

FIVE COLLEGE
LEARNING IN RETIREMENT

FALL 2009

SEMINAR CATALOG

September 21 – December 4

Mason Hall
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Affiliate of the Elderhostel Institute Network

Mason Hall, Smith College
Northampton, MA 01063

April 19, 2009

To the Members of Five College Learning in Retirement:

The Curriculum Committee of Five College Learning in Retirement is delighted to present this catalog of seminars and workshops for the fall 2009 term. Committee members and seminar moderators have worked together over the past several months to develop a curriculum that we believe reflects the broad range of artistic and intellectual interests of the 5CLIR membership. We hope that you agree and that you find among these offerings seminars that excite and challenge both heart and mind.

Our peer-led seminars and workshops are the center of the 5CLIR program and their success depends on the quality of participation of each member. In seminars, each participant is responsible for researching and making one report or presentation and for taking an active part in all discussions. In workshops, participants engage in active learning, usually through hands-on activities; sometimes these involve outside preparation. 5CLIR has an extensive inventory of audio/visual equipment that may be reserved by members to use in their seminar presentations. Any expenses such as texts, DVD/VCR rentals, photocopies, or artistic supplies are the responsibility of the participants.

The Committee would like to thank the members who have volunteered to moderate the 24 seminars and workshops to be offered in the spring semester. Without their creativity and dedication, we would not have the variety and quality that you find in these pages.

Members of the 2008–2009 Curriculum Committee

Term Ending 30 June '09

Bertram Bandman
Roger Coulombe
Pat Goldsher
Carol Lee*
Michael Wolff

Term Ending 30 June '10

Shirley Brodigan
Susan Case
Gerald Goldman
Irving Howards
Anne McIntosh

Term Ending 30 June '11

Paul Berman
Laura Cranshaw
Peter Ferber
Beverley von Kries
Naomi Yanis

*will move up to another class when a vacancy becomes available

Sara Wright and Joan Laird, **Co-Chairs**

Seminars – Fall 2009

Monday Mornings (10:00–12:00)

Cultural Conflict and Accommodation in Early New England – June Guild & Joel Halpern –
AC: Room 207, Campus Center

Old Time Radio – Norman Winston – *SC: Field House*

Learning to Look: How to Analyze a Work of Art – Honoré David and Betsy Siersma –
SC: Dewey Hall Common Room

Fictional Families: “Family” in the Modern American Novel – Joan Laird & Barbara Reitt –
*SC: Room 308, Lilly Hall (Smith School for Social Work), corner of Green Street
and West Street, on the corner of the Smith Campus*

Monday Afternoons (1:30–3:30)

Foundation of Portrait Drawing – Cosimo Favaloro – *SC: Field House*

History of the Arabs – James Harvey – *SC: Room 308, Lilly Hall (Smith School for Social
Work), corner of Green Street and West Street, on the corner of Smith Campus*

The Promised Land – Peter Ferber & George Goodwin – *Lilly Library, 19 Meadow Street,
Florence (www.lillylibrary.org)*

Life: Fact & Fiction – Ina Luadtke & Hazel Adolphson – *Rockridge Retirement Community,
25 Coles Meadow Road, Northampton* **Note: no seminar October 12th.**

Tuesday Mornings (10:00–12:00)

The Age of Revolution – Hy Edelstein & George Snook – *SC: Field House*

The Scramble for Africa – Joan Wofford – *SC: Dewey Hall Common Room*

Choral Music in (mostly) English – Laura Cranshaw – *Mt Tom Room, Easthampton Lathrop
(Oct 20th & Nov 17th to meet elsewhere, tba)*

Evolution of Evolution: Recent Advances – Anne Lombard, Clifford Matthews &
Dorothy Rosenthal – *Arcadia Wildlife Sanctuary, 127 Combs Road,
Easthampton, telephone 584-3009*

Tuesday Afternoons (1:30–3:30)

Art for Fun and Framing – Sylvia Favaloro – *SC: Field House*

Shakespeare Reading – Jane Hovde – *Rockridge Retirement Community,
25 Coles Meadow Road, Northampton*

Wednesday Mornings (10:00–12:00)

Abolitionists, Lincoln and Emancipation – Chuck Gillies & Robert Romer –
AC: Room 207, Campus Center

Watercolor Painting – Sally Lawton – *SC: Field House*

New York, New York – Arnold Friedmann – *UMass: Room 113, Continuing Education
Building, Venture Way (off N. Maple Street), Hadley*

Dreams: What Do They Mean? – Barbara Miller & Howard Parad – *Newman Catholic
Center at UMass, 472 North Pleasant Street, Amherst*

Mistresses and Lovers – Nina Scott & Serene Rubin – *Chez Rubin, 164 Aubinwood
Road, Amherst*

Wednesday Afternoons (1:30–3:30)

Constitutional Law in the News – Tyll van Geel – *AC: Room 207, Campus Center*

Contemporary Irish, Welsh, and Irish-American Poets – Katharine Hazen & Lu Stone –
Rockridge Retirement Community, 25 Coles Meadow Road, Northampton

Thursday Mornings (9:30–11:30) NOTE different THURSDAY TIME!

Modern Indian Novelists Who Write in English – Ellen Peck – *AC: Room 207,
Campus Center*

History of Photography Pt II, 1900–1940 – Paul Berman – *Amherst Woman's Club,
35 Triangle Street, Amherst. **Note: Seminar does not meet October 29th.***

Autobiographical Writing – Zina Tillona & Henia Lewin – *Grace Church (in the
"Connector," the new addition), by The Commons (14 Boltwood Ave), Amherst*

The Roots of Conflict in South Asia – J Andrew Cortez-Greig – *Highland Valley
Elder Services, 320 Riverside Drive, Florence*

**AC – Amherst College SC – Smith College UMass – UMass Continuing
Education**

tba = to be announced

While every effort is made to adhere to the schedule as published here, occasionally changes must be made at the request of a hosting institution, but you will be advised immediately of any altered arrangements.

There are no seminars on Thursday afternoons or Fridays.

Fall 2009 Seminar Catalog

Seminars begin the week of September 21st

MONDAY MORNING

Cultural Conflict and Accommodation in Early New England

Moderator(s): June Guild & Joel Halpern

Role of Participants: Prepare a report and lead a discussion

Number of Participants (incl. moderators): 15

Time: Monday morning, 10:00–12:00

Place: Room 207, Amherst College Campus Center

Parking: Obtain parking permit from Campus Safety when advised

We will look at the early New England settlements as they were in 1620 and as they matured – with an emphasis upon the interface between the settlers and the natives. The native peoples had already experienced explorers and fishermen along their shores, seafarers who came by ship and left disease, decimating native populations.

We will explore the cultural interface during the first two centuries of settlement. Possible topics include: John Elliot and the “praying Indians;” English traders going up the rivers in pursuit of beaver pelts; King Phillip’s War and its aftermath; the early captivity stories and the Raid on Deerfield which resulted in 109 captives making the trek to Montreal with their Indian captors. Most were redeemed, several stayed. What are their stories? Beaver hats went out of fashion in Europe. What became of Indian trade? Over time the English settlers spread out over the best land in New England. The population was nearly entirely of English descent. Where were the Indians?

Resources to be used: Online and library materials on the Puritans and Native Americans, captivity narratives.

Old Time Radio

Moderator: Norman Winston

Role of Participants: Select a past favorite radio show – a drama, comedy, western, or soap – briefly report and lead discussion.

Number of Participants (incl. moderator): 15

Time: Monday morning, 10:00–12:00

Place: Smith College Field House

Parking: Ample parking on site

How about the old time comedy shows that kept the whole family gathered around the radio, staring at that wooden box from which the voices emanated? We all knew Jack Benny and the whole cast without needing any pictures. Bob Hope, Fred Allen and Portland Hoffa, Fibber McGee and Molly, Edgar Bergen

Old Time Radio, continued

and Charlie McCarthy – they were all an important presence in our lives. The noise that occurred every time Fibber opened his closet caused waves of laughter for the huge radio audience. Remember the soap operas that occupied radio air space most of the day--Stella Dallas, Ma Perkins, Lorenzo Jones, David Harum, Road of Life, Mary Noble-Back Stage Wife, and Molly Goldberg?

What about the menacing voice of The Shadow, Mr. Keene – Tracer of Lost Persons, the buzzing sound of the Green Hornet, the frigid Sergeant Preston, and the analytic Sherlock Holmes and Doctor Watson? Do you remember Lum and Abner, Amos and Andy, Bob and Ray? On a cold winter's night we could drift off to sleep listening to radio dramas like Grand Central Station and the Lux Radio Theater. It was not necessary for us to watch a screen. The radio voices and the sound effects were just as vivid and etched in our brains as any picture on a TV screen. Let us return to those thrilling days of yesteryear, when the most exciting people, and most exciting places, were on the airways on our old time radios. It should be noted that some shows, such as Amos & Andy, Lone Ranger and Tonto, and Abie's Irish Rose by today's standards may be controversial in terms of gender, ethnic, racial and other characterizations.

Resources to be used: Books such as *Remember Radio* by Ron Lackman, *Raised on Radio* by Gerald Nachman plus many others on early radio; computer sites such as www.Radiolovers.com or www.freeotrshows.com. One can google almost any show, character, background information, etc.

Learning to Look: How to Analyze a Work of Art

Moderators: Honoré David and Betsy Siersma

Role of Participants: Select two works of art and analyze and compare them

Number of Participants: 15 (incl. moderators)

Time: Monday morning, 10:00–12:00

Place: Dewey Hall Common Room, Smith College

Parking: you will be issued a campus parking permit

Have you ever been in a museum and wondered “What is going on in this picture?” What is the artist trying to say, why is the painting considered important, what style is it, why is there a pomegranate portrayed so prominently near the female sitter?

We will give you the tools to be able to analyze, understand, and talk about a work of art, to compare it to others, to learn its stylistic characteristics (Impressionism, Renaissance, etc.), its iconography (meaning of symbols), its formal characteristics (composition, color, line, scale, etc.) and to discuss the work in the historical or social contexts of the object, artist, or time period.

Learning to Look, continued

Participants will select two works of art of their own choosing from any of the five college museums, or further afield, and, using reproductions, analyze and compare the artworks. They may be by the same artist, different artists, different time periods, same or different subject matter, etc. But there should be a basis for comparison.

Resources to be used: There is no required text, but you will find Gardner's *Art through the Ages* and H.W. Janson's *History of Art*, both available in the college libraries, to be valuable resources. We will provide a more complete bibliography in class.

Fictional Families: "Family" in Modern American Novels

Moderators: Bobbie Reitt and Joan Laird

Role of Participants: Two people will report and lead discussion.

Number of Participants (incl. moderators): 18

Time: Monday morning, 10:00–12:00

*Place: Room 308, Lilly Hall, Smith College (corner of Green St & West St
on corner of Smith campus)*

Parking: you will be issued a campus parking permit

Families are infinitely fascinating, and everyone has or has had one—or possibly two or three or more. Families are like small societies: They have intergenerational histories and over time develop a culture replete with rituals, myths, folklore, comic and tragic events, a structure, fortunes and misfortunes, an economy, as well as moral, political, and other beliefs. They live on farms and in villages, suburbs, and large cities. They are large and small, rich and poor, calm and stressed, close and distant, kind and cruel.

We could use our own families as grist for the mill, but that might make some of us nervous! Instead, we turn to literature, to the American novel, for insights about American families—birth, marriage and partnership, loyalty and betrayal, fulfillment and resentment, illness and health, parents and children and aging and

death. The novel can be a great teacher. Who can forget the perfect March family in *Little Women* or that ironic *ménage à trois* in *Ethan Frome*? To quote from *Anna Karenina*, "Happy families are all alike; every unhappy family is unhappy in its own way."

In this seminar, we will read and discuss 8 novels rich in family dynamics and family lore, interpreting the authors' visions of American family life, exploring both what families are like and how cultural norms and our expectations for family life have changed over time. In each meeting two participants will report, one on the novel as a literary work, and one on the family portrayed.

Fictional Families, continued

Resources to be used: The eight novels to be read by all participants are: Myla Goldberg, *Bee Season*; Jane Hamilton, *Disobedience*; Norman MacLean, *A River Runs Through It*; Jane Smiley, *A Thousand Acres*; Wallace Stegner, *All the Little Live Things*; Anne Tyler, *Dinner at the Homesick Restaurant*; Alice Walker, *The Color Purple*; Richard Yates, *Revolutionary Road*. All are available online in inexpensive new or used paperback format, or at local libraries. In order to give participants a head start, summer reading is recommended.

Monday afternoons

Foundation of Portrait Drawing

Moderator: Cosimo J. Favaloro

Role of Participants: create drawings at home, similar to those practiced in the seminar

Number of participants (incl. moderator): 10

Time: Monday afternoon, 1:30–3:30

Place: Smith College Field House

Parking: Ample parking on site

Here is a chance to learn and acquire a set of skills usually not associated with 5CLIR seminars. Within the time constraints we will reinforce our ability to see so we can depict the beauty of the human face through a drawing.

The seminar is designed as a three-step process: First we will create drawings of a “still life” that contains the simple large masses that describe the features of the head and of many objects around us--the cube, pyramid, cylinder, rectangle, sphere, etc. We examine the function of line and value in depicting the three dimensional world on a flat sheet. Next we examine how the facial features change as the head is observed from different angles. We will study and make drawings of the human skull since it is the underlying structure of the head we see. Lastly we apply this knowledge to the creation of drawings of a professional model or volunteers willing to pose for two hours. During each class the moderator will go from person to person to help with the drawing in progress.

Resources to be used: A handout with technical information and selected projects will be distributed at each class. Remember, drawing at home takes the place of the usual requirements of reading, writing and presenting. Some references will be suggested, and we hope to visit a collection of drawings at a nearby museum. If a live model is used, participants will be asked to contribute a modest sum of approximately \$3.00 each.

History of the Arabs

Moderator: Jim Harvey

Role of Participants: Read the text; give a ½ hour presentation and lead discussion

Number of Participants (incl. moderator): 15

Time: Monday afternoon, 1:30–3:30

Place: Room 308, Lilly Hall, Smith College (corner of Green St & West St on corner of Smith campus)

Parking: you will be issued a campus parking permit

The Arab world is the focus of many of today's headlines. Wars, conflicts, and terrorism dominate the stories about Arab countries. As a result, many Americans are unaware of the rich history of the Arab peoples and their amazing contributions to world culture. At one time Arab science and culture were far ahead of Europe's. Such words as "algebra" and "chemistry" are derived from Arabic, and bear witness to the contributions Arab scientists and mathematicians made to science.

In this seminar we will trace the rise of the Arab empire from Mohamed's day to its glory days when it stretched from India to Spain and when Baghdad and Cordoba were the intellectual centers of the world. We will examine its amazing military and political expansion after the death of Mohamed, as well as the Arabs' cultural accomplishments in literature, science, visual arts, etc.

The following are examples of seminar presentations: "Bedouin culture," "The Career of Mohamed," "The First Caliphs," "Baghdad," "Cordoba," "Arab Math and Science," "The Koran," "Poetry," "The Book of the Thousand and One Nights," "Architecture," "Music," "Saladin and the Crusaders," "Contributions to Western Culture."

Resources to be used: The text we use will be *The Arabs: A Short History* by Phillip K. Hitti.

The Promised Land

Moderators: George Goodwin and Peter Ferber

Role of Participants: Pairs of participants will report on and lead a discussion of a memoir or work of fiction.

Number of Participants (incl. moderators): 16

Time: Monday afternoon, 1:30–3:30

Place: Lilly Library, 19 Meadow Street, Florence (www.lillylibrary.org)

Parking: Ample parking on site

To leave one's home, friends, family and familiar world for a distant land and an unfamiliar culture requires courage and determination. Those who migrate are self selected, and are often more courageous and resourceful than their fellows. We will study a number of individuals, their personal, familial and cultural

The Promised Land, continued

resources, their relationships, the challenges they face, and how they cope with their experience.

We will examine six memoirs and two works of fiction. Those who write memoirs are generally better educated and often more likely to have experienced success in their immigrant experience than many of those depicted in fiction. We will look at a variety of factors and experiences that determine success or disappointment for those who venture forth to a new land. We will include two migrant journeys from within the United States as well as journeys from six other nations. In view of the current discouraging attitude toward immigrants, we will keep in mind the contributions that immigrants have made to the American culture and polity, and the danger of excluding this source of talent and energy from our nation.

It is hoped that participants will familiarize themselves with all eight books studied. There will be an opportunity for supplementary reports on the contributions of immigrants to our national welfare and the likely continuing need for their contributions in the future.

Resources to be used: The reading list will include memoirs by Gerda Lerner, Nicholas Gage, Marcella Hazan, Mary Antin, Richard Wright and Charles Eastman, as well as works of fiction by Ha Jin and Jhumpa Lahiri.

Life: Fact and Fiction

Moderators: Hazel Adolphson and Ina Luadtke

Role of Participants: Tell a "tale;" write a short story; be a coach, a creative writer and active listener; and contribute to the discussion

Number of Participants (incl. moderators): 10

Time: Monday afternoon, 1:30–3:30

Place: Rockridge Retirement Community, 25 Coles Meadow Rd, Northampton

Parking: Ample parking on site

Does the rich variety of our lives intrigue you? Have you wished for a setting in which to learn more about the woman or man behind a presentation you've heard in other seminars? Have you been doing a bit of life reflection and wondering what memories are facts and what is fiction? Would you enjoy an alternative, experiential format in an LIR seminar? Do you have little time for research and homework? Join us to consider whether our stories are reflective of our "character," and whether character is altered by events across our lifetimes.

NO RESEARCH REQUIRED! Each member will pre-prepare a tale of their life with the assistance of a coach. The tale is presented to the group with two writers taking notes. Those writers create a short fictional story based on a part of the tale which intrigued them. These short stories (or alternative form of member response) are read to the group at the next session. Discussions

Life: Fact and Fiction, continued

address themes, questions, and insights. The writing is enjoyed, not critiqued. Each group member is a presenter once, a coach once, and a writer and reader of a story twice. All members are encouraged to contribute additional writing.

Resources to be used: *Writing Down The Bones* by Natalie Goldberg, *Writing From The Heart* by Leslea Newman.

TUESDAY MORNING

The 1950s: The Golden Age of Baseball

Moderators: Hill Boss and Leo Sartori

Role of Participants: Prepare a report and lead a discussion.

Number of Participants (incl. moderators): 16

Time: Tuesday morning, 10:00–12:00

Place: Room 207, Amherst College Campus Center

Parking: Obtain permit from Campus Safety when advised

The 1950s were in many respects a golden age for baseball. Ted Williams, Willie Mays, Mickey Mantle, Jackie Robinson, and other superstars were at the peak of their careers. After the color barrier had been shattered by Robinson and Branch Rickey in 1946, African-American players entered the major leagues in large numbers. Latino players also entered the game in the 50s. Many LIR members, in their teens or twenties during the decade, were devoted baseball fans. It seems appropriate therefore to devote a seminar to this topic.

This seminar will focus on individual players from the 1950s, as well as on a few classic works from the literature on baseball. Participants will be asked to make one presentation and to take part in discussion. Possible topics include Scott Simon, *Jackie Robinson and the Integration of Baseball*; Roger Kahn, *The Era: The Yankees, Giants and Dodgers 1947-1957* and *The Boys of Summer*, and Doris Kearns Goodwin, *Wait Til Next Year: Life as a Brooklyn Dodgers Fan*.

There are many other potential topics. We will also view and discuss an excerpt from Ken Burns's epic PBS series on baseball. If the participants so desire, we can also discuss some baseball-based fiction. The moderators are long-time baseball enthusiasts. Boss roots for the Cardinals; Sartori is a Red Sox fan.

Resources to be used: Participants will be given a list of suggested topics and relevant books on baseball, which are available in paperback in bookstores or at local libraries.

The Age of Revolution

Moderators: Hy Edelstein and George Snook

Role of Participants: Pick a theme and one or two persons or event(s) representative of that theme; present a report, critique, lead a discussion.

Number of Participants (incl. moderators): 15

Time: Tuesday morning, 10:00–12:00

Place: Smith College Field House

Parking: Ample parking on site

In the wake of today's global developments and crises we may be on the cusp of truly historic change, perhaps revolutionary change. We will examine the aftermath of an Age of Enlightenment--how much it succeeded in liberating humanity from burdens of the past and how much it failed by continuing old oppressions and old conflicts of ever more destructive power. Beginning in the latter half of the 18th century the climate of opinion in France had so far turned against the privileges of the ancient regime and against traditional religious beliefs that demands for reform became a sweeping revolutionary movement.

The centerpiece of our seminar is the French Revolution, what precipitated it and its aftermath--how France, much of Europe, and the Americas were caught up in a hundred years (1750–1850) of political and cultural upheaval. The seminar also touches on and extends our interest in last semester's Age of Enlightenment, an age whose ideas lie at the heart of Western society. By discussion and critique of these times we may discern the shape of our own future.

Resources to be used: No specific text will be used or required. There are many books on the French Revolution in the area's five colleges, and the internet will be a good source.

The Scramble for Africa

Moderator: Joan Wofford

Role of Participants: Read, work in teams, prepare a report, and lead discussion.

Number of Participants (incl. moderator): 18

Time: Tuesday morning, 10:00–12:00

Place: Dewey Hall Common Room, Smith College

Parking: you will be issued a campus parking permit

In roughly a generation, between 1876 and 1912, Europe took over virtually the entire continent of African, including 10 million square miles of territory and 110 million new subjects. Africa, according to a book I will recommend, "was sliced up like a cake, the prizes swallowed by five rival nations: Germany, Italy, Portugal, France and Britain (with Spain taking some scraps)." Meanwhile, King Leopold II of Belgium took the heart of the continent.

In this seminar, we will explore that history and its fall-out, examining what motivated the six competing nations, how they proceeded, and with what results.

The Scramble for Africa, continued

Participants will be encouraged to select a European country of their choosing and to work in teams to present the story of that country's part in the race for the continent, subsequent colonial behavior, and legacy.

Resources to be used: Thomas Pakenham's *The Scramble for Africa, The White Man's Conquest of the Dark Continent from 1876-1912*, (Amazon.com, used from \$6.49, or \$17.49 new).

Choral Music in (mostly) English

Moderator: Laura Cranshaw

Role of Participants: Listen to "their" piece of music several times, research, and present ten minutes of information to the class.

Number of participants (incl. moderator): 18

Time: Tuesday morning, 10:00–12:00

Place: Mt Tom Room, Easthampton Lathrop

Parking: Ample parking on site

England has given and continues to give us some of the best choral music ever written. The early composers such as Tallis, Byrd, and Purcell are still frequently performed, and their music of the 16th through the early 18th centuries is sometimes referred to as "cathedral music." After several decades, they were followed by the transplanted Handel and his glorious oratorios. Later English composers, such as Stanford, Parry, Elgar, Britten, and Vaughan Williams, are contemporary, or nearly so, and very original and relevant today.

Although a few American colonial composers appeared early on the scene, nothing of real significance appeared until the late 19th and early 20th centuries. Roger Sessions' setting of Whitman's "When Lilacs Last in the Dooryard Bloomed" and Randall Thompson's *Frostiana*, which sets several of Robert Frost's poems to music, are especially relevant to us in the Pioneer Valley. Lovely and interesting late 20th and early 21st century choral works are appearing and deserve our consideration. I hope to moderate a later seminar on this choral genre.

All sessions will be mostly listening, with occasional discussion as time permits. Participants will prepare brief presentations on a piece of music they have listened to and researched. I have a CD of and will supply the words for every piece of music. It would be a great pleasure to have you join me.

The Evolution of Evolution: Recent Advances

Moderators: Anne Lombard, Clifford Matthews, and Dorothy Rosenthal.

Role of Participants: Make a presentation on a chosen topic and lead discussion

Number of Participants (incl. moderators): 18

Time: Tuesday morning, 10:00–12:00

Place: Arcadia Wildlife Sanctuary, Easthampton

Parking: Ample parking on site

By the 1950s, scientists had brought together the latest developments in evolution and genetics to form the “modern synthesis,” which explained much about how life has evolved on Earth. Discoveries since then have led to new understandings and theories of evolution. In this seminar we will consider a number of these recent developments, such as molecular genetics, altruism, sexual selection, the role of symbiosis, and others. We will discuss how new discoveries modify and amplify the groundwork laid by Charles Darwin in 1859 with the publication of *On the Origin of Species by Natural Selection*.

Although this seminar will begin where “The Legacy of Darwin” left off last spring, it is not necessary to have taken that earlier seminar in order to participate in this one. However, if you did not take the earlier seminar, we suggest that you read *The Reluctant Mr. Darwin* by David Quammen before the first session of this seminar.

Resources to be used: Readings for topics will be selected, by the moderators, from books (such as *the Beak of the Finch* by Jonathan Weiner, *Your Inner Fish* by Neil Shubin, and *Symbiotic Planet* by Lynn Margulis) or articles from science magazines (such as *Scientific American*, *New Scientist*). Each participant will be asked to purchase a copy of the January, 2009 issue of *Scientific American* for \$10.95. For some sessions, all participants may be asked to read a short article selected by the moderators.

TUESDAY AFTERNOON

Writers’ Workshop

Moderator: Sue Case

Role of Participants: write and share their writing; make observations about others’ writing

Number of Participants (incl. moderator): 11

Time: Tuesday afternoon, 1:30–3:30

Place: Room 207, Amherst College Campus Center

Parking: Obtain permit from Campus Safety when advised

This is a workshop open to all writers in all genres – beginners and experienced writers, poets, novelists, playwrights, biographers, reporters, essayists, writers of memoir, etc. In each session, the moderator will provide one or more prompts to get the writers underway, and during the last half hour writers will share what

Writers' Workshop, continued

they have written. Generally, we'll write from the first prompt for 15 minutes, and the second prompt for longer. Writers will be free to choose not to use the prompts, or to use them in whatever way suits them. The goal of such prompts is to help people generate writing. Because what's written will be unpolished and brand new, other members of the group will comment only on what they noticed and what stood out for them; there will be no critiquing and no suggestions at that point.

If participants are interested, we may spend one or more of the later sessions focusing on revision. Participants who want to can bring in pieces they want help with, but this will not be a requirement.

Each participant will write during the session, will share part or all of what they've written, and will make observations about others' writing. There may be exceptions to the sharing if someone finds he or she has written something too upsetting or too private, but this should not be a regular event.

Resources to be used: No resources will be required, other than writing equipment. I have books about the process of writing that I'm happy to share with participants if there's interest, and can also provide a book list.

Art for Fun and Framing

Moderator: Sylvia Favaloro

Role of Participants: Each participant will give a 15-minute presentation on a favorite artist.

Number of Participants (incl. moderator): 11

Time: Tuesday afternoon, 1:30–3:30

Place: Smith College Field House

Parking: Ample parking on site

Here is the workshop for people to let loose with their 2-D creative energy. Whether new or experienced in art, you can explore or refresh, and have fun trying. Weekly projects are designed for interpretive collage making, drawing, op-art, abstracts, still life, and more. We will be learning about and working with the design elements that are the basics of good artwork. They are composition, line, texture, value, color and shape. We'll mix and match them creatively as we develop our own unique masterpieces. The art media we will use are pencil, watercolor and acrylic. A complete list of needed materials will be sent to participants.

Participants will prepare a short background of their chosen artist, show 3 or 4 examples of the artist's works, and explain what is interesting about the artwork.

Resources to be used: Art supplies to be purchased by participants.

Shakespeare Reading

Moderator: Jane Hovde

Role of Participants: Reading aloud Shakespeare's plays and discussion

Number of participants (incl. the moderator): 15

Time: Tuesday afternoon, 1:30–3:30

Place: Rockridge Retirement Community, 25 Coles Meadow Rd, Northampton

Parking: Ample parking on site

This seminar, a repeat of last fall's seminar, is designed for people who have a desire to read for the first time or re-read some of Shakespeare's plays. Last fall we read 5 plays—*Richard III*, *A Midsummer Night's Dream*, *Hamlet*, *Othello*, and *The Tempest*. The seminar is based on the premise that, as poetry, Shakespeare's plays need to be read aloud.

The format is simple. Before the seminar begins, participants will decide what plays we want to read (except for plays read last fall). There will be time to read between five and six plays, depending on length. I suggest that we read at least one comedy, one historical play, and one tragedy and, also, at least one earlier and one later play. A list of possible plays by category and date will be available at the Preview and/or by e-mail or mail. All participants must agree to read at each session.

Resources to be used: Any collection of the plays, or, if a participant does not already have a collection of Shakespeare's plays, I suggest that we use the Signet Classic single play editions, which are inexpensive (about \$4.50 for each play).

WEDNESDAY MORNING

Abolitionists, Lincoln and Emancipation

Moderators: Charles Gillies and Robert Romer

Role of Participants: Give a 30-minute presentation and lead a discussion.

Number of Participants (incl. moderators): 15

Time: Wednesday morning, 10:00–12:00

Place: Room 207, Amherst College Campus Center

Parking: Obtain a permit from Campus Safety when advised

Slavery has existed from the beginning of time. In the early 15th century it became focused on the enslavement of up to 13 million Africans. But beginning sometime in the late 17th century, the Pennsylvania Quakers began a movement to end this practice. In 1865, the United States – up to then the largest and most powerful slave-holding society in the world – declared slavery unconstitutional with the passage of the 13th Amendment.

Who was responsible for this change? Surely in part it was the idealists – the Abolitionists – who spoke out, agitated and provoked. But it was also the

Abolitionists, continued

politicians, like Abraham Lincoln, who found the political “sweet spot” to bring the practice to an end in spite of overwhelming opposition. And, of course, it was the enslaved themselves who found the courage to free themselves, increasingly so during the Civil War. In this seminar we will explore this story and attempt to better understand how emancipation came about, who the main players were and how they achieved their goals. Our primary focus will be on the period 1800–1865 and on the United States. Presentations can include almost anything related to the topics of abolition, Lincoln, slavery and emancipation.

Resources to be used. We urge all seminarians to read two books for general background before the seminar: James Oakes, *The Radical and the Republican* (i.e., Frederick Douglass and Lincoln) and James Brewer Stewart, *Holy Warriors – the Abolitionists and American Slavery*. The books, not to be used as texts, will give us some common background for discussion.

Watercolor Painting

Moderator: Sally Lawton

Role of Participants: hands-on painting and drawing

Number of Participants (incl. moderator): 15

Time: Wednesday morning, 10:00 – 12:00

Place: Smith College Field House

Parking: Ample parking on site

In this workshop participants will use watercolor in various ways according to their individual skills and preferences, perhaps abstractly sometimes, more likely realistic as that has been the interest in past sessions. We will arrange and paint still life and occasionally portraits. Beginners are welcome as well as those with more experience.

Usually, but not always, painting is preceded by a drawing, an overall general plan with few details, drawn with pencil or pen (waterproof). One can also draw with the paint brush. Watercolor is a medium that balances the painter's control with letting the paint do its own thing. So it is an adventure with surprises and infinite possibilities. At the end of each session we set up all the paintings to discover, from a distance, what looks best and how to improve problem areas. We can learn from both successes and mistakes. Usually each painting will include both aspects which are much more easily observed from a distance.

Resources to be used: For our relatively short times it would be best to have a watercolor pad of a convenient size (11X15), 12 sheets (both sides can be used), some brushes, one round and a flat bigger brush and 5 or 6 colors. Some paint sets have many colors which are not really necessary and are confusing. Better to mix colors to achieve harmony. Also a pencil. Estimated cost: \$25 or more (brushes can be costly).

New York, New York

Moderator: Arnold Friedmann

Role of Participants: research one topic, present a report, and lead discussion.

Number of Participants (incl. the moderator): 18

Time: Wednesday morning, 10:00–12:00

Place: UMass Continuing Ed Bldg, Venture Way (off N. Maple St), Hadley

Parking: Ample parking on site

New York City is enormously rich in just about every aspect of culture. It has a fascinating history, it is unique in its planning, architecture, art, music, museums, restaurants, etc. Its people themselves are truly a kind of United Nations. Broadway theaters, the Metropolitan Opera, the many concert venues, the sports arenas, the subway system, and the financial institutions are just a few examples of what makes New York one of the greatest cities in the world.

The moderator will use the first seminar to present the history of New York from the 16th century to the present (based on *The Epic of New York City* by E.R. Ellis). Participants will be given a list with a wide variety of choices to research and report on. Many members of the group may wish to share their own interests and knowledge about the city, from Broadway musicals to specific museums. Topics not on the list will also be welcome (but should be discussed with the moderator first). Whether one has lived in New York or visited many times, there are always new things happening. It is a city that will never cease to astonish. If the group so desires, and is willing to share the cost, we will organize a day trip with emphasis on architecture and will probably visit two museums.

Resources to be used: Since there are hundreds, indeed thousands, of books and websites on New York, no single text will be used.

Dreams: What do they Mean?

Moderators: Barbara Miller and Howard Parad

Role of Participants: make a presentation on a chosen topic and lead discussion

Number of Participants (incl. moderators): 12

Time: Wednesday morning, 10:00–12:00

Note: Seminar meets for six sessions only

Place: Newman Catholic Center at UMass, 472 N. Pleasant St, Amherst

Parking: On site

What do dreams mean? Most of us dream while we sleep. When we awaken we often wonder: What did that weird dream mean? Was it prophetic of some imminent disaster? Or good fortune? Perhaps symbolic of some deep-seated longing? Sometimes pleasant, occasionally a nightmare, always intriguing, does the dream give me a message? Does it point me toward creatively solving a baffling problem? Byron put it beautifully in his poem “The Dream”:

Dreams, continued

They pass like spirits of the past,—they speak
Like Sibyls of the future: they have power—
The tyranny of pleasure and of pain....
The dread of vanished shadows....What are they?
Creations of the mind? The mind can make
Substance and people planets of its own
With beings brighter than have been....”

Following a brief and user-friendly overview of conflicting dream theories, participants will choose a topic to explore from a menu of options. Sample topics include: The Rem Factor; Jung v. Freud; Dreams in the *Old Testament*; Dreams in film (e.g. Berman’s *Wild Strawberries*); Dreams in literature; Dream sharing and interpretation on the Internet; Famous dreams.

Resources to be used: Sigmund Freud: *The Interpretation of Dreams* (any edition); Carl Jung: *The Practice of Psychotherapy* (1934) Section on “Practical use of Dream-analysis,” pp.147; Mary Wollstonecraft Shelley: *Frankenstein* (Introduction). Additional resources will be suggested.

Mistresses and Lovers

Moderators: Serene Rubin and Nina Scott

Role of Participants: Prepare at least one, and perhaps two, 20–30 minute presentations about a famous love affair.

Number of Participants (incl. moderators): 12

Time: Wednesday morning, 10:00–12:00

Place: Chez Rubin: 164 Aubinwood Road, Amherst

Parking: Ample parking on site

Who is not interested in passionate relationships, especially if they are illicit? Many famous mistresses and lovers immediately come to mind: Queen Elizabeth I of England (Leicester and Essex), Madame de Pompadour and Louis XV, Chopin and George Sand, David and Bathsheba, Abelard and Héloïse, Thomas Jefferson and Sally Hemings, Franklin Roosevelt and Lucy Mercer, but also Eleanor Roosevelt and Lorena Hickok. We do not want to limit our lovers to heterosexual relationships. Think of Gertrude Stein and Alice B. Toklas, as well as Yves St. Laurent and Pierre Bergé.

This will be a seminar with lots of historical gossip. We are especially interested in relationships that may have affected the course of history or the arts, such as Antony and Cleopatra, Edward VIII and Wallace Simpson, Napoleon and Josephine, Cortés and Malinche, John Smith and Pocahontas. We expect our participants to report on one or two of such relationships, which should not be a hardship, given that summers are a good time for reading juicy literature.

Mistresses and Lovers, continued

Resources to be used: Participants can choose any relationship in any historical period they want, and there are many sources from which to choose.

WEDNESDAY AFTERNOON

Constitutional Law in the News

Moderator: Tyll van Geel

Role of Participants: Choose a recent Supreme Court case, prepare a summary of the case and the positions of the justices in the majority and dissent, briefly comment, lead discussion.

Number of Participants (incl. moderator): 15–18

Time: Wednesday afternoon, 1:30–3:30

Place: Room 207, Amherst College Campus Center

Parking: Obtain a permit from Campus Safety when advised

Alexis de Tocqueville wrote in *Democracy in America*, “There is hardly a political question in the United States which does not sooner or later turn into a judicial one.” This observation has been especially borne out in recent years as the Court has plunged into one controversial political issue after another. This seminar offers participants a chance to get beyond the headlines regarding these decisions by reading and commenting on the controversial opinions themselves. When the seminar is over, participants will have had an opportunity to come to a better understanding of these politically salient opinions and the political divisions in today’s Court.

The range of topics available to examine include: the scope of Presidential power (e.g., to declare and hold a person as an “enemy combatant”); freedom of speech (e.g., “fleeting expletives” in TV shows); affirmative action (e.g. using racial criteria to assign children to school to promote integration); the authority of government to search our pockets, homes, mail, and telephone conversations; separation of church and state (e.g., religious displays and the Pledge to the Flag); abortion, gay rights and the right to die with dignity; gun control; the confiscation of private property to aid private developers; and immigrant rights. All cases are available on the web. A list of possible cases to choose from, with brief summaries, will be provided. It should be noted that Supreme Court opinions can sometimes be lengthy documents, but are printed with summaries at the beginning. These summaries are useful, yet they are no substitute for reading the opinions themselves to obtain a sound grasp of the controversies that divide the majority and dissenting justices.

Resources to be used: All opinions are available on-line. Participants will be provided with web addresses where the opinions and other materials can be found.

Contemporary Irish, Welsh, and Irish American Poets

Moderators: Kathy Hazen and Lu Stone

Role of Participants: Choose a poet and bring copies of poems to share. Briefly introduce poet and lead discussion of poetry.

Number of Participants (incl. moderators): 12

Time: Wednesday afternoon, 1:30–3:30

Place: Rockridge Retirement Community, 25 Coles Meadow Rd, Northampton

Parking: Ample parking on site

Come join us in reading aloud from contemporary poets of Ireland and Wales. We won't "tie a poem to a chair and beat it with a rubber hose" (Billy Collins), but we will savor its qualities— language, music, art, imagery, metaphor, even its mystery and perhaps its wisdom. Our poets include Ireland's Seamus Heaney, Eavon Boland, Patrick Kavanagh, Ciaran Carson; Welsh poets Sheenah Pugh and Gwyneth Lewis; Irish-American Frank O'Hara and Laureate Kay Ryan, as well as Irish-born Paul Muldoon, currently the poetry editor of the *New Yorker*.

After a brief introduction of the poet, two or three people will read each poem in turn, quite a different experience than reading to yourself, and the poems become more meaningful to you in the future.

Resources to be used: No purchases are necessary. There are many books of poetry and anthologies available in local libraries, and the internet is a rich resource.

THURSDAY MORNING

Modern Indian Novelists Who Write in English

Moderator: Ellen Peck

Role of Participants: Prepare a report, lead discussion.

Number of Participants (incl. moderator): 15

Time: Thursday morning, 9:30–11:30 (note earlier time)

Place: Room 207, Amherst College Campus Center

Parking: Obtain a permit from Campus Safety when advised

When India became independent, it retained English as one of its official national languages. Contemporary Indian novelists have continued and expanded the great English realistic novel tradition, treating experiences since independence as well as the hardships and promises of joining the migration of Indians to other parts of the world. Background materials about the recent history of India and some of the folk customs and religions will be distributed during the summer. During the first session I will give further background about some of the great Indian epic narratives which are the context for the modern works. Thereafter we will read together five novels that show different aspects of modern India. Participants should be willing to read at least 200 pages per week during the session, although reading lists will be available before the summer vacation.

Modern Indian Novelists, continued

Where possible, we will look at some Indian art works and arrange to eat an Indian meal.

Resources to be used: We will read five from the following list: *The God of Small Things*, Arundhati Roy; *A Fine Balance*, Rohinton Mistry; *The Inheritance of Loss*, Kiran Desai; *A Suitable Boy*, Vikram Seth; *Water: A Novel*, Bapsi Sidhwa; *The White Tiger*, Aravind Adiga. All of these novels are available from Amazon in paperback, in local libraries, and may be found in used bookstores.

OUR TOWN: An Analysis of the Styles of Governance of Amherst, Hatfield and Northampton

Moderators: Jim Scott, Dave Cramer, Sandy Belden

Role of Participants: Participants will become an active member of a research group assigned to a particular community to determine how that city/town actually works.

Number of Participants (incl. moderators): 15

Time: Thursday morning, 9:30–11:30 (note earlier time)

Place: Smith College Field House

Parking: Ample parking on site

This seminar is organized by three co-moderators who share an interest and a commitment to the community in which each of them lives. Sandy Belden was born and raised in Hatfield and currently serves as Chair of its Finance Committee, Dave Cramer is a native of Northampton and served as Mayor in the 1970s., and Jim Scott is a 41-year resident of Amherst, has been a Town Meeting member for many years and has been a Conservation Commissioner. The participants in this seminar will be divided into three groups, one for each town/city, under the leadership of one of the co-moderators.

Each group will analyze the governmental structure of its town/city in order to understand the similarities and differences among these three communities. Each group will prepare a report that covers such aspects of governance as budget/ finance/taxation; education/schools; public safety; public works/utilities; conservation/recreation; welfare/public assistance; and administration and decision-making. Emphasis will be placed on current challenges that face each city/town and the strategies each employs to best overcome current problems.

Resources to be used: Resources available at the various town offices and interviews with town officials would be the major focus. Local libraries and archives may be consulted. The internet may be helpful.

History of Photography, Part II, 1900–1940

Moderator: Paul Berman

Role of Participants: Prepare a brief presentation and lead discussion

Number of participants (incl. moderator): 12

Time: Thursday morning, 9:30–11:30 (note earlier time)

Place: Amherst Woman's Club, 35 Triangle St, Amherst

Note: Seminar does not meet October 29th

Parking: Ample parking on site

This is the second in a series of seminars on the history of photography. In this one, we will cover the early 20th century, and in the third, scheduled for spring 2010, we will cover from 1940 to the present. In this seminar, we will continue to discuss the evolution of photography and photographers. We will look at individuals as well as various movements and changes in technology that occurred over this period of time. Again, we hope to have field trips to various museums to see their collections.

The seminar will cover the issue of photography as an art: Eugene Atget; Stieglitz and the Photo Secessionist show in New York City; Steichen; the European avant garde photography of Man Ray; the Farm Security Administration work of Lange, Evans, Rothstein; the documentary work of Louis Hine; the street photography of Andre Kertesz and Henri Cartier Bresson; use of the Strobe by Edgerton; and Kodak's influence and the Group f64 with members such as Ansel Adams, Imogen Cunningham, Edward Weston and others.

Resources to be used: The resources are plentiful in both college and town libraries. Also the web is an excellent source.

Autobiographical Writing

Moderators: Zina Tillona and Henia Lewin

Role of Participants: Writing down their life experiences at home and reading excerpts to the seminar

Number of Participants (incl. moderators) 12

Time: Thursday morning, 9:30–11:30 (note earlier time)

*Place: Grace Church (the Connector, the new addition;
opposite AJ Hastings) 14 Boltwood Avenue, Amherst*

Parking: on The Common; behind Town Hall; parking garage

Long one of the most popular LIR seminars, Autobiographical Writing offers its members the opportunity to get to know themselves and each other a little better. It is a chance to share your life experiences with fellow LIR members and, at the same time, record them for yourselves and your family.

Many participants have taken advantage of this seminar to write their family story for their children and grandchildren. The writing takes all forms, from rough drafts to polished pieces, and all are welcome. The writer gets feedback and, if desired,

Autobiographical Writing, continued

the group will offer suggestions for revisions and/or possible additions, as well as clarification. This is not a course in how to write, but rather to stimulate you to continue writing your own story. Your writing can center on the events of family life, career experiences, or anything else you would like to tell about yourself.

Each participant has two opportunities to read aloud from his or her prepared texts during the semester. Sometimes these texts are distributed in advance (often via e-mail), allowing more time for discussion. The atmosphere is relaxed but the serious efforts of all concerned help to make this a rewarding experience for everyone.

The Roots of Conflict in South Asia

Moderator: J. Andrew Cortez-Greig

Role of Participants: Cover the topics assigned, ideally by supplementing the assigned readings with their own research and experience, and lead a discussion.

Number of Participants (incl. moderator): 16

Time: Thursday morning, 9:30–11:30 (note earlier time)

*Place: Large conference room, Highland Valley Elder Services,
320 Riverside Drive, Florence*

Parking: Ample parking on site

This seminar will examine one of the more troubled, and troubling, areas of the world, one that contains two nuclear-armed powers – India and Pakistan – with a long historical enmity. This region also hosts two U.S. allies on the forefront of the war on terror – Pakistan and Afghanistan – which may be on the verge of becoming failed states. The implications for U.S. interests and world stability rival the dangers of unresolved conflicts in the Middle East. This seminar will take an unvarnished view of the roots of conflict in South Asia with a view to understanding the enormity of the threat emanating from the region and its implications for the United States and world peace.

As a new administration takes over in Washington and the political situations in Pakistan, Afghanistan, and India continue to be in flux, the options for managing change and instability in the region will take on a new urgency. The guided discussions will look at various factors, listed separately in the topics to be discussed, and then open up the conversations. This seminar will ask participants to bring their experience and insight to understanding the causes and implications of the many factors underlying tensions and a greater understanding of the risks, potential outcomes, and possible solutions to any impending conflict in South Asia.

Resources to be used: Books and articles readily available in public libraries, online, or in bookstores.