



**LLAIC**

**Lifelong Learners:  
An Independent Collaborative**

**Fall 2023 Course Catalog \*\*\***

*Come for the Courses, Stay for the Friends*

**[www.llaic.org](http://www.llaic.org)**

# LLAIC Course Catalog for Fall 2023

## Contents

Art Appreciation.....	3
Course Title: Artful Duos: Famous Liaisons in the History of Art.....	3
Course Title: Visual Analysis: The Art of Seeing Art .....	3
Biography .....	4
Course Title: Thomas Jefferson: The Art of Power .....	4
Creative Activities .....	5
Course Title: A Writer’s Workshop .....	5
Course Title: Taking Photos with Your iPhone .....	6
Course Title: Memoir Writing: Reflections of our Lives Past and Present.....	7
Course Title: The Lilac Players 2.0: A Play-Reading Group.....	8
Film.....	8
Course Title: Great Directors of Classic Hollywood Cinema: Frank Capra .....	8
History.....	9
Course Title: The History and Legacy of the British Empire – the Good, the Bad and the Ugly .....	9
Course Title: Zionism, and the Founding and Development of the Modern State of Israel.....	10
Leisure Activities .....	10
Course Title: The Joy of Winter Birding .....	10
Literature .....	11
Course Title: A Guided Tour Through James Joyce’s Ulysses – Part 1 .....	11
Course Title: A Sampler of New England Poets and Their Poetry.....	12
Course Title: Breaking the Mold; The Unconventional Works of Kate Chopin.....	13
Music.....	14
Course Title: Mozart’s <i>The Marriage of Figaro</i> : A Guided Tour.....	14
Course Title: History of 1960s Rock 'n Roll .....	14
Policy Issues .....	15
Course Title: These are the NYT Opinions — What are Yours? .....	15
Course Title: Foreign Affairs Discussion .....	16
Psychology .....	17

Course Title: What Makes Great Leaders Great? .....	17
Science .....	18
Course Title: Lifespan, Its Past, Present and Future: Forever Young? .....	18
Course Title: What Can We Learn from Natural Animal Models About Human Diseases? .....	19
Seniors' Concerns.....	20
Course Title: Planning for More Fulfillment During Retirement.....	20
Course Title: A Frank Discussion About End of Life Decision Making .....	21
Technology.....	22
Course Title: Waves of Technology and Human Outcomes.....	22
Course Title: The Positive and Negative Social Consequences of Technology .....	22
Fall 2023 Class Schedule .....	24
How to Register for LLAIC Courses.....	25
Course Locations .....	25
Questions .....	25

\*\*\*

## Art Appreciation

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

Course Leader: Suzanne Art

Course Length/Start: 10 weeks

Time and 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 20<sup>th</sup> 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. These will include articles and videos focusing upon historical backgrounds, the biographies of specific artists, and descriptions of various art mediums.

### Course Leader Biography:

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

Course Title: Visual Analysis: The Art of Seeing Art

Course Leader: Ivy Cubell

**Course Length/Start: 6 weeks—a**

**Time and Format: TU 11:30-1:00 Zoom**

**Course Description:**

Why does a work of art look the way it does? What choices did the artist make? What's the artist's message? Looking at pictures can be even more rewarding when we learn how to analyze the elements of art, the building blocks used by artists to create a work. The first of six classes will explore the formal analysis of paintings - what are the elements of art? Our second class will be devoted to photography and its unique elements. Each of the next four classes will explore one of four categories of imagery: landscapes, interior scenes and still lifes, portraiture, and genre scenes. After first examining a visual history of each category, we'll apply our analyses to individual paintings and photographs, constructing meaning in art through guided discussion. Please note that this is a six-week course, from September 12 to October 17, and will have the last meeting during the break week.

**Books and Other Resources:**

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

**Biography:**

I am passionate about art and history and making connections between the two in dynamic and thought-provoking ways. As a Gallery Instructor since 2002 at the MFA Boston and former Vice-Chair of the Gallery Instructor advisory board, I lead specially themed tours through the various collections and special exhibitions for both adult and student groups, develop tours and training curricula for MFA docents, and lead professional development teacher workshops for schools throughout New England. In addition to my degree in Art History from University of Michigan and Columbia University, I hold an MSW and a JD from Boston University. I have taught *Photography and Painting: A Sibling Rivalry in Focus* for two semesters at LLAIC; have taught *Women and Art: Ancient to Modern* for 2 semesters at LLAIC; have taught this course *Visual Analysis: The Art of Seeing Art* for 1 semester; and I have shared four LLAIC LOVES ART presentations over the several years.

## Biography

**Course Title: Thomas Jefferson: The Art of Power**

**Course Leader: Marvin Snider**

**Course Length/Start: 10 weeks**

**Time and Format: WED 11:30-1:00 Zoom**

**Course Description:**

In this course, we will read Thomas Jefferson's biography and learn more about the man who was an American statesman, diplomat, lawyer, architect, philosopher, and the third president. He was the primary author of the Declaration of Independence, the first U.S. Secretary of State under George Washington, and second vice-president under John Adams. Jefferson's writings

and advocacy for human rights, including freedom of thought, speech, and religion, were a leading inspiration in the American Revolution.

As a lawyer, a member of colonial Virginia's House of Burgesses, and a delegate to the Second Continental Congress, he wanted the national government to have a limited role in citizens' lives. Although Jefferson promoted individual liberty, he had over 600 slaves during his life. He succeeded Benjamin Franklin as the U.S. minister to France. He then became the first secretary of state and clashed with U.S. Secretary of Treasury Alexander Hamilton over foreign policy and differing interpretations of U.S. Constitution. Jefferson favored strong state and local government, co-founded the Democratic-Republican Party to oppose Hamilton's Federalist Party, which advocated strong national government with broad powers over the economy. Jefferson's first administration purchased the Louisiana Territory from France and commissioned explorers Lewis and Clark to explore new acquisitions. After leaving office, he retired and helped found the University of Virginia. He spent his post-presidential years at Monticello, pursuing his many interests. Due to significant debt accumulated during his life, his mansion, furnishings, and slaves were sold at auction following his death.

The class will consist of presentations by the Course Leader and discussion. Weekly preparation time should be 2-3 hours.

#### **Books and Other Resources:**

Meacham, Jon. *Thomas Jefferson: The Art of Power*, Random House

Fawn Brodie. *Thomas Jefferson, An Intimate History*, Norton (optional)

#### **Biography:**

I have a PhD in psychology and have practiced both as a clinician and an organizational consultant. I have led many courses on diverse topics at the Harvard Life Learning Program, including courses on International Hotspots, Innovators of Political Thought, Cults, and Elections. 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 accomplishments, why they did what they did, and the impact they had.

## **Creative Activities**

**Course Title:** A Writer's Workshop

**Course Leader:** Phyllis Cohen

**Course Length/Start:** 10 weeks

**Time and Format:** TH 11:30-1:00 Zoom

**Course Description:**

In this 10 week adventure our goal will be to strengthen our writing skills, constructively critique each other's work and provide incentive to keep going even when we are blocked. Whether it's fiction or non-fiction, poetry or prose, essays, op-ed or expose, historical or hysterical...all forms are welcome.

Each 90-minute session will feature one or more members reading a sample of their work (or the entire thing if it's short) after which the others will, in a helpful supportive manner, critique the piece. Some discussion on issues such as how and where to submit work, what styles are currently popular and other subjects of interest to writers will also be included. Class members are encouraged to bring their own ideas of topics to consider as well. Weekly prep time will vary.

**Books and Other Resources:**

None

**Biography:**

As a founder of LLAIC I have been closely involved with all aspects of the organization. We have now completed 18 semesters and I have taken at least one course each semester, have led 3 or 4 courses including *Short Story Discussion and Analysis, Justice* (with Mary Mansfield) based on Michael Sandel's Harvard course, *Comedy* (with Sue Goldberg) and both winter- and summer sessions of New Yorker short story discussion and analysis. My own work has been published in several online blogs. I started as a stringer for *The Patriot Ledger* and created both the BOLLI Bulletin and The Quill at LLAIC. My undergrad degree is from Brandeis and I completed my formal education in Library Science at Framingham State College.

**Course Title: Taking Photos with Your iPhone**

**Course Leader: Martin Moser**

**Course Length/Start: 5 weeks—a**

**Time and Format: TU 9:45 -11:15 In person**

**Course Description:**

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

**Books and Other Resources:**

None

**Biography:**

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

**Course Title:** Memoir Writing: Reflections of our Lives Past and Present

**Course Leader:** Myrna Rybczyk

**Course Length/Start:** 10 weeks

**Time and Format:** WED. 9:15 – 11:00 Zoom

**Course Description:**

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

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

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

Weekly preparation time varies greatly and is determined by how much time will be needed to read aloud what has been written in the preceding week. We have had several long pieces that exceed the time constraint, and these have been presented in 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.

### **Course Title: The Lilac Players 2.0: A Play-Reading Group**

**Course Leader: Maryann Wyner and Roseli Weiss**

**Course Length/Start: 5 weeks—b**

**Time and Format: TU 2:00 – 3:30 In person**

#### **Course Description:**

The Lilac Players will spend five weeks reading a variety of plays for our enjoyment. Experience is not necessary. You just need to be a bit of a “ham” and have a desire for fun. We always enjoy reading, bonding, and emoting. Please sign up as soon as possible, so that we know how many roles we will need. That will help us choose fun plays to read. No memorization or performances, just reading and enjoying. Remember: “All the world’s a stage” and we are it! The plays will be available in PDF format, and we will read a one-act play each week. Each participant will be responsible for bringing his/her script with them in either hard copy or on a device. A read-through is encouraged before each meeting.

#### **Books and Other Resources:**

Plays will be sent to each member in PDF format.

#### **Biography:**

Maryann Wyner: I was the assistant director for 33 high school plays and have acted in a number of temple productions.

Roseli Weiss: I have been acting for many years in semi-professional and community theatre.

## **Film**

### **Course Title: Great Directors of Classic Hollywood Cinema: Frank Capra**

**Course Leader: Stan Hitron**

**Course Length/Start: 6 weeks—a**

**Time and Format: WED 11:30-1:00 Zoom**

#### **Course Description:**

Acclaimed in 1938 by Time Magazine. as Hollywood’s greatest director, Frank Capra is today still held in high esteem by movie buffs, critics, and film scholars alike. In his career he won six Oscars for best film and/or production while his films have garnered dozens more for acting, screen play, set design, sound, and other elements of film. Seven of his films are on various AFI Top One Hundred lists and six of his films are in the U.S. National Film Registry. Like many of the early Hollywood greats he was a naturalized citizen, coming from Sicily when he was five years old. His films embrace the democratic ideals of belief in the common man and the power of the individual to make a difference in society. He had a great respect for human dignity, and like his fellow immigrant film makers he helped define the American Dream for early 20th and mid-century America. We will explore, among other themes, how the

American ideals in Capra's films have held up. Are his films more than Kaprakorn, as a more cynical post-Vietnam generation called them? Or do they still speak to us about the promise of America that continues to draw "the tired, the poor, the huddle masses" to this country? Final viewing list is TBD, but will definitely include *It Happened One Night*, *Mr. Smith Goes to Washington*, and *It's a Wonderful Life*. Also, by popular demand, this semester's course will be expanded to six instead of the usual five films.

Students will view films on their own and they will be discussed in class. Some relevant information about the director's life and career and the production and historical context of the films will be presented in brief lectures. Most of the class is devoted to students' reactions, interpretations, and questions and responses to the instructor's viewing questions about the films. Weekly preparation will depend on the length of the film being discussed. Some students have found it beneficial to view the film twice if time allows.

Please note that this is a six-week course, from September 13 to October 18, and will have the last meeting during the break week.

### **Books and Other Resources:**

Students must obtain DVDs of films or stream them to watch before class.

### **Biography:**

I am a retired Professor of English and Humanities and former Chair of the English Department at Middlesex Community College in Bedford and Lowell, MA. I taught a three-credit course in film form and cultural analysis in the classroom and online for 25 years and a non-credit film course in Middlesex's lifelong learning program for 20 years with a core of a dozen or so students, who after starting, enrolled in every subsequent semester.

## **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:** 5 weeks—b

**Time and Format:** TH 9:30 – 11:00 Zoom

### **Course Description:**

Has watching or just hearing about King Charles' coronation made you want to learn more about the British empire? 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. Participants will be given weekly articles and videos to watch and read. Weekly preparation time will vary, but will never be

more than two hours.

**Books and Other Resources:**

Participants will be given weekly articles and videos to read and watch.

Ferguson, Niall. *Empire*, Basic Books, 2003. Not required but highly recommended.

**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

**Time and Format:** TH 2:15 – 3:45 Zoom

**Course Description:**

We will discuss the development of the idea of Zionism in the late 19<sup>th</sup> and early 20<sup>th</sup> 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. The class will be lecture and discussion. There should be up to one and a half hours per week of preparation, reviewing Power Point slides and articles from newspaper publications that will be provided.

**Books and Other Resources:**

No required books, but the following are recommended for those who would like more information:

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

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

**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 in Wellesley.

**Leisure Activities**

**Course Title:** [The Joy of Winter Birding](#)

**Course Leader:** Jeff Zupan

**Course Length/Start: 5 weeks – TU November 7, 14, 28 and December 8 and 15**

**Time and Format: Tu 9:15 – 11:45 (field trips longer) In person**

**Course Description:**

This course introduces beginning birders to the birds commonly found in MA in the winter. Winter is a wonderful time for birding; the leaves are off the trees, birds on water bodies (ocean, bays and rivers) are easy to see and bird feeders offer a chance to see a good variety of species close up. We take advantage of these features and expect to see three to four dozen species on our field trips. While some may find it daunting to venture outdoors in the winter, the experience of past attendees, has been very positive, based on the feedback received.

There is one lecture session on November 7 using a PowerPoint that covers the basics of bird identification, highlighting the bird species expected, apps for birding, field guides, optical requirements, etc., and there will be four field trips on November 14 and 28 and December 8 and 15, of which two are local for 1.5 to 2 hours and two full day trips farther afield. The local trips will be to a backyard bird feeder, and to a local reservoir, and the two day-long trips will be to Parker River/ Newburyport/Plum Island and Cape Ann.

Weekly prep time varies. You should use the materials provided to study the birds expected in advance to enable you to get more out of the course.

**Books and Other Resources:**

eBird app, Merlin app

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

You should have a good pair of binoculars. For those who don't have a pair of birding binoculars, this site may be helpful: <https://www.rei.com/learn/expert-advice/binoculars.html>

**Biography:**

I have been a birder since 1958 and traveled extensively to find birds in the US and around the world. I have given this course at LLAIC (spring and winter) five times. I enjoy introducing people to the bird and to the wonderful hobby of birding.

## Literature

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

**Course Leader: Rachel Alpert**

**Course Length/Start: 10 Weeks**

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

The format will be 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, the Course Leader 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: A Sampler of New England Poets and Their Poetry**

**Course Leader: Fred Kolb**

**Course Length/Start: 5 weeks—b**

**Time and Format: TH 2:15 – 3:45 Zoom**

**Course Description:**

Famous pastoral poet Robert Frost, who used landscape as a metaphor for meaning in his works, was a complete failure as a real farmer. Emily Dickinson was a recluse who never left her own bedroom in her latter years. This course is an examination of the lives and works of several New England poets. Through lecture and discussion, we will provide tools for the mastery of interpreting the nature of poetry. Each class will include biographic details on the poet and an examination/discussion of several of their works. The five poets are Robert Frost (including “The Road Not Taken” and “Stopping by Woods on a Snowy Evening”), Emily Dickinson (including “Because I could not stop for death”), Phillis Wheatley (including “On Being Brought from Africa to America”), Edna St. Vincent Millay (including “Afternoon on a Hill” and “Tavern”), and Edward Estlin Cummings (including “In just spring”). We shall discuss circa five poems per session. Most of the selections will be different from those discussed in the previous New England Poets

course. Please note that this course will meet from November 2 to December 7, which includes the make-up week. Weekly preparation time is approximately 1.5 hours.

**Books and Other Resources:**

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

**Biography:**

I am a retired professor of humanities and have taught graduate and undergraduate courses in American, World, and Comparative Literatures. My undergraduate majors were English and German language and literature, with minors in Philosophy and History. My graduate studies include English and American Literature, 19<sup>th</sup> Century and Contemporary German Literature, American Studies, and German Americana. Poetry is filled with wonder and joy for me; I hope with this course to make it more accessible to others.

**Course Title:** [Breaking the Mold; The Unconventional Works of Kate Chopin](#)

**Course Leader:** Maryann Wyner

**Course Length/Start:** 5 weeks—a

**Time and Format:** TU 11:30 – 1:00 In person

**Course Description:**

In this five- week course, we will delve into the feminist world of Kate Chopin (1851-1904), a woman who defied conventions in both her personal life and in her writings to tell women's stories. A product of the Midwest and the Creole life of Louisiana, Chopin championed women's independence from the expectations of 19th century America, celebrating women who take action to control their future. Many consider her an early feminist. We will read numerous short stories and her seminal work, *The Awakening*. The class will have some lectures but will primarily be discussion. Students must be able to open pdf files on their computers. Weekly assignments should take about 1-1/2 hours.

**Books and Other Resources:**

*The Awakening and Selected Stories of Kate Chopin*, ed. Barbara H. Solomon, Signet Classics 1976 (available on Amazon).

**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 a tutor and a middle school library assistant. I hold a Bachelor's degree from Clark University and a Masters in English from Simmons college. My last teaching position was at Chapel Hill - Chauncy Hall in Waltham, MA. Upon retirement in 2014, I found LLAIC, and here I got to teach and learn at the same time . . .and not grade papers or ask anyone to remove his hoodie! I have taught several courses, including Somerset Maugham's short stories, Harper Lee's *Mockingbird* and *Watchman*, Young Adult Literature, the Great

Migration in America, and Mark Twain. I have also been involved in high school theater productions and the Lilac Players.

## Music

**Course Title:** Mozart's *The Marriage of Figaro*: A Guided Tour

**Course Leader:** Phil Radoff

**Course Length/Start:** 5 weeks—a

**Time and Format:** TU 9:45 – 11:15 In person

### **Course Description:**

The course will present and discuss the first of Mozart's great trilogy of operas with librettos by his principal collaborator, Lorenzo DaPonte. First presented in Vienna in 1786, *Figaro* is thought by many to be the supreme example of comic opera in the repertory, and some of the scenes are indeed quite funny even 237 years after the first performance. The course will provide a first acquaintance with the opera for students unfamiliar with it and afford a greater appreciation of the opera for students already somewhat familiar with it. Much of the class time will be spent watching and listening to DVDs of the opera with occasional references to the Beaumarchais play on which the opera was based. We will cover about 30-35 minutes of music in each class period, from the Overture to the final curtain, with the remainder of the time available for explanation, verbal description, and questions. Emails sent out weekly will focus attention on key aspects of the material and present a series of questions to ponder for each class. The emails will also attach supplemental (optional) readings for those interested in relevant background information. The course will be of the lecture-presentation variety with opportunity for questions but only limited opportunity for discussion. Weekly preparation should not be more than two hours. Please note that the class will run from September 19 to October 17, and will have the last meeting during the break week.

### **Books and Other Resources:**

Participants should have access to any video recording of the opera plus a libretto, preferably in English and Italian. There are versions available online at no cost and also through the Minuteman library network as well as through the usual online sellers. Participants should have access to any video recording of the opera plus a libretto, preferably in English and Italian. There are versions available online at no cost and also through the Minuteman library network as well as through the usual online sellers. Optional reading: Beaumarchais's play, *The Marriage of Figaro*.

### **Biography:**

I have been watching and listening to operas since my youth and have taught more than a dozen courses in opera at LLAIC and BOLLI during the past 20 years.

**Course Title:** History of 1960s Rock 'n Roll

**Course Leader:** Bob Tremblay

**Course Length/Start:** 9 weeks

**Time and Format: TU 2:00 – 3:30 In person**

**Course Description:**

The course will provide a history of rock 'n' roll in the 1960s beginning in the early years, which sounded like a continuation of the 1950s in terms of style. The course will then explore how rock music changed and developed. Music from the British invasion as well as folk, soul, surfing, psychedelic, progressive, and bubblegum music will be examined. The course will also make a brief foray into the early 1970s as many of the best artists from the 1960s produced their best music during this period. Cultural and historical links will be included. A historical timeline will be presented with music played as illustrations. Time will be set aside for discussion. No preparation for class is needed.

Please note that this is a nine-week course starting on September 26, continuing through the break week, and ending on November 28.

**Books and Other Resources:**

None

**Biography:**

I studied music at college where I graduated magna cum laude, Phi Beta Kappa, and with honors in music. I also had my own rock music radio show at college. In addition, I am an avid collector of rock music, owning more than 1,000 albums and CDs. I have taught two previous courses at LLAIC: film and music appreciation.

## Policy Issues

**Course Title: These are the NYT Opinions — What are Yours?**

**Course Leader: Don Bermont**

**Course Length/Start: 5 weeks—b**

**Time and Format: WED 9:30 – 11:00 Zoom**

**Course Description:**

Each week, we will discuss three or four articles from the Opinion Section of *The New York Sunday Times*. We will focus on articles that will allow us to have in-depth discussions about issues that are rarely explained in depth in the daily news. We will avoid topics that are highly politicized. We will focus on issues that are complex and difficult to understand. Some of these issues will be very promising, others could be very dangerous, most will have aspects of both.

Some examples of what we might discuss are: what can really be done about immigration? poverty? drug treatments? the price of housing in Massachusetts? Chat-bots? medical care? are the humanities still important? and the lasting effects of COVID? We will describe, as best we can, what the issue is, why it is relevant to our lives, what is being done about it, what should be done about it, and what is possible.

These topics should easily lead to interesting discussions about many of the complex and confusing



changes that are rapidly transforming our world. The discussions will help all of us deal with these issues and how they affect our lives. The class will be mainly discussion. Weekly preparation time should be 30 minutes to an hour.

#### **Books and Other Resources:**

The material for the class will come from *The New York Times*. Most of it will be from the editorial pages, some might be podcasts. The material will be sent in a form which everyone can access.

#### **Biography:**

I have been teaching courses at LLAIC for several years. I have taught courses about the future, artificial intelligence, and recently about pop music. I am not an expert on any of these things, but I love to do the research and then learn from the class. I have always found the class discussions stimulating and enlightening. I have been very impressed with the breadth of our members' knowledge.

In my previous years I ran a psychology practice in Lowell, MA. Now, besides participating in LLAIC, I make videos or play ball with my grandchildren, and am active in state and national politics. I root for the Celtics (very frustrating these days), cook for my wife, and grow spices.

#### **Course Title: Foreign Affairs Discussion**

**Course Leader: Richard Mansfield**

**Course Length/Start: 6 weeks—a**

**Time and Format: WED 9:30 – 11:00 Zoom**

#### **Course Description:**

*Foreign Affairs* is a leading magazine for in-depth analysis and debate of foreign policy, geopolitics and international affairs, with articles by academics, policy experts, and government officials. Each class session will focus on three to five articles from one of the 6 bimonthly issues of this journal from the past year, with the Course Leader summarizing key points from one of the assigned articles and then leading a discussion of that article. The articles selected for each class session, all drawn from one bi-monthly installment of the magazine, will address at least two different issues. Among the issues that may be covered in the course are: the rise of China, the future of the Middle East, Russia and the War in Ukraine, the adequacy of U.S. military strength, lessons from the war in Iraq and from the Cuban missile crisis, the future of Israel, and the decline of democracy. Weekly prep time would be 1 ½ to 2 hours. Since this is a discussion class, it is essential that participants read the assigned articles for each class and come prepared to discuss them.

Please note that this is a six-week course, from October 25 to December 6, and will have the last meeting during the make-up week.

#### **Books and Other Resources:**

Participants are expected to purchase a digital subscription (\$45) to *Foreign Affairs*, so that we will have access to all issues from the past two years.

**Biography:**

I twice co-taught a LLAIC course on policy issues (both domestic and foreign policy). I have co-taught many other courses: Justice and Morality; Why We're Polarized, and The Case for Optimism, American Education in Crisis.

## Psychology

### Course Title: What Makes Great Leaders Great?

**Course Leader:** Mary and Richard Mansfield

**Course Length/Start:** 10 weeks

**Time and Format:** TH 2:15 – 3:45 Zoom

**Course Description:**

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

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

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

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

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

**Books and Other Resources:**

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

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

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

**Biography:**

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

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

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

## Science

**Course Title:** Lifespan, Its Past, Present and Future: Forever Young?

**Course Leader:** Gillian Geffin

**Course Length/Start:** 8 weeks

**Time and Format:** TH 9:30 – 11:00 Zoom

**Course Description:**

"Forever young?" Although many circumstances and luck play their parts you can certainly influence your own health, quality of life, and longevity, as we shall see in this course.

Global life expectancy has doubled over the last century and steadily increases in many countries. We will look at the dramatic mitigation of important factors limiting lifespan, focusing on the USA but glancing at similar and lower-income countries. We will not deal with two potential major causes of death: climate change and wars—high-lighted by the distressing Ukraine war and nuclear threats, amply covered elsewhere.

Over time, better agriculture, decreased famines, public health, hygiene, advances in medicine leading to immunizations, antibiotics, cancer, and other treatments have improved lifespan, as can good governance. We will examine these influences and the underlying science, also COVID-19, motor accidents, suicides, guns, opioids, and health delivery—its inequality, cost, and access. Do you favor extremely high-priced treatments for the few versus low-cost measures such as immunizations for the many?

Heredity, the genes received from our parents, plays an important role in longevity; long-lived parents tend to have long-lived children. We will look at genetics and a few genetic diseases, such as cancers caused by BRCA1 and BRCA2 and sickle cell disease, also how gene action can be modified by the lifestyle choices each of us makes.

We will look at the immune system, its role in vaccination and new cancer treatments, also other recent treatments and the science suggesting that lifespan can be greatly increased. How long would you like

to live? 100 years, 120 years, or more, to see your greatgrandchildren married –or indefinitely? What would alter your perspective? Your health, your family and friends, the effects on society? This subject encompasses broad areas of medicine, science, political and social science, so we will focus on principles and important examples.

The classes will be lecture with slides, some videos and breaks for discussion. Homework is optional so prep time could be zero to a couple of hours. Some relevant non-technical reading, and maybe some videos, will be emailed to the class each week. If an item sparks your interest, enjoy!

Please note that this class will begin on September 26 and continue until November 28.

### **Books and Other Resources:**

No books required, but non-technical articles of interest and maybe some videos will be emailed to class members each week as optional homework.

### **Biography:**

I have degrees in physiology and medicine from the University of London, ran a research laboratory at the M.G.H., and taught research fellows and medical students. We came to Boston for just one year in 1965 for my husband to get his BTA degree (Been to America)—to support promotion to consultant in the NHS, but enjoyed living here so much that we have stayed. My teaching at LLAIC and BOLLI at Brandeis includes science and technology courses with my husband Bennie, genetics courses, and contributions to other science courses. I taught a shorter version of this Lifespan course at LLAIC last fall; the second version should be better! Of course, when you teach, you learn—and teaching at LLAIC is enjoyable, challenging—and sometimes a little intimidating. Class members are welcome to call me at home with questions.

## **Course Title: What Can We Learn from Natural Animal Models About Human Diseases?**

**Course Leader: Michael Singer**

**Course Length/Start: 5 weeks—b**

**Time and Format: TH 9:30 – 11:00 Zoom**

### **Course Description:**

Evolution represents a natural experimental process for testing animal design features. Driven by environmental pressures, animals have evolved adaptations which can give valuable insights into human biomedical conditions. The giraffe, by virtue of its extremely long neck, has a mean arterial pressure much higher than other mammals. However, the giraffe does not develop vascular damage or heart failure despite its high mean arterial pressure. The giraffe's cardiovascular system challenges many of our concepts about hypertension. The bear hibernates and is immobile for about five months over winter. During this time the bear does not eat, drink, urinate or defecate. Yet the bear shows no signs of renal failure, disuse osteoporosis, disuse muscle atrophy or venous clots. Birds have high blood sugars with some like the hummingbird having extremely high blood sugar values. Yet birds do not suffer from diabetes or diabetic tissue damage. Turtles and high-altitude birds can tolerate low oxygen levels without developing brain damage. These examples underscore the valuable insights that natural animals can furnish with respect to biomedical disorders. Yet, this information database remains a largely

untapped resource. Classes will consist of a presentation followed by a question-and-answer period. No weekly preparation is needed.

**Books and Other Resources:**

None

**Biography:**

I graduated from medical school (University of Toronto) in 1964. After postgraduate training in Boston and Cambridge England, I practiced renal medicine and am now retired. I have given three LLAIC courses; *Evolution; Is Aging a Disease?*; and *Genes: What are they? How do they work? How are they regulated?*

## Seniors' Concerns

**Course Title: Planning for More Fulfillment During Retirement**

**Course Leader: Bill Brisk**

**Course Length/Start: 5 weeks—a**

**Time and Format: TH 9:30 – 11:00 Zoom**

**Course Description:**

Are you concerned about how you are (or will be) spending your retirement time? If so, this course may help you to clarify what activities are most important to you and to start allocating your time accordingly. Through reading, watching TED Talks, class discussions, and tracking how you are currently spending your time, you will gain clarity about what activities are most important rewarding to you. By trying out some time management tools, you will begin planning your time so that you spend more of it on activities that you find most important and rewarding.

By definition, retirement means the elimination of many hours of work-related responsibilities. If you have not thought through how you would like to use the time that has been freed up, you may find that you are spending it in unsatisfying, unrewarding ways. This course will help you to reflect on how you are spending your time in retirement, to identify the activities that you find to be most important and rewarding, and to plan to spend more of your time in those activities.

The class format will include brief lectures and much class discussion. Plan on spending 1-2 hours in preparation for each session. You will spend some of that time reading and reflecting and additional time using time management tools developed by the Course Leader.

**Books and Other Resources:**

Plunkett, Babs. *Choose Joy: Three Keys to Investing Your Time in Retirement*, FuzionPress, 2020 (paperback)

Additional books will be recommended.

**Biography:**

I graduated from Brown with honors, NYU Law School as a Root-Tilden Scholar, and hold a PhD from Johns Hopkins School of Advanced International Studies, focusing on Latin American and international politics. I taught at the Inter-American University (San German, Puerto Rico) and the University of New Mexico where I developed a variety of honors courses that encouraged students to do advanced work. This led to my taking administrative positions at the Inter-American Foundation and Harvard. Having reached a dead end, I began a second career as a lawyer and, by good fortune, found “elder law” as a subject in which I was able to produce a major work. I retired two years ago and since then have devoted myself to learning how to make the most of retirement.

**Course Title: A Frank Discussion About End of Life Decision Making****Course Leader: Peter Goldberg****Course Length/Start: 5 weeks—b****Time and Format: 11:30 – 1:00 In Person****Course Description:**

This course 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 2 hours 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 Mass General Hospital Dept of Oral and Maxillofacial Surgery and the Eye and Ear Infirmary. I taught Maxillofacial Prosthetics at the Harvard Dental School. I treated patients that had congenital head and neck defects, trauma and head and neck cancer, and have spent the last seven years as a volunteer with the Hebrew Senior Life Hospice at Newbridge and with Hebrew Senior Life at Newbridge, prior to the covid epidemic.

## Technology

**Course Title:** Waves of Technology and Human Outcomes

**Course Leader:** Shelly Lowenthal

**Course Length/Start:** 10 weeks

**Time and Format:** WED 11:30 – 1:00 Zoom

**Course Description:**

Technology continues to improve the lives of humans. See how technology has changed the lives of our ancestors, from low life expectancy and lives of drudgery to the highest life expectancy with leisure taking most of our time. Topics will include advances in language and communication, agriculture, transportation, energy, medicine, and more. How did humans manage to go from hunting and gathering feeding a very small population in good times, to feeding 7.5 billion people and their animals. Follow humans wandering and dragging belongings, to the discovery of the wheel, seafaring, and mechanical machinery allowing for rapid movement. Follow the stages of computer improvements starting with the origins of math to abacus to days computers in our pockets plus details on social media and AI! At the end of the class we'll vote for the most meaningful technology that has impacted all of us. The class will be lectures and discussion, with little prep time.

**Books and Other Resources:**

None

**Biography:**

I have degrees in Electrical Engineering from MIT and developed products and managed large teams until 2015. I have created and delivered classes to my managers to ensure high performance and to customers at trade shows. I've always enjoyed reading about technology and have personally experienced the waves of technology in my personal work life.

**Course Title:** The Positive and Negative Social Consequences of Technology

**Course Leader:** Sandy Sherizen

**Course Length/Start:** 5 weeks—b

**Time and Format:** TU 9:30 – 11:00 Zoom

**Course Description:**

We have all heard about how artificial intelligence could create new and potentially catastrophic implications for humanity. The impact of social technology is complicated and potentially beyond human control. Fear of new technology has a long history. For example, public opinion at the advent of the newspaper worried that people would forego the stimulating pleasures of early-morning conversation in favor of reading the daily.

Technology has both positive and negative social consequences. On the positive side, technology has increased connectivity, allowing new friendships regardless of distance and increasing 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 also has negative social consequences that include addiction, decreased communication skills, and harm to relationships. Technology can also threaten privacy, erode security, and fuel inequality. Overuse or dependence on technology may have adverse psychological effects, including isolation and disconnection. The rise of social media has brought issues of increased disinformation and polarization.

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. Participants' questions and comments will be especially sought. Weekly prep time should be about two hours.

**Books and Other Resources:**

I will be creating a Google Sites folder containing leading articles and documents. 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 various media engagements, led seminars, and given speeches in many domestic and international settings. As an ex-president, I am active at Congregation Beth El in Sudbury. Having flunked retirement, I have taught ESL to adult immigrants and now serve on a patient research ethics and safety board (IRB) at Brigham and Women's Hospital. I am currently a mentor in the College Behind Bars program. At several lifelong learning programs, I have taught a variety of topics including crime and criminal justice, the sociology of "deviant" behavior, the invisible forms of manipulation, the death of privacy, and surviving the Inquisition as a Secret Jew/Crypto Jew.



## Fall 2023 Class Schedule

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

Period	In person at Temple Shalom			Zoom
1 9:45 – 11:15	<b>Moser 5a</b> Photos with iPhone	<b>Radoff 5a</b> (Starting 9/19) Marriage of Figaro	<b>Zupan 5b</b> (Starting 11/7) Winter Birding	<b>Sherizen 5b</b> (9:30-11:00) Consequences of Technology
2 11:30-1:00	<b>Wyner 5a</b> Kate Chopin	<b>Goldberg 5b</b> End-of-Life Planning		<b>Cubell 6a</b> (ending 10/17) Art of Seeing Art
3 2:00 – 3:30	<b>Tremblay 9</b> (starting 9/26) 1960's Rock 'n Roll	<b>Lilac Players 5b</b> Play Reading		

**Wednesdays on Zoom**

Period				
1 9:30-11:00	<b>Alpert 10</b> Ulysses, part 1	<b>Rybczyk 10</b> (9:15-11:00) Memoir Writing	<b>Mansfield 6a</b> (ending 10/18) Foreign Affairs	<b>Bermont 5b</b> NY Times Opinions
2 11:30-1:00	<b>Hitron 6a</b> (ending 10/18) Director Frank Capra	<b>Lowenthal 10</b> Waves of Technology	<b>Snider 10</b> Thomas Jefferson	

**Thursdays on Zoom**

Period				
1 9:30-11:00	<b>Lai 5b</b> British Empire	<b>Singer 5b</b> Animal Models and Human Behavior	<b>Brisk 5a</b> Retirement	<b>Geffin 8</b> (Starting 9/26) Forever Young?
2 11:30-1:00	Cohen 10 Writing Workshop	Art 10 Art Duos		
3 2:15 – 3:45	<b>Mansfields 10</b> Great Leaders	<b>Rosen 10</b> Zionism	<b>Kolb 5b</b> (starting 11/2) New England Poets	

- Class times may vary for in-person and Zoom.
- Number of weeks is indicated by the number following the Course Leader's name.
- a = first half of semester; b = second half of semester. There is a "break week between a and b for make-up classes and so that no 5a or 6a class conflicts with a 5b or 6b class.

## How to Register for LLAIC Courses

In order to register for Spring 2023 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](http://www.LLAIC.org), starting on July 1. An annual membership, good from July 2023 through June 30, 2024, costs \$100.

At our website you can also register for courses starting at 10:00 A.M. Monday, July 31, when Course Registration opens. Courses cost \$10 per course week: a 10-week course costs \$100, a 5-week course costs \$50, etc. You pay by credit card at our website. Course registration is on a first come, first served basis, and some courses fill up quickly. Within minutes of registration and payment for a course, , you will receive an email confirmation

## Course Locations

Some courses are offered via Zoom, and you can take them from your home. In-person courses are offered at our new rented space at Temple Shalom, 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](mailto:INFO@LLAIC.ORG) or call and leave a message at 508-453-1205.