



LLAIC

Lifelong Learners:
An Independent Collaborative

Spring 2023 Course Catalog

Come for the Courses, Stay for the Friends

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LLAIC Course Catalog for Spring 2023

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Literature

(Three) Heralding Books by Geraldine Brooks

Course Leader: Rachel Alpert **Course Length/Start:** 9 weeks

Time: TH 11:30 to 1:00. Zoom

Course Description:

Pulitzer Prize-winning novelist Geraldine Brooks is a master of historical fiction, weaving from bits of historical information gripping tales and fascinating characters. Her prose is gorgeous. We will read and discuss three of her novels – *March*, a Civil War era novel for which she won the Pulitzer Prize; *Caleb's Crossing*, set in 17th century Massachusetts; and *People of the Book*, which follows the famous Sarajevo Haggadah across 600 years of European history. Expect to read, enjoy, and discuss about 100 pages per week. Each class will be mainly discussion. Please note that this is a 9-week course continuing through the break week and ending on April 27.

Books and Other Resources:

March, *Caleb's Crossing*, and *People of the Book*, all by Geraldine Brooks

Biography:

I have taught high school English and currently teach law at Suffolk Law School. I have led lifelong learning courses at LLAIC and elsewhere on *Freedom of Speech*, *The Rise of Religion in the Supreme Court*, *Sex, Gender, Bathrooms and the Supreme Court*, *The Regulation of Food in the U.S.*, and on James Joyce's *Ulysses*. I am an avid fan of great literature.

The Mysterious World of Art Crime, Fictional and Factual

Course Leaders: Sandy Grasfield and Dana Kaplan

Course Length/Start: 10 weeks

Time: TH 11:30-1:00 Zoom

Course Description:

Do you love mysteries? Do you love fine art? How about the fine art of murder? Or crime and fine art all at the same time?! This course is for you.

We'll read and discuss seven new and classic crime fiction novels with art at their core, revisiting some favorite sleuths (Robert Parker's Spenser and Daniel Silva's Gabriel Allon) and meeting a few new ones. Some of the books will be on the lighter side, some requiring closer attention. And yes, some of the books will explore our own, right-next-door art mystery, the 1990 heist at the Isabella Stewart Gardner Museum. We'll discuss the books as genre *and* literary fiction, considering how well you think each book lives up to our expectations of a compelling story, excellent writing, satisfactory conclusions—including the inevitable question: Was justice served?

The course will also explore the real world of art crime, taking a deeper dive in three lecture classes into key aspect of art crime: forgery, fraud, the thieves responsible for art theft from museums, why it's so

common, and what becomes of the stolen art. We'll touch on the rather murky nexus of organized crime, extreme wealth, and art galleries in facilitating an underworld of obsessed (and possibly unbalanced) collectors.

The seven book-reading weeks will be primarily discussion with brief talks on pertinent topics. We will include slide shows as well as video interviews. The three non-fiction classes will be lecture based.

Books will require more than 2 hours of reading time; how long would depend on the individual book and the individual's reading speed. Preparation for lecture classes will be less than one hour.

Books and Other Resources:

The Art Forger, by B.A. Shapiro

The Art Thief, by Noah Charney

Stealing Mona Lisa, by Carson Morton

The Strange Case of the Dutch Painter, by Timothy Miller

The Raphael Affair, by Ian Pears

The Rembrandt Affair, by Daniel Silva

Painted Ladies, by Robert Parker

Course Leader Biography:

Sandy Grasfield: I was a middle school librarian and media specialist for thirty years. I have taught several courses at LLAIC and elsewhere, including *The History and Politics of Food*, *The Plays and Memoirs of Lillian Hellman*, and *Great Photographs and Photographers of the Depression Era*.

Dana and I have presented three successful courses focused on mystery novels. We also ran a monthly summer book group, "Food and Memories," focused on culinary memoirs.

Dana Kaplan: I had a varied career as a marketing and sales promotional writer and manager of creative teams. My focus was business-to-business. I have been an avid reader of crime/mystery fiction my whole life, beginning (of course) with Nancy Drew. I enjoy approaching these books the same way I do all fiction worth reading: for plot, narrative progression, description, character treatment, and above all, the author's underlying themes.

In addition to the mystery classes presented with Sandy, I collaborated with Lois Novotny on a course reading and discussing culinary memoirs.

A Sampler of New England Poets and Their Poetry

Course Leader: Fred Kolb

Course Length/Start: 5 weeks (a)

Time: TU 2:15 to 3:45 Zoom

Course Description:

Famous pastoral poet Robert Frost, who used landscape as a metaphor for meaning in his works was a complete failure as a real farmer. Emily Dickinson was a recluse who never left her own bedroom in her later years. This course is an examination of the lives and works of several New England poets. Through lecture and class discussion, we will provide tools for the mastery of interpreting and exploring the nature of poetry. Each class will include a biography of the poet and an examination and discussion of several of their works. The five poets are Robert Frost (including “Stopping by the Woods on a Snowy Evening” and “The Road Not Taken”), Emily Dickinson (including “This is my Letter to the World,” “Because I Could not Stop for Death,” and “Hope is a Thing with Feathers”), Edna St. Vincent Millay (including “Afternoon on a Hill,” “Alms,” and “Tavern”), Phillis Wheatley (including “On Being Brought from Africa to America”), and Edward Estlin Cummings (E.E. Cummings) (“Since Feeling is First,” “I Carry Your Heart With Me,” and “Next to of course god America”). Weekly preparation time is approximately 1.5 hours.

Books and Other Resources:

Any copy of the poems’ full text is fine; there are no required versions to be purchased, and the poems may be available on the internet. Many of the poems we shall examine also have critical evaluations/discourse included with the text. Most libraries have copies of these poets’ works available. Additional information is readily available on the internet via Google and YouTube, or by consulting Alexa.

Course Leader Biography:

I am a retired professor of humanities and have taught graduate and undergraduate courses in American, World, and Comparative Literatures. My undergraduate majors were English and German language and literature, with minors in Philosophy and History. My graduate studies include English and American Literature, 19th Century and Contemporary German Literature, American Studies, and German Americana.

Government and Policy

Great Decisions: Foreign Policy

Course Leader: Len Glassman and Carole Levy

Course Length/Start: 8 weeks

Time: TH 2:15 – 3:45 Zoom

Course Description:

The Foreign Policy Association annually prepares a course and course materials on what it believes to be the most topical areas of U.S. foreign policy. It produces a briefing book that contains eight topics, setting out the challenge to be faced and providing a good grounding in the history of that topic. Class members will purchase a briefing book from FPA and will read the selection for each week’s topic. This year’s topics include Energy Geopolitics, War Crimes, China and the U.S., Economic Warfare, Politics in Latin America, Global Famine, Iran at a Crossroads, and Climate Migration.

The readings will be discussed in class in addition to other sources brought in by class members or added to by the course leaders. A Master Class video is shown at the start of class (26 minutes) to clarify

and expand upon the readings. The course leaders may augment the discussion with relevant videos presented from reliable sources. Weekly preparation should be 1-2 hours of reading the briefing book. Please note that this is an eight-week course.

Books and Other Resources:

Great Decisions 2023 Briefing Book (\$35) obtained from the Foreign Policy Association at fpa.org/great_decisions

Course Leader Biographies

Len: I have a BS degree in marketing and business from Northeastern University. My honorary graduate degree is from The University of Hard Knocks which developed over the fifty years I was an automotive parts manufacturer (company president for twenty years) and distributor based in Boston.

I became involved with LLIAC through a friend. The first course I took was Great Decisions about six years ago. A few years back, I began leading this same course with Carole Levy and others. I've always had a keen interest in American foreign policy, civics, US internal politics, history, and the changes that have taken place in my lifetime. The reviews of our Great Decisions classes were universally positive. Once again, Carole and I will work extra hard to make Great Decisions the class people in LLIAC recommend to their friends. Personally, I'm a lifelong saltwater fisherman. I also play pickleball, golf, and read as well.

Carole: After working more than twenty-five years as a high school teacher of English and raising three daughters, I am happy to have the opportunity to expand my learning and share my interests by being active in Lifelong Learning. In particular, I am proud of my association with LLAIC, leading and taking classes and now as a member of the Board. I have taught courses on history, and literature, and have led a number of *Great Decision* courses. I have a B.A. from Penn State University and an MBA in management of not-for-profit organizations from the Heller School at Brandeis University. As I find myself often in political discussions, I find the *Great Decisions* curriculum provides a good foundation for these discussions.

The Supreme Court, The Constitution--Current Issues

Course Leader: Eric Rosen

Course Length/Start: 10 weeks

Time: TH 2:15 – 3:45 Zoom

Course Description:

In this class we will consider recent controversial Supreme Court cases including cases on reproductive rights, Second Amendment, First Amendment Religious Issues, and the Electoral College. We will discuss these cases and cases pending on voting rights and their impact on the 2024 elections. We will spend considerable time on the Fourteenth Amendment and its interpretation by the Warren Court and the Roberts Court, and how they have changed in profound ways. We will consider the roots of the Constitution in the unwritten British Constitution and its influence on such important matters as the Second Amendment and other provisions in the Bill of Rights. We will consider in depth such concepts as “Privileges and Immunities,” “Substantive and Procedural Due Process” and “Equal Protection of the

Laws.” The class will be lecture and discussion, in equal doses. Weekly preparation time will be about two hours of reading assignments and power point slides.

Books and Other Resources:

An Introduction to Constitutional Law--100 Supreme Cases Everyone Should Know, by Randy Barnett and Josh Blackman, Wolters Kluwer, New York, 2020, optional. It is an excellent summary of many of the cases that we will consider.

Course Leader Biography:

I am a lawyer and have a Masters’ Degree in Education. In the Masters’ program, I studied Constitutional Law from a political science perspective. I taught the *History of Anti-Semitism* at LLAIC, at Temple Beth Elohim and the Congregational Church of South Dartmouth, MA.

Music and Opera

“Take Those Old Records Off the Shelf”: The Music of our Formative Years

Course Leader: Don Bermont

Course Length/Start: 5 weeks (a)

Time:WED 9:30 – 11:00 Zoom

Course Description:

Taylor Swift, Beyonce, and Drake are certainly major talents who dominate the world of pop music today. I listen to them. I can appreciate why my granddaughter has “Midnights” on a constant loop. But I still get an immediate emotional response to the songs I listened to when I was her age, 12, and for the next fifteen years. For me, that means 1957 to 1973.

In this course I will focus on the earlier years when I was going through all that turmoil of figuring out the world, adolescence, lust, love, war, money, and just having fun. In this course we listen to songs by Frank Sinatra, Ray Charles, The Five Satins, Dion and the Belmonts, Chuck Berry, Paul Anka, Johnny Mathis (mattress), Rick Nelson, Bobby Daren, the Motown sound including The Supremes, Aretha, The Temptations, and The Miracles. There are also the hidden gems of one-hit wonders.

The course is not an intellectual review of the music. I hope to tap into our emotions and memories and discuss why they have remained embedded in our minds for our entire lives. This is a discussion course. I want to connect the past with the present.

For readings we will be guided by the ramblings and riffs in Bob Dylan’s new book: *The Philosophy of Modern Song*. His short chapters will stimulate a lot of discussion. But the focus of this course is for those of us who were teenagers in love, had a party and cried if we wanted, or wondered who wrote the book of love. In the last class I will be taking dedications.

In class, I will play segments of songs to refresh everyone’s memory. Then we will discuss where we were, what we were thinking, and how we respond now. Weekly preparation time will be an hour or less of reading from the Dylan book, or other relevant material.

Books and Other Resources:

The Philosophy of Modern Song, by Bob Dylan, Simon and Schuster, 2022

Some other readings from internet sites.

Course Leader Biography:

I have been teaching at LLAIC for several years. I have enjoyed all the class discussions that my courses have generated. They have always been lively and informative. Several of the courses I have led have been about attempting to prepare for our future. This time I want to connect with the past. I retired seven years ago. I was a Psychologist/Psychotherapist for almost fifty years, most of the time in Lowell, MA. Now, I am an active grandparent, with an emphasis on coaching them at basketball. I also spend a lot of time “reading and writing.”

Opera’s Villains

Course Leader: Lois Novotny

Course Length/Start: 5 weeks (a)

Time: TU 11:30 – 1:00 at Temple Shalom in West Newton

Course Description:

Every drama needs a villain—or else, who would the hero and heroine be able to vanquish (sometimes!). And since opera is a medium of excesses, operatic villains are especially villainous. This course will look at a variety of opera’s evil characters—starting with the devil himself in Gounod’s *Faust* and Boito’s *Mefistofele* and moving on to Scarpia in Puccini’s *Tosca* and Iago in Verdi’s *Otello*. And not to leave out the evil ladies, The Queen of the Night in Mozart’s *Die Zauberflöte* and Lady Macbeth in Verdi’s *Macbeth*. Since how opera directors chose to stage an opera makes a great difference in audience perception, for each opera after looking more extensively at one version, we’ll see other settings of key scenes or arias.

The majority of class time will be spent in looking at DVDs of the opera being discussed, after it has been introduced. This is not primarily a discussion course, but there should be some time each week to discuss impressions of the works presented. Preparation time will generally be reading the provided synopses of the operas. Where a libretto is available for the operas considered in more depth, it will also be provided but reading it in advance isn’t required, as all the operas shown will have subtitles. There may also be links to short articles or other short clips, and those are optional. Preparation time should be less than an hour a week. No prior knowledge of either music or opera is required!

Books and Other Resources:

No books. For each opera, a synopsis and, where available, a libretto for the operas considered in more depth will be provided, but reading the libretto is not required. There may also be links to short articles or other short clips.

Course Leader Biography:

After completing all course work for a PhD in musicology, it became apparent that the job market for college teaching (the only work for which the degree was relevant) had completely ceased to exist. Since learning something that had a job and salary attached to it seemed like a good idea, I went to law school. I've enjoyed putting my undergraduate background in English literature and art, together with my graduate work, to good use in teaching several courses at LLAIC, ranging from opera to ballet to Jane Austen.

Modern American Sacred and Popular Jewish Music

Course Leader: Judy Pinnolis

Course Length/Start: 5 weeks (a)

Time: TU 9:30 – 11:00 Zoom

Course Description:

This class will attempt to create a big picture narrative of the last half century of sacred Jewish music in liberal movements (such as Reform, Conservative, Renewal, Reconstructionist) communities. How did we get here? Why is music we sing the way it is? Where did it come from? We will examine the rise of contemporary American Jewish sacred music in popular genres, such as folk or rock styles, and how it changed from previous composed or art music compositions. We will take a broad view of the changes that Jewish sacred music went through, starting in the 1960s and 1970s, with the rise of youth and camp music, the addition of instruments such as guitar to worship, the addition of women to the cantorate, and the rise of choral music groups and more participatory singing. We will explore some of today's star singer-songwriters of Jewish music. We will learn some of the context behind groups such as Kol B'Seder, and composers from Debbie Friedman to Joey Weissenberg and Josh Warshawsky. Preparation will usually be about 1 hour per week, listening to sound clips, and reading some articles sent in advance of classes each week.

Books and Other Resources:

Materials sent in advance of classes

Course Leader Biography:

I am Associate Director of The Library, Berklee College. I am also Adjunct Faculty at the School of Jewish Music of Hebrew College. Previously, I served as a Research Librarian at Brandeis University for over two decades, as Chair of the Jewish Music Roundtable of the Music Library Association; Chair of the Chapters Council of ACRL; President of ACRL New England Chapter; and on the ACRL National Leadership Council. I've written articles published in major reference works such as the (forthcoming) *Oxford Handbook of Jewish Music*; the *Shalvi/Hyman Encyclopedia of Jewish Women* (2021), the *Encyclopedia Judaica* (2006), and written many book and music reviews. I've published on topics of Jewish music including "'Cantor Soprano' Julie Rosewald: The Musical Career of a Jewish American 'New Woman.'" My degrees are the M.M. at the College-Conservatory of Music of the University of Cincinnati, and M.S. in Library Science at Simmons College. I've taught many courses for LLAIC, primarily in music and film, including *Max Stern and Contemporary Israeli Composers*, *Lyrics of Love and Luck: The Life and Work of Dorothy Fields*, and *Jews and French Film*.

Introduction to Music Appreciation

Course Leader: Bob Tremblay

Course Length/Start: 10 weeks

Time: TU 2:00 – 3:30 at Temple Shalom in West Newton

Course Description:

The purpose of this course is to give listeners a deeper appreciation of classical music. Participants will learn the elements of music, how to read music, basic harmony, different formats, different styles, and how to distinguish these different styles. This course is NOT for people with musical training or background. It is designed for classical music novices and those interested in understanding the depth and breadth of classical music. The classes will be lecture and discussion, with listening an important component. Weekly preparation time will be about an hour.

Books and Other Resources:

Music Theory Dictionary: The Language of The Mechanics of Music, by Dr. William F. Lee, Charles Hansen, Distributor (recommended)

What to Listen for in Music, by Aaron Copland, a Mentor book from The New American Library (recommended)

Course Leader Biography:

I graduated Phi Beta Kappa and magna cum laude with honors in music from Washington & Lee University in Lexington, Virginia. For my senior thesis, I composed an opera and continue to compose classical and pop music. I also received certificates in French language studies from the Sorbonne while living in Paris. I am an avid collector of classical and pop music as well as musical scores. I continue to try to play the piano, but compose music better than playing it. For my career, I was a journalist for more than 40 years and a film critic for about 30 years. I am still a member of the Boston Society of Film Critics and the Harvard Square Scriptwriters. When not writing and trying to sell screenplays, I compose music and study music scores.

Art Appreciation

Radicals in Victorian Art: from Turner to Art Nouveau

Course Leader: Suzanne Art

Course Length/Start: 10 weeks

Time: TH 11:30 – 1:00 Zoom

Course Description:

Victorian art consisted generally of portraits of stuffy-looking aristocrats and moralistic genre scenes. But with the growth of industrialism, society was rapidly evolving, and groups of radical young innovators promoted new styles that would turn the British art world on its head.

JMW Turner turned from the classical standards of the Royal Academy to depict his world in a new way, painting vast expanses of light and color in a free and expressive manner. The Pre-Raphaelites scorned the soft, idealized images of their mentors and took their canvases outside to paint nature in highly realistic detail. Unlike Turner, they and their followers detested the negative impact of industrialization and sought inspiration in the art and stories of medieval and early Renaissance (pre-Raphael) times. The Aesthetes, led by Whistler, ignored narrative altogether, believing that a painting should be a thing of beauty, without any deeper meaning. Their motto was 'Art for Art's sake.'

William Morris led the Arts & Crafts Movement, reasserting the artistic and functional superiority of handmade objects. Returning to the standards of the medieval craft guilds, artist-designers produced decorative home furnishings that stood out in quality from factory-produced commodities. Toward the end of the 19th century, a blending of the ideals of the Pre-Raphaelites, the Aesthetes, and the Arts and Crafts Movement evolved into the Modern Style. It incorporated the current interest in the curving, graceful lines of plants into sophisticated and sinuous flowing motifs in both the fine and decorative arts. The popularity of this style—which came to be known as Art Nouveau—spread to the Continent and even to the US.

This course provides an introduction to a number of artists and art trends that, although popular in their time, were later forgotten and even dismissed as new styles emerged. Happily, beginning in the 1970s, they were rediscovered, and enthusiasm for them continues to grow, as is evidenced by a multitude of special exhibits of “the Victorian radicals.”

Classes will be a combination of presentation and discussion. Preparation should be about an hour and a half each week.

Books and Other Resources:

All assignments will be online. These will include articles and videos focusing upon historical backgrounds, the biographies of specific artists, the evolution of English 19th century art movements, and descriptions of various art mediums.

Course Leader Biography:

I have always loved art, language, and history. My favorite pastime is experiencing the paintings in art museums. I have a BA in history, an MA in French language and literature, and an MA in teaching. I taught history for 16 years at a private school. During that time, I also wrote a series of twelve history books, a major feature of which is the study of the art of a given culture. I have taught many art history courses at LLAIC and BOLLI.

Romanticism and Impressionism: A Humanistic Tradition

Course Leader: Victor Carrabino

Course Length/Start: 6 weeks (a)

Time: WED 9:30 – 11:00 Zoom

Course Description:

As a result of the French Revolution, which fostered a political revolution, a new artistic and intellectual revolution takes place, which is manifested in a new desire for freedom and liberalism from the constraint of rules and regulations from the past. The 19th century is often called “the Romantic era.”

This course will focus on the artistic output of Romanticism and Impressionism. Starting in the late 18th century, the Romantic movement revolted against academic convention and authority, and opposed the limitations of freedom in personal, political, and artistic life. As an attitude of mind, Romanticism may be seen as an assertion of intuitive individualism and the primacy of freedom. We leave the world of reason, and we enter the world of emotions and individualism.

This subjective approach to art is further expressed in Impressionism, which began in the 1870s. The Impressionists wanted to depict their subjective view of nature but were inspired by the increasingly fast pace of modern life to portray transient moments. They concentrated on the play of light over objects, and people.

Starting with Romanticism, accompanied by art works and selected excerpts of literary works, we will trace the development of individualism as it pertains to the subjective human quest, and we will close with a better understanding and appreciation of a new revolutionary vision of mankind.

The format of the course will be basically lectures, presentation of art works, discussion, and about two to three hours of weekly preparation. Please note that this is a six-week course, from March 1 to April 5.

Books and Other Resources:

No required texts: articles and other readings will be sent before each class that participants should read and be prepared to discuss.

Course Leader Biography:

I am Professor Emeritus of The Florida State University, where I taught throughout my academic career. I earned my PhD in French from the University of Massachusetts Five-College-PhD-Program in Amherst, MA. While teaching French language and literature, I was also invited to teach humanities courses. However, my complete dedication to the study of humanities started when I was appointed Resident Director of the Florida State University Study Abroad Program in Florence, Italy, my native country. During twenty years of residency in Florence, my study of humanities was nourished and strengthened by the rich artistic surrounding that Florence offers. Besides teaching at my institution, in Florence, I also taught humanities courses for Pepperdine University and New York University. My publications are indicative of my interest in finding the golden thread that runs through any artistic expression.

Visual Analysis: The Art of Seeing Art

Course Leader: Ivy Cubell

Course Length/Start: 6 weeks (a)

Time: WED 11:30 – 1:00 Zoom

Course Description:

Why does a work of art look the way it does? What choices did the artist make? What's the artist's message? Looking at pictures can be even more rewarding when we learn how to analyze the elements of art, the building blocks used by artists to create a work. The first of six classes will explore the formal analysis of paintings - what are the elements of art? Our second class will be devoted to photography and its unique elements. Each of the next four classes will explore one of four categories of imagery: landscapes, interior scenes and still lifes, portraiture, and genre scenes. After first examining a visual history of each category, we'll apply our analyses to individual paintings and photographs, constructing meaning in art through guided discussion. Please note that this is a six-week course, and will have the last meeting during the break week.

Books and Other Resources:

None are required; several books and online resources will be suggested to class participants before the first class.

Course Leader Biography:

I am passionate about art and history and making connections between the two in dynamic and thought-provoking ways. As a Gallery Instructor since 2002 at the MFA Boston and former Vice-Chair of the Gallery Instructor advisory board, I lead specially themed tours through the various collections and special exhibitions for both adult and student groups, develop tours and training curricula for MFA docents, and lead professional development teacher workshops for schools throughout New England. In addition to my degree in Art History from University of Michigan and Columbia University, I hold an MSW and a JD from Boston University. I have taught *Photography and Painting: A Sibling Rivalry in Focus* for two semesters at LLAIC; have taught *Women and Art: Ancient to Modern* for 2 semesters at LLAIC; and I have shared four LLAIC LOVES ART presentations over the several years.

Come See With Me...

Course Leader: Lane Williamson

Course Length/Start: 10 weeks

Time: TU 9:45 – 11:15 in her studio in Sudbury

Course Description:

This is not a painting course. It is a course about what makes a good painting. We will study works such as Paul Klee's abstract "Three Houses," Arthur Dove's "Me & the Moon," and Jane Frielicher's sweet still life "Roses & Chrysanthemums," noting how they are all, abstract or representational, accessing the same visual tools. We will find that most art that pleases in its presentation is drawing on a common set of principles and organizing a finite set of visual elements. How an artist chooses to manipulate those elements is what is fascinating.

This is an art appreciation course that shifts to a little studio practice allowing participants to experience making decisions about marking making. At the end of this course you will be able to study a painting and be pretty clear what conventions and principles are being used and how successfully.

We will explore the basic elements of line, shape, form, value, space, color, and texture and we will study how artists of differing schools organize those elements in their own work. No art experience or training is needed for this course.

Each week will consist of a small amount of lecture and a great deal of discussion and experimentation. Participants will be encouraged to spend 30 minutes a week exploring discussed elements.

Please note that the class will be taught in my Sudbury studio and is limited to six.

Books and Other Resources:

Participants will be sent a small list of materials to get—under \$30.

Course Leader Biography:

I have been making art for five decades, exhibiting and selling my work for four decades, and teaching in university and privately for three decades. I have graduate degrees in both psychology and art and have used art therapeutically with at-risk populations in multiple settings. I am a landscape painter (abstract and representational) by practice using oil, cold wax, and sticks mostly. I have taught four art-related courses for LLAIC. Two fine studio dogs live with me. Website: www.lanebwilliamson.com

Drawing, Painting and Photography

The Medium is the Message: Exploring 5 Different Artistic Media

Course Leader: Margie Krakauer

Course Length/Start: 5 weeks (a)

Time: TH 9:30 – 11:00 Zoom

Course Description:

This course on painting media is for both those interested in their historical development as well as those who want to learn about how they are made and used. Some members have considered painting and don't know which medium to choose. Throughout the five weeks, I will discuss the benefits and difficulties of each medium.

Artists' materials have changed over the centuries. What are paints made of and how did that change over the centuries? How did the invention of a new medium change how an artist painted? How did the corresponding development of new paint surfaces and brushes help in the shift to a different medium? As an example, why did painters choose to work in oils and, for the most part, stop working in egg tempera? What changed?

To answer these and other questions, we will explore five different mediums: Egg tempera, Oil, Acrylic, Watercolor, and Pastel. I will present a medium each week, and explore how it is made, the history of its development and its use. I will show a number of paintings illustrating how different artists used the mediums and how that changed over time.

What makes this class unusual is that, instead of reading or writing homework, students will work at home on painting projects in at least 3 of the mediums. For a small fee, I will purchase all the materials needed to paint in egg tempera, acrylic, and watercolor and get them to you before the beginning of

class. Through these home projects, I hope members will begin to understand the differences between the mediums and their strengths and difficulties. No previous artistic experience needed!

Each week I will send home some supplemental readings on the medium discussed that day. If it is the week of a home project, I will also send directions on the use of the particular medium. I will include explanatory YouTube videos and tutorials. Each student will be painting the same simple object, which will allow them to see and feel the differences between the mediums. Preparation time will vary, depending on individual interest.

Books and Other Resources:

None

Course Leader Biography:

Trained as both a biologist and social worker, I took a break from my job in child welfare and joined a watercolor class taught by George Dergalis. He was educated in Rome after WW II and was proficient in every medium. I studied with him for over 30 years, specializing in watercolor, but learning something about most of the commonly used media.

I have painted and taught both drawing and painting to adults and kids for over 25 years. I taught Drawing at LLAIC before the Pandemic.

Studying with an artist who worked in all media was endlessly fascinating and I became interested in the composition of the different media. I want to explore in depth how they are made and the history of their use.

Taking Photos with Your iPhone

Course Leader: Martin Moser

Course Length/Start: 5 weeks (b)

Time: TU 9:45 – 11:15 at Temple Shalom in West Newton

Course Description:

The goal of this course is for each of the participants to develop the skills and confidence to take photographs with an iPhone. We will first review the photography features of the iPhone. Next, participants will learn how to evaluate a photo. We will study composition, lighting, cropping, coloration, focusing, converting to black and white, portraiture and other topics. Finally, participants will learn how to improve their photos using photo editing tools. The course is participatory, with lectures and discussion. Students will share their photographs in class. Weekly preparation time will be 1-2 hours.

Books and Other Resources:

None

Course Leader Biography:

I am a retired business professor from the University of Massachusetts and an amateur photographer. I only use my iPhone for my photography. My photographs have won several awards. This would be the third time that I'm teaching this course.

Film

Films of Classic Hollywood Directors: Ernst Lubitsch

Course Leader: Stan Hitron

Course Length/Start: 5 weeks (a)

Time: WED 11:30 – 1:00 Zoom

Course Description:

Lubitsch is another in a long line of talented German/Austrian Jewish directors, writers, producers, and film technical professionals who, escaping the rise of Nazism, helped create Classic Hollywood Film Art and Industry in the 1920s and 30s. Lubitsch brought a European sophistication, sexual frankness, and subtlety to Hollywood film narratives. He was a master of the worldly comic film. So, we should have a jolly break from February's bleakness by immersing ourselves in Lubitsch's take on the human comedy.

If you were in last semester's course on Billy Wilder, you will remember that whenever Wilder was stuck in his screen writing or directing he would ask himself "How would Lubitsch do it?" Well, this semester, we will try to find out first-hand by watching and discussing in order: *Trouble in Paradise*, 1932, *Ninotchka*, 1939, *The Shop Around the Corner*, 1940, *To be or Not to Be*, 1942, and *Heaven Can Wait*, 1943. Note: You do not have to have taken any previous LLAIC courses on Classic Hollywood directors to enjoy this class.

All films will be watched individually before class. The films are around two hours in length, and in last semester's class some students watched films twice.

Books and Other Resources:

Films are available for free in DVD format in public libraries or to stream on various streaming platforms, some free with membership others for a charge of \$2.99 to \$3.99. Viewing questions on each film to help students prepare for discussion will be sent out about a week in advance for the film to be discussed for that week's class.

Course Leader Biography:

I am a retired Professor of English and Humanities at Middlesex Community College in Bedford MA. I taught a credit course on film analysis in the classroom and online and a non-credit film discussion class in MCC's program for lifelong learning called MILES before and after my retirement in 2013. I taught my first class for LLAIC last semester on the films of Billy Wilder.

Psychology, Sociology and Biography

What Makes Great Leaders Great?

Course Leader: Mary and Richard Mansfield

Course Length/Start: 10 weeks

Time: TU 11:30 – 1:00 Zoom

Course Description:

What kinds of people are drawn to leadership roles? What motivates these people? What skills and personal traits do they need in order to be effective as leaders? How do leadership experiences from childhood through adulthood prepare a person for a major leadership roles later on? What are the special challenges of being the CEO of a business? What are the challenges of being effective as President of the United States?

We will draw on the work of biographers, psychologists, and consultants who have observed, interviewed, and studied leaders. We will also ask class participants about their relevant experience with leaders.

We will pay special attention to the role of U. S. Presidents. What does it take to get elected and to be effective as President? We will draw on the work of Doris Kearns Goodwin, a historian who has analyzed the careers and administrations of four of our most effective U.S. Presidents: Abraham Lincoln, Theodore Roosevelt, Franklin Roosevelt, and Lyndon Johnson.

We will consider how the role of the role of business CEOs and general managers affects the motivation, skills and strategies that they need for effectiveness. Finally, we will present and discuss information about the early lives and careers of a variety of other leaders, such as Angela Merkel, Margaret Thatcher, Jack Welch, and Martin Luther King.

The classes will include some lectures, but the majority of time will be devoted to class discussion. Weekly preparation time should be 1 ½ -2 hours.

Books and Other Resources:

Leadership in Turbulent Times, by Doris Kearns Goodwin. (REQUIRED)

Power is the Great Motivator, by David C. McClelland and David H. Burnham. (Harvard Business Review article). (REQUIRED)

John P. Kotter on What Leaders Really Do, by John P. Kotter (RECOMMENDED)

Course Leader Biographies:

Richard and Mary Mansfield have developed and delivered many courses at LLAIC – most recently on these topics: *Justice and Morality*; *Why We're Polarized*, and *The Case for Optimism*.

Richard was a management consultant for more than 30 years, and much of his consulting work focused on identifying and measuring the skills and traits needed for effectiveness in leadership jobs. In his first career he was a university professor of human development and published in the area of scientific creativity.

Mary has devoted most of her career to education—as a teacher, a reading specialist, a consultant on the teaching of reading, an editor of children’s textbooks, a career management consultant, a college admissions officer, and an educational placement consultant.

The Stupidity Paradox: Why Do Smart People Do Stupid Things?

Course Leader: Sandy Sherizen

Course Length/Start: 5 weeks (either a or b)

Time: TH 2:15 – 3:45 Zoom

Course Description:

“Stupidity” raises fundamental human questions. What is stupidity? Is stupidity mainly a psychological issue? Are there social roles where stupidity is expected and/or rewarded? Can stupidity be a positive trait or always negative? Who defines that someone is stupid? Can someone “graduate” out of stupidity? Are there different kinds of stupidity? What are the Darwin Awards? What are the differences between Leadership-Induced Stupidity, Structure-Induced Stupidity, Imitation-Induced Stupidity, Branding-Induced Stupidity and Culture-Induced Stupidity?

Actual examples are plentiful. Christopher Exley of Everett, Washington, was arrested for conducting a drug deal over the phone--in the bathroom of the Everett Police Department.

Pacific Airlines’ brilliant advertisement “You’re scared of flying? So’s our pilot!” ad campaign led the airline to bankruptcy within two months of the campaign’s inception.

In August 2006, Darrel Rodgers was treated at a Bloomington, Indiana, hospital for a self-inflicted gunshot wound to his left knee. Rogers explained that he shot himself seeking to relieve the pain in his knee, which probably stemmed from shooting himself in the same knee ten years earlier.

The Martin Luther King, Jr., celebration in Florida, where a plaque was unveiled that was intended to honor the actor James Earl Jones but instead read, “Thank you James Earl Ray for keeping the dream alive” (an unfortunate slip-up, as James Earl Ray was King’s assassin).

A social worker instructed a parent to help an uncommunicative child to talk by pretending (playing stupid) not to understand their non-verbal requests.

How hiring a “smart” candidate doesn’t mean they are immune to doing stupid things. By compelling employees into defined roles that don’t necessarily suit their skill sets, discouraging constructive feedback by subordinates, and advocating for the conformity of procedural norms, businesses handicap their employees’ full potential for productive and constructive input.

The class will be discussion, with some lectures. Preparation time should be about two hours weekly.

Books and Other Resources:

Believe it or not, there are a large number of non-stupid books on this topic. I may well select one or a number of leading articles and put them in Google Sites.

Course Leader Biography:

I was trained as a sociologist, specializing on criminology issues, and then became a computer security and privacy consultant, writer and lecturer. I have taught at various universities, was invited for various media engagements, led seminars, and given speeches in many domestic and international settings. As an ex-president, I am active at Congregation Beth El in Sudbury. Having flunked retirement, I have taught ESL to adult immigrants and now serve on a patient research ethics and safety board (IRB) at Brigham and Women's Hospital. I am currently a mentor in the College Behind Bars program. At several lifelong learning programs, I have taught a variety of topics including crime and criminal justice, the sociology of "deviant" behavior, the invisible forms of manipulation, the death of privacy and surviving the Inquisition as a Secret Jew/Crypto Jew.

Einstein—The Life of a Visionary Genius

Course Leader: Marvin Snider

Course Length/Start: 10 weeks

Time: WED 11:30 – 1:00 Zoom

Course Description:

Albert Einstein (1879-1955), German-born physicist, developed special and general theories of relativity and won the Nobel Prize for Physics in 1921. He is best known for developing the theory of relativity. He was the older son of **Hermann and Pauline Einstein**, who were secular, middle-class Jews. His father was a salesman and factory manager. At 16, Einstein's education was disrupted by his father's repeated failures at business. This led to a chaotic period when he faced being a school dropout and draft dodger with no employable skills, but he recovered and eventually got his doctorate in physics. He wasn't able to get a job teaching and wound up being a patent examiner, which gave him time to work on his theories. He published papers which ultimately led to his theory of relativity and fame, but his fame and the success of his theories created a backlash. The rising Nazi movement found a convenient target in relativity, branding it "Jewish physics" and sponsoring conferences and book burnings to denounce Einstein and his theories. In 1932 Einstein left Germany for the Institute for Advanced Study at Princeton. During WW II he was a consultant to the government and urged President Roosevelt to develop the atomic bomb. However, he was regarded as safety risk and not allowed to take part in the project. Einstein was shocked by news of dropping the atomic bombs. After the war he took the position "*The war was won, but peace was not.*" He urged the United Nations to form a world government. He became head of the *Emergency Committee of Atomic Scientists*, whose aim was to control armament and to promote the peaceful use of nuclear energy. He also became an advocate for Zionism and turned down an offer **to be president of Israel after the death of Chaim Weizmann. This course will explore the influences in his life, from developing theories crucial to the development of the atomic bomb to becoming an advocate for peace and from a secular upbringing to an ardent supporter of Zionism. The atomic world he helped create led to issues that we still deal with today. The class will be an interactive discussion of readings and the course leader's presentations. Preparation time will be 2-3 hours each week.**

Books and Other Resources:

Einstein – His life and Universe, by Walter Isaacson, Simon & Schuster, 2007.

Course Leader Biography:

I have a PhD in psychology and have practiced both as a clinician and an organizational consultant. I have led many courses on diverse topics at the Harvard Life Learning Program including courses on international hotspots, innovators of political thought, cults, and elections. My courses at LLAIC include George Washington, Lincoln, Benjamin Franklin, Teddy Roosevelt, Hamilton, Truman, Johnson, FDR, Nixon, JFK, Meir, Albright, and Brandeis. These courses on presidents and other accomplished people are approached with emphasis on understanding the personality, accomplishments, why they did what they did and the impact they had.

Science and Mathematics

Climate Change: Causes, Impacts, and Remedies

Course Leader: Bob Berlin

Course Length/Start: 10 weeks

Time: TU 11:30 – 1:00 at Temple Shalom in West Newton

Course Description:

We are increasingly experiencing worldwide climate variations from their historical patterns and how they relate to both human activity and the natural world. The man-made causes, in terms of sources and impacts of greenhouse gases will be discussed. We will examine the accelerating effects of climate change on society and what the future could be like. The status of promising developments in alternatives to the use of fossil fuels, including renewables and other clean energy sources will be discussed. The potential for removing CO₂ from the environment is another area of interest. And of course we will discuss the commitments made in the Paris accords and the COP27 conference and the likelihood they will be met. Classes will be a combination of lectures and discussion. Preparation time will be up to one hour per week.

Books and Other Resources:

I will provide each student with a summary document of the course material. There are no other required texts.

Biography:

I am a retired environmental engineer with degrees in engineering and a Doctorate in public health. I worked as an environmental consultant for 40 years and also taught environmental courses at the college level and in private industry. I have previously taught courses in climate change and hazardous waste management at LLAIC.

A Romp Through the History of Math

Course Leader: Joel Kamer

Course Length/Start: 10 weeks

Time: TU 11:30 – 1:00 at Temple Shalom in West Newton

Course Description:

Romp: definition — to move in a brisk, easy and playful manner. This course will move in a brisk manner as we have to cover 6,000 years in 10 weeks. It will be easy as there are no exams, nor will there be any mathematical proofs. Finally, we will adopt a playful attitude as we investigate what Plato had to do with Platonic solids, why the product of negative numbers is positive, what copulating rabbits have to do with mathematics, imaginary versus real numbers, when parallel lines meet, group theory without groupies, how can there be more than one infinity?, how a coffee cup is the same as a donut, and the most elegant equation in mathematics. As a result of this romp through 6000 years of math, you will know more than the 2000-Year-Old Man! The only background you need is a slight recollection of your high school mathematics. Come frolic with us.

A class will consist of lecture/explication by the course leader with participation of the class members. Preparation time for reading and problem solving will be 1 - 2 hours each week.

Books and Other Resources:

The Math Book: Big Ideas Simply Explained, DK Publishing, 2019.

Course Leader Biography:

As a tyke I was taught reading, 'riting, and 'rithmetic. As you can see from the title of this course, I took a hankering to 'rithmetic. After matriculating for a few degrees in mathematics, I decided to earn a living and became a Fellow of the Society of Actuaries. Retirement followed after a few decades practicing as an actuary, and now I'm sharing my enthusiasm for 'rithmetic with others.

Genes: What are they? How do they work? How are they regulated?

Course Leader: Michael Singer

Course Length/Start: 5 weeks (b)

Time: TH 9:30 – 11:00 Zoom

Course Description:

The word gene was coined in 1909 to denote Mendelian factors of inheritance. In this five-part series we will explore the structure and function i.e. expression of genes. We will begin with a look at the historical milestones in our understanding of gene structure and function. For example, in 1953 Watson and Crick described the DNA of genes as being arranged in a double helix. This arrangement explained the replication of DNA and laid the groundwork for understanding the DNA code. In 2003, the human genome (complete set of nuclear DNA in the human) was sequenced. This sequencing raised many questions such as why the number of protein coding genes was much fewer than expected and what was the function of the many non-coding genes. DNA is packed into the cell nucleus in a specific three-dimensional arrangement. How does this packing arrangement influence the regulation of gene expression? We will look at the structure of the epigenome and how does it function to regulate the temporal and spatial expression of genes. Most genes are found in the cell nucleus, but mitochondria

also contain genes. What is their function? Other topics that will be explored include the genetic underpinnings of evolution and cancer. The class will consist of lectures followed by questions and discussion. No preparation time is required.

Books and Other Resources:

None

Biography:

I graduated from University of Toronto medical school in 1964. I did postgraduate training in Boston and Cambridge England in the fields of nephrology (kidney medicine) and biophysics (study of cell membranes). I retired in 2019. For the past fifteen years I have been interested in the areas of comparative physiology and evolution. I have taught two courses at LLAIC; one on aging (*Is aging a disease?*) and one on evolution.

History

Russia's History of Aggression

Course Leader: Margalit Lai

Course Length/Start 7 weeks starting APR 6

Time: TH 9:30 – 11:00 Zoom

Course Description:

If you, like me, have been wondering how a country, which is already the biggest country in the world, by far (with eleven time zones !!!), still feels insecure in its borders, then join me on an amazing journey through a fascinating history of contradictions. How can a country which gave the world Tolstoy, Tchaikovsky, Rudolf Nureyev, Solzhenitsyn, Andrei Sakharov and so many more, also produce one brutal dictator after another with no break in between? In this course we will try to learn and understand the history of Russia in the wake of the horrific war currently going on in Ukraine. Should it have been a surprise??? After a consideration of the highlights of Russia's thousand-year history of continued expansion, we'll look at leaders including Peter the Great, Catherine the Great, and Stalin. We'll discuss the break-up of the USSR and the concept of Putin and other Russian leaders of what "belongs" to Russia—and how Putin aims to achieve that goal.

The class will start with a presentation by the course leader of that day's subject, based on the week's reading, to be followed by a discussion. Class members are expected to read about 38 pages each week from the book on Russian history and look at occasional videos for which I'll send links, so likely about one hour of weekly preparation. Please note that this is a 7-week course, beginning on April 6 and ending on May 18.

Books and Other Resources:

A Short History of Russia. From Pagans to Putin, by Mark Galeotti, Ebury Press.

Course Leader Biography:

I have no formal education in Russian history. My only connection is my mother's PhD thesis on Catherine the Great, but I have, unfortunately, never discussed it with her. I got interested in the subject following the invasion of Ukraine and have read a lot about Russian history since then. I have found it to be fascinating and would like to explore the subject with our members who are also baffled by what is happening and wonder if it was actually that unpredictable. I have taught two courses about Israel, a course about atheism and a course entitled *Why Nations Fail*, and this course in the fall.

Leisure and Self Development Pursuits

Tai Chi: Basic Movements, History, Philosophy, and Benefits

Course Leader: Jim Boyd

Course Length/Start: 5 weeks (b)

Time: TU 9:45 – 11:15 at Temple Shalom in West Newton

Course Description:

A focus of the classes will be instruction in a shortened version of Tai Chi movements (the Form), supplemented by an introduction to the history, philosophy, and health benefits of Tai Chi and related practices, such as Qi Gong.

In its earliest formulations, Tai Chi was passed down in Chinese literature and history through Zhang SanFeng of the Song dynasty. In more modern times the Chen family of HeNan province had refined the ancient martial art into a closely-guarded style of exercises for self-defense. From these seeds we will follow this story as the secret art is passed on to the Chinese people and eventually the world. This course will provide participants with a manageable set of simple movements that can enhance balance, flexibility, and overall improved mental and physical health with daily practice.

The class will be a mix of lecture, demonstrations, and practice of the exercises and forms. Exercises and the Tai Chi form must be practiced at home in order to progress. At least 15-20 minutes a day should suffice.

Books and Other Resources:

None required

Course Leader Biography:

I was the Dean of Faculty at Franklin Institute of Boston for 20 years. In 1971 I began Tai Chi and learned the main form. Some thirty years later after practicing meditation and yoga, in 2002 I resumed my study of Tai Chi with SiFu Chu JinSoon. Since then, I have found that daily Tai Chi/QiGong practice has produced profound effects physically and psychologically which are both calming and strengthening my body and mind. One definite result that I have experienced is the general feeling of wellness that begins early in the practice and continues to grow as I progress.

World of Wine: From Grape to Glass

Course Leader: Shelly Lowenthal

Course Length/Start: 5 weeks (b)

Time: TU 2:00 – 3:30 at Temple Shalom in West Newton

Course Description:

Explore the world of wine from ancient history to modern times. Discover the processes used to create dry, sweet, fortified, and sparkling wine. Get an understanding of terroir, and how it affects wine production around the world. From the comfort of our chairs, we'll take virtual visits to wineries and learn where to travel locally. Each session we'll learn how to taste and describe the characteristics of different wines, comparing different grape varietals and different producers of the same varietals. We'll get to taste wine with different flavors of food to see how its taste is affected, and how the combination is better than its parts. You'll leave with a better appreciation of wine, the ability to pick an appropriate wine for your menu, and the tools for developing your own value system for rating wine quality. Please bring \$25 in cash to the first session to cover the cost of the wines that you'll be tasting during the course. There may be a small additional charge for our plastic wine glasses. Please note that these are fixed fees and cannot be prorated for missed classes. This class, which will be a combination of lecture, discussion, and wine tasting, requires a minimum of 10 attendees and has a maximum of 16. No weekly preparation is needed.

Books and Other Resources:

None

Course Leader Biography:

I have degrees in Electrical Engineering from MIT and RPI and have developed computer systems and managed large teams until 2015. I created and delivered classes to managers to ensure high performance and to customers at trade shows. My wife and I have spent the last 22 years learning and appreciating great wine, visiting wineries around the world, and collecting wines. I would like to share my love of wine with the community and have taught this course at other lifelong learning locations.

Memoir Writing: Reflections of our Lives Past and Present

Course Leader: Myrna Rybczyk

Course Length/Start: 10 weeks

Time: WED 9:15 – 11:00 Zoom

Course Description:

Each week we share writings about our lives. We look at how the past and major current events shape us. We also do a short spontaneous write based on an in-class prompt. We let our "Magic Pens" take over. We also share these brief writes. Each participant's writings help to create a community narrative. The participants support each other which encourages growth in each person's writing.

Participants may have many reasons for writing their memoirs. We may gain insight into ourselves. We may want to pass on our history and life lessons learned to family and friends. We may also be recording a personal living history of turbulent times.

We allow a 15-minute chat period starting at 9:15, CLASS BEGINS AT 9:30. Each person reads what they've written in the preceding week this allows for five minutes of reading followed by a-5 minutes of comments and suggestions. Since we are writing from our lives, confidentiality is observed, and commentary is positive, respectful, and supportive. We focus on content rather than the mechanics of writing such as grammar. When everyone has read their piece, we move to writing in response to a prompt followed by reading what we have come to call the "Magic Pen."

Weekly preparation time varies greatly and is determined by how much time will be needed to read aloud what has been written in the preceding week. We have had several long pieces that exceed the time constraint, and these have been presented in parWILLIAMSOts to accommodate for that. A typical range is 1-3 hours.

Books and Other Resources:

None

Course Leader Biography:

I am a graduate of New England Conservatory of Music with a major in Music Therapy, I worked for over 4 years as a Visiting Therapist at the McClean Hospital, during that time I was Assistant Director of Orchard Home for Girls (a branch of N.E. Home for Little Wanderers.) Following that, I taught choral and band music at Monadnock Regional HS, NH. and then became Head Music Therapist at Medfield State Hospital for 4 years. I have taught piano and voice lessons for over fifty years in my studio. I began Memoir writing with Carol McNamee in 2017 and subsequently became Course Leader in 2018.

I am currently engaged in the early stages of finding a publisher for a memoir I have written regarding Boston Police Corruption in the early 1960s.

The LILAC Players

Course Leader: Roseli Weiss and Maryann Wyner

Course Length/Start: 6 weeks (b) Starting April 4. In person at Temple Shalom in West Newton

Time: Tuesdays 2:00 - 3:30

Course Description:

Broadway beckons!! Well, maybe not Broadway, but the Lilac Players need you! We will be meeting the last five weeks of the spring semester to rehearse the play(s) that will be chosen within the next few months. We will perform on week six, after the semester ends. Auditions will be held the first week, but experience is not necessary. You just need to be a bit of a "ham" and have a desire for fun. We always enjoy reading, bonding, and emoting. Please sign up as soon as possible, so that we know how many roles we'll need. That will help us choose the perfect play. The show will be performed in person for the first time in several years. We are looking forward to being "live" again.

Classes will consist of reading and rehearsing each week. Since scripts do not need to be memorized, prep time will run about 35-40 minutes weekly.

Books and Other Resources:

Scripts to be made available, either as PDFs or copies, for a small fee

Biography:

Roseli Weiss: I have been in local theatre for many years. Recently, I was in a two-year musical production of *We Did It For You*—the history of the women’s right to vote. I am a costumed guide on the Freedom Trail. I am a retired public school superintendent with three masters degrees and a doctorate. I have spent over 40 years in education from teaching to the principalship to directorships. I have been a member of LLAIC since 2016, and have worked to co-direct The Lilac Players since 2021

Maryann Wyner: I began my adult life as a teacher, and after starting a family and managing a craft store, I returned to the field of education, teaching high school English and history and in my later working years as a tutor and a middle school library assistant. I hold a Bachelor's degree from Clark University and a Masters in English from Simmons college. My last teaching position was at Chapel Hill-Chauncy Hall in Waltham, MA. Upon retirement in 2014, I found LLAIC, and here I got to teach and learn at the same time...and not grade papers or ask anyone to remove his hoodie! I have taught several courses, including Somerset Maughan’s short stories, Harper Lee’s *Mockingbird* and *Watchman*, Young Adult Literature, the Great Migration in America, and A Taste of Twain. I have also been involved in high school theater productions and the Lilac Players.

The Joy of Spring Birding

Course Leader: Jeffrey Zupan

Course Length/Start: 5 weeks (b) Starting on April 25

Time: TU 9:45 – 11:15 at Temple Shalom in West Newton for first 2 sessions

Course Description:

After one session describing bird species that we are likely to see in the field, there will be four field trips. The first will be in a nearby backyard with bird feeders for easy birding and identification of the spring land birds. We expect to see up to 20 species. The next four field trips are to the Great Meadows Wildlife Refuge in Concord, to Mount Auburn Cemetery, and to Parker River Refuge at Plum Island, all with a variety of species not normally at feeders. This last field trip is an all-day affair, while the others are about two hours each.

My hope is that participants will learn to identify many species as a result of these field trips, but more important is that they will be encouraged to go birding on their own, beyond the three trips we will share. I am excited to share my love of birding with LLIAC and hope you join me. Class preparation should be about an hour a week to study the field guide to learn to become familiar with species we are likely to see.

Books and Other Resources:

Peterson Field Guide to Birds of Eastern and Central North America, Roger Tory Peterson, Houghton Mifflin Harcourt

Having a good pair of binoculars is essential to get the most out of the course. For those who don’t have a pair of birding binoculars, this site may be helpful: <https://www.rei.com/learn/expert-advice/binoculars.html>. In addition, you can sign up for eBird, and get the app, Merlin.

Course Leader Biography:

I have been birding as a hobby since my teen years and have had the opportunity to bird in the northeast and around the United States and in a number of foreign countries. I am a retired urban transportation planning consultant. I've taught birding at LLAIC and other adult learning programs.

Spring 2023 Class Schedule

Tuesday (in person, at Temple Shalom in West Newton, unless otherwise noted)

Period 1: (9:45 – 11:15) later start to avoid traffic

Note For each course in this schedule the surname(s) of the Course Leaders are shown, followed by a number between 5 and 10 indicating the number of class weeks, the letter a or b, for 5 and 6 week courses, indicating whether the course starts in the first or second half of the semester, and a shortened course title.

Williamson 10 (in Sudbury studio). Come and See with Me

Zupan 5b, Starting APR 25. Spring Birding

Boyd 5b. Tai Chi

Pinnolis 5a. (Zoom, start 9:30) Modern American Sacred and Popular Jewish Music

Moser 5b. iPhone Photography

Period 2: (11:30 – 1:00)

Novotny 5a. Opera's Villains

Kamer 10. History of Mathematics

Berlin 10. Climate Change

Mansfields 10. Zoom Great Leaders

Period 3: (2:00 – 3:30)

Lowenthal 5b. World of Wine

Kolb 5a. Zoom 2:15. New England Poetry

Tremblay 10. Music Appreciation

Weiss & Wyner 6b, starting APR 4. Lilac Players

Wednesday (Zoom)

Period 1: (9:30 – 11:00)

Bermont 5a.. Old Records

Carrabino 6a.. Romanticism and Impressionism

Rybczk 10. Memoir Writing (9:15 to 11:00)

Period 2: (11:30 – 1:00)

Hitron 5a. Films of Lubitsch

Cubell 6a. Visual Analysis

Snider 10 Einstein

Thursday (Zoom)

Period 1: (9:30 – 11:00)

Lai 7b, starting April 6. Russia's History of Aggression

Krakauer 5a. The Medium is the Message

Singer 5b. Genes

Period 2: 11:30 – 1:00

Alpert 9. Three Books by Geraldine Brooks

Art 10 Radicals in Victorian Art

Grassfield & Kaplan 10 World of Art Crime.

Period 3: (2:15 – 3:45)

Glassman & Levy 8. Great Decisions

Rosen. 10. Supreme Court

Sherizen 5a. Stupidity Paradox

How to Register for LLAIC Courses

In order to register for Spring 2023 courses, you must have a current LLAIC membership. If you need to open or renew a membership, you can do this, using a credit card, at our website: www.LLAIC. A semester membership, good from December 2022 through June 30, 2023, costs \$45.

At our website you can also register for courses starting at 10:00 A.M. Monday, January 23, when Course Registration opens. Courses cost \$10 per course week: a 10-week course costs \$100, a 5-week course costs \$50, etc. You pay by credit card at our website. Course registration is on a first come, first served basis, and some courses fill up quickly. Within minutes of registration and payment for a course, you will receive an email confirmation

Course Locations

Some courses are offered via Zoom, and you can take them from your home. In-person courses are offered at our new rented space at Temple Shalom in West Newton. In order to participate in in-person courses, we require that you be able to present evidence that you are fully vaccinated. Note that if the Covid situation worsens significantly, it is possible that courses planned to be offered in person will be changed to Zoom or cancelled.

Questions

If you have questions about course registration or LLAIC, you can write to INFO@LLAIC.ORG or call and leave a message at 508-453-1205.