked as a teacher and mentor to at-risk youth in Lawrence, MA, as an intern with the National Historic Parks, and as a Teaching Fellow within the History department at Brandeis.

LIT3-10-Tue1  From Lepidopterology to Literature: An Introduction to the Work of Vladimir Nabokov

Leader – Ryan Hitchcock

Tuesday – Course Period 1 – 9:30 am to 10:55 am
10 Week Course – March 3 – May 12
(No Class April 7)

Description  Vladimir Nabokov is one of the most celebrated novelists of the twentieth century. Not only has he influenced writers such as Thomas Pynchon, Michael Chabon, and W. G. Sebald, but Justice Ruth Bader Ginsburg was once his student, and she credits him with teaching her the importance of clarity and style in legal writing. Nabokov is also a persistent figure within popular culture. *Lolita* has been adapted for film twice, while his novel *Pale Fire* makes an appearance in the film *Blade Runner 2049*. In this course we will explore his major works: *Speak, Memory*, his eloquent and moving memoir; *Lolita*, which is often considered one of the best (and most controversial) novels of the twentieth century; *Pale Fire*, which anticipates the giddy experimentalism of postmodernism; and *Pnin*, a touching and humorous example of autobiographical fiction. Through shared inquiry, group conversation, and occasional, brief lectures, we will explore the breadth of Nabokov’s literary career. Our lines of approach will be various, and may include addressing historical, political, sociological, literary, and biographical contexts, along with an emphasis on questions of form, narrative, character, and style. Our primary objective, however, will be to follow Nabokov’s own advice for readers, which would be to disregard everything that has been listed above, and instead to learn how to read—not with our hearts nor with our minds—but with our spinal cords, in order to enjoy the electric shiver of literary experience.


Preparation Time  We will read approximately 100 pages each week.

Biography  Ryan Hitchcock is an English PhD student at Brandeis University. His interests include
ART1-5a-Tue1 Smartphone Photography Says Goodbye to Winter and Greets Spring

Leader – Nancy Katz

Tuesday – Course Period 1 – 9:30 am – 10:55 am
5 Week Course – March 3 – March 31

Description In this class you will learn to see like a photographer in late winter and early spring with its beautiful and varying light. We will review the composition basics of good photography and learn how to apply them to your smartphone. Composition techniques that all pros use include: focal point, rule of thirds, diagonal lines, filling the frame and more. We will then spend one session on discussion and follow-up shooting each of the following topics: (if you took the class before, there are new topics). Simple images of winter plant materials; self-portraits with winter plants; country landscapes; field trip and “A Day in My Life” project review. We will always return to the basics of composition. There will be homework assignments that we will discuss in class. We will learn to edit on the phones, with the Snapseed app and a painterly app (TBD). You should be familiar with using your phone and its features and can read the latest “Dummy” book or buy the book specifically for your phone on Amazon. You will apply editing tools from your phone and apps that will enhance your images, in an artistic manner. A tripod will be helpful but not required. We will post and share our images through a Google Site and Google folders.

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 1-2 hours shooting and editing; reading optional but suggested.

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.
LIT4-5b-Tue1  The King is Dead: *Macbeth* in Renaissance England

Leader – Emiliano Gutierrez-Popoca

Tuesday – Course Period 1 – 9:30 am to 10:55 am
5 Week Course – April 14 – May 12

**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 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 question, we will start from Shakespeare’s text, reading the play in depth, focusing on the scenes that best show Macbeth’s mind. We will also explore the culture of Shakespeare’s time to approach *Macbeth* from different angles. Finally, we will consult three different film adaptations by Nunn 1979, Goold 2011 and Kurzel 2015 to see how these outstanding artists responded to this seminal question. While watching the film adaptations in their entirety is NOT a requirement in this class, they are readily available in libraries and from streaming services.

* This is the preferred edition of the play, but any other annotated edition is acceptable.
* Any additional readings will be distributed digitally.

**Preparation Time**  2 - 3 hours a week.

**Biography**  Emiliano Gutiérrez Popoca is a PhD Candidate in English at Brandeis University. He studies Shakespeare and his contemporaries, and he is especially interested in the conversations between literature and the society and culture of Shakespeare’s time. His interests include Elizabethan and Jacobean theater, seventeenth century religious and love poetry and English-Spanish poetry translation. He received his BA and MA in English from the National Autonomous University of Mexico, where he was also Adjunct Professor, and where he taught literature, writing and ESL courses.
SOC4-10-Tue1  Hannah Arendt and Theodor Adorno in a World of Crisis, Then and Now

Leader – Jeff Kichen

Tuesday – Course Period 1 – 9:30 am to 10:55 am
10 Week Course – March 3 – May 12
(No Class April 7)

Description  Hannah Arendt and Theodor Adorno, two of the most insightful theorists of totalitarianism of the twentieth century, shared similar backgrounds and experiences but differed dramatically in their methods and conclusions about the fateful political questions. What is the relationship between capitalism and fascism? Should the nation state endure? What role can nationalism play in a well-ordered constitutional regime? Is it realistic to expect the individual to hold the line against fascism in mass society? In 1950, Adorno and a team of researchers published The Authoritarian Personality. A year later, Arendt published The Origin of Totalitarianism. Both works attempted to explain the rise of fascism, but readers who hoped that fascism and Stalinism were historical aberrations were not consoled. The human element will interest us: although they had many friends and colleagues in common, they expressed considerable antipathy towards each other. Arendt said of Adorno that he was “one of the most repulsive human beings I know.” Adorno described Arendt in a letter to their mutual friend, Gershom Scholem, as an “old washer-woman.” Initially, we will focus on the joint biography of Arendt and Adorno as we explore their ideas and major works on politics, society, and culture. Following sessions will address their differing perspectives on anti-Semitism, psychoanalysis, and Marxism which are foundational to understanding their chief works and political positions. In our last sessions Arendt and Adorno will each have their say regarding contemporary politics in the United States.

Readings


Handouts will be provided at no charge, accessible online or as hard copies according to individual class participant’s preference. Examples of handouts include Arendt’s “Lying in Politics”; Adorno’s “Remarks on the Authoritarian Personality”; Joel “The Marriage of Marx and Freud: Critical Theory and Psychoanalysis”.
Preparation Time  Most week’s required reading will be approximately 50 pages. Before each week’s class, participants will receive a detailed class outline. Preparation time will be approximately 3 hours per week.

Biography  Jeff Kichen has been a BOLLI SGL since 2013. He has led BOLLI history courses on health care reform and the history of medicine and also courses on Toni Morrison, George Eliot, Lafcadio Hearn, and metaphors. He is currently an instructor in Public Health at the University of Massachusetts. He co-edited the college textbook *Advancing Health Through Education*. Jeff was formerly Vice-President of Strategy and Planning for the Massachusetts Medical Society and Director of Health Care Policy at The Roche Associates, where he now serves as an advisor for special projects. He has degrees in public health and history.

ART2-10-Tue2  Luminaries: Five Superstars of the Art World

Leader – Suzanne Art

Tuesday – Course Period 2 – 11:10 am to 12:35 pm
10 Week Course – March 3 – May 12
(No Class April 7)

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

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

Preparation Time  Preparation time is about an hour and a half.

Biography  Suzanne has always loved art and history. Her favorite pastime is “experiencing” the paintings in art museums. She has a BA in history, an MA in the French language and literature, and an MA in teaching. She taught history for 16 years at a private school. During that time, she also wrote a series of twelve history books, a major feature of which is the study of art in a given culture. She has taught seven art history courses at BOLLI.
LIT5-10-Tue2  Another Country: The Literature of the American South

Leader – Kathryn Bloom

Tuesday – Course Period 2 – 11:10 am to 12:35 pm
10 Week Course – March 3 – May 12
(No Class April 7)

Description  To many people living in New England, the American South is another country. They do things differently there. At a time during which the United States seems so economically and regionally divided, this course seeks to provide insight into the American South through its literature. We begin and end with discussions of Harper Lee’s *To Kill a Mockingbird* (1960), one of the most beloved novels of our time. But is this the only way to look at and think about the South? Together, we will explore other Southern literature to identify different perspectives. Our reading will include Walker Percy’s novel *The Moviegoer* (1961), William Faulkner’s novella *Spotted Horses* (1931), and a selection of short stories by Southern authors ranging from the well-known to the obscure. The course involves preparatory reading each week and active participation in class discussion.

Readings
William Faulkner, *Spotted Horses* (This can be read online at no cost at [https://biblioklept.org/2014/05/13/spotted-horses-a-short-story-by-william-faulkner/](https://biblioklept.org/2014/05/13/spotted-horses-a-short-story-by-william-faulkner/))
Harper Lee, *To Kill a Mockingbird*
Walker Percy, *The Moviegoer*

Specific editions will be included in the welcome letter to class members. NOTE: It is very important that students order the specific editions requested, as there are multiple versions of some of the texts we will be reading.

Preparation Time  2-3 hours per class.

Biography  Kathryn Ruth Bloom holds the PhD in literature from Northeastern, where her dissertation focused on the work of Edna Ferber and Fannie Hurst. She has taught a variety of courses at BOLLI, including Jewish literature, Canadian literature, and the literature of New Jersey.
LIT6-5a-Tue2  Penelope Lively’s *Moon Tiger* and the Nature of the Booker Prize

Leader – Diane Proctor

Tuesday – Course Period 2 – 11:10 am to 12:35 pm
5 Week Course – March 3 – March 31

**Description**  Taste in literature is delightfully subjective, but according to Claudia Hampton—the protagonist of Penelope Lively’s Booker Prize novel, *Moon Tiger*—so is history. We find her, therefore, in the opening line of the narrative “writing a history of the world.” What follows is a thoroughly modern and unique approach to storytelling, as Lively conveys a “history” of Claudia’s life through varied narrator’s perspectives, but most prominently through Claudia’s memories. She is not a “nice” woman, but somehow the reader admires—and even comes to love—this feisty protagonist. Although this novel was first published in 1987, it has recently enjoyed a revival, perhaps because Claudia, as a WWII correspondent, an Oxford professor, and a single mother, is a remarkably modern woman. During this five-week course, we shall consider not only this novel but the history and character of England’s Booker Prize. Chosen originally as a Booker Prize winner, Lively’s novel languished in relative obscurity after it was published in 1987. Yet it climbed over admirable, indeed impressive, competition to emerge as one of five finalists for the Golden Booker Prize in 2018. We will discuss what caused this renaissance and enjoy losing ourselves in its imaginative prose. Whether you have read this work before or are encountering it for the first time, the novel’s structure, character development, and audacity will challenge and enchant you.

**Readings**  *Moon Tiger* by Penelope Lively and select readings on the Booker Prize, for which there will be a minimal charge for reproduction.

**Preparation Time**  Plan on reading around 40 pages for each assignment along with select essays on the Booker Prize.

**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.

---

SCI3-5b-Tue2  Faraday, Maxwell and Einstein: A Brief History of Electromagnetism

Leader – Franklin Dorian Segall

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

**Description**  The effects of electricity and magnetism profoundly affect our daily lives, but we rarely stop to ponder these physical phenomena. In this course, we will learn about these concepts from historical and personal perspectives: from ancient notions, through the unification of magnetism with
electricity, and then how our understanding grew to revolutionize our very concepts of space and time. The structure of the course will be anchored by the personal and professional stories of three giant figures in the history of science: Faraday, Maxwell and Einstein. Although this is not a physics course, we will consider and try to understand the substance of the scientific advances made by each of these scientists as well as those of other investigators who made significant contributions to the field. At each stage of the story, we will think about what was known about electricity and magnetism, and what problems arose from these theories. We will look at the personal and intellectual development of our scientists, and what motivated them. We will consider the physical and intellectual tools that enabled each of them to make great leaps of imagination and insight. The course will conclude with a brief survey of the enormous practical impact these discoveries had on our modern world.


Preparation Time  1 - 2 hours per week.

Biography  Frank Segall, a recently retired physician, has had a decades-long interest in the physical sciences. As a teenager, he was an amateur radio operator. At a summer high school science program, he took a course on the life of Michael Faraday by one of that scientist’s major biographers. Frank was a math major, and also studied some physics and engineering at the college level. These subjects were largely set aside when his medical training began. As a physician, Frank taught nephrology (kidney medicine) at the bedside or in the lecture hall for 37 years. This is his second year of BOLLI membership.

WRI1-10-Tue2  Who We Have Become: A Memoir Writing Course

Leader – Marjorie Roemer

Tuesday – Course Period 2 – 11:10 am to 12:35 pm
10 Week Course – March 3 – May 12
(No Class April 7)

Description  *Without a tool to metabolize what we live through . . . it is hard to process who we have been and who we have become* (*Julia Cameron*). This will be the seventeenth iteration of this course on memoir writing! The design of the course is simple. We all commit to writing each week and to bringing about 500 words to share at each meeting. Each class offers a prompt, which can be used, ignored, or reshaped. The prompts are only suggestions, sometimes a new way to shape the materials you are working with. They try to focus us on the concrete, the dramatized, the immediate. Again, most of this semester’s prompts will come from Pat Schneider’s book *Writing Alone and With Others*. Our work together is to encourage and to support the efforts of each member of the group. To that end, our response to writing is always based on listening generously, trying to understand what is being said, or what is almost said in the writing. Because our work rests on coherence and trust, regular attendance is necessary. You don’t have to be a skilled writer to participate. You just have to be willing to explore and to be
supportive of others’ explorations. Participants’ comments about the course always praise the power of the group, the value of hearing one another’s work, and the warm responses offered by the class members.

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

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

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

---

**MUS2-10-Tue2  And All That Jazz: The History of a Great American Art Form**

**Leader – James Heazlewood-Dale**

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

**10 Week Course – March 3 – May 12**

**(No Class April 7)**

**Location and Format**  The course will take place at the Brandeis Women’s Studies Research Center in the Liberman-Miller Lecture Hall in the Epstein building located at 515 South Street, next to South Street Market. Parking will be available for class participants in the Epstein building lot which wraps around the side and back of the building. The classroom will be set up stadium style without tables and the class will accommodate up to 30 people. The course will include substantial lecture with opportunities for questions and discussions. Unfortunately we will be unable to offer snacks or coffee at this location.

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

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

**Preparation Time**  Roughly 30-45 Minutes.
Biography  Growing up in Australia, James discovered a passion for playing jazz double bass. He was accepted into the Sydney Conservatorium with a full scholarship. After receiving first class honors he relocated to Boston to study at Berklee School of Music and New England Conservatory on full scholarships. He has played with some of the world’s top jazz musicians such as Maria Schneider, Aaron Goldberg, Kurt Elling, Monty Alexander, Terence Blanchard, Donny McCaslin, George Garzone, and Dave Douglas. He continues to be active in the Boston music scene. James is currently a PhD candidate at Brandeis University in musicology.

H&G7-10-Tue3  Can Journalism Be Fair and Truthful? You Decide.

Leader – Terry Lee

Tuesday – Course Period 3 – 2:10 pm to 3:35 pm
10 Week Course – March 3 – May 12
(No Class April 7)

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

Readings  The SGL will copy and distribute a packet of materials, at cost. Additional readings will be accessible either on the class website or via internet links.

Preparation Time  2 or 3 hours.

Biography  Terry Lee’s first career was as a journalist for Syracuse Post-Standard, Syracuse, N.Y. He later earned a Ph.D. in British literature and had a thirty-year career teaching journalism and literature. He retired from Christopher Newport University, a public college in Virginia, in 2017, where he spent the last fifteen years also producing short films on aging, caregiving, and hospice. His work is available on his professional website, www.risingpress.org. He has taught adult learners in Virginia, at the Washington Heights Hebrew Y in Manhattan, as well as Auburn Correctional Facility in Auburn, N.Y.
ART5-5a-Tue3  Frank Lloyd Wright: Flawed Genius

Leader – Carl Lazarus

Tuesday – Course Period 3 – 2:10 pm to 3:35 pm
5 Week Course – March 3 – March 31

Description  Nearly sixty years after his death, Frank Lloyd Wright is still America’s best-known architect. He designed more than 1,000 buildings, of which 532 were completed, some in the 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.

Readings  The Vision of Frank Lloyd Wright by Thomas A. Heinz. There are multiple editions available in hardcover or paperback. All are similar and are acceptable, though paperback print may be small. 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, and 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.

H&G8-5b-Tue3  What Caused WWII in Europe? Changing Historical Perspective

Leader – Mark Seliber

Tuesday – Course Period 3 – 2:10 pm to 3:35 pm
5 Week Course – April 14 – May 12

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


**Preparation Time**  70 pages per week.

**Biography**  Mark Seliber received a Bachelor of Arts in Mathematics at Harvard College and a Master of Public Administration from Northeastern University. He worked for 35 years as an actuary, the last half of that time at MetLife. Although math was his best subject in school, his favorite subject was always history. Immediately after retiring 3 years ago, he and his wife Rachel joined BOLLI. He has enjoyed many study groups here, in history and several other subjects and has appeared in the CAST and Scene-iior theatre productions.

---

**SCI4-5a-Tue3  Science and Climate Change**

**Leader**  Fara Faramarzpouri

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

**5 Week Course – March 3 – March 31**

**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 gasses emitted by burning fossil fuels. In this 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. The course will include lecture and discussion.

**Readings**  Readings will be available online from a class website.

**Preparation Time**  2 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&G6-5b-Tue3  The Opium War: The Origin of China’s Conflicts with the West**

**Leader – Ken Macklin**

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

5 Week Course – April 14 – May 12

(No Class April 7)

**Description**  The Opium War (1839-1842) marked the beginning of China’s modern history and the origin of political and trade issues with the West that have continued into the modern era. The course will focus on China’s trade policies, the fragmentation of the last dynasty (the Qing), and diplomatic and military confrontations with the West, particularly England. The conflict over the opium trade and its impact on the economic health of the Qing Empire will highlight contemporary problems over drug policy still relevant to our time. We will also cover important antecedent events that had an impact on this period. The course will consist of lectures, supplemental readings (short articles), videos and class discussion.

**Readings**  Pages 157-452 of *Imperial Twilight: The Opium War and the End of China’s Last Golden Age* by Stephen R. Platt, supplemented by videos and other material to cover topics in the first 156 pages. Book is available in paperback.

**Preparation Time**  60 pages per week plus short videos and articles. Should be less than 90 minutes.

**Biography**  Ken Macklin has a BA in East Asian Studies from Binghamton University (formerly SUNY Binghamton). He worked toward a Master’s Degree in Chinese Studies at the University of California, Berkeley, focusing on 20th century Chinese history. He spent his career as a software developer for many major companies and government agencies. His hobbies include composing and recording music and writing fiction and poetry.

**SOC5-5a-Tue3  Confronting Change: Yuval Harari’s 21 Lessons for the 21st Century**

**Leader – Marie Danziger**

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

5 Week Course – March 3 – March 31

**Description**  In his third recent best-seller, *21 Lessons for the 21st Century*, following the wide success of *Sapiens* and *Homo Deus*, Israeli historian Yuval Harari takes us on an intriguing personal journey through the constant and often disturbing changes we face in the coming century. He focuses on the big-picture challenges – polarized democracies, technological disruption, climate change, fake news, faith – and examines the tradeoffs as we decide what roles we and our government can play to express our core values. Over five weeks we will explore the five challenges posed by his book and consider a range of
recently published responses and counterarguments to his provocative ideas. Our goal will be to control and channel our fears of the changes that confront us. Our response will be to determine what role we can expect our government to play in regulating and protecting our future – and also to question how we can personally contribute to dealing with the disorienting disruptions Harari describes so vividly. The reading assignment each week includes the relevant sections of Harari plus two or three current articles on the subject. Ideally participants will read the entire book beforehand.

**Readings**  *21 Lessons for the 21st Century* by Yuval Harari. Plus 2-3 articles provided online each week.

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

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

---

**LIT7-5b-Tue3  The Monstrous in Literature and Film**

**Leader – Wendy Richardson**

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

**5 Week Course – April 14 – May 12**

**Description**  In this course we will look at what counts as “monstrous” in our culture, including pop and high culture. We will look at the figure of the monster in graphic novels, popular film, children’s literature, and in a giant of Western literature, *Frankenstein* by Mary Shelley. We will touch on human questions like why we like to be afraid in general and why children in particular fantasize about monsters. We will also ask about non-Western experience, for example Japan after World War II and to what extent monstrous characters helped the Japanese people cope with the catastrophe of Hiroshima and Nagasaki. Class materials will include essays on the psychology of fear, film criticism, and Japanese history and culture. The SGL will also make film clips available as well as some primary literary sources. A goal of the course is for members to gain a better understanding of why monsters seem to be omnipresent in history. Apparently we cannot do without our monsters! Each session will include some lecture with a majority of class time spent in discussion of materials distributed by the SGL and read at home.

**Readings**  *Frankenstein* by Mary Shelley (1831 version). The SGL will copy and distribute a packet of materials at cost.

**Preparation Time**  Approximately 1 hour of reading.

**Biography**  Wendy has explored topics in graphic comics (VENOM, SPIDERMAN); she has addressed conferences on the Harry Potter series nationally and in England; and has been an instructor in general survey English Literature at the secondary education and college levels. She has worked as a teacher for
30 years in the Newton Public School System. She is a graduate of the Harvard Divinity School (studies in the Bible) and from the Harvard Graduate School of Education (Children’s Literature).

GYM1-10-Wed1  Muscles and Movement

Leader – Kat Page

Wednesday – Course Period – 9:45 am to 10:30 am
10 Week Course – March 4 – May 13
(No Class April 8)

Location Gosman Sports and Convocation Center

Registration for Muscles & Movement runs from January 13 to January 31. Spaces in the fitness course will be assigned by lottery and do not impact your study group assignments.

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

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.

ART3-5b-Wed1&2  Introduction to Sculpture in Global Perspective

Leader – Ruth Ezra

Wednesday – Course Periods 1&2 – 9:30 am to 12:35 pm
5 Week Course – April 15 – May 13 (Because this course runs for two periods, it is considered a 10 Week Course for purposes of determining a member's full course load (2-ten week equivalents.))

Location and Format  This course will be led by an instructor in BOLLI’s Purple Room, 60 Turner Street, but will also feature opportunities for you to participate remotely. The room has been specially equipped with technologies to make participation possible even if you are on vacation, fleeing the snow for several months, or just home with a cold. You may choose to take some or all of the sessions for this
course from a remote location, or simply take advantage of this feature by reviewing the audio/video recording for a missed session. You will receive further instructions about this course feature upon being enrolled. For more information about the remote participation feature and whether it is right for you, please email Carolyn Cross at ccross@brandeis.edu.

**Description**  
Perched atop columns, confined to niches, or simply shrouded in shadow, sculpture can be hard to see and harder to wrap one’s head around. What’s with all the marble tree stumps? Why did the Taliban feel the need to destroy the Bamiyan Buddhas? Why did it take Europeans so long to master porcelain? In this course we will study historical materials and techniques, journeying from Carrara’s quarries and northern China’s ancient foundries to the silver and gold mines of the New World. We’ll watch as wax models turn to bronze and pointing machines poke plaster. We’ll learn how statues once imprisoned in medieval portals like Chartres finally broke free in the Renaissance, flaunting their newfound freedom in the civic squares of Padua and Florence; and we’ll debate the politics of public sculpture and the conditions of monumentality. Was the Walker Art Center right to remove Sam Durant’s Scaffold (2012) from its sculpture garden, and right, too, to have it burned? As wind, rain, and erosion threaten to destroy Robert Smithson’s land-art Spiral Jetty (1970), should we intervene or simply let the sculpture vanish? In the course of five weeks of double sessions, we will learn to think like sculptors, watching videos, reading maker-narratives, rotating 3D-models and visiting virtual exhibitions around the world. Not just a primer on sculpture, this course will also serve as an introduction to online resources in art history for the curious adult learner.

**Readings**  
Required: Nicholas Penny, *The Materials of Sculpture* (New Haven: Yale University Press, 1993). The instructor will provide PDFs of other articles (handouts for those taking the course in class), and links to videos and online content will be distributed through the website.

**Preparation Time**  
2-3 hours.

**Biography**  
Ruth Ezra is a doctoral candidate in the history of art at Harvard University, where she specializes in late-medieval German sculpture. Her dissertation examines the oeuvre of celebrated carver Veit Stoss (ca.1447-1533). A committed educator, she has previously taught adult learners at the University of Glasgow and the University of Strathclyde and, closer to home, at the MFA, Boston, where she served as a gallery lecturer.

---

**H&G10-10-Wed2  You Are There: The Framing of the U.S. Constitution**

**Leader – Steve Messinger**

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

**10 Week Course – March 4 – May 13**

(No Class April 8)

**Description**  
The United States is governed by a constitution that has seen only 27 changes in over 220 years. The document when written was as revolutionary as the war we fought for independence. A small group of highly educated men from twelve newly independent states differed greatly on what this new document should say but agreed on the country’s need for one. The course will set the stage for these men
meeting during a hot, humid Philadelphia summer. We will put ourselves back 220 years to comprehend the pressures, issues and concerns they faced. We will relive the months of debates, argument, near break-up and the ultimate emergence of a miracle. Though passed in Philadelphia, the constitution had to overcome heated disagreement among the States to get ratified. We will review both the 27 amendments that have been ratified and the 6 that were submitted to the states but not approved. The class will also have the opportunity to choose by voting what they believe should be the 28th Amendment. The course will be lecture with discussions in the class. The SGL will encourage class members to volunteer to give eight short ten-minute presentations on key members of the Constitutional Convention.

**Readings**  *Miracle at Philadelphia: The Story of the Constitutional Convention May to September 1787* by Catherine Drinker Bowen

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

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

---

**WR12-5a-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 4 – April 1

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

**Readings**  There are no assigned readings for the course. SGL will provide relevant handouts.

**Preparation Time**  A piece of writing of no more than 500 words is expected each week.

**Biography**  Betsy Campbell has always enjoyed writing and working with aspiring writers of all ages. She began her career as a high school English teacher and later spent twenty-five years teaching kindergarten and first grade. She has led writing classes at BOLLI since 2014. Her published stories and articles have appeared in *The Boston Globe*, *The Vineyard Gazette*, *Martha’s Vineyard Magazine*, and *The Brown Alumni Magazine*. Betsy’s undergraduate degree is from Brown University, and she has Masters degrees from The Harvard Graduate School of Education and Lesley University.
REL1-5b-Wed2  Deborah: Judge, Prophet, Warrior, and Mother in Ancient Israel

Leader – Esther Brownsmith

Wednesday – Course Period 2 – 11:10 am to 12:35 pm
5 Week Course – April 15 – May 13

Location and Format  The course will take place at the Brandeis Women’s Studies Research Center in the Liberman-Miller Lecture Hall in the Epstein building located at 515 South Street, next to South Street Market. Parking will be available for class participants in the Epstein building lot which wraps around the side and back of the building. Unfortunately we will be unable to offer snacks or coffee at this location.

Description  The “Wonder Woman” of ancient Israel, Deborah was a heroine renowned as much for her prowess in battle as her wisdom in the courts. Famously, the Bible describes how she led the Israelites to military victory, then records her triumph with an epic poem in praise of God’s conquest over chaos. Praise is also reserved for Deborah herself: the Bible calls her “wife of torches” and a “mother in Israel” and celebrates her accomplishments. In a time when men like Samson and Gideon seemingly dominated Israel’s religious and military leadership, Deborah broke the mold. Sage, prophet, warrior, and poet, she may be without rivals, a super-achiever among biblical women. With recourse to historical scholarship and textual criticism, we will reflect on Deborah as portrayed in the canonical sources and marvel at their depiction of her gender-bending qualities. We will also consider how later rabbinic sages wrestled with Deborah and her transgressive character. Finally, we will ask to what degree Deborah might be a role model for modern readers confronted with society’s sometimes uncomfortably constraining expectations. This course centers around discussions generated by careful text analysis, provocative weekly readings, and short lectures.

Readings  The SGL will provide a course reader and/or series of pdfs.

Preparation Time  20-30 pages + optional short written reflection.

Biography  Esther Brownsmith is a PhD candidate in Bible and Ancient Near East at Brandeis. Her interests include intersectionality, intertextuality, and interpretive techniques. Her dissertation in progress, "Inconspicuous Consumption: Conceptual Metaphors of Women as Food in the Deuteronomistic History," explores three biblical texts of violence against women as they metaphorically portray the women as food. In her work, Esther draws on Brandeis's rich tradition of philological exegesis, applying it to modern questions of gender and violence. Outside of studying ancient texts, Esther enjoys baking, social justice activism, cross stitch, and spending time with her spouse and pet degu.

H&G9-10-Wed2  The Age of Wonder: Science and Culture in the Romantic Era, 1750-1850

Leader – Michael Dettelbach

Wednesday – Course Period 2 – 11:10 am to 12:35 pm
Description  In this course, we will look at the emergence of modern science in the Romantic period, using Richard Holmes’s *The Age of Wonder: How the Romantic Generation Discovered the Beauty and Terror of Science* (2008) as a platform. Holmes’ 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”—will give us an opportunity for thinking about the relationship between science and empire; science and nation-state; science and industry; and of course science and literature in Britain and beyond. The hope is that participants come away stimulated, intrigued, and provoked to think about the relationship between science and culture, not just around 1800, at the very origin of modern science, but in our own time as well. Is science part of culture or beyond it? This class will be mostly discussion.


Preparation Time  40-50 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.

---

CE1-10-Wed2  Current Events (Section 1)

Leader – Lois Sockol

Wednesday – Course Period 2 – 11:10 am to 12:35 pm
10 Week Course – March 4 – May 13
(No Class April 8)

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

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

Preparation time  1-2 hours.

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

H&G12-10-Wed3  The Truman Presidency: The Buck Stopped There
Leader – George Model

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm
10 Week Course – March 4 – May 13
(No Class April 8)

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

Readings  Truman by David McCullough.

Preparation time  About 65 pages per week.

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

MUS3-5a-Wed3  Mozart’s Don Giovanni: A Guided Tour
Leader – Phil Radoff

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

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

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

Preparation time  Less than two hours if the student reads the assigned portion of the libretto and then watches or listens to the assigned portion of the opera.

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

LIT8-10-Wed3  Wonderful Writers Writing Mostly About Baseball

Leader – David Moskowitz

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm
10 Week Course – March 3 – May 12
(No Class April 8)

Description  Years ago, this SGL taught a course (three times) in order to share some great sports writing with both sports fans and especially non-fans. Many current BOLLI members who were not around then have urged him to repeat it, while a number of past participants asked if he might offer a new version. There is such an amazing amount of wonderful sports writing that, in the past, the reading was revised each semester by replacing up to a quarter of the prior material, and still, this course is virtually brand new! Previously, baseball comprised less than one-half of the readings, whereas in this new course they comprise about 75%. Three weeks will be devoted solely to fiction about baseball by such great
writers as: Rod Serling, John O’Hara, Ray Bradbury, PG Wodehouse, John MacDonald, Ring Lardner, and Paul Gallico. The other seven weeks are comprised as follows: four weeks solely about baseball including one consisting just of humorous pieces; one week devoted to boxing; one eclectic and the other devoted to four works by Frank Deford, the SGL’s particular favorite. Non-fiction writers include: Gay Talese, George Plimpton, Roger Angell, Jimmy Breslin, AJ Liebling, William Faulkner, and John Steinbeck. No more than six pieces will be assigned each week, and never more than 64 pages. Writings will be discussed both for their literary merit and their subject matter. Class discussions are paramount. The course will be a fun-filled, absorbing, and irreverent learning experience. Non-sports fans are especially welcome.

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

Preparation time  Weekly readings range from 44 to 64 pages, about 2 hours/week. Addition biographical information will be provided.

Biography  David Moskowitz holds a B.S. degree from the Wharton School of the University of Pennsylvania and a J.D. from Harvard. His legal career was spent predominantly as a general counsel, including 11 years as Brandeis’ initial general counsel. This is his 11th BOLLI-led course (21st time leading), and 8th literature course. David is a passionate and knowledgeable sports fan. He encourages dynamic, vibrant class discussions into which he injects humor.

SCI5-10-Wed3  The Neurobiology of Psychiatric Illnesses: Dispatches from the Laboratory

Leaders – Alyssa Fasset-Carman and Bradly Stone

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm  
10 Week Course – March 4 – May 13  
(No Class April 8)

Description  Advances in evolutionary biology, neuroscience and social psychology can clear up many widespread misconceptions about psychiatric illness. For example, does Alzheimer’s disease have a genetic basis? Could preventive measures and clinical therapies be efficacious? Are pharmacological treatments for depression and anxiety optional or required for most patients with chronic anxiety and depression? Is cognitive behavioral therapy for eating disorders a genuine advance or just the latest fad? This course will present an overview of the history and current understandings of research on brain mechanisms underlying commonly discussed psychiatric disorders. We will take an evolutionary approach to the neurobiology of psychiatric disorders through reading and discussing research articles that have shaped our interpretation of the biological and social foundations of disorders of the brain. Classes will begin with a brief discussion of the designated research articles, followed by a discussion-based lecture on further research related to the articles’ topic.
Reading  Handouts, scientific journal review articles, peer-reviewed journal articles (while reading the whole article is meritorious, reading certain paragraphs will suffice). There will be a charge to cover copy fees, which will be determined on final selection of course readings.

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

Biography  Bradly Stone and Aly Fassett-Carman are both PhD candidates in the Neuroscience Program at Brandeis University. Brad earned his BS in Biopsychology from the University of California, Santa Barbara. He has previously worked on EEG and fMRI - based human research assessing emotion and empathy, neurophysiological biofeedback, and visual perception of threat detection. He has also worked as an adjunct faculty member teaching Psychology. Brad now works in systems neuroscience studying the how body states impact stimuli processing. Aly earned her BS in Neuroscience from Middlebury College where she studied learning and problem-solving behavior in octopuses. At Brandeis, she investigates how life stress affects the brain and confers risk for psychological disorders. Aly and Brad taught a Neurobiology course at BOLLI in the Spring of 2018 which covered the neurobiological underpinnings of sexuality. They also served as teaching assistants for a biology laboratory at Brandeis in the Fall of 2017.

H&G11-5b-Wed3  History of Waltham

Leader – Dennis McCarthy

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm
5 Week Course – April 15 – May 13

Location and Format  – The course will take place at the Waltham Senior Center located at 488 Main Street in Waltham. Parking is onsite and ample. The classroom will be set up lecture style with clusters of chairs and tables arrayed around the room and accommodating up to 30 people. The course will include substantial lecture with opportunities for questions and discussions. There will be no snacks or coffee offered at this location. This class will be advertised to Waltham Senior Center patrons as a special opportunity to join BOLLI as a Trial Member.

Description  In the 1600s Waltham and its surrounding towns, Lexington, Newton and Weston were farming communities. And then things changed. This class will examine how Waltham distinguished itself by becoming more urban, commercial and diverse than its neighbors. All through its history, Waltham has embraced change and diversity. The city was at the forefront of the Industrial Revolution and continued to lead for over a century. Not only did the first modern factory open in Waltham in 1815, but more than a century later the first suburban office park opened in the city in 1954. Industrial workers along the Charles have given way to “knowledge” workers along the Route 128 Technical Corridor. Daily, thousands of people commute to work in Waltham from other towns. The availability of jobs and inexpensive housing have attracted successive groups of immigrants to the city, starting with the Irish in the 1840s and continuing through today with 24% of Waltham residents having been born outside the United States. Immigrants continue to contribute their distinctive religions, music and cuisine to Waltham’s rich cultural mix. We will examine how Waltham’s historical development fits into the context of the history of the metropolitan Boston area. The course will include substantial lecture with opportunities for questions and discussions.
**Readings**  *The Hub’s Metropolis* by James O’Connell. You can buy the book from Amazon, borrow it from the Minuteman Library Network, or read it on-line for free through the Brandeis library. Additional readings will be posted from time to time on the class website.

**Preparation time**  2 hours of reading per week.

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

---

**ART6-5a-Thur1**  *Fashion and Film in Early 20th-Century America*

**Leader** – Lisa DeBenedictis

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

5 Week Course – March 5 – April 2

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

**Readings**  The SGL will provide readings and resources.

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

**Biography**  Lisa DeBenedictis is Program Director in the Office of Precollege Programs at the Rabb School at Brandeis University. She has a Bachelor’s degree in History and a Master’s degree in Education, both from Harvard University, and a Certificate in Fashion Design from the Massachusetts College of Art and Design.
SCI6-5b-Thur1  Water: Properties, Pollution, Pestilence

Leader – Georgia Weinstein

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

Description  In the US water comes out of the tap and we drink it. As a general rule, we do not have to purify, boil or filter it. But what if it weren’t pure enough to drink safely? During our first class we will discuss the unique properties of water. At the other four classes we will discuss two books. The first, *The Poisoned City*, by Anna Clark, is about the recent history of lead pollution in Flint, Michigan. The second, *The Ghost Map*, by Steven Johnson, is about the outbreak of cholera in London in 1854 and the men who finally figured out the cause. It is in the genre of narrative nonfiction and is a captivating read. We will focus on the role of government in providing potable water and testing it to be sure our water is safe to drink. Also members will be encouraged to present short reports on related topics. Examples might be the current form of government in Flint and elections in Michigan, or the history of the miasma (polluted air) theory for contagious diseases.

Readings  *The Poisoned City* by Anna Clark and *The Ghost Map* by Steven Johnson. Books are available at local libraries.

Preparation Time  About 130 pages a week of reading. *The Poisoned City* is 215 pages excluding notes. *The Ghost Map* is 256 pages. Class member reports on related topics are optional.

Biography  Georgia Weinstein is a graduate of Cornell University in chemistry and has a doctorate from MIT in bioinorganic chemistry. She taught organic chemistry, biochemistry and environmental chemistry at Boston University from 1972-2011. Since retiring, she has discovered that she still likes thinking about scientific topics and reading scientific journals and books.

LIT9-10-Thur1  Harry Potter: Introduction and Literary Analysis

Leader – Dennis Greene

Thursday – Course Period 1 – 9:30 am to 10:55 am
10 Week Course – March 5 – May 14
(No Class April 9)

Description  C.S. Lewis noted “no book is worth reading at the age of ten which is not equally (and often far more) worth reading at the age of fifty.” The seven-volume *Harry Potter* series, written by British author J.K. Rowling, was published from 1997 through 2007. Some say it played a role in encouraging millions of millennials to read. The story has generated sales of over a half-billion books and eight movies. In addition to its young adult fans, millions of mature readers learned to love these books as they shared them with their children and grandchildren, while others sampled *The Sorcerer’s Stone* to see what the fuss was all about and then continued the series for the pure joy of reading an imaginative tale,
well told. *Harry Potter* certainly has been an overwhelming commercial success. But is Ms. Rowling’s creation worthy of being considered a legitimate work of literature? We will read and discuss the first three *Harry Potter* novels and a sampling of critical literary reviews to help us decide if the *Harry Potter* series deserves to be admired as great literature or dismissed as infantile fare of no literary merit. This course is intended both for “serious” readers who have little or no familiarity with the *Harry Potter* story, and also for those who have read the novels numerous times and would enjoy discussing them. As we follow Harry’s early years at Hogwarts, we will discuss narrative techniques, major themes and literary antecedents. Come join the wizarding world.

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

**Preparation Time**  Approximately 125 pages of light reading per week.

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

**SOC6-10-Thur1  Sigmund Freud: First Psychoanalyst or Pseudo-Scientist?**

**Leader – Jennifer Eastman**

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

**10 Week Course – March 5 – May 14**

(No Class April 9)

**Description**  Sigmund Freud was one of the most controversial figures of the late nineteenth century. Most notably, he developed radical theories of sexuality including its roots in childhood and espoused a talking cure as a new mode of treatment for psychiatric illness. In this study group, we will delve into Freud's theories about sexuality, dreams, and the unconscious. We will explore his relationship with colleagues such as Wilhelm Fliess, the doctor who shared Freud's ambition to develop new theories of sexuality, and Carl Jung, the influential psychiatrist who founded analytic psychology. We will look at his family life and examine case studies including Dora, where Freud squarely confronted transference, and the Wolfman, whose dreams influenced Freud's theories of psychosexual development, particularly the primal scene. We will read excerpts from Freud's cultural works such as *Totem and Taboo* and *Civilization and Its Discontents* in which he explored the role of the individual in society and we will deal with some of the questions surrounding psychoanalysis. Frederick Crews, for example, a prominent critic, has said there were no cures; Freud thought otherwise. We will reach our own conclusions as we also think about how Freud's theories have held up and not held up over the years. The course will include readings from a Freud biographer and from Freud himself, brief lectures by the SGL and robust group discussions.
discussion. No previous knowledge of this material is required, just the curiosity to pursue a balanced judgment of a compelling man.

**Readings**  *Freud: Darkness in the Midst of Vision--An Analytical Biography* by Louis Breger (available used). Optional readings from Freud's works will be from *The Freud Reader* edited by Peter Gay (available in paperback).

**Preparation Time**  2-3 hours per week.

**Biography**  Jennifer Eastman has a Certificate of Advanced Study from Harvard, has read all of Freud, and has written several articles on him published in “The Psychoanalytic Review.” She has a JD from Suffolk University and has taught law at Framingham State University and other area colleges for twenty-five years. She has taught a course on existentialism at BOLLI.

---

**H&G13-5b-Thur1  Pox and Progressivism: Individual Rights and their Limits in Progressive Era America**

**Leader – Ali Kardatzke**

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

**5 Week Course – April 16 – May 14**

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

**Readings**  Michael Willrich, *Pox: An American History*
Preparation Time  Class members will be expected to read about 65 pages for each class.

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

WRI3-5a-Thur2  “You Can’t Make This Stuff Up!” Crafting Creative Nonfiction (Section 1)

Leader – Sue Wurster

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

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

Readings  On Writing Well by William Zinsser as well as other reading/viewing items available on the course website.

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

Biography  Sue Wurster earned B.S./M.A. degrees in Communications from Ohio University, taught speech at St. Cloud State University, writing at Elizabeth Seton College, drama at the Chapin and Calhoun schools, and English/Social Studies/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. (In some circles, she is known as “Wurster the Wily Word Woman.”)
ART4-10-Thur2  Four Rivalries in Art

Leader – Nancy Alimansky

Thursday – Course Period 2 – 11:10 am to 12:35 pm
10 Week Course – March 5 – May 14
(No Class April 9)

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

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

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

Biography  This will be Nancy Alimansky’s 16th teaching experience at BOLLI. Nancy has spent most of her professional life in the classroom. For 26 years she was an Associate Professor at Lesley University and taught courses in management and technology as well as studio art. For three years she was a docent at the Davis Museum at Wellesley College where she conducted tours for various exhibits. Nancy has a B.A. from Wellesley College, an MAT from Harvard Graduate School of Education and an MBA from Boston College. She has been a professional artist for more than 30 years.

WRI4-5b-Thur2  “You Can’t Make This Stuff Up!” Crafting Creative Nonfiction (Section 2)

Leader – Sue Wurster

Thursday – Course Period 2 – 11:10 am to 12:35 pm
5 Week Course – April 16 – May 14

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

Readings  *On Writing Well* by William Zinsser as well as other reading/viewing items available on the course website.

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

Biography  Sue Wurster earned B.S./M.A. degrees in Communications from Ohio University, taught speech at St. Cloud State University, writing at Elizabeth Seton College, drama at the Chapin and Calhoun schools, and English/Social Studies/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. (In some circles, she is known as “Wurster the Wily Word Woman.”)

H&G14-10-Thur2  History of American Judaism

Leader – Bar Guzi

Thursday – Course Period 2 – 11:10 am to 12:35 pm
10 Week Course – March 5 – May 21
(No Class March 19 or April 9)

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

Readings  Jonathan D. Sarna, *American Judaism: A History*, 2nd ed. (New Haven: Yale University Press, 2019). Handouts of primary sources sheets will be available online. Students will be responsible for bringing hard or electronic versions of the handouts to each class.

Preparation Time  Participants will be expected to read about 70 pages per week.
Biography  Bar Guzi is a doctoral candidate at Brandeis University. Fascinated by the religious and cultural creativity of American Judaism, he moved to the United States four years ago from Israel to study American Jewish thought. Bar has published articles on American Jewish thinkers’ engagement with Zionism and the Holocaust and is currently writing his dissertation on twentieth-century liberal American Jewish religious thought.

LIT10-10-Thur2  Women with Unquiet Minds: Tales of Struggle and Survival

Leader – Sophie Freud

Thursday – Course Period 2 – 11:10 am to 12:35 pm
10 Week Course – March 5 – May 14
(No Class April 9)

Description  This course will look at the lives of women who have suffered and survived various psychological afflictions as told primarily through their memoirs. Among the emotional problems to be considered are: depression; alcoholism; bi-polar condition; autism spectrum disorder, anorexia and schizophrenia. Since women often have more than one emotional problem, each book deals with one or more of these conditions and their impacts. This is a serious reading/learning course. Many of the books we will read are gripping and quite painful; yet, most tend to illuminate the survival instinct of the human species and end on a hopeful note. The course is not a lecture course; intriguing questions, posed on the syllabus and in class, encourage class members to express their views and teach one other.


Preparation Time  100 to 150 pages per week.

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

**CE2-10-Thurs3  Current Events (Section 2)**

**Leader – Lois Sockol**

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

10 Week Course – March 5 – May 14
(No Class April 9)

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

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

**Preparation time**  1-2 hours

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

**H&G15-5a-Thur3  Critical Issues Facing America: Let’s Practice Civil Discourse to Help Solve Them**

**Leader – Jerry Wald**

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

5 Week Course – March 5 – April 2

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

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

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

Biography  Jerry Wald was an attorney for 34 years in Chicago and Connecticut. In his retirement, he devotes time as a board member for the Harry Chapin Foundation and mentors 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.

LIT11-10-Thur3  The Founders of Modern Poetry

Leader – Jan Schreiber

Thursday – Course Period 3 – 2:10 pm - 3:35 pm
10 Week Course – March 5 – May 14
(No Class April 9)

Description  The course will focus on six American poets, all born in the late nineteenth century, who set poetry on a new trajectory: Robert Frost, Wallace Stevens, William Carlos Williams, Ezra Pound, T. S. Eliot, and Marianne Moore. Their writings, collectively termed “modernism” (a term with various meanings but always signifying a decisive break with the past), would influence poetic technique, language, and subject matter over the twentieth century. We will devote two sessions to each poet, except for Pound and Eliot who will be considered together over two sessions. A sufficient number of works will be offered in the syllabus to afford a good sense of each poet’s accomplishments and styles. In the second session devoted to each writer, participants may volunteer to lead a discussion of a poem of their choosing by that writer, or by a later writer whom they see as an inheritor, in some sense, of the originator’s style or approach. (Class members are encouraged to team up if they wish.) People should emerge from the course with a better sense of the strains (in the sense of both inheritances and tensions) that run through the poems being written today.

Readings  All poems assigned for the course will be included in the syllabus.

Preparation Time  About 2 hours on average; more if you’re preparing to lead a discussion.

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 five books of poetry and many critical articles, he has been an SGL at BOLLI since 2012. His critical book Sparring with the Sun was published in 2013, followed by Peccadilloes (poems) in 2014. He was poet laureate of Brookline, Massachusetts from 2015 to 2017. His new chapbook, Bay Leaves, came out in the fall of 2019.
SCI2-5b-Thurs3  Our Mysterious Sub-Atomic World: Quantum Mechanics Without a Wrench

Leader – Peter Schmidt

Thursday – Course Period 3 – 2:10 pm to 3:35 pm
6 Week Course – April 16 – May 21

Description  Come take some quantum leaps. Cuddle up with Schrödinger’s cat. Quell your doubts about the Uncertainty Principle. Find out whether God rolls dice. The development of quantum mechanics was one of the most significant scientific achievements of the 20th century, and also one of the greatest triumphs of the human mind. Not a one-man show like Relativity, the quantum mechanics cast of characters includes Niels Bohr, Albert Einstein, and an array of brilliant physicists recognized with Nobel Prizes. Their struggle toward the understanding of quantum phenomena, as well as its implications for causality and determinism, carries to the present day. But these physicists also had their human side, with personal quirks and passions. The course book helps to bring them to life with vivid anecdotes and descriptions well beyond their ground-breaking work. To join this adventure, you will need no more than curiosity and a willingness to stretch your mind, rather than any previous knowledge. Over six weeks, we will cover mainly the advancement of quantum mechanics from the early roots to its consistent formulation in the 1930s, but we’ll also take a look at some recent developments like quantum computing and cryptography. Given the nature of the subject, there will be substantial presentation, but with time for discussion, and for pondering and questioning of the interpretations. Because each class will build on the learnings of the previous ones, it’s imperative not to miss any classes. Please note that this is a six (6) week course that will extend into the make-up week.


Preparation Time  About two hours. The reading will be 60-80 pages per week with some sections to be skipped or skimmed, as detailed in an accompanying reading guide that I will supply.

Biography  Peter Schmidt has had an academic and research career in experimental high-energy physics, one that included teaching at Brandeis, and a second one in the application of machine vision in private industry. Joining BOLLI in 2006, he has led and co-led a number of courses in diverse subjects, from science and technology to twentieth-century music and masterpieces in drama, film and opera.