Five College
Learning In Retirement

2023 SPRING PROGRAMS
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Front cover art: *Summer Field* by Miriam Whitney
Back cover art by Mally O'Hare
Sharing the Pleasures of Active Learning

Five College Learning in Retirement was established in 1988 to encourage, support, and provide opportunities for members to share the pleasures of active learning. Each of those goals remains important to our mission. Every member shares, not only by learning, but by actively participating in presentations, discussions, and hands-on workshops. This means that each of us shares the learning experience through reading, writing, and researching while bringing ideas, images, and insights to topics we have chosen to explore.

Members can participate in a wealth of learning and social opportunities. This biannual catalogue provides details of new seminar offerings for the Spring semester. Beyond these programs, however, are a number of Interest Groups; Special Programs; Winter and Summer programs, trips, and short seminars; Encore: public productions of popular presentations; and the Great Decisions series of lectures and discussions. Volunteering to serve on a committee or running for Council are great ways to make new friends. Social events such as potluck picnics, coffees, and the like, foster our strong sense of community.

During the pandemic, many of us strengthened our FCLIR ties on Zoom. As we go forward, we are combining some in-person seminars and events with continued use of Zoom to protect against Covid spread and to include those of us who live far away, who do not drive, and who prefer its convenience.

Our organization is a non-profit, dues-funded, self-governing organization under the umbrella of Five Colleges, Inc. We employ an office manager who serves in support of our leadership and the work of our many volunteers.

You can learn more about FCLIR on our website at 5clir.org and by subscribing to our monthly newsletter at fclir@fivecolleges.edu.
Membership in FCLIR

All are welcome to join. You do NOT have to be retired. There is NO age requirement. Although we are a dues supported organization, our membership assistance fund guarantees a place for anyone with a desire to share learning.

Full members may participate in all programs and events of FCLIR. They may vote, serve on committees, and hold offices.

First-time members are guaranteed a place in their first choice of seminars.

Membership dues have been reduced during the Pandemic. It is likely that they will be restored to their former level for the next membership year. Meanwhile, if you would like to join as an introductory half-year member for the Spring term, you may do so at the present rate of $110 or check the membership assistance box and pay what you are able. Former members who did not renew for Fall 2022 must reapply.

From now until the end of 2022 we are offering new members a special discount for a half-year membership to introduce them more easily to our offerings. For $85 (instead of $110) a new member can sign up for up to three seminars and join our community.

Sign up for Membership

If you would like to renew your introductory half-year membership, you must do so before the December 13 lottery deadline if you want to be included in the first round of Spring 2022 assignments.

New members, as well as former members who did not rejoin FCLIR for the Fall 2022 semester, can join or renew either online or by mail.

Online: To register, go to 5clir.org/membership. Fill out the form online and click submit. Use PayPal for secure online payment.

By mail: To register, go to 5clir.org/membership-and-dues. Print and fill out the form, and send it with a check to:

FCLIR Office Manager
18 Henshaw Ave, C2, Suite 101
Northampton, MA 01063
Greetings from the Curriculum Committee

The Curriculum Committee of Five College Learning in Retirement is proud to offer an outstanding collection of seminars and workshops for next Spring 2023. We extend our sincere thanks to those members who have so generously shared their interests and energy to create a wide range of topics. We are especially pleased that several moderators are contributing their services for the first time. We are always on the lookout for new moderators who will bring fresh energy and offer an additional variety of topics to our existing programs.

Due to the popularity of the “Writing to Remember” (WTR) seminars, we are excited to add a fourth WTR seminar to our collection of writing seminars. This will allow opportunities for more members to participate in these excellent seminars.

You will be able to meet all the moderators and co-moderators at the online Preview on Sunday, December 4, at 2:00 PM. In addition, many moderators have posted additional information about their seminars and workshops at 5clir.org/2023-spring-seminars/. They can also be reached by email through that page if you have further questions.

There may be different expectations for participants depending on the seminar or workshop, but in all of them, you will be actively engaged in sharing information, ideas and conversations. The “Participant’s Handbook,” “Moderator’s Handbook,” and “Guidelines for Constructive Participation in Seminars” contain comprehensive and useful information that will enhance your active learning experience. These useful handbooks can be found at 5clir.org/5clir-handbooks/.

Members of the Curriculum Committee - Term Ends

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Seminar Registration Overview

Registration Instructions

- Registration for Spring 2023 courses opens Sunday, December 4, 2022.
- Registration can be made online or by mail but not by telephone.
- Membership dues must be current prior to registration.
- Additional information about membership is at 5clir.org/memberships-and-dues/

Enrollment Process

- All registration received by Tuesday, December 13, 2022 will be included in the first round of seminar assignments.
- Oversubscribed seminars will be filled by random lottery of all registrations received by the deadline.
- Those not assigned to seminars/workshops as requested will be added to the waitlists.
- Registration notifications will be sent out about December 23, 2022.
- Registrations received after the lottery will be added to requested seminars/workshops or added to the waitlists.
- Changes to seminar assignments can be made by the office only. In the event of low enrollment, a seminar may be canceled by the Curriculum Committee, in consultation with the moderator.

Absence

- Members who are aware that they must miss two or more sessions of a seminar or workshop should check with the moderator before enrolling to determine whether or not that will be acceptable.

Withdrawals

- Notification of withdrawals should be communicated to both the moderator and the office.
- Withdrawals should be made as soon as possible, so the space can be made available to another member, and to ensure that the moderator can plan accordingly.

Seminar Schedules

- Most seminars run ten weeks, but some run fewer or start later.
- Please check the listing for schedule details and dates that the class will not meet.
- Seminars are usually two hours long. Please check the seminar pages in this catalog for individual seminar schedules.
Participant Responsibilities

● Participants should become familiar with their role and responsibilities.
● The Participants Handbook can be found on the website at 5clir.org/documents.
● Several guidebooks to Zoom for participants and moderators are at https://5clir.org/tech-assistance/.
● In addition, members of the Tech Committee are available to provide assistance.

FCLIR Ombudsperson

● should a difficulty or situation arise in a seminar that cannot be resolved, the FCLIR Ombudsman may be contacted for assistance.

Seminar Locations

● As FCLIR moves forward to accommodate our membership’s desire to resume in-person meetings, please be aware that all locations are subject to change. We will attempt to keep seminars within the same town if they must be moved.
● Please anticipate some COVID precautions such as mask requirements or proof of vaccination for all in-person seminars and workshops.
● Moderators will be made aware of any restrictions and will pass those on to participants prior to the start date.

Completing Your Registration Form

● you can find the Registration Form on the website. It is linked at 5clir.org/forms/.
● Enter the TOTAL NUMBER of seminars YOU WISH TO ENROLL IN in the box provided. If this box is left blank, you will be assigned ONE seminar.
● Moderators and co-moderators are pre-enrolled in their seminars. If you are a moderator or co-moderator, you do not need to be listed on this form.
● Enter up to six choices, in order of preference.
● If you wish to co-enroll with another member, you may register for one seminar together. That seminar must be the first choice of both members, and both members must submit registrations by the lottery deadline. Moderators may not co-register.
SEMINAR SCHEDULE

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23S-MIG: Migration p.16
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America's Great Public Gardens

Beyond the pretty pictures

PURPOSE:
The purpose of this seminar is to look beyond the beauty of the plantings and learn more about the history and uniqueness of a wide variety of American gardens that are open to the public.

DESCRIPTION:
The seminar will explore the wide variety of great American public gardens, including botanical gardens, historic gardens, and the like. Some of the issues we will discuss include how each garden is unique—its particular areas of expertise or research; its history and origin; interesting or historic people involved with it; any challenges to ongoing operations; and how is it being impacted by and responding to climate change.

ROLE OF PARTICIPANTS:
Each participant will be responsible for a presentation of about 30 minutes. Participants can choose a favorite garden they have visited or one that’s on their bucket list. Another option is to combine two or more that have something in common, such as a specific plant family or geographic location.

ABOUT THE MODERATOR:
Carol has participated in FCLIR for ten years, enjoying both seminars and the winter gardeners’ roundtable. This is her first time as a moderator.
Early American Travel

The daring journeys of our ancestors on land and sea, from the Mayflower on

PURPOSE:
This seminar will explore travel in our land, from the journeys of individuals who settled New England, to the heroic distances traversed by those who opened up the West, took the dangerous Underground Railroad, or walked the Trail of Tears.

DESCRIPTION:
Travel was essential to the settlers in this vast land. Arriving here after a long ocean voyage, migrants journeyed to land suitable for settling. Both Washington and Jefferson were trained surveyors, mapping lands across Virginia. The creation of canals increased the options, starting with the South Hadley canal in 1795. After the Louisiana Purchase in 1803, President Jefferson commissioned the Lewis and Clark expedition to explore the western half of the country. In 1862 President Lincoln began the transcontinental railroad, greatly increasing the possibilities for western travel. Some travel was involuntary, like the tragic Trail of Tears in which Cherokee and other First Nations were forcibly moved from their ancestral lands to less desirable areas west of the Mississippi. Other travel was forced, like the Underground Railroad through which slaves and free blacks secretly moved north to escape untenable conditions in the South. Seminar participants will investigate individual travel, or group journeys, or the changing technology of the times.

ROLE OF PARTICIPANTS:
Participants will choose a topic from a list that will be created by the moderator. Presenters will speak for 20–30 minutes, illustrating their talks with slides if they choose, and then we will join in discussion.

RESOURCES:
Nathaniel Philbrick, *Travels with George: In Search of Washington and His Legacy*. A fascinating in-depth look at George Washington’s travels to investigate the colonies over which he had just been elected president. This one book will be a good basis for all our investigations.

ABOUT THE MODERATOR:
Linda Honan is a retired museum educator and UMass administrator who lives happily in the Pioneer Valley.
Eating Through "Hollywood"

“Mmm! Mmm! Good!” Do you salivate when you see, taste, and smell food on film?

PURPOSE:
Food is an essential of life. How is it portrayed on film? Luscious, pedestrian, compelling, repulsive, and sensual. From Julie and Julia to Eating Raoul, both film directors and you know that food is a powerful motivator.

DESCRIPTION:
Food is a staple of life, and the film industry. Shows (documentaries, reality television, and blockbuster and indie films) center on food. The food is compelling - appealing to every one of our five senses. We drool over how it looks and sounds while it is prepared. Even without our being able to smell, taste, or feel it, our mouths water with expectation. Such is the power of film. While many of enjoy preparing food nearly all of us enjoy eating it. Eating is social, it is solitary. It is sensual, it is physical. As with all animals, most aspects of human existence depend upon eating. In this seminar, we will discuss films that focus on food. How does Hollywood portray food the social and the sensual. Do films (and their directors) present food enticingly. Do they manipulate us. Does the food forward the plot. We will explore the many faces of Hollywood with respect to food and human nature.

ROLE OF PARTICIPANTS:
Each participant will give the class a presentation and lead a discussion on a film that highlights food. Examples include Babette’s Feast, Big Night, Chef, and Chocolate. This seminar lends itself to the on-line environment. Power Points with still images and videos are readily shared on the Zoom platform. The potential last (11th), in-person session for consideration will be for course members to prepare one course from the film they presented to share with others.

RESOURCES:
Course members will be asked to watch the relevant film before each class. Guidance will be provided for members to select films that members can access freely or inexpensively.

ABOUT THE MODERATOR:
Michael Miller is excited about films and food; what can be better than combining them? He relishes preparing food to share and sees food as an entree to learning about other cultures.
The Enigma of Japan
Our worst enemy, our best friend

PURPOSE:
The purpose is to develop a more complete understanding of Japan’s history, culture, geography, and how the country impacts our modern world, including its place among the Far East countries.

DESCRIPTION:
Many Americans have a cursory knowledge of Japan, including topics such as shoguns, samurai, sumo, Pearl Harbor, and Iwo Jima. It was one of our most reviled enemies in World War II. Fast forward to 2022 and Japan has become one of the U.S.’s vital allies in the Far East, standing as a bulwark against China. In between, the country grew into a formidable international industrial competitor in the 1980s. The plan is to dig a little deeper in this seminar to develop a more complete understanding of Japan’s history, culture, geography, and its place in the current world order.

ROLE OF PARTICIPANTS:
Each participant will be expected to prepare and deliver a presentation of approximately 30 minutes about some aspect of Japan, participate in seminar discussions, and review or read some of the recommended books and video resources about Japan.

ABOUT THE MODERATOR:
Janet Nichols, a retired business instructor, is an ardent student of history. Watching 5 years of Japanese news on PBS has created a desire to explore this country more fully. This is her second moderator role.
Gaining Wisdom by Savoring Proverbs

PURPOSE:
It is said that the wise man savors the proverb. In this seminar, to savor the proverb, participants will look for hidden wisdom in pithy sayings, proverbs, aphorisms, and the like (not just simple common sense or catchy expressions).

DESCRIPTION:
For their presentations participants will sift through a collection of proverbs and sayings, such as the book of Proverbs or Poor Richard’s Almanac, to find up to five that strike them as really wise or profound. They will also present up to five allegories or aphorisms that are arresting, but closer to common sense or simply artful expressions. After the presentation, the entire group will discuss these sayings, indicating what strikes them as informative, insightful, or even wise.

ROLE OF PARTICIPANTS:
Each participant will make a presentation of no more than ten proverbs or sayings, evaluating them in terms of what insight they may offer into daily life, whether they fit with our present culture, and whether they convey wisdom.

RESOURCES:
Before the seminar begins, I will provide three or four contemporary and older sources of proverbs, and at least one book that addresses the analysis of proverbs. I will also provide a list of common proverbs.

ABOUT THE MODERATOR:
Since I joined LIR in 2017, I have presented a seminar in every term, save two. I am a retired professor of sociology. I am interested in social and political issues and also in religious writings.
The Gilded Age
A prequel of today

PURPOSE:
The purpose of this seminar is to stimulate participants to appreciate similarities and differences between today's American society and that of the late 1800s.

DESCRIPTION:
Mark Twain co-wrote a novel called *The Gilded Age* poking fun at the excesses of his society. His pen skewered the behavior of the rich and famous. If he lived today, he would not lack targets for his ridicule. Yet, that was also the time that produced a good many positive things that make our lives more comfortable—the telephone, a modern transportation system, mail order purchases, and refrigeration, to name a few. The Gilded Age is a fascinating period of American history, which in many ways laid the groundwork for modern society, and which offers a way to look at the good and bad in modern society.

ROLE OF PARTICIPANTS:
Participants will research, present a topic that falls within the boundaries of our seminar (from the Civil War to World War I), and lead discussion, all in one hour. They will also be expected to take active part in discussions.

RESOURCES:
Probably *The Shaping of Modern America* by Vincent P DeSantis or *The Gilded Age* by Mark Twain and Charles Dudley Warner.

ABOUT THE MODERATOR:
Jim Harvey has been a member of 5CLIR for nearly 20 years and during that time has moderated around 40 seminars, many of them dealing with history.
PURPOSE:
The purpose of this seminar is to explore disasters, whether caused by an act of nature or by humans, that had an impact on history throughout the centuries.

DESCRIPTION:
Various disasters will be studied to answer the questions: why did it happen? how could it have been avoided? what was the damage caused? what impact did it have on future generations? and what was learned from it? Some examples are Krakatoa, Pearl Harbor, the Exxon Valdez oil spill, the San Francisco earthquake, the Chernobyl meltdown, the Bhopal disaster.

ROLE OF PARTICIPANTS:
Participants will pick a disaster, either from a list provided or of their own choosing, and research it, then present it to the group.

ABOUT THE MODERATOR:
This is the third in a series of the moderator’s history seminars. The moderator is a former biology teacher.
PURPOSE:
The seminar will explore color through the lenses of science, history, the arts, nature, and culture.

DESCRIPTION:
There are many intriguing aspects to color. From physics, physiology, psychology, color theory, the historical origins of paints and dyes, to color and gender, color blindness, optical illusions, and crayons, there’s something for everyone in this seminar. You can explore a broad topic, such as how our eyes and brain perceive color or how the color of our surroundings affects mood; or you could focus on something specific, such as how ultramarine dye or cranberry glass were developed. An extensive list of suggestions will be provided, but participants are free to suggest their own.

ROLE OF PARTICIPANTS:
Each participant will create and give a 25- to 30-minute presentation on a color-related project. Any format is acceptable, such as lecture, PowerPoint presentation, demonstration, storytelling, or facilitated group discussion.

RESOURCES:
A list of suggested resources will be provided to participants.

ABOUT THE MODERATORS:
Jessie has moderated LIR seminars on varied topics, including Textiles, Plastics, and Idioms. As for color, none of the walls in her home are white, and hand-dyed yarn is her favorite colorful indulgence.

A first-time moderator and former librarian, Martha has dabbled in art for over 30 years, exploring collage, jewelry-making, needle-felting, mixed media assemblage, Zentangles, and encaustic painting.
Joyce and Woolf
An introductory exploration of two novels about consciousness

PURPOSE:
We will read two major novels written in early twentieth century Britain—Joyce’s *Portrait of the Artist as a Young Man* (1916) and Woolf’s *Mrs. Dalloway* (1925)—in the context of the social, artistic, and intellectual currents of the time.

DESCRIPTION:
European society changed so much in the early 20th century that Virginia Woolf wrote, half-facetiously, “On or about December of 1910, human nature changed.” The experimental literature of the time paralleled those dramatic changes. Like the Cubist and Surrealist paintings of the same period, this modernist literature was deliberately subjective, unsettling, and (for the time) shocking. It attempted to be, above all, new.

Together, we will slowly make our way through two short novels—one about a boy growing up in Ireland, one about a woman growing old in London. We will examine their lyrical explorations of consciousness, which center on how people individually interpret the world through fragments of memory, perception, desire, and social expectation. No one needs to be an “expert” to enjoy these novels, which reward us with gloriously poetic prose and rich, complicated insights. They are exhilarating to read and enlivening to discuss.

ROLE OF PARTICIPANTS:
Each member of the class will be expected to read the two novels and to either lead discussion or inform the class about some related issue. Topics might include the authors’ lives; the effects of WWI on Europe; parallel experiments in theater, poetry, and the visual arts; new intellectual discoveries.

RESOURCES:
We strongly recommend the Penguin Classics paperbacks of both novels. New and used copies are readily available.

ABOUT THE MODERATORS:
Nancy loves fiction—reading, studying, discussing, and even writing it. She’s moderated three seminars in recent years. Helen, after focusing on science, social science, and education, is now enjoying a good dose of literature. She has co-moderated once before.
## Purpose:
In this seminar we will explore why and how human populations have moved across the globe, and how they changed social and geo-political history in the process.

## Description:
Why do whole populations start to move, and what happens when they do? Migration is about group movement, sometimes gradual and passive, sometimes sudden and aggressive, sometimes forced and reluctant. Unlike immigration, which involves movement between political territories, migration may occur where there are no national borders and sometimes no conscious decision. Possible topics will include the migration of *Homo sapiens* out of Africa to all corners of the Earth; the Jewish diaspora; the Greek and Roman empires; migrations out of Asia into Europe (Germanic and Slavic tribes, Muslims, Mongols); Celts; Vikings; and Romani travelers (“gypsies”). Topics in more recent historical time include forced migration in the slave trade, European land enclosures, migrations from rural areas to industrial centers, and 21st-century climate migration. Rather than following a chronological history of major migrations, the seminar will offer participants the opportunity to select a topic within this framework that is of particular interest to them.

## Role of Participants:
Participants will select a topic from a list provided by the moderator or they may propose a relevant topic in consultation with the moderator. Each participant will make a 25-minute presentation and facilitate a 25-minute conversation on the topic he or she presents.

## Resources:
Relevant parts of *Atlas of Human Migration*, ed. Russell King, are required reading. See the online handout for information on obtaining the book, for other sources you may wish to consult, and for questions that may pique your curiosity.

## About the Moderator:
Deborah has long been fascinated by the subject of migration, including its role in the origin of languages and the evolution of ethnic identity. She looks forward to a group learning experience.
Migrations: The Stories Told

Reading stories of migration experiences to explore the deep emotions that lie behind written narrations

**PURPOSE:**
Participants will focus on migration from a global literary perspective based on readings from the shared text. Participants will come away with a deeper understanding of the impact of and reasons for migration, as revealed in contemporary writings.

**DESCRIPTION:**
Over ten weeks we will explore selected poems/stories/essays from *The Penguin Book of Migration Literature*, a jumping-off point to examine the reasons behind the decisions to migrate—how the experience is unique to each individual, the repercussions of choice, different meanings of home. We will explore experiences of arrivals, departures, displacements, assimilations, rejections, returns—life-changing events for each writer who addresses them. Each week we will focus on two authors, their background and the context of their pieces, the underlying history, politics, environment, and geography. Selected readings will be from both well-known (Salman Rushdie, Edwidge Dandicat, Zadie Smith) and lesser-known writers. Participants are encouraged to suggest films, readings, or personal stories that might enrich the discussions.

**ROLE OF PARTICIPANTS:**
The expectation is that each participant will read all the chosen excerpts (they are all quite brief). Each week, two pieces and their authors will be discussed. Each participant will lead the discussion of one writing and will explore both the author’s background and the context of the piece.

**RESOURCES**
*The Penguin Book of Migration Literature*, which contains a long list of further resources.

**ABOUT THE MODERATORS:**
Bonnie is a retired research librarian. She has been taking FCLIR seminars for about five years now, in history, science, art, and archaeology. She has enjoyed them all. Nancy is a retired nurse and healthcare administrator. She has participated in FCLIR seminars for five years. They have led her on fascinating journeys through the Italian Renaissance, the history of knitting, and museums off the beaten path, and she enjoyed them all.
Miles Davis
The life, the music, the legacy

PURPOSE:
The purpose of the seminar is to examine the recorded work of jazz trumpeter Miles Davis and place the work in the context of his life and legacy.

DESCRIPTION:
Miles Davis, given his long, distinguished, and, at times, controversial career, is considered by many jazz afficionados to be the greatest jazz trumpeter in history. During his lifetime he managed to pass through a number of different genres, from bebop to hard bop to jazz rock and jazz funk. This seminar will ask participants to closely examine that history and develop their own ideas as to the importance of his music within the context of his life, times, and legacy.

ROLE OF PARTICIPANTS:
Participants do not need to be jazz afficionados to take this musical journey. They will be asked to select any two Davis albums, embark on their own examination of Davis’s music and lead a discussion with their peers.

RESOURCES:
The recorded works are readily available on YouTube and other internet sources. Written critical analyses are available on the internet, in published articles and in a vast array of publications.

ABOUT THE MODERATOR:
Kip has led seminars on Zen and the Art of Motorcycle Maintenance, the Beatles, the Beats, and Bob Dylan.
Modern Archaeology

A new look at old sites

PURPOSE:
We will learn about recent techniques and tools that have enhanced our understanding of archaeological sites and their meaning for human history, and “revisit” many of those sites.

DESCRIPTION:
A new age of archaeology has been opened with such techniques as LIDAR (light detection and ranging), dendrochronology (a dating technique that counts tree rings), pollen analysis, thermoluminescence, which can determine the exact age of an artifact that has been heated, satellite imagery, drones, and robots. After the group learns about some of the many developments in science and technology that have added to the archaeologist’s tool kit, seminar members will describe their research into some site of interest, recounting the original discovery and what could be deduced at the time with tools then available. Where an updated interpretation has been enabled by modern tools, we will consider what new knowledge of our human past has been uncovered.

ROLE OF PARTICIPANTS:
Seminar members will share during a time period of up to 30 minutes their own discoveries about some particular site such as Stonehenge, Pompeii, the Pyramids, or Machu Picchu, or talk about some topic of general interest like noninvasive techniques, space archaeology, or marine archaeology.

RESOURCES:
Lists of resources and suggested topics will be provided by the moderators.

ABOUT THE MODERATORS:
Individually the Armstrongs have led many seminars in science, technology, and literature. As co-moderators they have presented seminars on Antarctica, the Golden Age of Astronomy, and Natural Disasters.
Neoliberalism
Government and markets in an open society

PURPOSE:
We will seek to understand neoliberalism as the latest manifestation of the clash between governmental power and free markets that characterizes American politics since at least the Gilded Age. We will also explore its prospects for the future.

DESCRIPTION:
There is no universally accepted definition of “neoliberalism.” Nevertheless, this ideology has dominated the economic, political, and even cultural developments in the U.S. for the last 50 years. One way to approach such a complex subject is to view it from a number of perspectives. Each week of this seminar will be devoted to one major aspect or sub-theme of neoliberalism, such as the expansion of government during the New Deal (a trend neoliberalism sought to reverse), the intellectual underpinnings of neoliberalism (dating as far back as the 18th century), its incorporation into the political platform of the American left in the 1990s, or the cracks in the consensus that began to appear by 1990. We will look both backward and forward in time to understand how the contest between American entrepreneurship and individualism on the one hand, vs. the collective project of democratic governance on the other, shape our society.

ROLE OF PARTICIPANTS:
During the first hour of each week, three or four participants will offer short (10–15 minutes) presentations related to the week’s sub-theme. Each participant will prepare two or more such presentations during the semester. All will participate in discussion during the second hour of the meetings.

RESOURCES:
Gary Gerstle’s *The Rise and Fall of the Neoliberal Order: America and the World in the Free Market Era* (2022) is a readable account of the political, economic, and cultural dimensions of neoliberalism over its 50-year hegemony. Its 100+ pages of endnotes suggest many possible topics for short presentations.

ABOUT THE MODERATORS:
Kathy has moderated seminars on economics, democracy, language, and climate change. Larry has moderated seminars on many topics ranging from political history to historical archaeology and the sciences.
Poems by Heart

PURPOSE:
This workshop will provide opportunities for you to select, study, and memorize poems that appeal to you and recite them for a small audience.

DESCRIPTION:
Do you have room in your storehouse of memory for a few permanent lodgers? They will be around when the electric power lines are down, your cell phone batteries read zero or when you are lying immobilized on a hospital bed. They will keep you company, entertain and instruct you. They are the poems you have “learned by heart.” Our workshop will be informal. We will talk about how to choose poems to memorize and what strategies you might use to remember them—even long ones. Recitation will be part of most sessions, along with discussions of the poems themselves. Public speaking is not necessarily a goal, but you might find yourself spontaneously reciting some lines to the delight, we hope, of your companions.

ROLE OF PARTICIPANTS:
Depending on enrollment, participants will have three or more opportunities to recite. To start, the moderator will assign a few short poems for everyone to learn. After that you are free to develop your own list of candidates and set your own goals.

RESOURCES:
Several poetry anthologies offer poems particularly suitable for recitation; most are available at local libraries and bookstores. Additionally, the moderator will offer suggestions of poems and links to online resources.

ABOUT THE MODERATOR:
Lise Armstrong confesses to an addiction to poetry and is becoming convinced of the values of memorization.
Sicily

Over three thousand years of human history

PURPOSE:
In this seminar we will study the history of Sicily, a Mediterranean island with a multicultural and political history spanning 3,000 years, from the Neolithic and medieval eras through the nineteenth century.

DESCRIPTION:
Sicily is a beautiful and mysterious island. It has been a corridor for trade and migration from Asia, Africa, and Europe. It has tempted various European powers to fight and possess her. Those who invaded the island have provided a rich multicultural history, leaving behind architecture, archaeological remains, and artifacts. Political struggles for control of the island have shaped the island’s history as well. With the emigration of many Sicilians, they have brought their valuable heritages to other countries and shared them. Participants will have the opportunity to explore selected aspects of the island’s rich and varied history and heritage, and to learn why so many have fought to possess her.

ROLE OF PARTICIPANTS:
Participants will read one of the sources on Sicily recommended by the moderator and will also research online. They will choose a topic from a list provided by the moderator, or one of their own, and then give a 20- to 30-minute talk and lead a discussion.

RESOURCES:
Recommended readings: Sandra Benjamin’s book Sicily, Three Thousand Years of Human History; another is a book by Louis Mendola and Jacqueline Alio, The Peoples of Sicily: A Multicultural Legacy. New and used hardcover and paperback copies of both books can be found online. The internet provides other sources for research.

ABOUT THE MODERATOR:
Patricia is a retired early childhood teacher, and through FCLIR seminars, has developed an interest in ancient history. She believes it is time to give Sicily’s story a voice from the Sicilians that lived through it.
Writing your own story..

PURPOSE:
This seminar is intended to help people write about their life, share their stories with others, and hear others’ stories.

DESCRIPTION:
Whatever we call the form—autobiography, memoir, personal story, family history—writing about one’s life is a powerful human need. Many people want to leave behind some record of their thoughts, adventures, and accomplishments. If it’s a family story, it will have the added value of telling one’s grandchildren about their heritage. Writers are custodians of memory, and too often, memories have a way of dying with their owner. One of the saddest sentences we know is “I wish I had asked my mother about that.” In this seminar you’ll enjoy writing about your life as well as hearing stories of other people’s lives. The atmosphere is relaxed, but the serious efforts of all help to make this a rewarding experience for the whole group.

Space is limited as present participants have priority.

ROLE OF PARTICIPANTS:
Each participant is expected to write at home about his or her life, whether through conversations, letters, vignettes, or in full detail. During the semester everyone will be given two opportunities to present by reading aloud his or her prepared text (one shorter, one longer) and to contribute to the discussions that follow.

ABOUT THE MODERATORS:
Henia Lewin taught university courses in Hebrew and Yiddish and received a national Covenant Award as an Outstanding Jewish Educator. She is a Holocaust child-survivor writing her autobiography and has moderated this seminar often.

Carol Jolly has served on FCLIR committees, Council, and as an officer. After sampling some seminars and moderating a few, she took Writing to Remember and has been working for several years on her family history.
Writing to Remember (Green)

Sharing our stories by writing and responding

PURPOSE:

This new section for Writing to Remember, while open to all, is intended especially to encourage first-timers to explore the process.

DESCRIPTION:

Writing and memory intersect in this workshop. Each prompts the other and can lead to gaining confidence in our writing while gaining insights into our memories. We will also spend some of our time together exploring and improving our practice of critique and how to make it relevant and helpful to the whole group. Writing is shared by email in advance as well as read aloud by the author. Each participant chooses the format, style, genre, and content of his or her submission and specifies the feedback desired.

ROLE OF PARTICIPANTS:

Participants will have at least two opportunities to read their work aloud. Work of any length is acceptable; however, presenters will be limited to the amount of time we are each allowed for sharing during our meetings. All participants participate in the feedback discussions.

ABOUT THE MODERATOR:

Francie has participated in two of the WTR groups and moderated the Purple section for several years.
Purpose:
This seminar provides participants with an opportunity to write their own stories about their lives, whether it is for other readers or themselves.

Description:
The Purple writing group is a chance to write about one’s life memories. Each week two or three participants will read their pieces to the group, and the group will offer their responses. Writers email their writing to the group at least 48 hours before they present, so that the readers can have time to read and reflect on the writing. The participants’ feedback is enriched by hearing it read by the author’s voice during our meeting time. Writers choose the content, style, format, and genre of their writing and tell the other participants what sort of feedback they want. Space is limited as present participants have priority.

Role of Participants:
Each participant will write and read two pieces of original work. During the semester everyone will be given two opportunities to present by reading aloud from their prepared text (one shorter and one longer) and to contribute to the discussions that follow. Participants will also offer constructive feedback to others as requested. Together the participants will discuss ideas for conducting the seminar, build a calendar of presentations, and discuss writing generally.

Resources:
There are no required readings. Over the course of the seminar, members are encouraged to share their favorite articles and books about personal writing.

About the Moderator:
Finnegan has participated in Writing to Remember (purple) since Spring 2020. She has moderated or co-moderated since 2021.
PURPOSE:
The purpose of this seminar is to share your life experiences with fellow participants and, at the same time, record them for yourself and your family.

DESCRIPTION:
Long one of the most popular FCLIR seminars (previously called “Autobiographical Writing”), Writing to Remember offers its members the opportunity to get to know themselves and each other better. 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 group offers the writer feedback and, if desired, will offer suggestions for revisions or possible additions, as well as clarifications. The seminar is not a course on 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. Space is limited as present participants have priority.

ROLE OF PARTICIPANTS:
Each participant has the opportunity to read aloud two pieces of original writing during the semester. The atmosphere is relaxed, but the serious efforts of all concerned help to make this a rewarding experience for everyone.

ABOUT THE MODERATORS:
Catharine is a retired UMass faculty member from the Department of Consumer Studies and Ombudsperson. Catharine has moderated this seminar previously. Trish is a wife, mother, grandmother, teacher of writing with children, and grateful for the opportunity now to write stories and get inspired by the stories of others.
PURPOSE:
The purpose of this seminar is to bring history to life by exploring our personal—ancestors’, family members’, or our own—interactions with historical trends and events.

DESCRIPTION:
Remember the television series “You Are There”? In it, we would see Walter Cronkite in a time warp reporting on great stories of the past—his interview with Mary Queen of Scots, for example, or the time he dodged bullets at Gettysburg. Our brushes with history may not be via such grand events, but they may bear witness to a piece of history worth remembering. In the end, the tales we will tell during this seminar may well adhere together to form an unfinished, but uniquely American quilt. The moderator will schedule your selected story or you-are-there report chronologically to lend coherence to the larger historical context of unfolding events and thematic issues.

ROLE OF PARTICIPANTS:
Participants will make a presentation and lead a discussion on their own (or other family members’) selected brush with history. Who is your witness to history? What, when, and where does the story occur? How might this event or issue have shaped the future—both personal and national?

RESOURCES:
There is no singular resource for this seminar. Internet articles and history texts may prove informative, as may genealogical research that some of us may have done. The moderator, however, will provide a selective bibliography for enrollees.

ABOUT THE MODERATOR:
Nancy is a retired landscape architect, avid reader, art enthusiast, and lifelong history buff. This seminar was inspired by her recent experience co-moderating with Francie Borden: Rethinking American History.
Other Ways to Participate

Join a committee, run for Council or office, join an Interest Group, attend Encore or Great Decision presentations.

Committees

Communications

Coordinates and often executes internal and external FCLIR messages, with particular emphasis on recruiting and retaining new members.

Curriculum

Oversees the central mission of FCLIR. This committee generally meets monthly and is charged with all aspects of maintaining a diverse offering of up to two dozen, peer-led seminars and workshops every fall and spring semester, plus shorter summer seminars/workshops.

Encore

Collects and organizes recommended presentations from the previous semester’s seminars and makes them available to the membership and the public on Friday mornings via Zoom or in-person. Encores are some of the best presentations from the previous semester. Nominations are made by moderators from each class. Subjects are wide-ranging.

Extra-Curricular

Coordinates supplementary programs, field trips, and other events, primarily during the summer and winter intersessions.

Great Decisions

Organizes a series of public lectures each spring in conjunction with the Foreign Policy Association.
Social Events

Organizes social events several times a year, including a fall picnic and an annual "New Members’ Coffee”.

Special Programs

Finds, manages, and offers one-of-a-kind programs or series or programs, usually open to the public as well as the membership. Fees may be charged for attendance. Presenters or performers are often compensated with an honoraria.

Technology

Offer workshops, how-to guides, and individual personal assistance on the multiple technologies and software used by FCLIR members, e.g., Zoom, and PowerPoint.
Interest Groups

To participate in an Interest Group program, membership in FCLIR is required. Members should contact the facilitator. No registration form is needed.

At this time, FCLIR in-person programs are continuing online via Zoom; this may change - please email the contact person for information.

Members are welcome to propose a new Interest Group. For examples, Foreign language conversation groups are welcome, should anyone have the expertise to lead one. Perhaps a group on social justice might be of interest as well.

Following are the Interest Groups that are currently being offered:

Book Interest Group

Day and Time:       Monthly on varying Fridays, 1:30-3:00 PM (subject to change)
                    September – May

Responsibility for leading the discussion of each book is rotated among the membership of the book interest group. The choices for the year are made early in the summer, so some of the reading may be done when more time for reading might be available.

Classic Film Group

Day and Time:       Third Thursday of the month, 4:00 PM
                    December – June

Each month, a participant selects a film for the next session, and prepares to lead an informal discussion. We watch the films on our own time between the meetings. We aim for a minimum of 8 participants (including conveners). Should the number of people who wish to join reach a number that seems too large, the possibility exists for the creation of a new “spin-off” group. New members are encouraged to join.
Reading Round Table

Date and Time: First Wednesday of the month, 4:00 PM
September - May

Join other incurable readers for an informal round table one Wednesday afternoon a month. Whether you prefer literary fiction, biographies, nonfiction, science fiction, plays, detective series, or graphic novels, you’re welcome to join this eclectic group. We talk about what we’re currently reading (or listening to), where we get our recommendations, trends in publishing, and anything else that interests us. No prerequisite or homework!

Reading the Classics

Date and Time: Fourth Thursday of the month, 2:00 PM
January, March, May, July, September, and November

This is a book group focused on books considered to be classics of literature. Each month a new book is read, and discussed at the meeting.

Viewpoints

Date and Time: Third Thursday of the month, 2:00-3:30 PM

Viewpoints is a monthly round-table discussion of current domestic and international events and issues (often, but not always, political), and other subjects not necessarily tied to the headlines of the day (such as the culture war, free speech restrictions in schools and colleges, and policing and firearms). Each month’s participants choose four topics for roughly 20 minute discussions.

Our Stories, Our Lives

Date and Time: Third Tuesday of the month, 4:00-5:30 PM

This is a group of women who meet monthly to discuss life experiences, focusing on such topics as: the experience of aging and ageism, health issues, political concerns, using time wisely, gender roles, family ties, and friendship.
# FCLIR CONTACTS

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<tr>
<th>Executive Committee</th>
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<td>President</td>
<td>Francie Borden</td>
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<td>Vice president</td>
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<td>Treasurer</td>
<td>Roger Webb</td>
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<td>Social events</td>
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<td>Special programs</td>
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Statement on Diversity and Inclusion

Five College Learning in Retirement welcomes as members and guests, persons of any race, color, national or ethnic origin, sex or gender (including sexual orientation and gender identity), disability, religious belief, and socio-economic status.

Further, Five College Learning in Retirement does not discriminate in its programs and activities on the basis of race, color, national or ethnic origin, sex or gender (including sexual orientation and gender identity), disability, religious belief, or socio-economic status.