Osher Lifelong Learning Institute at Tufts University

SPRING 2017
March 6 – May 1

617-627-5699
www.ase.tufts.edu/lli
WHAT IS THE OSHER LLI AT TUFTS?

ABOUT OUR PROGRAM
The Osher Lifelong Learning Institute at Tufts ("Osher LLI") is a membership-based community of adults who seek intellectual stimulation in a convivial atmosphere. No tests, no pressure, no grades—just fun!

We offer an extensive array of educational and social activities, with classes held every season of the year. Most of our study group leaders are drawn from our own ranks. Others are scholars from the Tufts community, while still others come to us from outside the Tufts family with special skills or knowledge to share.

Our offerings take place both on the Tufts campus and at our “satellite campus,” Brookhaven at Lexington. Our members don’t just attend classes, they actively participate in our program. Members lead study groups, serve on committees, organize events, and volunteer for the various tasks that help keep us going—enjoying every second of their participation!

OFFICE INFORMATION
Tufts University
Osher Lifelong Learning Institute
039 Carmichael Hall
Medford, MA 02155

Phone: (617) 627-5699
Fax: (617) 627-6507
Web: www.ase.tufts.edu/lli
eMail: OsherLLI@tufts.edu
Hours: Mon–Fri, 9am–5pm
(throughout the academic year)

If you have a curious mind and a keen interest in learning, come join us. You can become a member for only $50 per year. Membership runs July 1–June 30. To join, or to register for our study groups or workshops, use the form on page 23 or call our office. For more info, visit our website at www.ase.tufts.edu/lli.

WHAT MAKES OUR PROGRAM SO SPECIAL?

If you’ve ever taken classes through a local Community Ed or Adult Education program, you’ll find our Osher LLI an exhilarating change. Not that we have anything against those other sorts of programs. Truth is, they have their place, and they often offer a broader selection of courses than we do. In general though, Community and Adult Ed programs are designed to run as businesses, with hired, outside instructors teaching all of their courses, and participants’ involvement limited to simply showing up for class.

Our program, on the other hand, is more like a family! Inspired by their own curiosity and interests, our members develop and lead most of our offerings, which we call “study groups” rather than “classes” because of the increased opportunity for discussion, sharing, and open exchange of ideas. They also make up our various committees, planning our special events, coordinating our lectures, editing our literary magazine, and celebrating happy events in one another’s lives. As a result, the friendships they develop in class extend far beyond our classrooms.

Admittedly, some people join our program solely to enjoy a specific study group. To sign out books from the Tisch Library at Tufts. Or to participate in our EDventure groups. Frankly, that’s perfectly OK with us. Over the years though, we’ve found that the folks who enjoy our program most are the ones who volunteer their time, their enthusiasm, and their ideas. And in so doing, they make our program richer—not just for our membership at large, but for themselves as well.

Help Make a Difference. Become an Osher LLI Member Today!
LETTER FROM THE DIRECTOR

It’s funny how a single word can have multiple meanings that are quite different from one another. Take the word “peepers” for example. I've always used it to refer to the tiny frogs whose chirping marks the start of spring, but songwriter Johnny Mercer used it to refer to eyes, as in his 1938 blockbuster, “Jeepers Creepers, Where’d You Get Those Peepers?”

In this catalog, we’re using it both ways! Not only have we featured a spring peeper on our cover (and an educated one at that!), but we’ve packed the inside pages with such fascinating course descriptions that your peepers may pop out of your head in excitement as you read them: The Second Amendment; Indigenous Peoples in North America; Narcissism in the Movies; Respectful Atheism; and dozens of others.

In fact, our spring program includes more learning opportunities than you’d think possible in just eight short weeks, including 14 captivating Lunch & Learn lectures; an assortment of EDventure activities (book club, movie club, history club, etc.), and our third annual OLLI Onstage series, which will feature three wonderful productions this year rather than our usual two. As always, admission will be FREE, but will be limited to OLLI members only. If you’re not a member yet, now’s the time to join, if only for the opportunity to see these three fantastic shows.

However you participate in our program this spring, we look forward to seeing you. We'll keep our peepers open for you!

David A. Fechter

About our Cover: The spring peeper featured on our cover has such a love of learning that we’ve decided to make her an honorary OLLI member!
# “AT-A-GLANCE” LISTINGS: SPRING 2017

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## MEDFORD CAMPUS: MONDAYS

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<td>Narcissism in the Movies *</td>
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## BROOKHAVEN: WEDNESDAYS

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* Tufts Scholar  
* Non-standard class time: see class description
Study Group Leader: Ron Bernard
8 Mondays, 10am–12pm
Begins March 6 (No class April 17)
From 1945 to 1958, the United States was a breeding ground for new musical styles. Freed from 15 years of hardship brought about by the Great Depression and WWII, Americans enjoyed a newfound sense of liberation, and musicians experimented with innovative and exciting sounds. Initially, music written and performed by African American and rural white musicians was rarely heard on the radio, nor was it available in most music stores. As that music emerged however, it gained widespread appeal, changing the character of American popular music to this day. Join us as we chronicle those changes and discuss the social, business, and technological developments that spawned them. No textbook required: you’ll receive informative handouts in class, and have an opportunity to listen to music samples galore.

The Bill of Rights: the Second Amendment & the “Criminal Amendments”
Study Group Leader: Eli Bortman
8 Mondays, 10am–12pm
Begins March 6 (No class April 17)
Join us for a fascinating look both at the Second Amendment, the right to bear arms, and at the “criminal amendments,” which are meant to ensure that people are treated fairly if suspected of or arrested for crimes. What does it mean when someone “pleads the Fifth”? What are the “Miranda warnings”? What are the right against self-incrimination, the right to counsel, and the right to have a trial by jury in a criminal case? “Double jeopardy”?—what’s that all about?! We’ll look at some search warrant cases about the physical searches of “persons” and their “effects,” such as computers and cellphones. Our readings (about 25 pages per week), provided by your study group leader, will consist of well-edited Supreme Court decisions, along with a few news articles. Links to the full Supreme Court decisions will be provided for those who have Internet access.

Cultural Diplomacy
Study Group Leader: Anna Ackerman*
7 Mondays, 10am–12pm
Begins March 6
(No class March 20 & April 17)
Get a deeper understanding of why non-traditional, innovative, and cultural diplomacy matters, and how diplomacy can be used in practice as a conflict resolution tool all over the world. We’ll examine various forms of cultural diplomacy, including sports diplomacy, science diplomacy, culinary diplomacy, entrepreneurship diplomacy, and music diplomacy, exploring ways they can be used to promote the exchange of ideas, values, and traditions, and foster mutual understanding among countries and their peoples. No textbook required, but please have Internet access, as we’ll be distributing our weekly readings online. Participants are expected to have completed the assigned reading before class, and to actively participate in our discussions.

Off-the-Wall Music
Study Group Leader: Davis Sweet
4 Mondays, 10am–12pm
Begins March 6
Come listen to a wide array of “off-the-wall” music. The musicians we’ll listen to and discuss range from those who deliberately write or play off-the-wall tunes, to those who considered themselves serious musicians, but whose efforts are unintentionally hilarious. Among these artists are Weird Al Yankovic, Florence Foster Jenkins, Barnes and Barnes, The Bonzo Dog Doo-Dah Band, Jonathan and Darlene Edwards, and more! Join us as we analyze the music and discuss why (or why not) each piece we listen to is entertaining. Participants are encouraged to bring examples of their own favorite off-the-wall music to share in class. No textbook necessary, but Internet access is required as we’ll be sharing online resources.

*Tufts Scholar
Genealogical & Forensic DNA Testing
Study Group Leaders: Bill & Mary Nicholson
8 Mondays, 10am–12pm
Begins March 6  (No class April 17)
Have you ever wondered what DNA tests actually measure and how they identify people or relate them to relatives? Or, have you had a DNA test and want to know what to do now? Join us as we examine DNA analysis, its uses, and the underlying biology. We’ll also review how to choose the appropriate DNA test depending upon your goals: e.g., genealogy or understanding ethnicity. Our major focus will be DNA testing for genealogical use in matching contributors to unknown relatives and, by implication, determining ancestors (including advice for adoptees). Beyond the initial output from your DNA test, you can get more information using tools provided by the testing company or by third parties, such as GEDmatch. We’ll also look at anthropological uses of DNA testing in investigating the expansion of mankind from Africa, and forensic uses that match evidential samples to possible contributors. The required text is The Family Tree Guide to DNA Testing and Genetic Genealogy, by Blaine T. Bettinger.

Indigenous Peoples in North America: Why Do They Matter?
Study Group Leader: Nathan Cohen-Fournier*
7 Mondays, 10am–12pm
Begins March 6
(No class March 20 & April 17)
The history of Indigenous Peoples throughout North America is rich and diverse, yet too often misconstrued. Join us for an introduction to Indigenous Studies, a nascent field that focuses on numerous aspects of Indigenous peoples’ narratives, including art, culture, ecologies, history, community and political dynamics, and more. Our survey will consist of three primary themes: 1) an exploration of current cases of Indigenous struggles and solidarity movement; 2) the history and diversity of Indigenous cultures in North America; and 3) the meaning of “indigeneity” and the representations of Indigenous peoples in literature and other artistic forms. We’ll explore the relationship between state and tribe in personal, social, political, legal, academic, and economic milieus. Sessions will start with a 20-30 min. presentation by your SGL, followed by discussions and debates. Active participation is expected. Internet access required as our readings (10-20 pages per week) will be provided online.

Computing and Us
Study Group Leader: Michael Werner
8 Mondays, 1:30–3:30PM
Begins March 6  (No class April 17)
Few question that computing has profoundly changed our lives. This course examines a number of current issues regarding the role of computing in society. We’ll begin with some background on the origins of computing and the Internet, then talk about ways in which computing has created potential for ordinary people to access information and tell their own stories. It’s not all good. We may be overwhelmed by a deluge of questionable reports obtained via social media—and what happened to our privacy? Next, we’ll examine the Internet of things, in particular driverless cars. We’ll also look at hacking and cyber warfare. Finally, we’ll discuss artificial intelligence and the possibility that the machines we now control may end up controlling us. No textbook or computer expertise necessary: we’ll provide the background information and frame the issues, supplementing our discussions with YouTube videos and TedX talks. Internet access required for access to our study group’s website, which will have links to informative articles and videos.

*Tufts Scholar
Mondays in Medford

Perspectives on Adoption
Study Group Leader: Jessica Matthews*
8 Mondays, 1:30–3:30PM • Begins March 6 (No class April 17)

What do Marilyn Monroe, Babe Ruth, Malcolm X, and Steve Jobs have in common? They were all members of an adoption story. While each person has a different type of experience— orphaned, fostered, adopted—they share a common experience of being a part of a family that was disrupted. Practically speaking, adoption stories are everywhere, but we often neglect the importance of this type of story. Why do we do that, and why is it important? How much do you know about adoption? In this course, we’ll touch on just about everything adoption-related: What is an orphan? What is it like to be adopted? Why does any of it matter? You’ll leave with a better understanding not just about adoption, but about the importance of and diversity within family formation and identity development. There is no one way to form a family. No textbook required: handouts will be provided in class. Readings will be 20-30 pages per week.

Mirror, Mirror On the Wall: Narcissism in the Movies
Study Group Leader: Allan Elfant
7 Mondays, 1:30–4:30PM
Begins March 6 (No class April 10 & 17)

The “Me generation,” the age of selfies, and the era of Donald Trump have each put the issue of narcissism at the forefront of American culture. Narcissism can be normal, part of a healthy personality, or it can be disordered. Disordered narcissism involves excessive interest in oneself, a grandiose sense of one’s abilities, a craving for admiration, and a lack of empathy for others. There are different levels or intensities of narcissistic disorder, and underlying the narcissist’s persona of super confidence is a well-hidden and fragile sense of self-esteem. We’ll explore the dynamics and interpersonal consequences of narcissistic disturbance through viewing and discussing seven fascinating films: The Great Gatsby, Evita, All That Jazz, Sweet and Lowdown, The Devil Wears Prada, Listen Up Philip, and The Doctor. We’ll view each film, then discuss how it reflects the personality dynamics and social impact of the narcissist. Sessions may last up to three hours to provide ample time for discussion. Internet access required to receive suggested readings via email.

Using Sociology in Everyday Life
Study Group Leader: Ellen Kitzis
8 Mondays, 1:30–3:30PM
Begins March 6 (No class April 17)

In many of the study groups offered by our program over the past few years, group leaders and participants alike have often referred to ideas or theories in sociology that help explain some aspect of a topic or issue under discussion. While most of us took a Sociology 101 course at some point in our academic past, for many of us it’s been more than forty years. How can more contemporary theories of society help us better understand the events or cultural and political changes that we see in our everyday lives? This study group will serve as a brief refresher of sociological constructs, followed by a more detailed examination of such topics as social inequality, globalization, contemporary politics, technology, and social media through a sociological lens. No textbook required: readings will be drawn from current articles and reference material, and supplemented by talks from visiting guest speakers.

*Tufts Scholar
Can Finance be Social? • History & Perspectives
Study Group Leader: Alexandra Chamberlin*
7 Mondays, 1:30–3:30pm • Begins March 6
(No class March 20 & April 17)

How, where, and when were financial mechanisms invented, and for what (social) purpose? How did we arrive at today’s omnipresence of finance and its often criticized disconnect from the real world? How to “reconnect” finance? What are the new forms of “social” finance? This topic, which is at the intersection of history, finance, and social good, aims at reframing finance as an instrument first created to solve societal needs. Our required text is Niall Ferguson’s *The Ascent of Money*, which we’ll rely on for the historical part of the course. For our discussions of the new “social” finance vehicles, we’ll rely on contemporary articles provided in class. Readings will be about 10-20 pages per week. To introduce our discussions, volunteers will be asked to orally summarize the main points in their own words. Time permitting, we’ll engage in some in-class simulations as well to experience firsthand the circumstances in which financial instruments were created.

From Weimar to Hitler:
Germany 1919-1945
Study Group Leader: Daniel Leclerc
8 Wednesdays, 10am–12pm
Begins March 8

Explore the creation and collapse of the Weimar Republic, the National Socialist acquisition of power in Germany, and the rise of the Third Reich under the leadership of Adolph Hitler. We’ll discuss the social and economic trauma after the First World War, the rise of National Socialist (Nazi) power, the impact of terror and intimidation, racial ideology and extermination, the growing militarization of Germany and its increasingly bellicose foreign policy, and the final collapse of Nazi Germany and the demise of its leader. The required text is *In the Garden of Beasts*, by Erik Larson (2011; about $5 at Amazon.com). For those who’d like to read more, we recommend Ian Kershaw’s *Hitler 1889-1936: Hubris* (1999). Active discussion will be strongly encouraged.

Timeless Issues in Drama: Justice
Study Group Leader: Elaine S. Reisman
7 Wednesdays, 10am–12pm
Begins March 8

Reading plays related to justice will lead to our discussions of issues such as crimes committed by people who are not criminals, but who are provoked to commit a crime; prejudice that results in punishment of the wrong party; and obeying authority relevant to military justice. The plays we’ll discuss and act/read aloud in class are *Winterset*, by Maxwell Anderson; *The Caine Mutiny Court Martial*, by Herman Wouk; *Justice*, by John Galsworthy; and *The Exonerated*, by Jessica Blank and Erik Jensen. No specific editions necessary: please take advantage of your local libraries or used copies, and you can find some of the plays available online at no charge. Study group members are expected to read the plays and be prepared to participate in discussions. Volunteers to report on the playwright and on the current relevance of each play will be most welcome.

*Tufts Scholar
Wildfires in the U.S. & Australia
Study Group Leader: Elizabeth Thompson
8 Wednesdays, 10am–12pm • Begins March 8

The growing number of wildfires around the globe focuses our attention on Earth's forested lands and our increasingly warming climate. Join us as we discuss the effects and causes of such fires in two areas located more than 8,000 miles apart: the western U.S. and the southeastern Australian bush. We'll examine forest management techniques and strategies; the command bureaucracies that organize, protect, fly, move, house, and feed people affected by wildfires; and the men and women of the fire crews who put their lives on the line at the first whiff of smoke to save trees and protect populations that live, play, and work in forested regions. We'll view and discuss visual information from scientific and historical research, as well as NOVA programs and excerpts of U.S. and State Forest Service training films about aerial strategies, fire behavior, post-fatality lessons learned, satellite images, and field research about fire weather. No required reading.
Respectful Atheism
Study Group Leader: Thomas Sheridan
8 Wednesdays, 1:30–3:30PM
Begins March 8

“Respectful atheism” is respectful both of the history and cultural origins of the world’s great religions and the spiritual dimension of human experience, while insisting that modern science reject the traditional notion of God as an omnipresent, omnipotent, omniscient being. We’ll clarify distinctions between connotative language (myth and metaphor), which is so essential to everyday living, and denotative language, which is essential in science, technology, business and government. We’ll consider historical “proofs of God,” as well as topics such as prayer and various theistic arguments, from both language perspectives. With respect to atheism, we’ll use the criterion of “model-based reality”: that logical discourse requires that a thing or idea be modelable, and propose what the attributes of good models are. We’ll propose a redefinition of God, with different opinions encouraged. As a reference, we’ll use your study group leader’s recent book, What is God? (New Academia, 2014), which is available from Amazon in paperback and Kindle editions.

Luis Buñuel (The Great Spanish Surrealist Filmmaker)
Study Group Leader: Richard Friedman
8 Wednesdays, 1:30–4:30PM
Begins March 8

Widely considered one of world’s greatest film directors, Spanish-born Luis Buñuel made films in France, Spain, Mexico, and the United States during a career that spanned 48 years and 37 films, and that included 64 international film festival awards and two Oscar® nominations. Always the provocateur, he made films that challenged society’s institutions, including religion, politics, sex, and bourgeois values, becoming a favorite of the late-60s and early-70s art-house crowd in the process. On the intellectual side, Buñuel was granted formal admittance to the tight-knit community of Surrealists, led by poet André Breton. The movies we’ll screen and actively discuss in class include Un Chien Andalou, L’Age d’Or, Los Olvidados, Virdiana, The Exterminating Angel, Bell du Jour, Tristana, The Discrete Charm of the Bourgeoisie, and That Obscure Object of Desire, all presented in their original language with English subtitles. No textbook required; Internet access is recommended as handouts and informative readings will be provided via email.
The Evolution of Russia
Study Group Leader: Lorin Maloney
8 Wednesdays, 1:30–3:30PM
Begins March 8

Our main thesis in this study group on Russian history is that the evolution of the Russian state from the 9th century into the 21st century has been shaped by a top-down structure that has dominated the important institutions of the polity: the Prince of Muscovy; the aristocracy; the Orthodox church and the peasantry into the 20th century; the Bolshevik dictatorship of the proletariat to the end of the 20th century; and an illusory transformation from communism to capitalism from 1989 that has morphed into an authoritarian state capitalism over the past generation. Our required text is *A Brief History of Russia*, by Michael Kort, used copies of which are available for about $13 from Amazon. Expect readings of 25-50 pages per week, including both selections from the text and complementary handouts. Participants will be expected to respond to the readings and raise questions about the content during our class discussions.

Movie-Made Vietnam
Study Group Leader: Eugenia Kaledin
4 Wednesdays, 1:30–4:30PM
Begins March 8

Movies and television burned images and impressions of the Vietnam War into the American psyche. Join us as we watch and discuss four powerful films that capture a variety of historical moments connected with the war, offering us an insightful look at this contentious time in American history. Of particular interest will be *Medium Cool*, *The Deer Hunter*, and *In Country*—movies that capture the nature of those who did the actual fighting. Greater Bostonians will particularly appreciate our fourth film, *Unfinished Symphony*, a documentary about the Vietnam Veterans’ protest march from Concord to the Bunker Hill Monument. Please note that our sessions may be up to three hours long to provide us with enough time for post-screening discussions. No required text, but participants are encouraged to view either *Good Morning, Vietnam*; *Born on the 4th of July*; or *Coming Home* on their own prior to our first session, if possible, to enhance the quality of our discussions.

Great Decisions 2017
Study Group Leaders:
Joe Ash & Arthur Waltman
8 Fridays, 10am–12pm
Begins March 10

Participate in a series of thought-provoking discussions about eight key issues that are of concern to today’s U.S. policymakers: The Future of Europe; Trade and Politics; Conflict in the South China Sea; Saudi Arabia in Transition; U.S. Foreign Policy and Petroleum; Latin America’s Political Pendulum; Prospects for Afghanistan and Pakistan; Nuclear Security. We’ll draw primarily on our required text, *Great Decisions 2017 Briefing Book*, a publication by the Foreign Policy Association (available for $25 plus shipping from www.fpa.org). We welcome any member with an interest in U.S. foreign policy and current events to participate, and to share their interests, experience, and enthusiasm with the rest of us. We’ll review one topic per week. Each session will start with a video produced by the FPA featuring experts on the week’s topic, followed by an introduction provided by a study group leader. The rest of the session will be devoted to open discussion based on the text, the video, the intro, and the ideas and experience of class members, as we seek a deeper understanding of the issues involved. Weekly readings will include about 15 pages from the required text plus occasional additional short articles. Home Internet access is helpful as we’ll share resources and opinions by email.
People Power: From Protest to Revolution  
Study Group Leader: Emily Barnes*  
4 Fridays, 10am–12pm  
Begins April 7

People power has shaped the course of history from the American Civil Rights Movement to Poland’s anti-Communist Solidarity Movement to the Arab Spring. In the 20th century, nonviolent movements were almost twice as successful at regime change as violent insurrections. We will challenge the assumption that violence is the most effective means of challenging authority and the notion that nonviolence equates to pacifism. Specifically, we’ll explore how nonviolent movements for political change originate and evolve, what research tells us about the factors that influence their success or failure, and how they have affected political outcomes in several case studies. Weekly readings will be discussed in class and supplemented by film viewings. No textbook required, but Internet access is required as our class readings will be distributed online.

Moby-Dick  
Study Group Leader: Herb Rosenbluth  
8 Fridays, 10am–12pm  
Begins March 10

Join us for a discussion and analysis of Melville’s classic, Moby-Dick. Whether you’ve never read it before or you read it many years ago, we can assure you that this will be a rich and enjoyable experience. William Faulkner made a habit of reading the book once a year, believing that “Moby-Dick is not only a very big book: it is also a peculiarly full and rich one, and from the very opening it conveys a sense of abundance, of high creative power, that exhilarates and enlarges the imagination.” We’ll read and discuss about 75 pages per week. Since we’ll be doing close textual analysis, it’s essential that we all have the same edition. We’ll be using the Bantam Classic reissue of the text (ISBN 0553213113), which can be obtained through Amazon, Barnes & Noble, or your local bookstore for about $5.

New Homes: Stories of Immigrants  
Study Group Leader: Jane Katims  
6 Fridays, 10am–12pm • Begins March 24

At a time in our country when immigrants’ voices are not being heard, it’s imperative that authors give voice to the immigrant experience. Join us as we read contemporary stories that explore, with subtlety and particularity, the stresses and rewards of being an immigrant in America. These stories shed light on what it means to leave one’s birthplace and emigrate to a new land. Through the readings and discussions of personal narratives—both fiction and memoir—we aim to better understand the uniqueness, as well as the universality, of the immigrant experience. Among the authors we will read are: Patricia Hampl, Jhumpa Lahiri, Molly Antopol, Junot Diaz, Ruth Prawer Jhabvala, Lara Vapnyar, Isabel Allende, Edwidge Danticat, and Jennine Cap Crucet. Participants will be asked to read about 50 pages per week. There’s no textbook required: most of our readings will be provided as handouts in class. Spirited discussion about the stories we consider together will be strongly encouraged.

*Tufts Scholar
FRIDAYS IN MEDFORD

Short Studies in Beauty, Life & Death from Arabic Literature & Art
Study Group Leader: Yara Shaban*
4 Fridays, 10am–12pm
Begins March 10

Explore general themes about beauty, life, and death as they are depicted in modern and archaic Arabic literature and art. Our aim is to engage group members in discussions about the ways culture shapes society by illuminating customs and traditions around the topics of marriage, work, and mourning. Our material will include movies, poetry, short stories, novels, and last but not least, Quranic verses. While the term culture is fluid and hard to define, the purpose of the study group is to reflect on how spoken and written language affect our thinking and behavior. Group members are encouraged to ask questions and share their own experiences regarding the topic of conversation.

Contemporary American Poetry: Compare & Contrast
Study Group Leader: Tom Glannon
8 Fridays, 10am–12pm
Begins March 10

One of the pleasures of reading poetry is seeing how one poet differs from another in diction, mood, tone, and strategy, as well as in subject matter and theme. In this course, we will study poets in pairs—such as two black poets, two rural poets, or two urban poets—so that we can appreciate what the poems are, as well as what they are not. Through this approach, we can better understand what makes each poet’s work distinctive. Participants will be asked to read 8-12 short, accessible poems per class, distributed both as handouts and by email. No knowledge of poetry is needed for this study group—only the wish to enjoy contemporary American poetry.

East Asian Relations: Past & Present
Study Group Leaders:
Oleksandr Shykov* & Jonathan Keenan*
8 Fridays, 1:30–3:30PM
Begins March 10

Current events in East Asia have pivoted the world’s attention towards an Eastern perspective, something Westerners have struggled with for centuries. Using historical and cultural lenses to look at such events and trends as the rise of China, tension between the Koreas as well as between the Chinas, and Japan’s response to Fukushima, we’ll examine the intricacies between nations as the region prepares to host three Olympics in a row, during which time all eyes will be on East Asia for more than just sports. Recognizing past events in the region and the impact the country has had, we will look at the impact of the United States and its presence in the region since WWII. Our goal is to build a better understanding of the inner workings of the organizations and governments involved as they continue to cooperate and compete into the future. No textbook required. Internet access recommended, as we’ll share articles and book excerpts online.

Storytelling
Study Group Leader: Peter Carcia
7 Fridays, 1:30–3:30PM
Begins March 10 (No class March 24)

As demonstrated so clearly by The Moth Radio Hour, storytelling is a vibrant and popular art form. Storytelling connects us with our humanness and provides the foundation of memories and learning, linking the past, present, and future. In this study group, you’ll learn the art of telling effective stories. Together, we’ll explore how to effectively handle such important elements of storytelling as time frame, narrative, dramatic appeal, context, characters, and more. Participants should come to class expecting to be called upon to tell a story. Each teller will be allowed 5-7 minutes for his/her presentation. Stories will be told with few or minimal notes, with class participants evaluating the stories from a structural point of view. Time constraints may prevent some class members from telling their stories, but those who aren't called will have an opportunity to present 1-minute summaries of their stories.

*Tufts Scholar
NOW PLAYING: OLLI ONSTAGE!

An Extraordinary FREE Theatre Series Offered Exclusively for Members of the Osher Lifelong Learning Institute at Tufts

Discover the joy of live theatre through OLLI Onstage!, our annual spring performing arts series. As was the case in previous years, all of these wonderful performances are absolutely FREE, but are open only to current OLLI members—our way of thanking them for their participation in our program. Not a member yet? Join today and find out what you’re missing!

“The Scarlet Letter”

Presented by the Classic Repertory Company of New Rep Theatre
Directed by Clay Hopper

Set in Puritan 17th century Boston, The Scarlet Letter is Nathaniel Hawthorne’s masterwork, a novel in which themes of sin, legalism, and guilt are explored in equal measure. In 1850, the year it was published, The Scarlet Letter was one of the first mass-produced books in America, and was discussed to an extent not experienced before in our young country. Now, 167 years later, get a fresh take on the novel through an intense and moving stage adaptation that brings the story to life with minimal sets, a handful of props, and powerful performances by an ensemble of remarkably talented young actors.

Tue., March 14 at 7:30 PM
Balch Arena Theatre (Aidekman Arts Center)
40 Talbot Ave., Medford, MA

“From Obscurity to Eminence”

Presented by Steven Hancoff, Artistic Ambassador, U.S.A.

As recently as 150 years ago, the compositions of J.S. Bach languished in obscurity, virtually unknown to all but a handful of music cognoscenti. Then, thanks to some astonishing coincidences involving the crossed paths of the Bach and Mendelssohn families, Felix Mendelssohn rescued Bach’s music and reputation from near oblivion, revealing his genius to the world. Discover the remarkable story for yourself as you enjoy images, storytelling, and virtuosic guitar playing, all woven into a brilliant and moving multimedia presentation by an extraordinary musical artist!

Tue., March 28 at 7:30 PM
Auditorium, Brookhaven at Lexington
1010 Waltham St., Lexington, MA

“The Historic Showstoppers”

Presented by Opera on Tap of Boston

This talented and enthusiastic group of local singers can often be found in area bars, restaurants, parks, and art galleries, where they let down their hair, open their hearts, and obliterate the stereotype that opera is stuffy and elitist. Last year, they enchanted us with a wonderful mix of operatic arias, Broadway show tunes, and standards from the Great American Songbook. They’ll do the same this year, but with a different assortment of musical numbers—each and every one a showstopper! You’ll leave feeling as if you just spent the evening at a backstage party.

Fri., April 21 at 7:30 PM
Balch Arena Theatre (Aidekman Arts Center)
40 Talbot Ave., Medford, MA

Free parking available for all three shows. Admission limited to OLLI members only, and advance registration is required. Reservations accepted starting three weeks before each event. To reserve a seat, call 617-627-5699 or email OsherLLI@tufts.edu.
From Monet to Today
Study Group Leader: Bob Wohlgemuth
8 Fridays, 1:30–3:30PM
Begins March 10
Modern Art is experimental, invigorating, and challenging to the mind and eye alike. Through slides, videos, and active in-class discussions, we'll trace the development of Modern Art, starting with the innovative Impressionist artists of the 19th century. We'll then move into the 20th century, discussing such topics as Picasso and Cubism, Dali and Surrealism, Pollock and Abstract Expressionism, and Warhol and Pop Art. We'll conclude with discussions of contemporary art and artists. No textbook required: informative handouts will be provided as necessary.

Vladimir Putin: The Unlikely Rise & Reign of the World's Most Powerful Leader
Study Group Leader: Jessica Caddell*
7 Fridays, 1:30–3:30PM
Begins March 10 (No class March 24)
In 2015, Forbes magazine declared Vladimir Putin, President of the Russian Federation, the world's most powerful person for the third time. How did Putin achieve this trifecta? What are his goals and principles? What is his vision of Russia's place in the world? Why does he continue to be unshakably popular even during times of economic recession and military engagement? To answer those questions, we'll review Putin's life path, examining his strategic political decisions by watching, reading, and actively discussing video clips, speeches, biographical and autobiographical writings, and a plethora of images. Our primary text, The New Tsar: The Rise and Reign of Vladimir Putin, by Steven Lee Myers, can be purchased on Amazon for about $12. Readings will be 20-40 pages per week, and those not assigned from the book will be handed out in class. Participants will have opportunities to share Putin-related topics that particularly interest them through short, optional in-class presentations.

*Tufts Scholar
Looking for Something Fun to Do Between Study Groups?
Enjoy lunchtime talks by some of the most fascinating speakers you’ll ever hear!
Bring your own bag lunch; we’ll supply coffee and snacks.
All talks take place in Alumnae Lounge (40 Talbot Ave.). We open the room a few minutes past noon for socializing. Talks run 12:20–1:15pm.

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Anna Ackerman is in her second year of the Master of Arts in Law and Diplomacy program at the Fletcher School, specializing in Gender Analysis in International Studies and International Negotiation. She is an alumna of Bowdoin College, and has previously worked at the ACLU of Maine, the Putney School, and Outward Bound. She looks forward to examining cultural diplomacy in all of its various traditional and innovative forms.

Joe Ash holds a B.S. in electrical engineering from Cornell and an M.S. in management from Rensselaer Polytechnic Institute. During his 39-year career with an electric and gas utility, he held a number of officer-level position in such areas as customer service, supply chain, regulatory affairs, pricing, and energy supply acquisition. He has been an OLLI member since he and his wife retired to Somerville in 2009. In retirement he’s been certified as a mediator and has undertaken a variety of volunteer activities.

Emily Barnes is a graduate student at the Fletcher School at Tufts, where she focuses on international security studies and public international law. She developed an interest in nonviolent action after witnessing the Arab Spring from her desk in Washington, D.C, where she spent several years covering conflicts and security in the Middle East region.

Ron Bernard has never taught professionally, hasn’t formally studied musicology, and in 1958 was only 13 years old, completely ignorant of music other than what his parents were playing! But he’s long been intrigued by the evolution of American music in the years following WWII, and finds it fascinating that in just 13 years, we went from the crooning of Perry Como to the shouting of Little Richard. He’s been collecting information on the subject for many years and looks forward to sharing what he’s learned with his participants.

Eli Bortman earned his B.S. from Tufts in 1964. He was a corporate tax lawyer for many years for a multi-zillion dollar financial services company in Boston. After leaving the corporate world he taught at Babson College until his retirement at the end of 2015. One of his courses at Babson was Constitutional Law: the Bill of Rights. His most recent study group for our OLLI was on the First Amendment.

Jessica Caddell is an active duty military officer and a student at the Fletcher School, where she’s studying Russia, security studies, and political theory. She earned her B.S. from the U.S. Military Academy in 2008, studied Russian at the Defense Language Institute in 2002, and continued her Russian studies at the Military Academy. She spent a semester at Voronezh University in Russia, and has spent time in Moscow and St. Petersburg. She’s served in the military for the past seven years, with deployments to Iraq and Afghanistan. After graduating from Fletcher, she’ll teach defense politics to future Army officers. In her free time, she enjoys spending time with her family, hiking, skiing, and reading.

Peter Garcia was Technical Director/Divisional VP at Polaroid, where he had a long career. He now consults in the elder-care field and is associated with Aging 2.0. Presently he is working with the town of Reading, helping to establish a village concept for seniors. He has competed in Massmouth, making both the semifinals and the finals. He has participated in Boston’s First Night as a storyteller and can be heard at various venues around Boston and Cambridge.

Alexandra Chamberlin is a French dual-degree student between HEC Paris Business School and the Fletcher School of International Affairs. As she was struggling to find the sense and meaning of finance in business school, she read Ferguson’s book and realized that finance was first created to solve societal needs. This led her to learn more about the innovative ways of financing social change, and she is now passionate about “impact investing,” a promising field that bridges impact and finance! Through her spring study group, she hopes to bring you new perspectives on the often-criticized field of finance.

Nathan Cohen-Fournier is a second year grad student at the Fletcher School, where he studies development economics and collective entrepreneurship with a focus on Indigenous communities. He is currently collaborating with the regional government of Nunavik, an Inuit territory in Northern Canada. He spent last summer in Nunavik to better understand local perspectives on entrepreneurship and broader economic development. He is also the chair for the Fletcher Arctic VI Conference. Prior to attending Tufts, he worked at Bombardier, a global manufacturer of planes and trains. Born and raised in Montréal, Canada, he has long been passionate about human rights and inclusive development.

Cleo D’Arcy, Professor Emerita of Crop Sciences, University of Illinois, was at the university from 1978 to 2008, teaching courses in science, ethics, and teaching methods, and won local and national awards. Her role in this study group is to ensure that her husband and co-SGL Steve (below) share his knowledge in an understandable manner through effective teaching techniques.

Steve D’Arcy, Professor Emeritus of Finance, University of Illinois, was on the faculty from 1982 to 2008 doing research on insurance, pensions, and investments. He taught courses on insurance, employee benefits, and risk management, and won college and campus teaching awards. Steve is the subject matter expert for his spring study group.

Allan Elfant has a B.A. in psychology from Brooklyn College and a Ph.D. in clinical psychology from New York University. He was in clinical practice for over 40 years and held teaching positions at several universities. He has led more than 200 presentations at national and regional conferences and meetings, and has led several study groups for our OLLI on various psychological and philosophical themes.

Ken Fettig earned degrees from Tufts (’52), MIT (’53), and the Harvard Business School (’57). He managed three companies in the office products industry, retiring in the late 1990s. He has been leading courses for our OLLI since 2001 on a full spectrum of topics, including history, the natural sciences, and international relations. He has
Win a $175 Osher LLI Voucher

Solve this crossword puzzle and send it to the address shown below by March 6, 2017. At 5pm on March 7, we’ll draw one of the correctly completed puzzles at random. The lucky winner gets a $175 voucher that can be applied towards future study groups.* You don’t need to be a current member to enter, but you do need to complete the puzzle correctly. Good luck!

Mail your completed puzzle to:
Tufts University / Osher LLI
039 Carmichael Hall
Medford, MA 02155
attn: Crossword Contest

* Entries must be received in our office by March 6, 2017 to qualify. The awarded voucher can be applied only towards future study group registration fees, not towards OLLI membership fees.
two grown children and three grandchildren. He and his wife live in Walpole, Mass.

Richard Friedman is graduate of Villanova and a lifelong film enthusiast. He spent 15 years as a manufacturing engineer and manager for DuPont and Bio-Rad Labs. He also has a 35 year career as an IT director for several Biotechnology firms in the Boston area. Rich was a former board member of the now-defunct Boston Computer Society and directed their education program for eight years. He also was an instructor for numerous computer courses at Aquinas and Framingham Junior Colleges.

Tom Giannon has worked for 36 years as an educator in the field of adult education, teaching English, ESL, and Social Studies, and was named Teacher of the Year for Massachusetts in Adult Education in 1998. He served as editor of Gar-goyles, the Cambridge poetry magazine, and has written literary criticism in his area of expertise, contemporary American poetry, and taught two successful courses in the subject at Osher.

Eugenia Kaledin holds a B.A. in American history and literature from Radcliffe College/ Harvard University and a Ph.D. in American Studies from B.U. She was a longtime teacher at Northeastern’s Daytime Adult Program, and also taught in China and Czechoslovakia on Fulbright grants. She has written about Herman Melville, Mrs. Henry Adams, and women of the 1950s. At Harvard’s Institute for Learning in Retirement, she taught courses on Huckleberry Finn, Theodore Dreiser, Henry James, and Walt Whitman.

Jane Katims wrote and co-produced six radio series for Wisconsin Public Radio, one of which earned her a George Foster Peabody Award in Broadcasting. She published a poetry collection, Dancing on a Slippery Floor, and her short story “Until Now” appeared in Pearl Magazine. She earned a B.A. at the Univ of Wisconsin and an M.Ed. at Lesley. She teaches contemporary literature and creative writing at the CCAE in Madison.

Jonathan Keenan studied maritime East Asia at SUNY Buffalo, where he served as treasurer and president of Phi Alpha Theta. After graduating, he was a Peace Corps Youth Development Coordinator, living in a Cameroonian village. He developed sustainable HIV programs, promoting awareness and prevention in schools, and fought malnutrition through market gardening. Post service, he participated in the Univ. of San Diego’s Hansen Summer Institute, discussing international cooperation, leadership, and social-entrepreneurism over a 3-week span. He currently studies East Asian-Pacific maritime affairs, conflict resolution, and human security at the Fletcher School.

Ellen Kittis, Ph.D., held leadership roles at Gartner, Dataquest, and Compaq. As a VP of Research at Gartner, she specialized in IT research focusing on strategic planning and organizational and management strategies. Previously, she led Gartner’s Global Product Management team, developing products for users, technology providers, and investors. For five years, she led Gartner’s Executive Programs for CIOs. She was VP of strategy and business development for Compaq. She is co-author of The New CIO Leader: Setting the Agenda and Delivering Results (HBS Press, 2005), and was named one of the “Top Five Influential Emerging Thinkers in IT” by Optimize Magazine (2005). She holds a B.A. from B.U. and a Ph.D. in sociology from Tufts.

Daniel Leclerc earned a Master’s degree in history from Northeastern. He taught history for 20 years in the Chelmsford and Hingham Public Schools, retiring as Assistant Superintendent of the Ashland Public Schools. He has been to France five times, always devoting a portion of each trip to researching battles sites on the Western Front, Munich, Hitler’s Eagle Nest, Dachau Concentration Camp, and Normandy D-Day landing sites. He has delivered in the past as a member of the Belmont Historical Society, the Arlington Men’s Club, the Lexington Veteran’s Association, and numerous other organizations, and he’s led study groups for the OLLIs at both Tufts and UMass Boston.

Lorin Maloney has taught at Winchester High school for 39 years. He has given workshops at a number of high school and colleges venues on a wide array of historical topics.

Jessica Matthews is a doctoral student in the Eliot-Pearson Department of Child Study and Human Development at Tufts. While attending UC Berkeley, where she majored in psychology and political science, she became interested in adoption, and has been studying adoption, international adoption in particular, for the past 10 years. At Tufts, she’s pursuing her Ph.D. in applied child development, focusing on early emotion regulation, identity formation, and the ethnic-racial socialization of international adoptees. Additional research interests include how the experiences of the initial adoptive family impact special needs adoption, and the development of children who don’t regularly experience parental care worldwide.

Bill Nicholson is a physicist by training with an M.S. in physics from Syracuse Univ. and a Ph.D. in mechanical and aerospace sciences from the Univ. of Rochester. He has been interested in genealogy for many years and has been fascinated by the evolution of genealogy from a pen and paper activity to one heavily involving online access and databases. Now the field includes the cutting edge biology of DNA analysis with the opportunity to provide another viewpoint on family heritage.

Mary Nicholson holds a B.S. from Arkansas Tech in chemistry and a Ph.D. from Syracuse University in biology. She worked in Biotechnology—primarily in smaller companies developing drugs for clinical trials. She has lead 3 science study groups at Tufts Osher and taught undergraduate courses at Northeastern. She has been interested in genealogy research for over 15 years. She is became especially interested in the doors that that DNA testing might open up when the genealogical paper trail went...
cold on her maternal side because her mother was adopted.

Elaine S. Reisman has a background in early childhood special education, and believes that through ‘play’ and ‘playfulness,’ much meaningful learning can take place. She believes that philosophy is suitable for adult learning as well. She was an active participant in the OLLI at Brandeis, where she led similar study groups. Though she is not a drama expert, she has directed plays at Brookhaven, with residents as the performers. If you decide to enroll in her spring study group, think of yourself as part of a troupe of actors working together to learn and enjoy. She will be the enabler, setting the stage.

Herb Rosenbluth is a retired English teacher, with experience in middle school, high school, and college. He loves discussing great works of literature, and though he’s read *Moby-Dick* many times, he’s confident that he’ll gain a deeper understanding of this colossal novel as a result of discussing it once again.

Yara Shaban is a Ph.D. student in Tufts’ Education Department, studying knowledge building in classrooms. Her research interests include how roles that participants project themselves into shape the way they think and express themselves in a conversation. Yara was born and raised in Amman-Jordan, and her interest in cultural norms and how they affect people’s thinking resulted in several articles published in the prominent Jordanian news media 7iber.com. Yara has a background in electrical engineering and is fascinated by the power of culture on human thinking and the progress of mankind.

Thomas Sheridan is professor emeritus of engineering and applied psychology at MIT. He has an Sc.D. from MIT and an honorary doctorate from Delft University, Netherlands. He directed an MIT lab on human interaction with technology and is an elected member of the National Academy of Sciences. He has authored more than 200 papers and eight books. He served as lay leader of a Congregational church in Newton, and now has weekly discussion groups on current events with 50 participants and a monthly dialog on religion with 25, both at Brookhaven.

Oleksandr Shykov received his B.A. in political science at UC Berkeley. His thesis, “Soft Power Deployment on the Korean Peninsula,” was published in the *Cornell International Affairs Journal* in 2013. Presently, he is pursuing his Master’s degree at the Fletcher School of Law and Diplomacy, focusing on international security, maritime studies, and the Pacific Asia region. In addition to English, he speaks Spanish, Russian, and Ukrainian. Oleksandr has previously volunteered as a language coach in ESL classes and served as a mentor to high school students. He is passionate about international politics, cultures, languages, and lifelong education.

Davis Sweet is a retired philosophy professor who’s been playing music since he was ten. In grade school he played trumpet in an all-city youth orchestra. In junior high he switched to baritone horn. He was a bass player in a rock band in his senior year in high school, as well as continuing with the baritone. As an adult, he’s played American folk music on guitar and mandolin, English and Irish folk on concertina, mandolin, tin whistle, flute, and melodeon. He also plays ukulele—mostly swing and Hawaiian tunes. He enjoys listening to a wide range of musical styles, including African music, jazz, classical, Mexican-American, western swing, old-time, and bluegrass.

Elizabeth Thompson was Australian born, traveled extensively in the Rockies, and grew up in fire-prone Southern California hills. She earned a B.A. in French and history at UCLA, and taught French and ESL to junior high immigrants. She was a Peace Corps Volunteer in Sfax, Tunisia in 1968-70, and earned an M.A. in French at Tufts in 1971. In 1972, she and her husband worked for three years in Vienna, Austria at the International Institute for Applied Systems Analysis. Returning to Boston in 1975, she edited manuscripts for scholarly books and journals in public policy, health economics, and decision sciences. She later wrote software documentation and managed software licenses in biotech and software companies.

Arthur C Waltman, M.D., is a graduate of Williams College and the University of Pennsylvania School of Medicine. He majored in chemistry with Honors and minored in Political Science and Economics. He recently retired from the Dept. of Radiology at Massachusetts General Hospital, where he served as Director of Interventional Radiology. He was active in teaching medical students, residents, fellows, and staff. Dr. Waltman’s enduring interests are in the history of economic changes resulting in political change and its effect on our health, society, and culture.

Michael Werner is a retired computer science professor from Wentworth Institute of Technology. He has a Ph.D. in computer science from Northeastern and an M.S. in mathematics from the University of Illinois. Michael has been involved with computers since 1963. His recent specialties have been in programming languages and 3D graphics on Android phones. Lately his interests have shifted to the philosophical implications of the computer revolution.

Bob Wohlgemuth earned his B.A. from Cornell University. An art historian and a retired commercial artist and art director, Bob has taught art history courses at the Cambridge Center for Adult Education, and has led several study groups on modern art for our OLLI.

Geraldine Zetzel has been a reader—and writer—of poetry all her life. She is the author of several collections of poetry, most recently *Traveling Light* (Antrim House, 2015). Since moving to Brookhaven in 2012, she has led a number of study groups on poetry, including “Poets Laureate,” “Contemporary Poetry in Translation,” “Poetry of Witness,” “The Poet’s Vision,” and “African-American Poets.”
HOW TO REGISTER
Use the registration form on page 23 to become a member, to renew your membership, or to register for study groups. Return the form with your payment in any of the following ways:

MAIL your check to the address shown on the registration form.

CALL (617) 627-5699 with your credit card info (Visa, MasterCard, or Discover).

FAX the form to us at 617-627-6507.

BRING your completed form to our office.

WHO CAN BECOME A MEMBER
Membership is open to adults of all ages, but our program is designed with older adults in mind, particularly those who’ve already retired or are about to retire.

ENROLLMENT POLICY
Only members may register for our study groups and workshops. Registrations are filled on a first-come, first-served basis, and many study groups fill quickly. Please register early!

ACCESSIBILITY
The Osher LLI at Tufts does not discriminate on the basis of disability in admission, access to, or operation of our program. If you have a disability and need auxiliary aids or services, please call us at 617-627-5699 at least one week before your class begins.

WITHDRAWALS & CANCELLATIONS
You will be charged $25 for each withdrawal from a study group or workshop. That charge will not be applied for offerings that are cancelled by the OLLI office. Withdrawal requests must be made in writing before the second session of multi-session classes, or at least five business days before the start of single-session classes. No other refunds or vouchers will be given. When an individual session needs to be cancelled due to instructor illness or other reason, we do our best to schedule a makeup session one week after the class’s originally-scheduled end date.

FINANCIAL AID
Partial tuition remission is available on a limited basis. For more info, call our main office and ask to speak with the director.

PARKING
Members can park at Tufts on Mondays and Fridays for just $15 per term, payable 9am-5pm at the Admin. Services office in the Dowling Hall Garage (419 Boston Ave., Medford, 1st floor). Members may park in the Dowling Garage, in the Lower Campus Garage, or in any available parking space on campus. Transportation between the Tufts campus and Davis Sq. is available on the Tufts student shuttle on days when Tufts classes are in session. Parking at Brookhaven is free.

EMERGENCY CLOSINGS
Emergency closings are rare, but may occur for reasons such as severe weather. The Tufts website (www.tufts.edu) is updated promptly to reflect emergency closings. Radio stations carrying news of emergency closings at Tufts include WBZ, WCRB, WRKO, WBUR, WMJX, etc. Unless you are notified otherwise, Brookhaven study groups will be cancelled on days when Tufts is closed due to an emergency.

CONTACT INFORMATION
Our office is open Mon-Fri throughout the year (see pg. 2 for our hours). Feel free to visit our office or website at any time:

Tufts University
Osher Lifelong Learning Institute
039 Carmichael Hall
Medford, MA 02155

Phone: 617-627-5699
eMail: OsherLLI@Tufts.edu
Web: www.ase.tufts.edu/lli
REGISTRATION FORM

☐ New Member  ☐ Current  ☐ Tufts Alum  ☐ Willing to be Classroom Assistant

Name: ________________________________________________________________

Address: ___________________________________________________________________________________

City: ___________________________ State: ____________ Zip: ______________

Phone: ( ) _____________________ Email: ____________________________________________

Emergency Contact & Relationship: ____________________________________________________________

Phone: ( ) ______________________

NOTE: WE’LL BEGIN ACCEPTING SPRING REGISTRATIONS ON JAN. 23

Membership fee: $50 (July 1, 2016- June 30, 2017) ............................................. $

Study Group Options:

1) Multiple Study Groups: $250 (up to 16 spring sessions) .................. $
   Additional study groups beyond 16 sessions at $25 each ............... $

2) Single Study Group: (for ONE study group only)
   $175 for 7-8 sessions, or $100 for 4–6 sessions................................. $

Titles of Your Desired Study Group(s)

• ________________________________ Sessions
• ________________________________ Sessions
• ________________________________ Sessions
• ________________________________ Sessions

Optional Additional Donation: ........................................................................ $

TOTAL = $ ________

Method of Payment:

☐ Check (Please make checks payable to Trustees of Tufts College)
☐ Credit Card (MasterCard, VISA, or Discover only)

Card # _____________________________ Exp. Date ______________________

Cardholder’s Signature _____________________________________________

(Credit card payments can also be made by calling our office at 617-627-5699)

Please mail your completed form and your payment to:

Tufts University Osher LLI
039 Carmichael Hall
Medford, MA 02155

NOTE: Registering for our OLLI gives us permission to use your name and photo on our website, in our catalog and newsletter, or in any marketing materials we produce or utilize to promote our program.
Don’t Miss OLLI Onstage, an Extraordinary FREE Theatre Series — For Members Only!

The Scarlet Letter
March 14 at Tufts

Rediscovery of Bach
March 28 in Lexington

Opera on Tap
April 21 at Tufts

See Pages 14 & 15 for Details