



LLAIC

Lifelong Learners: An Independent Collaborative

Fall 2025 Course Catalog

Come for the Courses, Stay for the Friends

www.llaic.org

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Art Appreciation

Course Title: Revelations: The Power of Light in the Art of Turner, Hopper and A. Wyeth

Course Leader: Suzanne Art

Course Length/Start: 10 weeks starting September 11, 2025, and ending December 4, 2025

Meeting Times and Location/Format: TH 11:30 – 1:00 on Zoom

Course Description:

All artists use light strategically to achieve specific goals. But how does the visual language of Turner, Hopper, and Wyeth make them stand out from the others?

JMW Turner is known for capturing the ephemeral qualities of light and atmosphere in his paintings to produce an emotional experience. He experimented with soft, diffused light to create a sense of intimacy and calm, harsh, directional light to introduce tension and mystery, and backlighting to evoke curiosity. His bold brushwork often broke down recognizable forms, and he used a palette knife or even his fingers to manipulate a painting's surface for greater dramatic effect.

Edward Hopper contrasted bright artificial light with the darkness of night to produce a sense of melancholy and isolation. Long, dark shadows of dawn and twilight invoke a sense of introspection in many of his scenes. He painted with a loaded brush, emphasizing pure form and suggesting the artificial nature of art. Through a skillful use of light and composition, Hopper suggested a narrative, leaving it to the viewer to imagine the rest.

Andrew Wyeth painted local scenes in egg tempera and drybrush watercolor, mediums which allowed him to build up a complex surface, producing subtle variations of light. This lighting, combined with unusual perspectives, created a sense of mystery, of the surreal, which Wyeth referred to as "magical realism."

All three painters left us with a prodigious number of masterpieces. In this course, we will learn about the life and times of each artist. We will see how they used light and shadow in original ways to elicit a wide range of feelings. And we will discover what sorts of ideas they strove to reveal through their art. Each class will consist of a presentation accompanied by a selection of slides. Students will be encouraged to ask questions or make comments about each work of art as we move from slide to slide. Rather than a lecture, this should be viewed as a discussion of the meaning and significance of the art of Turner, Hopper, and Wyeth. Weekly class preparation should take about an hour and a half.

Books and Other Resources:

All assignments will be online. A syllabus with all links (and descriptions of them) will be emailed to students before the course begins.

Biography:

I have degrees in history, teaching, and the French language and literature. I taught history at a private school for 16 years and later taught teachers “how to teach history” at Primary Source in Watertown. I have always been drawn to art history, and one of my favorite pursuits is “experiencing” art at major museums both here and abroad. I have taught over a dozen courses about various artistic traditions and movements at LLAIC and BOLLI.

Course Title: [Ashcan School Painting](#)

Course Leader: John Cohen

Course Length/Start: 5 weeks starting September 10, 2025, and ending October 15, 2025

Meeting Times and Location/Format: W 2:45-4:15, on Zoom

Course Description:

This five-week course explores the Ashcan School, a group of early 20th-century artists known for their raw depictions of urban life. The focus is on how these artists captured the gritty realities of the city and the struggles of the working class. Through their bold brushstrokes and unflinching gaze, these artists moved away from idealized portrayals, instead immersing themselves in vibrant and often chaotic street scenes and the intimate moments of everyday people. The artists covered will be Robert Henri (1865-1929); George Luks (1867-1933); William Glackens (1870-1938); John Sloan (1871-1951); Everett Shinn (1876-1953); George Bellows (1882-1925); and Theresa Bernstein (1890-1988).

The course will consist of presentations and discussions. Each participant will receive by email a syllabus prior to the first session. Participants are asked to watch two videos and read one text article (total time about 30-45 minutes) before each session.

Books and Other Resources:

All assignments will be online. Links will be accessed through a syllabus.

Biography:

I am a retired computer programmer. Living in the Boston area, I am fortunate to have been able to take more than 20 art history courses over the past 20 years at Wellesley College, Boston University, and LLIAC. These included courses in Greek, Renaissance, Victorian, and American Art. Previously at LLAIC, I have been the class leader for The Birth of Modern Art (1900 - 1950). I’ve also been lucky enough to have spent a great deal of time looking at art in (I guess) more than 100 museums and churches in the United States and Europe.

Course Title: [New York- Painting the City \(1900- 1940\)](#)

Course Leader: John Cohen

Course Length/Start: 5 weeks starting October 29, 2025, and ending December 3, 2025

Meeting Times and Location/Format: W 2:45-4:15, on Zoom

Course Description:

This five-week course examines how early 20th-century artists portrayed the beauty, diversity, and energy of New York City. Various artistic approaches are explored, from the romantic impressionism of Colin Campbell Cooper to the dynamic modernism of John Marin. This period witnessed New York's dramatic rise as a global center, a transformation reflected in the art of the time. Artists grappled with the city's towering architecture, its diverse populations, and the relentless pace of modern life. The artists covered will be Colin Campbell Cooper (1856-1937); John Marin (1870-1953); Guy Wiggins (1883-1962); Reginald Marsh (1898-1954); Alice Neel (1900-1984); and Isabel Bishop (1902-1988).

The course will consist of presentations and discussions. Each participant will receive by email a syllabus prior to the first session. Participants are asked to watch two videos and read one text article (total time about 30-45 minutes) before each session.

Books and Other Resources:

All assignments will be online. Links will be accessed through a syllabus.

Biography:

I am a retired computer programmer. Living in the Boston area, I am fortunate to have been able to take more than 20 art history courses over the past 20 years at Wellesley College, Boston University, and LLIAC. These included courses in Greek, Renaissance, Victorian, and American Art. Previously at LLAIC, I have been the class leader for The Birth of Modern Art (1900 - 1950). I've also been lucky enough to have spent a great deal of time looking at art in (I guess) more than 100 museums and churches in the United States and Europe.

Course Title: [Discussing Movements that Followed Impressionism](#)

Course Leader: Judith Scott

Course Length/Start: 6 weeks starting September 9, 2025, and ending October 21, 2025

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

Course Description:

Discussing Movements that Followed Impressionism is a new 6-week art history course in which you will have an opportunity to discuss paintings from four beloved art movements that followed Impressionism. We will cover Neo-Impressionism, Post-Impressionism, Symbolism, and Fauvism, studying the life and works of Georges Seurat, Vincent van Gogh, Paul Cézanne, Paul Gauguin, Edvard Munch, and Henri Matisse. An abundance of art slides will give you ample inspiration for engaging in group discussions. You will be encouraged to share thoughts and personal reactions in a judgement-free environment.

You will be especially encouraged to analyze these artists' brushstrokes, depiction of light effects, application of color, compositions, and choice of subjects. I will present information about each artist and artwork as well as context placing these movements in the continuum of art history. The class will be a combination of lecture and discussion using projected slides of the paintings. Preparation time should be less than an hour to an hour and a half each week.

Please note that the last class is during the break week.

Books and Other Resources:

I will provide links to brief readings intended to provide background information and enhance the classroom discussions.

Biography:

I was a guide at deCordova Sculpture Park and Museum for over thirteen years, and I am now a Guide Emeritus. I was a docent at Danforth Art Museum and School for fifteen years. I conducted numerous tours at both art museums and taught a significant portion of the Danforth New Docent course. I have been a student of art history for most of my life, and I was an amateur painter for decades. I am a retired senior manager in the computer industry. This is my sixth LLAIC course. Previous courses included *Movements in Modern Art*, *Expressionism in Art*, *Favorite American Artists*, *More Favorite American Artists*, and *Discussing Impressionism*.

Film

Course Title: Films of Classic Hollywood Directors: Orson Welles

Course Leader: Stan Hitron

Course Length/Start: 6 weeks starting October 22, 2025, and ending December 3, 2025

Meeting Times and Location/Format: W 11:30-1:00, on Zoom

Course Description:

A young, brash Orson Welles stormed into Hollywood in 1939 on the phenomena of his great Halloween "trick or treat" to America, his radio play based on H. G. Wells *War of the Worlds*. The realism of the production proved the power of the young mass medium of radio by causing panic among listeners who tuned in late, missing the announcement that this was fiction and believed that a Martian invasion was really happening. RKO Pictures, seeing Welles' potential for putting people in movie theatre seats, invited Welles to Hollywood with an unprecedented contract for a first-time, 23-year-old director for two pictures, giving him total creative control and final cut privileges. The result was *Citizen Kane*, a.k.a. 'the greatest movie ever made' that sat atop the American Film Institute's Top 100 and other best-ever-lists, well into the 21st century.

How do you follow a first picture success like this? If you're Orson Welles, not easily. His uncompromising confidence in his restless, dramatic genius made it difficult for him to find financial backing within and

outside the studio system and may have contributed to his meager career output of 20 feature length films over a 50+ year career.

Nonetheless, we will study six of Welles' movies between *Citizen Kane*, 1939 and *Touch of Evil*, 1958 (rereleased "director's cut," 1998), exploring his masterful exploitation of film form and discovering his ideas on human nature and American culture. The other four films to be studied are to be announced.

Each week I will introduce the film to be discussed and send out viewing questions ahead of time. The films will be viewed in the order they were first released and will focus on their meanings, the director's development, ideas about American culture, and his contribution to classic cinema. All films will be watched individually before class. It usually takes around two hours to watch a film to be discussed in class. In previous classes some students have attested to the benefits of watching a film 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 the first class is during the break week.

Books and Other Resources:

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. I will send links to online useful critical analyses of films studied (expands our understanding of a film's meanings).

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: Films of Challenge and Resilience

Course Leader: Judith Pinnolis

Course Length/Start: 5 weeks starting September 9, 2025, and ending October 14, 2025

Meeting Times and Location/Format: TU 9:45—11:15, in person at Temple Shalom

Course Description:

This five-week course will use film to explore adaptation and adjustment to events both momentous and small. The course will look at how coping skills are explored. Many films will be examined through a variety of social lenses. How do individuals cope with change? How does an individual respond to the swirl of momentous events around them, and how does this change them? What is the meaning in understanding an historical moment? What can we learn from these films about our own times and situations? We will look at five films, each of which deals with a different sort of adjustment or adaptation: an immigrant, a survivor, a soldier, a cop, and a diplomat. Each film explores a character and

how they cope or reconcile their situation presented by the film. Currently, the film list includes *Hester Street*, *Madame Rosa*, *Cast a Giant Shadow*, *Crossfire* (1947), and *Persona Non Gratia*. The class will be a discussion of the week's film, based on some prompts. All class attendees will be expected to participate in discussion. For preparation, attendees must watch the films before each class. There may be a reading or two, depending if there's anything pertinent to our course.

Books and Other Resources:

There are no books to buy, but attendees may need to request a rental or get a film from a library. All the films are currently on Amazon for rental, at a library, or available on YouTube channels.

Biography:

I have taught many classes as LLAIC in the past including about music (such as on Dorothy Fields, Close Listening: Masterpieces of Art Music, Jewish Sacred Music, Israeli Composers, or Composers of Film Noir). I am a librarian and musicologist focused on the history of Jewish music. This course is a exploration of values depicted in film rather than music in film.

Course Title: [The Films of Edward G. Robinson](#)

Course Leader: Larry Rockoff

Course Length/Start: 5 weeks starting September 11, 2025, and ending October 23, 2025

Meeting Times and Location/Format: TH 11:30-1:00, in person at Temple Shalom

Course Description:

Born in Bucharest in 1893 as Emanuel Goldenberg, screen legend Edward G. Robinson appeared in nearly 100 films between 1916 and 1973. His acting range was phenomenal, playing everything from tough guy gangsters to quiet loners. In this class, we will examine five films that exhibit the full range of his acting abilities. We'll start with *The Whole Town's Talking*, a comedy from 1935 in which Robinson plays a double role as gangster and meek office worker, directed by John Ford and co-starring Jean Arthur. We'll next look at *The Sea Wolf*, a drama from 1941 with hard-hitting political overtones that elicit parallels to fascism, directed by Michael Curtiz and co-starring Ida Lupino, and John Garfield. We'll then turn to *The Woman in the Window*, an atmospheric film noir from 1944, directed by Fritz Lang and co-starring Joan Bennett. Next will be *Scarlet Street* from 1945, another compelling film noir directed by Fritz Lang and co-starring Joan Bennett. We'll end with *Key Largo*, an action-packed drama from 1948 with Robinson as a ruthless gangster, directed by John Huston and co-starring Humphrey Bogart, Lauren Bacall, and Lionel Barrymore. Note that one of Robinson's most famous films, *Double Indemnity*, will be covered in the follow-up class on Barbara Stanwyck.

Participants will need to watch the films on their own before class. These movies are available on a variety of streaming services and most can be obtained from the Minuteman Library System. Details on how to watch each film will be provided a few weeks before classes begin. During class, we'll cover some background material and look at selected clips from the film and other related movies. However, the emphasis will be on a group discussion of the film, focusing on script, acting, cinematography, and other production elements, as well as how the film relates to today's world.

Please note that the last class is during the break week. There is no class on Thursday, September 18.

Books and Other Resources:

There is no required reading. However, I will provide links to a few optional articles and videos.

Biography:

Retired from a career in IT, my current passions are with art and film. On the art side, I work primarily with oils and gouache, and most of my work is abstract. My main interest is with color and the many factors that determine how color is perceived. In the past few years, I've exhibited with several community groups in the Chicago and Boston areas. On the film side, I've been active for years with a film club that meets weekly on zoom to discuss classic Hollywood films. A little more on my background: I hold a BFA in Art Education from University of Illinois and an MBA from University of Chicago. I have also published some poetry and prose, as well as a number of books on computing topics.

Course Title: The Films of Barbara Stanwyck

Course Leader: Larry Rockoff

Course Length/Start: 5 weeks starting October 30, 2025, and ending December 4, 2025

Meeting Times and Location/Format: TH 11:30-1:00, in person at Temple Shalom

Course Description:

Born in Brooklyn in 1907 as Ruby Catherine Stevens, screen legend Barbara Stanwyck appeared in nearly 90 films between 1927 and 1973. Her acting range was phenomenal, playing everything from spunky nightclub singers to scheming matriarchs. In this class, we will examine five films that exhibit the full range of her acting abilities. We'll start with *Stella Dallas*, a drama from 1941 that launched Stanwyck's career, directed by King Vidor and co-starring John Boles and Ann Shirley. We'll next look at *The Lady Eve*, a witty comedy from 1941, directed by Preston Sturges and co-starring Henry Fonda and Charles Coburn. We'll then turn to *Ball of Fire*, a screwball comedy from 1941, written by Billy Wilder and directed by Howard Hawks, co-starring Gary Cooper and with a marvelous supporting cast that includes Dana Andrews, Henry Travers (Clarence of *It's a Wonderful Life*), and Gene Krupa as himself on drums. Next will be *Double Indemnity*, a classic film noir from 1944, directed by Billy Wilder and co-starring Fred MacMurray and Edward G. Robinson. We'll end with *The Strange Love of Martha Ivers*, a suspenseful melodrama from 1946, directed by Lewis Milestone and co-starring Van Heflin, Kirk Douglas, and Elizabeth Scott.

Participants will need to watch the films on their own before class. These movies are available on a variety of streaming services and most can be obtained from the Minuteman Library System. Details on how to watch each film will be provided a few weeks before classes begin. During class, we'll cover some background material and look at selected clips from the film and other related movies. However, the emphasis will be on a group discussion of the film, focusing on script, acting, cinematography and other production elements, as well as how the film relates to today's world.

Books and Other Resources:

There is no required reading. However, I will provide links to a few optional articles and videos.

Biography:

There is no required reading. However, I will provide links to a few optional articles and videos.

Course Title: [History of Film Comedy](#)

Course Leader: Bob Tremblay

Course Length/Start: 6 weeks starting October 21, 2025, and ending December 2, 2025

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

Course Description:

The course will describe the different types of film comedy and then explore film comedy through the years starting with silent films and continuing to the advent of sound with movies from the 1930s and up to the present day. Each decade will show how comedy has changed over the years. The course will also showcase the directors, actors, actresses and writers who made important contributions to film comedy. The format will be lecture with plenty of YouTube clips of scenes from comic films. No preparation time required.

Please note that the first class is during the break week.

Books and Other Resources:

None

Biography:

As a film critic for more than 30 years and a lifelong movie fan, I have seen and reviewed more films than I care to count, many of them comedies. It's also one of my favorite film genres. In fact, the first film I saw in the theater was a comedy: "It's a Mad, Mad, Mad, Mad World" in 1963. This will be the seventh course I've taught at LLAIC. Previous courses were film appreciation, classical music appreciation, history of the 1960s rock 'n' roll, history of 1960s television, history of 1970s rock 'n' roll, and history of the movie musical.

Government

Course Title: [The Constitution Under Siege in Ways our Founders Never Imagined](#)

Course Leader: Eric Rosen

Course Length/Start: 7 weeks starting September 10, 2025, and ending November 5, 2025

Meeting Times and Location/Format: W 11:30-1:00, on Zoom

Course Description:

The course will cover recent conduct by the Trump Administration threatening the United States Constitution and our constitutional democracy. We will also examine recent United States Supreme Court cases that both support Trump and rule against him. In this context, we will discuss methods of interpretation, discussion of religious liberty, gun regulation, slavery, equal protection of the laws, capital punishment, right to counsel, due process under the 5th and 14th amendments and cases of historical significance. In particular, we will spend some time on this clause of the First Amendment: "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof." Recent cases of abortion, parents opting out of certain classes and other such cases will provide for a robust discussion of religious liberty. We will also look at the ability of the courts to enforce their decisions, including the possibility of the executive branch ignoring the decisions of the federal judiciary.

Classes will be lecture and discussion, and preparation time should be one hour per week.

Books and Other Resources:

I will not require books but will send slides and readings

Biography:

I am a lawyer and have a master's degree in education. In the masters' program, I studied constitutional law from a political science perspective. I taught the *History of Anti-Semitism* at Temple Beth Elohim and *Zionism and the Growth of the Modern State of Israel* at LLAIC.

History

Course Title: Six Prominent Female Leaders of the 20th Century

Course Leaders: Margalit Lai and Margaret Dergalis

Course Length/Start: 5 weeks starting September 11, 2025, and ending October 16, 2025

Meeting Times and Location/Format: TH 9:30-11:00, on Zoom

Course Description:

As a counterpart to last fall's course on male leaders, this course will be devoted to female leaders of the 20th century, who shaped modern history across political, cultural, and religious landscapes. We will focus on six pioneering figures from diverse backgrounds and analyze their leadership styles during pivotal moments of national and international significance. We chose two Muslims, a Hindu, two Christians and a Jew – Benazir Bhutto, Sheikh Hasina, Indira Gandhi, Corazon Aquino, Margaret Thatcher

and Golda Meir. We were not, unfortunately, able to include a US president. We are looking forward to including one in our lifetime.

The class format will be lectures that encourage discussion. Weekly preparation will be about two hours with links to articles and videos and suggestions for books to be read prior to the start of the course.

Books and Other Resources:

Links to articles and books will be provided weekly.

Biography:

Margalit Lai: I have given several courses over the years at LLAIC and found that history is my real niche. My last course was about five 20th century male leaders. Other courses I have given over the years were about the British empire, Israel, the history of Russia and Atheism.

Margaret Dergalis: My background as a secondary school teacher coupled with my love of history, memoir, and biography make this course a logical fit. Last fall I teamed up with Margalit as we gave together the course about five male leaders of the 20th century. I enjoy sharing the role as course leader for LLAIC and LLARC.

Literature

Course Title: James Joyce's *Ulysses* – A Guided Tour, Part 1

Course Leader: Rachel Alpert

Course Length/Start: 10 weeks starting September 11, 2025, and ending December 4, 2025

Meeting Times and Location/Format: TH 12:30-2:00, in person at Regis College

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. The class will be primarily a guided discussion of each chapter, one per class.

Participants can anticipate approximately 2-3 hours of reading (or listening to the audio version) weekly.

This course is Part 1, covering the first half of this complex book. Part 2 will be offered in the spring and will complete our tour.

Please note that this class will meet at the Fine Arts Center at Regis College, 235 Wellesley Street, Weston.

Books and Other Resources:

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

Biography:

I taught high school English and then as a lawyer taught at Suffolk Law School. I have led lifelong learning course on “Freedom of Speech,” “The Rise of Religion in 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*, which I have taught before both at LLAIC and at LLARC.

Course Title: [Ghana: History and Literature](#)

Course Leader: Brooks Goddard

Course Length/Start: 10 weeks starting September 11, 2025, and ending December 4, 2025

Meeting Times and Location/Format: TH 9:30-11:00, in person at Regis College

Course Description:

Ghana is a country rich in history, stories, and traditions. My 20-day visit there back in the day was very powerful. In 2016 I was one of 15 people at the Harvard Bookstore listening to Yaa Gyasi talk about her novel *Homegoing*. She signed my book “Hope you enjoy the novel.” I loved it. It is the story of the descendants of two sisters from early 19th century Gold Coast. The trans-Atlantic slave trade and its consequences are part of the story. Let us discuss this novel along with history from Zeinab Zawawi (originally from Sudan). That is, an African view of Ghana. The last session will be devoted to an understanding of slavery as seen by the Montgomery, AL, museums of Equal Justice Initiative and the Ghanaian sculptor who has created many pieces for Montgomery museums and for his own museum in Ghana.

Please read the first three chapters of *Homegoing* for the first session. In each class we will discuss the reading assigned for the week. Weekly preparation should be about 45 minutes.

Please note that this class will meet at the Fine Arts Center at Regis College, 235 Wellesley Street, Weston.

Books and Other Resources:

Gyasi, Yaa. *Homegoing*. Knopf, 2016. Also in paper.
Badawi, Zeinab. *An African History of Africa*. Mariner Books, 2024.

The Transatlantic Slave Trade. Equal Justice Initiative, 2023. Available only through EJI. I will order books following session #2, and they will be available to purchase.

Hayden, Robert. *Middle Passage* (long poem, available at <https://www.poetryfoundation.org/poems/43076/middle-passage>)

Optional also from EJI:

Freedom Monument Sculpture Park

The Legacy Museum

The National Memorial for Peace and Justice

Biography:

I am a lifetime teacher beginning in 1963. Most of my career was at the high school level; I retired from 31 years at Wellesley High School as English Department Head. I lived in Kenya where I taught in the US-AID program Teachers for East Africa. I have visited many African countries including Ghana and consider myself an amateur Africanist.

Course Title: *Mystery Fiction Goes to Court, Part 2*

Course Leader: Sandy Grasfield and Dana Kaplan

Course Length/Start: 10 weeks starting September 10, 2025, and ending December 3, 2025

Meeting Times and Location/Format: W 9:30-11 on Zoom

Course Description:

This is NOT THE SAME CLASS we offered in the Fall 2024 and Spring 2025 sessions. Too many great books and movies about legal matters for one class! So we are offering Part 2, which includes some lighter and shorter selections. Today there's even more reason to explore all aspects of the law-and-order spectrum, as the notion that the US is a "nation of laws" is being challenged. One fact is not in dispute: legal issues make for some very compelling storytelling.

Over 10 weeks, we will alternate, reading a book one week, watching a film (at home) the next. We WON'T be comparing the print and film versions of the same works. We WILL be looking at related topics in the book-movie pairings. We anticipate lively discussions relating the works to contemporary legal events. Books will be readily available through the Minuteman Library system or as inexpensive used books from Amazon or other online used book retailers. Films will all be available as rental CDs, free on Kanopy, or at small rental fees from major streaming services or YouTube. The list of films will be sent to those who register in the class.

Preparation time will be at least 2-3 hours per book, depending on the length of the book and your reading speed. Films are typically around 2 hours.

Books and Other Resources:

Michael Connelly, *The Concrete Blonde*

Joey Hartstone, *The Local*
Ariel Lawhon, *The Frozen River*
Graham Moore, *The Holdout*
Jodi Picoult, *Small Great Things*

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 four successful courses focused on mystery novels—including Part 1 of Mystery Fiction Goes to Court and a lecture class 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 presented with Sandy, I collaborated with Lois Novotny on a course reading and discussing culinary memoirs.

Course Title: A Taste of Twain

Course Leader: Maryann Wyner

Course Length/Start: 10 weeks starting September 11, 2025 and ending December 4, 2025

Meeting Times and Location/Format: TH 11:30-1:00, in person at Temple Shalom

Course Description:

Mark Twain elicits a lot of memories for our generation, and *The Adventures of Huckleberry Finn* is still a part of many Middle School curriculums. A complex man and a prodigious writer of all kinds of material, Twain authored over 60 short stories, numerous essays and newspaper articles. Of course, he is also known for many of his pointed quips about the nature of man and the world. In this 10-week class, we will delve into the library of Twain’s quips, short stories, and essays in order to get a taste of what stirred his creative juices. And, we will let Hal Holbrook bring to life the man and the mind of Mark Twain! In each class we will touch on Mark Twain’s background, discuss several stories/essays, and view some excerpts of Hal Holbrook’s “Mark Twain.” You will be asked to read a number of his writings as many are quite short. I would expect that to take about one hour a week.

Books and Other Resources:

The Complete Short Stories of Mark Twain, edition, Digireads.com Publishing, from Amazon. Most of the short stories are available online so some people may prefer that option.

Biography:

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 master's 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 Harper Lee's *Mockingbird* and *Watchman*, Young Adult Literature, the Great Migration in America and the short stories of Somerset Maugham, Kate Chopin, Mark Twain and F. Scott Fitzgerald. I have also been involved in high school theater productions and the Lilac Players. This is a reprisal of my Mark Twain course.

Music

Course Title: (Some of) Verdi's Greatest Operas

Course Leader: Lois Novotny

Course Length/Start: 5 weeks starting September 9, 2025, and ending October 14, 2025

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

Course Description:

Verdi is a towering figure in Italian opera, the dominant composer in the second half of the 19th century. Many of his 28 operas have become the core of the standard opera repertory, and it's hard to imagine any opera company that does not regularly perform several of them. While it would be a difficult feat to include all his "greats" in one course, we will look at five of them: *Rigoletto*, *Il Trovatore*, *La Traviata*, *Aida*, and *Otello*. The first three, written between 1851-1853, are often regarded as his popular trio, and cemented his reputation as a leading opera composer. *Aida* was commissioned in 1871 for the opening of an opera house in Cairo (not the opening of the Suez Canal, as sometimes said). *Otello*, written in 1887, is sometimes called the pinnacle of Italian opera.

For each work, we will look at two or more different productions, to see how the work changes with the view of different directors, and we will listen to outstanding singers. No prior knowledge of opera, or of Italian, required—all the operas have subtitles.

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. There may also be links to short articles or other short clips, and those are optional. Preparation should be less than an hour a week.

Books and Other Resources:

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

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: [American Protest Songs](#)

Course Leader: Jeff Zupan

Course Length/Start: 5 weeks starting September 11, 2025, and ending October 16, 2025

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

Course Description:

The American Protest Song has a long history of singing out against injustice and intolerance through the ages. This course will trace this history and the giants of the genre and their work. Topics include, civil rights, native American rights, women's rights, labor movement, anti-war, and the environment.

We will start by telling the real story behind Woody Guthrie's "This Land is Your Land," continue with "I Ain't Marching Any More" during the late 1960s, and include Billy Holiday's "Strange Fruit," among the many iconic songs that enrich our heritage. We will include works by Phil Ochs, Pete Seeger, Buffy Sainte-Marie, Paul Robeson, Joan Baez, Peter, Paul and Mary, Bruce Springsteen, and Bob Dylan, among others.

Over six dozen songs will be presented during this five-week course. Content will include the artists' background and the background of their songs. Representative songs will be played. There will be opportunities for the class to tell of their experiences with the songs and how they may have been affected by them.

I presented this course at LLAIC in the spring 2025 and it was very well received. Therefore, I am repeating it, this time on Zoom for those who have heard about it or could not attend in person.

Preparation will involve reading the Wikipedia biographies of the artists represented each week and acquainting oneself with the lyrics of the selected songs. Come and enjoy, reflect, and reminisce.

Books and Other Resources:

None, but reviewing the Wikipedia entries as indicated each week

Biography: Besides offering this course at LLAIC in spring 2005, I have presented a two-session version of this course.

Psychology

Course Title: Human Intelligence: Controversies

Course Leader: Richard Mansfield

Course Length/Start: 10 weeks starting September 10, 2025, and ending December 3, 2025

Meeting Times and Location/Format: W 9:30-11, on Zoom

Course Description:

What are the most important mental abilities for success in school, in the workplace, and in creative endeavor? This course will present three quite different perspectives based on psychological research: (1) research on IQ, general intelligence and discrete mental abilities; (2) Howard Gardner's theory of multiple intelligences, and (3) Daniel Goleman's theory of emotional intelligence. Here are some of the questions we will consider:

- What do IQ tests measure – a general mental ability or a set of separate skills?
- How important is IQ for success in school and in the workplace?
- To what extent can IQ be increased?
- To what extent is IQ determined by genes and by various environmental factors?
- What differences are there in mental abilities by sex, social class, and ethnicity, and what are the possible reasons for the differences?
- Besides IQ, what other mental abilities are there, and what could we do to nurture them in educational settings?
- What is meant by emotional intelligence, and what is its importance to success in the workplace and in relationships?
- How might we try to increase emotional intelligence in elementary and secondary school students?

The class format will include short lectures to present the key concepts and research findings supporting each approach, along with extensive discussion of issues and implications raised by each perspective. Weekly preparation time will be 1-1.5 hours.

Books and Other Resources:

Goldman, Daniel. *Emotional Intelligence*. 25th Anniversary Edition. Bantam Books, 1995. With Introduction Copyright 2020. (Required)

Gardner, Howard. *Multiple Intelligences*. Basic Books, 2024 Printing. (Recommended)

Haier, Richard J. Colom, Roberto, and Hunt, Earl. *The Science of Human Intelligence*. Second Edition, 2024. (Recommended for those with a high interest and a strong background in social science research and statistics)

Biography:

I have taught and co- taught many courses at LLAIC – including American Education; Hard Times, Contemporary Challenges; and The Case for Optimism. In my first career, I taught human development and educational psychology at Temple University. In my second career, in management consulting, I was a director of research at two consulting firms identifying and assessing the competencies needed for effectiveness in leadership and other senior positions in large organizations.

Science

Course Title: Clean Energy, Nuclear Energy, and our Failing Electric Grid

Course Leader: Jim Bright

Course Length/Start: 5 weeks starting October 28, 2025, and ending December 2, 2025

Meeting Times and Location/Format: TU 9:45-11:15, in person at Temple Shalom

Course Description:

This is a topic that affects each one of us: our electric supply. Despite the investment of billions of dollars on wind and solar energy, blackouts are becoming more frequent. Massachusetts is committed to wind, while the Trump administration opposes it. Last year the U.S. announced plans to triple nuclear energy production, yet many people abhor this approach. What is the right solution?

Much of what we read and see in the news about wind and solar energy overlooks or minimizes the very real disadvantages of those technologies, while most of us were raised on a diet of catastrophic news about nuclear energy that overstates the risks. We will aim to achieve a more balanced view, and to bring out information most people are not aware of.

To avoid misinformation that is so abundant in this area, we will use reliable, verifiable sources such as the grid operators themselves and the Department of Energy. Classes will include a mix of slides, short videos, and discussion and debate. We may decide to do online homework as timely or controversial topics arise. Preparation time should be 30-45 minutes each week.

Note: this is a topic on which some people have strong feelings. Please help us focus on simply understanding the facts!

Books and Other Resources:

No books, I will provide links to materials.

Biography:

I trained as an environmental engineer and used to design pollution control facilities before going into business. After formally retiring, I taught at Boston College for 13 years. For the past two years I have done extensive research on our electric supply, and found there is a great deal of misinformation in the field, which I hope to alleviate.

Course Title: Stroke and Brain Functions

Course Leader: Louis Caplan

Course Length/Start: 5 weeks starting October 30, 2025, and ending December 4, 2025

Meeting Times and Location/Format: TH 9:30-11:00, on Zoom

Course Description:

Stroke is one of the most feared conditions in the minds of us as we get older. What is more frightening and devastating than to suddenly become unable to speak, understand speech, move an arm or a leg, stand, walk, balance, hear, see, read, write, feel, or remember? Readily accessible information about stroke is lacking and difficult for many of us to understand. This course will discuss symptoms of stroke, how to recognize them, and how strokes relate to loss of functions.

This course will begin by describing what is a stroke, the major types of strokes, and the symptoms patients develop as a result of brain injury. We will also discuss risk factors, their management, and stroke diagnosis and treatment. I will begin each class with a brief presentation using PowerPoint slides followed by a question-and-answer period. No prep time is needed—attendees can read material in the books listed to amplify the course presentations.

Books and Other Resources:

These materials are recommended but not required. Many of the books are available in the Minuteman Library System.

The American Academy of Neurology; the American Heart Association Stroke have information about stroke and the brain for the public. Books 3 and 4 in the bibliography were commissioned by the American Academy of Neurology for me to write. I am now writing a 2nd edition of Navigating the Complexities of Stroke with Dr. Vasileios-Arsenios Lioutas for the American Academy of Neurology. It will be in press in about one year and published by Oxford University press.

1. Caplan, L.R., Dyken, M.L., Easton, J.D. (eds): The American Heart Association Family Guide to Stroke: Treatment, Recovery, and Prevention. New York: Times Books, Random House, 1993.
2. Hutton, C., Caplan, L.R.: Striking Back at Stroke: A Doctor-Patient Journal. Washington, DC: Dana Press, 2003.
3. Caplan, L.R. Stroke. St. Paul, MN: AAN Press (New York, NY: Demos Medical Publishing), 2005.
4. Caplan LR. Navigating the Complexities of Stroke. New York, Oxford U press, 2013.
5. Hutton. After a stroke; 300 tips for making life easier, Demos Medical Publishing 2005. Paperback

Biography:

I was born in Baltimore Maryland; and graduated from Williams College and the University of Maryland Medical School 1962 summa cum laude, as class valedictorian. I served in the US Army. After a Neurology residency at Harvard Neurological Unit, I was a Fellow at Massachusetts General Hospital, And then a staff Neurologist at the Beth Israel Hospital from 1970-1978. From 1978-1984, I was Neurologist-in-chief at Michael Reese Hospital and Professor of Neurology University of Chicago. From 1984 to 1998 I was Neurologist-in-chief at the New England Medical Center and Professor and Neurology Chairman. In 1998, I returned to the Beth Israel Deaconess Medical Center as Professor of Neurology at Harvard Medical School where I practice and teach. I am the author or editor of 52 books. I have had experience speaking to lay audiences. I live in Brookline with my wife Brenda. My family includes 6 children and their spouses, 18 grandchildren and 13 great grandchildren.

Societal Issues

Course Title: Transgender Rights—Or Wrongs

Course Leader: Rachel Alpert

Course Length/Start: 5 weeks starting October 30, 2025, and ending December 4, 2025

Meeting Times and Location/Format: : TH 2:15-3:45, in person at Regis College

Course Description:

Transgenderism is the hot spot in the American culture wars. Candidate Trump and affiliated PACs spent over \$200M on ads during the 2024 Presidential campaign attacking Kamala Harris on transgender rights. ("Kamala is for they/them. President Trump is for you.") On his first days in office in 2025 President Trump issued six executive orders circumscribing transgender activities. State legislatures have considered 701 bills in 2024 alone on the subject, with over 50 enacted. (In just the first quarter of 2025, 854 state bills were introduced.) The US Supreme Court issued four rulings on transgender rights, including one in June 2025 upholding a Tennessee law banning medical care for trans minors. Next Term the Court will hear cases on conversion therapy and transgender athletes in sports.

This interactive course will parse through the rhetoric to consider the science, the law, and the history to discuss what rights transgender adults and minors should have, especially when in potential conflict with others (parents, teachers, women). The format will be primarily discussion based on the assigned readings.

Participants can anticipate approximately 1-2 hours of reading weekly.

Please note that this class will meet at the Fine Arts Center at Regis College, 235 Wellesley Street, Weston

Books and Other Resources:

I will provide links to various internet materials in advance for each class.

Biography:

I taught high school English and then as a lawyer taught at Suffolk Law School. I have led lifelong learning course on “Freedom of Speech,” “The Rise of Religion in 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*, which I have taught before both at LLAIC and at LLARC.

Course Title: Then—Now—Next

Course Leader: Don Bermont

Course Length/Start: 5 weeks starting October 28, 2025, and ending December 2, 2025

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

Course Description:

In the fall of 2019, as the LLAIC courses were switching to all Zoom, I gave a course entitled *Brave New World Unvisited*. It was a course that attempted to capture the new technologies of the time, and to predict what would be happening five years from then — which is now.

We looked at the current state and expected advances in medicines, personal relationships, cultural and societal organization, food, energy, communications, work, Artificial Intelligence, and international relations.

My hope in this class will be to look back at what was happening then, compare that to what is happening now, see what was successful, what has disappeared, and what we are still waiting for. Then we will attempt the impossible task, with help from other sources, to predict what our world will be like in 2030, five years from now, assuming we will all be here.

I will do my best to de-emphasize the political aspects of everything, especially the day-to-day perturbations, and keep the focus on the bigger picture.

I will send about an hour’s worth of reading each week on some of the topics listed above, with a few questions. We will discuss all of this in class, which will be about one-third presentations, and two-thirds discussions. Bring your tin-foil hats.

Books and Other Resources:

There will be links from all of cyberspace.

Course Title: You Flunk! Our Failing Colleges and Universities

Course Leader: Len Glassman

Course Length/Start: 5 weeks starting September 11, 2025, and ending October 16, 2025

Meeting Times and Location/Format: : TH 2:00-3:30, in person at Temple Shalom

Course Description:

Colleges and universities have always been places to get a higher education. A place where the exchange of ideas was encouraged. A place where the freedom to publicly express ideas and beliefs (even very unpopular beliefs) was always sacrosanct. That's not the case today. Civil discourse has been abandoned, and the commitment to shared intellectual principles has become as fractured as today's America. My course will delve into all aspects of American colleges for the last fifty years. What's been taught as "fact" to our kids and grandchildren? How has this teaching shaped the present atmosphere at US colleges? Have colleges created a homegrown, anti-American, fifth column in America? The kids of today will be tomorrows leaders... what does that mean for the future? We'll discuss future college populations and share ideas of how best to educate young people. After introductory remarks, the class will be mainly discussion based on the week's readings. Preparation time should be about ½ hour a week.

Books and Other Resources:

I suggest reading one or more of the following books prior to taking this course:

Horowitz, David. *One-Party Classroom*. Crown Forum, 2009

Nelson, Cary. *Mindless*. The Jewish Quarterly #259, March 2025

Levine, Arthur and Van Pelt, Scott. *The Great Upheaval*. Johns Hopkins University Press. Baltimore 2021

Daniels, Ronald J. *What Universities Owe Democracy*. Johns Hopkins University Press. Baltimore 2021

Articles and videos will be provided.

Biography:

I'm a graduate of Northeastern University (BS Business and Marketing). I'm married with grown children and grandchildren. My post graduate degree is from the University of Hard Knocks...fifty years in business. I was a manufacturer and distributor of auto and truck parts. I play pickleball, golf, and fish Cape Cod and the islands relentlessly.

I've been associated with LLIAC for many years. In the past, I've led several "Great Decisions" classes. Most recently, I wrote and lead a class called "Red State-Blue State... the threat to democracy". It was well received. The post-class reviews were all positive. I always encourage and welcome everyone's opinions and thoughts on the subject we're discussing.

Course Title: The Best of Banned and Vulnerable Children's Picture Books

Course Leader: Anna Markus

Course Length/Start: 6 weeks starting September 11, 2025, and ending October 23, 2025

Meeting Times and Location/Format: TH 2:00-3:30, in person at Temple Shalom

Course Description:

This participatory, hands-on, in-person course will examine and discuss picture books that have already been banned or are vulnerable to future censorship. We will try to understand the who, what, why and how of book banning and will consider first amendment rights and controversies. Specifically, we will examine picture books that discuss democracy, immigration, black history and characters, and the many stories that are targeted because they challenge static or outdated concepts of family structure.

Each week, participants in small groups will read children's picture books provided by the instructor, and we will then discuss. Prep time will be about an hour each week.

Please note that the last class is during the break week.

Books and Other Resources:

The books to be discussed will be provided in class.

Biography:

I have spent my career balancing my love of literature with my love of psychology and investigating how the two interact. I have always been interested in progressive education, in reading and evaluating good literature, and in understanding the important issues in children's literature. I have a BA in literature and psychology from Smith, and an MA and EdD from UMASS. I am also a licensed therapist and the co-author of "For Love of Reading." I have taught at Goddard College, Smith, Mt. Holyoke, and UMASS Graduate School of Education.

Skill Performance and Development

Course Title: Managing Your Muse: A Creative Writing Workshop

Course Leader: Kathleen Olesky

Course Length/Start: 8 weeks starting September 9, 2025, and ending November 11, 2025

Meeting Times and Location/Format: TU 9:45-11:15, in person at Temple Shalom

Course Description:

Unlock your creativity and join in a generative writing workshop based on the Amherst Writers and

Artists method. Embrace your unique voice and creative genius in a supportive, non-critical environment. Write from prompts or your own inspiration and receive constructive feedback to nurture your artistic growth. No matter your background or writing genre, this is a workshop where your writing is celebrated and your craft can flourish.

The class is workshop style, with time spent partly in writing, from either prompts or the writer's own inspiration, followed by voluntary sharing of writing and commentary. No prep time is needed.

Books and Other Resources:

None

Biography:

I hold an MFA in Creative Writing and have been leading writing workshops for over 20 years both privately and at various adult learning programs using the Amherst Writers and Artists method. I am certified in this method, founded by Pat Schneider, author of *Writing Alone and With Others*(Oxford University Press, 2003). I lead a Zoom version of this workshop for a literary magazine called *River Heron Review*. My poetry has been published in *Peregrine* and a memoir piece in *The Buddha's Apprentices*.

Course Title: Memoir Writing: Reflections of Our Lives Past and Present

Course Leader: Myrna Rybczyk

Course Length/Start: 10 weeks starting September 10, 2025, and ending December 3, 2025

Meeting Times and Location/Format: W 9:30-11, on 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 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.

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. New class members are always welcome!

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 finding a publisher for a memoir I have written regarding Boston Police Corruption in the early 1960s.

Course Title: The Lilac Players—A Play Reading Group

Course Leader: Maryann Wyner and Roseli Weiss

Course Length/Start: 5 weeks starting October 28, 2025, and ending December 2, 2025

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

Course Description:

The Lilac Players will spend five weeks rehearsing a radio play which will be performed for the LLAIC community. Experience is not necessary. You just need to be a bit of a “ham” and have a desire for fun. Please sign up as soon as possible so that we can select a play that has enough roles. Remember: “All the world’s a stage” and we are it! There will be a small charge for a printed copy of the play.

Please note that there is no fee for this course.

Books and Other Resources:

Copies of the plays chosen

Biography:

Maryann Wyner: I have been involved in theater since high school as both 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 BA from Clark, I went on, while teaching, to get a MA 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*.

Roseli Weiss: I have been 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.

Course Title: The Joy of Winter Birding

Course Leader: Jeff Zupan

Course Length/Start: 5 weeks, see special schedule below

Meeting Times and Location/Format: (See Course Description)

Course Description:

So, you always wanted to be a birdwatcher (birder)! Now you have no excuse! This course is intended to provide a launching pad for those who interested in becoming a birder. It will teach you how to identify the common birds in our area in the winter and give you tips to maximize your chance of seeing them, what equipment to have and which guide books and apps to use. We will have one classroom session highlighting those birds we are likely to see in four field trips that would follow soon thereafter. This would be done by showing photographs of these likely birds, indicating their defining characteristics. The classroom session will be on November 18, from 11:30-1:00, in person at temple Shalom. Then we will go out in the field to see them, traveling to four “hotspots” for birding, on December 2, 9, 16, and January 6. At least two trips would span most of a full day, the other two of shorter duration.

Binoculars are required for the field trips, which will each involve less than two miles of walking on ground that is fairly even. No preparation time is required.

Books and Other Resources:

No books required, although recommendations will be given for field guides and binoculars.

Biography:

I have been a birder since 1958 and have traveled locally and beyond to see birds. There are about 11,000 species of birds in the world and I have seen only a mere 1,900 plus and counting, but have seen just about all those we can expect to see in eastern Massachusetts. I have given this course four times previously at LLAIC, plus three times for the spring version of the course. Professionally, I am a retired urban transportation planner.

Fall 2025 Course Schedule

Tuesdays at Temple Shalom in Person				
PERIOD				
1 9:45 – 11:15	Olesky 8a Creative Writing	Bright 5b Our Failing Grid	Pinnolis 5a Films of Resilience	
2 11:30 – 1:00	Scott 6a Discussing Post Impressionism Wyner & Weiss 5b Lilac Players	Novotny 5a Verdi's Operas Bermont 5b Then-Now-Next	Tremblay 6b Film Comedy	Zupan 5b Nov. 18, & field trips Winter Bird Watching
Lunch 1:00 – 3:00			Lunch at LLAIC Program	

Wednesdays all on Zoom				
PERIOD				
1 9:30 – 11:00	Mansfield 10 Human Intelligence	Rybczk 10 Memoir Writing	Grasfield & Kaplan Mystery Fiction Goes to Court	
2 11:30 – 1:00	Hitron 6b Films of Orson Welles	Rosen 7a The Constitution Under Siege		
1:30 – 2:30	LLAIC Loves Art			
3 2:45 – 4:15	Cohen 5a The Ashcan School	Cohen 5b Painting New York		

Thursdays				
PERIOD	On Zoom	In person at Temple Shalom	In person at Temple Shalom	In person at Regis College
1 9:30 – 11:00	Lai & Dergalis 5a Prominent Female Leaders Caplan 5b Stroke and Brain			Goddard 10 History & Literature of Ghana
2 11:30 – 1:00	Art 10 The Power of Light	Wyner 10 Taste of Twain	Rockoff 5a Films of Edward G. Robinson Rockoff 5b Films of Barbara Stanwyck	Alpert 10 Ulysses, part 1
1:00 – 2:00	Lunch			
3 2:00 – 3:30	Zupan 5a (2:15 – 3:45) American Protest Songs	Glassman 5a Failing Colleges	Markus 6a Banned Children's Books	Alpert 5b (2:15-3:45) Transgender Rights

Fall 2025 Class Dates

Tuesdays	Wednesdays	Thursdays
SEP 9	SEP 10	Sep 11
SEP 16	SEP 17	SEP 18
SEP 23 No class Rosh Hashana	SEP 24 No class Rosh Hashana	SEP 25
SEP 30	OCT 1	OCT 3 No class Yom Kippur
OCT 7	OCT 8	OCT 9
OCT 14	OCT 15	OCT 16
OCT 21 Break week	OCT 22 Break Week	OCT 23 Break Week
OCT 28	OCT 29	OCY 30
NOV 4	NOV 5	NOV 6
NOV 11	NOV 12	NOV 13
NOV 18	NOV 19	NOV 20
NOV 24 No Class Thanksgiving	NOV 25 No Class Thanksgiving	NOV 26 No Class Thanksgiving
DEC 2	DEC 3	DEC 4
DEC 9 Make up week	DEC 10 Make up week	DEC 11 Make up week

How to Register for LLAIC Courses

In order to register for Fall 2025 courses, you must have a current LLAIC membership. You can purchase or renew (on July 1) 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, July 28, when Fall 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. Most in-person courses are offered at our rented space at Temple Shalom, 175 Temple St., West Newton, MA. At in-person courses masking is now optional. Three courses are offered at Regis College, 235 Wellesley St., Weston, MA.

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.

Course Finder Table

In this table courses are listed in order of their Day and then Period during the day. Under Location TS = Temple Shalom in Newton, Regis = Regis College in Wellesley. Pg refers to page in this catalog on which a full description of the course appears. You can use this table to look for courses held on a particular day of the week, or during a particular class period, at a particular location, or offered via Zoom. Then go to the indicated page in this catalog to find the full course description.

Brief Title	Course Leader(s)	Day	Period	Wks	Location	Pg.
Creative Writing	Olesky	TU	1	8a	TS	25
Our Failing Grid	Bright	TU	1	5b	TS	20
Films of Resilience	Pinnolis	TU	1	5a	TS	8
Discussing Post Impressionism	Scott	TU	2	6a	TS	6
Lilac Players	Wyner & Weiss	TU	2	5b	TS	27
Verdi's Operas	Novotny	TU	2	5a	TS	17
Then-Now-Next	Bermont	TU	2	5b	TS	23
Film Comedy	Tremblay	TU	2	6b	TS	11
Winter Bird Watching	Zupan	TU	2	5b	TS	28
Human Intelligence: Controversies	Mansfield	WED	1	10	Zoom	19
Memoir Writing	Rybczyk	WED	1	10	Zoom	26
Mystery Fiction Goes to Court	Grassfield & Kaplan	WED	1	10	Zoom	15
Films of Orson Welles	Hitron	WED	2	6a	Zoom	7
The Constitution	Rosen	WED	2	7a	Zoom	11
The Ashcan School	Cohen	WED	3	5a	Zoom	5
Painting New York	Cohen	WED	3	5b	Zoom	5
Prominent Female Leaders	Lai & Dergalis	TH	1	5a	Zoom	12
Stroke and the Brain	Caplan	TH	1	5b	Zoom	21
History and Literature of Ghana	Goddard	TH	1	10	Regis	14
The Power of Light	Art	TH	2	10	Zoom	4
Taste of Twain	Wyner	TH	2	10	TS	16
Films of Edward G. Robinson	Rockoff	TH	2	5a	TS	9
Films of Barbara Stanwyck	Rockoff	TH	2	5b	TS	10
Ulysses	Alpert	TH	2	10	Regis	12
American Protest Songs	Zupan	TH	3	5a	Zoom	18
Failing Colleges	Glassman	TH	3	5a	TS	24
Banned Children's Books	Markus	TH	3	6a	TS	25
Transgender Rights	Alpert	TH	3	5b	Regis	22

Note that the Winter Bird Watching course has only one in person session at Temple Shalom. The four remaining sessions are field trips to local bird watching sites.