



HILLIER



Schedule of Courses Spring 2017

Spring 2017 Courses at a Glance

See inside front cover for **Course Dates Key**.

Asterisks indicate 10-week courses with different starting or ending dates. A single * designates a course that ends in Week 10; two ** indicates a course that starts in Week 3.

MONDAY, 10 AM–12 NOON	
860	A Brief History of Manufacturing In Massachusetts Martin J. O'Donnell
861**	Broadway: The Winding Path from Page to Stage Mary Kelley
862**	Conscious Aging: Learning Elderhood Carol Kunik
863*	Migration and Assimilation in <i>The Grapes of Wrath</i> and <i>A View from the Bridge</i> Jennifer Huntington
864	The Greater Middle East: An Historical Overview W. Easley Hamner
865	The Kennedy Assassination: What Really Happened? Ollie Curme
900	<i>Spring Snow</i> : A Masterpiece by Mishima Yukio Winthrop A. Burr
901	The “Maternal Eye” of Sally Mann Barbara Burr
920	New England Slavery: Native Americans Sara Freedman
921	Technology Futures Dick Rubinstein and Rick Landau
MONDAY, 1 PM–3 PM	
866	Abolitionists, Racists, Whigs: The Rise of the Republican Party John Strand
867	Dunnett's <i>Game of Kings</i> and <i>Queen's Play</i> (not <i>Game of Thrones</i> !) Phillip Stubblefield and Penny ReVelle
868**	Introduction to Hedge Funds Charles Freifeld and Alan Roth
869*	Medieval Philosophers and Mystics Rory O'Connor
870	Proust's <i>In Search of Lost Time</i> , Volume 6: <i>Time Regained</i> Don Leopold
871*	The English Country House Martha Vicinus
902	Reading <i>The New Yorker</i> —Part 1 Irene Fairley and Kate McGillicuddy

922	Ray Charles: In His Own Voice Joe Chafets and Barbara Rabinovitz
923	Reading <i>The New Yorker</i> —Part 2 Irene Fairley and Kate McGillicuddy
TUESDAY, 10 AM–12 NOON	
872	Alexander Hamilton - What Even a Jeffersonian Can Admire Gene Blumenreich
873	Piketty and Inequality Peter Temin
874	Resolving the Crisis in Syria: A Foreign Policy Perspective Ollie Curme
875	The Anna Plot in Tolstoy and Chekhov Katherine O'Connor
876	The Bible and Modern Scholarship Beardsley Ruml
903	Laughing, Crying, and Cringing In the Theater Uriel Meshoulam
904	<i>The Door</i> by Magda Szabo Frances McCormick
924	Mozart's Later Symphonies Virginia Neues
925	The Panama Canal: Triumph or Travesty? Bill Mueller
926	Transforming Vision—Writers on Art Frances McCormick
TUESDAY, 1 PM–3 PM	
877**	Katherine Anne Porter and Flannery O'Connor: Southern Renaissance Writers Margaret Hooper
878	Notorious Ruth Bader Ginsburg in Her Own Words Carol Agate
879	The Mexican Muralist Movement and Mexican Arts of the Twentieth Century Gervasio Prado
880	The Other Side of the Pond Susan Ebert and Donna Leventhal
905	Baseball and American Culture Jonathan Small
906	Glass, Paper, Steel: The Science and Impact of Man-made Materials David Bliss

927	Balzac: <i>Eugenie Grandet</i> and <i>Père Goriot</i> Elizabeth Neild
928	Islam in Medieval Spain: Culture and Learning, Tolerance and Turmoil Anthony Unger
929	Police Shootings in America: Patterns and Remedies Robert A. Kagan
WEDNESDAY, 10 AM–12 NOON	
881	American Foreign Policy: Dealing with Genocide Jack Berg
882	Explaining the Existence of Urban Areas Robert Schafer
883	Genes: The Inherited Code of Life Barbara Smith Koff
884	The Franco-Prussian War Mitch Cohen
885	This Is Your Life: Memoir Writing Suzanne Pemsler
907	"Have You Even Read the Constitution?" Nancy Sizer
908	Lillian Hellman: The Playwright and the Persona Mickey Zemon
909	Poetry, Painting, and Music in a Late Medieval Love Narrative Virginia Newes
930	Because of Sex: One Law and 10 Cases that Changed American Women's Lives at Work Ellen P. Fisher
931	James Agee and Albert Camus: A Search for the Lost Father Linda Zeltzer
932	Many Faces of Beethoven Jennifer Weininger and Stephen Weininger
WEDNESDAY, 1 PM–3 PM	
886*	A Year with the Brontës – Part II Jo Citron
887	Freud in His Time and Ours Steve Stelovich
888	The Better Angels of Our Nature Jim Johns
889	The Irresistible Power of the Sea Fred Chanania
910	World War II: Spotlight London Katherine Feeks
911	Yeats's Greatest Hits Patricia A. Hogan
912	Zuckerberg vs. Gutenberg George Theodosiou

933	Friends and Rivals in Modern Art Katherine Selfridge and Anne Pirrera
934	Our Souls at Night: Two Novels by Kent Haruf Beverly Gillette
935	Three Italian Films and a Memoir: The Other Half Carol Albright
THURSDAY, 10 AM–12 NOON	
890	An Astronomy Primer John Hopkins
891	Mahatma Gandhi, A Remarkable Man Wendy Reich
892**	Prehistoric Cave Painting Ron Ebert
893**	The Origins of Novelty in Evolution Murray Smith
894*	The Slavery Question: John Quincy Adams and the Great Battle in the United States Congress, 1835-1845 Anthony Pazzanita
913	<i>Emma's</i> Enduring Appeal Joanne Carlisle
914	In a Brother's Skin: Baldwin's Last Novel John Morrel
936	A Rollercoaster Ride: The United States-Israel Relationship Hyman Kempler
937	Aphra Behn, Her Life and Works Kate Stout
THURSDAY, 1 PM–3 PM	
895	Dostoevsky, Nadir to Zenith: From the Dead House to the Karamazovs Michael J. Bennett
896**	Presidential Leadership in a Time of Dysfunctional Democracy Mark R. Yessian
897	The Art of China Shirley Crosman
898*	Understanding Apartheid Through Film Susan Vernon-Gerstenfeld
915	It Was a Dark and Stormy Night: Writing for the Bulwer-Lytton Fiction Contest Susan Harris
938	Beyond Oedipus: Films on Fathers and Sons Ellen Glanz and Jane Owens
939	Sigmund Freud, William Halsted, and the Miracle Drug Cocaine John Hermos and Rosalie Hermos
940	Visual Learning at The Harvard Art Museums Betty W. Stone

Full Semester Courses

February 6–May 8

Mondays.....	Feb. 6–May 8
Tuesdays.....	Feb. 7–May 2
Wednesdays.....	Feb. 8–May 3
Thursdays.....	Feb. 9–May 4

Please note, some courses run for 10 weeks rather than the standard 12, and are indicated as follows: A single asterisk* designates a 10-week course that starts in Week 1. Two asterisks** designate a 10-week course that starts in Week 3.

Monday 10 am–12 noon

860 **A Brief History of Manufacturing In Massachusetts**

Martin J. O'Donnell

Readings: Selected excerpts from Orra L. Stone's *History of Massachusetts' Industries* will be provided in PDF format by the instructor. Additional materials may be provided as appropriate.

Many U.S. industries had their early beginnings in Massachusetts, including ship building, textiles, shoes, ironwork, telephony, and others. We will explore the beginnings and life cycles of selected examples and the degree to which their success was driven in part or wholly by specific characteristics of Massachusetts, such as location, history, natural resources, institutions, or market environment. Our basic resource will be the exhaustive four-volume *History of Massachusetts' Industries*, supplemented as appropriate by more current materials. In the later part of the course we will focus on industries of particular importance recently or currently: computers and electronics from the 1950s to the 1980s and biomedical technology from the 1990s to the present. Classes will include a brief presentation of overviews and background information on specific topics, followed by questions and extensive class discussion. SGMs with special interest or personal experience in particular industries will be encouraged to make presentations. Preparation 1 to 2 hours/week.

Martin O'Donnell, a graduate of MIT and Boston College Law School, is a former patent litigator. He has taught courses in law at BC Law School and New England School of Law; last year he led a study group on invention in New England.

861** **Broadway: The Winding Path from Page to Stage**

Mary Kelley

Readings: Michael Riedel, *Razzle Dazzle: The Battle for Broadway* (Simon and Schuster, 2015). SGL will provide other readings and video links.

What was your favorite Broadway show? In this course we'll look at a selection of musicals and dramas and analyze what made them hits. Why do some shows succeed and others fail? We'll be examining the shows' backstory and the writers, directors, and producers who created long-lasting Broadway hits. Class discussion will center on where, when and how these shows were launched and how they finally opened. Topics include the shows *42nd Street*, *Annie*, and *Long Day's Journey into Night*. As well, we will look at leading companies and producers, such as David Merrick and The Shubert Organization, and successful writers and composers, such as August Wilson, Stephen Sondheim, and William Finn. In addition, we will consider the impact of these productions on American culture. Reading and viewing: 1-2 hours per week. **Class size limited to 16.**

Mary Kelley spent the 1970s and 80s on twenty-two Warner Theater productions on and off Broadway and became General Manager at Westbeth Theater Center, the Williamstown Theater Festival, and The Big Apple Circus. She co-managed the South American tour of *Evita* and served as Executive Director of the Massachusetts Cultural Council for eleven years.

863* **Migration and Assimilation in The Grapes of Wrath and A View from the Bridge**

Jennifer Huntington

Readings: Only these editions: John Steinbeck, *The Grapes of Wrath* (Penguin Books, 2006); Arthur Miller, *A View from the Bridge* (Dramatists Play Service, Inc., 1955).

John Steinbeck's *The Grapes of Wrath* and Arthur Miller's *A View from the Bridge* vividly depict two recurring, and still current, political and social issues: migration and assimilation. Reading Steinbeck's novel, set in the Dust Bowl era of the 1930s, we will ask if, and how, the Joad family's story resonates with today's mass migrations and with the efforts of new arrivals to assimilate. We will also explore the conflicting values posed by illegal immigration and assimilation through the experiences of the characters in Miller's play, set in the Italian section of the gritty Brooklyn waterfront of the 1950s. We will supplement the close reading of these works with current articles on immigration. Finally, we will discuss whether or not the experiences of these fictional characters can give us any answers to the real-life challenges of our own time. Focused discussions and some role-playing will be the model for classes. Two hours of reading per week.

Class size limited to 18.

Jennifer Huntington has led several study groups, including three on current social and political issues: African women's issues, public education in the US, and immigration reform. She continues to be actively interested and engaged in social reform and politics.

864 **The Greater Middle East: An Historical Overview**

W. Easley Hamner

Readings: Required readings will be provided by the SGL.

While everyone is acutely aware of issues facing the Middle East today, many of us are unaware that for centuries the center of culture and learning was in such cities as Baghdad, Cordoba, Seville, Palermo, Cairo, and Jerusalem. Several ruling empires contributed to the flowering of these areas, including the Roman, Byzantine, Islamic, and Norman. Under many of these empires, religions coexisted and sometimes worked together, including Christianity, Judaism, Islam, Buddhism, Hinduism, and Jainism. What ties these cultures together? How did they evolve? What made them unique? What lessons can we learn about what is going on in the Middle East today from our study of ancient times? What were their contributions to our modern knowledge in science, mathematics, and literature? These are the questions we will address as we explore geography and cultures from Spain to Indonesia, spanning nearly two millennia. Primarily a richly illustrated lecture course. Preparation: 1-2 hours.

Easley Hamner is a twice-retired architect, long fascinated by the history of cultures. He has led more than 20 HILR courses.

865 **The Kennedy Assassination: What Really Happened?**

Ollie Curme

Readings: No books required. Lists of relevant books for students who wish to pursue further reading will be provided on the course website. All additional materials, including movies, will be provided through web links.

After several government inquiries came up with conflicting explanations for JFK's assassination, in 1992 the Federal Government opened its archives and declassified millions of pages of formerly secret government documents. Now, with online access to them, we can finally explore some of the controversies surrounding JFK's death. This course, part murder mystery, part historical review, and part biography of fascinating characters, will analyze the political pressures on the Warren Commission and reasons for the debate about its findings. By using original government documents and critical analysis, it is hoped, you will form your own opinions as to what really happened in 1963. Weekly homework will consist of reading a 20+ page web summary, with links to deeper analyses and government documents. Classes will focus on discussion and debate, augmented with short videos; plan for 3 hours preparation per week. **Class size limited to 18.**

Ollie Curme is a retired venture capitalist. He has had a long interest in the Kennedy Assassination and is the founder of the Mary

Ferrell Foundation, a non-profit educational foundation that has published over 1.2 million pages of JFK assassination documents on the web at www.MaryFerrell.org.

Monday 1–3 pm

866 **Abolitionists, Racists, Whigs: The Rise of the Republican Party**

John Strand

Readings: Eric Foner, *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War* (Oxford, 1995); Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877*, updated ed. (HarperPerennial Modern Classics, 2014); Eric Foner's edX 3-part course "The Civil War and Reconstruction" (available on YouTube). Other contemporary material, articles and notes will be on the course website.

In the 1850s, the U.S. political parties collapsed and an improbable grouping of abolitionists, racists, radicals, conservatives, moderates, nativists, and immigrants came together in the new Republican Party to confront slavery. What unifying beliefs guided this effort? How did it emerge in a chaotic period characterized by enormous economic changes, political dysfunction and collapse, pervasive racism, and a nativist tsunami? Why was it then unable to cope with the post-emancipation challenges of creating a harmonious multi-racial society? How did it evolve to keep power? The SG will have an opportunity to discuss still timely issues, including: Who is an American? What does equality mean? Are effective parties and government possible in a polarized nation? The specifics of the Civil War and Reconstruction will enter our discussions only peripherally, as we concentrate on the Republican Party and the problems of governance. Preparation: 3 hours per week; participation in discussions and internet access are essential. **Class size limited to 18.**

John Strand's interest in this period dates from his childhood in "Lincoln Country" in Illinois and a lifetime of reading about this period of US history. After retiring, he was an independent consultant specializing in organization and delivery of short courses on various interdisciplinary topics.

867 **Dunnett's Game of Kings and Queen's Play (not Game of Thrones!)**

Phillip Stubblefield and Penelope ReVelle

Readings: Dorothy Dunnett, *Game of Kings: The Lymond Chronicles* (Vintage, 1997); *Queens' Play: Second in the Legendary Lymond Chronicles* (Vintage, 1997); Laura Ramsey, *The Ultimate Guide to Dorothy Dunnett's Game of Kings* (CreateSpace Independent Publishing Platform [Amazon], 2013). SGMs who read Dunnett's Niccolo Series with us may already own the 2-volume *Dorothy Dunnett Companion*; this can substitute for *The Ultimate Guide to the Game of Kings*.

Dorothy Dunnett is one of the finest British writers of historical fiction, known for her meticulous research on the history and politics of the 13th and 14th centuries. But she is also known for her storytelling ability and her beautifully descriptive prose. Join us as we enjoy her story of the fictional hero, Crawford of Lymond. We will discuss the first two books of her 6 book series, which follow Lymond's adventures from Scotland to the Middle Eastern empires and back again. We'll untangle the complex history, covering about 100 pages per week. The SGLs have led courses on Dunnett's Nicolo series and hope this will be the start of several courses about Lymond. SGMs will be provided with a list of short historical, geographical, and literary topics on which they are encouraged to give 10-minute reports that will improve the background knowledge of their fellow SGMs.

Phil Stubblefield is an almost retired former Boston University Professor of Obstetrics and Gynecology. He enjoys historical fiction and is especially fond of the works of Dorothy Dunnett with their complex plots, well-developed characters, and adherence to historical reality.

Penny ReVelle was trained as a molecular biologist and taught biology and environmental science. She is spending her retirement learning about literature, music, poetry, and art, and introducing HILR members to the high romance of Dorothy Dunnett's novels, which include all of the aforementioned subjects.

868** **Introduction to Hedge Funds**

Charles Freifeld and Allan Roth

Readings: Rishi K. Narang, *Inside the Black Box* (Wiley, 2013).

Hedge funds are often in the news. Using the recently published *Inside the Black Box* as a guide, we will examine what they are, how they function, and what role they play in the economy. The methods used by several actual hedge funds will be presented, and the class will get a chance to design its own hedge fund. Prerequisites are some familiarity with the way financial markets function and a willingness to think critically and analytically. Class members should be willing to wrestle with key concepts describing how market participants handle the inherent uncertainty in investing. About two hours of reading per week will be needed. Classes will be a mixture of lecture and discussion. **Class size limited to 18.**

Charles Freifeld left the Northeastern University Mathematics Department in 1974 for the world of hedge funds, subsequently working with several large asset managers. He has led several courses on financial topics and currently consults for a quantitative hedge fund.

Allan Roth practiced corporate law, served on the SEC general counsel's staff, directed the American Stock Exchange's government relations department, taught at Rutgers Schools of

Management and of Law and advised on capital market development in foreign countries.

869* *Medieval Philosophers and Mystics*

Rory O'Connor

Readings: F.C. Copleston, *A History of Philosophy, Vol. 2: Medieval Philosophy* (Image Books, Doubleday, 1993); William Harmless, *Mystics* (Oxford University Press, 2008). Other readings will be posted on the class website.

Thomas Aquinas and Peter Abelard, Pseudo Dionysius and Meister Eckhart: are these European philosophers and mystics of the medieval period, from 500 to 1500 CE, relevant to us today? The class will be more a personal dive into the issues than a dry recital of dead questions. We'll use their own writings, supplemented by some commentary, to consider, for instance, whether Anselm's proof of the existence of God is convincing and whether mysticism can be explained as a mental aberration. SGMs are encouraged to offer their own insights and experiences when discussing questions raised by the readings. About 2 hours of preparation time per week. SGMs will be asked to make brief presentations during most classes. **Class size limited to 24.**

Rory O'Connor studied medieval philosophy for twelve years and taught it at Southern Methodist University in Dallas, TX. He has retained an interest in the history and philosophy of the period and has led two classes on the subject at HILR.

870 *Proust's In Search of Lost Time, Volume 6: Time Regained*

Don Leopold

Readings: Marcel Proust, *Time Regained: In Search of Lost Time* (Volume VI), trans. C. K. Scott Moncrieff, rev. Terence Kilmartin and D. J. Enright (Modern Library, 1999). For members new to the HILR Proust study group: *Marcel Proust, In Search of Lost Time* (Vol I), Introduction and "Combray."

We will read and discuss *Time Regained*, Volume VI, the last of Proust's monumental work, *In Search of Lost Time*. All of Proust's great themes—desire, love, memory, society, vice, virtue, art, time, death—continue in this final volume. The class is modeled on the seminars at St. John's College (the "Great Books" program). It is a conversation about a text we have all read beforehand, whose purpose is to explore the ideas it raises. The study group members will pose and ponder together the important questions arising from each week's reading. Participants should expect to spend four hours each week reading the roughly 90 assigned pages. Reading of the five prior volumes is not essential, but new participants will be expected to read the Combray section of Volume I. **Class size limited to 13.**

Don Leopold is a graduate of Harvard College, Harvard Business School, and the Graduate Institute at St. John's College, from

which he earned an MA at age 64. He has led four prior study groups using the St. John's methodology.

871* *The English Country House*

Martha Vicinus

Readings: Evelyn Waugh, *Brideshead Revisited* (Little, Brown, 1945; rev. 1959); Kazuo Ishiguro, *Remains of the Day* (Vintage, 1989); Rosina Harrison, *Rose: My Life in Service to Lady Astor* (Penguin, 1975). *Gosford Park* (2001) [in class viewing]; course pack from Gnomon Copy.

Why does the English country house continue to fascinate us? From Jane Austen to Ian McEwan, English writers have found it the perfect setting in which to critique the uncaring rich or to satirize the fawning snob. But above all, it remains a site of nostalgia, where we may indulge in the thwarted desire for an outwardly unchanging world of noblesse oblige, personal honor, and refined beauty. This course is an opportunity to look closely at three award-winning recreations of country house life by outsiders. We will also consider memoirs of upper-servants and the architecture of the houses themselves. Our focus will be the years 1918-39, the so-called "golden sunset" of a powerful land-owning elite who ran the country, set fashions, and held onto their wealth amidst great changes. We will also consider the post-World War II "heritage industry" and how country houses survive today. Reading 2-3 hours per week.

Martha Vicinus is more interested in the hard-working servants, but she admits to a sneaking curiosity about the aristocracy who wielded so much political and cultural power for centuries. She loves visiting National Trust houses, especially those that feature reconstructed kitchens and servants' quarters. This is her tenth SG.

Tuesday 10 am–12 noon

872 *Alexander Hamilton - What Even a Jeffersonian Can Admire*

Gene Blumenreich

Readings: Ron Chernow, *Alexander Hamilton* (Penguin Press, 2004).

As President Washington's primary advisor and first Secretary of the Treasury, Alexander Hamilton designed many of our political institutions. Hamilton, with a commercial and financial background, was at odds with Thomas Jefferson, an agrarian and rival political force. During the Republic's early years, they faced off vehemently over the role and responsibility of the national government. Hamilton and Jefferson have been widely quoted by opposing political groups for over 200 years. Their various biographers seem to befriend their subjects and often tend to defend their subject's views rather than engage in critical analysis. Can we

be more objective as we examine Hamilton's storied life and look at his arguments with Jefferson and search for insights that may be relevant to today's political discourse? Readings from the book will average about 60 pages a week and will be the basis of discussion among the SGL and class members. **Class size limited to 18.**

Gene Blumenreich became an admirer of Thomas Jefferson while attending the University of Virginia, which Jefferson founded. He has been an avid reader of books about him and his times ever since. He is also sympathetic to what Hamilton was attempting to, and largely did, accomplish.

873 *Piketty and Inequality*

Peter Temin

Readings: Thomas Piketty, *Capitalism in the Twenty-first Century* (Harvard University Press, 2014). Other readings will be offered, all short.

Inequality is the focus of Thomas Piketty's *Capitalism in the Twenty-first Century*. We will read Piketty's book sequentially through the twelve weeks of this study group, generally two chapters a week, about 70 pages on average. Some supplementary readings also will be assigned and will be available on the Study Group website. We will discuss the book by looking carefully at the many graphs in it. Although this is a book of economics, it is well written and well translated. The essence of Piketty's theory is confined to Chapter 10 (Week 6), and the Study Group Leader will provide insight into the theory, which helps us understand the data in the graphs. We will endeavor to answer the following questions in our discussions. Why is inequality an important issue today? Does Piketty help us to understand the causes and effects of inequality through his book? How did a young French economist write a 600-page book that became a best seller and made him an academic superstar in addition?

Class size limited to 20.

Peter Temin was an economist at MIT for many years. He was chair of the Department of Economics when Piketty was hired, though Piketty soon left to return to Paris as a place to work. Peter has taught many study groups on varied subjects, including this one last year.

874 *Resolving the Crisis in Syria: A Foreign Policy Perspective*

Ollie Curme

Readings: All course materials will be available through the course website and internet links. Members will also be expected to do independent internet research, assisted by the SGL.

The Syrian civil war is an immense tragedy that has defied resolution for years. We will examine solutions through the framework of foreign policy negotiation, modeled on the Geneva III peace talks. The first few sessions will be discus-

sions moderated by the SGL, based on assigned readings regarding the history of the conflict and the backgrounds and agendas of the participants. SGMs will then adopt the role of one of the major participants in the talks: the Syrian government, the Syrian rebels, the US, Russia, the EU, Saudi Arabia, Iran, Turkey, the Kurds, or ISIS. Each team will present its position to the class. We will then spend several classes in multilateral negotiations, attempting to find common ground and building a framework for peace. Class preparation, through internet sources provided by the SGL and independent research, will take 3-4 hours per week.

Class size limited to 20.

Ollie Curme is a retired venture capitalist, having spent his career with Battery Ventures. He has a keen interest in politics and history and has led courses on the Kennedy assassination and the Neolithic Revolution.

875 *The Anna Plot in Tolstoy and Chekhov* Katherine O'Connor

Readings: Only this edition: Leo Tolstoy, *Anna Karenina*, trans. Rosamund Bartlett (Oxford University Press, 2014). A coursepack containing the assigned Chekhov stories will be compiled by the SGL. A few scenes from some of the movie versions of *Anna Karenina* and from the Russian film of "Lady with a Pet Dog" will be viewed in class.

Anna Karenina, Tolstoy's monumental novel of Russian life in the 1870s, is forever associated with the theme of adultery, trains and suicide, that is, the Anna plot. Intertwined with this plot, however, is a courtship and marriage plot dominated by Konstantin Levin, Tolstoy's alter ego, that takes up considerably more space in the novel than the Anna plot. What do we make of this? Anton Chekhov, a great admirer of Tolstoy, responded to the novel with a cycle of stories that have female characters named Anna and that also feature trains, but not as "weapons of destruction." What do we make of this? What does Tolstoy achieve by contextualizing the Anna plot within a vast and multi-layered novel, and how does Chekhov re-imagine the novel within the "tight" confines of the short story genre? Preparation 3 hours per week. This is a discussion-based course that relies on close reading. **Class size limited to 22.**

Katherine O'Connor is a Professor Emerita of Russian and Comparative Literature at Boston University whose first SG at HILR was a six-week course last spring on *Lolita*, and who now looks forward to spending twelve weeks on *Anna*.

876 The Bible and Modern Scholarship

Beardsley Ruml

Readings: *Jewish Study Bible* (Oxford, either edition, 2004 or 2014); The New Testament (NRSV, any edition); James Kugel, *How to Read the Bible* (Free Press, 2008); Bart Ehrman, *Jesus: Apocalyptic Prophet of the New Millennium* (Oxford, 2001). Additional readings will be posted on the website.

While most of us encounter the Hebrew Bible and the New Testament (if at all) in a religious context where the traditional interpretations are presented, modern Bible scholars address those texts as historical artifacts and ask when they were written and what their authors' goals were. We'll explore the "documentary hypothesis," which suggests four main sources for the "five books of Moses"; discuss how many creation stories are in Genesis (two); discover the likely reason for the inconsistencies in the flood story (two intermingled sources); see how Israelite religion morphed into monotheistic Judaism following the exile; and follow the fascinating emergence of Jewish apocalypticism, a sectarian movement which included the community at Qumran (the Dead Sea Scrolls), John the Baptist, (the historical) Jesus, and the apostle Paul, all through the lens of the biblical texts. (Longer description at ruml.com/bible.) Preparation 2-3 hours; meetings will consist of structured discussion of the assigned materials. No previous knowledge is assumed or required.

B Ruml has led three previous study groups about the Bible.

Tuesday 1-3 pm

877 Katherine Anne Porter and Flannery O'Connor: Southern Renaissance Writers**

Margaret Hooper

Readings: Flannery O'Connor, *The Complete Stories* (Farrar, Straus and Giroux, 1971). Katherine Anne Porter, *The Collected Stories*, A Harvest/HBJ Book (Harcourt Brace, 1979).

Katherine Anne Porter and Flannery O'Connor, masters of the short story genre, painted vivid portraits of the people, places, and culture of the South in the post-Civil War era. Writing during the Southern Renaissance (literature produced between WWI and II), they were sufficiently distant from the Civil War and slavery to create an objective portrayal of their region and its legacies of racism and economic and military defeat. Additionally, they explored the relationship of individuals to their communities and the burden of past events. Through close reading and thoughtful discussion, we will deepen our understanding of their Southern culture and examine the stylistic innovations they used to bring their characters to life in that place and time. We will

also view and discuss two films based on their stories. The SGL will provide readings to clarify the context within which these writers worked. Weekly: 2-3 hours of careful reading. **Class size limited to 18.**

Mimi Hooper has co-led courses in French literature, theatre and poetry. Her life-long appreciation of French literature has promoted an affinity for writers like Porter and O'Connor whose stylistic genius creates unforgettable characters. This is the second course Mimi has offered in English.

878 Notorious Ruth Bader Ginsburg in Her Own Words

Carol Agate

Readings: Irin Carmon and Shana Knizhnik, *Notorious RBG* (HarperCollins, 2015); Ruth Bader Ginsburg with Mary Hartnett and Wendy Williams, *My Own Words* (Simon & Schuster, 2016). Online articles and links. Must have internet access.

The Ruth Bader Ginsburg craze is a phenomenon among youth. You'll explore what it is about this 83-year-old Supreme Court justice that excites people from high school students to legal scholars. Two very readable books are the foundation of this course. In an entertaining biography, we will learn about her life. The other book is her writings, from her elementary school editorial to her remarks about the 2015-16 Court session. As a lawyer, Ginsburg represented men and women in the struggle for gender equality, and as a judge she is a persuasive liberal voice. From her victories as a lawyer to her vigorous dissents in the recent conservative Court, you will get to know RBG as a person and a legal powerhouse. 1-2 hours of reading a week. Classes are mostly discussion with explanations of legal processes and videos. Updates will include reviewing current news about the Supreme Court. **Class size limited to 20.**

Carol Agate fought for equal rights, especially for women, both before law school and as a lawyer. Her cases ranged from city commissions to the United States Supreme Court. She taught sex discrimination law at UCLA, USC, and Loyola Law School.

879 The Mexican Muralist Movement and Mexican Arts of the Twentieth Century
Gervasio Prado

Readings: Desmond Rochfort, *Mexican Muralists* (Chronicle Books, 1993); Carlos Fuentes, *The Death of Artemio Cruz*, trans. Alfred MacAdam (FSG Classics, 2009).

The Mexican Revolution of 1910-20 had a profound effect on Mexican art: literature, graphic arts, photography, and architecture all saw a resurgence and new vitality. Minister of Education Jose Vasconcelos commissioned artists like Diego Rivera, Jose C. Orozco, and David A. Siqueiros to prepare murals on the walls of public buildings that would show the Revolution's history and aspirations. Drawing

inspiration from such sources as popular culture, Renaissance masters, Catholic iconography, and Cubist art, the Muralists revived the art of “al fresco” mural painting in a way not seen since the Renaissance. We will study the Muralist Movement from a stylistic and historical point of view. Our readings will include a novel by Carlos Fuentes set during that era, *The Death of Artemio Cruz*. Optional visits to the MFA to see their collection of Mexican graphic arts and to Dartmouth University to see the Orozco murals. Preparation: 2-3 hours per week. **Class size limited to 20.**

Gervasio Prado has a professional background in engineering but a lifelong interest in history and art. This is his seventh turn at study group leadership at HILR.

880 *The Other Side of the Pond* **Susan Ebert and Donna Leventhal**

Readings: David McCullough, *The Greater Journey* (Simon & Schuster, 2011). Additional material will be posted on the class website.

The transatlantic journey was always long and more than occasionally dangerous, but throughout the 19th century travelers ventured across the ocean in both directions. Well before transatlantic voyages were comfortable, European travelers visited the new world and Americans traveled to Europe. What were they seeking? What did they discover? We will explore the experiences, reflections, art, and writing of transatlantic travelers in the 19th century. Europeans, including Fanny Trollope, Harriet Martineau, de Toqueville, and Charles Dickens, detailed their travels and examined issues as different as slavery, abolition, democracy, and exoticism. Americans, including Emerson, Mary Cassatt, Samuel Morse, and John Singer Sargent, sought culture, art, literature, landscape, and medical education. Readings will include excerpts from the work of many of these notable Europeans and Americans. The class will include lectures, discussion, and occasional videos. Expect 2 hours of preparation per week. **Class size limited to 18.**

Susan Ebert holds a Ph.D. in Comparative Literature from the City University of New York. Her work in non-profit programming and management focused on developing resources to support innovative approaches that address the needs of poor women and girls.

Donna Leventhal has a B.A. in Art History and a M. Ed. She is a founding partner in Metalmorphosis, a silversmithing studio and educational space in Dedham dedicated to individual practice and the broader study of silversmithing.

Wednesday 10 am–12 noon

881 *American Foreign Policy: Dealing with Genocide*

Jack Berg

Readings: Samantha Powers, *A Problem from Hell: America and the Age of Genocide* (Basic Books, 2013); Michael Mandelbaum, *Mission Failure* (Oxford University Press, 2016).

Recent foreign policy decisions, whether for intervention in the cases of Libya or Iraq or against in the case of Syria, have proven disastrous for our long term interests. To intervene or not to intervene — that is the question. Samantha Powers, in the Pulitzer Prize winning *A Problem From Hell*, examines this question in six scenarios where we did not act (Turkey, Rwanda, Bosnia, Srebrenica, Iraq, Cambodia) and explores the premise that genocide neglected is genocide encouraged. We will read about 75 pages per week with frequent reference to Michael Mandelbaum’s *Mission Failure* for trends in foreign policy. If our national ethos, as defined by Reinhold Niebuhr, is that we are the “tutors of mankind in a pilgrimage to perfection,” and if that clashes with our national interests, then which shall we choose and who have we become? Seminar with weekly assignments. Lively discussion encouraged, as is active participation.

Jack Berg lived in Switzerland for six years while studying medicine. His interest in foreign policy springs from stories he heard as a child from those who had survived in Eastern Europe from the nineteenth century through the Holocaust.

882 *Explaining the Existence of Urban Areas* **Robert Schafer**

Readings: Enrico Moretti, *The New Geography of Jobs* (Houghton Mifflin Harcourt, 2012). Various articles selected by the SGL.

The existence of urban areas will be addressed from an economics perspective. Urban economics is the introduction of space (i.e., where activities are located) into economic analysis. Why do urban areas exist? Why do some grow more rapidly than others? Why do some decline? Why are economic activities (including residential) distributed within urban areas the way they are? What are the implications for urban problems (such as transportation, land use regulations and racial discrimination) and responses? These are some of the questions that will be addressed by this course. Each class will include some lecturing with plenty of time for discussion. About 3 hours of preparation per week. **Class size limited to 20.**

Robert Schafer studied and taught urban economics 35 years ago and returns to this subject after a career as a real estate attorney specializing in commercial real estate and affordable housing. He was a professor of city and regional planning at Harvard in the 1970s.

883 *Genes: The Inherited Code of Life*

Barbara Smith Koff

Readings: Siddhartha Mukherjee, *The Gene: An Intimate History* (Scribner, 2016). The SGL will supply web sites, writings, and videos (e.g., YouTube) that will be used to supplement the text.

Our genes contain the blueprint for our lives. How do genes work and interact with environment? We will look at the history of scientific discoveries illustrating astonishing complexity, culminating in the ability to read and edit genes. Discussion will focus on an understanding of modern genomic science and social, moral, and ethical issues surrounding scientific discoveries that have surprising influences on our lives, personalities, identities, fates, and choices. Should we manipulate human genes to accelerate evolution, cure diseases, and better mankind? The assigned text is written for a general audience, weaving science, social history, and personal narrative relating important conceptual breakthroughs in the quest to understand human heredity. The study group leader will present scientific background material to facilitate understanding of how genes work and to enable discussion of misconceptions and of moral or ethical issues. Prior scientific experience, though welcome, is not a requirement for enthusiastic participation in this study group. Approximately 3 hours of preparation per week.

Class size limited to 20.

Barbara Smith Koff, an Emeritus Professor of Biochemistry at Boston University, taught medical and graduate students molecular biology and led research projects on collagen gene regulation. Her career has centered on learning about the complexities of gene expression.

884 *The Franco-Prussian War*

Mitch Cohen

Readings: David Wetzel, *A Duel of Giants: Bismarck, Napoleon III, and the Origins of the Franco-Prussian War* (Univ. of Wisconsin Press, 2003). Other material will be posted on the course website.

The history of the Franco-Prussian war is a dramatic chronicle of colorful schemers and gamblers, geniuses and incompetents, and villains and heroes whose actions shaped the course of European history for the next 75 years. Their activities led to triumph in Germany and chaos in France, changed the basic fabric of both nations, created a rebalance of European power, and paved the way for two devastating world wars. In contrast to our ignorance of undisclosed contemporary international machinations, we know much about the closed-door deliberations of the statesmen of that bygone era, allowing us to explore the crucial decisions made in France and Prussia in 1870-1871 and to understand the psychology and motivations of the leaders involved. The story of the Franco-Prussian war is a cautionary tale of how deeply respected statesmen from the highest strata of soci-

ety used their unchallenged power to direct their world into ultimate disaster.

Mitch Cohen has long been interested in French and German histories, languages, and cultures.

885 *This Is Your Life: Memoir Writing*

Suzanne Pemsler

Have you always wanted to write your own story? Procrastinate no longer. The events of your life are unique. Memoir writing is a remarkable genre, allowing for great freedom of expression. We will discuss how to quell your inner censors; determine the form of your personal story; discover your writer's voice and style; develop vivid vignettes through language choice and sensory memory; and experience the joy (and discipline) of writing and rewriting. Stories will be critiqued each week. Multi-media presentations (photos, drawings, poetry, scrapbooking, audio, and video) will be encouraged. Facility with email is required. Some registration priority will be given to those who have not taken the course before. **Class size limited to 13.**

Suzanne Pemsler, writer, soprano, puppeteer, workshop leader, has written five one-woman shows, including *Bittersweet Memoir*, and performed opera with her life-sized "PUPPET DIVAS," nationally and internationally. She has led 35 Memoir Writing study groups at HILR.

Wednesday 1-3 pm

886* *A Year with the Brontës — Part II*

Jo Citron

Readings: Only these editions: Emily Brontë, *Wuthering Heights*, ed. Ian Jack (Oxford, 2009); Anne Brontë, *Agnes Grey*, eds. Inglesfield and Marsden (Oxford, 2010); Anne Brontë, *The Tenant of Wildfell Hall*, ed. Rosengarten (Oxford, 2008). Additional materials will be posted on the website.

We continue our celebration of the Brontë bicentenary with the novels of Emily and Anne. Extraordinary childhoods on the wild moors of Yorkshire produced fiction of such passion and romance that the terms "Brontë" and "myth" are never far apart. We know Emily's *Wuthering Heights* but are less familiar with Anne's tales, which are quite as passionate and even starker. And did you know that Charlotte's accidental discovery of Emily's secret poems is what led the sisters to publish at all? The volume of poetry sold only two copies but it gave the young women courage to bring their fiction into the light. Even if you missed our fall discussion of Charlotte, you are most welcome to join us as we pick up the story of the younger sisters, though some registration priority will be given to Charlotte alums. About 150 pages per week of the novels and supplementary material on the web site. **Class size limited to 20.**

Jo Ann Citron has been a literature professor and a lawyer, and enjoyed the former way more than the latter. She has led HILR groups on George Eliot, Henry James, and Charlotte Brontë.

887 *Freud in His Time and Ours*

Steve Stelovich

Readings: Elizabeth Roudinesco, *Freud in his Time and Ours*, trans. Catherine Porter (Harvard University Press, 2016). Handouts of excerpts from Freud's case studies will be provided for illustration and discussion.

Undeniably important and profoundly misunderstood, Sigmund Freud is the subject of a definitive new biography based on decades of careful research: case notes; interviews with patients, colleagues and families; recollections of close friends; drafts of scientific papers; diaries and correspondence, etc. Summing up the work of a lifetime, Elizabeth Roudinesco, Director of Research in History at the University of Paris Diderot (Paris VII), has produced a startling study, *Freud: In His Time and Ours*, that challenges many previously held views of his work. Reading this book, we shall follow Freud from his origins in the small Galician shtetl of Tysmenitz to his impact upon psychiatry and life today, as well as promises for tomorrow. In addition to active discussions, short lectures and case histories will be considered to illustrate points. Preparation approximately 2 hours of reading per week. **Class size limited to 20.**

Steve Stelovich, a retired psychiatrist and teacher, has an abiding interest in Sigmund Freud. He has taught college courses, lectured on Freud at the Harvard Medical School and provided psychiatric training to medical trainees and practitioners at all levels.

888 *The Better Angels of Our Nature*

Jim Johns

Readings: Steven Pinker, *The Better Angels of Our Nature* (Penguin, 2012). Other readings to be provided by the SGL.

Humans are capable of empathy, kindness and compassion, but our history is also marked by rape, murder, war, and horrific brutality. This course will explore the history of this violence from hunter-gatherer times to the present and evaluate Steven Pinker's striking claim that violence has declined over the course of history. Guided by Pinker's analysis, we will examine the evolutionary roots of altruism and aggression, weigh the conflicting political theories of Hobbes and Rousseau, and try to identify the political and cultural forces which tend to make our world more humane. 2-3 hours of reading each week. Expect lively discussion.

Class size limited to 20.

Jim Johns taught physics, history and psychology at Newton South High School. At HILR he has led courses on visual perception, literature, and evolutionary theory, as well as a previous course on violence.

889 *The Irresistible Power of the Sea*

Fred Chanania

Readings: Bruce Parker, *The Power of the Sea* (Palgrave Macmillan, 2012); Brian Fagan, *The Attacking Ocean: The Past, Present, and Future of Rising Sea Levels* (Bloomsbury Press, Reprint Ed. 2014); Carl H. Hobbs, *The Beach Book, Science of the Shore* (Columbia Univ. Press, 2012).

Why was the Boston Tea Party almost an abject failure? (Hint: tides) Did Moses really split the Red Sea or was he just an early but lucky oceanographer? Why do people foolishly flock to the beach just before a tsunami hits? (Hint: fish flopping) Our study group will focus on the strong oceanic forces that impact our ships, coastlines, wars, and human settlements and how those forces have had or can have influences on major events in human history (e.g., Normandy D-Day invasion). We will study tides, waves, weather, storm surges, and rising sea levels and take a close look at the ecology and biology of our impressive Gulf of Maine shorelines—from Cape Cod sands, to Plum Island barrier beaches, to Maine's rocky coasts. Weekly preparation involves 2-3 hours of reading or video watching. Classes will be visually-based guided discussions and will include occasional participant presentations and guest speakers.

Fred Chanania has led numerous HILR study groups on marine and environmental science topics. He has an abiding interest in all matters marine and in helping HILRers to appreciate more fully the unique and astounding Gulf of Maine and its shorelines.

Thursday 10 am–12 noon

890 *An Astronomy Primer*

John Hopkins

Readings: Marcia Bartusiak, *Archives of the Universe* (Vintage Books, 2006); Arthur Upgren, *The Turtle and the Stars* (Henry Holt, 2002); William Hartmann and Ron Miller, *The Grand Tour: A Traveler's Guide to the Solar System*, 3rd ed. (Workman Publishing, 2005). Numerous short references on specific subjects will be posted on the HILR course website.

This course will deepen your astronomical knowledge, enhance your stargazing pleasure, and increase your awareness of the celestial basis of many aspects of everyday life. Designed to be accessible for individuals with little or no formal math/science background, it remains suitable for science people. Classes will consist of illustrated lectures, with Q&A and explanatory discussions as needed, divided into three parts: (1) Basic features of the Solar System, with forays into more exotic topics (e.g. Big Bang, Black Holes, and exoplanets); (2) Common astronomical phenomena and their causes (the ever-changing night sky, meteor showers, comets, moon phases, eclipses, tides, and seasons), as well as astronomically-based societal tools (calendars, time-keep-

ing, and celestial navigation); (3) Substantive but accessible exploration of basic scientific concepts, theories and technology that enable our remarkable understanding of a universe enormously distant in space and time. Readings that introduce or augment specific topics will consume about 1 hour weekly.

John Hopkins' physics education began his interest in astronomy. For many years he has volunteered at the Museum of Science and local schools explaining the universe to people of all ages and backgrounds. Previous HILR courses: "What is Science?" (2013) and "An Astronomy Primer" (2015).

891 ***Mahatma Gandhi, A Remarkable Man***

Wendy Reich

Readings: Mohandas K. Gandhi, *Autobiography: The Story of My Experiments with Truth*, trans. Mahadev Desai (Dover, 1983). Additional Readings on Gandhi and India will be posted on the website.

One small and seemingly insignificant man, who came to be deemed a saint by many, was instrumental in bringing independence to India and influencing political change across the whole world, including the American Civil Rights Movement. This course will look at various aspects of Gandhi, including his childhood, his time spent in England studying law, and his work in South Africa for justice for ethnic Indians. We will look at how all these experiences influenced both the man and his ideas. Of course, we will study his role in Indian history, his role in the Indian Independence Movement, and the factors underlying his accomplishments. We will also cover many of his philosophical and spiritual views, including the evolution of his beliefs in non-violence and non-cooperation. In addition, we will examine the controversies surrounding Gandhi and critiques of his life. Readings will take about two to three hours a week; we will also watch a short film.

Wendy Reich has a Ph.D in Anthropology with India as an area of expertise. She has spent a good deal of time living and working in India and is very attached to the country and its people. She has led other study groups on various aspects of India.

892** ***Prehistoric Cave Painting***

Ron Ebert

Readings: Gregory Curtis, *The Cave Painters* (Anchor Books, 2006). Video material: Werner Herzog, *Cave Of Forgotten Dreams* (film); "Gobleki Tepi—National Geographic" (YouTube); "Prehistoric Europeans: The People Who Invented Art" (YouTube).

We now know that humans began drawing in caves about 35,000 years ago. Some of the most remarkable art lies in southern France and northern Spain. This course will explore some of these sophisticated images through film and slides and learn about the changing interpretations and theories of archaeologists. We will discuss who these painters were, what their objectives were—religion, hunting, fertility or community—and whether or not they had language and/or music. One text (240 pp.) will be used, together with supplemental materials. Expect about 1.5 hrs of preparation a week. Format is primarily discussion.

Ron Ebert is a retired forensic psychologist and amateur artist with no formal training in archaeology. In college, Ron was one of the final visitors to the cave of Lascaux, which was closed to the public in 1963. He has subsequently visited many caves in France and become an enthusiast.

893** ***The Origins of Novelty in Evolution***

Murray Smith

Readings: Mark W. Kirschner and John C. Gerhart, *The Plausibility of Life: Resolving Darwin's Dilemma* (Yale University Press, 2005).

The ultimate origins of novelty in evolution are genetic mutations. But how—exactly—have undirected, random DNA copying errors produced the vast and improbable variety of living things found in the world today? A comprehensive theory to answer this question has now emerged. This theory is built on recent advances in our understanding of biological systems and processes ranging from the biochemistry of the cell through developmental biology to the major stages in the evolution of life. Although the material is technical, we will approach it mainly by discussion. Each member of the group will independently research selected biological topics, not to make a report but to assist the group in understanding those aspects of the material. While dense in information, the required readings will average only 25 pages per week. Before enrolling, consult the additional information at eeyahkee.com, which includes the background knowledge expected in this course and a list of available research topics.

Murray Smith has led 16 study groups, all concerned in one way or another with cognition and the mind, including courses on human evolution, philosophy of biology, and philosophy of science.

894* *The Slavery Question: John Quincy Adams and the Great Battle in the United States Congress, 1835-1845*

Anthony Pazzanita

Readings: William Lee Miller, *Arguing About Slavery* (Vintage, 1992).

This is a story that revolves around one notorious institution, slavery, and one man, John Quincy Adams. It seems almost inconceivable today, but between 1835 and 1845, any discussion of slavery was nearly totally forbidden in the United States House of Representatives because of the infamous “gag rule” put into place by slavery’s Southern supporters. Even though he was not an abolitionist, Adams deeply believed in freedom of speech and the right to petition the Congress, and so he mounted a dogged and sometimes lonely campaign to have the gag rule lifted. The pages of the Congressional Globe, which we shall examine, are replete with evidence of the nearly fanatical determination of the Southern members of the House to avoid any debate on slavery. 2 hours of reading per week. No presentations. Participation in discussions is essential. **Class size limited to 20.**

Tony Pazzanita has presented many courses on American history, including “Reconstruction,” “Lincoln at the Time of Secession,” “Original Meanings of the Constitution,” “Ratification of the Constitution,” and “The Right to Vote and the Politics of Voter Suppression.”

Thursday 1-3 pm

895 *Dostoevsky, Nadir to Zenith: From the Dead House to the Karamazovs*

Michael J. Bennett

Readings: Only these editions: Fyodor Dostoevsky: *Memoirs from the House of the Dead*, ed. Ronald Hingley, trans. Jesse Coulson (Oxford World’s Classics, 2008) ISBN 0199540519; Fyodor Dostoevsky: *The Brothers Karamazov*, 2nd. ed., trans. Susan McReynolds Oddo (Norton Critical Editions, 2011) ISBN 0393926338. The SGL will place other items on the course website. These will include audio/video selections, scholarly papers, and other material not yet prepared.

In young adulthood, Dostoevsky was arrested and sentenced to death for anti-governmental activity. His sentence was commuted to exile: 4 years of penal servitude followed by 5 of military conscription. *Memoirs from the House of the Dead* is a semi-fictional account of these, his darkest days. Transformed by the experience, he would go on to write five novels that explored the nature of human suffering and the social and political issues of his time, culminating in *The Brothers Karamazov*. Through close reading of these two works, we will consider his ideas about crime, soci-

ety, free will, and the pathway to salvation in a sinful world, and reflect on how his experience in the Tsar’s penal system helped shape them. Three hours of reading per week; no reports required.

Michael Bennett has led 20 courses on literature during his 11 years as an HILR member, including all of the major works of Dostoevsky. These are two of his favorites.

896 *Presidential Leadership in a Time of Dysfunctional Democracy***

Mark R. Yessian

Readings: All required materials will be provided on the website. They will include not-just-for-lawyers essays in a May 2014 Boston University Law Review symposium titled “America’s Political Dysfunction: Constitutional Connections, Causes and Cures;” letters and other documents from the American revolutionary era; journal articles; recent studies; speeches and panel discussions on YouTube; and polling data.

With the bruising Presidential campaign over, we now turn to the point of it all: governing. Can our newly-elected President reasonably be expected to carry out the transformational goals expressed in the campaign? Or, given the fractured governmental system designed by our Founders and the hyper-partisan politics of our day, is “threading the policy needle” the best we can expect? In tackling these questions, we will first examine what the Founders intended when they crafted the Presidency and how and why its role has changed from this original vision. Then, we will address the leadership agenda and prospects facing our new President, taking particular account of the recent campaign and the election results. Throughout, we will wrestle with a gnawing question: As a professed democratic polity, have we become dangerously dependent on Presidential power? Our discussion-focused course will call for three to four hours of reading for each class. **Class size limited to 22.**

Mark R. Yessian has a Ph.D. in political science and more than 30 years of governmental service in the U.S. Dept. of HEW. In leading ten prior HILR courses, he has probed American political history for insights to address contemporary public policy challenges.

897 *The Art of China*

Shirley Crosman

Readings: This edition only: Michael Sullivan, *The Arts of China*, 5th revised & enlarged ed. (University of California Press, 2008).

This course will explore the 4000+ years of Chinese art history. Our focus will be on the aesthetics, content, and context of its painting, sculpture, and architecture. We will search for continuities and changes throughout the dynasties

and attempt to discern the themes and nature of Chinese art. To further this goal, we will use the Museum of Fine Arts and Harvard Art Museum as classrooms for two sessions. Through critical viewing, we will discover the specific features that make Chinese art objects unique. This course seeks to deepen appreciation and understanding of a long and varied tradition that lies outside the Western canon. The format is lecture and discussion. Willingness to engage in close examination is essential. Reading about 2 hours weekly. **Class size limited to 20.**

Shirley Crosman taught history of art throughout her career. She has studied Asian art since falling in love with it as a docent at the Harvard Art Museum.

898 *Understanding Apartheid Through Film***

Susan Vernon-Gerstenfeld

Readings: Required coursepack of short readings to provide context and background for the films. Also, two films (*Mandela & DeKlerk* and *Cry Freedom*) will be needed to be viewed by SGMs at home (both are available on YouTube). A background book that is highly useful but not required: Nelson Mandela, *The Long Walk to Freedom* (Little, Brown and Company, 1994).

Six important films will frame our exploration of critical questions about apartheid in South Africa. For example, what were the colonial motivations for apartheid in South Africa and why did it end so suddenly in 1990, even before Mandela became President (*Soft Vengeance* and *Mandela & DeKlerk*)? What impact did apartheid have in the broader African region? What role did Russia, Cuba, and the US play, and what has been the legacy of apartheid (*Tsotsi*, *Red Dust*, and *Cry Freedom*)? Nelson Mandela and the National Party, Presidents Botha and DeKlerk, the Truth and Reconciliation Commission, and the daily life and struggles of people of all races post-apartheid will be examined as well (*Skin* and all the other films named above). One week we will view a film in class, and the next week we will discuss the film and the assigned readings and associated commentary (2-3 hrs. preparation). **Class size limited to 20.**

Susan Vernon-Gerstenfeld has worked and traveled widely in Zimbabwe, Namibia, and the Republic of South Africa, teaching and establishing or doing the groundwork for applied research centers in those countries. Apartheid's historical and social impacts remain of great interest to her.

First Half-Semester Courses

February 6–March 27

Mondays.....Feb. 6–March 27
Tuesdays.....Feb. 7–March 14
Wednesdays.....Feb. 8–March 15
Thursdays.....Feb. 9–March 16

Monday 10 am–12 noon

900 **Spring Snow: A Masterpiece by Mishima Yukio**

Winthrop A Burr

Readings: Yukio Mishima, *Spring Snow*, trans. Michael Gallagher (Tuttle Publishing, 1972).

We will read *Spring Snow*, the first book of Mishima Yukio's tetralogy called *The Sea of Fertility*. Mishima is one of the major Japanese writers of the 20th century. *Spring Snow* is a good read that will give us a chance to explore the history and culture of Japan. Mishima was, in addition to being a great writer, a complex man. His soul was torn by conflicts between Japan and the West and conflicts regarding sexuality and his own place in the arts and in history. He "announced" the completion of *The Sea of Fertility* by committing ritual suicide, an act that turned out to be an astonishing mixture of political action, buffoonery, and publicity stunt. As we read the book, the SGL will introduce elements from Japanese history and culture and the life of Mishima. The format will be mostly discussion and will require reading 100 pages a week. **Class size limited to 18.**

Win Burr has been fascinated with Japan since college days. He lived there for 7 months recently, and has taught two courses focusing on Japanese literature at HILR.

901 **The "Maternal Eye" of Sally Mann**

Barbara Burr

Readings: Mann, Sally, *Immediate Family* (Aperture reissue, 2015); Mann, Sally, *Hold Still* (Back Bay Books, 2016). The SGL will provide articles, historical photographs, commentaries, and a documentary (*What Remains*) for class discussion.

Sally Mann is a gifted photographer whose dramatic work, especially *Immediate Family*, has been both admired and condemned. Her vivid photographs encompass themes of the southern landscape, childhood dramas, family inti-

macy, death and decay, among others. In this seminar we will study her sensuous, sometimes startling portraits of her children. We will consider her child photography from aesthetic, technical (the use of large format camera, etc.), historical, and political perspectives, including whether they are exploitative of her children. In addition to looking at photographs, we will also read her lively memoir, *Hold Still*, as well as critiques by others. Seminars will be based on reading and on close observation of her photographs. The SGL will provide background information, but will rely on lively discussions to sharpen our focus and clarify our thoughts about the artistic significance and controversies surrounding Mann's work. No reports are required. Two hours of preparation will be expected. **Class size limited to 20.**

Barbara Burr has long worked with children and families as a pediatrician and child psychiatrist. In recent years, she has studied photography and has a special affinity for black and white film and the dark room. She has taught a variety of HILR seminars.

Monday 1–3 pm

902 **Reading The New Yorker—Part 1**

Irene Fairley and Kate McGillicuddy

Readings: Current issues or online subscription to *The New Yorker*.

Enhance your *New Yorker* reading experience through engaged discussion with others. Articles will be selected by SGMs who will then act as facilitators. Our selections are typically drawn from Political Essays, Reporter at Large, Letters from Various Countries, Shouts and Murmurs, Profiles, Fiction, Poems, Annals, and Cartoons. Each week, we will discuss several sections in depth, based on their topical interest, value, and overall significance. Optional website articles, interviews, etc. related to our articles, will be provided for those interested in pursuing topics in further depth. Members should expect to lead the discussion of at least one selection, and to be active participants in our weekly exchange of ideas and opinions. Expect 2-3 hours of reading per week. N.B. Those wishing to take this course for 12 weeks must register for both half courses. **Class size limited to 20.**

Irene Fairley majored in English at Queen's College, received a doctorate from Harvard University, and taught courses in linguistics and literature at C.W. Post College and Northeastern University. She has led or co-led over a dozen Study Groups at HILR.

Kate McGillicuddy majored in Art History at Newton College and received a Master's from Boston College. She was a Learning Disabilities Specialist and Project Read practitioner, and has been a long-time reader of *The New Yorker*. This is her seventh experience leading a Study Group.

Tuesday 10 am–12 noon

903 *Laughing, Crying, and Cringing In the Theater*

Uriel Meshoulam

Readings: The printouts of the three plays will be handed out by the SGL. Two of Chekhov's short stories (relevant to one of the plays) will also be made available.

In this class, we'll be reading, watching, and discussing three of Hanoch Levin's plays: the hilarious and moving *Make My Heart Flutter*, the topical and grand *The Child Dreams*, and the ingenious *Requiem*. The excellent filmed productions are all subtitled in English. Hanoch Levin is somewhat of a paradox. On one hand he is the quintessential modern Israeli playwright, and on the other his work is extraordinarily universal. Today, sixteen years after his premature death, he is considered by many to be one of the greatest dramatists of the 20th century, often favorably compared to Beckett. His plays are celebrated for their unbending exposure of the raw truth about the human condition. They are often painfully droll, and as such move and astound us. Yet, Levin's writings always flow smoothly, are funny, and are most accessible to readers and viewers alike. Preparation: reading one play (about 40 pages) every two weeks (one to two hours a week). **Class size limited to 12.**

Uriel Meshoulam is a psychologist and a theater enthusiast. In 1964 he studied theater at Tel-Aviv University, where Levin, a fellow student, already shined. This allowed Uriel to follow Levin's career from its early days. He has since enthusiastically pursued his interest in the playwright's vast repertoire of work.

904 *The Door by Magda Szabo*

Frances McCormick

Readings: Magda Szabo, *The Door*, trans. Len Rix (New York Review Books, 2005).

Published in Hungary in 1987, *The Door* is a novel in which, superficially, very little happens. It is filled with the ordinariness of daily life set on one ordinary street in mid 20th-century Budapest. Yet it has poignant undertones of secrecy, otherness, isolation, and mystery, all the while tracing the slow and hesitant developing friendship between two women—Magda and her servant, Emerence. To accompany our reading of *The Door*, we will study the paintings of Margit Anna Sichermann, a Hungarian artist and a con-

temporary of Szabo. As does the novel, the paintings reflect the struggle of a woman to find her voice in a time and place of tumult and suppression. Discussion format will require 2 hours per week reading the text and reviewing the paintings.

Frances McCormick was an art specialist in the Andover Public Schools and at Phillips Academy. At HILR, she has led more than two dozen study group discussions on artists and poets.

Tuesday 1-3 pm

905 *Baseball and American Culture*

Jonathan Small

Readings: Roger Kahn, *The Boys of Summer* (HarperPerennial Modern Classics, 2006). Roger Angell, *This Old Man: Life in Pieces* (Doubleday, 2015). Michael Lewis, *Moneyball: The Art of Winning an Unfair Game* (W. W. Norton & Co., 2004).

We will examine our national pastime through three books: *The Boys of Summer*, by Roger Kahn; *This Old Man: All in Pieces*, by Roger Angell; and *Moneyball: The Art of a Winning an Unfair Game*, by Michael Lewis. This course will explore the interrelationship between baseball and American culture as reflected in these three texts. What is it about baseball that makes it so appealing, so unique, so timeless, and so American? The course will feature guest speakers as well as video clips of classic baseball moments. 2-3 hours of preparation per week. The SGL is a lifelong Red Sox fan, but all baseball fans are welcome! **Class size limited to 20.**

Jonathan Small was Director of Programs for Massachusetts Continuing Legal Education (MCLE) from 1996-2014, where he oversaw the creation and delivery of over 300 seminars a year. He is a former sportscaster who has served as the PA announcer at Fenway Park.

906 *Glass, Paper, Steel: The Science and Impact of Man-made Materials*

David Bliss

Readings: Mark Miodownik, *Stuff Matters* (Houghton Mifflin, 2014) or (Penguin, 2013). SGL will provide online materials from JSTOR and YouTube.

Our lives are surrounded by artificially created materials. Glass, steel, paper, plastic: these are man-made materials. How are these materials created? Some of them have been produced for centuries, and others are recent discoveries. To understand materials, we will learn how their unique physical properties depend on their underlying molecular structure. We will discover artificial materials in art, fashion, and gemstones as well as airplanes and skyscrapers. We will discuss the origin and uses of man-made materials, and their benefit or harmfulness to human culture. We will learn about nanotechnology and the way structures at the atomic

scale affect the properties of materials that we see and use on a day-to-day basis. The format will be short lectures followed by class discussion based on readings (20-30 pages per week) from a popular science book, along with handouts and videos. The only requirement is an interest in the world of man-made things. **Class size limited to 22.**

David Bliss was a career scientist in the semiconductor crystal growth industry and has a PhD in Materials Science and Engineering. He has an abiding interest in how man-made materials work (or fail). He has taught two previous courses at HILR.

Wednesday 10 am–12 noon

907 “Have You Even Read the Constitution?”

Nancy Sizer

Readings: Joseph J. Ellis, *The Quartet: Orchestrating the Second American Revolution, 1783-1789* (Vintage Books, 2016).

What do you know about the 1787 Constitution and the quartet—George Washington, Alexander Hamilton, James Madison and John Jay—who orchestrated it? For the first four weeks, we will learn about their fears that the fledgling nation and its “noble experiment” in representative democracy would fail. Facing the weak Articles of Confederation, disagreements between the states, and lukewarm popular support for common goals, these patriots insisted that the nation provide itself with a new constitution and a fresh start. Their story is exciting, and many of the changes they made have stood the test of time. However, some of the compromises remain controversial. In the last two weeks, we will consider topics such as proportional representation, the Electoral College, supermajorities and amendments. We will also debate whether changes should be made to enhance democracy in the 21st century. All these topics will generate lively discussions. 2 hours of preparation. **Class size limited to 18.**

Nancy Sizer has been a teacher of history and education. She has written on Chinese history and education. For more than twenty years, she introduced high school students to the Constitution with deep respect, but always warning them to expect controversy. She has taught one previous course at HILR.

908 *Lillian Hellman: The Playwright and the Persona*

Mickey Zemon

Readings: This edition only: Lillian Hellman, *Six Plays by Lillian Hellman* (Vintage Book Edition, 1979). Many online resources will be used during class, as well as a full-length film on DVD, *Dash and Lilly*.

Lillian Hellman, twentieth-century America’s most famous female playwright, populated her stage with bold schem-

ers, sinners, and scoundrels. Yet in many ways the characters in her own life, most notably herself, were even more colorful than those she created. What do her plays tell us about Hellman and the world she inhabited? How did audiences and critics react to her dramas? Are her works still relevant today? We will answer these questions by studying two of her best plays—*The Little Foxes* and *The Autumn Garden*—and by responding to what has been said about this controversial playwright and her plays. The class will view a film about her life with Dashiell Hammett, write a sequel to *The Little Foxes*, and perform short scenes from the plays in class. 2 hours of reading a week.

Mickey Zemon has a doctorate in Library and Information Sciences from Simmons College and was the Library Director at Emerson College from 1983-2007. She has led eleven other study groups at HILR.

909 *Poetry, Painting, and Music in a Late Medieval Love Narrative*

Virginia Newes

Readings: Course reader prepared by SGL. Illustrations from the manuscripts available on the website of the Bibliotheque nationale in Paris. Links to recordings posted on the course website.

Called the most important French love poem of the fourteenth century, the *Remède de Fortune* (*Fortune’s Remedy*) tells the story of a naive and awkward young lover who is consoled and counseled by Hope. The author, Guillaume de Machaut (ca. 1300-1377), was a cleric, composer, confidential secretary, and poet during a time of turbulence in late-medieval France. His verse narratives entertained his aristocratic patrons and served as models for Chaucer. Interspersed in the *Remède’s* narrative are eight lyric poems, seven of them set to music. Class time will include lectures on Machaut’s background and discussions of the poem, the music, and the manuscript illustrations. Preparation time about 2-3 hours per week. Knowledge of French is helpful but not required. No prior musical experience expected. Coincidentally, a performance of the *Remède* by Blue Heron on March 17th will feature narration, projected images, and all the music. **Class size limited to 18.**

Virginia Newes is a musicologist with degrees from Radcliffe, Université Libre de Bruxelles, and Brandeis. She has a special interest in late medieval French courtly music and poetry.

Wednesday 1–3 pm

910 *World War II: Spotlight London*

Katherine Feeks

Readings: Lynne Olson, *Citizens of London: The Americans Who Stood with Britain in Its Darkest Hour* (Random House, 2010). Supporting materials, including links to newsreel footage and Edward R. Murrow's verbal pictures of the war, will be on the website; SGL will provide brief explanations of the Neutrality Act of 1937; Lend Lease of 1940; isolationism prior to the war; Murrow's broadcasts, recordings, and printed work.

Based on the highly acclaimed book *Citizens of London*, this class affords an unusual perspective of World War II. We will view events through the eyes of three Americans, living and working in London, who helped forge the important alliance that led to Hitler's defeat. John Gilbert Winant, U.S. Ambassador to Britain; Edward R. Murrow, head of CBS/Europe; and Averill Harriman, Administrator of FDR's Lend Lease Program, were determined to save Britain and convince a cautious Roosevelt and a reluctant American public to join the fight. We will consider their personal relationships with the Churchills and their struggle for survival alongside the people of London. We will also discuss the obstacles General Eisenhower faced as the US took over leadership of the war and US troops descended on London. Reading: 75 pages each week; no reports or presentations.

Class size limited to 20.

Katie Feeks earned her degree in Russian Area Studies. An avid reader of all things historical, she has never forgotten the words of a history professor years ago: "History is more than wars and treaties."

911 *Yeats's Greatest Hits*

Patricia A. Hogan

Readings: W. B. Yeats, *Yeats's Poems*, preferred editor A. Norman Jeffares.

Have you wanted for some time to read Yeats' poetry again? We will do just that through reading poems you once knew and, importantly, discover some of the other 400 poems he wrote. Our goal is to read closely four to six or more poems (depending on length) per week, to be able to discuss them in class. The SGL will provide background about Yeats's life and family, the historical times (1865/1939), Irish culture and politics, and other biographical information helpful for your understanding. She also will help with the poetics: how to read a poem, etc. Time permitting, films, recordings, or pictures will be presented. Classes begin with a short talk on a topic about Yeats followed with reading aloud of poems selected for the day. Expect to spend three hours a week studying. **Class size limited to 20.**

Patricia Hogan has led courses on the poetry of Graham, Bishop, Ashbury, and Yeats, among others. She attended the Yeats International Summer School in Ireland and studied with Helen Vendler, Margaret Mills Harper, and other poetry scholars. Trish has lived in Ireland and visits there often.

912 *Zuckerberg vs. Gutenberg*

George Theodosiou

Readings: Ian Goldin & Chris Kutarna: *Age of Discovery: Navigating the Risks and Rewards of Our New Renaissance* (St. Martin's Press, 2016).

Galileo, Copernicus, Vasco da Gama, Columbus, and Gutenberg were the movers of an unprecedented rush of discoveries and disruptions of the Middle Ages' mindset that broke down existing barriers, reshaped society and significantly changed life styles. Five hundred years later, similar leaps in science, trade, urbanization, education, communication and health are once again threatening to upend the present social order and balance. The web rather than the press, Ebola rather than syphilis, the airplane rather than the ship, the rise of China rather than the rise of America, global trade connectivity rather than geographical barriers; they are all defying our social values and disrupting prevailing societal structures. Massive migrations, global trade, instantaneous communications, reciprocally shared knowledge, etc., have created a Renaissance moment that could revolutionize our established legacy. We will attempt to identify the present and coming challenges and their compatibility with the existing internal and global social order. 2-3 hours of weekly preparation and open mindedness required.

George Theodosiou is a political refugee and taught cardiology for his 38 years of professional life. Since joining HILR, he has led numerous study groups in the history of the Balkans, Byzantium, Middle East, Russia, Communism, and the Ottoman Empire.

Thursday 10 am–12 noon

913 *Emma's Enduring Appeal*

Joanne Carlisle

Readings: This edition only: Jane Austen, *Emma* (Oxford UP, 2008); excerpts from the following films: BBC version (1972); Miramax version (1996), BBC version (2009); *Clueless* (1995) to be viewed during SG meetings.

Before Jane Austen embarked on her novel *Emma* she commented, "I am going to take a heroine whom no one but myself will much like." Yet since its publication in 1816, the novel and the main character Emma (a wealthy, irrepressible troublemaker) have had enduring popular appeal. *Emma* has been revised, translated into many languages, and turned into plays, movies, and musicals. Adaptations show quite

varied interpretations of *Emma* and the world in which she lived—and some are set far from nineteenth-century England. Austen’s wisdom, humor, and skill are legendary, but we might still ask: why does *Emma* have such far-reaching appeal? We will explore this question through discussion of the purpose, structure, and themes of the novel and the writer’s craft. We will also consider filmmakers’ interpretations and adaptations. Reading: 2-3 hours per week. **Class size limited to 14.**

Joanne Carlisle received her BA from Vassar College and earned master’s and doctoral degrees in Education at the University of CT. She majored in English literature at Vassar, where she studied the history of the English novel.

914 *In a Brother’s Skin: Baldwin’s Last Novel*

John Morrel

Readings: James Baldwin, *Just Above My Head* (Delta, 2000). Secondary material on Baldwin and the novel will be available on the course website.

New York’s Year of James Baldwin (2014-2015) launched a major reconsideration of the man and his work. In one recent review, Nathaniel Rich observes: “Baldwin’s novels and essays describe a nation suffering from a pain so profound that it cannot be discussed openly. This was not a pessimistic view . . . It suggested that most people, deep down, wanted to resolve the crisis.” In that spirit, we will consider whether Baldwin’s use of autobiographical material and his perspective on the brutal tensions of his own time may speak to ours. We will read *Just Above My Head*, analyzing Baldwin’s success at unwinding a complex tale of two brothers and the passion with which he draws together themes that shaped his work for forty years: the corrosive effects of race and sexuality on American culture, masculinities that warp lives, paralyzing fear of the Other, and the necessary risks of love. 100 pages per week. **Class size limited to 20.**

John Morrel, after a career in government, finds that HILR offers the opportunity to return to his background in literature and history. He has led five HILR study groups that explored social conflict around issues of race, class, sexuality, and power.

Thursday 1-3 pm

915 *It Was a Dark and Stormy Night: Writing for the Bulwer-Lytton Fiction Contest*

Susan Harris

Readings: A course reader will be provided online (or as a hard copy for those who prefer this form). SGMs will also be asked to access the Bulwer-Lytton Contest website.

The Bulwer-Lytton Fiction Contest, named for a prolific Victorian novelist of questionable talent, is an unorthodox literary competition started in 1983 that awards multiple prizes for the best opening sentences to the worst novels never written. For this course, each SGM will compose six one-sentence entries for the contest, one in the first class and five as homework. Preparation will include reading prior winning entries and commentaries by winning entrants and serious writers. Each class discussion will focus on a specific topic (e.g., the use of adverbs and adjectives) that has implications for contest entries but also for fiction writing in general. The course objective is for SGMs to complete six potentially winning entries for the contest and to develop new insights into the uses and abuses of language in fiction. About 2 hours preparation per week. No writing experience is necessary. A sense of humor is required. **Class size limited to 18.**

Susan Harris was an English major at Wellesley College. After a thirty-year detour as an epidemiologist at Tufts University, she is now enjoying a return to literary pursuits.

Second Half-Semester Courses

March 28–May 8

Mondays.....	April 3–May 8
Tuesdays.....	March 28–May 2
Wednesdays.....	March 29–May 3
Thursdays.....	March 30–May 4

Monday 10 am–12 noon

920 *New England Slavery: Native Americans*

Sara Freedman

Readings: Wendy Warren, *New England Bound: Slavery and Colonization in Early America* (Norton, 2016). Additional materials will be on the website.

Did you know that Massachusetts was the first colony to legalize slavery and that the first people the white colonists enslaved were Native Americans? This course will examine how white colonists came to justify and institutionalize the enslavement of Native Americans and how this experience served as a template for the later enslavement of African Americans. Finally, we will examine how the history of the struggle to end slavery for Native Americans and Africans at the end of the colonial period in New England can help us better understand race relations in New England today. We will analyze primary source materials, explore recent scholarship, view film excerpts, and take a field trip during scheduled class time. Two to three hours of preparations will be expected each week along with a commitment to participate fully in class discussions. **Class size limited to 24.**

Sara Freedman has led many discussion-based courses using primary source materials to understand the perspectives of diverse communities within the United States and to explore topics in U.S. labor and social history. She taught a course on the meaning of slavery in the North in Fall 2015.

921 *Technology Futures*

Dick Rubinstein and Richard Landau

Readings: Readings from a coursepack and on the Web. A Netflix DVD subscription is recommended (available for first month free).

Will computers ever be smarter than people? Is this a societal danger (as depicted in the movies)? What if we could force extinction of the three species of mosquito that spread malaria, dengue fever, and Zika? Should we? What would happen? Ads are already following us on the Web. Could

they follow us in the real world? Should this be regulated or encouraged? Would you ever feel safe in a self-driving car? With a robo-surgeon? We now have various prosthetics, pacemakers, cochlear implants, and virtual reality glasses. Where could this trend lead? What's the societal effect? This study group will consider four future technologies, their status, trajectory, timescales, applications, and effects. Sessions will be a mix of SGL presentations, movies, and discussion. No specific background is required, though an interest in technology and futuristic thinking is essential, plus a willingness to analyze and speculate. Preparation about 2 hours per week. **Class size limited to 20.**

Dick Rubinstein has long been interested in future technologies and their effects on people. He has led study groups at HILR in science, technology, and cinema. He frequently quotes Alan Kay: "The best way to predict the future is to invent it."

Richard Landau is an ex-computer software developer with wide interests in many areas of science and technology. He often ponders what technology does TO our civilization as well as FOR it. He has previously led or co-led three study groups at HILR.

Monday 1–3pm

922 *Ray Charles: In His Own Voice*

Joe Chafets and Barbara Rabinovitz

Readings: Ray Charles and David Ritz, *Brother Ray: Ray Charles' Own Story* (Da Capo Press, 2004). Youtube video clips, online materials.

The goal of this course will be to establish a frame of reference in which to appreciate both Ray Charles's enormous influence on the music industry and his unique stylistic legacy to subsequent performers. Charles blended what had been rigidly separate musical genres in a way that radically transformed popular music forever. We will explore his innovations as a singer, pianist, composer, arranger, and band leader, and how they were shaped by his life experiences and by the music of his predecessors and his contemporaries. We encourage discussion around assigned weekly readings and audio-visual clips presented during class. SGMs are invited to suggest specific Charles recordings they would like to examine. This course does not require prior musical training. Class prep time: less than 2 hours per week. Note: the assigned text, written in Charles's own voice, contains language that is frequently indelicate. **Class size limited to 20.**

Joe Chafets began his lifelong enthrallment with Ray Charles following exposure to his brother's copies of Atlantic Records releases in the late 1950s. Joe is a published songwriter, an enthusiastic

rather than accomplished musician, and a devoted follower of most forms of popular music.

Barbara Rabinovitz first found that the *The Ray Charles Songbook* resonated with her when she was a high school (and piano) student. Now, as an HILR member, she would like to consider the lasting impact of what *The New Yorker* recently and aptly described as “Ray Charles music.”

923 Reading The New Yorker—Part 2

Irene Fairley and Kate McGillicuddy

Readings: Current issues or online subscription to *The New Yorker*.

Enhance your *New Yorker* reading experience through engaged discussion with others. Articles will be selected by SGMs who will then act as facilitators. Our selections are typically drawn from Political Essays, Reporter at Large, Letters from Various Countries, Shouts and Murmurs, Profiles, Fiction, Poems, Annals, and Cartoons. Each week, we will discuss several sections in depth, based on their topical interest, value, and overall significance. Optional website articles, interviews, etc. related to our articles, will be provided for those interested in pursuing topics in further depth. Members should expect to lead the discussion of at least one selection, and to be active participants in our weekly exchange of ideas and opinions. Expect 2-3 hours of reading per week. Please note, those wishing to take this course for 12 weeks must register for both half courses.

Class size limited to 20.

Irene Fairley majored in English at Queen’s College, received a doctorate from Harvard University, and taught courses in linguistics and literature at C.W. Post College and Northeastern University. She has led or co-led over a dozen Study Groups at HILR.

Kate McGillicuddy majored in Art History at Newton College and received a Master’s from Boston College. She was a Learning Disabilities Specialist and Project Read practitioner, and has been a long-time reader of *The New Yorker*. This is her seventh experience leading a Study Group.

Tuesday 10 am–12 noon

924 Mozart’s Later Symphonies

Virginia Newes

Readings: Full orchestral scores of Mozart symphonies nos. 35, 36, 38, 39, 40, and 41. Either Full size 1 vol., *Dover Scores*, or *Dover Miniature Scores*, 2 vols: nos. 35, 36, 38 and 40, 41. In addition, because the Dover Miniature volumes do not contain #39, any miniature edition of #39, available from Dover and Amazon among others. Course packet of selected readings provided by the SGL.

Mozart’s symphonies were of central importance through most of his creative life. We will focus on the last six, composed between 1782 and 1788. Why were they written, who paid for them, who played them, who listened to them, what did critics think of them? Short lectures by the study group leader on music-historical background will aim to spark discussion on the cultural context and the melodic, harmonic, and orchestral language particular to each symphony. Presentations on relevant topics are voluntary. The ability to read music is helpful but not a prerequisite. We will learn to use scores as graphic guides to rhythm, tempo, and orchestration and as a tool for attentive listening. Line graphs are another listening aid that will be projected in class and available on the course website. 2-3 hours of reading and focused listening in preparation for lively class participation.

Virginia Newes is a musicologist with degrees from Radcliffe College, Université Libre de Bruxelles, and Brandeis University. She has taught at New England Conservatory, Boston University, and the Eastman School of Music and has led several courses at HILR on music history.

925 The Panama Canal: Triumph or Travesty?

Bill Mueller

Readings: Matthew Parker, *Panama Fever: the Epic Story of the Building of the Panama Canal* (Anchor Books, 2009).

The building of the Panama Canal was an unprecedented engineering feat, political endeavor, and medical triumph that shrank and reordered the world. In this discussion-based course, we will focus on four issues: 1) how could the French, after having just successfully completed the Suez Canal, fail so spectacularly in Panama?; 2) the murky tactics of Teddy Roosevelt, culminating in the new country of Panama and a Canal Zone totally controlled by the USA; 3) the rigid racial and class hierarchy forced upon Canal laborers; and 4) the havoc of yellow fever and malaria, which still remain major medical problems today. Finally, we’ll look at key recent updates, including President Carter’s return of the Canal to the Panamanians, the newly-opened third

channel, and progress on the proposed new canal in Nicaragua. 2 hours reading per week. 10-minute SGM reports are encouraged but not required.

Bill Mueller is a retired radiation oncologist. His first job after residency was in l'Assistance Publique, Paris, where he and his wife became devoted Francophiles. A recent Panama Canal cruise rekindled his interest in this complicated, heroic adventure.

926 *Transforming Vision—Writers on Art*

Frances McCormick

Readings: Edward Hirsch, *Transforming Vision—Writers on Art*. (Little Brown and Company, 1994). Slides in class, and also online images, videos and references for homework.

In this collection of poems and prose, forty-six writers selected more than forty paintings and sculptures from the Art Institute of Chicago as inspiration for their writings. Ekphrasis, defined as the vivid description in words of the visual image, has its delightful manifestation in *Transforming Vision*. We will read the words and observe the images and discuss the result, which is a way of enhancing and enlarging our own process of looking at art and of reading poems. Some of the artists include Henri Matisse, Paul Klee, Francisco Goya, Edgar Degas, Jasper Johns, and Charles Sheeler. The writers include John Updike, Jorie Graham, Carl Sandburg, Rita Dove, Joyce Carol Oates, and Stanley Kunitz. The discussion format will require up to 2 hours per week for reading and studying images of the art.

Frances McCormick was an art specialist in the Andover Public Schools and at Phillips Academy. At HILR, she has led more than two dozen study group discussions on artists and poets.

Tuesday 1–3pm

927 *Balzac: Eugenie Grandet and Père Goriot*

Elizabeth Neild

Readings: Only these editions: Honoré de Balzac, *Eugénie Grandet*, trans. Sylvia Raphael (Oxford World's Classics, 2009); Honoré de Balzac, *Père Goriot*, trans. A.J. Krailsheimer (Oxford World's Classics, 2009). Additional historical and critical material will be supplied by SGL.

Honoré de Balzac influenced many novelists in both the French and English traditions, including Emile Zola, Gustave Flaubert, Charles Dickens and Henry James. In this course we will read two of Balzac's most important novels, *Eugénie Grandet* and *Père Goriot*. Both are in the novel sequence *La Comédie humaine*, Balzac's extraordinary portrayal of French life in the period following the French Revolution. You will find he had a penetrating eye for both the concrete details of his world and the nuances of social

behavior at all levels of society. Henry James saw him as both an artist and a historian, and modern French historians still use him as a prime source for the social history of the period. Balzac achieved fame and success during his lifetime, had prodigious energy, and wrote some ninety-one novels and tales. He died, exhausted, at age 51. Reading: 70-90 pages per week. **Class size limited to 18.**

Elizabeth Neild has led or co-led many previous study groups on French and English literature.

928 *Islam in Medieval Spain: Culture and Learning, Tolerance and Turmoil*

Anthony Unger

Readings: Maria Rosa Menocal, *Ornament of the World* (Little Brown & Co., 2002).

From the sands of Arabia in the early 7th century, Islam swept across northern Africa and into Andalusia in southern Spain. The Muslims brought with them a corpus of classical learning, the alphabet, use of the zero, Ptolemaic astronomy, and religious tolerance. However, the Arab advance further north into inchoate Europe was thwarted by the Franks at an epic battle at Poitiers in 732. Gibbon wrote in his *Decline and Fall* that had the battle gone the other way, "Perhaps the Koran would now be taught in the schools of Oxford. . ." More modern historians have opined that Islam's defeat made virtues of religious persecution, and retarded progressive economic, scientific, and cultural development in the West for at least three centuries. Through readings and discussion, and voluntary reports, we will examine this intriguing period of Islam's history as it occurred in Spain. Two hours reading per week. **Class size limited to 24.**

Anthony Unger is a retired lawyer with a keen curiosity in many subjects. A fruitful visit to Andalusia sparked his interest in this topic. He has studied Sharia law and its contemporary reach.

929 *Police Shootings in America: Patterns and Remedies*

Robert A. Kagan

Readings: Franklin Zimring, *When Police Kill* (Harvard University Press, 2017). Excerpts from academic articles or books, newspaper accounts. Perhaps some films, such as *Fruitvale*.

This study group will be based on *When Police Kill*, a forthcoming academic study by law professor Franklin Zimring, an outstanding, empirically-oriented scholar. This clearly-written book mines existing data to provide an objective account of (1) what is reliably known about numerical trends in killings by police and killings of police; (2) "who dies, where, and why"; (3) why police in the US kill people more often than police in other rich democracies; (4) how to address the problem of police safety; (5) why state crim-

inal justice systems have inadequately controlled police use of lethal violence; and (6) how deadly police shootings could be reduced significantly. Class discussion will focus on readings from the text, supplemented with other short readings, including current newspaper reports. Expect 2-3 hours a week preparation. **Class size limited to 20.**

Robert A. Kagan, Professor Emeritus of political science and law, University of California, Berkeley, has taught graduate and undergraduate courses (plus one at HILR) on legal processes and the American legal system.

Wednesday 10am–12 noon

930 **Because of Sex: One Law and 10 Cases that Changed American Women's Lives at Work**

Ellen P. Fisher

Readings: Gillian Thomas, *Because of Sex: One Law, Ten Cases and Fifty Years that Changed American Women's Lives at Work* (St. Martin's Press, 2016). Supplementary readings will be provided by the SGL.

In 1964, a segregationist Congressman offered a “little amendment” to the 1964 Civil Rights Act. Almost for laughs, he proposed that the section dealing with equal employment opportunity, which prohibited discrimination because of race, color, religion and national origin, include another category: “After the word, religion, insert ‘sex’.” We will read the stories of ten legal cases that gave these words meaning. We will also talk about the contributions of Ruth Bader Ginsburg and the important role she played in laying out the strategy for success. The group will discuss how persistence and organization make a difference. About 1-2 hour’s reading will be required weekly. Classes will be in discussion form. The final class will discuss workplace issues not covered in the book, such as women on Wall Street and in professional women’s sports. For these, the SGL will supply relevant contemporary news clippings and articles. **Class size limited to 20.**

Ellen P. Fisher wrote her undergraduate thesis at Radcliffe on the fallout from *Brown v. Board of Education* (1954). She has followed the Supreme Court and constitutional law avidly since then and is active in the ACLU of Massachusetts.

931 **James Agee and Albert Camus: A Search for the Lost Father**

Linda Zeltzer

Readings: Albert Camus, *The First Man*, David Hapgood, trans. (Vintage International, 1995); James Agee, *A Death in the Family* (Penguin Classics, 2009).

Our close reading of James Agee’s *A Death in the Family* and Albert Camus’s *The First Man* will inspire the questions: What does it mean to be a human being? What is the nature of home? There are striking personal similarities between Agee and Camus. Agee died suddenly of a heart attack at the age of 46 before his likely editing of *A Death in the Family*, the novel he was working on and later published posthumously to high acclaim. The unedited manuscript of Camus’s *The First Man* was found amid the wreckage of the automobile accident that killed Camus at the age of 47. Three decades later, it was published exactly as he wrote it and was hailed a masterpiece. Largely based on fact, these autobiographical novels present both a powerful evocation of childhood circumscribed by a father’s death and a palpable love for family expressed in indelible prose. Expect 2 to 3 hours reading weekly. **Class size limited to 22.**

Linda Zeltzer taught literature and writing for 22 years at Boston College. At HILR, Linda has led 14 study groups, including courses on literature, film, and “HILR Study Group Leadership.”

932 **Many Faces of Beethoven**

Jennifer Weininger and Stephen Weininger

The most common image we have of Beethoven’s music is heroic, exemplified by the Fifth Symphony. In fact, his music expresses a wide range of moods and emotions. Beethoven had quite a sense of humor—sometimes unbuttoned (his word), sometimes sly. Both find expression in the music. He also had a tender side, which gave rise to wonderfully lyrical passages that are scattered throughout his *oeuvre*. And Beethoven’s music can be strikingly spiritual, even mystical, especially in his late works. Examples of all these facets, and others as well, will be drawn from the entire body of Beethoven’s work, including less frequently encountered compositions. The course will presume only some prior encounter with the music of Beethoven. The format will involve listening and discussion; SGMs will be expected to devote 3-4 hours per week to listening and reading outside of class. The SGLs will provide CDs with musical excerpts and explanatory material to aid in listening to those excerpts.

Jennifer Weininger has a BA in music from Wellesley College and a MMus from the New England Conservatory. Her principal interests are the piano and history and theory of music. She and her husband have previously led two music study groups.

Stephen Weininger has a Ph.D. in organic chemistry from the University of Pennsylvania and taught for 40 years at WPI. He has explored the relationships between science and the arts and currently writes and lectures about history of science.

Wednesday 1–3pm

933 *Friends and Rivals in Modern Art*

Katherine Selfridge and Anne Pirrera

Readings: Sebastian Smee, *The Art of Rivalry—Four Friendships, Betrayals, and Breakthroughs in Modern Art* (Random House, 2016).

In *The Art of Rivalry*, Sebastian Smee describes the dynamic intimacies and relationships among four pairs of giants of modern art: Manet & Degas, Picasso & Matisse, Pollock & de Kooning, and Freud & Bacon. Smee postulates that these competitive friends provoked each other into painting in new ways. In analyzing the often highly charged relationships among these four pairs of master painters, Smee shows how in each relationship there was a culminating flashpoint that triggered critical artistic breakthroughs and changed the path of modernism. We will show many slides of each artist's work, many more than in the book, enabling us to see for ourselves the evolution of each painter's oeuvre. By viewing the works and discussing the intense yet often asymmetrical relationships of the artists, we hope to understand the stylistic innovations that changed modern art. About 90 pages of reading per week. **Class size limited to 23.**

Kitty Selfridge has a BA in History of Art and has led many courses in art from the 19th century to the present. She and Anne have led three art courses.

Anne Pirrera has had a long interest in modern art, its focus on innovation and its influence on society. She has led courses in modern history, as well as modern and contemporary European philosophy.

934 *Our Souls at Night: Two Novels by Kent Haruf*

Beverly Gillette

Readings: Kent Haruf, *Plainsong* (Vintage, 2000); Kent Haruf, *Eventide* (Vintage, 2005). Other readings on the website.

Imagine a pair of hardscrabble cattle farmers: taciturn, aging, unmarried brothers. One bitterly cold night, they find a 17-year-old girl on their doorstep, accompanied by the local high school teacher who expects them to take the girl in. For those readers who have yet to discover the spare, nuanced prose of the late Kent Haruf, this tale could be the place to start. *Plainsong*, Haruf's National Book Award-finalist, will toss us to the landscape and townspeople of Holt, Colorado. Our second novel, *Eventide*, will broaden this community,

where unlikely people sometimes become family. Or do they? What makes some characters real, some landscapes so compelling, and why are we drawn to some novels and writers 'in the wee, small hours of the morning'? Classes will be a shared exploration and discussion of the two novels, *Plainsong* and *Eventide*. Expect a careful reading of about 100 pages a week. **Class size limited to 22.**

Beverly Gillette has been leading book discussion groups locally and as part of her work for many years. She likes to encourage readers to practice "active listening" as well as to speak with the boundless heart and intellectual energy of HILRers.

935 *Three Italian Films & a Memoir: The Other Half*

Carol Albright

Readings: Gavino Ledda, Padre Padrone, *The Education of a Shepherd*, George Salmanazar, trans. (Capelli Publishers, 1975). Online material about the three films, their directors and any other pertinent information will be provided.

Around 1900, Jacob Riis referred to the poor of New York City as the "other half." Here the term applies to desperate people in three award-winning Italian films (to be shown in class) and a memoir. In a documentary, prison inmates (murderers, drug dealers) perform Shakespeare's *Julius Caesar* in their own words under the direction of an Italian theater director; in a fictional film, a father, with his "associates," kidnaps a boy and holds him in a pit; and in a biographical film, another father beats his son and forbids his attending school so that he can shepherd the family's goats. The boy eventually becomes a linguist and writes a memoir of his childhood. Some of the questions we will discuss are what it means to be human, the meaning of redemption, and can art (specifically theater and memoir) affect people or do people affect art? Please note that the memoir is required reading of all SGMs.

Carol Albright taught Italian-American Studies at Harvard Extension School. For 25 years, she was editor of *Italian Americana*. She has published four books and led four courses at HILR, generally around the topic of immigration.

Thursday 10am–12 noon

936 A Rollercoaster Ride: The United States-Israel Relationship

Hyman Kempler

Readings: Dennis Ross, *Doomed to Succeed: The U.S.-Israel Relationship from Truman to Obama* (Farrar, Straus, and Giroux, 2015). Dana Allin and Seven Simon, *Our Separate Ways* (Perseus Books, 2016).

The tie between the United States and Israel has evolved gradually since Israel's founding in 1948. The US has at times seen Israel as untrustworthy, and Israel hasn't always counted on the US. Beginning with the Kennedy administration, the two countries have gotten closer and now are allies. Recently, the turmoil in the Mideast, the ongoing conflict with the Palestinians, and the Iran nuclear deal have led to major disagreements without real resolution. What are the differences in views? Is the alliance in danger? Is American support no longer bipartisan? How much is attributable to leadership disputes and will that change with a new president? To address these and other related questions, the SG will look back, consider the present, and look ahead. The purpose of this exploration is to better understand this complex alliance. 3 hours of weekly reading will be required. Active group participation is expected. **Class size limited to 18.**

Hy Kempler has led or co-led more than ten SGs on topics including climate change, behavioral economics, Israel, aging, and most recently, Israeli films.

937 Aphra Behn, Her Life and Works

Kate Stout

Readings: Aphra Behn, *Oroonoko, The Rover and Other Works* (Penguin Classics, 2003). Supplemental materials from multiple sources will be made available via web links and class handouts.

Discover an unsung heroine of British literature and proto-feminism. Aphra Behn (1640?–89) was a Restoration spy for Charles II and an international adventurer who turned to writing plays, novels and poetry to make a living. Credited with being the first woman to support herself as a writer, Behn inspired writers from Jane Austen to Virginia Woolf. Our Study Group will delve into her highly successful novel, *Oroonoko* or, *The Royal Slave*; study her best loved play *The Rover*; and dabble in some of her poetry. *Oroonoko* is an early discussion of slavery and innate nobility, while *The Rover* is a romantic comedy. Who was Aphra Behn? What is her rightful place in the canon of western literature? Was Virginia Woolf right when she opined, “All women together ought to let flowers fall upon the tomb of Aphra Behn, for

it was she who earned them the right to speak their minds”? **Class size limited to 18.**

Kate Stout enjoys an eclectic taste in fine British and American literature. She has taught classes in Virginia Woolf, Mary Shelley, F. Scott Fitzgerald and Toni Morrison.

Thursday 1–3 pm

938 Beyond Oedipus: Films on Fathers and Sons

Ellen Glanz and Jane Owens

Readings: No books need to be purchased for this course. Reading materials will be posted on the course website.

“Fathers and sons arrive at that relationship. . .by paying for it” — or so said James Baldwin. This study group will examine what forms that “payment” can take, using six contemporary films that explore the father/son connection—and divide: *Footnote* (Israel), *Rudderless* (USA), *Whiplash* (USA), *Shower* (China), *Viva* (Cuba), and *Morris from America* (Germany). We will examine the specific and universal issues that emerge: identity, legacy, independence, acceptance, dominance, guilt, and shame — to name just a few. (No analyst couches provided.) We also will consider film as film, exploring how cinematic choices shape storytelling and elicit viewer reaction. Out-of-class preparation will take 1–1½ hours per week. We will watch a film each week and engage in lively and convivial discussion immediately afterwards. **Each session of this class will meet for three hours (1:00 to 4:00 p.m.) Class size limited to 18.**

Ellen Glanz and **Jane Owens** are avid cineastes and have belonged to a regional cinema discussion group, led by film studies professors, for the last 17 years. Ellen brings to our study group strong facilitation skills, a photographer's eye, and an interest in the impact of culture on family and identity. Jane has completed several film studies courses and seminars over the years and frequently attends the Sundance Film Festival. This is the third and fourth film course that Ellen and Jane have led respectively at HILR.

939 Sigmund Freud, William Halsted, and the Miracle Drug Cocaine

John Hermos and Rosalie Hermos

Readings: Howard Markel, *An Anatomy of Addiction: Sigmund Freud, William Halsted and the Miracle Drug Cocaine* (Pantheon, 2011); Excerpts from David Musto's *Drugs in America: A Documentary History*, Richard Davenport-Hines's *The Pursuit of Oblivion*, and Gerald Imber's *Genius on the Edge* will be handed out, in addition to on-line materials.

Medical giants Sigmund Freud and William Halsted studied and enthusiastically promoted the therapeutic uses of cocaine in their respective disciplines of neurology and sur-

gery. Both also heavily used cocaine and other intoxicants. Howard Markel, a renowned medical historian, provides a compelling chronicle of their careers and personal lives, their landmark medical contributions, and the ways that their dependence on cocaine and other intoxicants were integral to their successes and failures. In addition to exploring those topics in Markel's momentous study, we will also use supplemental materials (writings, films) to present and discuss the issues surrounding the widespread prescription and recreational drug use during the late 19th and early 20th centuries and the national and international measures enacted for its control. Reading: 1-2 hours per week. Presentations are welcome but not required.

Dr. John Hermos specialized in gastroenterology and addiction medicine at the Boston VA Medical Center, and taught courses in substance abuse and behavioral sciences at Boston University Schools of Medicine and Public Health. He has led two HILR courses, one on John Lennon and one on heavyweight boxing.

Rosalie Hermos has a Master's Degree in Public Health from Boston University and worked as an epidemiologist and researcher at the University of Massachusetts New England Newborn Screening Laboratory. She co-led the John Lennon course with John.

940 Visual Learning at The Harvard Art Museums

Betty W. Stone

Readings: Only this edition: E.M. Gombrich, *The Story of Art*, 16th ed., (Phaidon Ltd., 1998); Amy E. Herman, *Visual Intelligence* (Houghton Mifflin Harcourt, 2016).

We will explore collections at the Harvard Art Museums, including contemporary, 20th century, and 12th-19th century art in the Fogg, Sackler, and Busch-Reisinger wings. We will also have access to the Art Study Center, where study group members will be able to observe art objects closely. In addition, we will be able to view new exhibits. All classes will be held in the Harvard Art Museums on Quincy Street in Cambridge, where the SGL will conduct interactive discussions with study group members. Museum curators will also speak with the group during several sessions. A basic knowledge of how to look at art will be helpful but not required. Study group members will have ample opportunity to deepen their understanding of visual learning. Three hours of preparation required each week. All classes will be held at The Harvard Art Museums. **Class size limited to 14.**

Betty W. Stone studied art history at Smith College and has a BFA from The School of the Arts, Boston University. She has been a docent at the Harvard Art Museums for over 11 years. HILR courses she has given include, among others, three on the Harvard Art Museums collections.



2017 Calendar

2017 Intersession

TBD January 9 and 11
Stephen Kinzer on the Cold War January 18 and 20
Sue Schopf on the Abbey Theatre and the 1916 Easter Rising January 24 and 26

Spring 2017

HILR Spring Semester begins February 6
Spring break March 20–24
Presidents' Day (no classes) February 20
Second-half courses begin. March 28–30, April 3
End of Spring semester May 8

Fall 2017

HILR Fall Semester begins. Thursday, September 7
Columbus Day (no classes) October 9
Rosh Hashanah (no classes) September 21
Thanksgiving Break (no classes) November 21–26
End of Fall Semester December 7

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