A Fictional Epidemic and its Aftermath

Study Group Leader: Emese Soos, OLLI Member

4 Sessions, Tuesdays, 2pm-4pm (July 7, 14, 21, 28)

$100

Current media have cited the 1947 novel *The Plague* by Albert Camus as a perceptive foreshadowing of the pestilence upon us. It describes in evocative detail the varied complex reactions of individuals and the community to the onset of the illness, its ravaging spread, and eventual retreat. While in the end the characters achieve a delicate peace, such is not the case in *The Fall*, a novella Camus published almost ten years later. Its protagonist exhibits symptoms of Post Traumatic Stress Syndrome as he regales his silent interlocutor with obsessive repetitions of the same event. The revelation of the initial trauma and his reflections on his actions at that time generate considerable tension and suspense in this dramatic monologue. Both works are available on Amazon. Please read Part I of *The Plague* for our first meeting.

Biography: Emese Soos earned a B.A. in French and history from Mount Holyoke College and a Ph.D. in French from the University of Wisconsin-Madison. She taught French language and culture courses at Tufts for over thirty years. Because her family lived in Hungary during WWII, those years and the subsequent cold war are of particular interest to her.

A Terrible Beauty: Narratives of the Troubles in Northern Ireland

Study Group Leader: Kathleen Shine Cain, Outside Instructor

4 Sessions, Fridays, 8am-10am (July 10, 17, 24, 31)

$100

From 1969 through 1998, the people of Northern Ireland endured bombings, kidnappings, assassinations, and rioting—a civil war known as The Troubles. This course will begin with a brief overview of the centuries-long fight for Irish independence before focusing on the impact of the conflict on people’s everyday lives. We will experience The Troubles from three different perspectives: an embedded American journalist, a sixteen-year-old high school girl, and an aimless unemployed young man, all of whose lives are indelibly marked by the violence surrounding them. The two diaries and one novel that we will discuss range from approximately 150 to 350 pages of relatively easy but compelling reading. We will also view the wall murals of Belfast and Derry, providing a visual counterpart to the narratives.

Biography: During a 35-year career in higher education, Kathleen Shine Cain taught courses in literature and writing, and directed the Merrimack College Writing Center. She has acted in college productions (First Witch in Macbeth!), written several textbooks, and presented at regional, national, and international conferences. After spending a year as a visiting professor in Belfast, Northern Ireland, she developed a study abroad course on the Troubles, introducing students to the people who lived through that tumultuous period.
Beyond the Game: The Other Sides of Sports
Study Group Leader: Francis Roche, Graduate Student
6 Sessions, Tuesdays, 2pm-4pm (July 7, 14, 21, 28; August 4, 11)
$150
What is the impact of sports, beyond the game? In this group, we will explore different facets of the sports landscape that elevate it from just being a form of entertainment. By looking primarily at the professional sports scene, we will gain an understanding about the business side of sports and examine how media and contracts contribute to a money-trail in sports. We will also consider how race and culture affect sports and vice versa. Additionally, we will explore questions about the complications that athletes face “outside of the lines.” Participants will be expected to read short articles or view online videos in preparation for class discussion.

Biography: A graduate student who recently earned a Masters in Middle & High School History Teaching, Frank Roche has extensive experience both competing in and studying the sports landscape. He was the MVP of the 2019 Tufts football team and spent the last year teaching World History and Global Leadership courses at Belmont High School. Before entering the world of education, Frank worked for a tech startup in Somerville and Club 9 Sports, a sports mergers and acquisitions financial firm.

Contemporary Art, Contemporary Museums
Study Group Leader: Jillian Impastato, Undergraduate Student
6 Sessions, Wednesdays, 2pm-4pm (July 8, 15, 22, 29; August 5, 12)
$150
This course will explore the contemporary art world with a focus on comparing museums/exhibitions, “close-looking” activities with works of contemporary art, and issues/problems currently facing the art world. Questions we will explore together include: How do anthropology museums showcase art and culture differently than art museums do? What is the difference between an encyclopedic museum and a contemporary one? What are pop-up or “instagram” museums and how are they changing the art world? How do different departments within a museum collaborate? What techniques are museum educators using to engage with students? How are museums responding to COVID-19? Each class will contain a short lecture/presentation as well as active discussion based on weekly reading assignments (1-3 articles each week). This course will be very flexible to student interest and experience.

Biography: Art History and Education student Jillian Impastato has worked in the curatorial and education departments at 5 art museums (MFA, MASS MoCA, Tufts University Art Galleries, Dia:Beacon, ArtsW). She is also a curator for Polykhroma, a Medford-based curating collective that highlights work by Tufts/SMFA students. She is originally from Westchester, New York, but has lived at Tufts for three years.

Design for Non-Designers
Study Group Leader: Stefan Tschauko, Graduate Student
4 Sessions, Monday/Thursday, 4pm - 6pm, (July 20, 23, 27, 30)
$100
Many of us use the computer and Microsoft Word or similar text editing programs to create one-pagers such as dinner invitations and flyers, or longer texts such as reports or essays. In doing so, we often need to rely on our “taste” or on pre-manufactured templates to create such documents. Few people have had the opportunity to acquire the specific knowledge and skills to make these documents visually impactful, stand out, or just aesthetically pleasing. This introductory course is designed to equip students with these skills. After taking this course, students will understand the basic concepts of graphic design and typography, and will be able to apply these concepts in their own communication material. Readings (60 pp/week) and lectures will provide the theoretic background, and through in-class lectures and student assignments we will learn how to apply these concepts in Microsoft Word.

Biography: Stefan Tschauko is a PhD candidate at The Fletcher School. His research explores the role of branding in creating support for the United Nations and other international organizations. Previously, he
worked in a graphic design company, and ever since then he has been passionate about applying typography and graphic design principles in Microsoft Word. For more than ten years he has created such documents for clients. At Tufts, he has TA-ed a number of classes for undergraduate and graduate students.

**Digital Photography**

*Study Group Leader: Nicholas Pollack, Outside Instructor*

8 Sessions, Thursdays, 4pm-6pm (July 9, 16, 23, 30; August 6, 13, 20, 27)

*175*

This class offers the opportunity to learn about digital photography. During the class, students will learn about camera operation, different genres and styles of photography in the context of the history of art, and they will engage in discussion about their own work and that of their peers. Students will be asked to devote some time outside of class to photographing and creating new images based on weekly assignments. Upon completion of the class students will have a substantial and informed portfolio of photographs!

**Biography:** Nicholas Pollack is a photographer based in Brooklyn, NY. He received his MFA in Photography from the University of Hartford in 2015, and he earned a BLA in Photography and Literature from Sarah Lawrence College in 2010. Pollack currently teaches at the University of New Haven, the College of Staten Island (CUNY), Iona College, and at Fairleigh Dickinson University. His works have been exhibited internationally and are held in collections including the Museum of the City of New York and the Zimmerli Art Museum at Rutgers University. In 2016, he was nominated for an ICP Infinity Award, MACK First Book Award, and he was shortlisted at Self Publish Riga. He published a monograph of his celebrated project Nothing Gold Can Stay (2015) which can be found in numerous collections including the Whitney Museum of American Art Library and the Museum of Modern Art Library. Publications that have featured his work include Juxtapoz Magazine, Vice, and Vogue.

**Great Cello Concertos**

*Study Group Leader: Axel Gonzalo Rojas Vallejos, Graduate Student*

8 Sessions, Saturdays, 2pm-4pm (July 11, 18, 25; August 1, 8, 15, 22, 29)

*175*

The purpose of the class is to introduce attendees to the most significant cello works ever composed throughout the eras, and to explore the development of these concertos from a historical and cultural perspective. We will begin by examining the basic structure of the violoncello in order to gain a deeper understanding and appreciation for the instrument. Throughout the course, the students will discover basic music terminology, instrument families, and music elements such as melody, rhythm, harmony, form, and texture. All these elements will be a solid base of the course as a foundation for music discussion throughout the history of the most celebrated cello concertos. Attendees will be encouraged to explore these elements in different cello works, recognizing and aurally identifying style characteristics, genres, and representative masterworks from various periods composed for violoncello. Attendees will be asked to do some reading and listening assignments in-between sessions, and the course will incorporate some virtual demonstrations and a guest performer.

**Biography:** Axel Vallejos was born in Chile and started playing the cello at age 11. Axel has had a rich and varied career as a chamber musician, orchestral musician, and teacher. Axel has performed chamber music and solos with orchestras throughout North, Central and South America, Europe, and East Asia. Since the fall of 2019, Axel has been working as a cello coach for the Houston Youth Symphony CODA Music Program. He has taught at The Conservatory School (North Palm Beach), Plumosa School of the Arts (Delray Beach), and the Preparatory School of Music at Lynn’s Conservatory of Music (Boca Raton). Axel has been an active performer playing with various ensembles in Florida, including Orlando Philharmonic Orchestra, Southwest Symphony Orchestra, and Sarasota Orchestra. Mr. Vallejos is currently pursuing a second Master of Music degree at Rice University.
How To Rebuild the Food System After COVID-19

Study Group Leader: Jared Kaufman, Outside Instructor

5 Sessions, Tuesdays, 10am-12pm (July 7, 14, 21, 28; August 4)

$125

America’s food system was broken long before COVID-19. While millions of Americans are food-insecure, about a third of food produced in this country is wasted. Farmworkers who grow high-end organic vegetables aren’t paid enough to buy meals for their families. Now, the global pandemic has magnified and further exposed the problems our food system faces. In this discussion-based course, we’ll learn more about these challenges and discuss solutions. As a group, we’ll ask: What’s next? How do we move forward from COVID-19 and rebuild a food system that’s more sustainable, more accessible, and more resilient than before? Out-of-class work will include documentaries, podcasts, and articles, which will form the basis of our conversations and will average approximately 60 minutes per week.

Biography: Jared Kaufman is a food journalist and the research and writing fellow at Food Tank, a food systems think tank. He’s currently a master’s candidate in food studies in Boston University’s Gastronomy Program and holds a journalism degree from the University of Missouri. Jared also drinks way too much coffee and still not achieved his childhood career dream, which was to become a cake decorator.

(In)equity in the college process

Study Group Leader: Madeira Thayer, Undergraduate Student

4 Sessions, Mondays, 10am-12pm (July 6, 13, 20, 27)

$100

As the pay gap between those with a college degree and those without one is accelerating, more and more students are applying to college. But what factors determine who gets accepted? What obstacles lead to inequity in the college process, and how are various institutions trying to overcome them? In this study group, we will dive into different aspects of the college process such as affirmative action, standardized testing, financial aid, and student debt that influence equity in the college process. We will combine investigation (including short, 45-minute readings/videos outside of class) with discussion, rooted in each individual’s unique perspective, to untangle the complex ever-changing landscape of the college process.

Biography: A student of education, Madeira has always dreamed of working in schools, but her particular interest in the college process began during her volunteer experience with Let’s Get Ready, a nonprofit that offers free SAT tutoring and college counseling to low-income students. Through Let’s Get Ready, Madeira has mentored over 100 high school students through the college process (and counting). She hopes to be a college counselor upon graduation from Tufts in May 2021.

Intro to Brazilian Music

Study Group Leader: Thais Marques, Undergraduate Student

4 Sessions, Tuesdays, 8am-10am (July 7, 14, 21, 28)

$100

Does Samba, Bossa Nova, or Musica popular brasileira (MPB) excite you? Have you ever been interested in learning about the basics of Brazilian music history? Via weekly music analysis, this course is meant to submerge its students a little deeper into one of the great beauties of Brazil: its music. This beginner course will be discussion-based and will focus on three main genres. No knowledge of Portuguese is required, though the study group leader introduce some basic Portuguese expressions along the way. At the end of the course, attendees will have the option to do a final oral project on their favorite song in these genres.

Biography: Thais Marques was raised in Brazil and lived there for 10 years. As a current Tufts student, she recently took a “Sounds of Brazil” course for native speakers so she could further her studies in Brazilian music. After being at awe with what she learned, she is excited to teach others about the highlights of her discoveries.
Israel’s Undercover Relationships in the Middle East  
Study Group Leader: Joshua Lavine, Tufts Graduate

8 Sessions, Mondays/Wednesdays, 8am-10am (July 6, 8, 13, 15, 20, 22, 27, 29)  
$175

Since its independence in 1948, Israel has had complex relationships with its neighbors. We now know that after Israel’s establishment, two North African states, Morocco and Tunisia, took the bold steps of developing covert relations with the Jewish state for pragmatic reasons. Some of the legacies of those friendships are being replicated between Israel and its Gulf neighbors today. This course will trace the relationships between Israel and its North African allies in Morocco and Tunisia as well as the burgeoning relationships between Israel and its friends in the Gulf: Saudi Arabia, the United Arab Emirates, Oman, and Bahrain. There will be current events readings to drive in-class discussion. All levels of Middle East knowledge are welcome.

Biography: Joshua Lavine is a recent graduate of The Fletcher School where he earned his MALD with concentrations in International Security Studies and Southwest Asia & Islamic Civilization. In between his first and second years at Fletcher, Josh interned at the Permanent Mission of Israel to the United Nations where he was also the Interim Speechwriter. Before coming to Fletcher, he worked at the American Israel Public Affairs Committee (AIPAC) for three years. Josh is from Scarsdale, New York and holds a B.A. in Hebrew and Judaic Studies and Journalism from New York University.

“It is Utter Nonsense to Believe Flying Machines Will Ever Work.” Global Aerospace Design from the 1800s to the Present  
Study Group Leader: John Hess, Graduate Student

4 Sessions, Thursdays, 2pm-4pm (July 9, 16, 23, 30)  
$100

From Henson’s Aerial Steam Carriage to the Airlander 10, this course will survey over 150 years of global aerospace design. We’ll explore what makes aircraft look great on paper but results in failures in production, plus those that required major modifications before they became legendary fighting and commercial machines. After four weeks of instruction, you’ll understand and be able to convey to others the history, development, and science behind mankind’s most creative inventions. This course will be conducted through lectures, documentary clips, and a short individual presentation during the final session (in which you’ll have the option to present your favorite design and explain why you chose it). Weekly readings will include brief articles on the era of flight that we will discuss during the next session.

Biography: A native of North Carolina, the “First in Flight” state, John Hess has been passionate about aviation since Day 1. As a graduate student at The Fletcher School at Tufts University, John worked with Boeing on a space-related project that reaffirmed his interest in an aerospace career, which he’ll launch in August 2020 at a consulting firm in Washington, DC. His favorite aircraft is the SR-71 “Blackbird,” a subject of the course.
Jazz Piano: The Unsung Heroes

Study Group Leader: Erez Dessel, Outside Instructor

8 Sessions, Mondays, 2pm-4pm (July 6, 13, 20, 27; August 3, 10, 17, 24)

$175

In this course, we will delve into some of the lesser-known pianists in the jazz idiom, exploring their style, philosophy, approach to composition, and overall sound. This class will primarily deal with listening to recordings of selected artists and discussing their work, so a background in music is not required, just an eagerness to learn! The goal of this course is to better understand idiosyncratic pianists of the genre, as well as analyze the techniques they used, and ultimately discover why these techniques were left out of the mainstream, or how they’ve been adapted and used as the genre has evolved. Participation in weekly listening assignments will open your ears to new musical concepts, as well as recontextualizing old ones. Some of the artists we will study include Mary Lou Williams, Herbie Nichols, Jaki Byard, and Alice Coltrane, as well as modern artists such as Geri Allen and Kris Davis.

Biography: Erez Dessel is a recent graduate from the New England Conservatory, where he studied jazz piano with luminaries such as Ethan Iverson, Jason Moran, and Ran Blake. He considers himself a musical omnivore, in the past four years he has played gospel music at Old South Church, toured with avant-garde jazz groups in Korea, written papers about the music of the Bayaka people of Central Africa, and synthesized all of this into his playing to perform around Boston at venues such as The Lilypad, Wally’s, The Isabella Stewart Gardner Museum, and Outpost 186.

Journalism in the Digital Age

Study Group Leader: Bailey Hu, Graduate Student

5 Sessions, Saturdays, 10am-12pm (July 11, 18, 25; August 1, 8)

$125

Digital media has exploded in popularity over recent years, resulting in creative new ways to report and share stories. The field of journalism has also expanded to accommodate storytellers of diverse backgrounds and perspectives. In this course, attendees will learn about specific tools and techniques to report on topics which are important to them. We will go over how to use platforms such as WordPress, Twitter, Infogram, and ESRI’s StoryMaps. Along the way, we’ll discuss important elements of journalism practice, writing, information gathering, and data visualization. Each session will end with an optional assignment to put your new skills to use.

Biography: Before deciding to study at Tufts, Bailey Hu worked in various digital media roles in South China for three years. Most recently, she was a reporter for the digital outlet TechNode, covering grass-roots innovation and entertainment. Before that, she was a digital editor at That’s, a lifestyle magazine with branches in six cities. She currently works part-time as digital communications co-editor for the Urban and Environmental Policy and Planning department.

Latin Music and Dance Culture

Study Group Leader: Nicole Bermudez, Graduate Student

4 Sessions, Saturdays, 4pm-6pm (July 11, 18, 25; August 1)

$100

As a class we will learn about the origins of various forms of Latin dance and music, as well as the intersection of history and politics and how this shaped music in Latin America. We will focus on six countries and how their diverse communities created some of the most popular music genres and forms of dance today--salsa, merengue, bachata and reggaeton and more. In-between sessions, attendees will be invited to read articles, watch videos, and listen to music. By the end of the course, attendees should be able to recognize what these music genres sound like, and know the basic dance steps.

Biography: As the daughter of a Colombian immigrant who loves to dance salsa, Nicole Bermudez has always had a passion for Latin music and dance. For two years Nicole lived in rural and urban areas of Colombia as a Fulbright Scholar where she was able to further explore her interest in Latin music. At the Fletcher School, she is the President of the Latin America Group and has organized an annual Latin
Making the Most of Your Healthcare: Advocacy Skills for All Patients

Study Group Leader: Candace Smith, OLLI Member

4 Sessions, Mondays, 6pm-8pm (July 6, 13, 20, 27)

$100

Navigating the healthcare system is complicated at the best of times. Doctors are often busy and appointments can be short - how can you be sure you're making the most of your healthcare?

In this course, we will talk about techniques to help you:

1. Understand that you are the expert in your own life. You know best what works best for you.
2. Shift from a passive to an active role. Use your expertise to work with your provider to choose treatments and care that will work best for you.
3. Develop a better relationship with your provider. Understand the tools that you and your family or caregivers can use to make the most of each visit.

Biography: Current medical school applicant and class of 2017 alumna working in healthcare; Candace has spent the past three years working for a Massachusetts health plan that serves the community's most vulnerable and complex patients. She specializes in facilitating patient focus groups and interviews, and has developed a passion for helping patients learn to advocate for themselves in the healthcare system. Candace has traveled to Australia several times and is interested how different healthcare systems support (or hinder!) access to patient-centered care.

Memoir Writing

Study Group Leader: Chris Farrow-Noble, OLLI Member

4 Sessions, Thursdays, 8am-10am (July 9, 16, 23, 30)

$100

“Whatever you can do or dream you can, begin it.
Boldness has genius, power and magic in it.”

Although Goethe is no longer credited with this quote, the message remains. You are the one who has lived your story, and you are the best one to tell it. Why not begin or continue it now? In this circle of writers, we’ll look at memoirs and autobiographies and consider elements of writing, such as voice, dialogue, audience, and readability. Each week we’ll write a 2-4 page double-spaced vignette from our life and email it to all group members. The topic is yours, of course. Feel free to supplement with photos, drawings, poetry and videos. As our focus, we’ll offer responses and suggestions to each writer during our Zoom time. There’s no required book, just a willingness to write, share, listen and respond.

Biography: Chris Farrow-Noble has been a writer throughout her life, with many personal and dream journals, published articles, family stories, and two unfinished fiction manuscripts on her shelves. She taught English in public and private secondary schools as well as English as a Second Language (ESL) in Germany, California, and the Boston area. In 2016, she published her first book, Walking a Labyrinth Daily: Exploring a Spiritual Practice. She’s currently co-facilitating a monthly writing group with Irene Hannigan, a fellow OLLI member. Chris is actively writing vignettes for her own memoir.
Modi’s India: From Democracy to Authoritarianism
Study Group Leader: Anubhav Singh, Graduate Student
6 Sessions, Thursdays, 10am-12pm (July 9, 16, 23, 30; August 6, 13)
$150
The course will take the participants on a journey of post colonial Indian democracy and explore the roots of Hindu Nationalism while focusing on the historical, political, economic and social factors which brought Narendra Modi to power. Readings will be assigned for every session to give the members an idea of India's history, society and polity and members will be encouraged to discuss ideas, themes and issues in the current context after each session's lecture.
Biography: Anubhav Pratikant Singh is a graduate student and academic at the Fletcher School who traces his roots to modern Pakistan. His studies focus on the history and political economy of South Asia. He has previously worked as a consultant with the government of India and has been an activist for Dalits, workers and farmers rights.

Portuguese Voices in the Global South
Study Group Leader: Marcia Almeida Mendes, Graduate Student
6 Sessions, Tuesdays, 10am-12pm (July 7, 14, 21, 28; August 4, 11)
$150
This study group, led by a Brazilian, is a tour of the former Portuguese colonies in Asia, Africa and South America. The idea is to feature locals’ perspectives on their own countries through videos and brief readings. Each session we will travel to a different continent, and will explore colonial history, independence processes, politics, economy and culture. The study group leader will deliver an interactive lecture in the first half of each session, during which students can interject, ask questions and add remarks, and then we will move to an open discussion. This course will be flexible and each session will focus on what students are more interested in learning. Student participation will be through small weekly reading assignments (maximum 10-15 pages) and active discussion.
Biography: International Development and Education specialist Marcia Almeida Mendes was born in Brazil and worked in the US and in Korea before coming to Tufts University for her masters’ degree in International Relations in 2018. She has ten years of experience teaching Portuguese and Brazilian history and culture. She is currently working with NGOs in Guinea-Bissau, Brazil and the USA to design education, health and development projects.

Pride & Prejudice in the 21st Century
Study Group Leader: Margo Bender, Tufts Graduate
4 Sessions, Saturdays, 2pm-4pm (July 11, 18, 25; August 1)
$100
Though it was first published over 200 years ago, the overarching themes of Pride & Prejudice still resonant today. This group will delve into the nuances of Austen's novel, taking a 21st Century approach to its themes and story. Members will be asked to read the novel outside of the session, and as well as one other short story per week. In class we will utilize other stories, poems, and writings for points of comparison, emphasizing themes of gender, place, expectations, and, of course, pride.
Biography: Margo Rose Bender is a recent graduate from Tufts, where she majored in International Relations and Africana Studies, and minored in Colonialism Studies. Currently, when not working as a private tutor, she is working on graduate school applications to pursue her dream of becoming a professor. Her research primarily concerns sexual, gender, and racial identity as it relates to state construction, social dynamics, and literary representation. While at Tufts, she taught adult language learners through the Teach-in-CORES program, and people incarcerated in Massachusetts through the Petey Greene program, both of which resulted in a lifelong passion of teaching non-traditional learners. Margo is an avid reader, tea drinker, and musical theater enthusiast!
Singing Revolutions
Study Group Leader: Victoria Johnson, Graduate Student
4 Sessions, Wednesdays, 4pm-6pm (July 8, 15, 22, 29)
$100
How is music used in revolutions to cultivate hope and promise for cultural and political independence? Does protest music actually influence the course of a liberation movement? This course will examine protest music from liberation movements in Estonia, South Africa, and the United States with the objective of understanding the elements of protest music in nonviolent movements and its effect on conflict transformation. This course will consist of a compilation of film, audio recordings, and class readings. Active classroom discussion is highly encouraged.

Biography: Victoria Johnson is earning her Master of Arts in Law & Diplomacy with concentrations in Gender Analysis and Human Security, focused on Child Protection. Prior to graduate school, she completed a Fulbright Scholarship in South Africa where she worked in youth development. Through her research and experiences in South Africa, she became intrigued by the role of protest music to affect political change. In the States, she worked as a program director at a NGO that promotes educational equality for urban youth in Wilmington, Delaware, and continues to work remotely for an executive search firm in Chicago. She received her BA in English and History from William & Mary, and enjoys hiking in the mountains and playing the violin in her free time.

Sir Gawain and the Green Knight
Study Group Leader: Rory A O'Connor, OLLI member
4 Sessions, Wednesdays, 2pm-4pm (July 8, 15, 22, 29)
$100
Many of us have heard and read Chaucer's Canterbury Tales, from fourteenth century London, but most of us have only a glancing knowledge of his contemporary, the author of Sir Gawain and the Green Knight. Sir Gawain was also written in Middle English, but in a dialect from the Northwest of England. The essence of the poem, supposedly set in King Arthur's Court, concerns the challenge by a mysterious Green Knight to the Court, and the subsequent way it played out. We will take turns reading excerpts of Simon Armitage’s translation of the Green Knight, with time for comments and discussion (we'll read about fifteen pages per week). Members are encouraged to do web research on their readings, and report on the results. We will view video and audio clips and review the conditions of the fourteenth century, and will discuss the format of the poem and it's language and rhythm (including listening to excerpts in the original Middle English).

Biography: Rory O'Connor spent a long time studying and teaching Medieval philosophy and literature, before veering off into business. Now he is back at his favorite period and looks forward to sharing it with the class! Rory serves as the Financial Advisor for the Tufts OLLI, and is a previous chair of the Admissions Committee and Council at HILR.
The 19th Century German Lied: Schubert through Berg

*Study Group Leader: Jung-A Bang, Outside Instructor*

**8 Sessions, Wednesdays, 10am-12pm (July 8, 15, 22, 29; August 5, 12, 19, 26)**

$175

What is a Lied? A Lied is a musical setting of an original poem written in German. In the 19th century, the Lied was at the heart of German musical life. Composers and their friends gathered in the living rooms and shared the personal, emotional poetry expressed in music. There were many decisions a composer had to make when setting a poem to music. These include the relationship of the words and music in terms of dominance; whether to emphasize the general mood and meaning of the poem or to aim to highlight the details of the rhythms and inflections of the words; whether to provide the same music for each verse (strophic) or make the song through-composed; and what role to assign the accompaniment.

This course will focus on the changes in stylistic trends throughout the 19th century by analyzing the selected works of Schubert, Schumann, Brahms, Wolf, Strauss, and the Second Viennese School composers (Schoenberg, Berg, and Webern). Students will compare how composers used structural form, harmony, melodic lines distinctively.

Attendees will be asked to listen to some works outside of class, and will be invited to present on a particular work at the final session.

**Biography:** Praised for her “charming and uncompromised virtuosic playing” by the Calgary Herald, pianist Jung-A Bang has appeared in prestigious concert halls across the world as a soloist and collaborative artist. Ms. Bang has performed in venues including Weill Hall at Carnegie Hall, Merkin Hall in New York, Washington DC’s Kennedy Center, Jordan Hall in Boston, Chicago’s Cultural Center, live-streamed by WFMT, and IBK Hall at Korea Arts Center and Ewon Arts Center, both in Seoul, Korea. A native of South Korea, Ms. Bang holds a Bachelor of Piano degree from New England Conservatory, a Master of Music degree in Collaborative Piano from The Juilliard School, and a Doctorate degree in Collaborative Piano from New England Conservatory. Ms. Bang is a faculty member of Walnut Hill Performing Arts School and Affiliate Artist at MIT.

The Long and Short of It: A Foray into Short Stories

*Study Group Leader: Zoe Perot, Graduate Student*

**8 Sessions, Mondays, 10am-12pm (July 6, 13, 20, 27; August 3, 10, 17, 24)**

$175

This course will consist of reading a number of renowned short stories in different genres, including magical realism, horror, science fiction, realism, modernism, and memoir. Each week we will discuss two to three short stories, focusing on the following questions: How do we make a short story feel complete despite its restrictive format? What is the pacing of a story and how is this reflected in the author’s writing? What are commonalities between genres? How does an author build a character in a short story as opposed to a novel? What kinds of language experiments are offered to short stories in particular? The class will explore these questions through weekly short responses and discussion and through their own forays into short story writing.

**Biography:** Zoe Perot is a PhD student in English Literature at Tufts University. She received her BA from Princeton University in Comparative Literature and Creative Writing, and worked for three years as a Director at a tutoring company in California. Her current research interests focus on 19th Century American and British Literature’s relationship to laws and legal practices, while her creative writing explores poetic language, stream of consciousness, and familial relationships. She is an avid runner, baker, and explorer; in the broadest sense of the term.
The Nature of Confinement

Study Group Leader: Margo Bender, Tufts Graduate

8 Sessions, Fridays, 2pm-4pm (July 10, 16, 24, 31; August 7, 14, 21, 28)

$175

As a result of the unique situation of social distancing, we are able to reflect on what it means to be confined. While the physical experience we endure is an obvious manifestation of confinement, this group will discuss and analyze different mechanisms by which one is limited or restricted. Whether by class, gender, sexuality, or age, we will reflect on the different nature of each, and their comparability to physical confinement or isolation. This group will require outside reading. Each week, we will focus on a different theme; most weeks, members will be asked to read 2-3 short stories or poems, but some weeks we will, instead, read and discuss longer works. The novels to be read and acquired are The Sun Also Rises by Ernest Hemingway, Giovanni’s Room by James Baldwin, Siddhartha by Herman Hesse, and the play Sweat by Lynn Nottage.

Biography: Margo Rose Bender is a recent graduate from Tufts, where she majored in International Relations and Africana Studies, and minored in Colonialism Studies. Currently, when not working as a private tutor, she is working on graduate school applications to pursue her dream of becoming a professor. Her research primarily concerns sexual, gender, and racial identity as it relates to state construction, social dynamics, and literary representation. While at Tufts, she taught adult language learners through the Teach-in-CORES program, and people incarcerated in Massachusetts through the Petey Greene program, both of which resulted in a lifelong passion of teaching non-traditional learners. Margo is an avid reader, tea drinker, and musical theater enthusiast!

Voice Foundations: Anatomy and Physiology, the Acoustics of Sound, and Vocal Health

Study Group Leader: Elizabeth Stant, Graduate Student

4 Sessions, Thursdays, 10am-12pm (July 9, 16, 23, 30)

$100

This course is the first part of a two part series related to voice fundamentals for both singing and speaking voices. The first part of this course will be focused on anatomy and physiology of the larynx, the vocal acoustics of sound, vocal health, and ways to improve vocal longevity. This course will cover how aging, sex, nutrition, physical exercise, medications, neurological disease onsets, and over-use of the voice affect both the singing and speaking voice. It will make relevant why caring for the voice is important for frequent voice users, choral singers, and for all social interactions. The course will discuss the benefits of voice exercises not just for the physiological effects on the larynx, but also for the neurological benefits in the brain. Recommended reading: So You Want to Sing for A Lifetime, by Brenda Smith (30% off coupon available here).

Biography: Soprano Lizzy Stant is entering her second year in the Masters Vocal Pedagogy and Performance program at the New England Conservatory of Music. She has been teaching voice and guitar in her own private studio for two years. In 2019, she earned her BA in Neuroscience from Swarthmore College. She is currently researching the acoustic effects on the singing voice of aging and neurological disease onset at the NEC Vocal Pedagogy Lab, lead by Dr. Ian Howell. She performs professionally in the Philadelphia and Boston areas in community choirs, churches, restaurants, and as a soloist for professional ensembles. Her favorite genres of music to sing are opera, art song, and 1960-70s pop and folk.
Walking Boston’s Border

Study Group Leader: Christopher T Leary, OLLI Member

1 Session, Thursday, 8am-10am (July 30)

$25

In this course we will (virtually) explore Boston’s border, culled from a project to circle the city on foot. We’ll focus on the history of its border neighborhoods and how they’ve grown, fought and changed over the years. We will discuss how Boston has been “built out,” and how and why space was allocated within the city’s border. Attendees will be invited to bring their own knowledge of Boston’s border history. There is no required reading.

Biography: Chris Leary, BA, Journalism; MBA; is a suburban native, retired from a career in sales and marketing, and still engaged in research on family history. He loves to travel in attempt to answer questions of place and meaning, and is excited to bring his passion to a discussion of Boston’s border.
HOW TO REGISTER

1. Become a Member or Renew your Membership
   (Membership runs from 7/1/2020-6/30/2021)
   By visiting our website: https://universitycollege.tufts.edu/lifelong-learning

   Membership is required for class registration.

2. Register Starting on Monday, June 15th at 9am.
   • Register online - E-newsletter subscribers will automatically receive a reminder email with registration instructions. Email OsherLLI@tufts.edu and join our e-newsletter to get a reminder and more!

3. Receive Confirmation and Submit Payment
   After the close of initial registration, we will contact you with a summary of your courses, your total balance due, and payment instructions.

REGISTRATION SCHEDULE

• Initial Registration Period: June 15 - 16
• OLLI Office Confirms Initial Course Enrollments: June 18-19
• Add/Drop Period: June 22nd - 30th
• Classes Begin: July 6th

PRICING

Membership Fee: $50 (Membership runs from 7/1/2020-6/30/2021)

Study Group Pricing: Varies by Course

HOW TO PAY

After your registrations for the term are finalized, our office will contact you to let you know how much you owe. You will then have the option to pay via our online payment portal, or send a check (made payable to Trustees of Tufts College) to our office.

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

WITHDRAWALS & CANCELLATIONS

You will be charged $25 for each withdrawal before the second session of a multi-session class. (No refunds will be available after the second session.) If the OLLI office cancels any courses, full refunds will be issued. When an individual session needs to be cancelled due to instructor illness or other reason, we do our best to schedule a makeup session.