

*Five College  
Learning in Retirement  
  
Fall 2012  
  
Seminar Catalog  
September 17th – December 12th*

*9 Mason Hall, Smith College, Northampton, MA 01063*

*5clir@smith.edu [www.5clir.org](http://www.5clir.org)*

*413 - 585-3756*

*Affiliate of the Elderhostel network*

*Five College*

*Learning in Retirement*

*9 Mason Hall, Smith College, Northampton, MA 01063*

29 April 2012

To the Members and Prospective Members of Five College Learning in Retirement:

The Curriculum Committee of Five College Learning in Retirement is delighted to present this catalog of seminars for the fall 2012 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 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. 5CLIR has an extensive inventory of audio/visual equipment that may be reserved to use in their seminar presentations. Any expenses such as texts, DVD/VCR rentals, photocopies, or artistic supplies are the responsibility of the participants.

Participants may sign up for as many seminars as they wish.

The Committee would like to thank the members who have volunteered to moderate the 25 seminars to be offered in the fall semester. Without their creativity and dedication, we would not have the variety and quality that you find in these pages.

Members of the 2011–2012 Curriculum Committee

Term Ending 30 June 2012

Dean Poli  
Eva Sartori  
Claire Sherr  
Zina Tillona

Term Ending 30 June 2013

Ruth Hooke  
Ruth Kosiorek  
Ellen Peck  
Pete Reitt  
Dorothy Gorra

Term ending 30 June 2014

Marybeth Bridegam  
Anne Lombard  
Ivan Kovacs  
Ray Moore  
Don Maiocco

Mary Franks, Co-Chair  
Carol Jolly, Co-Chair

Ex-Officio – Jim Harvey, Vice-President

## *Summary of Seminars – Fall Semester 2012*

Please check seminar times and any NOTES!

### **Monday Mornings (10:00–12:00 unless otherwise specified)**

The World of *Downton Abbey* – Dorothy Rosenthal & Carol Jolly – *Arcadia Wildlife Sanctuary, 127 Combs Road, Easthampton* [NOTE: seminar begins Sept 24; ends 26 Nov; snow date 3 Dec]

Election 2012 – Hy Edelstein – SC: *Dewey Hall Common Room, Dewey Hall* [NOTE: seminar meets 9:30–11:30]

Fictional Families: “Family” in the Modern American Novel – Bobbie Reitt & Joan Laird – SC: *Room 308, Lilly Hall (Smith School for Social Work), corner of Green St and West St* [NOTE: seminar begins Sept 24; no seminar October 8; ends 3 Dec; snow date 10 Dec]

Reincarnation: Do We Get One Life Or Many? A Search for Evidence – Jack Rosenblum – AC: *Room 208, Keefe Campus Center*

### **Monday Afternoons (1:30–3:30)**

Haiti – Sandy Muspratt – SC: *Room 308, Lilly Hall (Smith School for Social Work), corner of Green Street and West Street* [NOTE: seminar begins Oct 15; ends December 10 (9 weeks)]

American Fiction Bestsellers – Richard Szlosek – *Lilly Library, 19 Meadow Street, Florence* [NOTE: no seminar Oct 8 (Columbus Day); last meeting Nov 26; snow date Dec 3]

Massachusetts Bay Colony – Jim Harvey – 1st-floor meeting room, *Applewood at Amherst, One Spencer Drive* [Note: please park on Spencer Drive, not in parking lot!]

### **Tuesday Mornings (9:30–11:30)**

Greed, Love and Ambition: Three Masterpieces of 19th-Century Fiction – Eva Sartori & Ellen Peck – *3rd-floor conference room, Loomis Retirement Village, 20 Bayon Drive, South Hadley (off Rte 116)*

Secrets of the Underground Railroad: Conductors, Station Masters and Passengers – Diane Liebert & Laura Cranshaw – *The Meeting House, Northampton Lathrop*

Understanding the Conservative and Liberal Viewpoint – Steve Gross – AC: *Room 208, Keefe Campus Center*

### **Tuesday Afternoons (2:00–4:00)**

The Contenders – Norman Winston – SC: *Dewey Hall Common Room, Dewey Hall*

Jane Austen: The Later Novels – Peter Ferber – *Mt Tom Room, Easthampton Lathrop* [NOTE: no seminar October 30; snow date Dec 4]

Storytelling: Your Life and Mine – Betsy Loughran & Ina Luadtke – AC: *Room 203, Keefe Campus Center*

Collision of Clutures – Europeans, Africans and Native Americans in Latin America, 1500–1900 – Larry Ambs – *UMass: Room 113, Continuing Education Building, Venture Way (off N. Maple Street), Hadley*

Writing to Remember (Blue Section) – Henny Lewin & Steffi Schamess – *The Library, Rockridge Retirement Community, 25 Coles Meadow Rd, Northampton*

**Wednesday Mornings (10:00–12:00 unless otherwise specified)**

How Do All Them Buttons Work? (Digital cameras) – Paul Berman & Pete Reitt – Amherst Media (formerly ACTV), 246 College Street **[Note: seminar meets 10:15–12:15]**

Economic Issues, Past, Present and Future – Ted Alcaide – AC: Room 208, Keefe Campus Center  
George Bernard Shaw, Dramatist and Socialist – Michael Wolff – 1st-floor meeting room,  
*Applewood at Amherst, Spencer Dr* **[Note: please park on Spencer Drive, not in parking lot!]**

**Wednesday Afternoons (1:30–3:30 unless otherwise specified)**

Sex, Love, and Politics in Mexican Art – Honoré David & Ellen Kosmer – *UMass: Transit Facility, north end Commonwealth Avenue, on right, before Governor's Drive (park in the adjacent Lot 45; directions will be given)*

Fun With Words – Leo Sartori – 1st-floor meeting room, *Applewood at Amherst, One Spencer Drive*  
**[Note: please park on Spencer Drive, not in parking lot!]**

Poetry: Contemporary Central European Poets, in translation – Katharine Hazen & Ivan Kovacs –  
*The Library, Rockridge Retirement Community, 25 Coles Meadow Road, Northampton*  
**[Note: meets 2:00–4:00]**

The Modernists: Virginia Woolf and William Faulkner – Jerry Goldman – *National Yiddish Book Center, 1021 West Street, Amherst* **[Note: begins October 3; ends Dec 5; snow date Dec 12]**

**Thursday Mornings (9:30–11:30)**

Writing to Remember (Red section) – Zina Tillona & Ellen Peck – *Grace Church (in the "Connector," the new addition), 14 Boltwood Avenue (by The Commons), Amherst*

The Ornament of the World...Muslims, Jews, Christians in Medieval Spain – Joan Wofford & Joan Davis – *The Meeting House, Northampton Lathrop*

Early American Films – Dean Poli – *UMass: Transit Facility, north end of Commonwealth Avenue, on right, before Governor's Drive (park in the adjacent Lot 45: directions will be given)*

**NOTE: Every seminar has space reserved for an 11th week which may or may not be used to compensate for a snow day or a holiday that falls on a day the seminar usually meets.**

AC – Amherst College    SC – Smith College  
UMass – UMass Continuing Education OR UMass Transit Center (on campus)

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 2012 Seminar Catalog

\*\*\*Seminars begin the week of 17 September 2012\*\*\*

## MONDAY MORNING

### The World of Downton Abbey

**Moderators:** Dorothy Rosenthal and Carol Jolly

**Role of participants:** prepare report and lead discussion

**Number of participants** (including the moderators): 18

*Time: Monday mornings, 10:00–12:00*

**NOTE: Seminar begins 24 September; ends 26 Nov**

*Place: Arcadia Wildlife Sanctuary, 127 Combs Road, Easthampton*

*Parking: Ample parking on site*

### **Britain during the Edwardian Era and World War I**

We will use the television series as a backdrop for discussions about the period between the sinking of the *Titanic* and the beginning of the 1920s, commonly referred to as the Edwardian Era. The range of possible topics is broad, but could include: Entailment and Succession, Class and Rank, Changing Fashions, World War I on the Home Front, Changing Technology, the Women's Rights Movement and the Spanish Flu Epidemic. Alternatively, participants can address the 'real' stories behind the series, for example focusing on the history of Highclere Castle or the kitchen maid's memoir *Below Stairs* by Margaret Powell, or report on novels about the period that illustrate one or more relevant topics.

**Format:** Reports and discussion

**Resources:** All participants will be expected to have read *The World of Downton Abbey* by Jessica Fellowes prior to the first session. Many other relevant books will be suggested by the moderators.

**The moderators:** Dottie and Carol were avid fans of the series and are eager to learn more about the social and political background of the stories.



## **Election 2012**

**Moderator:** Hy Edelstein

**Role of participants:** Prepare and deliver a report, leaving ample time for discussion

**Number of participants** (including the moderator): 16

*Time: Monday mornings, 9:30–11:30*

**NOTE: seminar starts at 9:30**

*Place: Dewey Hall Common Room, Dewey Hall, Smith College*

*Parking: You will be issued a Smith campus parking permit by the office*

### **Concerns over the many issues central to the 2012 Presidential election**

“These were the best of times, these were the worst of times - - - .” So wrote Dickens, and so it is with America on the eve of its coming 2012 presidential election. What do we make of it? While we are partisans aplenty, we will rise above the fray. Our focus will be on issues besetting us, rather than on particular candidates or parties.

Participants have a broad range of topics from which to choose. Some general suggestions, within which specific issues are to be found, are: issues in representative democracy (federal and federal vs state powers, the media, money in politics); economic issues; infrastructure (education reform, the housing crisis, immigration, health care, energy needs, conservation); foreign affairs: (war and peace, global competition...)

**Format:** Discussion

**Resources:** Suggested recent books of general interest which will stimulate thinking about how we govern ourselves are: *Thirteen American Arguments: Enduring Debates That Define and Inspire Our Country*, by H. Fineman; *A More Perfect Union: 23 Proposals to Revitalize Our Constitution and Make America a Fairer Country*, by L. Sabato; *Dream of a Nation: Inspiring Ideas for a Better America*, Tyson Miller, Ed.

Many books on politics and government are to be found in the Five College libraries and town libraries. Internet searches will yield many journal articles and position papers published by various think tanks.

**The moderator:** Hy is a 5CLIR member of some ten years, having moderated several seminars and participated in many.

## **Fictional Families: “Family” in the Modern American Novel**

**Moderators:** Bobbie Reitt and Joan Laird

**Role of Participants:** Report and lead a discussion

**Number of Participants** (including moderators): **16**

*Time: Monday mornings, 10:00–12:00*

**NOTE: Seminar begins Sept 24; does not meet Oct 8**

*Place: Room 308, Lilly Hall, Smith College, corner Green St and West St*

*Parking: You will be issued a Smith campus parking permit by the office*

### **Seven Novels of American Family Life**

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. To quote from *Anna Karenina*, “Happy families are all alike; every unhappy family is unhappy in its own way.”

The novel can be a great teacher! In this repeat of a popular seminar, we will read seven novels rich in family dynamics and family lore, mining and 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. Novels can give us insights into the everyday lives and relationships in American families—immigration, ethnicity, birth, adoption, marriage and partnership, loyalty and betrayal, fulfillment and resentment, illness and health, parents and children and, of course, aging and death. In order to give participants a head start, summer reading is recommended.

In the initial two sessions, the moderators describe two types of reports. In subsequent meetings, one participant will focus on the novel from a literary point of view, and a second on the family portrayed. In the final session, the group will discuss overall impressions of the seminar and the various works of literature examined.

**Format:** Seminar: reports, followed by discussion

**Resources:** The seven novels to be read by all participants are: *A Map of the World* (Jane Hamilton); *The Namesake* (Jhumpa Lahiri); *Run* (Ann Patchett); *The Professor’s Daughter* (Emily Raboteau); *Home* (Marilynne Robinson); *Crossing to Safety* (Wallace Stegner); *Ladder of Years* (Anne Tyler). All of these are paperbacks available online in inexpensive new or used versions, or at local libraries.

**The moderators:** Bobbie’s degrees are in English and American studies. Her primary interest is in the intersections of literature and social reality, and she is an experienced teacher and editor. Joan taught “family” for many years on the undergraduate and graduate levels in social work education, was a family therapist, and has written extensively on the topic.

## **Reincarnation: Do We Get One Life Or Many? A Search for Evidence**

**Moderator:** Jack Rosenblum

**Role of participants:** prepare a presentation on one book and lead discussion

**Number of participants** (including the moderator): 13

*Time: Monday mornings, 10:00–12:00*

*Place: Room 208, Keefe Campus Center, Amherst College*

*Parking: You will be issued an Amherst College parking permit*

### **Examining the evidence for and against reincarnation**

Reincarnation has been the subject of growing interest and research. Many of us are more than curious about what's going to happen to us after we die. Since it is not susceptible to a double blind study, researchers have had to be creative to transcend the level of intriguing anecdotes. There is also a chorus of debunkers who are similarly creative, since it's daunting to prove a negative, in discounting the possibility of reincarnation. In this seminar, we will examine some of the research and evidence.

In the introductory session, the moderator will present historical information on the origin of the concept of reincarnation. Thereafter, each participant, having chosen to present on one of the ten recommended books, will prepare a 20–30 minute presentation that includes a summary of the book and its most salient points, a description of methodology used, a list of conclusions reached and questions raised, and the reviewer's opinion of the book. Then the presenter will lead a 20-minute discussion.

**Format:** Readings, presentations, discussion

**Resources:** A list of 12 books will be distributed to seminar participants.

**The moderator:** In the mid-90s Jack began reading *Many Lives, Many Masters*, and he began to explore the evidence and try to determine whether his current life would be his only life or one of many.



## MONDAY AFTERNOON

### Haiti

**Moderator:** Sandy Muspratt

**Role of participants:** present, debate and discuss

**Number of participants** (including the moderator): 16

*Time: Monday afternoons, 1:30–3:30*

**NOTE: seminar begins 15 October; last meeting 10 December**

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

*Parking: You will be issued a Smith campus parking permit by the office*

### **Haiti, exemplar of underdevelopment**

Haiti has variously been described as: “pearl of the Caribbean,” “republic of NGOs,” and “basket case.”

In this seminar, we will look at the geography, demographics, history, and politics of Haiti. Our emphasis will be on the current state of Haiti as an example of the problems of underdevelopment.

Participation in the seminar requires a reasonable facility with web searches, since current material is available largely by this means. Interest or experience in underdevelopment or in similar countries would be helpful.

**Format:** Presentations, debates

### **Resources:**

Buss, T., *Haiti in the Balance*. ISBN: 0815713916 used \$16.76; Kindle \$15.63

Farmer, P., *The Uses of Haiti*. ISBN: ISBN: 156751243 used \$10.50

Girard, P., *Haiti: The Tumultuous History*. ISBN: 0230106617 used \$8.06; Kindle \$9.99

Schwartz, T., *Travesty in Haiti*. ISBN: 1419698036 used \$12.80; Kindle \$9.99

**The moderator:** Sandy has made several visits to Haiti, pre- and post-quake.



## **American Fiction Bestsellers**

**Moderator:** Richard Szlosek

**Role of participants:** prepare a presentation and lead the following discussion

**Number of participants** (including the moderator): 16

*Time: Monday afternoons, 1:30–3:30*

*Place: Lilly Library, 19 Meadow Street, Florence*

*Parking: Ample parking on site*

### **Reading novels and exploring the authors and times they represent**

In this seminar we will read six best-selling novels from different periods in American history. We will talk about the individual books, the authors, what the novels tell us about the period in which they were written, and perhaps sample some other works by the same authors.

It is not my intention to get into heavy literary criticism of the works; we will instead focus on participants' honest reactions to the books.

**Format:** Presentations followed by discussion

**Resources:** The six books we will read are:

*Uncle Tom's Cabin* by Harriet Beecher Stowe; *Huckleberry Finn* by Mark Twain; *The Jungle* by Upton Sinclair; *Gone with the Wind* by Margaret Mitchell; *The Good Earth* by Pearl Buck; and *To Kill a Mockingbird* by Harper Lee.

**The moderator:** Richard is a retired lawyer with degrees in American Studies from Amherst College and the University of Pennsylvania.

## **The Massachusetts Bay Colony**

**Moderator:** Jim Harvey

**Role of participants:** Read a text, present a topic and participate in discussion

**Number of participants** (including the moderator): 17

*Time: Monday afternoons, 1:30–3:30*

*Place: Meeting room, 1st floor, Applewood at Amherst*

*Parking: Ample parking on site: please park on Spencer Drive, not in parking lot*

### **Life in 17<sup>th</sup>-century Massachusetts**

Most of us live in the Commonwealth of Massachusetts, whose beginnings were an important part of the making of America. We regularly travel roads originally laid out by early settlers and some of us live in towns settled in the 17<sup>th</sup> century. But often we lack a significant understanding of our forebears, their everyday lives and the way they organized their communities.

This seminar will examine life in early Colonial Massachusetts during the time of the Massachusetts Bay Colony. It will look at the history, culture and daily life of Massachusetts as it experienced the influx of settlers from England and organized itself. We will seek not only to understand the life of European settlers, but the factors that helped form the society they created, including their relationships with Native Americans. We will look at not only the leaders of that society but the ordinary citizens.

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**Format:** Presentation followed by discussion

**Resources:** *Everyday Life in Early America*, by David Freeman Hawke

**The moderator:** Jim, who regularly moderates LIR seminars, has no expertise in 17<sup>th</sup>-century Massachusetts history, except an ongoing fascination with the past.

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## TUESDAY MORNING

### Greed, Love and Ambition: Three Masterpieces of 19th-Century Fiction

**Moderators:** Eva Sartori and Ellen Peck

**Role of participants:** present a section of a novel in a way of their choosing, read parts of it, prepare a set of questions for discussion, or provide background on a relevant social issue raised by one of the novels

**Number of participants** (including the moderators): 16

*Time: Tuesday mornings, 9:30–11:30*

*Place: 3rd-floor conference room, Loomis Retirement Village, 20 Bayon Drive, South Hadley*

*Parking: Ample parking on site*

### Balzac's *Old Man Goriot*, Flaubert's *Madame Bovary*, and Zola's *Nana*

The authors of these three works were among the first practitioners of the realist novel, a genre that portrays individuals firmly anchored in their social milieu. We will discuss the relation between the characters' drives (e.g. ambition, consumerism, greed, the search for love — parental, heterosexual homosexual — etc.), the milieu in which they find themselves, and the stylistic means (humor, irony, symbolism, etc.) by which the authors have created characters that seem at once real and iconic.

If time permits, we may compare different translations and view films based on these three novels.

**Format:** Discussion

**Resources:** *Old Man Goriot*, transl. Olivia McCannon, Penguin Books, 2011.

*Madame Bovary*, transl. Lydia Davis, Penguin Classics, 2010.

*Nana*, transl. Douglas Parmee, Oxford Classics, 1992.

**The moderators:** Ellen has taught literature at Mt Holyoke College and feels very much at home in the 19th century. Eva was a modern languages librarian with a special interest in French literature.

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## **Secrets of the Underground Railroad: Conductors, Station Masters and Passengers**

**Moderators:** Diane Liebert & Laura Cranshaw

**Role of participants:** Most will prepare and present reports; could present a film/video or CD/video of songs, with approval by moderators

**Number of participants** (including the moderators): 18

*Time: Tuesday mornings, 9:30–11:30*

*Place: The Meeting House, Northampton Lathrop*

*Parking: Ample parking on site*

### **Looking at the Underground Railroad with some emphasis on the Pioneer Valley**

The Underground Railroad (UGRR), a network of secret routes and safe houses, was used by 19th-century slaves in the United States to escape to freedom, aided by abolitionists and allies sympathetic to their cause.

For this seminar, participants can choose from a wide range of topics on the Underground Railroad, with some emphasis on conductors, station masters, routes and passengers in the Pioneer Valley and other parts of Massachusetts. We will also research activity in other states in the Northeast and some important people or stories from other states.

Moderators will assist participants to find resources for their presentation, especially those who have limited or no computer access and/or limited access to libraries. They will also suggest possible topics for research.

**Format:** Presentations and discussion

**Resources:** The moderators recommend the book *Bound for Canaan: The Epic Story of the Underground Railroad, America's First Civil Rights Movement* (paperback edition, 2006) by Fergus Bordewich, and *David Ruggles* by G.R. Hodges (2010).

We will provide a list of other recommended books plus resources on the UGRR, including Google, which has over 8,000,000 entries (80 pages). The David Ruggles Center on Early History of Florence and Underground Railroad Studies is expected to open to the public this summer as a resource center.

**The moderators:** Diane has degrees in history and educational research, and is co-Chair of the Sojourner Truth Memorial Statue Committee and a member of the David Ruggles Center in Florence. Laura is a perpetual student with a particular interest in the history of the Pioneer Valley, and has led many successful seminars.

## **Understanding the Conservative and Liberal Viewpoint**

**Moderator:** Steve Gross

**Role of participants:** Prepare a report on topic of their choosing, laying out both conservative and liberal positions and lead discussion on the topic

**Number of participants** (including the moderator): 10–12

*Time: Tuesday morning, 9:30–11:30*

*Place: Room 208, Keefe Campus Center, Amherst College*

*Parking: You will be issued an Amherst College parking permit*

### **Review how Conservatives and Liberals understand various issues**

Using the book *The Righteous Mind* by Jonathan Haidt, seminar participants will respectfully explore how people at various points on the conservative/liberal dimension understand such issues as: role of government; welfare; taxes; environment; education; defense; foreign policy; religion; loyalty; patriotism; economic policy, etc.

The emphasis is on a respectful dialogue (not monologues) where our goal will be to understand those whose views are different from our own.

Ground rules for discussion will be that comments focus on the issue, not the person. No derogatory labeling of people or their views. Good “listening ears” are a necessity for this seminar.

**Format:** Discussion

**Resources:** *The Righteous Mind* by Jonathan Haidt

**The moderator:** Steve spent 10 years as an Illinois lobbyist. He enjoys political discourse, particularly with people whose views are different from his own.



Social psychologist Jonathan Haidt in conversation with Bill Moyers about the moral underpinnings of our contentious culture.

## TUESDAY AFTERNOON

### The Contenders

**Moderator:** Norman Winston

**Role of participants:** prepare a report, then lead the discussion

**Number of participants** (including the moderator): 15

*Time: Tuesday afternoons, 2:00–4:00*

*Place: Dewey Common Room, Dewey Hall, Smith College*

*Parking: You will be issued a Smith College campus parking permit*

### **Men that ran for president and lost**

The contenders, the unsuccessful presidential candidates we will consider, include Henry Clay, James G. Blaine, William Jennings Bryan, Eugene Debs, Charles Evan Hughes, Al Smith, Wendell Wilkie, Thomas E. Dewey, Adlai Stevenson, Barry Goldwater, Hubert Humphrey, George Wallace, George McGovern, and Ross Perot.

These men did not win, but changed history anyway. History can be fun if speculation comes into play. For example, if Henry Clay won and not James Polk, would the element of “Manifest Destiny” and our current borders exist? It is interesting to examine the issues of the time and re-think these elections.

Wendell Wilkie opposed FDR for a third term. How would you have voted? Would we have been the “Arsenal of Democracy”?

This seminar will follow the outline as broadcast on the cable channel C-Span.

**Format:** Discussion

**Resources:** Books, newspaper files, and online information are possible sources. A C-Span recording of its presentation of these 14 men is available at <http://thecontenders.c-span.org>

**The moderator:** Norm has moderated approximately 20 seminars during his 16 years in LIR – mostly American History related to the presidency and politics in general.

## **Jane Austen: The Later Novels**

**Moderator:** Peter Ferber

**Role of participants:** read all the material; present and discuss a section from one of the novels

**Number of participants** (including the moderator): 16

*Time: Tuesday afternoons, 2:00–4:00*

**NOTE: No seminar on October 30; snow date is Dec 4**

*Place: Mt Tom Room, Easthampton Lathrop*

*Parking: Ample parking on site*

### **Three novels: *Emma*, *Mansfield Park*, *Persuasion***

Unmarried, still unpublished, for much of the time without a fixed residence, Jane Austen continued to write some of the most perceptive, witty and psychologically astute novels in the English language. Her novels dramatize the social and legal obstacles to independence faced by women at the dawn of the industrial revolution. They also celebrate the resilience and resourcefulness of the human spirit within the confines of English society at the turn of the 18th century.

**Format:** Reading and discussion of three novels

**Resources:** *Emma*, *Mansfield Park*, *Persuasion*, all by Jane Austen. The Penguin editions are preferred, for good introductions and uniform text and page references, but they are not required.

**The moderator:** The moderator is returning to an old love, after a lifetime spent in medicine.

## **Storytelling: Your Life and Mine**

**Moderators:** Betsy Loughran and Ina Luadtke

**Role of participants:** 1-Serve as storytelling coach; 2-Tell a “tale,” relating one’s life story;

3-Write a reaction to two presentations; 4-Contribute to the weekly conversations

**Number of participants** (including the moderators): 11

*Time: Tuesday afternoons, 2:00-4:00*

*Place: Room 203, Keefe Campus Center, Amherst College*

*Parking: You will be issued with an Amherst College parking permit*

### **Listening and responding creatively to LIR members’ life stories**

In this seminar you will have weekly opportunities to listen to and respond to intriguing life stories. At each class, one member presents his/her life story. She/he will have met with a coach sometime the week before. Two other members take notes and the following week they present creative responses to the original presentation. This response might be a short story, poem, song, dance, piece of art or other creative expression. This pattern is continued for 10 weeks.

This unique seminar structure was originally designed by Joan Hastings and has been a popular offering for nearly a decade. It offers structured and unstructured participation without a research component. New members have found this seminar to be a valuable introduction to other LIR members.

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**Format:** Interview, storytelling, conversation and creative responses

**Resources:** Participants are encouraged to share objects of significance and related photographs to enhance their presentation.

**The moderators:** Both moderators have participated regularly in this seminar under its various titles, and served as co-moderators in 2010. They have extensive leadership experience, and Betsy is the published author of *Finding Home* (2010).

### **Collision of Cultures – Europeans, Africans and Native Americans in Latin America from 1500–1900**

**Moderator:** Larry Ambs

**Role of participants:** prepare a presentation and lead the following discussion

**Number of participants** (including the moderator): 18

*Time: Tuesday afternoons, 2:00–4:00*

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

*Parking: Ample parking on site*

#### **Development of Latin America from Columbus to the 20th Century**

We will examine the development of Latin America from the time of Columbus to the beginning of the 20<sup>th</sup> century, with special emphasis on how the cultures of Europeans, Africans and Native Americans interacted to produce the Latin America we see now. Although both North America and Latin America were exposed to similar types of conquest and development, the result has been very different. For example, in the US, status has first been based on race, whereas in Latin America, it is first based on class.

We will consider the conquest of various parts of Latin America: the Caribbean, Mexico, the Andes, and South American regions. We will study the types of economic development that resulted, and the growth and expansion of nations and governments specifically characterized by the interaction of the three cultures.

Each participant will investigate some aspect of the collision between European, African and Native American cultures in Latin America. A list of suggested topics will be distributed by the beginning of the summer so that while reading the text, participants can choose a topic.

**Format:** Presentation with discussion.

**Resources:** Participants are expected to read the following before the semester begins: *The History of Latin America – Collisions of Cultures*; Marshall C. Eakin; Palgrave Macmillan; 2007; paperback. (\$22.00 new, or from Amazon, new or used.)

**The moderator:** Larry is particularly interested in all aspects of the Americas, and is offering a fourth seminar in a series exploring the New World both before and after the arrival of Columbus from an historical and cultural approach.

**Writing to Remember (Blue Section) Be sure to specify which section on registration form**

**Moderators:** Henia Lewin and Steffi Schamess

**Role of participants:** prepare and present two original pieces

**Number of participants** (including moderators): 12

*Time: Tuesday afternoons, 2:00–4:00*

*Place: The Library, Rockridge Retirement Community, 25 Coles Meadow Road, Northampton*

*Parking: Ample parking on site*

**Writing your autobiography**

(also see Thursday morning)

“Whatever we call the form – autobiography, memoir, personal history, family history –writing about one's life is a powerful human need. Who doesn't want to leave behind some record of his or her accomplishments and thoughts and emotions? If it's a family history it will have the further value of telling your children and your grandchildren who they are and what heritage they came from.

“Writers are the custodians of memory, and memories have a way of dying with their owner. One of the saddest sentences I know is, ‘I wish I had asked my mother about that’.” (*Writing About Your Life*, by William Zinsser)

You'll enjoy writing about your life, as well as hearing the stories of other people's lives, when you join our seminar.

**Format:** 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 moderators:** "Henny" has taught Hebrew and Yiddish; she is a Holocaust child-survivor working on her autobiography with the encouragement of this seminar's participants. Steffi has been writing autobiographical material, fiction and non-fiction essays since retiring from teaching at Hampshire College, and has been a participant in this seminar for several semesters.

## WEDNESDAY MORNING

### How Do All Them Buttons Work?

**Moderators:** Paul Berman and Peter Reitt

**Role of participants:** Carry out assignments; perhaps give a report

**Number of participants** (including the moderators): 10

*Time: Wednesday mornings, 10:15–12:15*

*Place: Amherst Media (formerly ACTV), 246 College St, Amherst*

*Parking: Ample parking on site*

### How to use a digital camera

This will be a basic workshop in the use of a digital camera, whether it be point and shoot or single lens reflex. Each participant must have a digital camera and be able to bring it to the class. We will also learn to use a flash drive, for it is the easiest way to bring pictures to the class. A projector and laptop will be supplied.

The class may be assigned topics to report on such as focus, lighting, how to photograph at night, etc. Photographs will be critiqued by the moderators and discussed in the group.

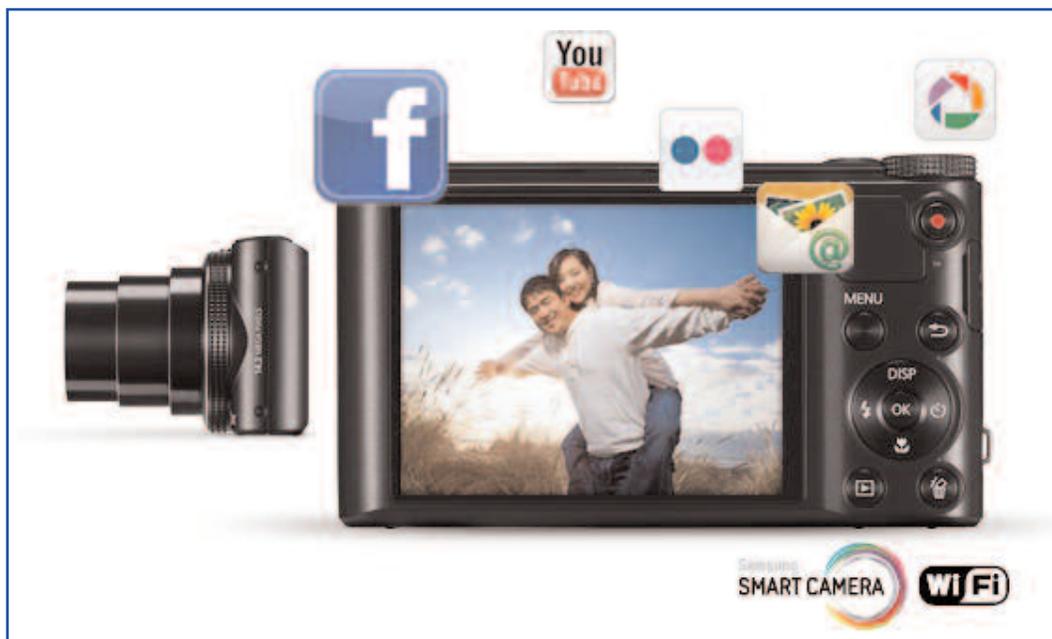
This course will not deal with Photoshop or Lightroom, and all photographs will be uncropped and shot in jpeg, not RAW (we will discuss what these are). The course will emphasize learning to see what is the key to good photography.

**Format:** Open format – workshop, reading, discussion



**Resources:** There are multiple resources, no one better than another.

**The moderators:** Paul has been doing photography for 30 years plus, and switched to digital photography about four years ago. Pete has had an active interest in digital photography for over 12 years and has moderated seminars and workshops on this subject.



## **Economic Issues, Past Present and Future**

**Moderator:** Ted Alcaide

**Role of participants:** prepare a brief presentation on a chosen topic

**Number of participants** (including the moderator): 12–17

*Time: Wednesday mornings, 10:00–12:00*

*Place: Room 208, Keefe Campus Center, Amherst College*

*Parking: You will be issued an Amherst College parking permit*

### **Not Economics 101**

Could you ever imagine economics being interesting? This time, it will be! We will look at some theoretical and practical concepts of U.S. and international macroeconomics. Rather than studying Economics 101 or purportedly finding economic truths, our goal will be to grapple with economic phenomena, and find issues and concepts which help us to understand, explain, and predict initial and changing phenomena.

Six possible topics we could explore:

Two key competing knights in the economic world were John Keynes (1930s) and Milton Friedman (1960–1980s). What were their solutions to stabilizing economic cycling and what should we be doing now?

To what extent should we regulate the banking industry by controlling the extent and nature of the risks taken and the rewards given?

How serious is the European economic crisis, and what are the problems and related causes – and possible solutions?

Describe the dimensions and causes of the 2007–2011 financial crisis.

Set forth the economic consequences of the 2012 election being won by the Democrats, Republicans and/or Tea Party.

Describe the recent major developments of portfolio management, including the use of derivatives, multiple mutual funds and Morningstar on the web.

**Format:** Traditional: research, present findings, propose questions, and lead discussions. Participants will choose topics, with encouragement and suggestions by moderator. Research and presentations will be by teams or individuals.

**Resources:** Major books for all persons: *The Ascent of Money* by Niall Ferguson, 2008. Further books to be selected shortly.

**The moderator:** My fascination with economics stems from degrees in business and accounting, substantial experience in investments, a study of the economics of Florence during the Renaissance, and the ongoing worldwide financial and economic crisis.



## **George Bernard Shaw, Dramatist and Socialist**

**Moderator:** Michael Wolff

**Role of participants:** Prepare a report and lead the subsequent discussion

**Number of participants** (including the moderator): 20

*Time: Wednesday mornings, 10:00–12:00*

*Place: Meeting room, 1st floor, Applewood at Amherst*

*Parking: Ample parking on site: please park on Spencer Drive, not in parking lot*

### **Politics in Shaw's Life and Work**

George Bernard Shaw (1856–1950) is best known for his more than 60 plays, including *Man and Superman*, *Major Barbara*, *Saint Joan*, and *Back to Methusaleh*. The most famous is probably *Pygmalion*, which, adapted as *My Fair Lady*, was a successful musical and later a film.

Shaw is the only person to have won both a Nobel Prize (for literature in 1925) and an Academy Award (in 1938). He was a co-founder of the London School of Economics and Political Science; the Fabian Society; and the socialist journal *The New Statesman*.

He began his career as a music and drama critic (later books: *The Perfect Wagnerite* and *The Quintessence of Ibsenism*). He wrote over a quarter of a million letters to, e.g., the actress Ellen Terry, the boxer Gene Tunney, and H.G. Wells. Shaw once served on the London County Council and wrote *The Intelligent Woman's Guide to Socialism and Capitalism*.

**Format:** Readings, reports, and discussion

**Resources:** We'll use the Penguin Classics edition of Shaw's plays. A further list of readings will be given to participants.

**The moderator:** A native Londoner, Michael has led seminars on London, George Eliot, Thackeray, and D.H. Lawrence.

## WEDNESDAY AFTERNOON

### **Sex, Love, and Politics in Mexican Renaissance in Art**

**Moderators:** Honoré David and Ellen Kosmer

**Role of participants:** prepare a 20-minute paper on an artist and lead discussion

**Number of participants** (including the moderators): 20

*Time: Wednesday afternoons, 1:30–3:30*

*Place: UMass Transit Facility, north end of Commonwealth Drive, before Governor's Dr.*

*Parking: Ample parking on site: use adjacent Lot 45; you will be issued a parking permit*

### **History of Mexican art and culture between the 1920s and 1940s**

There's more to the Mexican Renaissance than Frida Kahlo! Learn about the birth of a national style and its influence on American art.

Dynamic political changes at the beginning of the 20th century fueled the artistic expression of Mexicans who were already exposed to all the new trends of art. Immersed in the ideological and social struggles of the day, they projected their ideas into their work. The rise of the great mural movement in the 1920s was initiated by Diego Rivera, Jose Clemente Orozco, David Alfaro Siqueiros, and Jose Chavez Morado, all of whom became associated with the search for new aesthetic, technical, and social expression. The seminar will focus on artistic and political figures of the 1920s and '30s in Mexico and the U.S.

Participants will be asked to do a 30-minute report on a relevant topic (a list of suggestions to be provided). Discussion will focus on iconography and styles of the artists which will lead to an understanding of the political and cultural concerns of the period.

**Format:** Presentations and discussion

**Resources:** The five college libraries and the Smith Art Museum's Imaging Center (3<sup>rd</sup> floor, Hillyer Hall) have electronic, photographic, and printed text that will illustrate the work of the artist chosen.

**The moderators:** Honoré is a retired museum educator who grew up in Mexico. Ellen is a retired art history professor.

## **Fun With Words**

**Moderator:** Leo Sartori

**Role of participants:** make a brief presentation and take part in discussion

**Number of participants** (including the moderator): 18

*Time: Wednesday afternoons, 1:30–3:30*

*Place: Meeting room, 1st floor, Applewood at Amherst*

*Parking: Ample parking on site: please park on Spencer Drive, not in parking lot*

### **Wordplay**

“Madam, I’m Adam” (the first palindrome). “The *Mona Lisa*”: no hat, a smile (a favorite anagram). “Lirty dies” (a spoonerism, a highlight of Capitol Steps performances). The English language is rich with amusements based on words; this seminar is designed for people who enjoy wordplay.

We will sample the delights of anagrams, palindromes, spoonerisms, malapropisms, puns, limericks, and much more. At each session a participant will present a brief description of one form of wordplay and trace its history. Members of the group will then regale one another with examples and analyze what makes each one appealing. Participants will be encouraged to bring in their favorite examples of the wordplay in question, and to make up new ones if they can. Occasionally we might have a little quiz – just for fun.

**Format:** Discussion

**Resources:** G. Brandreth, *The Joy of Lex* (1980); [fun-with-words.com](http://fun-with-words.com)

**The moderator:** Leo has a lifelong interest in wordplay.

## **Poetry: Contemporary Central European Poets, in translation**

**Moderators:** Katharine Hazen and Ivan Kovacs

**Role of participants:** choose a poet and about a dozen poems; bring copies for everyone and tell us a little about the poet

**Number of participants** (including the moderators): 10–12

*Time: Wednesday afternoons, 2:00–4:00*

*Place: The Library, Rockridge Retirement Community, 25 Coles Meadow Rd, Northampton*

*Parking: Ample parking on site*

### **Poems of selected Hungarian, Czech, Russian, and other poets, in translation**

A small group of people will read these poems out loud, two or three times, and discuss their reactions. Many of the translations we will use are by outstanding American poets like Robert Bly, Donald Hall, and James Wright. In some cases fewer than a dozen poems of a poet may have been translated, so two or more poets may be presented.

The seminar is meant to be enjoyable rather than heavy-duty intellectual. The pleasures of reading out loud and listening to poetry; glimpsing another country and culture; encountering the worldwide human spirit in perhaps a very different context...

The moderators will be helpful in every way possible.

continued on next page...

**Format:** Reading poems out loud followed by some discussion

**Resources:** A number of poets and books will be listed and can be found in the libraries and on the internet, or on loan from the moderators. No need to buy any books.

**The moderators:** Ivan is originally Hungarian, and is bilingual. Kathy has moderated a number of poetry seminars...and is a published poet (Editor's note).

### **The Modernists: Virginia Woolf and William Faulkner**

**Moderator:** Jerry Goldman

**Role of participants:** introduce & lead a 1-hour discussion of several chapters from one of the two books

**Number of participants (including the moderator):** 15



**NOTE: Begins 3 October, ends 5 December, no seminar Thanksgiving week**

*Time: Wednesday afternoons, 1:30–3:30*  
*Place: National Yiddish Book Center, 1021 West Street, Amherst*

*Parking: Ample parking on site*

### **Two classics of modern literature – *To the Lighthouse* and *The Sound and the Fury***

In Virginia Woolf's novel *To the Lighthouse*, which she described as "easily the best of my books," the author dissects the inner life of her female protagonist Mrs. Ramsay: what society *expects* from a wife and mother in her relationships with her autocratic husband, her willful children, and her social acquaintances, and how painfully she feels the lack of time and space for the cultivation of her own inner life.

William Faulkner's novel *The Sound and the Fury* is the first in a series of three ground-breaking novels employing the technique of stream of consciousness. The story is told from inside the thoughts of each character, most remarkably a 33-year-old man with the mind of a five-year-old child. Both novels have earned the accolade "masterpieces of modern literature."

Our discussions will cover both the authors' development of new forms of writing style as well as the behavior and thought of their characters.

**Format:** Seminar, with each participant taking a turn in leading a discussion

**Resources:** REQUIRED:

*To the Lighthouse*, by Virginia Woolf. Participants must use the Harvest/HBT paperback.

*The Sound and the Fury*, by William Faulkner. Must use the Vintage International paperback.

(Both paperbacks are available used or new from Amazon.)

RECOMMENDED:

*Virginia Woolf*, by Michael Rosenthal. Columbia University Press.

*A Reader's Guide to William Faulkner*, by Edmond L. Volpe. Syracuse University Press.

**The Moderator:** Gerald Goldman is a retired rabbi with an abiding interest in the human condition and in those Modernist writers, in this case William Faulkner and Virginia Woolf, who raise similar questions and explore the same dilemmas.

## THURSDAY MORNING

**Writing to Remember (Red Section)**      **Be sure to specify which section on registration form**

**Moderators:** Zina Tillona and Ellen Peck

**Role of participants:** prepare and present two original pieces

**Number of participants** (including moderators) 12

*Time: Thursday mornings, 9:30–11:30*

*Place: "The Connector," Grace Church, 14 Boltwood Ave, Amherst  
(opposite AJ Hastings, across The Common)*

*Parking: On The Common; behind Town Hall; parking garage*

### **Autobiographical writing**

**(also see Tuesday afternoons)**

Long one of the most popular LIR seminars (previously called "Autobiographical Writing"), Writing to Remember 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, the group will offer suggestions for revisions and/or possible additions, as well as clarification. This seminar is not a course in how to write; it aims, rather, to stimulate and encourage 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.

**Format:** 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 moderators:** Zina has been writing all of her life – papers, reports, memos, legal briefs, nasty letters, etc., etc. – as university professor of Italian, as university administrator and as a practicing lawyer; now she writes for fun about herself and her life journey. Ellen has taught literature at Mount Holyoke College.

## **The Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain**

**Moderators:** Joan Wofford & Joan Davis

**Role of participants:** read a central text; explore & report on a topic of interest to them

**Number of participants** (including the moderators): 18

*Time: Thursday morning, 9:30–11:30*

*Place: The Meeting House, Northampton Lathrop*

*Parking: ample parking on site*

### **Religious tolerance in medieval Spain**

“The Ornament of the World” is a phrase attributed to a 10<sup>th</sup>-century German nun on hearing about the Andalusian city of Cordoba with its capacious libraries (the catalogues alone of one library ran to 44 volumes), 70 copyists standing by in the book market, running water, 900 baths, tens of thousands of shops, and well-lit streets.

A remarkable culture of mutual tolerance emerged in the south of Spain through the interaction of Muslims, Jews and Christians and lasted in one form or another for 700 years, from the Arab Conquest in 791 until the expulsion of Jews and Muslims from Spain in 1492. In addition to this achievement, a center of learning developed which was instrumental in translating and transmitting classical knowledge to the rest of a Europe still mired in the Dark Ages. This is a period about which most of us know very little.

The title of the seminar is taken from a lively book that summarizes recent perspectives on this culture’s art, architecture and poetry, analyzing the remarkable interchange among the three religious groups called by Spanish scholars “Convivencia.” Seminar participants will be asked to read this book and then find a relevant topic that interests them, pursuing it for presentation to the seminar. The number of potential topics is huge.

**Format:** Readings and discussion

**Resources:** *The Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain* by Maria, Rosa Menocal. Little Brown, 2002, paperback

**Moderators:** Both moderators have just returned from a visit to southern Spain with photographs of the places we will study.

## **Early American Films**

**Moderator:** Dean Poli

**Role of participants:** make a presentation and lead a discussion

**Number of participants** (including the moderator): 10–15

*Time: Thursday mornings, 9:30–11:30*

*Place: UMass Transit Facility, north end Commonwealth Avenue, before Governor's Dr*

*Parking: Ample parking on site: use adjacent Lot 45; you will be issued a parking permit*

### **A history of the Hollywood studio system**

We will trace the rise of the five big studios in Hollywood (1915–1930), through its classical era (1931–1951), up to today's New Hollywood.

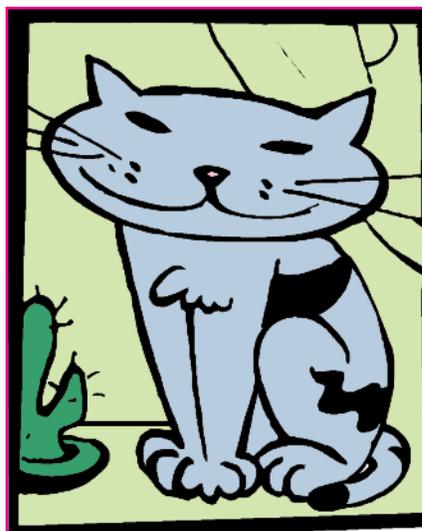
This seminar will also delve into the issues of diversity as represented within American films including race, ethnicity, class, gender and sexuality during the various Hollywood periods.

**No technical skills are required!**

**Format:** Presentations, followed by discussion

**Resources:** The principle reference for the seminar is the book *America on Film*, by Harry Benshoff and Sean Griffin, Blackwell Publishing, 2004. A list of other pertinent reference texts will be handed out prior to the start of the seminar.

**The moderator:** Dean loves movies and enjoys reading about the history of movies. He would like to share his interest and enthusiasm for movies with other 5CLIR members.



Enjoy!