



LLAIC

Lifelong Learners: An Independent Collaborative

Spring 2024 Course Catalog

Come for the Courses, Stay for the Friends

www.llaic.org

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Art Appreciation

Course Title: Artful Duos: Famous Liaisons in the History of Art

Course Leader: Suzanne Art

Course Length/Start: 10 weeks starting 2/29

Meeting Time and Location/Format: TH 11:30 – 1:00, Zoom

Course Description:

Every so often, an artist encounters a kindred spirit and forges a relationship that incites a flurry of creativity for both parties. American painter Mary Cassatt remarked upon seeing the pastels of Edgar Degas that they “changed my life. I saw art as I wanted to see it.” Degas was equally struck by her talent, protesting that such wonderful paintings could not possibly have been “done by a woman!” but later confessing to have found “someone who feels as I do.” Renowned photographer and art promoter Alfred Stieglitz described a series of abstract charcoal drawings by a young Georgia O’Keeffe as the “purest, finest, sincerest things that had entered [his art gallery] in a long while.” He would later promote her art and inspire her to apply principles of photography to her paintings, and she would teach him a thing or two about Modernism. Mural painter Diego Rivera encouraged Frida Kahlo to paint in the folkloric and indigenous style that characterized his work - they ultimately became the most significant painters in 20th century Mexico, but at a great personal cost.

In this course, we will meet each of these legendary artists and learn about their aesthetic views. We will see how they fit into the art movements of their times. We will then delve into their artistic liaison with a fellow artist and discover the multiple ways each influenced the other and the legacy they left to us. And, on another level, we will explore the complex personal relationships that arose. It wasn’t always smooth sailing!

There will be a weekly presentation which includes the viewing of slides of the major works of a particular artist. Students will be encouraged to ask questions or to comment on the art throughout the presentation. Preparation time for each class will be about an hour and a half.

Books and Other Resources:

All assignments will be online. A syllabus will be attached to the welcome letter.

Biography:

I have always loved art, language, and history. My favorite pastime is experiencing paintings in art museums. I have a BA in history, an MA in the 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. Nowadays, I take great pleasure

from sharing my love of art history with groups of enthusiastic seniors. I have taught many art history courses at LLAIC and BOLLI.

Current Events and Social Issues

Course Title: Let's Discuss What Else is Happening

Course Leader: Don Bermont

Course Length/Start: 5 weeks starting 3/5

Meeting Time and Location/Format: TU 9:30 – 11:00, Zoom

Course Description:

Each week I will pick three articles or editorials from the *New York Sunday Times* that will be about things that will be affecting our lives but are not in the headlines. They will not be about politics, wars, or elections. They could be about new medicines, history, lifestyles, or what is happening in parts of the world we don't talk about often. I will also take suggestions from class members. I will send out the articles by Sunday afternoon. I will give an opening statement for each article and open the discussion with one question. We will discuss each article for about a half an hour. Things will flow from there. It worked very well this fall. Preparation time would be up to one hour each week.

Please note that this course begins on March 5 and ends on April 2, which is during the break week.

Books and Other Resources:

A subscription to the *New York Times* would be helpful but not mandatory.

Biography:

For the last few years, I have taught courses at LLAIC. I have taught about many different subjects, including about the future, artificial intelligence, and some books I liked. This course will be about many different subjects. I have always found that it is the class members that make the class so interesting. Their views come from a wide range of knowledge and experiences. Before I joined LLAIC I was a Clinical Psychologist in Lowell. I now spend a lot of time with my family and grandchildren. I worry about the nation and the world and try to find ways to make things better. I admit to an unhealthy obsession with the Boston Celtics.

Course Title: American Education – On Life Support?

Course Leader: Richard and Mary Mansfield

Course Length/Start: 10 weeks starting 2/29

Meeting Time and Location/Format: TH 2:15 – 3:45, Zoom

Course Description:

In this discussion course, we will read about and discuss the most important and controversial issues regarding the goals and content of education. We will primarily focus on primary and secondary education but will also touch on some issues related to preschool and college education. Among the issues we will discuss are:

1. What worked well and less well during the Covid pandemic?
2. What should it mean to educate students to participate in our democracy?
3. What, if anything, should students be taught about morality and religion?
4. What should be taught about sex and sexual orientation?
5. How should schools address bullying and cyber-bullying?
6. What is the effect of America's vast economic and social inequality on educational outcomes?
7. What should schools teach about the history of racism and discrimination in America?
8. How should schools address the increasing diversity of their populations?
9. Who controls and who should control our schools?
10. How has high-stakes testing affected curriculum and outcomes?
11. Who is going into teaching today, and why?
12. How effective are charter schools, and how has their introduction affected public schools in the same cities and towns?

Although we have our own views on these issues, we will present the arguments on the major sides of each issue. Weekly preparation time should be 1-2 hours.

Books and Other Resources:

American Education, 20th Edition, by Joel Spring, Routledge, 2022.

We will also send pdfs and links to articles on our topics.

Biography:

Richard and Mary have co-taught many courses at LLAIC. Both had careers in education. Mary held many educational positions in her career: elementary school teacher, reading teacher, educational consultant on reading instruction, textbook editor, college admissions representative, and consultant on college and special school placement. Richard's first career was as a university professor of human development in a college of education. Later, as a consultant, some of his clients included educational institutions and firms. Both Richard and Mary have served on LLAIC's Curriculum Committee since LLAIC's start in 2014.

Course Title: [Why Take a Course about the Social Consequences of Technology?](#)

Course Leader: Sandy Sherizen

Course Length/Start: 5 weeks starting 4/9

Meeting Time and Location/Format: TU 9:30 – 11:00, Zoom

Course Description:

Are humans doomed because of Artificial Intelligence? Has authoritarianism been reinvented by technology to create the Surveillance State? Are there ethical and legal approaches to controlling AI's negative impacts?

Whether you are technologically knowledgeable or don't know how to use technical devices, this course offers you an opportunity to explore such critical questions.

Technology has increased connectivity, allowing new friendships regardless of distance and increasing immediate access to information and resources. Consider how healthcare, communications, commerce and even sports have been improved. What would life be without smartphones, GPS, algorithms and even electronic media?

Technology has also contributed to unemployment, corporations and governments gathering vast amounts of personal information, ever more destructive weapons, undermining the truth of facts and raised fundamental questions about the ability of societies to provide fundamental services to its citizenry.

Artificial Intelligence is only one of a number of emerging technologies. Neuroinformatics is a field that combines informatics and neuroscience. Virtual Reality has been described as the learning aid of the 21st century contributing to advances in education. Neuroprosthetics has led to devices that can substitute a motor, sensory or cognitive modality that might have been damaged as a result of an injury or a disease. Robotics is central to Amazon's operations. And tissue engineering researchers have grown ovaroids which are ovarian cells in a lab that mimic the parts of the ovary that nurture a woman's eggs before they are released for fertilization.

The challenges we are facing require new thinking about neuroethics, computer ethics and even nanoethics. Legal attention to these new technologies will challenge some basic foundational concepts and will require quickly applicable new and creative thinking about the role of the law. And social media is just at its beginning stages of development and already has been disruptive in how we live, understand, vote and even exist.

In this course, we will highlight various technologies which have created large social consequences. We will also explore some of the developing technological developments and examine whether and how society can control or manage their impact. There will be a lot of classroom interaction in discussing topics. An overview of each week's topic will be presented. A variety of readings will be posted for review, and weekly preparation time should be around two hours. Participants' questions and comments will be especially sought. Welcome to our exploration.

Books and Other Resources:

For each week I will suggest links to several articles addressing the topic under study. Some of these articles will be technical while others will be easy to understand overviews. In addition, important books may be suggested.

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 a variety of 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.

Film

Course Title: Films of Classic Hollywood Directors: Howard Hawks

Course Leader: Stan Hitron

Course Length/Start: 6 weeks starting 2/28

Meeting Time and Location/Format: WED 11:30 – 1:00, Zoom

Course Description:

Like the first three directors of Classic Hollywood cinema whose films we've studied, Howard Hawks got his start by working in various capacities on silent films before moving up to directing his own films. Unlike the previous directors we've studied, all immigrants, Hawks was the WASP that Frank Capra longed to be.

Hawks was born into a wealthy industrial family whose ancestor, John Hawks, immigrated from England to Massachusetts in 1630. Along with his ancestry, Hawks had the advantage of a prep school/Ivy League education. He used his degree in engineering in an unconventional way by indulging in his passion for flying and car racing. While racing he met the director, King Vidor, who got him his entree to the movie business.

His straightforward directorial and laconic story telling style belies a unique artistic vision running through his films that was first articulated by critics of the French New Wave. His desire to stay true to his unique vision led him to pursue independence as a producer and director in spite of the control of the Hollywood studio system at this time, an independence made possible in part by his wealth and

social status. While he presented a persona of no artistic or intellectual affectations, but just a skilled craftsman and storyteller, he was described by Francois Truffaut as “one of the most intellectual filmmakers in America.”

To discern Hawks’ art and philosophy, we will be watching a variety of Classic Hollywood genres that Hawks perfected in his career output of forty films, including gangster film, screwball comedy, Western, and film noir and science fiction. Among the films we’ll be watching are *Rio Bravo*, 1959; *His Girl Friday*, 1940; *Scarface* 1932; *To Have and Have Not*, 1944 or *The Big Sleep*, 1946; *Only Angels Have Wings*, 1932; and *The Thing from Another World*, 1951. (Order of viewing TBA at start of class. Subject to change with notice.)

The course format will be a brief lecture then class discussion. All films will be watched individually before class. Films are available to rent 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. Weekly preparation will be around two hours to watch films. In previous classes some students watched films twice. Viewing questions to help students prepare for discussion will be sent out about a week in advance of the film to be discussed for that week’s class.

Please note that this six-week course will begin on February 28 and end on April 3, which is during the break week. Also, you do not have to have seen the films of Classic Hollywood directors discussed in previous courses in this series to benefit from this class.

Books and Other Resources:

None

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 MILES, MCC’s program for lifelong learning before and after my retirement in 2013. I taught my first class for LLAIC in the Fall 2022 semester and have offered a film series on a classic Hollywood director in every subsequent semester.

Course Title: History of the Movie Musical

Course Title: History of the Movie Musical

Course Leader: Bob Tremblay

Course Length/Start: 6 weeks starting 2/27

Meeting Time and Location/Format: TU 2 – 3:30, in person at Temple Shalom

Course Description:

The course is a history of the movie musical from the 1920s to the present day. It will show how the movie musical evolved over the decades, focusing on groundbreaking movies. It will also look at the people who made these movies magical, including the directors, the stars, and the composers. The musicals may include *The Wizard of Oz*, *An American in Paris*, *Swing Time*, *Meet Me in St. Louis*, *Oklahoma*, *The Band Wagon*, *Carousel*, *The King and I*, *South Pacific*, *Fiddler on the Roof*, *A Star is Born*, *The Music Man*, *Singin' in the Rain*, *My Fair Lady*, *42nd Street*, *Mary Poppins*, *Beauty and the Beast*, *West Side Story*, *The Lion King*, *Grease*, *Hairspray*, *The Sound of Music*, *Oliver*, *Cabaret*, *Chicago*, and *La La Land*. The final list will be sent to class members. The format will be lecture with plenty of movie clips. No preparation time is required.

Please note that this six-week course will begin on February 27 and end on April 2, which is during the break week.

Books and Other Resources:

None

Biography:

Before retiring, I was the film critic for the *MetroWest Daily News*, based in Framingham, for roughly 30 years. I graduated from Washington & Lee University in Lexington, Va., Phi Beta Kappa, magna cum laude and with honors in music. I have been a fan of movie musicals for almost 50 years.

History

Course Title: The History and Legacy of the British Empire – the Good, the Bad, and the Ugly

Course Leader: Margalit Lai

Course Length/Start: 6 weeks starting 4/11

Meeting Time and Location/Format: TH 9:30 – 11, Zoom

Course Description:

Have you been wondering why British officials, from King Charles on down, have been traveling the world recently, apologizing halfheartedly for Britain's brutal colonial history? Why did they feel it necessary? What was the British Empire all about? It lasted for about 300 years and collapsed in our lifetime. It was a global enterprise that spanned cultures and countries around the world, controlling a quarter of the world's land area. Its legacy for good and for bad affects us to this day and will probably remain with us for a long time to come. In our class we will try to trace its humble but cruel beginnings and follow it all over the world. It's a fascinating journey through time and space that will broaden our

knowledge of history as well as geography and culture. The class will be a lecture, with discussions encouraged. Weekly preparation time will vary, but will never be more than two hours.

Please note that this six-week course will begin on April 11 and end on May 16, which is during the make-up week.

Books and Other Resources:

Ferguson, Niall. *Empire*, Basic Books, 2003.

Biography:

I have given several courses over the years at LLAIC and found that history is my real niche. My last course was about Russia's history. It led me to want to explore the British empire and find out why it's so different from the Russian empire.

Course Title: [Zionism, and the Founding and Development of the Modern State of Israel](#)

Course Leader: Eric Rosen

Course Length/Start: 10 weeks starting 2/29

Meeting Time and Location/Format: TH 2:15 – 3:45, Zoom

Course Description:

Initially, we will discuss the War that began on October 7, 2023, its current status, the repercussions on college campuses and demonstrations throughout the U.S., the geopolitical implications of it, and the rise of anti-Zionism and anti-Semitism in America and around the world. We will discuss the development of the idea of Zionism in the late 19th and early 20th centuries, its intellectual bases, the British Mandate, Israel's Founding, its wars, the occupation of the West Bank and Gaza and its international status. We will confront accusations of Israel as an apartheid state and the Boycott, Divest and Sanction Movement, and how the stated aims of Hamas and Hezbollah differ from the goals of those movements. The class will be lecture and discussion, with one to one and a half hours of reviewing power point slides and provided articles each week.

Books and Other Resources:

No books are required, but these are optional and worth reading:

Michael Stanislawski *Zionism A Very Short History*, Oxford University Press, 2017-best book on this subject

Laqueur, Walter. *A History of Zionism*, MFJ Books, 1972

Hertzberg, Arthur. *The Zionist Idea*, The Jewish Publication Society, 1997

Articles may be provided.

Biography:

I have studied Zionism at Hebrew College, read extensively in the field, followed current issues closely, and participated in many seminars and discussion groups at Temple Beth Elohim in Wellesley. I have taught the History of Anti-Semitism and History of the Constitution of the United States, The Supreme Court and Current Issues at LLAIC. I taught an abbreviated version of this class at Temple Beth Elohim in Wellesley and a History of Anti-Semitism at Temple Beth Elohim, at a Congregational Church, and an Episcopal Church, both in Massachusetts.

Course Title: [Complicity of Health Care Professionals During the Nazi Regime: Lessons for Today](#)

Course Leader: Michael Singer

Course Length/Start: 5 weeks starting 4/11

Meeting Time and Location/Format: TH 11:30 – 1:00, Zoom

Course Description:

Recently the Lancet, a British medical journal, set up a commission to review the significant role that health care professionals played in formulating, supporting, and implementing inhumane and often genocidal policies during the reign of the Nazi regime. Based upon this review, a paper was published in the Lancet in November 2023 titled *The Lancet Commission on Medicine, Nazism, and the Holocaust: historical evidence, implications for today, teaching for tomorrow*. In this paper, the Commission pointed out the relevance of events described in this historical overview to current bioethics and health care practices. The text of this paper consists of 54 pages and is divided into six sections and a conclusion:

1. Historical overview of medicine during Nazism and the Holocaust.
2. Grappling with medicine's role during Nazism after World War 2.
3. Key implications for contemporary medicine and medical education.
4. Specific implications for contemporary health care.
4. Conceptual framework for teaching medicine, Nazism, and the Holocaust.
5. A roadmap for teaching the history of medicine, Nazism and the Holocaust.
6. Conclusion.

Clearly in the view of the Lancet Commission, events during the reign of the Nazi regime are relevant to current medical care and the Commission recommends that this historical overview should be part of the educational curriculum for health care professionals.

Each participant will receive a copy of the paper. The first four sections will be discussed in the first four weeks of the course. Sections 5, 6, and the conclusion will be discussed in week 5. Participants will read the appropriate section ahead of class, and it will be discussed in class with discussion organized around questions that I will pose.

Books and Other Resources:

I will provide a copy of the paper we'll discuss.

Biography:

I am a retired physician, having graduated from the University of Toronto in 1964. I was on faculty of Queen's University, Kingston, Canada, where I was involved with teaching, research, and clinical practice (nephrology) between 1971 and 2003. I functioned as a community internist between 2003 and 2019, at which time I retired. I have given four LLAIC courses.

Course Title: Teddy Roosevelt

Course Leader: Marvin Snider

Course Length/Start: 10 weeks starting 2/28

Meeting Time and Location/Format: WED 11:30 – 1:00, Zoom

Course Description:

Theodore Roosevelt was a statesman, author, explorer, cowboy, soldier, naturalist, reformer, and 26th President from 1901 to 1909. He overcame a sickly childhood to evolve into an exuberant personality with a vast range of interests. He became leader of a reform faction of Republicans in New York's state legislature. Assistant Secretary of the Navy under William McKinley, he resigned after one year to gain fame with the Rough Riders for his courage during the war in Cuba. He was McKinley's running mate in the Election of 1900 and became President after McKinley's assassination. He led the Republican party and the country into a Progressive era by championing his "Square Deal" domestic policies, promising the average citizen fairness, breaking of trusts, regulation of railroads, and pure food and drugs. Roosevelt made conservation a top priority, established a myriad of new national parks, and advocated for preserving natural resources. His foreign policy concentrated on Central America in starting construction of the Panama Canal. He expanded the Navy and made successful efforts to end the Russo-Japanese war that won him the 1906 Nobel Peace Prize. We will explore how Roosevelt evolved to achieve his many accomplishments. I will supplement the text with supplementary material to elaborate on important events. The emphasis will be on class discussion. Weekly preparation time should be 2-3 hours.

Books and Other Resources:

Goodwin, Doris. *Bully Pulpit*, Simon & Shuster, 2013

McCullough, David. *Mornings on Horseback: The Story of an Extraordinary Family*, Simon & Shuster, 2007 (optional)

Biography:

I have a Ph.D. 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. At LLAIC, I have led courses on George Washington, Lincoln, Benjamin Franklin, Teddy Roosevelt, Hamilton, Truman, Johnson, FDR, Nixon, JFK, Meir, Albright, Brandeis, and Einstein. These courses on presidents and other accomplished people are approached with emphasis on understanding their personality and what enabled him to achieve their accomplishments.

Literature

Course Title: A Guided Tour Through James Joyce's *Ulysses* – Part 2

Course Leader: Rachel Alpert

Course Length/Start: 10 weeks starting 2/28

Meeting Time and Location/Format: WED 9:30 – 11:00, Zoom

Course Description:

James Joyce's *Ulysses* is widely celebrated as one of the great masterpieces of Twentieth Century literature. Its indelible characters, epic themes, intimate realism, imaginative style, poetic prose, and unparalleled literary connections present a unique reading experience. The book, at 730 pages, is, however, a daunting read, unguided. Though the entire novel covers one day –June 16, 1904—in the Dublin life of its three protagonists, we will take a leisurely guided tour in two semesters through the emotional, cultural, spiritual, and psychological struggles of Leopold and Molly Bloom and Stephen Dedalus on the most “ordinariniest” of days.

This course is Part 2, covering the second half of the book. You may enroll even if you did not participate in Part 1 in the fall; I will bring you up to speed during intersession. The format will remain primarily a guided discussion of each chapter. Students can anticipate approximately 2-3 hours of outside reading each week.

Books and Other Resources:

The Hans Walter Gabler edition of *Ulysses* is recommended since it has line numbers for easy reference in class. In addition, I will provide explanatory materials for advance reading for each class.

Biography:

I taught high school English and currently teach at Suffolk Law School. I have led lifelong learning courses 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, including *Ulysses*.

Course Title: Molière, His Life and His Plays

Course Leader: Daniele Bick

Course Length/Start: 5 weeks starting 4/11

Meeting Time and Location/Format: TH 11:30 – 1:00, Zoom

Course Description:

2022 was the 400th anniversary of the birth of Molière, a playwright as important in French literature as Shakespeare is in English. There were celebrations of Molière’s plays throughout 2022 in France, especially at the Comédie Française, which he founded. Victor Hugo called Molière a man of genius. Molière said, “the duty of comedy is to correct men by amusing them.”

This course will be an exploration of Molière, his life and his plays, in particular *Tartuffe*, *The Imaginary Invalid*, and *Don Juan*. The class will be lecture and discussion, with about one hour of preparation each week. Knowledge of French is not necessary!

Books and Other Resources:

Any translation of *Tartuffe*, *The Imaginary Invalid*, and *Don Juan*

Biography:

I was raised in France, received a medical degree at the University of Grenoble, and have practiced psychiatry in the Boston area. Molière’s plays were as important to my education and upbringing as Shakespeare’s are to English speakers. I am excited to share my enthusiasm about Molière with LLAIC members.

Course Title: Short Books, Great Reading

Course Leader: Brooks Goddard

Course Length/Start: 5 weeks starting 4/11

Meeting Time and Location/Format: TH 9:30 – 11:00, Zoom

Course Description:

Enough already with long books. Let’s jump into five short books which have interesting plots, characters, and varied settings. On our own, each week we will read a book penned by an international

author and when we meet, share our insights and questions. The five books are *A Room of One's Own*, by Virginia Woolf; *So Long a Letter*, by Mariama Ba; *Memories of My Melancholy Whores*, by Gabriel Garcia Marquez; *Foster*, by Claire Keegan; and *Small Things Like These*, also by Claire Keegan. You can purchase the books on Amazon, Bookfinder.com, eBay, and Thiftbooks.com or borrow them from your local library. Weekly preparation will be the amount of time it takes you to read a short book.

Books and Other Resources:

Titles listed above.

Biography:

I am a lifelong teacher; indeed, teaching is a family business. I am an eclectic reader who has also presented courses on African literature, African history, poetry, and the Silk Road. My favorite course was on Vikram Seth's long novel, *A Suitable Boy*. I have travelled internationally extensively and am a constant gardener.

Course Title: [Mystery Fiction of the Last Decade: the Best of the Latest](#)

Course Leader: Sandy Grasfield and Dana Kaplan

Course Length/Start: 10 weeks starting 2/28

Meeting Time and Location/Format: WED, 11:30 – 1:00, Zoom

Course Description:

"I don't think we're in Kansas anymore, Toto," says Dorothy in the Wizard of Oz. Nor are we, we mystery fiction fans, in the typical English village or manor house. When it comes to contemporary mystery novels, things have changed—in a big way!

The world of mystery writing, many critics agree, took a new direction with the publication in 2012 of Gillian Flynn's runaway bestseller *Gone Girl*. Her book flouted many of the conventions of traditional (read classical or Golden Age) mysteries and served as a watershed in crime fiction. The next 10 years spawned new vistas for mysteries and blurred the usual genre categories, like "cozy," "police procedural," and "thriller."

In this class we'll read 9 books published since 2012. We'll discover together how and why they are different from what came before. The only common link will be their recent publication date. Oh, and they will all be great reads. Short and snappy whenever possible. Agatha would never write these new books, but we think you'll enjoy them as much as we have!

This will be a discussion course. We've chosen books that are readily available in text or electronic format through the Minuteman Library Network and/or as reasonably priced used copies on Amazon. There will also be plenty of time to talk about your favorite contemporary crime books and writers as well. Preparation time depends on the length of book and your reading speed, but should be at least 2-3 hours per book.

Books and Other Resources:

Gone Girl, Gillian Flynn
Bluebird, Bluebird, Attica Locke
The Thursday Murder Club, Richard Osman
I Let You Go, Claire Mackintosh
Wrong Place, Wrong Time, Gillian McAllister
The Woman in the Window, A.J. Flynn
Dream Girl, Laura Lippman
The Kind Worth Killing, Peter Swanson
My Murder, Katie Williams

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 and a lecture course on The Gilded Age in American history. 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 and the course on The Gilded Age presented with Sandy, I collaborated with Lois Novotny on a course reading and discussing culinary memoirs.

Course Title: Fireside Poets of New England

Course Leader: Fred Kolb

Course Length/Start: 5 weeks starting 4/11

Meeting Time and Location/Format: TH 2:15-3:45, Zoom

Course Description:

Among the more famous, beloved, and popular poets of New England are the Fireside Poets. Their poetry was taught in virtually every public school, for the entertainment of parents and the edification of children; the poets/poems sought to instill good manners and proper deportment in the young, and to implant in them a sense of patriotism and service to God and country. The name "Fireside Poets" derives from the fact that their poetry was often recited around the hearth, so central to the home, as were these works, so salient in informing the young. We shall examine selected works by William Cullen Bryant, Oliver Wendell Holmes, Henry Wadsworth Longfellow, James Russell Lowell, and John Greenleaf

Whittier. The class will be discussion and lecture, and should require approximately 1.5 hours of weekly preparation.

Books and Other Resources:

All materials are available on the internet, or by consulting Alexa or Siri.

Biography:

I hold a B.A in English and German from Washington and Jefferson College, an M.A. in English and Ph.D. in Comparative Lit. and American Studies from Syracuse University. I have taught courses in the Humanities at the graduate and undergraduate levels at community colleges, 4-year colleges, and at various universities. I enjoy teaching, but I enjoy even more the delight of learning from students and peers!

Course Title: Contemporary Short Stories: Compare and Contrast

Course Leader: Bonnie Lass

Course Length/Start: 5 weeks starting 2/27

Meeting Time and Location/Format: TU 2:15 – 3:45, Zoom

Course Description:

A good short story can provide the basis for a great discussion, and we will discuss some of the best! Class members will read 10 stories I've chosen from the 20 included in *The Best American Short Stories of 2022*, two per week. The stories have actually been chosen three times: by (1) Heidi Pitlor, the editor of the series, from several hundred available in periodicals; (2) Andrew Sean Greer, guest editor for 2022, who chose 20 from the hundreds; and (3) me. This "creme de la creme" of timely and innovative tales will hopefully prompt close reading and provide fuel for engaged and personal discussion. We'll focus on the interests and questions of class members and on the guided reading questions I'll provide to maintain the flow of conversation. Preparation will probably take about two hours a week.

Books and Other Resources:

Andrew Sean Greer and Heidi Pitlor, eds. *The Best American Short Stories of 2022*.
Mariner/HarperCollins, 2022

Biography:

After a career in teaching and writing and editing educational materials, I now enjoy following my own passions. They include travel, reading contemporary fiction, movies, looking at and making art, and word puzzles. Most of all, I enjoy the company of friends, family, and fellow lifelong learners.

Course Title: The Nineteenth Century Russian Short Story: An Analysis and Close Reading

Course Leader: Carole Levy

Course Length/Start: 6 weeks starting 2/27

Meeting Time and Location/Format: TU 11:30 – 1:00, in person at Temple Shalom

Course Description:

This course will attempt to replicate a course given by George Saunders at Syracuse University as described in his book *A Swim in a Pond in The Rain*. As he describes it, it is a course “in which four Russians give a master class on writing, reading, and life.” This involves a close reading of each of seven stories followed by discussion on the various aspects of what makes a good short story. Class members should purchase the book, but NOT read it until the course gets underway. For the last class, we will read a contemporary short story (TBD) and apply to it what we have learned. We will read the short story together, if short, at home before class if long. There will be some lectures on an aspect of short story writing, intermingled with discussion from the class. For longer short stories, prep time will be perhaps an hour.

Please note that this six-week course will begin on February 27 and end on April 2, which is during the break week.

Books and Other Resources:

A Swim in the Pond in the Rain, George Saunders, Random House, 2021

Biography:

I am a long-time member of LLAIC, having taken and presented classes since its inception. My former life experience included teaching high school English and History. Some of the classes I have led at LLAIC include courses on Israeli History and Literature, the books of Philip Roth, books that have sparked social change and lately Great Decisions courses on foreign policy from the Foreign Policy Association. I have a B.A. from Penn State University, and a master’s from the Heller School of Brandeis University. And now I am so enjoying this phase of my life where I get to lead a class of very smart adults with vast life experience.

Music

Course Title: Opera 101—Why is That Fat Lady Singing?

Course Leader: Lois Novotny

Course Length/Start: 6 weeks starting 2/27

Meeting Time and Location/Format: TU 11:30 – 1:00 in person at Temple Shalom

Course Description:

Have you ever wondered about the attraction of a lot of fat (OK, maybe just chubby) people wearing helmets with horns singing on stage about some melodramatic story in an incomprehensible language and thought that opera was not for you? Well, opera singers are no longer all overweight and don't wear horned hats, not all stories are melodramatic, and with the use of subtitles and surtitles, the language is no longer incomprehensible! This course is for those who don't know much about opera but are curious about it, those who have a smattering of familiarity but would like to know more, and those who would enjoy hearing a lot of snippets of wonderful music sung by terrific singers. After brief introductions and a bit of history, most of the class will be listening to the musical examples.

The course will begin with the parts of an opera (arias, duets, choruses, an occasional ballet—including an orgy) and continue with the different voice types, from the coloratura soprano at the top to the basso profundo at the bottom. We'll then look very briefly at famous operas from the late 18th to the 21st centuries, including works by Mozart, Verdi, Puccini, and Wagner, with excerpts ranging from single arias to slightly longer scenes. Since opera is theater, we'll see a variety of scenic and directorial approaches, from traditional to quite modern. We will end with a look at a new opera by the American composer Philip Glass, *Akhmat*, which had a spectacular production at the Metropolitan Opera. There will be a list of optional listening, covering additional performances by the great singers of our time. Just about everything we will look at will have subtitles, and translations will be provided for the few lacking them. While we will not be listening to entire operas, the synopses for each opera mentioned will be provided as optional background. Other than reading the synopsis for those interested, there is no preparation needed for the classes.

Please note that this six-week course will begin on February 27 and end on April 2, which is during the break week.

Books and Other Resources:

No books. Synopses of the operas mentioned will be provided for those who choose to read them, and there will be a list of optional things to listen to.

Biography:

After completing all course work for a Ph.D 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.

Course Title: Music of Film Noir

Course Leader: Judith Pinnolis

Course Length/Start: 5 weeks starting 2/28

Meeting Time and Location/Format: WED 9:30 – 11:00, Zoom

Course Description:

What makes the film music of *film noir* so different than other sorts of Hollywood fare? What musical elements aid in suspense or the sense of foreboding? What are the memorable sounds of some of your favorite noir films? This class will be listening to some music from various noir films, focusing on 5 or 6 different films. (To learn more about *film noir*, read this Wikipedia page: https://en.wikipedia.org/wiki/Film_noir.) We will hear about some of the techniques composers use to create tension and suspense, and how they develop ideas for their sound tracks. We will also listen to some of the music as just great cinematic music, learn about the composers, and of course be welcomed to watch the films, now with attention also to the sounds as they are happening in the various scenes. These films are available through rental on Amazon Prime and may be available through a public library or on Netflix or on other streaming services. Various segments from some films' soundtracks are also available through YouTube (links will be given in class). Composers discussed may include Franz Waxman, Philip Glass, Miklos Zozsa, David Raksin, Bernard Hermann, and Max Steiner. Coincidentally, it may be noted that all these composers were Jewish, and some were refugees from Hitler's Germany. Join me as we explore a new field of study together, and figure out some of these intriguing questions. Preparation time will be approximately 2 hours a week, depending on the length of the films.

Books and Other Resources:

It will be up to members to obtain access to the complete films through rental, a subscription or streaming service, or on YouTube, or in a public library. However, it is not necessary to watch the entire film, but many will prefer to do that. Members can instead listen to soundtracks, if preferred. Some sound clip files will be provided (as possible) to members of the class the week before.

Biography:

I've taught many sessions on music, film, and the arts for LLAIC over many years. I work as Associate Director of the Library at Berklee College in Boston. My latest publication is a chapter on "Sound Recording Collections of Jewish Music in the United States" in *The Oxford Handbook of Jewish Music Studies*, published in October 2023. Hope you can join me for exploration of a new field of study for me!

Personal Development

Course Title: A Frank Discussion about End-of-Life Decision Making

Course Leader: Peter Goldberg

Course Length/Start: 5 weeks starting 4/9

Meeting Time and Location/Format: TU 2:00 – 3:30, in person at Temple Shalom

Course Description:

This class is for serious discussions about the end-of-life decision making and is for people who are personally approaching the ends of their lives or who have partners, family members, or close friends at this stage. It will address legal preparation (wills, healthcare proxies, powers of attorney) and other planning (long term care and funeral arrangements). Another topic will be where to live: at home – alone or with caregiving; at an assisted living facility; in a memory care unit. We will discuss what kinds of conversations to have with family members. We will consider what to do if one gets terminally ill or develops dementia – and the role of a Health Care Advocate. We will consider what is involved in palliative or hospice care.

Each class will start with a lecture, followed by discussion of issues raised by the participants and the readings. Plan on about 1-2 hours of preparation for each class session. *Being Mortal* by Atul Gawande, is a history of his father's journey from a diagnosis of spinal cord cancer to his ultimate death. Both father and son are surgeons. The book is a good introduction to our course and you should have read the first five chapters by the time the course starts, and the remaining chapters by the end of the second week. The Conversation Project can be done online. There is some reading on their website and you can read the topics as they relate to course subjects of the week. The biggest item is to learn how and when to talk with your family about your end of life wishes. We will practice in class how to talk with family. *The Beauty of What Remains*, by Steve Leder, is a very short book about Rabbi Steve and relates his history of doing thousands of funerals and taking care of and dealing with his father, who had dementia.

Books and Other Resources:

Gawande, Atul. *Being Mortal*, Metropolitan Books/Henry Holt and Company, 2014.

Leder, Steven. *The Beauty of What Remains*, Avery, 2021.

Conversation Project (online)

Biography:

I had a general dental practice in Brookline, Ma. I was on the staff of the Massachusetts General Hospital Department of Oral and Maxillofacial Surgery and the Eye and Ear Infirmary. I taught Maxillofacial Prosthetics at the Harvard Dental School and treated patients that had congenital head and neck defects, trauma and head and neck cancer. I have spent the last seven years as a volunteer with the Hebrew Senior Life Hospice at Newbridge and a volunteer for Hebrew Senior Life at Newbridge, prior to the covid epidemic.

Course Title: Navigating and Managing Transitions in Your Life

Course Leader: Elise Tofias Phillips

Course Length/Start: 5 weeks starting 4/10

Meeting Time and Location/Format: WED, 9:30 – 11:00, Zoom

Course Description:

We are all constantly going through transitions through our lives, whether it is with a growing family, health, career, living situations, volunteering, or losing loved ones. This evidence - based course is upbeat, interactive, engaging, and educational. It is supported by the latest research and information from thought leaders, researchers, and writers and will set the stage for exploration, discovery, and planning. You will learn about the phases of a transition, have time to reflect on your personal journey, and how you want to navigate the life transitions you are going through now; whether it is with adult children, welcoming grandchildren, health related issues, managing your time, and figuring out how to have meaning and purpose—all through a wellbeing lens. We will learn from the past to move forward towards the next chapter of your life based on cutting edge trends. We will incorporate personal values, strengths, a vision of wellness, and self-care for a more balanced way of living.

Each participant will receive about one hour of work between sessions that include resources, handouts, surveys to take, video links to watch, readings, and powerful questions to reflect upon to enhance the process. The course will be discussion based supported by the readings, TED Talks, and personal reflection—as well as reaching out and learning from others. There are enormous possibilities for growth, meaning, purpose, and happiness during this time of your life. Join us and develop a transition plan, flourish as you age, and discover your superpowers. It's your journey, your wellness, your way.

Books and Other Resources:

Most of the resources will be available online, including TED talks. I will be giving handouts, and will later suggest other books and articles.

Bruce Feiler TED Talk [Managing Life Transitions B Feiler short take](#)

Bruce Feiler TED Talk [The Secret to Mastering Life Transitions](#)

Lucy Hone TED Talk [Three Secrets of Resilient People](#)

Jane Fonda TED Talk [Life's Third Act](#)

Biography:

I am an experienced health and wellness coach, consultant, and educator. Throughout my career I have held leadership positions in higher education and healthcare. My degrees are in health and wellness education and promotion. I work with individuals, groups, and organizations offering education and coaching to people managing transitions, wellbeing, and life. I have been teaching this course for several years and find that participants become very engaged, develop wonderful relationships within the group, and leave with a comprehensive transition plan.

Course Title: [Memoir Writing: Reflections of our Lives Past and Present](#)

Course Leader: Myrna Rybczyk

Course Length/Start: 10 weeks starting 2/28

Meeting Time and Location/Format: WED 9:30 – 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 parts to accommodate for that. A typical range is 1-3 hours.

Books and Other Resources:

None

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.

Recreation

Course Title: Getting the Most Out of Your Electric Vehicle (EV)

Course Leader: Elizabeth Levy

Course Length/Start: 5 weeks starting 2/29

Meeting Time and Location/Format: TH 9:30 – 11:00, Zoom

Course Description:

So you have an EV – congratulations, and welcome to the future of automobile travel! But... you have questions. For example, are EVs really better for the environment? They don't use fossil fuel, but where does all that electricity come from? And what happens when those batteries are disposed? EVs are still expensive relative to gas vehicles (GVs) – do they save you any money? And what about hybrids? Are you nervous about taking your EV out of town or on a long trip? Are you worried you won't find a charging station where and when you need one? Are some EVs better or worse than others? What is the charging experience like? What costs more, a full charge or a full tank of gas?

I can help demystify the process of owning and traveling in an EV so that you'll know what to expect vs a GV.

This course is not a travelogue, nor is it an exhaustive course on EV technology. Rather, I intend to help you understand what it's like to experience driving and traveling in an EV, including charging it, navigating between chargers, and getting used to the features of an EV. I have owned a Tesla and a Porsche EV and have taken many long-distance trips with both along heavily populated eastern corridor and into the hinterlands.

Discussion topics will include a comparison of EVs and GVs, the differences between hybrids, plug-in hybrids and fully electric vehicles, the driver experience, a comparison of Tesla vs. other brands of EVs, EV charging, trip navigating and planning, the EV user community, helpful apps, and why one might or might not want to buy an EV (tax credits, environmental considerations, charging infrastructure).

The class will be discussion and Q and A. I will send some links to relevant articles about EVs and will identify some useful apps. Weekly preparation should be an hour or less to read provided articles.

Books and Other Resources:

The list will be updated during the course.

How do electric cars work? By harnessing the magic of magnetism.
From the battery system to regenerative braking, these are the basic technologies that power EVs.
https://apple.news/AOVNGHDyPTji4ZqwYlrU_7Q

Ready for an electric car? What you need to know
<https://apple.news/ADoIA2WxKO9ifHiAKNKaxAA>

Everything You Need to Know About Road Tripping in an Electric Car This Summer
https://apple.news/AQVaOG_yTRGqeWvxEwxEVUg

Toyota's New Prius Is the Most Important Car That Nobody Is Talking About
<https://apple.news/AIwf8XsplTFGfevkbmD8CZA>

Biography:

I am a retired mechanical engineer and intellectual property lawyer. My engineering experience is in manufacturing, quality control, and design in the specialty chemicals, semiconductor, and electrical products industries. I have two patents for consumer products sold in the 1990s. I am from west Texas, where driving on straight level roads is a divine right. I married a car nut who introduced me to Porsches, convertibles, a Ferrari, track driving and EVs. We have owned and driven EVs since 2018. I am a martial artist and a former musician. I enjoy teaching and learning and have taught martial arts, violin, statistical quality control, intellectual property law, and English as a second language.

Course Title: The Lilac Players 2.0; A Play Reading Group

Course Leader: Maryann Wyner and Roseli Weiss

Course Length/Start: 5 weeks starting 4/9

Meeting Time and Location/Format: TU 2:00 – 3:30, in person at Temple Shalom

Course Description:

Join the Lilac Players as we spend a delightful five weeks reading plays together. The pressure is off – no memorizing scripts, no performance anxiety. Join us for readings of different genres of plays and have a chance to read different characters throughout the five weeks. We had so much fun this past fall that we decided to keep it going. The first week will probably be a one-act play, and weeks 2-3 and 4-5 will each be a longer play. The plays will be chosen based on the number of people registering, although we may read multiple parts. The five weeks will be in-person at Temple Shalom. Weekly preparation will be reading the week's play.

Books and Other Resources:

Plays will be sent to each member in PDF format.

Biography:

Roseli Weiss: I have been acting in local theater 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, and currently am a costumed guide on the Freedom Trail. I am a retired public-school superintendent with three master's degrees and a doctorate and have spent over 40 years in education from teaching to principalship to directorship.

Maryann Wyner: I have been involved in theater since high school as an actor, stage manager, and properties manager. After one short time on stage at Clark University as a corpse, I waited until my teaching days to get involved. After receiving a B.A. from Clark, I went on, while teaching, to get an M.A. in English at Simmons College. At Chapel Hill-Chauncy Hall in Waltham, I served as the assistant director and occasional actor for over 30 high school performances. As a teacher, acting was always part of the job, so getting involved in the LILAC Players allowed me to delve into something that has always made me smile. After retiring from teaching, opportunities arose at Temple Shir Tikva where I performed in

Fiddler on the Roof, Joseph and the Amazing Technicolor Dreamcoat, the Megillah According to Grease, and Little Shop of Horrors.

Science, Mathematics, and Technology

Course Title: Our Changing Climate- What Is Happening Now and What Will the Future Hold

Course Leader: Bob Berlin

Course Length/Start: 10 weeks starting 2/27

Meeting Time and Location/Format: TU 2:00 – 3:30 in person at Temple Shalom

Course Description:

Will our grandchildren face a world drastically altered by climate change? The world is increasingly experiencing the effects of changes in climate patterns from historic norms as we see greater frequency and severity of extreme heat episodes, droughts, fires, storms, and flooding which threaten societal and political stability. There is, however, optimism that a mix of the many technical and societal remedies being pursued will mitigate these life-altering effects. We will examine the causes of these changes related to the sources and effects of greenhouse gas in the continuing rise of air and ocean temperatures and how our lives are being affected now and will be in the future. We will look at how feedback loops caused by climatic disruptions are making the impacts worse and whether we are in danger of reaching tipping points where the impacts are not reversible. Much of our focus on impacts and solutions will relate to the US and particularly here in Massachusetts.

We'll discuss the status of promising developments in alternatives to the use of fossil fuels, including renewables and other clean energy sources, and emerging technologies for removal of CO₂ from the environment, and consider what has worked and what hasn't. And of course we will examine the commitments made in the Paris Accords and the follow up COP conferences and whether the parties are trying to meet them. The politics, societal pressures, and economics will be considered.

The class will be in person and will be a combination of lectures and class discussion. There will be up to one hour per week of preparation.

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, management, and a doctorate in public health. I managed programs in development of renewable energy technology and 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.

Course Title: Music and Your Brain

Course Leader: Sandy Bornstein

Course Length/Start: 10 weeks starting 2/29

Meeting Time and Location/Format: TH 9:30 – 11:00, Zoom

Course Description:

Why do we like music so much? Our ability to perform it or to respond to it originates in the brain, which co-ordinates hearing, motor responses, emotion, memory, and much more to produce the thrill we experience. What is going on in there when you listen to music? What's going on when you produce the music yourself?

Many parts of your brain respond when you hear music. And even more parts get involved when you actively make the music. How does the brain tell you to dance when you hear a good beat? Rhythm evolved from our ability to walk on two feet. Singing evolved alongside early language. But how do you coordinate all the little muscles to make the sound that you want? The brain again. Why do we like mushy love songs? Because our brains secrete oxytocin, the bonding hormone, when we hear them. Why is it so much fun to sing and clap along with a bunch of total strangers at a rock concert? Because your brain likes it!

Many researchers say that MUSIC is the single most important thing that humans ever invented. You'll find out how your brain manages it in this course. The class will be mostly lectures and watching YouTube videos, with as much class participation as possible. Weekly preparation should be an hour to an hour and a half of readings and YouTube videos. You do not need a music background to take this course—everything you need will be explained.

Books and Other Resources:

Levitin Daniel. *This Is Your Brain On Music*, Penguin Random House, 2006 (available in paperback)
Various internet articles and many YouTube videos, provided either by email or through a possible course website.

Biography:

I was Cantorial Soloist and Choir Director at Temple Isaiah in Lexington for 25 years. I was also a professional soprano appearing in oratorio and recital performances throughout New England, and have taught voice for 30 years at Harvard University, the Cambridge School of Adult Education, and in my home studio. Here at LLAIC I taught a well-received course on the history and influence of textiles. At BOLLI I have also taught courses on the history of Jewish music, the beginning of the American Revolution, and the invention of writing and its significance in human culture.

Course Title: The Magic of Magic Squares

Course Leader: Joel Kamer

Course Length/Start: 5 weeks starting 4/9

Meeting Time and Location/Format: TU 11:30 – 1:00 in person at Temple Shalom

Course Description:

There is a mathematical recreation that appeared in Chinese writings as far back as 300 BCE, and has fascinated people such as the artist Albrecht Dürer, the architect Antoni Gaudi, the scientist/statesman Benjamin Franklin, the composer Peter Maxwell Davies, and the comedian/author Steve Martin. The items of their fascination are magic squares. We will learn all about them — what they are, how to construct them, variations of the squares, and related structures such as magic circles, magic cubes, and 4-dimensional magic squares. We'll also learn about the relative of magic squares—Latin squares, and their application to scientific experiments. You won't be able to saw a person in half at the end of this magic course, but you will be intrigued by the numbers. The format will be lecture with class participation. There should be 1-2 hours each week for reading and homework problems.

Books and Other Resources:

Block and Tavares. *Before Sudoku: The World of Magic Squares*, Oxford University Press, 2009

Biography:

I am an actuary by profession, with degrees in mathematics and actuarial science. As my work hours were spent with mathematics, where would I turn for relaxation — why, recreational mathematics, of course! The fun of learning about magic squares and their many variations has fascinated me for many years. I've taught courses on cryptography, the history of math, the short stories of Jorge Luis Borges, fiction with a math chaser, fun with numbers, mathematics in *The Simpsons*, and short stories involving mathematics at LLAIC and another lifelong learning program.

Course Title: Hands-On AI Exploration

Course Leader: Agi Sardi

Course Length/Start: 5 weeks starting 2/29 TH 2:15 – 3:45, Zoom

Meeting Time and Location/Format: TH 2:15 – 3:45, Zoom

Course Description:

Curious about Artificial Intelligence and what the heck Large Language Models have to do with your existence now and in the future? Dive into this supportive and encouraging course where learning meets creativity. We will kick things off by demystifying the basics of AI in a way that's easy to grasp and

discover how AI can be a tool for self-expression. Course participants can try their hand at completing browser-based assignments in areas of interest in their own lives with an opportunity to share their accomplishments. As long as you can perform a Google search, you have the ability and background to join this course. Ready to embark on this AI adventure? Let's explore the future of the fastest-growing industry together!

The first class will be presentation/definition/usage, followed by examples then discussion. Later classes will highlight one or two of the participant's assignments before diving into new material. Students should have access to a computer or iPad and know how to use the device to navigate websites. No further skills are necessary. Participants may spend an hour or more a week following up with suggested exercises.

Books and Other Resources:

None

Biography:

I am a Hungarian immigrant who evolved into a computer engineer and dance performer, among other titles. I have led advanced technology initiatives for Raytheon Corporation, contributing to projects such as the Space Station, Theater Battle Management, and Environmental Monitoring systems. Following my corporate experience, I transitioned into academia, teaching at institutions like MIT, Northeastern, and other local colleges.

In mid-life, I developed a deep passion for Capoeira and Afro-Brazilian dance, dedicating 30 years to actively participating in these art forms. Additionally, I have explored the realm of fine arts, participating in several shows. My current fascination lies in the intersection of art, technology, and science. I am eager to share this enthusiasm with fellow enthusiasts and explore the dynamic interplay of these disciplines.

Spring 2024 Course Schedule

TUESDAYS AT Temple Shalom unless otherwise noted				
PERIOD	In person	In person	In person	Zoom
1 9:30 – 11:00				Bermont 5a What Else is Happening (Starts 3/5, ends 4/2) Sherizen 5b Consequences of Technology
2 11:30-1:00	Novotny 6a Opera 101	Kamer 5b Magic Squares	C Levy 6a The 19 th century Russian Short Story	
3 2:00 – 3:30	Tremblay 6a Movie Musicals Lilac Players 5b Play Reading	Berlin 10 Changing Climate	Goldberg 5b End-of-Life Planning	Lass 5a Contemporary Short Stories 2:15 – 3:45 Zoom

WEDNESDAYS on Zoom				
PERIOD				
1 9:30 – 11:00	Pinnolis 5a Music of Film Noir	Rybczyk 10 (9:15-11:00) Memoir Writing	Alpert 10 Ulysses, part II	Phillips 5b Life Transitions
2 11:30-1:00	Hitron 6a Films of Howard Hawks	Grasfield & Kaplan 10 Mysteries	Snider 10 Teddy Roosevelt	

THURSDAYS on ZOOM				
PERIOD				
1 9:30 – 11:00	Bornstein 10 Music & Your Brain	E. Levy 5a Electric Cars	Lai 6b British Empire	Goddard 5b Short Books
2 11:30-1:00	Bick 5b Moliere	Art 10 Artful Duos	Singer 5b Complicity of Health Care Professionals in the Nazi Regime	
3 2:15– 3:45	Mansfields 10 American Education	Sardi 5a Exploration of AI	Rosen 10 Zionism and the Modern State of Israel	Kolb 5b Fireside Poets

Spring 2024 Class Dates

Tuesdays	Wednesdays	Thursdays
FEB 27	FEB 28	FEB 29
MAR 5	MAR 6	MAR 7
MAR 12	MAR 13	MAR 14
MAR 19	MAR 20	MAR 21
MAR 26	MAR 27	MAR 28
Break Week	Break Week	Break Week
APR 9	APR 10	APR 11
APR 16	APR 17	APR 18
NO CLASSES	APR 24	APR 25
APR 30	MAY 1	MAY 2
MAY 7	MAY 8	MAY 9
MAY 14	MAKE-UP WEEK	MAKE-UP WEEK
MAKE-UP WEEK		

How to Register for LLAIC Courses

In order to register for Spring 2024 courses, you must have a current LLAIC membership. You can purchase or renew an annual membership, using a credit card, at our website: www.LLAIC.org,

At our website you can also register for courses starting at 10:00 A.M. Monday, January 23, when Spring 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, 175 Temple St., West Newton, MA. At in-person courses masking is now optional.

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.