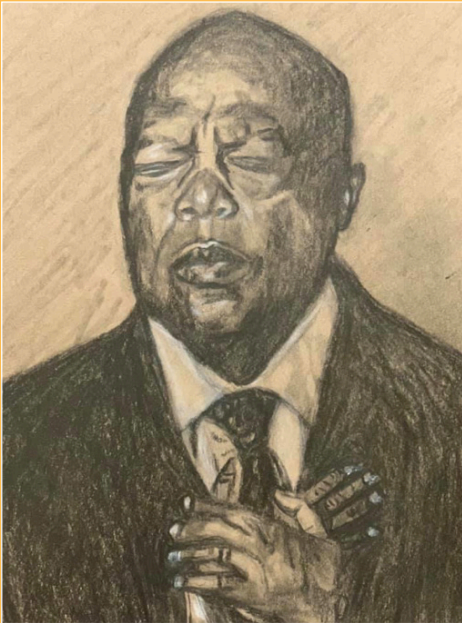




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Schedule of Courses Spring 2021

Spring 2021 Courses at a Glance

MONDAY, 10 AM–12 NOON	
300	China and the US: Relations Since 1776 Easley Hamner
301	Ninth Street Women: Heroines of Abstract Expressionism and Beyond Laura Becker
*302	The First Artists: Cave Art Ron Ebert
303	The Harlem Renaissance Martha Vicinus
100	<i>The Makioka Sisters</i> : A Japanese Tale of Love and Cultural Upheaval Barbara Burr and Winthrop Burr
101	Writing Epidemics Burns Woodward
200	Listening for America: Gershwin to Sondheim Steven Roth
MONDAY, 1 PM–3 PM	
304	Balzac's <i>Lost Illusions</i> Andrea Gargiulo
305	Existential Questions Amanda Gruber
*306	Great Decisions 2021 Carol Kunik and Dottie Stephenson
*307	Reading or Rereading <i>The Odyssey</i> in a New Translation Marcia Folsom
308	The Long Evolution of Spin: Where Have We Been, and Where Are We Now? Ross Neisuler
102	Reading <i>The New Yorker</i> , Part 1 Irene Fairley and Kate McGillicuddy
103	Triumph of the American City: 1945-Present Beverly Bookin
201	Reading <i>The New Yorker</i> , Part 2 Irene Fairley and Kate McGillicuddy
202	The Adirondacks: Forever Wild, Forever Contested Jonathan Lane and Terry Lane
TUESDAY, 10 AM–12 NOON	
309	How the South Won the Civil War Peter Temin
310	Jane Austen and the Economic Basis of Society Jo Ann Citron and Steve Harvey
311	Proust's <i>Time Regained</i> Jeff Greene and Don Leopold
312	The Ancient Maya of Mesoamerica: Chronicles, Art, and Other Treasures Andy Cohn
313	The Art of Looking: How Paintings Work Hale Andrews
104	<i>Braiding Sweetgrass</i> : Thinking about Nature and Humankind Fred Chanania
105	Eudora Welty's Stories and Reflections on Writing Joanne Carlisle
106	Population Matters Mary Jo Bane
203	New England Trees and Forests: Then and Now Fred Chanania
204	Old Problems/New Voices: 2020 African-American Novels Linda Sultan
205	Richard III: Villain or Victim? Jennifer Huntington
206	Truman's Decision Joan McGowan
TUESDAY, 1 PM–3 PM	
314	A Perspective on the Development of Homo Sapiens Jeffrey Berman
315	Conversations with Joan Didion Randy Cronk
316	Deliberative Democracy: Can We Have Democracy without Elections? Helena Halperin
317	How Hemingway Became Hemingway Susan Ebert
*318	Literary Portraits of White Supremacy: Paton, Wright, and Gordimer Mimi Hooper
319	Unmasking Chekhov: Play to Performance Marjorie North and Richard Berger
107	Nationalism and Its Discontents George Theodosiou
108	The Radiant Universe: Invisible and Visible Light Linda Neumann
207	Societal Limitations in Six Foreign Films Carol Albright
208	The Cathedral and the City Caroline Bruzelius
209	Unfinished Novel, Unfinished Life Kate Stout
WEDNESDAY, 10 AM–12 NOON	
320	Absurdity and Justice: "The Trial" and Four Kindred Novels Joe Kociubes
321	Mostly Off the Wall: Art in the 21st Century Barbara Landy
322	Multicultural Short Stories and the American Family Roberta Rosenberg
*323	The Peopling of Polynesia Gene Ferrari

*324	The Power and Versatility of the Smartphone Camera Ron Goodman
109	Are There Any Human Rights? Ken Winston
110	José Saramago: A Nobel Prize Author You May Not Know Linda Stubblefield
210	Breaking with Precedent: Current US Middle East Policy Hy Kempler
211	Wait...What!?! Magical Thinking in American History Clark Baxter
212	Whiteness in America Rachel Rowe
WEDNESDAY, 1 PM–3 PM	
325	A Passion for Justice: Bayard Rustin, 1912-1987 John Morrel
326	Harvard: Its History and Architecture Easley Hamner
327	Joyce, Jones, and Washington: Cities as Characters Karen Stone
328	Still Here: New England Indians, English Colonists, and America Donna Leventhal
111	Barbara Kingsolver's <i>Flight Behavior</i> : Where Literature Meets Science Judy Uhl and Patrick Cunningham
112	The Historical Jesus Thomas Saccardi
113	What Were We Thinking: A Brief Intellectual History of the Trump Era Eric Ziering
213	Classic Boston Rock: A Listening and Discussion Class Eric Ziering
214	Culture Clash—Take Two: Films Where Worlds Collide Ellen Glanz and Jane Owens
215	Life, Death, and <i>Lincoln in the Bardo</i> Judith Elstein
216	Our Immune System: A Goldilocks Story Steve Zuckerman
THURSDAY, 10 AM–12 NOON	
329	<i>Anna Karenina</i> Katherine O'Connor
330	Biblical Literacy Beardsley Ruml
*331	Faulkner's <i>Absalom, Absalom!</i> Stephen Senturia
332	Memoir Writing: If Not Now, When? Judy Foreman
333	Politics and Values Through the Lens of Lehman Brothers Marc O'Brien

114	2,000 Years of Western Lettering Kitty Pechet
115	Health, Sex, and Gender: A Biopsychosocial Approach Mary Ruggie and Susan Barron
116	The Alchemy of Us David Bliss and Dick Rubinstein
117	Understanding Migration Through Literature Susan Hall Mygatt
217	Leonard Cohen: There's a Crack in Everything Maggie Huff-Rousselle
218	Origins of Zionism Sidney Kadish
219	Sculpting the Earth: The Life and Work of Frederick Law Olmsted Al Levin
THURSDAY, 1 PM–3 PM	
334	America and the Remaking of the Global Order During and After WWI Gary Brown
*335	Emily Dickinson: A Poet for the 21st Century Diane Coutu
336	Mark Twain: Humorist, Humanist, Idealist, Nihilist Natalie Camper-Brahms
*337	Segregated by Uncle Sam: How Our Government Divided Our Cities Deirdre Menoyo
338	The Truth is Out There: The Search for Extraterrestrial Life William Blumberg
118	How LeRoi Jones Became Amiri Baraka Mary Kelley
119	Imperfect Utopia: The Israeli Kibbutz in Fact and Fiction Hila Yanai
120	Russell Baker: His Life and Writings Marianne Saccardi
220	From Robert to Clara: The Early Music of Robert Schumann Janet Schmalfeldt
221	The Women's Movement in the 60s and Beyond: When Everything Changed Deborah Kolb and Melinda Ponder
222	Why Some Structures Fall Down: Learning From Failures Joseph Antebi

***10-week course (delayed start)**

- Light Shading = First Half-Semester
 Darker Shading = Second Half-Semester

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

Full-Semester Courses

February 8–May 10

Mondays.....Feb 8–May 10

Tuesdays.....Feb 9–May 4

Wednesdays.....Feb 10–May 5

Thursdays.....Feb 11–May 6

Monday 10 am–12 noon

300 China and the US: Relations Since 1776

Easley Hamner

Readings: John Pomfret, *The Beautiful Country and the Middle Kingdom: America and China, 1776 to the Present* (Henry Holt, 2016).

Today, China and the US seem locked in a “frenemy” relationship in which neither country seems certain about the present or future. While Americans tend to think of a “US-China” relationship, I have reversed the order to “China-US,” placing the accent on China. We will explore the experiences and assumptions under which China operates, and how they affect our relationship. Even prior to our separation from Britain in 1776, trade linked our two countries, with Boston merchants playing a major role. Beginning with the twentieth century many things have changed, from the fall of the emperor in 1912, to the Communist takeover in 1949, to Nixon’s visit to China, to China’s emergence as the world’s second largest economy. As China has changed, so has the US. History will guide our study, primarily in lecture format, based on a book recommended by Ezra Vogel, Harvard’s preeminent China scholar. Estimated outside work is two hours per week. Class size is limited to 24.

Easley Hamner has visited China 25 times, including leading an HILR tour in 2014. He has read extensively about the subject and has led several other HILR courses on China’s history and culture.

301 Ninth Street Women: Heroines of Abstract Expressionism and Beyond

Laura Becker

Readings: Mary Gabriel, *Ninth Street Women: Lee Krasner, Elaine de Kooning, Grace Hartigan, Joan Mitchell, and Helen Frankenthaler: Five Painters and the Movement That Changed Modern Art* (Back Bay Books, 2018). Links to museum exhibitions websites, interviews with the five artists, and images of paintings to be viewed for discussion will be posted on the course website, as well as

additional sources on women in art and art criticism, and poetry relating to the abstract art movement.

In mid-20th century New York, the Abstract Expressionist movement dominated the art world. The movement was represented primarily by male painters; however, the historic 1971 Ninth Street Show included the works of a group of five women painters who ultimately changed the trajectory of the art world. Lee Krasner, Elaine de Kooning, Grace Hartigan, Joan Mitchell, and Helen Frankenthaler burst on the art scene and went on to become international celebrities. Our primary text, *Ninth Street Women* by Mary Gabriel, will be the basis of our discovery of the roots of their art, their developing artistic styles, their struggles, their triumphs, and their ultimate legacy. In addition, interviews with the artists, catalogues from gallery shows, and images of their work will be posted online. The first half of each class will entail discussions of the readings, interviews, or exhibition websites, followed by looking closely at and discussing art images. Estimated outside work is three hours per week. Class size is limited to 16.

Laura Becker is a retired academic/clinical speech and language pathologist and psycholinguist. She has been a volunteer Gallery Instructor at the Museum of Fine Arts Boston for the past ten years.

*302 The First Artists: Cave Art

Ron Ebert

Readings: Gregory Curtis, *The Cave Painters* (Anchor Books, 2007). Posted on the course website will be brief selections from Yuval Harari’s *Sapiens*; Reza Aslan’s *God: A Human History*; articles from *Smithsonian Magazine*, *National Geographic*, and *The New York Times*; as well as links to short YouTube videos and the full-length documentary *Cave of Forgotten Dreams*.

Recent archeological discoveries date the earliest human-made structures to 176,500 BCE and the earliest cave art to 44,000 BCE. Focusing on sites in northern Spain and southeastern France, this course will explore structures, tools, wall paintings and etchings, signs, sculptures, and personal ornaments to try to understand their meaning and purpose. Archeological theories and interpretations will be discussed. Were our early Neanderthal and Homo Sapien ancestors depicting religious, hunting, or fertility rituals? Or something else? Why caves? Who were the artists? Using readings, slides, and videos, our goal is to form our own theories and understandings of these people and their remarkable art. Estimated outside work is two hours per week. Class size is limited to 20. **This is a 10-week course and starts March 1.**

Ron Ebert, a retired forensic psychologist, stumbled upon the cave of Lascaux as a college student and never forgot the stunning and

surprising art. This course results from his fascination with the art and the artists.

303 The Harlem Renaissance

Martha Vicinus

Readings: James Weldon Johnson, *Autobiography of an Ex-Colored Man* (Penguin, 1990); This edition only: Jean Toomer, *Cane* (Penguin, 2019); This edition only: Nella Larsen, *Passing* (Penguin, 2003); This edition only: David Levering Lewis, ed., *The Portable Harlem Renaissance Reader* (Penguin, 1995). Links to silent movie clips, art, and additional readings will be posted on the course website.

During the 1920s, Harlem nurtured an extraordinary gathering of musicians, artists, writers, and civil rights leaders. Faced with the tightening of Jim Crow laws, a resurgence of the Klan, and indifferent politicians, a generation of confident and assertive writers insisted on the rich heritage of African-American culture. They explored every aspect of Negro life, whether urban, rural, or cosmopolitan. Disagreements about the political and cultural responsibilities of artists and writers fueled a uniquely productive cultural milieu. A handful of donors and editors made sure that “Harlem was in vogue,” hosting interracial parties, literary contests, and valuable introductions. Everyone loudly debated what Negro writing should be. Was it African, and therefore more “natural” than white culture? Or was it American, and therefore an intrinsic part of contemporary life? Or both? Could art influence politics? The “New Negro Movement” remains one of the most exciting periods of American culture, whose influence continues till today. Estimated outside work is three hours per week. Class size is limited to 20.

Martha Vicinus has led many interdisciplinary study groups focusing on the cultural and social life of the period 1830-1930. She spent her pandemic summer learning about the extraordinary achievements of African-American writers and artists before, during, and after the 1920s.

Monday 1 pm–3pm

304 Balzac’s *Lost Illusions*

Andrea Gargiulo

Readings: This edition only: Honoré de Balzac, trans. Raymond N. MacKenzie, *Lost Illusions* (U of Minnesota Press, 2020). Additional materials will be posted on the course website.

Writing in the immediate post-Napoleonic era, Honoré de Balzac daringly sought to create a literary universe of inter-related characters and narratives depicting the birth of modern France. This grand experiment grew to one hundred novels, novellas, and stories which he aptly named *The Human Comedy*. In *Lost Illusions*, Balzac’s longest work,

Lucien Chardon, a poor young poet from the provinces, connives his way into the salon and heart of the aristocratic Madame Bargeton, enabling him to live in Paris and to seek his fortune in literary high society. Having left behind his dear friend David Séchard, who wanted only to quietly run his small printing business, Lucien believes that he has made the far better choice. But as we follow his adventures through aristocratic salons, the theatre world, journalism, and the demimonde, we might ask, along with Balzac, how art or the artist can survive in a commercialized world. Discussion format. Estimated outside work is three hours per week. Class size is limited to 16.

Andrea Gargiulo has a special interest in the demimonde of 19th-century France. She has led courses at HILR on Zola’s *Germinal*, *L’Assommoir*, and *L’Argent*, and on Hugo’s *Les Misérables*.

305 Existential Questions

Amanda Gruber

Readings: Irvin D. Yalom, *The Spinoza Problem: A Novel* (Basic Books; Reprint Edition, 2013); Irvin D. Yalom, *The Schopenhauer Cure: A Novel* (Harper Perennial Modern Classics, Reprint Edition, 2006); Irvin D. Yalom, *When Nietzsche Wept: A Novel of Obsession* (Harper Perennial Modern Classics, Reprint Edition, 2011). Additional materials on the backgrounds of the philosophers will be available on the course website.

Whether or not you have studied works by Nietzsche, Schopenhauer, and Spinoza, seeing how their ideas are applicable to our lives is a great way to become more familiar with them. Irvin D. Yalom, a psychiatrist, author, and lover of philosophy, has written both influential textbooks and novels dealing with the existential issues facing every human being: death, freedom, meaninglessness, and isolation. In this course, we will read three of his novels in which Nietzsche, Schopenhauer, Spinoza, and other philosophers play prominent roles. We will discuss both how the characters deal with the existential issues they face and our own reactions to them. We are all on a lifelong quest to accept that we too are subject to the human condition. In this discussion-based class we will pursue this quest together. Estimated outside work is four hours per week. Class size is limited to 20.

Amanda Gruber has been practicing psychotherapy for over 25 years. She began reading Yalom’s work during her training, has read and reread everything he has written, and tried to incorporate his existential perspective and philosophical wisdom into her practice.

*306 Great Decisions 2021

Carol Kunik

Dottie Stephenson

Readings: This edition only: *Foreign Policy Association, Great Decisions Briefing Book 2021* (Foreign Policy Association, 2021). Eight 30-minute documentaries produced by the Foreign Policy Association for members to view in advance of each session will be available online. In addition, supplemental articles and other materials will be posted on the course website.

Are you curious about: the World Health Organization's role in future pandemics; global supply chains versus national security; China's influence in Africa; South Korea caught between North Korea, China, and the US; Persian Gulf security issues; the European Union after Brexit and Merkel; oil and gas exploration in the melting Arctic; US trade policy? If so, join us as we discuss one of these topics each week. Class discussions will be based on watching a weekly Foreign Policy Association video (online) and reading articles in the *Great Decisions Briefing Book*. Additional background materials and questions will be provided by the study group leaders. Expect lively, interesting, and engaging conversation as we reflect on the ideas and experiences of class members. If so inclined, class members will have the opportunity to co-lead the discussion of a topic with which they have significant familiarity. Estimated outside work is three hours per week. Class size is limited to 16. **This is a 10-week course and starts on March 1.**

Carol Kunik led this course last spring at HILR. She is excited to do so again with a new co-leader. Global policy has always fascinated her, and this course is a great way to learn from experts and each other.

Dottie Stephenson had a career in international business, strategic planning, and entrepreneurship, and looks forward to co-leading a course discussing multiple, wide-ranging foreign policy topics. Dottie participated in, and contributed to, the Great Decisions course last Spring.

*307 Reading or Rereading *The Odyssey* in a New Translation

Marcia Folsom

Readings: Only these editions: Homer, trans. Robert Fagles, *The Odyssey* (Penguin, 1996); Homer, trans. Emily Wilson, *The Odyssey* (Norton, 2018). The Introduction by Emily Wilson, her Translator's Note, her Notes, and the Introduction by Bernard Knox in the Fagles edition are required.

In 2018, Emily Wilson published a new English translation of Homer's *Odyssey*, the first by a woman. In comparison to the superb Robert Fagles translation of 1996, Wilson's *Odyssey* is startling and fresh. Wilson renders the verse of the ancient epic in short lines in iambic pentameter, and she matches the Greek line for line. Fagles' more explan-

atory translation has more words, longer lines, and longer books than Wilson's. We will read and enjoy Wilson's *Odyssey*, with occasional side-by-side comparisons with Fagles', so readers can ponder whether Wilson achieves "a register that is recognizably speakable and readable" as she sought to do, and think about what new insights a female Greek scholar may reveal about the women and the men in the epic. For first-time readers of *The Odyssey* or experienced ones, Wilson's translation is a new adventure. Estimated outside work is two hours per week. Class size is limited to 12. **This is a 10-week course and starts on March 1.**

Marcia McClintock Folsom taught college literature and humanities courses for over 40 years, including a course on Homer's *Odyssey*. On two Harvard Alumni Travel tours called "The Journey of Odysseus," she visited ancient sites and attended lectures by Greek scholars.

308 The Long Evolution of Spin: Where Have We Been, and Where Are We Now?

Ross Neisuler

Readings: This edition only: David Greenberg, *Republic of Spin* (Norton, 2016). PDF documents, internet links, and videos will be posted on the course website. While most videos will be on YouTube, an occasional video will be available via popular streaming platforms or library networks.

Messaging has been part of power and authority since ancient time, but it is powerfully affected by changing political culture and technology, notably with the consolidation of power in the US presidency. In 20th-century America, messaging was called by names initially positive, each of which in turn developed bad odor, such as "publicity," "propaganda," "news management," "public relations," "messaging," and "spin." Power has become more centralized, legislatures have become weaker, and executives more powerful. Is the control of information becoming more within the control of the people...or the authorities? While powerful figures influence this, technology and the growing complexity required to govern today make some trends inevitable and universal. With focus on the US presidency over the course of the last century, the brilliant and readable *Republic of Spin* will be our guide, supplemented by videos, companion reading, and discussion. There will be opportunities for participant presentations. Estimated outside work is three hours per week. Class size is limited to 20.

Ross Neisuler has been a member of HILR since 2004 and has led a dozen study groups. Most try to shine a light on American history through the lens of popular and social attitudes, which mold and are molded by contemporary attitudes and technologies.

Tuesday 10 am–12 noon

309 How the South Won the Civil War

Peter Temin

Readings: David Kirp, *The College Dropout Scandal* (Oxford UP, 2019); Rucker C. Johnson, *Children of the Dream: Why School Integration Works* (Basic Books, 2019); Heather Cox Richardson, *How the South Won the Civil War: Oligarchy, Democracy, and the Continuing Fight for the Soul of America* (Oxford UP, 2020).

Racism continues to be an American problem almost two hundred years after we fought a Civil War to end slavery. Did the North in this sense lose the war and only achieve Lincoln's primary aim to keep the union together? This study group first will discuss the extent of racism historically and continuing to the present. The study group then will discuss what we can do through better education to help obtain equality in America. Our discussions will consider these books together to enlarge our understanding of the problem and consider a few promising paths to equality. As you can see from the reading list, public education, now under attack from many quarters, is one path toward integration. Estimated outside work is two hours per week. Class size is limited to 20.

Peter Temin has offered many study groups before. This one grows out of a past study group on *The New Jim Crow*, offered with Charlotte Temin twice.

310 Jane Austen and the Economic Basis of Society

Jo Ann Citron

Steve Harvey

Readings: Only these editions: Austen, Jane, *Persuasion* (Broadview, 1998); Austen, Jane, *Mansfield Park* (Broadview, 2001); Austen, Jane, *Emma* (Broadview, 2004); Austen, Jane, *Pride and Prejudice*, 2nd edition (Broadview, 2020). Members are required to purchase access to the Jane Austen website hosted by Broadview Press (\$50). The Broadview Package includes four novels in print and access to a protected website.

Jane Austen's fiction was born in an era of vigorous industrialization, liberalized trade, and financial innovation. As Britain was emerging as a modern nation, Austen was inventing the modern novel. In her novels, courtships happen in an authentic world of money, and property is sketched with sometimes brutal realism, especially when depicting the constraints of single women and second sons. Our readings of four novels will focus on their contexts: *Pride and Prejudice* and the accumulation of wealth; *Mansfield Park* and the slave trade in sugar and rum; *Emma* and the law of women's property; *Persuasion* and the British navy during the Napoleonic wars. Among English novelists, Austen boasts the most devoted

following; but she was a more subversive writer than her devotees realize, and the darker subtexts of her fiction often go unnoticed. We hope to read Austen with fresh and critical eyes. Course members must purchase the specified textbook package. Estimated outside work is four hours per week. Class size is limited to 14.

Jo Ann Citron has written many things on Austen but is quite fond of her article on Jane Austen and baseball. She has led eight study groups on 19th-century British fiction. This is the second time she and Steve have teamed up.

Steve Harvey is an investment manager by trade and finds fiction can bring alive the conflicts and dilemmas set into action by changing economic conditions and behaviors. He has led four study groups on the human dimensions of financial upheavals.

311 Proust's *Time Regained*

Jeff Greene

Don Leopold

Readings: This edition only: Marcel Proust, *Time Regained* (Modern Library, 1999).

We will read and discuss *Time Regained*, Volume VI and the last volume of Proust's monumental work, *In Search of Lost Time*. All of Proust's great themes—desire, love, memory, society, vice, virtue, time, death—in spirit these volumes. The class is modeled on the seminars at St. John's College (the "Great Books" program). It is a conversation about a text we are reading together, the purpose of which is to explore the ideas raised by the text. There is no set agenda, no attempt to reach some preconceived end, no ultimate "answer." Participants explore the issues as ideas occur to them. The values of our conversations include openness, curiosity, reason, clarity, respect, and civility. The study group members will pose and ponder together the important questions arising from each week's reading. Reading the prior volumes is essential, so new participants will be expected to have read them. Estimated outside work is three hours per week. Class size is limited to 16.

Jeff Greene is a retired editor who has been co-leader with Don Leopold for seven previous literature courses, including five previous courses on Proust's *In Search of Lost Time*.

Don Leopold earned a BA from Harvard College, an MBA from Harvard Business School, and an MA from the Graduate Institute at St. John's College. He has led prior study groups on Proust using the St. John's methodology.

312 The Ancient Maya of Mesoamerica: Chronicles, Art, and Other Treasures

Andy Cohn

Readings: Simon Martin & Nikolai Grube, *Chronicles of the Maya Kings and Queens* (Thames and Hudson, 2008); Michael Coe & Stephen Houston, *The Maya* (Thames and Hudson, 2015). The SGL will provide photographs, excerpts from articles, and very short videos on the course website.

Queens and kings, pyramids and elaborate courts, “Star Warfare” synchronized to the astronomy of Venus, writing and books, mathematics with a zero (unachieved by the Greek or Romans). Within our lifetimes Maya hieroglyphs have been almost entirely deciphered. Knowledge of Maya civilization has leapt from speculation to extensive awareness of the alliances between their city-state kingdoms, their religion and elaborate ceremonies, their diplomacy and warfare. The Maya spawned stunning architecture and art and complex calendar systems, dating historical events precisely. The Maya kingdoms’ height ran from 150 to 900 AD. We will examine and discuss Maya art and culture; how their kingdoms differed from Greek Sparta and city states of the Fertile Crescent; why Maya kingdoms in the central area collapsed after 900 AD and what lessons this holds for us; and what adaptations new Yucatan Maya polities made after 1000 AD that enabled them to thrive for centuries more. Estimated outside work is three hours per week. Class size is limited to 20. **Please note, this course is not open to anyone who was enrolled in Course #320 in Fall 2020.**

Andy Cohn has visited many Maya sites and museums. Before going into law he received a doctorate in social anthropology from Harvard. He previously led a study group on John Wilkes, a British aristocrat who supported the American Revolution, and a similar study group on the Maya in Fall 2020.

313 The Art of Looking: How Paintings Work

Hale Andrews

Readings: Only these editions: Jo Kirby, *A Closer Look/Techniques of Painting* (National Gallery Company Limited [UK], 2011); Patti Mollica, *Color Theory* (Artist’s Library Series) (Walter Foster/Quarto, 2013); Molly Bang, *Picture This: How Pictures Work*, Revised and Expanded 25th Anniversary Edition (Chronicle Books, 2016). Photographs of paintings will be posted on the course website, as will excerpts from other books, and various articles and videos.

Our goal in this discussion course is to enhance our skills as viewers of art, and so deepen the pleasures art provides us. Each session will focus on a few paintings, usually from different periods (perhaps a Monet, a Jackson Pollock, and a Greek vase), as we explore how our reactions to a painting change depending on the visual elements of the work. These elements include the painting’s shape, size, and (sometimes) location; its underlying structure, and the dynamics,

rhythms, and patterns that energize it; the painting’s colors and how they interact; how it welcomes viewers into its world; how it conveys (or, perhaps, forgoes) depth and space; and how the artist applied and adjusted paint (squeegee anyone? garden rake?). Estimated outside work is three hours per week. Class size is limited to 18. **Please note, this course is not open to anyone who was enrolled in course #308 in Fall 2020.**

Hale Andrews has been an art enthusiast for 50 years. He has led this study group once before, as well as one on the painter Richard Diebenkorn.

Tuesday 1 pm–3pm

314 A Perspective on the Development of Homo Sapiens

Jeffrey Berman

Readings: Yuval Harari, *Homo Deus* (Harper Perennial, 2017); Yuval Harari, *Sapiens* (Harper Collins, 2015).

This course will review historical milestones on the arc of human development - from a foraging lifestyle to our modern age. Professor Yuval Harari has authored two books that survey noteworthy developments in human history, such as the agricultural revolution and the transition to the scientific age. In his role as both historian and philosopher, Harari develops insights into how human development can be explained. In *Sapiens*, he describes social characteristics such as a willingness to cooperate, myth-making, norms of behavior, and shared fictions that permitted humans to transcend their genetic inheritance, and that led to the formation of large civilizations and global commerce. In *Homo Deus*, he further analyzes these milestones of human development as they pertain to our present culture and the future. Our class discussions will allow for a critical analysis of these books by this talented writer. Estimated outside work is two hours per week. Class size is limited to 16.

Jeffrey Berman studies the social psychology of organizations. His experience applying social science concepts to the analysis of human behavior will aid him in initiating a conversation on how the narrative of human history intertwines with important cultural breakthroughs.

315 Conversations with Joan Didion

Randy Cronk

Readings: Joan Didion, *Slouching Towards Bethlehem* (Zola Books, 2014); Joan Didion, *The White Album* (Zola Books, 2014); This edition only: Joan Didion, *The Year of Magical Thinking* (Knopf Doubleday, 2007); This edition only: Joan Didion, *Blue Nights* (Knopf Doubleday, 2012). Additional required materials will be provided via video, audio, and PDF downloads, including author interviews, critical reviews, and biographies of people in Joan

Didion's work. Also included: Didion's 1991 article, "New York: Sentimental Journeys," about the Central Park jogger.

"We tell ourselves stories in order to live." So begins "The White Album," Joan Didion's essay about losing your grip because you lack narratives that explain what happened in your life. Didion's particular narrative frames in sparse prose her own experiences with growing old, the passing of a spouse, the Central Park Five, the 1960s, and even migraines. She also illustrates (paradoxically) how explanation itself is not always possible, or even welcomed. She unmasks in unsentimental language many of the narratives that our own study group members will themselves no doubt find familiar. Didion's directness and vulnerability make reading her work feel more like a no-holds-barred conversation. Actually, this class does promise to be an extended conversation, covering the Pulitzer-Prize-winning author's most notable essays, book-length nonfiction, and media interviews over the arc of her life — and ours. Estimated outside work is four hours per week. Class size is limited to 16.

Randy Cronk fell in love with radical writers, not unlike Joan Didion, in the 1960s while reading Henry David Thoreau, the subject of the first study group he led. Today, he finds Didion's opposition to contemporary myth-making equally compelling.

316 Deliberative Democracy: Can We Have Democracy without Elections? Helena Halperin

Readings: Tom Atlee, *Empowering Public Wisdom: A Practical Vision of Citizen-Led Politics* (Evolver Editions, 2012); David Van Reybrouck, *Against Elections: The Case for Democracy* (Seven Stories Press, 2018). Articles with concrete examples and relevant sociological research will be posted on the course website. Tom Atlee's *Empowering Public Wisdom* is not widely available. Those who prefer book format should order a used copy or find a library copy. The SGL will send a PDF of the book to members who don't easily find a copy.

Could demographically representative groups of citizens with divergent views on difficult public policy questions do better than elected legislatures as policy-makers? This course will examine several actual uses of public deliberation for binding decision-making, theoretical models for extending the methods, and their ardent critics. We will read one or two journal articles or about 50 pages from one of our books for each meeting. The readings are short, yet each of them will inspire significant, time-consuming thought. Although the SGL will sometimes bring in perspectives from the vast sociological literature on deliberative democracy, nearly all of our time will be spent on lively discussion. We will end with our own deliberations on a policy issue chosen by the group on which, despite our far-from-representative demographic, we have widely divergent views. Estimated outside work is two hours per week. Class size is limited to 24.

Helena Halperin is not a political scientist, only a long-time political junkie. The methods we will examine will not in themselves solve our current political problems, but they may lead to productive thinking.

317 How Hemingway Became Hemingway Susan Ebert

Readings: Only these editions: Ernest Hemingway, *The Old Man and the Sea* (Scribner, 1952); Ernest Hemingway, *The Sun Also Rises* (Scribner, 1952); Ernest Hemingway, *The Complete Short Stories* (Scribner, 1987); Lesley M.M. Blume, *Everybody Behaves Badly* (Houghton Mifflin Harcourt, 2016).

Ernest Hemingway arrived in Paris in the winter of 1924, an unknown writer who, more than anything, wanted to be a famous writer. Five years later he was heralded as the new voice of American fiction, the author of many stories and two popular novels. Driven by fierce ambition, a formidable work ethic, and a ruthless willingness to cast aside love, friendship, and decency in pursuit of fame, he had worked diligently, crafting the spare, precise prose which was the hallmark of his early reputation. At the same time, he shaped the public persona called Ernest Hemingway as well as the Hemingway hero of fiction. We will focus on his creative output between 1924 and 1929 and his careful creation of the Hemingway legend. The class will include lecture, discussion, and visual material. Estimated outside work is two hours per week. Class size is limited to 19.

Susan Ebert worked with the Hemingway papers at the JFK Library. She wishes she had transformed her dissertation on *The Sun Also Rises* into Blume's book, which details both Hemingway's achievements and the gossipy background of his first novel.

*318 Literary Portraits of White Supremacy: Paton, Wright, and Gordimer Mimi Hooper

Readings: Only these editions: Richard Wright, *Black Boy* (Harper Perennial, 2020); Nadine Gordimer, *The Conservationist* (Penguin, 1974); Alan Paton, *Cry, The Beloved Country* (Scribner, 1987). Excerpts from recent books on white supremacy and articles pertinent to understanding particular assignments will be posted on the class website.

White supremacy enabled Western colonial nations to amass their wealth, power, and dominance. In this discussion course we will examine the practice of this ideology in South Africa and the United States through the evils of apartheid and the legacy of slavery. Activist South African authors Nadine Gordimer and Alan Paton explore its impact on the lives of black and white South Africans. Nobel laureate Gordimer's *The Conservationist* is a subtle and detailed study of the forces and relationships that seethed in South Africa into the 1990s. Paton's novel, *Cry, The Beloved Country* depicts a shared tragedy endured by two racially different

families. In his critically acclaimed memoir, *Black Boy*, African-American author Richard Wright recounts experiencing the effects of racial identity while growing up in the Jim Crow South. Through these works we will explore the influence of white supremacy on our culture and its relevance to racial issues today. Estimated outside work is three hours per week. Class size is limited to 18. **This is a 10-week class and starts February 23.**

Mimi Hooper is particularly interested in issues of identity and the human condition. Her most recent study groups were focused on the works of D.H. Lawrence and Franz Kafka.

319 Unmasking Chekhov: Play to Performance

Marjorie North
Richard Berger

Readings: This edition only: Anton Chekhov, trans. Paul Schmidt, *The Plays of Anton Chekhov* (Harper Perennial, 1998). Relevant articles about the playwright and the plays and videos of performances will be posted on the course website.

Missing theater? Through two of Chekhov's plays, *The Wedding Reception* and *Three Sisters*, we will focus on the tasks of actors and directors to uncover the human comedies that lie within. By selecting a one-act farcical comedy and a full-length drama, we have the opportunity to see the wide range of Chekhov's brilliance. Over two multi-week periods we will first discuss the play to promote a deeper understanding of the arc of the text, followed by casting roles and directors, in-depth character analyses, and active work on how to use voice, facial expressions, and body language to portray a character effectively. Each section of the course—one play each—will conclude with an on-line “performance” of the play, followed by discussion. It is expected you will be able to contact other members of the course visually/virtually to do scene work. This is theater. This is performance. This is for you. Estimated outside work is two hours per week. Class size is limited to 16.

Marjorie North has been hooked on theater since her first dance recital at age five. She has had years of directing, producing, and performing experience in community theater in New York and Massachusetts.

Richard Berger has numerous acting classes, several professional and community productions, and classical and modern scene performances under his belt. Richard's goal in this sixth co-led course is to explore a play's literary depth through acting and directing.

Wednesday 10 am–12 noon

320 Absurdity and Justice: “The Trial” and Four Kindred Novels

Joe Kociubes

Readings: Olga Tokarczuk, trans. Antonia Lloyd-Jones, *Drive Your Plow Over the Bones of the Dead* (Riverhead, 2018); David Grossman, trans. Jessica Cohen, *A Horse Walks into a Bar* (Alfred A. Knopf, 2017); Ferenc Karinthy, trans. George Szirtes, *Metropole* (Telegram, 2008); Heinrich Von Kleist, trans. Michael Hoffmann, *Michael Kohlhaas* (New Directions, 2020); This edition only: Franz Kafka, trans. Breon Mitchell, *The Trial* (Schocken, 1998).

Kafka explores power, justice, law, authority, and responsibility. In his farce-filled *The Trial*, an accused is judged without knowing his crime. In addition, we will discuss four short novels that reflect on Kafka's five themes. (1) Kafka was influenced by the seminal novella, *Michael Kohlhaas*. A nobleman confiscates a merchant's horses. The merchant appeals to the courts before taking matters into his own hands. What justice does he obtain? (2) In Karinthy's *Metropole*, a linguist boards the wrong airplane and lands in a city in which he is unable to decipher the local language or otherwise communicate. Who is imprisoned? (3) David Grossman's *A Horse Walks into a Bar* portrays an aging comedian who nags a retired judge into attending his show to really “see” him. Who judges whom? (4) In Olga Tokarczuk's *Drive Your Plow Over the Bones of the Dead*, an aging woman asserts that animals are extracting revenge. Are they? Estimated outside work is three hours per week. Class size is limited to 16.

Joe Kociubes joined HILR in 2018 and has led three courses: “Cliffs and Guardrails,” “Short Stories of George Saunders,” and “Three Novels of Cultural Confrontation.”

321 Mostly Off the Wall: Art in the 21st Century

Barbara Landy

Readings: Grayson Perry, *Playing to the Gallery* (Penguin Books, 2018); This edition only: Sarah Thornton, *Seven Days in the Art World* (W. W. Norton & Co., 2009); This edition only: Cynthia Freeland, *But Is It Art?* (Oxford UP, 2002). We will watch online videos of artists and their artworks and read articles and essays posted on the course website.

Have you noticed? In 2020 we are knee-deep into the 21st century, and art is rapidly changing. Art students argue that wall art is an antique art form in a time when a seasoned artist drops a microphone into a mile-deep hole to hear the earth groan, and another burns his work onto a huge canvas with gunpowder. Through videos, each week artists from around the world will describe their new media, technologies, and reasons for making art. We will debate how this

century's *Zeitgeist* has stimulated the explosion of out-of-the-box creativity animating them today, learn how difficult it is for our venerable museums to accommodate their enormous, ephemeral, and remote artworks, and discover how they have disrupted the entire art world. The art is fascinating; the questions are endless. Come prepared to read, watch, explore, discuss, debate, and decide how today's art speaks to this century's audience, but above all, to you. Estimated outside work is three hours per week. Class size is limited to 16.

Barbara Landy previously led the HILR course "Vincent van Gogh: Genesis of Genius." She will use her experience as a painter to help study group members see art from the artist's perspective.

322 Multicultural Short Stories and the American Family

Roberta Rosenberg

Readings: This edition only: Wesley Brown and Amy Ling, eds., *Imagining America: Stories from the Promised Land*, Revised Edition (Persea Books, 2002). Online short stories and documentary video links will be provided on the course website.

How do writers from different races, ethnic groups, religions, and social classes interpret what it means to be "American"? How do these authors accept and reject, revise and reimagine themselves, their families, and American society? In this class, we will read and discuss contemporary African American, Native American, Hispanic American, Jewish American, and Asian American short stories that portray not only the values and experiences that we hold in common but also the important differences that comprise America's multicultural society. We will also analyze how cultural context is expressed in essays and documentary film. Some authors include: Alice Walker, Edwidge Danticat, Maxine Hong Kingston, Sandra Cisneros, Dorothy Allison, Nicole Krauss, Oscar Hijuelos, Nathan Englander, Louise Erdrich, Amy Tan, Gish Jen, Bharati Mukherjee, Sherman Alexie, and Anzia Yezierska. There are no prerequisites for the course beyond a desire to know more about the diversity of contemporary American multicultural literature. Estimated outside work is two hours per week. Class size is limited to 20.

Roberta Rosenberg has taught three HILR courses on Southern, Jewish, and early American literatures. She believes that literature can provide a window into new cultural worlds and is excited to share her enthusiasm with study group members.

*323 The Peopling of Polynesia

Gene Ferrari

Readings: Cristina Thompson, *Sea People: The Puzzle of Polynesia* (Harper, 2019). SGL will provide relevant historical and scientific articles and videos to augment the book.

Polynesia, an area of 10 million square miles covering most of the South Central Pacific, was the last major place on

Earth populated by humans. There are thousands of islands, occupied by people who share a similar background, culture and language family. Until contact was made in the sixteenth century by Europeans, the Polynesian people remained unknown. They had no written language. They emerged from Taiwan about 3500 BCE, moved to the Philippines about 2000 BCE, then rapidly expanded through the Western Pacific Solomon Islands, and by 800 CE occupied most of the remote Pacific Islands including Hawaii, New Zealand and Easter Island, all by using paddle and sail-powered canoes. This study group will examine who these people were and how they managed this amazing feat. The course will combine lecture and discussion, with voluntary presentations by members on special topics. Additionally, the book's author will speak to the class. Estimated outside work is three hours per week. Class size is limited to 16. **This is a 10-week class and begins February 24.**

Gene Ferrari is a 20-year member of HILR who has led over 30 courses in astronomy, history, and fiction.

*324 The Power and Versatility of the Smartphone Camera

Ron Goodman

Readings: Jo Bradford, *Smart Phone, Smart Photography* (Cico Books, 2018). The SGL will supply all additional material along with extensive links to video and text examples.

This course will explore the capabilities of the still and video camera in your Smartphone. SGMs will learn the technical controls in order to create an aesthetic image and not just another snapshot. SGMs will then be introduced to the creative editing capabilities of in-camera "apps," as well as the transformative power of external editing programs such as Photoshop. We will study examples of street and studio photography along with the influence the ubiquitous smartphone camera is now having on our social and political world. In our Zoom classroom there will be short lectures along with web accessible material. You will discuss your individual photographic responses to course assignments and exemplars as we share screens, engage in small breakout rooms, and communicate in informal chats. Any iPhone with a camera will suffice, and Android phones will work but won't be demonstrated. No prerequisites are necessary. Estimated outside work is three hours per week. Class size is limited to 20. This is a 10-week class and begins February 24.

Ron Goodman was a college teacher of photography. He has had two presentations of his photographs in HILR's *Harvest* Magazine and has received a Special Commendation from the Boston Society of Film Critics. His course "Smartphone Photography 101" is on Facebook.

Wednesday 1 pm–3pm

325 A Passion for Justice: Bayard Rustin, 1912-1987

John Morrel

Readings: Bayard Rustin, ed. Michael G. Long, *I Must Resist: Bayard Rustin's Life in Letters* (City Lights, 2012); John D'Emilio, *Lost Prophet: The Life and Times of Bayard Rustin* (U of Chicago Press, 2004). Links to articles and videos will be posted on the class website. Some will be required for preparation, and some will be supplementary.

A seasoned advocate of non-violent struggles for justice, Bayard Rustin was one of the pillars of the Civil Rights Movement that consumed American politics in the middle of the last century and launched a challenge still before us. Rustin forged difficult, often courageous personal pathways. From wide-ranging experiences, he developed tools and relationships that became central to focusing and driving the mid-century movement. He was also a man who was troubled by tension, disagreements, and outright abuse for his views. Whether speaking as an openly gay Black man, a pacifist, an opponent of nuclear arms, or on behalf of refugees, organized labor, and prisoners, his powerful voice seemed tireless. He introduced Martin Luther King, Jr. to Gandhi's work in India, incurred J. Edgar Hoover's wrath, and strategized to blunt Kennedy family disapproval as he organized the March on Washington. Class sessions will be primarily discussion. Estimated outside work is three hours per week. Class size is limited to 20.

John Morrel has led a dozen study groups focused on the ways in which people historically marginalized by skin color, ethnic background, economic status, sexual orientation, and gender identity have seized the initiative to demand dignity and work toward justice.

326 Harvard: Its History and Architecture

Easley Hamner

Readings: Douglas Shand-Tucci, *Harvard University, An Architectural Tour* (The Campus Guide) (Princeton Architectural Press, 2001).

While we, as the HILR community, are part of Harvard, what do we know about the university's history and its buildings? This course is intended to fill that gap in our knowledge. While some of us may not be around to celebrate Harvard's 400th year in 2036, there's a great deal of fascinating history to explore. Instead of looking at dusty manuscripts, we will be looking at individual buildings at Harvard to ascertain what they can reveal about the past. Each of our 12 sessions will explore a different period of Harvard's history. In the past, we were able to view the buildings via walking tours, but fortunately I have pho-

tos of all the buildings, so our walks will be virtual. Another benefit is that my notes about the buildings will be more accessible. Estimated outside work is two hours per week. Class size is limited to 24.

Easley Hamner is a twice-retired architect whose practice was based in Cambridge. He was a graduate student at Harvard in the 1960s, and his firm was responsible for several Harvard buildings. He has led this course three times before.

327 Joyce, Jones, and Washington: Cities as Characters

Karen Stone

Readings: Bryan Washington, *Lot* (Riverhead Books, 2019); Edward P. Jones, *Lost in the City* (Amistad, 1992); James Joyce, *Dubliners* (Oxford UP, 2000).

The Pulitzer Prize-winning MacArthur Fellow Edward P. Jones, inspired by James Joyce's *Dubliners* (1914), wrote a short-story collection, *Lost in the City* (1992), about African-American communities in Washington, DC, using the same structure Joyce had used. In both books, the early stories center on children, and the later stories progress chronologically. Bryan Washington's collection, *Lot* (2019), about young Houstonians of color—some of them gay, many of them angry, all of them broke—also shows us characters immersed in their city and contending with its challenges. In this discussion class, we will examine closely the three authors' choices about character, plot, voice, and dialogue, and we will give special attention to the atmosphere created by the focus the writers put on the settings. In each story, the city is a character in itself, and we come to believe that the tale could not have unfolded in this way anywhere else. Estimated outside work is two hours per week. Class size is limited to 16.

Karen Stone, an HILR member since 2018, has led previous courses on short stories, graphic memoirs, and novels.

328 Still Here: New England Indians, English Colonists, and America

Donna Leventhal

Readings: Margaret Ellen Newell, *Brethren by Nature: New England Colonists and the Origins of American Slavery* (Cornell Paperbacks, 2016). Selections from Native American writings, including works by Lisa Brooks, will be provided. Links to films, articles, and essays about Native American history and current tribal issues will also be posted on the course website.

This study group will examine how European colonization impacted New England native peoples and worked to erase their presence, both physically and historically, and how native populations responded. Settlers took the tribes' sovereignty, land, and freedom, and they worked to discon-

nect people from their culture. Colonists enslaved thousands of Indians and exploited their labor. Desire for slaves shaped the major Indian wars, and these captives became the exchangeable "commodity" which facilitated entry into Caribbean slave economies. When wars no longer provided captives to enslave, continued control of Indian labor, both of adults and children, was accomplished judicially. Next, 19th-century American creation myths said that the Indians had vanished, but the native tribes are still here. In their efforts today to face challenges to their rights and to revive their culture, we again see Indian resistance and resiliency. Discussion will be anchored by the texts, including work by Native American authors. Estimated outside work is two hours per week. Class size is limited to 20.

Donna Leventhal taught a course on African slavery in New England in Spring 2020. This led her to research the origin of legal Native American slavery in New England. The two stories are linked, but each significant in its own way.

Thursday 10 am–12 noon

329 *Anna Karenina*

Katherine O'Connor

Readings: This edition only: Leo Tolstoy, trans. Rosamund Bartlett, *Anna Karenina* (Oxford World's Classics paperback, 2016). Links to a few short essays on different aspects of the novel and its historical context and selected video clips from different film renderings will be posted on the course website.

Tolstoy's masterpiece *Anna Karenina* has an ingeniously interwoven double plot involving adulterous passion and conjugal love. Anna is the heroine of the adultery plot, and Levin, Tolstoy's alter ego, is the hero of the courtship and marriage plot. But why does he take up more space in the novel than Anna? What is gained by setting the Anna and Levin stories against a broad panorama of Russian life in the 1870s that highlights such topics as the effect the spread of the railroads has had on both town and country, the relations between the different classes, and the psychodynamics of male-female interaction at a time when the "woman question" was a hot topic? Why do readers' sympathies shift between Anna and Karenin, the husband she leaves, and what role does Vronsky, Anna's lover, play in her "Fall"? This is a discussion class that relies on close reading. Estimated outside work is three hours per week. Class size is limited to 20.

Katherine O'Connor, a Professor Emerita of Russian and Comparative Literature at Boston University, loves reading and discussing great books by Russian authors with peers who don't complain that they didn't have time to do the reading.

330 Biblical Literacy

Beardsley Ruml

Readings: Bart Ehrman, *Jesus: Apocalyptic Prophet of the New Millennium* (Oxford UP, 2001); James L. Kugel, *How to Read the Bible* (Free Press, 2008); *The Jewish Study Bible* (Oxford UP; either edition); and any NRSV *New Testament*.

This course surveys the most culturally significant portions of the *Hebrew Bible* and *New Testament* from the point of view of modern bible scholars, as a human artifact. For example, the two creation stories in Genesis 1-3 were written centuries apart and have clearly distinct purposes. *The Book of Job* asks: why do bad things happen to good people? Today we would speak of "evil" but that idea was not yet formulated and the authors provided the two best answers available to them. We will focus on the historical Jesus (a Jew who preached to other Jews about how to be good Jews) but also consider John's later recharacterization. Our highly interactive sessions (and break-out groups) will assume diligent preparation. No previous knowledge of the Bible will be necessary. Estimated outside work is three hours per week. Class size is limited to 24.

Beardsley Ruml has led several study groups about biblical subjects since his first study group surveying the Bible in 2009.

*331 Faulkner's *Absalom, Absalom!*

Stephen Senturia

Readings: This edition only: William Faulkner, *Absalom, Absalom!* (Vintage, 1990). Additional readings will be provided through the course website.

Fiction is, at its simplest, the telling of a story. The author arranges the telling, but the telling is done by some agent: the "narrator." The paradigmatic narrator is single-voiced, objective, and knowledgeable, but in the works of William Faulkner, things can be very different. We find an enormous richness of narrative invention, especially "displaced narration," where the story emerges from a merging of points of view or from a retelling of some kind. *Absalom, Absalom!*, Faulkner's greatest novel about the Civil-War-era South, takes us into the fuzzy area between narration and myth, a multiply displaced telling of events through various witnesses, with many details lost in the haze of time. Our goals are to enjoy one of the world's greatest books and to deepen our sensitivity as readers to the richness of story and characterization that different narration styles can provide. Estimated outside work is three hours per week. Class size is limited to 24. **This is a 10-week class and begins February 25.**

Stephen Senturia taught electrical engineering at MIT for 36 years. Since his retirement, he has published two novels and writes an occasional blog entitled "Education as Conversation." He has led numerous study groups, including several on the craft of fiction and Faulkner.

332 Memoir Writing: If Not Now, When?

Judy Foreman

Readings: We will use each other's memoirs as the "text" for the class.

It's your life, and it's time to tell it like it is, was, or should have been. The goal is not just to produce a collection of stories for yourself, your kids, grandkids, and maybe even the public, but also to have fun, laugh a lot, wipe away an occasional tear, and above all, enjoy the trust of the group. Members will submit vignettes or short memoirs, and they will bring distribute copies for others to read before the next session. We will discuss, enjoy, and gently edit. The SGL will suggest (not require!) readings from memoirs by Mary Karr, Stephen King, Alexandra Fuller, and Anne Lamott. Estimated outside work is four hours per week. Class size is limited to 12.

Judy Foreman, longtime health columnist for the *Boston Globe*, has published three books for Oxford University Press and written one novel. She began delving into memoir writing in Suzanne Pemsler's wonderful course. This is her third study group.

333 Politics and Values Through the Lens of Lehman Brothers

Marc O'Brien

Readings: Charles W. Calomiris and Stephen H. Haber, *Fragile By Design: The Political Origins of Banking Crises and Scarce Credit* (Princeton UP, 2015). A number of articles, primarily from *The New York Times* and *The New Yorker*, will be posted on the course website.

Lehman Brothers, founded in 1850, became the fourth-largest investment bank in the United States. In 2008, the Federal Reserve and United States Treasury forced Lehman to declare itself bankrupt, precipitating a world-wide financial crisis and the "Great Recession" of 2008-2009. Surprisingly, Lehman's bankruptcy was not the only remaining option, and the government likely knew it. Lehman's story also involves the creation of corporations such as RCA, Macy's, American Airlines, Halliburton, and Digital Equipment. Understanding the rise and fall of Lehman will involve a tour of selected highlights in US financial history and politics. The class will discuss values, creativity, risk, profit, bargaining, ego, greed, and disorganization at the heart of American capitalism and its governance. Course members will gain insights into Lehman day-to-day operations, rapidly changing financial markets, and an historic "black swan" event. Emphasizing reading and discussion, the class will aim to identify financial lessons learned and others so conveniently forgotten. Estimated outside work is three hours per week. Class size is limited to 20.

Marc O'Brien worked for five years at Lehman Brothers, followed by 15 years in academia. His academic work focused on the political

context of financial and governmental decision-making. Thereafter, he founded and for 30 years led a successful financial services firm.

Thursday 1 pm–3pm

334 America and the Remaking of the Global Order During and After WWI

Gary Brown

Readings: Adam Tooze, *The Deluge: The Great War, America and the Remaking of the Global Order, 1916-1931* (Penguin, 2015). The SGL will post additional relevant materials and videos on the course website.

Was World War II inevitable? How did decisions by America and other powers during and after World War I lead to the economic disaster that was the Great Depression and ultimately to World War II? Our study group will explore *The Deluge*, Adam Tooze's widely acclaimed book, which won the *Los Angeles Times* Book Prize. Class discussions will focus on critical themes presented in the book such as: How did World War I lead to American predominance, and why did America catastrophically fail to use its power to help keep the hard-won peace? How did the Great War devastate and radicalize European societies? After the victorious liberal powers hoped to establish a collective security system and stabilize the global economy, how did they fail? What decisions led to the rise of militarism in Japan? Some voluntary presentations on specific topics will be encouraged but not required. Estimated outside work is three hours per week. Class size is limited to 24.

Gary Brown has read extensively on the period between World War I and World War II and is passionate about this period of history because it explains much about current events.

*335 Emily Dickinson: A Poet for the 21st Century

Diane Coutu

Readings: This edition only: Emily Dickinson, ed. Thomas H. Johnson, *The Complete Poems of Emily Dickinson* (Little, Brown and Company, 1976). Related videos, readings, and other resources will be posted on the course website.

Dickinson is a lightning rod for stereotypes: a spinster repeatedly rebuffed by men, a closeted lesbian, a woman perpetually on the edge of a nervous breakdown. This course will reintroduce a poet who defies clichés. She choreographed her own funeral service, inviting both her brother's wife and his mistress. She designated a leading luminary as her mentor. All those white dresses? A snub at God. Themes will include the Civil War, humor, death, trauma, female poets, and their muses. Each week we will read two or three of her terrifyingly original poems, showing how subversive

she is. Even a poem like “Hope’ is the thing with feathers” means the precise opposite of what it seems to say. This precise imprecision allows Dickinson to give voice to raw emotion from a distance, opening it up for collective reflection. She is not a confessional poet. But the question remains, Who is Emily Dickinson? Estimated outside work is three hours per week. Class size is limited to 12. **This is a 10-week class and begins February 25.**

Diane Coutu was awarded a prize by Yale University for her undergraduate essay on Emily Dickinson. She later gave the Julius Silberger Award Lecture on Dickinson at the Boston Psychoanalytic Society and Institute.

336 Mark Twain: Humorist, Humanist, Idealist, Nihilist

Natalie Camper-Brahms

Readings: Only these editions: Mark Twain, *The Mysterious Stranger and Other Stories* (Dover Thrift Edition, 1992); Mark Twain, Ed. Louis J. Budd, *Collected Tales, Sketches, Speeches, & Essays: 1891–1910* (Library of America, 1992).

Born in 1835, Samuel Langhorne Clemens grew up in the slave state of Missouri, where he accepted slavery as a normal fact of life, seeing no contradictions between the Black men and women who told him wondrous tales—and the lives they lived as slaves. This class will focus on the views of his later years, when he came to detest slavery as he detested many social, political, and economic ills. Racism, classism, imperialism, religious hypocrisy, and the human condition were the targets of his acerbic wit and will be the topics of our discussion. Because his humor is philosophically based, his work is as relevant today as it was at his death 111 years ago. Mark Twain knew his work would endure. He planned for it; in fact, he took steps to assure that particular works, like his *Autobiography*, would not be published until 100 years after his death. Estimated outside work is four hours per week. Class size is limited to 16.

Natalie Camper-Brahms is a retired consultant whose practice focused on workplace sexual harassment and discrimination. She has long been intrigued by Mark Twain’s use of satire to expose societal injustices and human foibles.

***337 Segregated by Uncle Sam: How Our Government Divided Our Cities**

Deirdre Menoyo

Readings: Richard Rothstein, *The Color of Law: A Forgotten History of How Our Government Segregated America* (Liveright, 2018). Cases and articles will be posted on the course website.

Why are American neighborhoods so segregated? Did millions of Americans decide privately and collectively, as Chief Justice Roberts has said, to live separately from other races? In *The Color of Law*, Richard Rothstein argues that

racial segregation of America’s metro areas was a pervasive pan-government project in the 20th century. Rather than occurring *de facto*, through private choices, as Roberts says, Rothstein argues that segregation was accomplished *de jure*, by state action and laws. If so, then the Supreme Court has been wrong in its decisions allowing few or no remedies. Supplementing Rothstein’s history with case law and documentaries, this discussion-based course will explore how FDR, the GI Bill, the FHA, the IRS, local planning authorities, and police helped shape our color-coded landscape. We will also consider, what next? Estimated outside work is three hours per week. Class size is limited to 16. **This is a 10-week class and begins February 25.**

Deirdre Menoyo is an attorney with deep interest in how we arrived at this state of affairs.

338 The Truth is Out There: The Search for Extraterrestrial Life

William Blumberg

Readings: Dimitar Sasselov, *The Life of Super-Earths* (Basic Books, 2012); Kevin Hand, *Alien Oceans* (Princeton University Press, 2020); Sarah Johnson, *The Sirens of Mars* (Crown, 2020). Articles and videos covering additional material will be posted on the course website.

How did life on earth arise? Is life on earth unique? Is there intelligent life elsewhere in the universe? This course will explore recent advances in astrobiology (the scientific field concerned with the origin, evolution, distribution, and detection of life elsewhere in the universe) addressing these questions. We will learn about planetary requirements for earth-like life, searches for life on Mars, the possibility of life in sub-surface oceans on some moons of Jupiter and Saturn, and searches for habitable planets elsewhere in the universe as well as for signals from extraterrestrial intelligent life. Time spent on reported or personal (!) observations of flying saucers and alien abductions: almost none. Format: lots of discussion along with a mix of lecture and video presentations. This course is designed to be accessible and interesting for everyone, non-scientists as well as scientists. Estimated outside work is two hours per week. Class size is limited to 24.

William Blumberg has a PhD in physics and has led HILR courses on cutting edge topics in physics, astrophysics, and astrobiology, including quantum mechanics, particle physics, black holes, cosmology, the search for extraterrestrial life, and the origin of life on earth.

First Half Six-Week Courses

February 8–March 29

Mondays..... Feb 8–Mar 29

Tuesdays Feb 9–Mar 16

Wednesdays Feb 10–Mar 17

Thursdays Feb 11–Mar 18

Monday 10 am–12 noon

100 *The Makioka Sisters: A Japanese Tale of Love and Cultural Upheaval*

Barbara Burr
Winthrop Burr

Readings: Junichiro Tanizaki, trans. Edward Seidensticker, *The Makioka Sisters* (Vintage, 1995). Additional background material related to themes and issues in the novel, including articles and images, will be posted on the course website.

The Makioka Sisters by Junichiro Tanizaki is considered one of the finest novels of 20th-century Japan. It is a poignant and sensitive portrayal of a once-aristocratic family and four sisters caught in the painful cultural collision between the old ways and new Western ideas. Set on the cusp of WWII, we see the family both clinging to old habits and rebelling against traditional constraints as they try to find a suitable husband for the third daughter. Each sister is portrayed vividly and uniquely as she navigates an increasingly complex world. Tanizaki’s descriptions of daily life are brilliant, and the story is a cliff-hanger until the end. The SGLs will provide background historical and cultural material to accompany themes found in the novel. It is not possible to read this book without wishing for a lively discussion, which will be the format of this study group. Estimated outside work is three hours per week. Class size is limited to 12.

Barbara Burr is a child and adult psychiatrist. She has led a variety of interdisciplinary courses at HILR, including several on Japanese literature. While living in Kyoto, she was struck by the contrast between enduring Japanese traditions and Japanese modernity.

Win Burr studied Japanese literature in college, which began a life-long interest in Japanese culture. While a visiting professor of psychology at Kyoto University, his imperfect understanding of the Japanese point-of-view deepened. He has taught a number of courses at HILR on Japanese literature.

101 Writing Epidemics

Burns Woodward

Readings: Only these editions: Albert Camus, trans. Stuart Gilbert, *The Plague* (Vintage, 1991); William Maxwell, *They Came Like Swallows* (Vintage, 1997); Katherine Ann Porter, *Pale Horse, Pale Rider* (Houghton Mifflin Harcourt, 1990).

Epidemics have been difficult subjects for writers of fiction, but several have overcome the obstacles and created superb works. We will consider three fine examples, all published in the years surrounding World War II. Katherine Ann Porter’s modernist novella, inspired by her experience in the 1918 influenza pandemic, beautifully explores the impact and meaning of illness for an individual. William Maxwell’s (also autobiographical) gem about a child’s loss of his mother illuminates family and community dynamics. And Albert Camus’ great imagination of a plague epidemic meticulously explores a city’s response and its meanings for individual characters. Our questions will include the role of an archetypical “outbreak narrative” in these works, the difficulties of depicting illness in fiction, and how effectively these authors portray the medical and social determinants of epidemics and their impacts on individual lives. The leader will present critical perspectives to enrich our discussions. Estimated outside work is three hours per week. Class size is limited to 20.

Burns Woodward is a psychiatrist whose HILR courses have examined literary and scientific portrayals of slavery, war, and pandemics.

Monday 1 pm–3pm

102 Reading *The New Yorker*, Part 1

Irene Fairley
Kate McGillicuddy

Readings: Subscription to *The New Yorker* magazine

Would you like to enhance and deepen your experience of reading *The New Yorker*? Engage with other study group members in weekly discussions of readings from one of the country’s most esteemed publications of fiction, nonfiction, and investigative journalism. Readings are selected by members based on class interest and topical relevance. Participants are encouraged to facilitate discussion of one or two articles. Other resources for each article in the form of related images, interviews, podcasts, videos, charts, maps, etc., are posted on the class page and often viewed in class. The primary goal of our study group is to engage with others in thoughtful, spirited, and in-depth discussion on the

important issues of our time. Since these discussions are the heart of our study group, each member's active participation is vital in contributing to their quality and depth. Estimated outside work is three hours per week. Class size is limited to 16.

Irene Fairley, a retired professor of English and linguistics at Northeastern University, has led or co-led many study groups on topics including the personal essay, poetry, Cuban novels, and Samuel Beckett, in addition to "Reading The New Yorker."

Kate McGillicuddy holds a BA in art history and an M.Ed in special education. In addition to "Reading The New Yorker," Kate has led several study groups, including "Biographies that Bend the Genre," "Frankenstein," and "A Close Look at the World of Art Heists."

103 Triumph of the American City: 1945-Present

Beverly Bookin

Readings: Only these editions: Edward Glaeser, *Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier* (The Penguin Press, 2011); Jon C. Teaford, *The 20th Century American City: Problem, Promise, and Reality* (3rd Edition) (Johns Hopkins University Press, 2016). Each week the SGL will augment the reading assignments with several additional articles pertaining to our discussions. A link to one video will be provided on the course website.

Since 1945, a broad range of geographic, cultural, socio-economic, and political forces have shaped the development of cities. These have influenced how and where we all have chosen to live. Since WWII there have been two major phases of city-making: 1) decline of the central city/suburbanization (1945-1980), and 2) post-suburban metropolitan revitalization (1980-2020). As a result, 80 percent of Americans now live in metropolitan areas with 70 percent living in cities of 50,000 or more. Although every American city has a distinct character based on its location, history, demographics, culture, and economy, the trajectory of US urban development has been surprisingly consistent. Study group members will be encouraged to connect to their own experience as urban, suburban, and/or rural dwellers within an urban-planning framework. In a mixture of lecture and discussion, we will read selected chapters from the texts with supplemental articles each week. Estimated outside work is three hours per week. Class size is limited to 20.

Beverly Bookin was an urban planner in private practice for 35 years in Portland, Oregon, where she undertook planning and permitting for a wide range of projects. She has previously led a course on this topic.

Tuesday 10 am–12 noon

104 Braiding Sweetgrass: Thinking about Nature and Humankind

Fred Chanania

Readings: Robin Kimmerer, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants* (Milkweed Editions, 2013). The SGL will also post assigned internet-based readings and videos on the course website.

In a series of beautifully written essays and personal vignettes, *Braiding Sweetgrass* will jolt your thinking and challenge you to wrestle with two basic questions: Can humankind and nature beneficially co-exist? What can I do to leave a good world for our children and grandchildren? Scientist, Native American, professor, poet, and mother of two daughters, author Robin Kimmerer invites us to look through different lenses at our world, our children, humanity at large, and our personal values. In this discussion-based class, you will be swept into chapters like "Skywoman Falling," "Council of Pecans," "Epiphany in the Beans," "Honorable Harvest," and "A Mother's Work." This book, first published in 2013 and recently number 14 on *The New York Times* non-fiction bestseller list, will give you laughter and tears, hope and dismay, peacefulness and alarm. Perhaps most of all, it will bring you closer to Mother Nature and the wisdom of the ancients. Estimated outside work is three hours per week. Class size is limited to 24.

Fred Chanania, an environmental biologist, has led many courses at HILR on the oceans, trees, and forests. This book blew him away on many different levels; he can't wait to share it with other HILR thinkers.

105 Eudora Welty's Stories and Reflections on Writing

Joanne Carlisle

Readings: Only these editions: Eudora Welty, *The Eye of the Story: Selected Essays and Reviews* (Vintage, 1990); Eudora Welty, *The Collected Stories of Eudora Welty* (Houghton Mifflin, First Mariner Books edition, 2019).

"Looking at short stories as readers and writers together should be a companionable thing." So said Eudora Welty, and thus the motive for this study group. Welty is heralded as one of America's best fiction writers, but she deserves to be recognized also for her essays on writing. Her reflections on the nature of writing help us understand the ways that stories can teach us about life. Members of this study group will read and discuss three stories and one essay by Welty for all sessions but the last one, which will be reserved for synthesis and commentary. Throughout, the emphasis will be on close reading of Welty's stories and shared perspectives on

the processes of reading and writing stories. Estimated outside work is three hours per week. Class size is limited to 12.

Joanne Carlisle's career included teaching reading, language development, and literature to middle school, high school, and college students. She has led study groups on Austen's *Northanger Abbey* and short stories by Munro, Trevor, O'Brien, and 20th-century American authors.

106 Population Matters

Mary Jo Bane

Readings: Paul Morland, *The Human Tide* (PublicAffairs Books, 2019).

Demography may not be destiny, but it is key to understanding the major challenges facing our world. How worried should we be about world population growth? As populations age, can social institutions adapt? Will young, rapidly growing countries threaten the global order? Can immigration flows be controlled? Should they be? *The Human Tide* by demographer Paul Morland is an accessible introduction to the analysis and history of population growth and change. We will work together to understand major demographic concepts—birth and fertility rates, mortality rates and life expectancy—and their implications for population structure. We will look at how population change interacts with social institutions, political movements, and global power relationships. Classes will cover the material in the book, sometimes with short presentations by the SGL, and then move to structured discussion of contemporary issues. Estimated outside work is two hours per week. Class size is limited to 12. **Please note, this course is not open to anyone who was enrolled in Course # 213 in Fall 2020.**

Mary Jo Bane is a social scientist who taught public policy and management for many years. She has led a number of courses at HILR.

Tuesday 1 pm–3pm

107 Nationalism and Its Discontents

George Theodosiou

Readings: Jan-Werner Muller, *What Is Populism?* (U Penn Press, 2016); Timothy Baycroft, *Nationalism in Europe 1789–1945* (Cambridge UP, 2010). The SGL will provide additional journal publications and videos on the course website.

Much ink has been wasted on defining nationalism. Most social sciences claim ownership of the subject. Yet the present literature is a cacophony of over-analysis, idolization, and vilification from narrow peripheral perspectives, expressed in languages that are mutually incomprehensible. How many “nationalisms” are there? In this course we will attempt a unifying historical approach to what is a sin-

gle ideological concept of nation-state and nationalism, from its roots and mass dissemination to its components, evolution, and challengers. We will also examine nationalism's adaptations to various geographic and demographic world necessities and their impact on the process of societal development. In addition, we will consider the yesteryear distortions of communism and Nazism and present-day populism. We will explore how and why nationalism remains one of the strongest modern legitimators of the governing over the governed. Readings and video assignments will provide the factual background and range of opinion for a mix of presentations and open-minded discussion. Estimated outside work is three hours per week. Class size is limited to 24.

George Theodosiou is a political refugee to the US. He was a professor of cardiology during his professional career. Since retirement he has taught over 30 classes in history at various ILRs in the Boston area.

108 The Radiant Universe: Invisible and Visible Light

Linda Neumann

Readings: Kimberly Arcand and Meghan Watzke, *Light: The Visible Spectrum and Beyond* (Black Dog and Leventhal Publishers, 2015). The SGL will post additional articles and videos on the class website.

Light is all around us. We encounter light in its many forms when we open our eyes, use our cell phones, listen to radio, and receive X-rays. Light is simply a form of energy making up the electromagnetic spectrum, and our human eye can see only a tiny sliver of that spectrum. Yet radio waves, microwaves, infrared, visible, ultraviolet, X-rays and gamma rays are all part of the same phenomenon. This study group, intended for non-scientists, will tour the spectrum: various types of light; how they were discovered; scientific and everyday applications. We will learn how scientists get such spectacular images of distant galaxies, how some animals and cameras see in the dark, why the sky is blue, and how light helps us monitor the earth and atmosphere. Our text is a beautiful compendium of facts and images. There will be visual presentations with plenty of time for questions. Estimated outside work is two hours per week. Class size is limited to 24.

Linda Neumann had a 35-year career in the fascinating task of coaxing useful information from the light spectrum, involved in R&D of night vision cameras, lasers, and protection for civilian aircraft. She hopes to stimulate a curiosity for science in non-scientists.

Wednesday 10 am–12 noon

109 Are There Any Human Rights?

Ken Winston

Readings: Essays by Holmes, Dewey, Locke, Rawls, and others. Several declarations of rights from the UN, the EU, and elsewhere. Essays on selected topics such as torture and the right to reproductive choice. All readings will be provided on the course website.

The language of human rights has become the dominant moral discourse of our time. How did this happen? Is it a sign of moral progress? Or does it reflect the baleful influence of Western ideology? What are other ways of thinking about the moral life? This study group will explore these questions by examining (1) important international statements of rights, such as the U.N., E.U., and Bangkok declarations; (2) philosophical discussions of human rights, including skeptics and defenders; (3) cross-cultural dialogues representing Western and Eastern points of view, illuminating disagreements about rights; and (4) alternative visions of a rights-free moral world. Readings will be drawn from history, philosophy, and law, accompanied by case studies of specific rights. The format will be primarily discussion. Estimated outside work is three hours per week. Class size is limited to 12.

Ken Winston taught practical and professional ethics to mid-career government officials (US and international) for many years. In retirement, he is focusing on cross-cultural dialogues on ethics.

110 José Saramago: A Nobel Prize Author You May Not Know

Linda Stubblefield

Readings: This edition only: José Saramago, trans. Giovanni Pontiero, *Blindness* (Harvest Books, 1999). Additional materials on José Saramago's life and works will be posted on the course website.

In *Blindness*, a novel by José Saramago, the only Portuguese winner of the Nobel Prize in Literature, an epidemic of “white blindness” quickly spreads through an unnamed city, threatening the very social fabric of society. All the strengths and weaknesses of that society are magnified. The fabric is tested, stressed, and begins to break apart. How is this like and unlike what we are experiencing today? Reviewers claim that this book is a parable of the 20th century. It has elements of tragedy and satire. Is it a fantasy? This study group will closely examine that claim, as well as the writing, the life, and the character of the author, a controversial figure in his own country, who ended his life in self-imposed exile on the Canary Islands. Class will be a combination of lecture and discussion. Estimated outside work is two hours per week. Class size is limited to 16.

Linda Stubblefield has a background in English literature, an MA in Teaching, and an MSW. She practiced psychotherapy for 40 years and retired two years ago. She reads widely and wants to know everything, but knows she doesn't.

Wednesday 1 pm–3pm

111 Barbara Kingsolver's *Flight Behavior*: Where Literature Meets Science

Judy Uhl

Patrick Cunningham

Readings: Barbara Kingsolver, *Flight Behavior* (HarperCollins, 2012). Additional required videos and links to material will be posted on the course website.

Novelist Barbara Kingsolver has a gift for using superb storytelling to tackle important societal issues. In *Flight Behavior* she highlights climate change and the rural/urban cultural divide. Dellarobia, a wife and mother, is awed when millions of monarch butterflies inexplicably choose to roost for the winter on her Appalachian farm. Outsiders descend upon the community and polarize the locals, from the church leaders and politicians to the farmers. We will spend the lion's share of class time discussing the novel, from its epic—yet deeply personal—plot to Kingsolver's wonderful prose. To add to our understanding, each session will include a mini-lecture and discussion on the migratory behavior and fascinating life cycle of the monarchs. Will this species be extinct in fifty years? How does climate change affect their prospects for survival? Can we help? Non-scientists, Kingsolver readers, nature lovers, and those who do not regularly read fiction are especially welcome. Estimated outside work is two hours per week. Class size is limited to 20.

Judy Uhl is a Kingsolver aficionado who raised a monarch caterpillar last summer after reading this book. At HILR, she has led literature and tech-related courses, as well as the course for new SGLs.

Patrick Cunningham loves monarchs and Barbara Kingsolver novels. For fifty years he has raised monarchs from eggs and explored their metamorphosis with young children as a classroom teacher. He has led a course at HILR on the science of the monarch butterfly.

112 The Historical Jesus

Thomas Saccardi

Readings: Catherine M. Murphy, *The Historical Jesus for Dummies* (Wiley, 2008). Scholarly research articles and other supplementary online resources relating to the major issues discussed will be posted on the course website.

What we know about Jesus of Nazareth has as its source almost exclusively the four Gospels of the Christian Scriptures. Using the historical-critical method, we will explore

issues of the Gospels' origination, authorship, intent, and literary form. We will look at 1st century Palestine: its geography, economy, politics, religious factions, and the Roman domination of a proud people with their own laws and temple worship. With this background, and the aid of an amusingly titled but serious and lucid text, we will follow many eminent scholars who seek to peer through the Gospels and their prior oral traditions to "see and hear" the historical Jesus. Our collective quest has a twofold value: for some, it is simply a better understanding of this figure that launched the Christian faith; for others, it is a richer sense of the humanity of this person. Estimated outside work is three hours per week. Class size is limited to 24.

Thomas Saccardi has an MA in theology and has followed trends in theological development, leading to extensive reading about the historical Jesus versus the Jesus Christ of Christian faith traditions.

113 What Were We Thinking: A Brief Intellectual History of the Trump Era

Eric Ziering

Readings: Carlos Lozada, *What Were We Thinking: A Brief Intellectual History of the Trump Era* (Simon & Schuster, 2020). News and magazine articles to accompany each class will be posted on the course website.

This course will focus on the highly-regarded book by Pulitzer Prize-winning Carlos Lozada (the nonfiction book critic of *The Washington Post*) that examines the Trump era by reviewing 150 books on the topic. Lozada's investigation reveals that the responses to this presidency often reflect the same polarization, contradictions, and resentments that made it possible. Lozada dissects how the various authors imprint their own viewpoints on the evidence, sometimes formulating and defending divergent hypotheses through varying interpretations of common evidence – in one extreme case through interviews of a single individual. Persons of all political persuasions are likely to find this book interesting, and a diversity of viewpoints will lead to more interesting discussions. We shall read and discuss one or two chapters and topics each week, with occasional supplemental readings. Estimated outside work is two hours per week. Class size is limited to 20.

Eric Ziering is a technologist and politics addict who hopes that facilitating this course will alleviate the need for years of political trauma therapy. This is his second outing as an SGL.

Thursday 10 am–12 noon

114 2,000 Years of Western Lettering

Kitty Pechet

Readings: Donald Jackson, *The Story of Writing* (Taplinger, 1981). Relevant articles and videos will be posted on the course website.

Where and how did writing begin? How did we get our current alphabet? Why do we form letters the way we do today? For example, why is the letter "A" shaped like a tent? Literacy, a closely guarded secret, was the exclusive province of the priesthood in many cultures. We will explore the beginning and early development of Western writing forms, how they developed in the Middle East and spread to Europe. We will follow the path from ancient Cuneiform, touch briefly on Egyptian scripts and Phoenician adaptations, and continue to Greece and Rome. The path from hand to print and from stone to parchment to paper also will intrigue us. We will consider the influence of culture and politics on the written word, and the future of manual writing in a computerized world. Classes will consist of presentations by the SGL along with spirited discussion of the issues raised. Estimated outside work is two hours per week. Class size is limited to 16.

Kitty Pechet is a painter, lettering artist, illuminator, surfer, and teacher who has exhibited widely in New England and beyond. She has done commissions for banks, churches, schools, and private clients.

115 Health, Sex, and Gender: A Biopsychosocial Approach

Mary Ruggie

Susan Barron

Readings: Readings and related materials will be posted on the course website.

We all know that women and men have different health outcomes—life expectancy is higher for women, men are more likely to develop coronary heart disease after age 40, but heart disease kills more women, men have higher rates of cancer, and so on. What explains these differences? We also know that rates of life expectancy, mortality, and morbidity among women and among men are changing. How and why? And where do sex and gender fluidity come into this picture? What are the health challenges of LGBTQI persons? These are some of the questions we will explore, using a biopsychosocial approach that helps us understand the relationships among multiple causal and contextual factors. The readings are derived from both the academic literature and mainstream media. For each class, participants will prepare discussion questions based on the academic readings. Members are encouraged to raise additional con-

siderations and contribute additional sources. Estimated outside work is two hours per week. Class size is limited to 20.

Mary Ruggie has a PhD in sociology from UC Berkeley. She taught at Barnard College, UC San Diego, Columbia, and Harvard. Her publications include three books and several articles on topics related to social policies for women and health policies in first-world countries.

Susan Barron earned her PhD in neuropsychology from Columbia University. She served as director of the Learning and Development Center at Mount Sinai Medical Center and, subsequently, as a clinical neuropsychologist at Tufts Children's Hospital.

116 *The Alchemy of Us*

David Bliss

Dick Rubinstein

Readings: This edition only: Ainissa Ramirez, *The Alchemy of Us* (MIT Press, 2020). Additional study materials will be provided on the course website

How has the invention of the computer changed the way we appreciate John Coltrane and Ernest Hemingway? Why have inventions designed to make life simpler actually made living more complex? Inventions like magnetic tape, semiconductors, and crystal growth enabled the telephone, the computer, and electric vehicles. As we use these inventions, they change the ways we communicate, travel, think, and even sleep. Ainissa Ramirez's new book, *The Alchemy of Us*, remembers the people and the culture when these technologies appeared and evolved. She makes wonderful and surprising connections between inventions we take for granted and trends in society. This class will take a refreshing view of inventors and their workshops, complemented with explanations of the technologies. No science or technology background is needed, but an interest in the history of science, technology, and culture is a must. Class discussions may lead to a new understanding of the connection between invention and culture. Estimated outside work is two hours per week. Class size is limited to 20.

David Bliss is a retired inventor and a member of the Society for Science and the Public. He has previously led HILR courses on materials science and the artist/inventor Leonardo da Vinci.

Dick Rubinstein has a long-standing interest in the history of science and technology and is always pondering where things came from and how they work. He has led HILR courses on the history of scientific instruments and on computer pioneers Ada Lovelace and Charles Babbage.

117 Understanding Migration Through Literature

Susan Hall Mygatt

Readings: Dohra Ahmad, ed., *The Penguin Book of Migration Literature: Departures, Arrivals, Generations, Returns* (Penguin Books, 2019). Links to the bios of the authors and contextual background material, including occasional short videos, will be posted on the course website.

For centuries people have moved from place to place with the intention of settling in a new home, permanently or temporarily. The need to leave and the desire to seek new opportunities affect the places people leave and shape the places where they settle. Some migrations are voluntary, others involuntary. In this course we will look at migration from an intimate level, through stories by and about migrants. Using a 2019 global anthology of migration literature that includes writers such as Salman Rushdie and Edwidge Lanticat, we will explore why people move and what it is like to make a new home in a new place. Our reading and discussion will lead us to a deeper understanding of the challenges the world is currently facing on a global basis as a result of migration. Estimated outside work is two hours per week. Class size is limited to 20.

Susan Hall Mygatt has been a mentor, ESL tutor, and friend to numerous immigrants, including Tibetans, Nepalis, Ugandans, and Chinese. She has connections to the Tibetan and Ugandan diasporas in the Boston area.

Thursday 1 pm–3pm

118 How LeRoi Jones Became Amiri Baraka

Mary Kelley

Readings: August Wilson, *Two Trains Running* (Plume, 1993). The course website will provide a link to Jones' *Dutchman* (free online) and selections from his other plays, poems, and essays that illuminate his position on issues of the day, as well as interviews with and about him. It will also provide links to pieces related to the Black Arts Movement and the artists who joined it as well as to a memorial documentary about Jones' life and accomplishments.

LeRoi Jones, a.k.a. Amiri Baraka, won an Obie Award for his play *Dutchman* in the early 1960s. Renowned for his poetry and drama, he became a founder of the Black Arts Movement in Harlem but became "radicalized" after the death of Malcolm X, alienating many of his White audience members as well as those of the Black establishment. Although over half of his life was devoted to political activism, he remained an artist and influenced writers such as Sonia Sanchez, August Wilson, and a host of hip-hop artists and slam poets who are working today. Ahead of his time but a product of its struggles, he forecast where we are today in the civil rights struggle. We will read, listen to, and dis-

cuss some of his work, including *Dutchman*, as well as that of other writers whom he helped along the way. Estimated outside work is two hours per week. Class size is limited to 12.

Mary Kelley worked in professional theater for two decades in New York. She met LeRoi Jones while in college and attended a rehearsal of his play *The Toilet* before he became Amiri Baraka.

119 Imperfect Utopia: The Israeli Kibbutz in Fact and Fiction

Hila Yanai

Readings: Daniel Gavron, *The Kibbutz: Awakening from Utopia* (Rowman & Littlefield, 2000); This edition only: Amos Oz, *Between Friends* (Houghton Mifflin, 2012). Excerpts from *Kibbutz Makom* by Amia Leiblich and *Mourning a Father Lost* by Avraham Balaban will be posted on the course website.

The first kibbutz was established in Israel in 1910, with a grand total of 12 members. By the 1920s, the kibbutz movement assumed a level of importance and influence that was out of all proportion to its actual size. Nowadays, the kibbutz as such barely exists, but it did have its glory days! In this discussion-based course, we will focus primarily on the human side of the kibbutz story. After a brief review of kibbutz history, we will explore what it was like for men, women, and children to live on a kibbutz in its early years of ideological purity and in later years when kibbutz structure and values underwent radical changes. Our source materials include memoirs, interviews, documentaries, and short stories, which provide a variety of personal perspectives on kibbutz communities that were by no means perfect, but that aimed high and achieved some measure of greatness in their own ways. Estimated outside work is two hours per week. Class size is limited to 16.

Hila Yanai grew up on an Israeli kibbutz but lived in the US most of her adult life, raising a family and teaching college courses. Recently she has been looking back at her formative years to gain a broader perspective on kibbutz life.

120 Russell Baker: His Life and Writings

Marianne Saccardi

Readings: This edition only: Russell Baker, *Growing Up* (Plume, 1983). Videos, Baker columns, and articles related to Baker's biography and to related current issues will be posted on the course website.

Twice-honored Pulitzer Prize winner Russell Baker was one of the most celebrated writers of his generation—ranked by many with Twain and Mencken. Author of 5,000 columns for *The New York Times*, writer/editor of 15 books, and host of *Masterpiece Theater*, it is little wonder that he was a must-read for so many for over five decades. In this interactive class, we who have many years in common with Baker will

recall shared experiences through discussions of his autobiography and columns. How has growing up in families who lived through the Depression and a World War shaped Baker and us? What is the role of satire and humor in highlighting human foibles and current events? How do we compare Baker with current humorists and satirists? Study group members will engage in dramatic readings of choice Baker dialogue and share favorite Baker quotes and columns. Estimated outside work is two hours per week. Class size is limited to 16.

Marianne Saccardi taught elementary and college classes for 35 years. She is an author and children's literature specialist who loves all literary genres. She has been known to swoon over gorgeous writing. Marianne devoured Baker's weekly columns.

Second Half Six-Week Courses

March 31–May 11

MondaysApr 5–May 10

TuesdaysMar 30–May 4

Wednesdays Mar 31–May 5

Thursdays Apr 1–May 6

Monday 10 am–12 noon

200 Listening for America: Gershwin to Sondheim

Steven Roth

Readings: This edition only: Rob Kapilow, *Listening for America: Inside the Great American Songbook from Gershwin to Sondheim* (Liveright, 2019).

The American musical has been part of American culture for over 100 years. Songs from these musicals are deeply ingrained in our hearts and minds. This course is a deep dive into sixteen songs from eight masters of the genre: Harold Arlen, Irving Berlin, Leonard Bernstein, George Gershwin, Jerome Kern, Cole Porter, Richard Rogers, and Stephen Sondheim. We will experience each song through a combination of video, audio, and discussion. Background information will include a biography of the composer/lyricist; a plot summary of the show for which the song was written; the performers who initially sang the song, and others who made it famous; and its significance to important moments in US history. The classes will be mostly discussion, with study questions provided for each class. You will never hear these songs in the same way again! Estimated outside work is two hours per week. Class size is limited to 16.

Steven Roth is a semi-retired performing arts consultant. He began his career as the Marketing Director for the Shubert Organization, Broadway's largest theater owner and producer. He has attended over 500 Broadway shows.

Monday 1 pm–3pm

201 Reading *The New Yorker*, Part 2

Irene Fairley

Kate McGillicuddy

Readings: Subscription to *The New Yorker* magazine

Would you like to enhance and deepen your experience of reading *The New Yorker*? Engage with other study group members in weekly discussions of readings from one of the country's most esteemed publications of fiction, nonfiction, and investigative journalism. Readings are selected by members based on class interest and topical relevance. Participants are encouraged to facilitate discussion of one or two articles. Other resources for each article in the form of related images, interviews, podcasts, videos, charts, maps, etc., are posted on the class page and often viewed in class. The primary goal of our study group is to engage with others in thoughtful, spirited, and in-depth discussion on the important issues of our time. Since these discussions are the heart of our study group, each member's active participation is vital in contributing to their quality and depth. Estimated outside work is three hours per week. Class size is limited to 16.

Irene Fairley, a retired professor of English and linguistics at Northeastern University, has led or co-led many study groups on topics including the personal essay, poetry, Cuban novels, and Samuel Beckett, in addition to "Reading The New Yorker."

Kate McGillicuddy holds a BA in art history and an M.Ed in special education. In addition to "Reading The New Yorker," she has led several study groups, including "Biographies that Bend the Genre," "Frankenstein," and "A Close Look at the World of Art Heists."

202 The Adirondacks: Forever Wild, Forever Contested

Jonathan Lane

Terry Lane

Readings: Philip G. Terrie, *Contested Terrain: A New History of Nature and People in the Adirondacks* (2nd ed.) (Syracuse UP, 2008); Gary A. Randorf, *The Adirondacks: Wild Island of Hope* (Johns Hopkins UP, 2002). SGLs will provide excerpts from local histories, Adirondack Park Agency plans and documents, PBS and other videos on the Adirondacks, links to comparable resource areas in other states, and topical articles about conservation/development controversies.

Larger than the combined areas of Glacier, Yellowstone, Grand Canyon, and Yosemite, New York State's six million acre Adirondack Park has dramatic wilderness areas that have been protected for over 135 years, often co-existing uneasily with owners of private lands and interests within its borders. This study group will explore the evolution of this amazing resource, raising questions about the relative values of wilderness, environment, private property, and commerce. We will trace the discovery and development of the Adiron-

dacks by successive users, the establishment of the “forever wild” forest preserve in 1885, the creation of the Adirondack Park Agency in 1971 to develop long-range plans for public and private lands, and the ongoing tug of war between conservation and development interests. The course will include lectures, videos, and plenty of time for discussion. Estimated outside work is two hours per week. Class size is limited to 16.

Jonathan Lane is an architect and planner who has developed plans for communities in the Adirondack Park. He has worked with comparable public-private resource areas across the US and has advised the National Park Service on dozens of complex resource planning projects.

Terry Lane is a sociologist and public policy expert who is co-owner of Adirondack property purchased in 1892 by her ancestors. She has direct and intimate knowledge of the history of park settlement and use.

Tuesday 10 am–12 noon

203 New England Trees and Forests: Then and Now Fred Chanania

Readings: Eric Rutkow, *American Canopy* (Scribner, 2012); Charles Fergus, *Trees of Pennsylvania and the Northeast* (Stackpole Books, 2002). Most assignments will be internet readings and videos, which the SGL will post on the course website.

Do you wonder what the New England landscape was like before 1620 versus now? Do you think that forests are our best hope for combatting climate change and for improving the prospects for our grandchildren? Have you ever asked what tree should you plant in your backyard? This lecture-guided discussion course will answer these questions and many more about our New England trees and forests – what they are, how they work, what threats exist to our forests, and what the future holds for the planet’s major terrestrial biome. We will also consider basic aspects of the carbon cycle, which is intimately tied to trees and forests. Finally, we will read about and discuss the natural history of perhaps a dozen important New England tree species so as to enrich your next visit to a local forest. Participants are asked to embrace the underlying science with enthusiasm, but a science background is not required. Estimated outside work is three hours per week. Class size is limited to 24.

Fred Chanania, an environmental biologist, has led over a dozen courses on the oceans, trees and forests, and biogeochemistry. He is currently immersed in trees on many levels ranging from philosophical to practical, most recently planting and nurturing four American Chestnuts.

204 Old Problems/New Voices: 2020 African-American Novels

Linda Sultan

Readings: Only these editions: Brandon Taylor, *Real Life* (Riverhead Books, 2020); Brit Bennett, *The Vanishing Half* (Riverhead Books, 2020). Additional essays to further our collective understanding of the African-American experience and historical perspective will be posted on the course website.

In this course we will explore two contemporary African-American novelists who examine the complexities of race, gender, and identity. Brit Bennett’s *The Vanishing Half* weaves the story of identical twins who run away from their small, southern Black community. With inherited light-colored skin, their racial identity is often misconstrued by others, and faced with searing choices, they end up with very divergent adult lives. Brandon Taylor’s *Real Life*, short-listed for the 2020 Booker Prize, presents an emotionally charged story of a gay Black man from Alabama, transplanted to a midwestern university to finish his PhD in biochemistry. Both novels probe sexism, racism, and white privilege, presenting us with a labyrinth of cultural, historical, and societal legacies ripe for discussion. Pertinent essays on these topics from writers such as Toni Morrison, Isabel Wilkerson, Ta-Nehisi Coates, and Wendy Walters will lead to a deeper understanding of these pervasive issues. Estimated outside work is three hours per week. Class size is limited to 16.

Linda Sultan has a degree in cultural anthropology. She has an avid interest in the intersection of history and culture and the influences that create our individual and collective understanding of the world. She has previously led four courses centered on this topic.

205 Richard III: Villain or Victim? Jennifer Huntington

Readings: Josephine Tey, *The Daughter of Time* (Simon and Schuster, 1951); This edition only: William Shakespeare, *Richard III* (Folger Shakespeare Library, 2018).

“A horse! A horse! My kingdom for a horse!” shouts Shakespeare’s villain, King Richard III, as he loses his crown and his life at the Battle of Bosworth in 1485. In 2012, Richard’s remains were discovered under a parking lot in England, reviving questions about the life, death, and image of the last Plantagenet king. Shakespeare portrayed him as an evil, conniving hunchback who plotted the death of his young nephews in order to gain the throne himself. But did Shakespeare have a political motive? Was his portrayal of Richard a ploy to please his Tudor patron, Queen Elizabeth I? We will read both the play and Josephine Tey’s book, *The Daughter of Time*, once described as “one of the best mysteries of all time.” We will explore the political and social climate surrounding Richard’s life and short reign as we search for

clues in both texts, and examine historical material provided by the SGL. Estimated outside work is two hours per week. Class size is limited to 16.

Jennifer Huntington loves historical mysteries, especially about English medieval times and figures. She has visited Bosworth and Leicester and paid homage to Richard III, and she has read extensively about this period.

206 Truman's Decision

Joan McGowan

Readings: Chris Wallace, *Countdown 1945* (Avid Reader Press/Simon & Schuster; Illustrated Edition, 2020). Links to science videos on atomic fissions, as well as to material on Truman, the scientists, and the military, will be posted on the course website.

“Sixteen hours ago an American airplane dropped one bomb on Hiroshima...The force from which the sun draws its powers has been loosed against those who brought the war to the Far East,” reported President Truman in 1945. The story that led the world to this point is filled with human drama, brilliance, courage, and moral considerations. We will look at the extraordinary tales of the science that developed the bomb, the scientists, politicians, and military that brought it into existence, and the actual events that led to the dropping of the bomb on Hiroshima. Significant course work will deal with the justification of nuclear weapons. As Richard Fisher stated on the 75th anniversary of Hiroshima, “In recent years, researchers and philosophers have explored the moral questions raised by nuclear weapons, and their conclusions suggest that there are few easy answers.” Discussions, videos, and lectures will be used. Estimated outside work is two hours per week. Class size is limited to 20.

Joan McGowan is a retired mathematician, scientist, and educator. Her first job was in the atomic weapons division at EG&G in Boston and Honolulu. She has led over 10 classes at HILR.

Tuesday 1 pm–3pm

207 Societal Limitations in Six Foreign Films

Carol Albright

Readings: Members will watch the six films at home. The films are available using a variety of sources including the Minuteman Library System, Amazon, Kanopy, and YouTube. Additional materials and background information will be posted on the course website.

When do societal circumstances deprive us of our humanity? This study group will watch three award-winning films, one French and two Italian, which address this question, as well as three comedies. *Wild Child*, based on a true story set in France in 1800, depicts the limits of science in understanding a person's humanity. *The Tree of Wooden Clogs*, set in late

19th-century Italy, shows a landowner society that views agricultural workers as expendable. General della Rovere, set in Italy during WWII, portrays the new-found heroism of a con man. The three comic Italian films that we will watch and discuss are *Ciao Professore*, *Bread and Chocolate*, and *Divorce Italian Style*. Among the societal limitations addressed are the consequences of poverty, immigration, and Italian divorce laws in the early 1960s. Members will discuss the characters, the films as art forms, and the success of the directors in conveying their differing perspectives. Estimated outside work is three hours per week. Class size is limited to 20.

Carol Albright taught Italian-American Studies at Harvard Extension School. For 25 years she was editor-in-chief of the academic journal *Italian Americana*. She is the editor of four anthologies and has published numerous articles. At HILR, she has led numerous courses generally related to Italy.

208 The Cathedral and the City

Caroline Bruzelius

Readings: Alain Erlande-Brandenburg, *The Cathedral: The Social and Architectural Dynamics of Construction* (Cambridge UP, 1994). Excerpts from books and articles, as well as images to peruse prior to class as a supplement to the reading, will be posted on the course website.

The spectacular and horrifying fire at Notre-Dame in Paris was a vivid reminder of the cultural and religious importance of Gothic cathedrals. But how did these massive buildings come to be? What were the administrative and financial structures that supported on-going construction projects that often took a century or more to complete? How did it happen that medieval cathedrals, originally positioned on the margins of Roman towns, became not only the topographical centers of medieval cities, but also their primary political and juridical institutions? What role did relics play in this process? This course will focus not on the design and architecture of the cathedrals, but on social factors, including the expansion in diocesan authority, that made their construction possible. Classes will be about half presentation and half discussion, and will focus primarily on French cathedrals. Estimated outside work is three hours per week. Class size is limited to 16.

Caroline Bruzelius has a lifelong passion for the study of medieval buildings. She has written articles and books on Gothic architecture in France and Italy.

209 Unfinished Novel, Unfinished Life

Kate Stout

Readings: Only these editions: Virginia Woolf, *Moments of Being* (Mariner Books, 1985); Virginia Woolf, *Between the Acts* (Mariner Books, 1970).

Between the Acts, Virginia Woolf's last, unfinished, and vastly under-appreciated novel, is a pageant within a pageant, reflecting the farce of human life. It was published in 1941, just months after her suicide in March. The year before, she was working on an unfinished memoir called "A Sketch of the Past." London was being bombed as she worked on both books and, for a time, German bombers flew directly over her Sussex home daily. Her husband Leonard was a Jew and an intellectual, and Virginia was an outspoken feminist and wife of a Jew, making them both obvious targets if there were an invasion. In this discussion-focused study group, we will examine *Between the Acts* for its literary contribution to English letters, and both this novel and "A Sketch of the Past" as reflections on the artist's mind in crisis as WWII, a possible German invasion, and a consequent mental breakdown bore down on her. Estimated outside work is two hours per week. Class size is limited to 16.

Kate Stout has taught numerous courses in British and American literature at HILR, including ones on Virginia Woolf's novels *The Waves* and *Orlando*. She was editorial assistant on vol. 6 of the *The Letters of Virginia Woolf*.

Wednesday 10 am–12 noon

210 Breaking with Precedent: Current US Middle East Policy

Hy Kempler

Readings: Dennis Ross, *Doomed to Succeed* (Farrar, Straus & Giroux, 2016). Journal and newspaper articles as well as podcasts will be posted on the course website.

Trump administration policies in the Mideast differed significantly from previous ones, especially towards Israel, the Israeli-Palestinian conflict, and regional peace. Instead of being neutral, they tilted toward Israel. A recent success was the brokering of the Abraham Accords establishing 'normalization' between Israel and the Emirates and Bahrain—two Muslim states. Upended was the belief that no progress was possible without resolution of the Israeli-Palestinian conflict. The strategy is that regional normalization will eventually lead the adversaries to negotiation. In this course, we will review the second Bush and the Obama administrations' approaches to Israel and how the Trump positions on key issues like settlements, annexation, and an Israeli-Palestinian peace treaty differ. What costs are there to these moves? What are the prospects for their continuation or a reset? What do Palestinians think about some of these events and peace? Lively discussion among class members is anticipated. Estimated outside work is three hours per week. Class size is limited to 16.

Hy Kempler has led or co-led more than a dozen study groups. His most recent one focused on the split among American Jews in attitudes toward Israel.

211 Wait...What!?! Magical Thinking in American History

Clark Baxter

Readings: Kurt Andersen, *Fantasyland: How America Went Haywire: A 500-Year History* (Random House, 2018). Additional short essays, newspaper and magazine articles, and other material will be posted on the course website.

Since its founding, America has been steeped in delusions. The Land of the Free and Home of the Brave is also the land of the guileless and home of the con artist. "Streets paved with gold" lured Spanish adventurers to Santa Fe. Jamestown was said to lie in a biblical Eden, equally flush with gold. The Pilgrims brought with them to Plymouth their "covenant" with "the living God." Later generations dabbled in witch trials, Know-Nothing politics, Red scares, and "reality" TV. Nowadays, serious-minded people speak their truth and insist, scientific evidence to the contrary, that vaccines and genetically modified foods threaten human life. QAnon has a voice in Congress. This class will explore our odd national mix of rugged individualism with "magical thinking" and, through reading and discussion, try to understand the culture that informs and sustains it. Estimated outside work is three hours per week. Class size is limited to 20.

Clark Baxter has led classes in music, literature, and history. He tries valiantly not to be consumed in magical thinking; he often fails.

212 Whiteness in America

Rachel Rowe

Readings: Robin DiAngelo, *White Fragility: Why It's So Hard for White People to Talk About Racism* (Beacon Press, 2018). The SGL will post additional materials on the course website, including links to "Seeing White," a 14-episode audio podcast from the Center for Documentary Studies at Duke University.

Where did the term "whiteness" come from? What does it mean, and why does it matter? In her *New York Times* bestseller, *White Fragility*, Robin DiAngelo argues that our largely segregated society is set up to insulate whites from racial discomfort and thus holds racism in place. She argues that whiteness is a social construct linked to power and privilege. Would you agree? In a discussion-based format, participants will explore these questions with a focus on the oppressors rather than the oppressed, and on systemic or structural racism rather than individual bigotry. The goal is to recognize the privilege granted to white people and gain a greater understanding of the barriers to achieving

racial justice. In addition to DiAngelo's book, preparation will include listening to an audio podcast series. We will also enhance our discussion with video clips from relevant presentations by historians and social scientists. Estimated outside work is two hours per week. Class size is limited to 12.

Rachel Rowe facilitated multidisciplinary groups with diverse ideas as she built a network of healthcare systems in New Hampshire. She believes it's essential to understand racism and what it means to be white if the United States is to make meaningful racial progress.

Wednesday 1 pm–3pm

213 Classic Boston Rock: A Listening and Discussion Class

Eric Ziering

Readings: Members will need access to Spotify. The SGL will post biographical information, album reviews, and other articles about the artists, music, and culture of the time.

Did you grow up as a rock music fan in Boston? Or do you wish you had? Either way, join us as we listen to albums and curated playlists of music by Boston-based bands; read reviews and articles about the artists, their music, and how they fit into the events, culture, and politics of the time; and discuss the music and the artists in depth. We will screen videos of the artists performing live and discuss their influences and impact, and we will look at the venues that were at the center of the Boston music scene. Artists will include (alphabetically): Aerosmith, Boston, The Cars, J. Geils Band, Guster, James Montgomery Band, Lemonheads, Mighty Mighty Boss Tones, Mission to Burma, Nervous Eaters, Pixies, 'Til Tuesday, Tracy Chapman, and others as suggested by study group members. Estimated outside work is two hours per week. Class size is limited to 12.

Eric Ziering is a technologist and lifelong rock music fan. He knows what music he likes, but he has no idea why and is still trying to figure it out. This will be his third HILR course as SGL.

214 Culture Clash—Take Two: Films Where Worlds Collide

Ellen Glanz
Jane Owens

Readings: This edition only: Timothy Corrigan and Patricia White, *The Film Experience: An Introduction* (4th Edition) (Bedford/St. Martin's, 2014). Course members must have access to Amazon Prime, where all these films are available for a nominal rental fee, and must know how to use its video streaming services. Articles, videos, and audio materials relevant to cultural conflict/biases and film studies will be posted on the course website.

We are all wired to think in terms of “us” and “them”—two words packed with cultural assumptions. In this discussion-based film course, we will explore how contemporary international films have examined the “us/them” divide. What happens when “others” disrupt one's patterns of daily life? When people from different cultures bump up against each other? When prejudice goes unexamined? We will look at these and other questions using six films: *The Three Burials of Melquiades Estrada*, *Do the Right Thing*, *The Attack*, *The Insult*, *House of Sand and Fog*, and *Babette's Feast*. In addition, significant class time will be devoted to analyzing various scenes in these films. Working in small and large groups, we will view these works from a cinematic perspective, focusing on mise-en-scène, camera techniques, editing, uses of sound, and other choices made by the filmmakers. Estimated outside work is three hours per week. Class size is limited to 20.

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 20+ years. They have co-led five film courses at HILR. Ellen brings to our study group a lifelong interest in issues of international culture and well-honed facilitation skills. Jane has completed several film courses and seminars over the years and regularly attends the Sundance Film Festival.

215 Life, Death, and *Lincoln in the Bardo*

Judith Elstein

Readings: George Saunders, *Lincoln in the Bardo* (Random House, 2018). Additional required prose and poetry will be available online.

On February 20, 1862, ten months after the onset of the Civil War, Abraham Lincoln's beloved 11-year-old son Willie died of typhoid fever and was interred at Oak Hill Cemetery in Georgetown. From this historical fact, George Saunders has fashioned *Lincoln in the Bardo*, a unique work about love, death, grief, and souls hovering between life and rebirth. Simultaneously a surreal play, a series of connected short stories, and a footnoted pseudo-historical novel narrated by a chorus of 164 ghosts during one evening, it is also an affecting look at the love between father and son, and a panoramic exploration of the diverse desires and failings of human nature. By turns startling, tender, comic, bawdy, and profound, this 2017 Man Booker Prize winner is one-of-a-kind. In addition to jointly analyzing and dramatizing sections of this extraordinary work, we will read several poems considering life, death, and the human experience. Estimated outside work is two hours per week. Class size is limited to 16.

Judith Elstein's reading predilections run from the wit, romanticism, and realism of the 19th-century novel to the sometimes unsettling artistry of contemporary fiction. She is fascinated by this remarkable novel and eager to engage with others in meaningful discussion about it.

216 Our Immune System: A Goldilocks Story

Steve Zuckerman

Readings: This edition only: Lauren Sompayrac, *How the Immune System Works* (Wiley-Blackwell, 2019). Scientific articles, as well as YouTube videos that clarify key scientific themes, will be posted on the course website.

More Nobel prizes in medicine have been awarded for topics related to immunology than for any other subject. We will understand why that is. Our initial focus will be on the components of the immune system and how they all work together. This will be followed by understanding (per Goldilocks) what happens if the immune system is too “hot” or too “cold.” We will cover the old standard drugs for treating immune disorders and what is on the horizon. We will see how tumors, viruses, and bacteria have all evolved interesting ways to “fool” or suppress our immune system. Finally, we will explore the converse: how we are learning to manipulate the immune system, initially through vaccine development, but more recently through stimulating the immune system to fight tumors or suppressing it to allow transplantation. The SGL will use short presentations in each class to clarify scientific themes as an aid to class discussion. Estimated outside work is two hours per week. Class size is limited to 24.

Steve Zuckerman is a retired immunologist with a lifelong love for and fascination with an organ system for which too much as well as too little activity can and does have profound impact on human health.

Thursday 10 am–12 noon

217 Leonard Cohen: There’s a Crack in Everything

Maggie Huff-Rousselle

Readings: Articles on and interviews with Cohen will be posted on the course website, along with a chapter from his first novel and examples of his poetry and lyrics. The website will also include links to YouTube videos.

Who was Leonard Cohen? He had many identities: novelist, poet, lyricist, musician, Jewish mystic, Buddhist monk, Canadian, Montrealer, lover (but never a husband), father, and, perhaps above all, a man searching for something we might call meaning or truth in the world he inhabited. Did he find it? By exploring his identities, we will interpret what Cohen left behind, from a “lullaby for suffering” to the broken Hallelujah of a “manual for living with defeat.” We will begin with a documentary film, *I’m Your Man*, that includes many of Cohen’s best-known songs performed by other artists, and we will end with the album released before his death, “You Want it Darker,” which might be described

as Cohen having composed and sung his own Kaddish. In between, we will read and discuss, listen and discuss, remembering that, “There’s a crack, a crack in everything. That’s how the light gets in.” Estimated outside work is two hours per week. Class size is limited to 20.

Maggie Huff-Rousselle has taught four previous HILR courses, including this one. She worked in over 50 countries as a nomadic Canadian, like Cohen. Maggie fell into fascination with Cohen 15 years ago, and that magical state of grace continues.

218 Origins of Zionism

Sidney Kadish

Readings: Avineri, Shlomo, *The Making of Modern Zionism* (Basic Books, 1981). Links to YouTube videos to be watched in preparation for class sessions will be included on the course website.

Zionism arose in the late 19th century as a movement advocating for a Jewish homeland and a renaissance of the Jewish people. The new homeland would allow sovereignty to rest in Jewish hands. But who and what gave rise to this new movement? We will trace the history and intellectual foundation of Zionism by considering the contributions of writers and activists such as Theodor Herzl, Vladimir Jabotinsky, Achad Ha’Am, A.D. Gordon, David Ben Gurion, and Eliezer Ben Yehuda. Some ideas of these intellectuals, thinkers, and dreamers were accepted, and others were discarded as the movement developed. This course on the intellectual and philosophical basis of Zionism will use scholar Shlomo Avineri’s book along with selected videos as a basis for discussion. Estimated outside work is two hours per week. Class size is limited to 12.

Sidney Kadish is a retired radiation oncologist and a devoted Zionist. He attended a Hebrew-speaking summer camp as a youth and has been to Israel approximately 10 times.

219 Sculpting the Earth: The Life and Work of Frederick Law Olmsted

Al Levin

Readings: This edition only: Justin Martin, *Genius of Place: The Life of Frederick Law Olmsted* (Da Capo Press, 2011).

Anyone who has ambled through New York’s Central Park or Boston’s Emerald Necklace will appreciate the genius of Frederick Law Olmsted, America’s first true landscape architect. Olmsted’s work was ahead of its time, anticipating the ecological movement, the national park system, and the development of suburbs. This course will trace the circuitous path which led Olmsted to his true calling, a path that intersected the major historical events of 19th-century America. It will cover a range of selected landscape projects and will explore the aesthetic and philosophical principles that guided Olmsted’s work and draw heavily on quotations

from Olmsted's extensive correspondence. The SGL will employ a visual presentation format, but will also include weekly discussion questions. Estimated outside work is three hours per week. Class size is limited to 16.

Al Levin has always been fascinated by the magical impact of both natural and manmade environments. This fascination led him to explore the world of landscape design, including the work of Frederick Law Olmsted. He has given this course previously.

Thursday 1 pm–3pm

220 From Robert to Clara: The Early Music of Robert Schumann

Janet Schmalfeldt

Readings: Links to video and audio performances will be posted on the course website as critical listening assignments for each week, along with selections from Schumann's own writings about music, as well as readings about his cultural milieu and excerpts about his song cycles.

As an aspiring young composer in Leipzig in the 1830s, Robert Schumann produced some of the greatest piano and vocal music of all time. By 1835, the pianist Clara Wieck, child prodigy and Robert's junior by nearly ten years, had become the passion of his life. The story of their love and their legal struggle for the right to marry has long been legendary. "Certainly much in my music," Robert wrote, "can only be understood against the background of the battles that Clara cost me." He viewed her as "practically the sole motivation" for some of the extraordinary music that we will explore in lectures and lively discussions. The ability to read music will be helpful but not needed; translations of German song texts will be provided. A rich appreciation of Schumann's early music in relation to his times, his love, and his literary interests will be our goal. Estimated outside work is three hours per week. Class size is limited to 20.

Janet Schmalfeldt is a pianist and professor emeritus of music theory at Tufts University. She has publicly performed some of Robert Schumann's best known pieces for solo piano.

221 The Women's Movement in the 60s and Beyond: When Everything Changed

Deborah Kolb

Melinda Ponder

Readings: Gail Collins, *When Everything Changed: The Amazing Journey of American Women from 1960 to the Present* (Back Bay Books, 2009). Additional readings, video clips, and music will be provided on the course website.

With the Pill's availability in 1960, Betty Friedan's shocking *Feminine Mystique* in 1963, the Equal Rights Amendment in 1972, and the Roe v. Wade decision in 1973, women

began to see their lives in new ways. Old assumptions—that men would be the breadwinners while women would be homemakers, and that women who did work would not succeed in the workplace—got challenged in legal, political, and cultural arenas. We will draw on a variety of writings, film clips, and music, both from the era and about it, as well as voluntary individual reports and shared life experiences, to discuss the evolving issues of gender role expectations, health, the workplace, the family, and popular culture. Looking back on those years of upheavals and new possibilities, we will reflect on how those changes over the ensuing years affected women and men of diverse ethnicities and races. Estimated outside work is two hours per week. Class size is limited to 16.

Deborah Kolb's interest in gender happened by serendipity when she became the sole woman on a negotiation faculty and therefore its instant expert on the topic! It inspires her to learn more about the historical roots of current gender dynamics.

Melinda Ponder, a biographer, teacher, and historian, has long been interested in women's lives, especially in how various people and experiences have enabled them to envision their lives in new ways.

222 Why Some Structures Fall Down: Learning From Failures

Joseph Antebi

Readings: Mathys Levy & Mario Salvadori, *Why Buildings Fall Down* (Norton, 2002). Other required material will be posted on the course website, including articles from *The New York Times* and *The New Yorker* about the John Hancock and Citicorp Towers, and video clips on the Egyptian Pyramids.

Progress in structural design is made by pushing the limits and understanding failures. Class topics will include the evolution of the pyramids of ancient Egypt, the destruction of Jamestown, the development of suspension bridges from the early 19th century to the Tacoma Narrows Bridge collapse, and the design of today's bridges. The class will discuss other failures including the Boston Molasses Tank, the walkways at the Kansas City Hyatt hotel, and the 300-foot diameter Green Bank radio telescope. Readings and discussions will examine how defects are found and remedied in the design of modern skyscrapers, including Boston's John Hancock Tower and simulations of the collapse of New York's World Trade Center Towers. The class format will be a combination of lectures and discussion. No technical background is needed. Estimated outside work is two hours per week. Class size is limited to 16.

Joseph Antebi has had a lifelong interest in the behavior of structures. He designed and analyzed various structures, including radio and optical telescopes. He also investigated structural failures and designed remedies.