Dear Members,

As you enjoy your summer holidays, I hope you will also enjoy the prospect of the stimulating courses that await when you return to your studies in September. Many thanks to the ninety-two members who will be leading the study groups described in the pages that follow and to the indefatigable members of the Curriculum Committee, whose combined efforts have resulted in this delightful bit of summer reading that is the HILR Fall catalogue.

Be sure to review the detailed instructions on page 3 regarding the way to optimize your chances of getting the courses and course load you desire. Following these instructions is the only way to signal clearly your requests. One more complicated point I need to communicate here concerns your alternate selections. Inevitably, demand does not distribute evenly, so we always have some courses for which there are more requests than there are seats in the class. While that makes it crucial to include alternate choices when you register, it also means you are not guaranteed a designated alternate course. For instance, if you list course B as an alternate for course A and both are oversubscribed, you might get neither, depending on luck of the draw. So the more alternates you include, the better the chances of getting the number of courses you want. With such a rich selection of courses this Fall, it should be easy to find plenty of alternates!

Wishing you all a happy summer,

Tess O'Toole, Director
The Online Registration Process

The computer is programmed to place:

1. Each Study Group Leader into his/her first choice;
2. Every other applicant to a given course into its remaining spaces.
3. If a course is filled by that point (some courses fill only with first choices), those who were denied their first choice gain priority for their second choice.
4. The same sequence continues through all subsequent course choices.

Want More Information about Courses in this Catalogue?
Check the Courses Page on the HILR Member Website. Some SGLs post preliminary versions of their course websites, which you can visit from links on the Courses Page. You can also contact the SGL by email or telephone for more information. Refer to the Member Directory or the About Faces on the Member Website for SGLs' contact information.

Extension School Courses
Each member may enroll in one Extension School course per semester for a fee of $50. (Study Group Leaders may take, at no cost, one course per semester before, during, or following the semester in which they lead an HILR study group.) The Extension course must be unlimited enrollment and you must use the paper form. To get the form, go to http://www.extension.harvard.edu/forms, fill out the entire form, making sure to include your credit status (Undergraduate, Graduate, or Noncredit) and submit to Steven Leon in the HILR office, not the Extension School. Check the Extension School calendar online (www.extension.harvard.edu) for the registration deadline.

Semester Calendar
The semester begins Sept. 7 and runs through Dec. 7. See back cover for holidays and the key on the inside front cover for the semester schedule breakdown.

Building Hours: 9:00 am–5:00 pm
The building opens at 9:00 am and closes at 5:00 pm. Member activities held in the building must conclude and members must exit by 5 pm.

About the Building
Classrooms and restrooms are on all four floors (G-3). The Library and Computer Room are on the first floor; Café 34 (the Common Room) is on the ground floor. To find out what classroom your course meets in, consult the large electronic noticeboard in the lobby when you arrive for your first session; it shows classes taking place that day with their locations (as well as any other events taking place that day). Front Desk volunteers can help guide you to where you are going.

Some SGLs post preliminary versions of their course websites, which you can visit from links on the Courses Page. You can also contact the SGL by email or telephone for more information. Refer to the Member Directory or the About Faces on the Member Website for SGLs’ contact information.

Registration Instructions and Advice

What Every Member Needs to Know About the “Request Courses and Alternates” Page

RE: “Number of Courses to Schedule”
The computer now counts a half course as a .5. Therefore, if your request is for 2 half courses and 1 full course, you need to select 2, the same as if you were requesting 2 full courses. If your desired load ends in a .5, round up and also use the Notes/Instruction section to clarify. The maximum number of courses you are invited to select is 4 (or its equivalent). Please be advised that we must prioritize giving members the number of courses they request up to a 3.0 or equivalent course load. If you want more than that, you will likely need to add the additional courses later from the list of open courses.

RE: The Order of Your Selections
The computer reads your selections as ordered preference. Your order should reflect which course you want most, second most, third most, etc.

It’s essential that you include alternates. I cannot stress this enough. If you don’t include alternates, you may end up with 0 course placements, at which point you will have no other option but to add courses from whichever courses still have openings after the running of the algorithm has populated them. (Additional alternates can be indicated in the Notes/Instruction field. You will need to use this space if many of your selections are half courses.)

The necessary inclusion of alternates complicates the communication of an ordered preference. Where, then, should you place your alternates to indicate order of preference? Some members interweave their alternates for each course, while others put their top 3, say, followed by the alternates in order of preference. Unfortunately, which approach is likely to give you a better outcome is entirely dependent upon information not available to you: which courses will be the most popular selections. The important thing is that it be clear to me when I review your registration which approach you’re taking. If you list two courses back to back with conflicting time slots, it’s clear on the face of it that your preferred choice is followed by its alternate. If you list 3 courses in different time slots, followed by 3 other courses in corresponding time slots, or non-competing time slots, the logic is also clear. If the scenario is not as clear-cut as that, use the Notes/Instructions section to explain which course is an alternate for which other course.

If you are an SGL or an SGL2
The running of the algorithm automatically places you in the course you have listed first in your ordered selections. Do not include your own course anywhere in your selections!!! Doing so would interfere with your placement into your requested courses.

RE: The Notes/Instructions Field
Some of you may worry that writing notes adds to the director’s workload; in fact, it can make the registration process quicker for her, as it saves her spending time trying to figure out the intention. But remember that this space is for clarifying your preferences or indicating additional alternates, not for special pleading about why you should get a place in a particular course. Numbers are placed into courses by a computer algorithm, not by the director.

If you have special circumstances that limit the days on which you can come to HILR, communicate that information in the Notes field, but in such a case you also need to be sure you’re providing plenty of alternate selections on the day in question. Remember that this is a system where no one except a current SGL is guaranteed placement in any particular course if more people request it than there are spaces in the class.

If you are communicating that you need courses on a certain day because of a carpooling situation, make sure you include enough information that I don’t need to cross-reference another member’s registration selections. For example, you should not write simply, “I commute with X,” but rather should write, “I commute with X and therefore must have all my classes on Tuesday or all my classes on Thursday.” Also understand that in such a scenario, you and member X must confer and make sure that you are both making selections, including plenty of alternates, that make such an outcome possible.

Also understand that in such a scenario, you and member X must confer and make sure that you are both making selections, including plenty of alternates, that make such an outcome possible.
How to Register and Pay

1. Decide how many courses you want to take and select the ones that interest you. Don’t forget to include alternates for each course. You may find it helpful to use the worksheet on page 6.

2. Using your login name (in the form of your email address) and your Harvard Key (your password), log in to the HILR Member Website and click the “Register for Classes” link in the upper-left corner.

3. You will see the Request Courses page (see right). Select the total number of courses you want by clicking the corresponding radio button (1, 2, 3, or 4). See page 3 for instructions on how to count half courses.

4. Click the Add a Course button. A pop-up window will appear (see next page).

5. Click a day button at the top (e.g. Wed). Click the Add Course link for the course you want to select.

6. The course will appear in your course list. Repeat the procedure until you’ve added all of your courses and alternates, up to 6.

You can adjust the order of the courses by using the Up or Down buttons. Similarly, you can remove ones you’ve selected with the X button until you’re satisfied with your choices and their order.

In the Notes/Instructions box, please provide any additional information the HILR Office will need to understand your course requests. See page 3, “RE: The Notes/Instructions Field.”

When you’re satisfied with your course selections, click the Pay My Bill button. Note that the system saves your course selections automatically when you leave this page. (See next page.)

(If you are NOT paying online, click the Exit Course Selection button. Be sure to enclose the entire payment form on page 35 and mail it in with your check.)

The View Account/Make Payment screen will appear. Select the correct amount for payment. (This image shows the screen from fall registration. The screen for spring will look similar.)

Click Make Payment. The Credit Card screen will appear. Fill out the fields. If you are not sure whether your payment went through, please stop and call the office. Please do not re-enter your payment.
When you have completed your payment, you will return to the Request Course page. The system will automatically email you a payment confirmation, and a confirmation of the course selections you have made. **You must press the Save & Exit button to generate your course selection confirmations by email.**

Until the cutoff date, you can change your selections and priorities by going through the same process. If you make changes, you will get another email, provided you again press the Save & Exit button.

### Optional Worksheet (For Use As You Prepare To Register Online)

On the worksheet below, list courses in order of priority, followed by at least as many backup choices. For example, if you want 2 courses, list 4; if you want 3, list 6 (for more than 4, use the Notes box to list alternates). Because many courses may be oversubscribed, we need you to list alternatives.

<table>
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<th>Priority</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Day</th>
<th>Time</th>
<th>Session (1 or 2, half term)</th>
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<td>6</td>
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</tbody>
</table>

**Notes/Instructions:** Please provide any additional information the HILR office will need to understand your course requests, e.g. 2 courses on one day, commuting arrangements, etc.
See inside front cover for Course Dates Key.
103 One Drop or Many: Memoirs of Biracial Identity
Barbara Burr
Barack Obama grew up with a white mother and an absent, idealized Kenyan father; James McBride was raised in Harlem by a daughter of an Orthodox rabbi who married a black minister; Trevor Noah grew up in Soweto with a black mother and a white father whom he could not see in public; and Bliss Broyard, daughter of Anatole Broyard, was never told of her Creole relatives in New Orleans. Each has written a powerful, deeply personal, literary memoir on the experience of being multiracial in a world that prefers neat and clear classifications (in spite of increasing numbers of persons identifying as multiracial). The stories of how each developed his or her own sense of identity and incorporated being multiracial into their lives will provide the themes of this seminar and will raise ample questions and issues for discussion. We will have 2-3 hours of reading a week. No reports. Class size limited to 18.

Barbara Burr is a child and adult psychiatrist who has a long-standing interest in questions of identity formation. She has led several study groups at HILR on memoirs and on identity.

104 Terra Incognita: Challenges and Conflicting Interests of Alaska Natives in the 21st Century
Jennifer Huntington
Readings: Three cases studies will be handed out in class at cost.
Using 21st-century actual case studies, we will discuss and role-play the often conflicting interests of Alaskan tribes, businesses and the government. The first case involves gold mining where one tribe aspires to the economic benefits, while another fears the consequences for the fish on which they depend for food and commercial catches. A second case asks the question: What obligations does the Federal government have to Alaska Natives regarding the USPs subsidized delivery to remote villages, especially in the Ama-azon Prime era? A third case focuses on sustainable hunting and fishing where “customary and traditional” use of fish and mammals is recognized in both state and federal law. Does the law extend to new species coming into the region? How and why? Readings will include government designated rating agencies. This led to the ac- cumulation of highly undiversified portfolios of bonds in the financial system. We will study how this structural flaw led to the recent financial crisis. We will also examine a financial sector that avoided this flaw to consider how this could pre- vent future crises. One hour per week of reading required; no special knowledge of economics needed. Class size limited to 18.

Jennifer Huntington has been visiting Alaska for over 25 years. She is interested in learning more about the challenges facing Alaska Natives in the 21st century.

105 The Brothers Karamazov: A Close Reading
Don Leopold and Jeff Greene
Translator Richard Pevear introduces *The Brothers Karamazov* as “a joyful book” and continues: Readers who know what it is “about” may find this an intolerably whimsical statement. It does have moments of joy, but they are only moments; the rest is greed, lust, squallor, unredemed suf- fering, and a sometimes-terrifying darkness. But the book is joyful in another sense: in its energy and curiosity, in its formal inventiveness, in the mastery of its writing. And, therefore, finally, in its vision. “Will we explore *The Brothers* Karamazov* using the St. John’s College method, in which study group members pose and ponder together the impor- tant questions raised by the text, such as: ‘Is there beauty in Sodom?’ Is Alyosha really the hero? Are we all guilty before all?” There will be no lectures or presentations. Participants should expect to spend four hours each week reading (and re-reading) the roughly 70 assigned pages. Class size lim- ited to 18.

Don Leopold is a graduate of the Graduate Institute at St. John’s College (the “Great Books School”). He has led two HILR study groups using the St. John’s College methodology. Jeff Greene is a retired editor and has co-led two study groups using the St. John’s College method. He has experience in leading and facilitating groups, and he also studied philosophy in gradu- ate school.

106 The Lewis & Clark Expedition 1804-1806
Sidney Kadish
Readings: Stephen E. Ambrose, *Undaunted Courage* (Simon and Schuster, 1997). The SGL will also show slides and provide supple- mentary handouts.
The Lewis & Clark Expedition was conceived and com- misioned by President Thomas Jefferson soon after the Louisiana Purchase of 1803. His goals were to explore and map the new territory, discover a route to the Pacific, and take out an American claim to the West ahead of the Euro- pean powers. Stephen E. Ambrose’s magnificent book on the expedition, *Undaunted Courage*, will take us from Jefferson’s dream to the appointment of Captain Lewis and Lieutenant Clark and then to the journey itself. We will feel as readers that we are on the expedition, going up the Missouri River, over the Rockies, down the Columbia River, and back again,
experiencing its delights as well as its many hardships. Particular attention will be paid to the range of interactions, both friendly and hostile, with the Native American tribes encountered along the way. Preparation: 2 hours per week. Class size limited to 12.

Sidney Kadish is a retired radiation oncologist and a lover of the American outdoors whose enthusiasm for Undaunted Courage makes him want to transmit the sense of wonder and awe which Lewis and Clark experienced and which Ambrose so beautifully conveys.

Monday 1–3 pm

107 A History of Harvard and Its Architecture
W. Easley Hamner


Even though HILL is part of Harvard, what do we know about the university's history? This course is intended to fill that gap in knowledge. While some of us may not be around to celebrate its 400th year in 2036, there's a great deal of fascinating history to explore. Instead of poring over dusty manuscripts, we will be looking at Harvard's buildings to see what they can reveal about the past. Each session will explore a different facet of that history, and for many, we will walk around the campus and look at the buildings. Thanks to Professor Jonathan Walton, all of our classes will meet in the Seminar Room on the ground level of Memorial Church in Harvard Yard. This will facilitate our walks, and all will be within a 1/4 mile of the Church. The class will be largely richly illustrated lecture presentations. Prep time will be 1-2 hours per class. Class size limited to 25.

W. Easley Hamner is a retired architect whose practice was based in Cambridge. His firm was responsible for several Harvard buildings. He has taught many HILL courses on history and architecture.

108 Cotton and Capitalism
Acherson (Mike) Callaghan

Readings: Sven Beckert, Empire of Cotton (Knopf, 2015).

Historians and economists have long recognized the importance of cotton manufacturing to the Industrial Revolution in England and America. The Empire of Cotton by Harvard historian Sven Beckert revises and expands this narrative to explore the complex inter-connections among global cotton cultivation, manufacturing, trade, slavery, and state power that produced and spread the economic and legal institutions of modern capitalism. Beckert's synthesis is controversial, and the study group will focus on what is new in his account and how well it is supported. The SGL will provide supplemental readings, particularly for the United States, but members will be encouraged to offer alternative perspectives and to participate in critical discussion. 3–4 hours of preparation a week. Class size limited to 20.

Acherson (Mike) Callaghan was a lawyer whose practice focused on economic regulation and constitutional issues. After retiring he earned an ALM from the Harvard Extension School. Prof. Beckert was his advisor for his thesis on Henry Clay's economic system.

Tuesday 10 am–12 noon

110 Master and Commander: The Aubrey/Maturin series, Volumes 1 and 2
Andrea Gargiulo


Patrick O'Brian's series of 21 nautical historical novels takes place during the Napoleonic Wars (1799-1815) and has been described as "a masterpiece" (David Mamet); "[t]he best historical novels ever written" (Richard Snow, New York Times Book Review); and "Jane Austen on a ship of war, with the humanity, joy and pathos of Shakesppeare" (NPR). We will follow the exploits, by land and sea, of our complex and fascinating heroes, Royal Navy Captain Jack Aubrey and his ship's surgeon, naturalist and philosopher Stephen Maturin, as they battle for British glory, capture "prize money" ships, agonize over true loves, and (during quiet hours) play chamber music together on violin and cello. O'Brian's meticulouisly detailed novels are based on actual naval leaders and events. Period and historical accuracy as well as lifelong landlubbers are encouraged to bring curiosity and enthusiasm to our lively discussions. No lectures. 75 pages per week. Class size limited to 22.

Andrea Gargiulo has led many courses on diverse topics at HILL. In the summer of 2000 and 2001, on a ketch with a crew of two, she sailed the western Mediterranean along routes followed by O'Brian and Maturin.

111 And the Music Comes Out Here: The Physics of Musical Instruments
Stephen Senturia

Readings: Arthur H. Benade, Horns, Strings, & Harmony (Dover, 1992). Readings will be supplemented with materials provided by the Study Group Leader and from the internet.

Most of us love music, but not all of us know how musical instruments work. This study group builds on two simple physical concepts—vibrations and sound waves. We will combine these with some facts about our auditory system to understand both harmonic and dissonant sounds and how musical instruments produce them. Our scope will include struck or plucked strings (piano, guitar), bowed strings (the violin family), brass, winds, and percussion. We will use hands-on demonstrations together with a non-mathemati
cal textbook to lead us to and through the world of musical instruments. Each participant will also be asked to locate and share some enrichment materials—articles, recordings, videos, instrument demonstrations—to expand the scope of our discussion. An extended description with more detail will be available on the course website. Class members should expect 2 hours of class preparation per week. Class size limited to 18.

Stephen Senturia received a PhD in physics and was a Professor of Electrical Engineering at MIT. He is a clarinetist, playing chamber music and presenting occasional concerts and masterclasses. He has led many HILL study groups, including one on this topic in 2005.

112 Astrobiology: Life in the Universe
Gene Ferrari

Readings: Barric J. Jones, Life in the Solar System and Beyond (Springer/Praxis, 2006). Several handouts will be provided by the SGL.

There are billions of galaxies each with billions of stars, perhaps half with planets! Is it possible that Earth is the only planet with life? This question has galvanized scientists and astronomers for centuries. In the last decade, nearly 4000 planets have been confirmed around nearby stars in our galaxy. This study group will investigate the issues of how life developed on Earth, what conditions are necessary for similar life to develop in other locations, and what scientists think about the possibility of extra-terrestrial life. Astrobiology, the science of life in the universe, melds biology, geology and astronomy to pursue this question. Some of the reading material may be challenging for members with no science background, but this should not discourage anyone interested in the topic, since class discussion should help. Two to three hours of reading per week will be assigned. Volunteers may be solicited to lead a short discussion on relevant topics. Class size limited to 22.

Gene Ferrari has a BS and MS in Electrical Engineering with interests in astronomy, cosmology, earth science, and history. He has led many study groups on astronomy, cosmology, string theory, climate change, Earth science, World War II, and selected novels of John Le Carre.

113 Autobiography of Survival in a Holocaust: USSR and Cambodia
Elise Tripp

Readings: Olga Adamova-Sliozberg, My Journey: How One Woman Survived Storchi's Gulag, trans. Katherine Bakers (North-western UP, 2011); Haing Ngor with Roger Warner, Survival in the Killing Fields (Basic Books, 2010). Materials on the USSR and Cambodia will be distributed. The study group will view The Killing Fields, a movie which one of our authors received an Academy Award.
When a government turns on its people, why do some victims survive physically and spiritually while others do not? We will examine the cases of two survivors of horrendous regimes. Olga Adamova-Sliozberg was a Jewish economist in the USSR who spent 20 years in Gulag prisons and camps on trumped-up charges. Haing S. Nor was a Cambodian doctor who was imprisoned and forced to hide his profession as those with education were eliminated by the Khmer Rouge. Desports Stalin and Pol Pot terrorized their citizens, using physical brutality. How does a country return to "normal" after the fall of such a regime? For instance, what effect does the loss of people killed or who emigrate have? How do those who emigrate fare in their new country? We will read accounts of the atrocities endured by the two survivors and consider how we would cope in their circumstances. Prep time 1-2 hours per week. Class size limited to 18.

Elise Tripp has taught history at the secondary level and in four community colleges. She has also taught in Asia and Africa. She received an MA and PhD from the Johns Hopkins School for Advanced International Studies.

115 Introduction to J. M. Keynes

Peter Temin

Readings: Peter Temin and David Vines, Keynes: Useful Economics for the World Economy (MIT Press, 2014); J. M. Keynes, The Economic Consequences of the Peace (Macmillan, 1919); Robert Skidelsky, Keynes, A Very Short Introduction (Oxford, 2010). There are other items that will be posted on the study group website. I may add another short book for SGMs to buy on current affairs if I find one I want to discuss in detail.

What leads the Fed to raise the interest rate? Why is Europe in such bad shape? Learn Keynesian analysis that answers these questions by using a simple way of understanding short-run macroeconomic behavior. The study group will start with an introduction to graphs and supply-and-demand analysis in order to prepare for discussions of the graphs commonly used to communicate the essence of Keynesian thought. We will also raise questions for discussion about the period when Keynes was most active in order to understand the history of that time and the choices we face in the present. The readings are short, about 20 to 30 pages a week, but it takes time to absorb them. While the beginning of our intellectual journey is largely historiographical, we will progress to more analytic approaches during the term. Class size limited to 20.

Peter Temin, an economics professor emeritus at MIT, is the author of Keynes: Useful Economics for the World Economy. He has led this study group for 25 years, and he and Andy practiced together in the same law firm for 22 years.

116 The Empowerment and Risk of Male Disguise: The Merchant of Venice and As You Like It

Sharon Hamilton

Readings: Only three editions: William Shakespeare, The Merchant of Venice, A. R. Braunmuller, ed. (Pelson, 2017); William Shakespeare, As You Like It, Frances E. Dolan, ed. (Pelson, 2017). Two of Shakespeare’s plays focus on young women who shape their futures by assuming the prerogatives and risks of male disguise. In The Merchant of Venice, Portia is prevented by her father’s will from choosing her husband. In that pursuit, she enters the patriarchal arena of the law court and confronts the formidable moneylender Shylock, the bane of his male opponents. In As You Like It, Rosalind defies her tyrannical guardian-uncle by dressing as a shepherd and escaping to the Forest of Arden. There she embraces the challenges of courting the swain she secretly loves. Although the Folio categories both plays as comedies, Merchant, in particular, has dark undertones, evident in the somber outcome of Portia’s endeavors and in the lot of another disinherited who dons male dress, Shylock’s daughter Jessica.

Films and material on Shakespearean style and performance will supplement the texts. Format: close reading and open discussion. Preparation: 2 hours per week. Class size limited to 18.

Sharon Hamilton has taught English at several colleges, Phillips Exeter Academy, and Buckingham, Browne & Nichols School. She has a PhD in English literature and is the author of Shakespeare’s Daughters and Essential Literary Terms. She has led five previous HILR study groups on Shakespeare.

Tuesday 1-3 pm

117 FDR’s Supreme Court All Stars: One Constitution, Four Views

Andrew F. Lane and James P. Whitters, III


This course will examine the lives and principles of constitutional interpretation of four of FDR’s most famous appointees to the Supreme Court: Felix Frankfurter, Hugo Black, William O. Douglas, and Robert Jackson. Each developed his own distinct judicial philosophy, which differed frequently from that of other justices in cases arising during World War II, the Korean War, and the McCarthy era. Their ideas also differed when they encountered the demands for civil rights and personal liberties. These competing judicial philosophies resonate in today’s polarized Supreme Court. The book, as well as the other materials fur-

nished by the SGLs, should provoke robust discussion as well as a deeper appreciation of the human and institutional qualities of the Court. Expect 2 hours of reading each week. Class size limited to 22.

Andrew Lane, a trial lawyer in Boston for forty years, studied the Constitution and the Supreme Court in college and law school. In his practice he kept abreast of Supreme Court decisions.

Jim Whittier, in addition to his law degree holds an M.A. in American Studies and taught American legal history for 15 years at Suffolk University Law School. He was a trial lawyer in Boston for 25 years, and he and Andy practiced together in the same law firm for 22 years.

118 Local Habitations: Two Studies of Provincial Life

Jo Ann Citron

Readings: Three editions only: George Eliot, Middlemarch (Oxford UP, 2008); Anthony Trollope, The Last Chronicle of Barset (Oxford UP revised ed., 2015). George Eliot’s Middlemarch and Anthony Trollope’s The Last Chronicle of Barset are the perhaps the most expansive studies of provincial life that the nineteenth century produced. Eliot is usually considered the greatest moralist of the age as well as its greatest realist. But no one is more astute about the morality of everyday life than Trollope. Of his realism, Wood observed, “we believe in Barchester as we believe in the reality of our weekly bills.” Because Trollope’s novel is set in an earlier time, it’s easy to forget that Middlemarch followed Chronicon by some five years, and may well have been influenced by it. Eliot said that she was not at all sure that, but for Trollope, “I should ever have planned my studies on such a scale for Middlemarch, or that I should, through all of its episodes, have persevered with it to the close.” How might the experience of reading each of these novels be enriched by reading them as a pair? 125-130 pages of reading per week. Class size limited to 18.

Jo Ann Citron’s professional background is in literature and law. She has led study groups at HILR in Eliot, James, and the Broods.

119 The Human Cell

Herbert Kagan


To the Greeks, Romans, and Hebrews, work was a curse, best done by slaves. Christendom increasingly came to dignify work as a moral obligation until finally Calvinism raised it to a sine qua non for salvation. Consequently, for 300 years, Americans accepted work as necessary for one’s physical and moral survival. Since 1929, three forces have cast this premises in question: the Depression, globalization, and automation. We will view six American films made in this period that raise questions about work: Modern Times (1936; dehumanizing work); The Man in the Gray Flannel Suit (1956; work vs. family); 9 to 5 (1980; sexism at work); Glengarry Glen Ross (1992; downgrading stress); Office Space (1999; trapped in a disliked job); and About Schmidt (2002; loss of work role). On alternate weeks, we will discuss readings (2-3 hours per week) on the issue raised in each film. Class size limited to 20.

Herbert Kagan has been a film buff since undergraduate days in Ivy Films. His research career examined how persons with and without disabilities adjust to work. He and Marian have co-led four study groups.

Marian Hersherson has experienced work at many levels, from counting soap coupons to managing urban design projects. She enjoys watching others work on the silver screen. She and David recently co-led a study group on road movies about older persons.
Wednesday 10 am–12 noon

122 Musical Rhetoric in the Cantatas of J. S. Bach
Virginia Newes
Readings: Only these editions: Christoph Wolff, Johann Sebastian Bach: The Learned Musician (W. W. Norton, 2000); Johann Sebastian Bach: Eleven Great Cantatas in Full Vocal and Instrumental Score (Dover Publications, 1976). Recordings: online and/or YouTube links.
Johann Sebastian Bach composed no operas, yet his cantatas contain some of his most vivid and imaginative writing for voices and instruments. With the aid of recordings along with complete scores, texts, and translations, we will study selected cantatas drawn from various periods of the composer’s long career, with emphasis on the musical expression of textual themes. Readings from the biography by Christoph Wolff will provide historical background. In addition, class members may report on individual cantatas. Recordings will be available online and at the Loeb Music Library at Harvard. Ability to read music would be helpful but is not essential. 2-3 hours reading and focused listening per week. Class size limited to 18.
Virginia Newes is a musicologist with degrees from Radcliffe, University of Brussels, and Brandeis. She taught history of music and musicology at the Eastman School of Music, and now writes for musical publications.

123 The Art of China
Shirley Crosman
In this course, we will explore the 4000+ years of Chinese art history. Our focus will be on the aesthetics, content, and context of its painting, sculpture, and architecture. We will search for continuities and changes throughout the dynasties and attempt to discern the themes and nature of Chinese art. To further this goal, we will use the Museum of Fine Arts and Harvard Art Museum as classrooms for two sessions. Through critical viewing, we will discover the specific features that make Chinese art objects unique. This course features that make Chinese art objects unique. This course seeks to deepen appreciation and understanding of a long and varied tradition that lies outside the Western canon. The format is lecture and discussion. Willingness to engage in close examination is essential. Reading about 2 hours weekly. Class size limited to 20.
Shirley Crosman taught history of art throughout her career. She has studied Asian art since falling in love with it as a docent at the Harvard Art Museum.

124 The Future of Life on Planet Earth: Livable or Not?
Jean Bonney and Joan McGowan
The Earth is 4.6 billion years old. There has probably been some form of life on Earth for at least 3.5 billion years and homin sapiens have walked the Earth for about 150,000 years. Today, many indications suggest that human tampering has decreased the Earth’s ability to sustain its richly varied biota. The SGM will begin by reviewing some environmental science, such as the atmospheric cycles, ecosystems, and species diversity, and then we will examine various ways in which human beings have changed the biosphere. In the last sessions, the SGM will look at a variety of possible fixes to the planet. Do we know what will work and what won’t? Do we know how the natural environment will react? There will be 2-3 hours of reading per week. Each SGM will do some research and lead a discussion on one of the issues presented in the readings. Class size limited to 18.
Jean Bonney and Joan McGowan became interested in energy and the environment at HILR and have led several SGMs in this area. Jean’s career was spent in information technology and computer science; Joan’s was spent in mathematics and higher education administration.

125 The Things We Carried: Novels of War
Jay H. Kaufman
Readings: Erich Maria Remarque, All Quiet On The Western Front (Ballantine Books, 1928); Kurt Vonnegut, Slaughterhouse Five (FSG/FSG/FSG Press Trade Paperback; revised ed., 2009); Tim O’Brien, The Things They Carried (First Marine Books, 2009). Brief additional readings will be added to the website.
The vast and varied literature of men at war dates back many centuries. This course will emphasize the literary, psychological, and historical aspects of three major 20th-century works, which are among the best pieces of writing to emerge from their respective conflicts. During this course, we will read All Quiet On The Western Front, Slaughterhouse Five, and The Things They Carried. Readings will be supplemented by viewing short clips of movies that represent Hollywood’s interpretation of war and by reading short pieces from war poets from different eras as well as more recent literary critics. Study group members will be expected to read 75-90 pages per week. The course will be conducted through lectures and lively discussions and is limited to 18.
Jay H. Kaufman is a retired eye surgeon. He has written two produced plays, a published short story, and a children’s novel. Dr. Kaufman received a bronze star for his service as a surgeon in Vietnam.

126 This Is Your Life: Memoir Writing
Suzanne Pemsl
Have you always wanted to write your own story? Procrastinate no longer. The events of your life are unique. Memoir writing is a remarkable genre, allowing for great freedom of expression. We will discuss how to quell your inner censors; determine the form of your personal story; discover your writer’s voice and style; develop vivid vignettes through language choice and sensory memory; and experience the joy (and discipline) of writing and rewriting. Stories will be critiqued each week. Multi-media presentations (photos, drawings, poetry, scrapbooking, audio, and video) will be encouraged. Facility with email is required. Some registration priority will be given to those who have not taken the course before. Class size limited to 12.
Suzanne Pemsl, writer, soprano, puppeteer, workshop leader, has written five one-woman shows, including Butterworth Memoir, and performed opera with her life-sized “PUPPET DIVAS” nationally and internationally. She has led 37 Memoir Writing study groups at HILR.

Wednesday 1-3 pm

127 A Journey to the Heart Through Irish Literature
Ted Bonner
Why are so many Irish writers respected for their storytelling and their emotional truth? We will explore this question by reading and discussing three contemporary Irish novels: William Trevor’s Love and Summer; John McGahern’s Amongst Women; and Colm Toibin’s The Blackwater Lightship. Each has a different setting but all travel the emotional landscape of Irish families. We will also discuss various topics contained in the novels, such as religion, the Celtic culture, the post “Troubles” era, and the inimitable Irish humor. The class will be in a discussion format. Preparation will be 50-75 pages per week reading. Class size limited to 18.
Ted Bonner is a retired computer consultant. He is an avid reader whose interest in Irish literature dates back to the Irish yarns he heard as a child.

128 Fatal Attraction—the Science of Black Holes
Bill Blumberg
Readings: Kip Thorne, Black Holes and Time Warps, Einstein’s Outrageous Legacy (W. W. Norton, 1994). Additional required and recommended articles will be posted on the class website.
Black holes are extraordinary astronomical objects. The gravitational attraction of a black hole is so strong that a trip into a black hole is necessarily a one-way journey! We will explore how black holes were implied by Newton’s theory of gravity and how Einstein’s theory of gravity predicted the existence of a much more remarkable type of black hole. We will examine why scientists resisted the concept of black holes for decades; how black holes have been observed; and the prevalence of black holes in the universe. We will consider how the collision of black holes produces detectable, propagating ripples in the fabric of space and time and how the existence of black holes poses major challenges for the marriage of gravitation and quantum theory. The class will be conducted through lectures and lively discussions and is intended for both scientists and humanists. Expect around 45 pages of required reading per week. Class size limited to 25.
Bill Blumberg received a Ph.D in Physics and then conducted and managed space research at the Air Force Research Lab. He has led 3 science courses at HILR.

129 Kate Atkinson: Two Novels of Causality and Chance
H. Theodore Cohen
Readings: Kate Atkinson, Case Histories (Back Bay Books, 2005); Kate Atkinson, Life After Life (Back Bay Books, 2014); Kate Atkinson, Never Let Me Go (Back Bay Books, 2014). A few scenes from the BBC production of Case Histories will be shown for class, as will scenes from movies relating to World War I, World War II, the RAF and the Blitz of London.
Are our lives and deaths determined by being in the right place at the right time or by being in the wrong place at the wrong time? Are we merely puppets controlled by causality, chance, and fate? Kate Atkinson, a literary puppet master, examines these questions in the two exhilarating, best-selling novels and in the weirdly wonderful short stories that we will read. Case Histories considers the questions in a traditional mystery novel that investigates a thirty-year-old missing person case and a ten-year-old murder. Life After Life brilliantly ponders these same questions in a dazzlingly inventive novel that follows Ursula Todd and her family and friends as they live and die with Groundhog Day-like repetition in 1910-1967 Britain. Yet despite the repeated narratives of death and destruction, Atkinson’s novels and short stories are filled with wit, humor, and joy and are
133 Islamic Exceptionalism: How the Struggle over Islam is Reshaping the World
Sultan Zia
Readings: Shadi Hamid, Islamic Exceptionalism: How the Struggle over Islam is Reshaping the World (St. Martin’s Press, 2016). On a weekly basis SGL will post additional material on the class website which will be part of required reading for the class.

Islam and Islamism continue to shape and influence modern nation-states. This study group will discuss how this occurred, the disagreements about the nature and purpose of the modern nation state, and the struggles between Islam and the Islamic state. The differences in the founding of Islam and Western religions are significant; as a consequence, their future trajectories and social and political development may evolve differently. We will use case studies of selected nations in the Middle East and South and Southeast Asia to assess these differences in development.

2-3 hours of preparation per week.

Sultan Zia is from Hyderabad, India, and has led many courses over the past 10 years at HILR, including a course on rationalization in Muslim-majority countries. Sultan was a member of corporate senior management.

134 Lyndon Johnson: Master of the Senate
Richard Reidy
Readings: Robert Caro, Master of the Senate (Alfred A. Knopf, 2002). Additional articles or materials referenced by the SGL will be provided online or as handouts.

Using Robert Caro’s Pulitzer-winning biography of Lyndon Johnson, Master of the Senate, we will examine Johnson’s years in the Senate from 1949 to 1960. Acclaimed for its revelations about how legislative power works in America and how the Senate works, Caro’s book helps us to understand what it was about Johnson’s personality and leadership skills that enabled him to do what appeared impossible. While retaining the support of southerners who controlled the Senate, he also managed to earn the trust of liberals in which he needed to achieve his goal of winning the presidency. How can we better understand this man whose skills that enabled him to do what appeared impossible.

Reading: Only this edition: Robert Caro, Master of the Senate. This is a discussion-based course that relies on close reading of texts that are short in terms of pages but dense in terms of content. Preparation: 3 hours per week. Class size limited to 22.

Katherine O’Connor taught Russian and Comparative Literature at Boston University and has for many years a particular interest in the connection between Chekhov’s medical “biography” and his artistic articulation of medical issues.

136 The Scientific Revolution, Experimentation, and Causation
Murray Smith

The events in Europe between 1500 and 1700 that we call the Scientific Revolution have been examined from many perspectives. In this course, we will focus on the emergence of two closely related concepts, experimentation and causation. We will see how the practices that we understand as experiments grew out of the desire to extend the Scholastics method of knowledge generation to new areas of inquiry, how these developments undermined the understanding of causation that had reigned since the Greeks, and how the resulting puzzle of the nature of causation remained unsolved until recent decades. Our biggest challenge will be to grasp the mental world of thinkers, such as the Scholas-
tics, whose views were strikingly different from our own. The workload will be on the heavy side. Please be sure to consult the course website for essential additional information. Class size limited to 20.

Murray Smith has led a dozen and a half courses in philosophy, linguistics, and biology.

137 War and Peace in Homer’s Iliad and Odyssey
John Cobb


The Iliad and The Odyssey tell stories about a war, the men who fight it, and the women and the cities that endure it. The “sacred city” of Troy, with its beautiful and complex web of human relationships, is destroyed, its men, women and children slaughtered or enslaved. Starting with the three heroes, Achilles, Hector, and Odysseus, our focus will expand to include their women (mortal and immortal), their families, and their cities. Achilles, the best of the fighters against Troy, by his anger brings grief to his comrades and death to his closest friend; Hector, the defender of Troy, torn between his reason and his passion, loses his own life and assures his city’s destruction; Odysseus, the strategist of Troy’s defeat, by his own wanton sacking of the city prolongs for a decade his own homecoming and the restoration of his soul. We will read aloud and discuss passages from both poems. Expect 2–3 hours of preparation for each class. Class size limited to 12.


Thursday 1-3 pm

138 A Social-Political History of Ireland
Wendy Reich


Ireland’s long history is replete with tragedy, glory, and patriotic fervor. We will study some of that history, in particular looking at social/political issues such as colonialism, the potato famine, struggles against the British, and the Catholic-Protestant conflict. The period of the “Troubles” will be discussed and debated. Songs and writings inspired by these conflicts will be examined. Finally, we will explore today’s modern Ireland in light of this complex history, which is especially relevant because this lovely country has emerged as an important player on the world stage in economics, art, and literature. Film, YouTube videos, and handouts will supplement the readings. The goal is to encourage discussion and debate. Reading should take two to three hours a week.

Wendy Reich has a PhD in Anthropology. She has traveled in Ireland and her father’s family is of Irish descent. She recalls her father telling her many stories of his life in Ireland when she was a child.

139 An Imperfect Union: The State of America under the Articles of Confederation
Brian Ditcheck

Readings: All course reading materials will be posted on the course website, with a primary source being the online Journal of the Continental Congress. Additionally, multiple web links and other readings will be provided by the SGL.

Assembling for the first time in mid-1775, the Second Continental Congress began by preparing for war. But, after winning the war and negotiating the peace, this new union government, operating under the Articles of Confederation, struggled to ensure domestic tranquility and address threats to the continuation of the union. We will journey through these turbulent times to understand how federal and state actions on currency, debt, trade, land disputes, and more created such dissatisfaction that political leaders felt the only solution was to start over from scratch. However, rather than focusing primarily on the founding fathers themselves, we will use primary sources and a variety of readings to delve into how these actions and events impacted citizen farmers, soldiers, merchants, and speculators as they weighed whether to accept the new constitution. The class will be a mix of lecture and discussion with 2 hours per week prep time. Class presentations will be encouraged. Class size limited to 22.

Brian Ditcheck is a scientist and business executive with a lifelong interest in history. Reading a 1781 Boston newspaper at the Harvard Library and listening to debates on states’ rights spurred his deep dive into this period in American history.

140 Courtroom Cinema: Take Two
Martin Aronson and Jane Owens

Readings: SGLs will provide a written recapitulation of each film (an average of 20 pages) and a set of questions to help guide our discussions.

Courtroom drama is brought to the screen with the following classics: Witness for the Prosecution, Erin Brockovich, Anatomy of a Murder, A Few Good Men, Presumed Innocent, and Philadelphia. We will view and discuss these films on alternating weeks. The movies include portions of trials and the events leading up to the courtroom drama. Discussions will include: (1) realism of the film; (2) the workings of our justice system; (3) depiction of trial lawyers; (4) credibility issues; and (5) whether a meaningful purpose is achieved by the film. Enjoy the exciting mix of cases, trial scenes, and cinema, as well as our dynamic discussions. Class will start at 12:30 p.m. on the weeks when the films are shown and at 1:00 on discussion weeks.

Martin Aronson served as a trial lawyer for more than 40 years. He is past president of the American Board of Trial Advocacy (MA) and was designated a Massachusetts Super Lawyer by both Law & Politics and Boston Magazine. Marty has presented this course several times at HILR.

Jane Owens practiced law for more than 30 years. Jane has participated in a regional film discussion group for 17 years and taken several film studies courses. At HILR, she has co-led four film discussion courses.
First Half Six-Week Courses

September 7–October 23

Mondays .......................... Sept. 11–Oct. 23
Tuesdays .......................... Sept. 12–Oct. 17
Wednesdays ........................ Sept. 13–Oct. 18
Thursdays .......................... Sept. 7–Oct. 19

Monday 10 am–12 noon

150 Great Expectations
Martha Vicinus


Monday 1 PM–3 PM

151 Frédéric François Chopin: Poet of the Piano
Fredrik Wang

Readings: Only this edition: Adam Zamoyski, Chopin, Prince of the Romantics (Harper Press, 2011). The SGL will provide a CD as well as some printed materials.

Leaving Poland at the age of twenty never to return, this Romantic-era Polish composer poured nearly all of his creative powers into compositions for the piano. He revolutionized the concept of piano technique; also, his music’s blend of Polish folksong and Italian opera has made him one of the most popular of the great composers. We will sample all of the genres of his work through recordings, videos, and performances by the SGL, as well as basking in the recorded sound of Chopin’s greatest interpreters. In addition, we will investigate the little-known song literature with the aid of our colleague, Suzanne Pemsler. Class discussions will center on comparing performances. About two hours a week of reading and listening assignments. Although a plus, the ability to read music is by no means a requirement.

Fredrik Wanger, pianist and teacher, is a graduate of the Oberlin and Peabody conservatories and a former faculty member of the Boston University School for the Arts. He has recorded and performed with many past and present principal players of the Boston Symphony Orchestra and extensively with his wife Jane.

152 Integrative Medicine: Can Science and Alternative Medicine Shake Hands?
John Cooper


Widespread news coverage of complementary and alternative medicine (CAM) reflects growing interest in these therapies. CAM therapies can encompass a wide range including chiropractic, homeopathy, naturopathy, acupuncture, herbal medicine, meditation, and massage therapy. The scientifically-oriented modern medical establishment has typically been skeptical about, and sometimes strongly opposed to, CAM use. Proponents advocate its potential to transform the health care system. This study group will survey the use and safety of CAM and the ways in which natural therapies can be integrated with conventional medicine.

Many leading hospitals have established new integrative medical education centers. We will read about efforts underway by the National Center for Complementary and Integrative Health (NCCIH) to evaluate practices that may hold promise and bring them into conventional medicine’s evidence-based world. Classes will focus on discussion of alternative viewpoints and will include several guest experts. Preparation: two to three hours each week. Class size limited to 25.

John Cooper has been involved in alternative medicine for over twenty years as a patient and as past Board Chair of the New England School of Acupuncture. He retired last year as the Associate Director of the Accreditation Commission on Acupuncture and Oriental Medicine (ACAOM).

153 Reading The New Yorker, Part I
Irene Fairley and Kate McGillicuddy

Readings: Current issues of The New Yorker magazine (print or online editions acceptable). Additional material for optional enrichment and related to the readings may be posted on the class page.

Would you like to enhance and deepen your experience of reading The New Yorker? Engage with other study group members in weekly discussions of both fiction and nonfiction articles from this esteemed publication. Articles are to be chosen by SGMs based on class interest and topical relevance, and typically require 2–3 hours of reading each week. We encourage study group members to facilitate a discussion of one or two articles during the course. Updated each week, the class web page includes optional enrichment for our selected readings, and may take the form of images, short articles, reviews, YouTube viewings, charting, maps, etc. This class is an opportunity for each class member to participate in thoughtful, spirited, insightful, and sometimes humorous discussions of important current issues. Class size limited to 18.

Irene Fairley majored in English at Queen’s College, received a doctorate from Harvard University, and taught courses in linguistics and literature at C.W. Post College and Northeastern University, as well as many HILR study groups.

Kate McGillicuddy received a B.A. in Art History at Newton College of the Sacred Heart and a Master’s in Special Needs from Boston College. She was a Learning Disabilities Specialist and Project Read practitioner and has been a long-time reader of The New Yorker.

154 The Boundaries of Illicit Love as Viewed by Evelyn Waugh and Graham Greene
June Cuomo


British author Evelyn Waugh, an emotionally detached intellectual, and Graham Greene, an unabashed woman-izer, were both absorbed by struggles of the human spirit for the freedom to express physical love. Their writings explore these struggles through the variables of tradition, class, religion, and uncertainty of life during World War II. Close readings of Brideshead Revisited and The End of the affair will help our study group define the approach of these two very different personalities to the concepts of love and sin, homosexuality and adultery, masochism and naked passion. We will ask ourselves what sacrifices might have been required if one was to remain fully human within the law. 3 hours of reading per week. Class size limited to 12.

June Cuomo, a member of HILR since 1998, is a social psychologist training. However, being a true Anglophile, she has since found real pleasure in the beauty of many English novels.

155 The Presidency and The Press: Fake News and Leaks from Nixon to the Present
Nicholas Daniloff


From its first days, every administration seeks to dominate the media to get its achievements and policy messages across to the American public. However, every administration inevitably confronts undesirable leaks of secret or embarrassing information. In this course, we will examine President Nixon’s fight against leakers as well as the efforts to tame the media during the George W. Bush and Barack Obama administrations using both legal pressure and the Espionage Act of 1918. Finally, we will consider the Trump administration’s approach in the age of new digital media. Class preparation will be based on approximately two hours of reading news reports in mainstream newspapers, Fox25, TV, social media, and tweets, with each participant offering one ten-minute analysis on a topic of special interest. Additional historical material will be provided. Class size limited to 18.

Nicholas Daniloff is a journalist of 30 years experience in Washington D.C. and abroad with the Washington Post, UPI, and U.S. News and World Report. He has authored several books, including Of Spies and Spokesmen and Total Lives: One Russia and recently led an HILR study group on US-Soviet Cold War Espionage.
**Tuesday 10 am–12 noon**

156 **Come Hell or High Water: the Social Cost of Rising Sea Levels**

Betty Krikorian

**Readings:** Oren H. Pilkey et al., *Retreat from a Rising Sea* (Columbia UP, 2016); John Englander, *High Tide on Main Street* (The Science Bookshelf, 2012). Additional articles and reports will be provided on the website.

We start from the premise that much of the world’s population is concentrated in coastal zones that will disappear or become uninhabitable because of incremental sea level rise or increasingly devastating storm-driven flooding. After a brief review of the scientific evidence for these predictions, including geological and other factors that affect the scope of the problem and how their effects will vary in different regions, we will focus on the social and economic costs these rising seas will exact: displacement of people as well as damage to infrastructure, industry, agriculture, and property values. Is there the political will or governance structures to deal with such issues? Bringing these problems home, we will ask what Boston is doing to prepare for the future. We will use two books, *Retreat from a Rising Sea and High Tide on Main Street*, as bases for active discussions. Expect about 30 pages of reading per session. Class size limited to 20.

Betty Krikorian has developed an interest in water, climate change, and the social effects of water issues. She previously taught a course on fresh water problems. She is a lawyer by training and a beachcomber by inclination.

157 **Yasmina Reza: Three Plays**

Mickey Zemon

**Readings:** Only these editions: Yasmina Reza, *Plays One* (Farrar, Straus, and Giroux, 2005); Yasmina Reza, *The God of Carnage* (Faber and Faber, 2008). Articles about the plays and the playwright will be posted on the course website. It is essential that study group members purchase the editions indicated above since we will be performing in class from the playbooks and discussing specific scenes by page numbers.

A French playwright of Iranian and Hungarian descent, Yasmina Reza is one of the world’s most performed and commercially successful dramatists today. She is the first woman to have won two Tony and two Olivier awards for best play.

What accounts for her phenomenal rise in the contemporary theater? To answer this question, we will study three of her “funny tragedies.” *Art*, a play about three men and a white painting, launched her career on Broadway in 1998. The Unexpected Man, staged a year later, features two strangers on a train to Frankfurt. Another a famous author and the other an attractive woman reading his novel. God of Carnage, which opened in New York in 2009, is about two sets of parents trying to resolve a fight between their sons. Through readings, performances, and discussions, we will explore the imaginative style and provocative themes of these plays. Two hours of preparation a week. Class size limited to 22.

Mickey Zemon has a doctorate in Library and Information Science from Simmons College and was the Library Director at Emerson College from 1983-2007. She has led two other study groups at HILR.

**Tuesday 1-3 pm**

158 **Approaching Poems**

Judith Herman

**Readings:** The SGL will provide a course booklet at cost.

Why are poems written in lines? Why do they typically say one thing in terms of another? What makes them seem unapproachable? Is it possible to discover the power and wonder of poems by looking at how they are made? Through slow, thoughtful reading of works by such contemporary poets as Elizabeth Bishop, Billy Collins, and Sylvia Plath, among others, we will look for answers to these questions.

Poems can touch the heart and lift the spirit, but poetry, like any art, has its means. Once you learn to recognize what these are, you can not only approach poems but delight in them. Preparation time: as needed. Class size limited to 12.

Judith Herman, Ph.D. in English and American Literature, has taught and published poetry and critical writing. Her collection, *Fishing Lines*, won a poetry contest, and a musical setting of her poems has been performed nationally.

159 **Capturing Childhood: From Memory to Memoir**

Francine Wacht

**Readings:** Only this edition: Francine Wacht, *I Remember: An Autobiography Text*, 3rd ed. (Copley Publishing Group, 1991). Our memories are filled with childhood experiences. What events from your childhood have become a permanent part of your memory? Through our discussions about perspective, tone, style, figurative language, sensory appeal, and use of narrative, description, and dialogue, we will fashion our memories into stories.

The childhood memoir pieces of others, including Maya Angelou, Eudora Welty, and Elie Wiesel, will serve as examples. We will share our writing through peer-editing and incorporate these writings into a class booklet at the end. Preparation of 2-3 hours per week will allow you to say in writing, for yourself and others, “This is what I was like when I was young.” Class size limited to 12.

Francine Wacht was a high school English teacher. She was awarded a Lucerita Crocker Fellowship from the Massachusetts Department of Education to work with teachers and adminis-

**Wednesday 10 am–12 noon**

162 **Making a Difference With Money: Sustainable, Responsible and Impact Investing**

Steven Harvey

**Readings:** All required materials will be available on the course website, including handbooks from the Forum for Sustainable and Responsible Investment, current and timely blog posts and online articles, materials from investment firms, videos of TED talks, and annual letters from impact investing leaders.

Why is it so difficult for individuals, or even for big institutions like the Harvard Endowment, to find good socially-responsible investments? Many of us may want to incorporate personal values and social goals in our investment plans, but we’re often uncertain how to get started. The course will explore the rapid shift in investment practices toward generating positive environmental, social, and governance impacts. We will discuss some of the more popular issues you may wish to target in your own pensions or savings, including carbon and climate change, human rights, workplace diversity, education, and health care. We will also look at focused investing in infrastructure and water, and at groundbreaking impact investing ideas at some prominent charitable foundations. We will, however, steer clear of any specific investment recommendations. Understanding of stock markets not needed. Preparation will be 2 hours of weekly readings and YouTube videos to support class discussions.

Steven Harvey analyzed investments and managed portfolios of municipal bonds for many years. He continues to study and write on financial history, infrastructure, and how investors make decisions.

163 **S.Y. Agnon: Israel’s Nobel Laureate in Literature**

David Link

**Readings:** Shmuel Y Agnon, *A Book That Was Lost* (Toly Press, 2008). Supplemental readings will be provided by the SGL.

Israel’s first and only Nobel Prize winner in literature, Shmuel Yosef Agnon, looked back at the old world, now destroyed by the Nazis, and saw what had been beautiful, “a kind of paradise lost.” Despite his Nobel recognition, he remains relatively unknown, and his works have been translated into English only recently. In the book of Agnon’s short stories he depicts the lives of Jews in Buczacz, a town at the nexus...
Wednesday 1–3 pm

165 A Playwright Grows in Brooklyn: What Makes Arthur Miller So Intriguing
Donald William Putnoi
Readings: Christopher Bigby, Arthur Miller: 1915-1962 (Harvard UP, 2009). Selected readings from Arthur Miller’s autobiography will be provided to the study group.

Arthur Miller has been heralded as one of the great American playwrights of the twentieth century. He also produced much social and political commentary on the events of his time. Who was this complex man? What were the forces in his life that affected his politics and writings? How did his Brooklyn childhood during the post-depression period influence his work? To explore these questions we will read and discuss the biography by Christopher Bigby and selections from Miller’s own autobiography. As a writer, his plays have provided many actors significant paths to stardom. We will discuss and view movies of two of his early plays, All My Sons and Death of a Salesman, in order to discover what is about the structure and cadence of his writing that influenced the actors’ performance. Expect about two hours of preparation each week. Class size limited to 12.

Donald Putnoi, a retired surgeon, studied American history and theater at Columbia. Even since he was a public school student in Brooklyn, playwright Arthur Miller has interested and provoked him. He has traveled the world to see Arthur Miller’s plays.

166 Living in a Post-Truth Society
Carol Sager

Do we live in a post-truth era in which, for many, belief is more important than fact? The Oxford Dictionaries has recognized the relevance of this concept by selecting “post-truth” as the 2016 word of the year. In this study group, we will consider Harry Frankfurt’s definitions of truth, lies, and bullshit and his contention that “bullshit is a greater enemy of the truth than lies.” We will also explore Farhad Manjoo’s analysis of the effect of modern communication technologies on truth and the ways people are enabled to create their own truths. Manjoo is currently the Technology Columnist for the New York Times. His book, according to The Atlantic, “could have been written today.”

We will examine the consequences of living with multiple, competing realities and the options, if any, for “piecemeal.” Requirements include active participation and the reading of 50–60 pages/week. Class size limited to 20.

Carol Sager, former Superintendent of Schools in MA and IL and President of Sager Educational Enterprises, has become obsessed with the question: How can beliefs outweigh verifiable facts to the detriment of the people holding them and their communities?

167 Rembrandt Etchings at the Fogg
Susan Siris Wexler

For the third time since its renovation, the Fogg Museum has agreed to let HILR offer a course on Rembrandt’s etchings at the museum. In each class, we will present 20 unframed originals from the Fogg Collection. We will study the development of the master’s oeuvre in regard to images, techniques, compositions, themes, and printmaking skills. It is our aim to better understand how, over four decades, Rembrandt developed an increasing range of subject matter, psychological insight, and spiritual understanding as he created visual narratives of exceptional beauty unmatched in the long history of printmaking. For better comparison and interest, we will project enlarged images of the prints as well as various slides of paintings, drawings, and related prints available from other sources. We will engage in close analysis and intense discussion of each print. Weekly preparation will be about 2 hours. Class size limited to 12.

Susan Siris Wexler has taught previous classes on Master Drawings and Rembrandt at HILR as well as two recent classes at the Fogg on Rembrandt’s etchings. She is a practicing artist specializing in drawings, particularly portraits, who has enjoyed a lifelong fascination with art history.

168 The Tempest: What’s Past Is Prologue
Judith Elstein

Inspired in part by seventeenth-century accounts of a shipwreck off Bermuda, Shakespeare’s magical play, The Tempest, is one of his greatest works. The play explores human nature in a more sympathetic way than in any other work. The play may be read as part of the Shakespeare’s exploration of race and colonialism, or it may be read as a love story. As a whole, the play can be read as a discussion of the nature of power and its consequences. The Tempest was written in the early 1610s and may have been written for the court of King James I. The play has been produced by Shakespeare’s Globe Theatre as well as by other companies around the world. The play has been adapted into a number of films, and it has been translated into many languages. The Tempest is a complex play that can be interpreted in many different ways.

Judith Elstein was a high school literature teacher and a trainer for the Folger Shakespeare Library. She is a co-author of Shakespeare Set Free, a guide for educators. At HILR, she has led study groups on Shakespeare, Auden, and fairy tales.

Thursday 10 am–12 noon

169 Errand Into the Wilderness: Forgotten Puritan New England 1630-1750
John Willson
Readings: Course Reader—selected materials xeroxed, available at cost.

This is primarily a lecture course, but with opportunities for questions and group discussion. Two hours of reading each week, no prerequisites, just bring your curiosity and enthusiasm for early American history.

John Willson has an AB from Harvard and an MBA from the University of Chicago. A lifelong American history buff, he has read extensively in early Puritan studies, including many original sources.

170 In the Worldwide Struggle to Fight Climate Change, Has the US Lost its Way?
Burton Jaffe
Readings: The SGI will furnish handouts and sites with current on-line articles.

The United States played a leadership role in the UN Paris Accord to help reduce carbon emissions. Actions by the current administration could hand that leadership role to China or the EU, both of which have enunciated clear goals and made big investments for a greener planet. In this course, we will discuss if, and how, the US can fulfill its commitment despite the actions of climate change skeptics. We will examine the role of lawsuits, state legislative efforts, corporations, and
NGOs, and environmental groups to lower carbon dioxide emissions in the US. We will contrast the leadership and pol-
icy of the five largest emitters of carbon dioxide. We will dis-

Discuss: "Is the leadership of China's need for reform and his control? We will also consider more optimistic portraits of the future of China, and outline for their country. Classes will discuss how changes in the "academy" reflect changes in the societal landscape just outside its gates. Class size limited to 20.

Clark Baxter visited hundreds of colleges and met thousands of professors, instructors, administrators, and students in 40 years of publishing college textbooks. Had the novels chosen for this class appeared on any syllabus when he was an undergraduate, he might have elected to study literature instead of history.

183 The Future of China
Linda Neumann and N. William Ritz
Readings: Shambaugh, China's Future (Poltrey Press, 2016). Other supplemental material will be posted on the course website.

As a rising global power with the world's second largest economy, China's future path will impact all of the countries on earth. Can China escape the Middle Income Trap, in which rising wages decrease competitiveness in low-level manufacturing? Can it transition to a more innovative, productive and service-based economy? Is the leadership of the Chinese Communist Party willing or able to implement reforms to reduce social tensions given the increasingly authoritarian regime of Xi Jinping? Can China and the US manage growing political strains? We will explore David Shambaugh's analysis of China's need for reform and his innovative thinking about its economy, society, and polity. Shambaugh is pessimistic that the current leadership can implement the reforms needed while maintaining its rigid control. We will also consider more optimistic portraits of China's leadership and outlooks for their country. Classes will combine some lectures with lively discussions. Expect 3 hours of reading per week. Class size limited to 20.

Linda Neumann enjoyed a long career in technical and interna-
tional business development, including extensive travel in Asia.

Graham Greene was at once a profound student of the human psyche and of cross-cultural interactions, a mas-
ter of suspense, and one of the most entertaining writers of the 20th century. His preoccupations included the dilemmas of characters caught up in cross-cultural conflicts, beyond their understanding or control, struggles between good and evil within his protagonists themselves, political corruption, and the nuances of western imperialism (often invisible to its own enablers). This study group will focus on two of Greene's great short novels, each featuring English and American protagonists abroad caught up in international intrigue during the 1950s: The Quiet American and Our Man in Havana. Readings will average about 75 pages a week. The SGL will be formatted by class. Class size limited to 18.

180 The Russian Theater
Michael J Bennett

In parallel with the experiments taking place in prose fiction in nineteenth-century Russia, writers such as Pushkin, Gogol and Turgenev also produced dramatic and comedic works that would shape the development of the Russian theater. These artists, although subjected to repression and censor-
ship, nevertheless established a tradition that would find its culmination in the plays of Chekhov. We will study six of the shorter plays by these four authors, composed either for the salon or the stage, that illustrate how this tradition evolved and how the artists used this medium to portray social, political and cultural issues of the times. In the final session we will watch Fanny on 42nd Street, Louis Malle's version of Chek-
hov's Uncle Vanya. The course will require 2 hours of reading per week, but no presentations. Bring your enthusiasm for reading aloud. Class size limited to 25.

Michael Bennett has retained an interest in literature over 50 years of practice as a psychiatrist. At HILR, he has led over 20 courses on Russian, English and European literature.

172 Graham Greene: Two Novels
Julie Altshuler
Readings: Only these editions: Graham Greene, The Quiet American (Penguin Classics, 2004); Graham Greene, Our Man in Havana (Penguin Classics, 2007). Other readings will be provided by the SGL.
She and co-leader Bill Ritz led a study group on the Emergence of Mao in the fall of 2016. N. William (Bill) Ritz has had a long-term interest in life under communism and has toured China and the Soviet Union. With this course he will pursue another keen interest, China’s political and economic future.

Tuesday 10 am–12 noon
184 Continental Drift: The Revolutionary Theory of Alfred Wegener

David Bliss
Readings: Roger McCoy, Ending in Ice (Oxford UP, 2006). How does a revolutionary idea overcome the resistance of conventional scientific orthodoxy? Alfred Wegener, a German scientist, was the first person to present solid evidence that the continents we know today drifted apart from an early supercontinent, one of the greatest breakthroughs in modern earth science. Despite his persistent advocacy and publications, Wegener’s theory was scorned by the scientific community until thirty years after his death. In this study group, we will gain a basic understanding of plate tectonics and continental drift, and what it took to change the conventional thinking of academic scientists. We will discuss Wegener’s life and work as a scientist and explorer and his death in 1930 on an expedition in Greenland. We will learn how Wegener reached his astounding conclusions and how the eventual “paradigm shift” happened in the 1960s. Reading preparation time: two hours per week. Class size limited to 22.

David Bliss, a retired materials scientist, has an abiding interest in the origins of the Earth and the questions that motivate scientific discovery. He has led courses on history and science.

185 Thomas Hardy: Novelist, Short Story Writer, and Poet

Judy Ulh
Readings: Only these editions: Thomas Hardy, The Mayor of Casterbridge (Penguin Classics, 2003); Thomas Hardy, Wives and Daughters (Wordsworth Classics, 1995). Ebook versions of these titles are also acceptable if you have a portable electronic device to bring to class. Additional online resources to be posted on the course website.

Thomas Hardy ranks among the giants of 19th- and early 20th-century English writers and was nominated for a Nobel Prize in Literature 20 years in a row! A prolific writer, he often featured mistreated or unconventional women and beautifully flawed male characters. Hardy’s usual setting is a pre-industrial Southwest England countryside with pastures, market towns, and small hamlets: the mythical Wessex. His books and stories lend themselves to stage and film (as we will see). We will read Hardy’s novel The Mayor of Casterbridge and a few of his short stories, and devote one class to his poetry. After we have read these works that rattle the chain of Victorian morality and inspired modern poets, we’ll ponder whether Hardy deserved the Nobel Prize. How would you vote? This is a discussion class with 2-3 hours of preparation per week. Class size limited to 20.

Judy Ulh has led study groups on Alice Munro, Modern Communication, and The Amazing Ipad. She was an English and French major in college and spent her free time writing novels, short stories, and captions for The New Yorker cartoon contest.

Tuesday 1–3pm
186 Ammons’ “Garbage” and Other Poems

Richard Johnson
Readings: A. R. Ammons, Garbage: A Poem (W. W. Norton, 2002). In “Garbage,” A. R. Ammons tells us what getting old is like: knowing we should be eating soy flakes but piling the butter on the potatoes. This is a poem about aging and the crisis of garbage disposal, written with plenty of wit. Ammons was at his peak when he wrote this, his second National Book Award winner. “For power of the thought and language, the poem takes its place alongside Whitman’s Song of Myself—American classic,” says the creator of the National Book Award. We will read and discuss this poem over five weeks, involving 25 pages of close reading each week. Ammons starts this poem, “Boy, are you writing that great poem/the one we accomplished mission unaccomplished.” Read this poem and you’ll see he accomplished it. The last week we’ll cover Ammons’ earlier writings. See course website for more detail. Class size limited to 12.

Richard Johnson has a background in technology and has an interest in modern poetry since picking up Howl in high school. Who knew you could do that? He’s been swimming through great poetry ever since and recently co-led a course on Seamus Heaney.

187 Stories from Alice Munro’s Family Furnishings

Joanne Carlisle
Readings: Alice Munro, Family Furnishings: Selected Stories, 1995–2014 (Vintage International, 2015). Family Furnishings is a collection of Alice Munro’s stories from the last two decades of her story-writing career (1995-2014). The stories take readers on a kind of journey, offering as they do intense probing of the psychological makeup of people’s lives and the effects of time. Many of the stories focus on changes in perspective that come with characters’ efforts to make sense of their lives and surroundings, past and present. Study group members will read two or three stories (or a total of about one hundred pages) in preparation for each meeting. The assigned stories will be discussed from multiple points of view, including theme, structure of the story, and Munro’s story-writing craft. We will also discuss Munro’s life and comments about her own writing from interviews both prior to and at the time when she was awarded the Nobel Prize in literature. Class size limited to 12.

Joanne Carlisle majored in English literature at Vassar College and taught high school English for several years. After earning advanced degrees in education, she was a Professor of Education at the University of Michigan.

Wednesday 10am–12 noon
189 The Strange Case of Mary Baker Eddy

The Founding of Christian Science

Steve Stelovich
Readings: Stephen Zweig, Mentals Healers (Pushkin Press, 2013). The SGL will provide Mark Twain, Christian Science and the Book of the Dead (Morningside Press, 1899) as a PDF, and links to other readings.

In 1866, Mary Patterson (later Mary Baker Eddy) was left “close to death” in a serious accident. Three days later, she awoke to the astonishment of friends and proclaimed herself cured, having discovered the secrets of Christian Science. A chronic invalid previously, Mrs. Patterson had been treated by and then studied with Phineas Quimby, a mental healer and “doctor” without degree. A remarkable businesswoman, or “avant garde mesmerist” as some thought, she taught her new science with remarkable success and financial gain. She founded a new and still active religion. She became the butt of Mark Twain’s humor. The course will focus upon her life exploring intertwined historical, psychological, medical, literary, and legal issues. Course format: lecture and discussion. Preparation 2 hours per week. Class size limited to 25.

Steve Stelovich is a retired psychiatrist who has had an enduring interest in the interface between “science” and the “soul,” for want of a better term.

190 Three Children in the Third Reich

Dan S. White

Children’s voices are generally not heard in accounts of historical events. This course seeks the voices of three children who experienced life, and, in the case of Marion Samuel, death, in Nazi Germany. Class discussions will focus on themes that include the unique vulnerability of children to government policy aimed at them, the struggles and dilemmas of parents in Hitler’s Germany, and, inevitably, the question of how ordinary Germans responded to the regime’s actions against their Jewish fellow citizens. Readings for the class are the historian Götz Aly’s reconstruction of the life of Marion Samuel along with memoirs by two Germans, Irmgard Hunt and Alfonso Heck, who later emigrated to the United States. Readings will average 3 hours weekly and will be supplemented by excerpts from videoed interviews with Hunt and Heck and from films and newsreels from the Nazi era. Class size limited to 18.

Dan S. White, whose parents immigrated from Germany in 1936, is an historian who has taught courses on Nazi Germany through out his career.

Wednesday 1–3pm
191 Legends of the Iranian People

Bob Weiner
The Shahnameh or The Book of Kings is a national epic central to Persian culture by the poet Ferdowsi. A classic of world literature, it contains stories collected a thousand years ago that interweave myth and history as they tell of the Persian kings, their families, and life at court. We learn of battles, jealousies, deceptions, and betrayals—all described in vivid and often beautiful language. Our discussion of these stories will consider questions such as: What was the meaning of the title “King of Kings,” and what were the values and beliefs associated with the Divine? No prior requirement of language or history is needed, just love of a good story and a curiosity about Persian culture. Prepara-
tion: 2-3 hours per week of engaging reading. Class size limited to 18.
Bob Weiner has had a long interest in historical literature. He has led courses on Boccaccio, Dante, Goethe, and Ovid. He has a background in the practice of psychiatry.

192 Shakespeare’s Sonnets
Barclay Tittmann
Readings: This edition is recommended: William Shakespeare, The Sonnets and a Lover’s Complaint, John Kerrigan, Ed. (Penguin Classics, 1999). Shakespeare’s sonnets, composed mostly during the last decade of the 16th century, are viewed by many as the most remarkable sequence of poems ever written in the English language. They are also the most mysterious: do the loves for a young man and a “dark lady” described in the sequence represent real events in Shakespeare’s life, or are they a fic-
tional frame for such themes as time, mortality, beauty and, of course, love in all its manifestations? The combination of supreme literary merit, ambiguity with regard to what is depicted, and universality of ideas makes the sonnets a uniquely fascinating subject for analysis and discussion. Preparation for the course should not take more than a few hours a week. We will cover four sonnets per session to be prepared by four members of the study group on a rotating basis. Class size limited to 12.
Barclay Tittmann has led the Shakespeare’s Sonnets course at HILR on three previous occasions. He has a doctorate in medieval literature and taught at Boston College from 1963 to 1970.

193 Why Don’t We Know More about Women Artists?
Carol (Kitty) Pechet and Parker (Parky) Damon
Readings: Masaru Reilly, ed., Women Artists: The Linda Nochlin Reader, Jane (2015), Christianson Weidemann et al., 50 Women Artists You Should Know (Prestel, 2008). There will be additional materials either online and/or as handouts at cost.
How do women painters create their magic? Why is it we know so little about women painters—their ways of work-

ing, their subject matter, the problems they encountered, how they chose to solve them, and their contributions to the art world? Using a seminar format, we will examine these five issues along with creative choices these women made as painters. As tools, we will use the seven elements of a paint-
ing: Line, Color, Shape, Form, Value, Space and Texture. By exploring the painting styles and the use of materials of a variety of artists such as Elizabeth Day Hale, Lil-
ian Westcott Hale, Alice Neel and many others, we search for possible answers to our questions. A studio trip will be planned for one Friday to demonstrate why and how art materials may be used to achieve certain effects and consider how this understanding may influence our appreciation of the work of women artists. SGMs should expect 3-4 hours of weekly preparation. Class size limited to 18.

Kitty Pechet received a BFA from Brandeis and an MFA from HGSE. Since then, she has had a career in art as an independent lettering artist, painting teacher, and painter. She has had a lifelong interest in studying art and enthusiasm for making art.

Parky Damon has co-led seven SGMs, most recently about Gertrude Bell and about Margaret Atwood’s Blind Assassin. He too has had a lifelong interest in studying art and enthusiasm for making art.

Thursday 10am—12 noon
194 56 UP: Unravelling the Mystery of Continuity and Change
Phyllis Sonnenschein
Readings: Susan Cain, Quiet: The Power of Introverts in a World That Can’t Stop Talking (Broadway Books, 2012). Additional ma-
terials, including a TED talk, will be posted on the website.
"Give me a child until he is seven and I will give you the man." Michael Apted explores this Jesuit maxim in the acclaimed documentary 56 Up, which filmed 14 British children at seven and then every seven years till 56. After viewing and discussing segments of this documentary each week, will we agree? We will follow six individuals in their early years, observing their temperaments and personali-
ties, struggles and accomplishments, re-visitings them as they approach 56. How well are they enduring their early characteristics? What might explain changes in their values, sources of sat-
isfaction and disappointment? Using this documentary as a lens, what can we learn about the experiences that seem to contribute to contentment or distress at 56? We will read one book and several articles as we consider the relevance of research on temperament and personality to our under-
standing of the lives of these individuals. 2-3 hours of prep weekly. Class size limited to 18.
Phyllis Sonnenschein is a developmental psychologist with a doc-
torate from Harvard in Human Development and Psychology. She has taught child and adult development, consulted to schools and organizations, and has long been fascinated by the unexpected paths that characterize most of our lives.

195 Water, the Molecule
Peter White
Readings: Excerpts will be handed out by Harold McGee, On Food and Cooking (Scribners, 1984). YouTube videos covering the chemistry and biochemistry of water.
When it comes to water, you are an expert. But like the goldfish, your perspective may be limiting your vision. This course is for those with little or no formal science education. It is about the chemistry, physics, and biology of water. Why does it not behave like other liquids? Why is water called "the universal solvent"? What in its chemistry makes life depend on it? What are its component parts? Why are some substances attracted to water and why do others reject it? In this study group we will discuss how to use our expanded knowledge to purify it, cook and clean with it, heat and cool with it, and otherwise take advantage of its miraculous characteristics. Each week there will be a short PowerPoint presentation followed by discussion. There is no central text, but expect an hour of preparation using audio files, YouTube, and the web. Class size limited to 18.

Peter White studied science diligently in college and graduate school and eventually he came to love it. Now an architect, molec-
ular biology is his avocation.

Thursday 1-3 pm
196 America and the World in the Post-Cold War Era
Barbara Rosenbaum and Anne Pirrera
At the end of the Cold War in 1991, American foreign policy changed direction from one based on self-inter-
est to one of democratic expansion through intervention in other nations’ internal politics and economies. Accord-
ing to Michael Mandelbaum, author of Mission Failure, this dramatic new approach failed to result in the desired pro-
motion of western values and institutions. This study group will investigate and discuss American foreign policy from 1991 and the major foreign initiatives of the Clinton, Bush and Obama administrations. Through analysis of their moti-
ations, strategies and outcomes, we will understand the reasons why the overall approach failed to succeed and the implications for America’s future role as a global actor. This is a discussion study group and will require about three hours of study per week. Class size limited to 20.

Barbara Rosenbaum is a graduate of Brooklyn College, BA and MA, and was a Littauer Fellow in the Kennedy School of Gov-
ernment’s MPA program. She was President/CEO of Jewish Vocational Service. Her previous study groups were in foreign pol-
icy and terrorism.

Anne Pirreza has a BA, MA and PhD in Philosophy and an MEd in Counseling Psychology. Anne and Barbara have co-led two study groups, one on contemporary Egypt and one on Global Jihad. Both have a keen interest in American foreign policy.

197 Love and Money: The Pains and Pleasures of Family Businesses
Jane Hilburt-Davis
Readings: Grant Gordon and Nigel Nicholson, Family Wars: Str reins and Insights from Family Business (Kogan Page, 2010). The SGL will provide an on-line course book for members to download, which will include readings and cases from journals in newspapers and from books.
Family businesses, which make up 80% of the world’s busi-
nesses, are often in the news, and it’s often not very good news. Through discussions, member presentations, short lectures, real life cases and studies, and role-plays, this course will tackle the most frequent issues that these entities face.
What’s behind the struggle for control of Viacom or Sum-
mer Redstone’s family? What family battles did the Koch brothers face? How did the Gallo family survive their strug-
gles? What’s changing for women in family businesses?
What is the difference between family governance and business governance? What tools have been developed to promote success? Why is succession such a challenge? What are the practical applications for all of this? The emphasis will be on the business family, where most of the problems begin, and its impact on the success or failure of the firm. Preparation
time is 2-3 hours per week. Class size limited to 18.

Jane Hilburt-Davis has worked with family businesses for 25 years. She is senior author of Consulting in Family Businesses and co-
author of Family Enterprise. She has served as advisor to family businesses throughout the United States.

198 The Short Story & The Film: Transformations from One Art Form to Another
Maggie Huff-Rousselle and Diane Lapkin
Readings: PDFs for all stories will be provided both on the website and via email.
How is the exceptional short story sculpted? What makes an exceptional film work? How is one transformed into the other? We will explore the transformation of short sto-
ries into film using pairings of stories and films. During the course, we will discuss stories by John Cheever, Alice Munro, and Paul Auster. On alternate weeks, we will watch

Second Half Six-Week Courses
HILR Schedule of Courses
Second Half Six-Week Courses

films inspired by these stories: *The Swimmer*, directed by Frank Perry and Sydney Pollack and starring Burt Lancaster; *Julieta*, directed by Pedro Almodovar; and *Smoke*, directed by Wayne Wang and starring Harvey Keitel, William Hurt, and Jim Jarmusch. Materials on the art and craft of the short story as a literary form and on the authors and film directors will provide additional context. Preparation time on alternate weeks will be approximately 2 hours. Class size limited to 18.

Maggie Huff-Rousselle holds a PhD in Management and two earlier degrees in English. For nearly 40 years, she traveled abroad working on foreign aid projects. She loves literature and films that provoke us emotionally and intellectually. This is the third time she and Diane have led this course.

Diane Lapkin holds a PhD in Higher Education Administration and was provost at Salem State University. She is an avid film lover and reader of fine short stories. Diane led a previous workshop on literature related to immigration as well as having led this course.

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**Fall 2017 Payment Form**

Members: While we prefer that you pay online by credit card, you may pay with this paper form, but only by check.

Name ________________________________________________    Daytime Phone ________________________

Payment Please check the appropriate boxes.

❑ $900 for active members paying for the full year
❑ $450 for Active members, paying for the Fall term
❑ $375 for Fall Study Group Leaders
❑ $450 for Inactive members, not taking courses in the Fall
❑ $250 for Alumnus/a membership for the 2017-18 year
❑ I am applying for scholarship assistance for the 2016–17 year (See below, “Financial Assistance”)

Payment method

❑ Paying by Check. Make your check payable to the Harvard Institute for Learning in Retirement.
You can only pay with a credit card in online registration.

Financial Assistance: Partial or full assistance is available to any members with financial need. An application form is available from Steven Leon, HILR’s Administrative Manager. This information is strictly confidential.

Annual Fee Refund Policy: A member who is unable to participate for one or two semesters for medical reasons may request a waiver before classes begin, or a refund afterwards. If, after registering for classes, you need to withdraw within the first two weeks after classes have begun, $250 will be refunded. Between the second and fourth weeks, $150 will be returned. After the fourth week, no refunds can be made for the missed semester.
Special Needs Parking

HILR maintains two special parking spaces at 34 Concord Ave. for members with health or ambulatory problems. Spaces are available only for the duration of each class, not for extended parking and are allocated according to highest need.

Name: _____________________________________________________________

☐ I qualify for special parking, and request a space.

Inactive Registration Form

Please note: Members may be Inactive for no more than two consecutive semesters.

Even while Inactive, you are required to pay the HILR Annual Fee of $450 per semester. If you do not plan to take classes in the Fall semester and have not paid the full Annual Fee, please fill out this form and return it with your $450 check to HILR, 34 Concord Avenue, Cambridge, MA 02138, or pay your fee online and return the form only by mail.

I am not registering this semester.

Member name: ______________________________________________________

Alumnus/a Membership Form

Members who no longer wish to be Active or Inactive may choose Alumnus status. You will be eligible to attend the Friday lectures, receive HILR mailings, and participate in all social and extracurricular events. Should you wish to resume Active membership status, you must formally reapply. If you wish to become an Alumnus now, call the office and send payment for the annual fee of $250.

I wish to become an Alumnus/a Member.

Member name: ______________________________________________________

Address: __________________________________________________________

E-mail: _____________________________________________________________
2017-2018 Calendar

Fall 2017
HILR Fall Semester begins ........................................... Thursday, September 7
Rosh Hashanah (no classes) ........................................... Thursday, September 21
Columbus Day (no classes) ........................................... Monday, October 9
Second-half courses begin ........................................... Tuesday, October 24
Thanksgiving Break (no classes) ................................. November 21–26
Fall Semester ends ......................................................... Thursday, December 7

2018 Intersession ........................................................... January, dates TBA

Spring 2018
HILR Spring Semester begins ................................. Monday, February 12
Presidents’ Day (no classes) ........................................... Monday, February 19
Spring Break ............................................................... March 26-30
Spring Semester ends .................................................... Monday, May 14