INSTITUTE FOR RETIRED PROFESSIONALS
STUDY GROUPS—FALL 2012

Monday 10-11:30 AM

THE OTHER EUROPE: EASTERN EUROPE FROM WORLD WAR I TO THE END OF THE SOVIET UNION

Abbreviated Study Group Name: Eastern Europe

Coordinators: Steven Cole, Mark Scher

By 1800, East Central Europe and the Balkans--ruled by centralizing, multicultural empires--began to diverge markedly from Western Europe. When the First World War destroyed these empires and redrew the political map, the peoples of the emerging new states looked at their futures in ethnic terms and generally failed to develop a strong national consciousness. These polities had enormous problems that threatened their viability as modern states. We examine the interwar period, the Second World War, and the Soviet period. Lecture and discussion will focus on themes common to this region and how they affected Europe as a whole. Class members will be invited to report to the class on suggested topics.

Study Group Requirements: 50 pages of weekly reading.

Texts: Walters, E. Garrison, *The Other Europe: Eastern Europe to 1945.* (Syracuse University Press, 1988, ISBN 0815624409; $19.95); Crampton, R. C., *Eastern Europe in the Twentieth Century–and after* (Routledge, 1997, ISBN 0415164230; $43.95). (Used copies are available.)

Steven Cole, a retired professor of history at the City University, has coordinated various study groups in philosophy and history. **Mark Scher,** an IRP member since 2008, is interested in modern European history. He coordinated a study group on the history of Poland.

Monday 10-11:30 AM

THE FREUD/JUNG YEARS, PART 1

Abbreviated Study Group Name: Freud/Jung

Coordinators: David Kahn, Barbara Kobrin

This study group explores what has been described as the intensely fruitful and finally tragic encounter between Freud and Jung. Their dynamic relationship fostered the spread of psychoanalysis to the larger professional community and opened the possibility of curative treatment for disturbed patients throughout the world. However, as their theories diverged, their disagreements led to conflict and estrangement, causing great personal distress to both of them. To appreciate the greatness of Freud and Jung, it is necessary to examine both their personal story and their theoretical development. Over two semesters we study closely a historical work that narrates the dramatic story of their relationship as well as the major psychological developments of their time. We also read from their correspondence and professional writings.
Study Group Requirements: 25-30 pages of reading.

Assignment for First Session: Please read the introduction to *A Most Dangerous Method.*

Texts: Kerr, John*, A Most Dangerous Method: The Story of Jung, Freud, and Sabina Spielrein* (Vintage, 2011, ISBN 978-0307950277; $16.95).
The unabridged *Freud/Jung Letters* is suggested but not required.

Other Required Materials: Articles to be circulated by the coordinators.

David Kahn is a retired Board Certified adult, adolescent and child psychiatrist who has coordinated seven previous study groups**.**
Barbara Kobrin is a Jungian therapist in private practice. She has coordinated four previous study groups.

Monday 10-11:30 AM

JFK: A 50th ANNIVERSARY REAPPRAISAL

Abbreviated Study Group Name: JFK Reappraised

Coordinators: Michael D. Shapiro, Walter Weglein

It has been 50 years since Camelot, the thousand days of John F. Kennedy's presidency. Since then, millions of words have been published to describe the young president who inspired the generation now entering retirement, pointed the nation toward the moon, helped save us from a possible nuclear holocaust, and started the Peace Corps. In observance of the IRP's 50th anniversary, this study group explores what his brief time in office accomplished from the perspective of the 21st Century. Robert Dallek, author of one of our texts, will be the keynote speaker for the IRP 50th anniversary celebration.

Study Group Requirements: 65 pages of weekly reading.

Texts: Dallek, Robert, *An Unfinished Life, John F. Kennedy, 1917-1963* (Back Bay Books, 2004, ISBN 978-0316907927; $18.99); Matthews, Chris, *Jack Kennedy, Elusive Hero* (Simon & Schuster, 2011, ISBN 978-1451635089; $27).

Michael D. Shapiro, who has found a niche as an explorer of Presidential biographies, has coordinated courses on LBJ and Harry Truman and is looking forward to continuing with JFK. An IRP member since 1995, **Walter Weglein** has coordinated several courses on American history: Jefferson, Lincoln, the Adams "clan," Reconstruction, freedom of speech in wartime, and the Red Scare.

Monday 10-11:30 AM

A SHAKESPEARE MISCELLANY

Abbreviated Study Group Name: Shakespeare's Plays

Coordinator: Harding (Pete) Lemay

Having discussed twenty of Shakespeare's major plays in previous study groups, we continue with six more, widely ranging in style, genre, and mood. They are populated by Roman statesmen, determined females in hot pursuit of marriage, Jewish money lenders, duplicitous despots, and isolated magicians with attendant spirits, clowns, and pontifical Puritans. Through them, we explore Shakespeare's fascination with the perplexing complex nature of his fellow human beings in rich lyrical verse and compassionate insight.

Study Group Requirements: 50 pages of weekly reading.

Assignment for First Session: Please read Acts One through Three of *The Merchant of Venice*.

Texts: Any standard edition of the following plays by Shakespeare: *The Merchant of Venice, Julius Caesar, Twelfth Night, All's Well that Ends Well, Measure for Measure,* and *The Tempest*.

Pete Lemay has coordinated eleven study groups in drama and fiction. He is the author of two memoirs and thirteen plays (available on Kindle) and thousands of soap opera scripts.

Monday 12:20-1:50 PM

AMERICA ON SCREEN

Abbreviated Study Group Name: America on Screen

Coordinators: John Becker, Howie Menikoff

In conjunction with the IRP's 50th anniversary, this one-semester study group considers significant films from the past five decades. Our purpose is to discern what the selected films tell us about American society at the time of their release, and whether they foreshadowed what was to come. These films deal with such issues as race (*In The Heat of the Night*), war (*Coming Home*), the changing roles of women (*An Unmarried Woman*), distrust of political institutions (*All The President's Men*), homosexuality (*Philadelphia*), and challenges to the American dream (*American Beauty*). We focus on what these films have to say about traditional American values, as well as the transformations in American society since 1962. All films are available from Netflix.

Study Group Requirements: Viewing one film each week.

Assignment for First Session: Please view *In The Heat of the Night*.

He didn't know it when he started, but **John Becker** has been paying very close attention to films for over sixty years (since at least the age of seven). **Howie Menikoff** has spent most of his life watching movies. A wise man said to him, "What are you doing? Get out, live a little." This advice was not taken.

Monday 12:20-1:50 PM

NEW YORK REVIEW OF BOOKS SEMINAR

Abbreviated Study Group Name: New York Review

Coordinator: Jane Case Einbender

Each week a different member of the seminar takes full responsibility for leading an in-depth discussion of that week's assigned essay from *The New York Review of Books*. Provision of supplementary information based upon prior study and/or research stimulated by the assignment is encouraged. The essays selected reflect the range of subject matter in this scholarly periodical, which covers politics, history, science, philosophy, and the arts, as well as literature. Every participant must be willing to lead one class-length discussion.

Study Group Requirements: 8-30 pages of weekly reading.

Text: *The New York Review of Books*, August, September, October, and November 2012 issues ($5.95 each for non-subscribers).

Jane Case Einbender is an avid explorer of contemporary experience, as interested in cultural politics as in international politics. She has coordinated this seminar in previous semesters.

Monday 12:20-1:50 PM

19th CENTURY FRENCH NOVEL, NOVELLA, AND SHORT STORY

Abbreviated Study Group Name: 19th C. French Fiction

Coordinators: Mary M. Rowan, Renee F. Wehrmann

Through the study of some novels, novellas and short stories, this class will begin to explore the richness of 19th Century French literature. A preliminary general introduction to the historical, political and sociological circumstances of France will be followed by a close look at the origins of the diverse new literary trends of that time, such as romanticism, realism, naturalism, and symbolism.

Study Group Requirements: 50-75 pages of weekly reading.

Texts: Balzac, Honoré de, *The Wild Ass's Skin,* Herbert J. Hunt, tr. (Penguin Classics, 1977, ISBN 0140443304; $15);
Mérimée, Prosper. *Carmen and Other Stories*, Nicolas Jotcham, tr. (New York: Oxford U. Press, 2008 ISBN 0199540446; $13.95);
Maupassant, Guy de*, The Best Short Stories* (Wordsworth Editions Ltd., 1999 ISBN 1853261890; $4.99);
Flaubert, Gustave*, A Simple Heart (The Art of the Novella),* Charlotte Mandell*,* tr.(Melville House, 2004, ISBN 0974607886; $10);
Zola, Emile, *Nana,* George Holden, tr. (Penguin Classics, 1972, ISBN 0140442634; $12)**.**

Mary M. Rowan taught French, Comparative Literature, and general humanities courses on the college level. At the IRP she has coordinated study groups on Montaigne, Descartes and Pascal.
Renee Fainas Wehrmann is a Professor Emerita of French, Pace University, NY. She has coordinated many IRP study groups, among them The Enlightenment, 20th Century French Novel, Moliere, and Camus.

Monday 12:20-1:50 PM

POETS ON POETRY

Abbreviated Study Group Name: Poets on Poetry

Coordinator: Judith Fried

In their poems, poets tell us about poetry, about the life of being a poet, and about the making of poems. Archibald MacLeish says that "A poem should not mean but be." Lawrence Ferlinghetti writes, "What is the use of poetry? The state of the world calls out for poetry to save it." Throughout written history, poets have been arguing over many questions: "What is poetry?" and "What does it mean to be a poet?" and "From where does a poem come; what makes it happen?" Together we discover the ways in which poets from Alexander Pope to the present have answered these questions. We read (and re-read) assigned poems before class, then in class we read and re-read aloud before discussion.

Study Group Requirements: 5-10 pages of weekly reading.

Assignment for First Session: Will be emailed to study group participants prior to first meeting.

Text: The coordinator mails a packet of poems to each participant before first class meeting. The participants are charged copying costs.

After many classes on individual poets, **Judith Fried** is curious to explore what those and other poets have had to say about the work of making poetry.

Tuesday 10-11:30 AM

THE HISTORY OF THE AUSTRO-HUNGARIAN EMPIRE AND THE FOUNDATIONS OF THE MODERN MIND

Abbreviated Study Group Name: Austro-Hungarian Empire

Coordinator: Raoul Oreskovic

This study group covers the history of the Austro-Hungarian Empire from the time of its creation in 1848 to its dissolution, with particular attention to its late "golden age" (1889-1914). It was a multi-ethnic state, with many diverse cultures, people, languages and religions. What is written about the empire often centers on its faults or on nostalgia for a world lost. However, Austria-Hungary--Vienna in particular, but also Budapest and Prague--provided many seminal thinkers and artists of our modern age. With the assistance of guest speakers from the IRP, we look at the empire's contributions to philosophy, literature, economics, music, painting, design and architecture. Finally, we examine the causes of the dissolution of the empire, as well as its enduring legacy.

Study Group Requirements: 20-30 pages of weekly reading.

Assignment for First Session: Chapters I and II.

Text: Taylor, A.J.P.,*The Habsburg Monarchy,1809-1918* (University of Chicago Press,1976, ISBN 0226791459: $25).

Other Required Materials: Additional reading material will be sent via email.

Following a stay in Budapest in the 1990's, **Raoul Oreskovic** developed an interest in the Austro-Hungarian Empire. Raoul, an international trader in physical commodities, has a Ph. D. in economics.

Tuesday 10-11:30 AM

TELLING YOUR STORY: MEMOIR WRITING

Abbreviated Study Group Name: Memoir Writing

Coordinators: Carmen Mason, Leyla Mostovoy

A memoir is made from what is most enduring, moving, and formative in one's life. It can entertain, instruct, enlighten or caution its readers; for the writer it reveals not only what happened but what one makes of what happened. It helps one get to the bottom of things. Participants are encouraged to read their eight-minute (maximum) prose or poetry pieces aloud in class, after which fellow participants constructively critique the work. Does it engage the listener? Is anything confusing? Is there a coherent, consistent "voice"? Might more be explored? The writer may ask questions regarding effectiveness, clarity, language. Listeners may give written suggestions to the writer. Our goal is to write memoir essays or poems, chapters for a full-length memoir or other autobiographical reflections.

Study Group Requirements: Short memoir texts to be presented in class.

Assignment for First Session: Please prepare a memoir to read in class; the reading should not exceed eight minutes.

Texts: Readings from published memoirs, published writers' suggestions, and memoir recommendations will be given to participants throughout the term.

Carmen Mason has been writing for over 60 years and teaching writing for over 40. Her first story won an international short story contest when she was seventeen**. Leyla Mostovoy** took ten years to write her memoir. "Yes, I can" is her motto. Her new endeavor is to meditate, soften her heart, and find peace of mind.

Tuesday 10-11:30 AM

TRANSLATION: WHERE LANGUAGES INTERSECT

Abbreviated Study Group Name: Translation

Coordinator: Marcia Hearst

Is there such a thing as a perfect translation? Is translation an art or a craft? What are the special problems in translating poetry or jokes? What is gained and lost as we move from one language to another? How can monoglots appreciate the challenges and complexities of literary translation? We approach these questions by comparing multiple translations of literary texts, by reading essays by leading translators describing their thought processes, and even by completing short translation assignments of our own. Analyzing the intersection between languages may lead to a deeper understanding of the nature of language itself. This study group covers much of the same material used in the previously offered Art of Translation.

Study Group Requirements: 40 pages of weekly reading.

Assignment for First Session: Please read pages 3-43 of *Is That a Fish in your Ear?.*

Text: Bellos, David, *Is That a Fish in your Ear? Translation and the Meaning of Everything* (Faber and Faber, 2011, ISBN: 978-0865478572; $27).

Other Required Materials: Coursepack, approximately $20.

Intoxicated by language, **Marcia Hearst** has led study groups on wordsmiths such as Lewis Carroll, W. S. Gilbert, and the Algonquin Roundtable. To her everlasting regret she remains unrelentingly monolingual.

Tuesday 10-11:30 AM

WHEN SLAVERY ENDED

Abbreviated Study Group Name: When Slavery Ended

Coordinators: Eileen Brener, Joe Zuckerman

By the end of the nineteenth century millions of slaves in the New World had been emancipated, some by war and others by legislation. In this study group we examine how freedmen in four sugar economies of Louisiana, Cuba, Jamaica and Brazil fared economically and civilly in the decades after emancipation. We trace the experience of American freed slaves from the advances made in the early days of Reconstruction to the more dismal years of *Plessy v. Ferguson.* We consider the post-emancipation control of labor, land and political power in Cuba, Jamaica and Brazil, where no state-sponsored reconstruction policies existed. We compare the degrees of freedom achieved by freedmen in each society.

Study Group Requirements: 50 pages of weekly reading.

Texts: Scott, Rebecca A., *Degrees of Freedom: Louisiana and Cuba after Slavery*, (Belknap Press, 2008, ISBN 0674027590; $21); Foner, Eric, *Reconstruction: America's Unfinished Revolution*, (Harper Perennial Modern Classics, 2002, ISBN 0060937165; $23.99).

Other Required Materials : Coursepack, approximately $10.

Coordinators' Biographies: Both Eileen and Joe have coordinated other study groups, most recently Slavery in the Americas. That study group is not a prerequisite for When Slavery Ended.

Tuesday 12:20-1:50 PM

BRAHMS: CLASSICAL ROMANTIC, INCIPIENT MODERNIST

Abbreviated Study Group Name: Brahms

Coordinator: James Smith

Of all famous composers Brahms may be considered the greatest integrator of music history into his compositions. His approach to the art had a great influence on 20th century modernists. In the process he created works that are timeless, enchanting, and fascinating from both a structural and emotional point of view. He is often dubbed the "classical romantic," a composer of profoundly moving music that also makes sense. Digging into his methods yields rich rewards. Listeners at all levels attain new views of his symphonies, concertos, and glorious chamber music.

Study Group Requirements: 15 pages of weekly reading;
1/2 hour of weekly listening.

Assignment for First Session: Please read pp, 1-25 in the text and listen to Piano Trio No. 1.

Texts: Swafford, Jan, *Johannes Brahms: A Biography,* (Vintage, 1999, ISBN 0679745823; $21);
Brahms: The Complete Symphonies, Berlin Philharmonic Orchestra, Karajan (Deutsche Grammophon Audio CD, 1998, ASIN: B000007ODY, $17.98).
(YouTube versions of the symphonies are also acceptable.)

Other Required Materials: YouTube access.

James Smith was Executive Director of the Cambridge Center for Adult Education, where he taught many courses in music history and appreciation. This is his fourth musical IRP study group.

Tuesday 12:20-1:50 PM

CONTEMPORARY ART: A COLLABORATIVE STUDY GROUP

Abbreviated Study Group Name: Contemporary Art

Coordinator: Lila Shoshkes

This collaborative study group explores New York's multifaceted art world. We discuss abstract and representational paintings, sculptures, performance art, video, film, and photography. Members are expected to lead discussions based on the text and on independent visits to current exhibitions. We examine the art, artists, critics, and philosophers who have shaped our visual culture since the 1970s. We read art theory, the writings of art critics, and the words of the artists to increase our understanding and appreciation of all forms of art. In addition to the text we use on-line blogs and current critical material, reviews, and features in art magazines. Active participation in discussions is a key aspect of the course. Guests may include artists, critics, gallery representatives, and curators.

IRP member Joan Rosenbaum, who was director of the Jewish Museum for 30 years, will select and interview the guests.

Study Group Requirements: 40-50 pages of weekly reading and three visits to current exhibitions.

Assignment for First Session: Please read pp. 3-15 in the text.

Text: Barrett, Terry, *Why Is That Art? Aesthetics and Criticism of Contemporary Art (*Oxford University Press, 2012, 2nd edition, ISBN 0199758808; $34.95).

Lila Shoshkes is always interested in art, artists, and understanding their work, even while happily lecturing on architecture.

Tuesday 12:20-1:50 PM

MODERN MASTERS OF THE DOCUMENTARY 1

Abbreviated Study Group Name: Documentary Film 1

Coordinators: Ruth Kavesh, Miriam Lawrence, Mary Ellen Schaeffer, Robert Sholiton

Until quite recently, theatrical screenings of documentary films were few and far between. But these days it's a rare week that doesn't see at least two documentaries reviewed in the *Times.* Michael Moore, Werner Herzog, and Morgan Spurlock have become household names. What happened? This study group sets out to answer that question. We explore twelve representative films, including such classics as *Nanook of the North*, *Harlan County USA*, and *The Thin Blue Line*, by the filmmakers who laid the groundwork for today's booming interest in documentaries. We experience the various developments that have given the contemporary documentary its shape and form. Participants view films at home and present reports on related topics. All films are available from Netflix.

This is essentially a repeat of a study group offered in Fall, 2007.

Study Group Requirements: 2 hours of weekly viewing. A subscription to Netflix is strongly recommended.

Assignment for First Session: Please watch *Nanook of the North,* Robert J. Flaherty, 1922.

After co-coordinating two study groups on ancient Greek heroes, **Ruth Kavesh** is happy to skip ahead a few millennia and study documentaries with their many heroes and villains. **Miriam Lawrence** has led or co-led several study groups on music, theater, and film. This is her fifth collaboration on documentary film with Bob Sholiton. Film and television have always been part of **Mary Ellen Schaeffer**'s life. She loves the movies, collects old cameras, is an Emmy winner and a member of the Director's Guild of America. **Robert Sholiton** has co-coordinated study groups on short stories, nonfiction, and history, as well as his four prior co-ventures with Miriam.

Tuesday 12:20-1:50 PM

HITLER'S RISE TO POWER

Abbreviated Study Group Name: Hitler's Rise to Power

Coordinator: Karis Hall

We begin by examining briefly the historical origins of Hitler's rise to power. We then analyze in greater detail German development from the Treaty of Versailles (1919) until the outbreak of World War II. In our discussions, we emphasize not only "how" but also "why" Hitler was successful in gaining and maintaining power. Topics include the ideological origins of totalitarianism, Germany's defeat in World War I, its economic collapse after 1929 and the importance of Hitler's personality. We also explore what it was like to live in Nazi Germany before WWII. Contemporary accounts are included as well as some historiographical materials. Leni Riefenstahl's film, *Triumph of the Will* –-the Nazi propaganda tool—is screened. Participants are asked to report on relevant topics.

Study Group Requirements: 25-30 pages of reading.

Assignment for First Session*:* Please read "The Origins of Totalitarianism,*"* *Nazi Germany*, pages 3-40.

Text: Fischer, Klaus P., *Nazi Germany, a New History* (Continuum, New York, 1996, ISBN 978-0826409065; $75.00). Used copies are available.

An "army brat," **Karis Hall** lived in Heidelberg, Germany for three years in the fifties and has read history ever since.

Wednesday 10-11:30 AM

THE HISTORY OF GREAT BRITAIN, PART 4: THE CONGRESS OF VIENNA (1815) TO THE FIRST WORLD WAR (1914)

Abbreviated Study Group Name: British History, Part 4

Coordinator: Michael Marsh

We study a particularly fascinating and enlightening period in British history. Victorious in the Napoleonic wars, the United Kingdom faced and addressed major domestic economic, social, and political problems. This coincided with the nation's development into the world's major industrial and economic power, its evolution into the largest colonial empire since Rome, and its undisputed naval and commercial dominance—a narrative replete with drama and excitement. The Victorian Age is rich in brilliant, dynamic personalities and leaders—Palmerston, Disraeli, Gladstone, and the young Churchill—in exciting colonial conflicts, and in domestic and international political intrigue and complex statecraft. The kingdom underwent major internal reforms in the early 20th Century, while its dominance was challenged by an aggressive Germany and by the USA.

Study Group Requirements: 75 pages of weekly reading.

Texts: Heyck, Thomas William, *The Peoples of the British Isles, A New History From 1688 to 1870* (Lyceum Books, Inc., 2008, ISBN 1933478233; $48.95); older editions are acceptable.
Heyck, Thomas William, *The Peoples of the British Isles, A New History From 1870 to the Present* (Lyceum Books, Inc. 2008, ISBN 1933478241; $48.95); older editions are acceptable.
Lunt, W. E., *The History of England* (Harpers & Bros., 1957, Fourth Edition), out of print, may be purchased online at abebooks.com for less than $10.

Michael Marsh, a docent at the New York Historical Society, has coordinated the study groups: The Progressive Era; Andrew Jackson's America; and British History Parts 1, 2, and 3.

Wednesday 10-11:30 AM

GREAT CONVERSATIONS FROM GREAT BOOKS

Abbreviated Study Group Name: Great Conversations/Books

Coordinators: Moya Duffy, Sarah White

Beauty and brutality, innocence and corruption, democracy and tyranny, loyalty and adultery, all figure in the classic works of this course. We begin with a work from Ancient Greece and then move to masterpieces from the nineteenth and twentieth centuries. Our discussions focus on ways in which conflicting human tendencies have been represented at different times and in different cultures, not only in writing but also on stage and in film. Most sessions are devoted to a single selection from *Great Conversations 5*, a collection of complete stories, essays, and one play, available from The Great Books Foundation. In addition, we discuss one short novel and two films, to be viewed outside of class.

Study Group Requirements: 20-35 pages of weekly reading, or one film.

Assignment for First Session: Please read Euripedes, *Hekabe,* the first selection in *Great Conversations 5.*

Text: *Great Conversations 5* (Great Books Foundation, 2009, ISBN 978-193347444, $24.95);
James, Henry, *Washington Square* (Oxford University Press, 2010, ISBN 0199559198: $7.95).
Note: *Great Conversations 5* is available from:
http://store.greatbooks.org/book-groups-colleges/great-conversations/adu-gc5.html

Films: Wyler, *The Heiress* (1949), Kurosawa, *Rashomon* (1950).

Moya Duffy taught English for many years in Asia. She coordinated a study group on Chinese and Japanese film. **Sarah White** taught literature at Franklin and Marshall College for 23 years, and has been a frequent IRP coordinator.

Wednesday 10-11:30 AM

GREAT THINKERS AT THE NEW SCHOOL

Abbreviated Study Group Name: Great Thinkers

Coordinators: David Kahn, Sara Otey, Edward Seltzer

From its opening in 1919, when John Dewey's new approach in education first found a testing ground, The New School has attracted some of the most interesting figures in the intellectual world as teachers, lecturers, and students. In 1933, The New School gave a home to the University in Exile, a refuge for German scholars fleeing persecution by the Nazis. In 1934, The New School incorporated this community as a graduate school of political and social science. Each session of this study group is dedicated to one of the luminaries associated with The New School, including Hannah Arendt, Erich Fromm, Robert Heilbroner, Karen Horney, Herbert Marcuse, and Wilhelm Reich.

Study Group Requirements: 30 pages of weekly reading.

Text: Coursepack, approximately $35.

David Kahn is a retired Board Certified Adult, Adolescent, and Child Psychiatrist. He has coordinated seven previous study groups. **Sara Otey,** a retired newspaper editor, has coordinated several courses at the IRP, the most recent being Winston Churchill: A Study in Leadership. **Ed Seltzer** has a Ph.D. in philosophy from the New School. He taught college courses in philosophy, social science, psychoanalysis and social work and supervised mental health programs at non-profits.

Wednesday 10-11:30 AM

ITALIAN CINEMA: NEO-REALISM AND BEYOND, 1945-PRESENT

Abbreviated Study Group Name: Italian Postwar Cinema

Study Group Coordinators: Vincent Fuccillo, Robert Gerace
This study group is designed to sample a wide range of postwar Italian film. We examine the work of the so-called "neo-realist" Italian directors (De Sica, Rossellini, Visconti) as well as more recent works of Italian film-makers (Bertolucci, DiGregorio, Ozpetek), and note the changes in style and expression. Along the way we read contemporary film reviews and consider a particular director's political, social and artistic expression against the broader background of Italian history and cultural evolution from 1945 to the present. The study group is largely discussion-driven. To enrich the experience for everyone, each participant is encouraged to view and report on a film from a list of related films, which are included in the discussion but are not required viewing.

Study Group Requirements: 8-10 pages of weekly reading; 2 hours of weekly listening or viewing. All "main" films for the course are available through Netflix, either in DVD format, or online streaming.
Assignment for First Week: Please **r**ead Cesare Zavattini essay in Coursepack, "Some Ideas on the Cinema," and watch *Paisan*, Roberto Rossellini.
Films: *Paisan* (1945), *Umberto D.* (1952), *The Earth Trembles* (1948), *I Vitelloni* (1953), *L'Avventura* (1960), *The Conformist* (1970), *Seduced and Abandoned* (1964), *Amarcord* (1973), *Il Divo* (2008), *Quiet Chaos* (2008), *Mid-August Lunch* (2008), *His Secret Life* (2001).
Text: Coursepack, including materials on the life and work of the directors, and reviews and/or discussions of the films. Estimated cost: $20-$25.

Vincent Fuccillo is a retired college professor who now wishes to extend his interests in literature and fiction to the world of "cinema." **Robert Gerace** is a retired teacher, literature enthusiast and publishing professional who has entertained the hopeless ambition of reading life's meaning through Italian films.

Wednesday 12:20-1:50 PM

ALEXANDER THE GREAT: HIS LIFE AND HIS CAMPAIGNS

Abbreviated Study Group Name: Alexander the Great

Coordinators: Marvin Koenigsberg, Herb Mann

Was Alexander the Great a "crack-pot mystic, intent solely on loot and plunder under the guise of bringing 'culture' to the East," as the historian Victor Davis Hanson suggests? During twelve years of campaigning, Alexander conquered an empire that stretched from the Adriatic to modern India. What was Alexander's role in spreading Western culture into Asia, and what was the legacy he left there? We use several sources, including Plutarch and the Roman historian Arrian, 86-160 CE (in the marvelous new Landmark Edition), to study Alexander's achievements and to help us put them in a modern context. Alexander will fascinate those interested in classical studies, military history, and the origins of tensions that still simmer in the Middle East.

Study Group Requirements: 40 pages of weekly reading.

Assignment for First Session: Please read *The Landmark Arrian:* Prefaces and Introduction (pp. xiii-xl).

Text: Arrian, *The Landmark Arrian: The Campaigns of Alexander,* James S. Romm, editor (Pantheon Books, 2010, ISBN 978-0-375-42346-8; $40).

Marvin Koenigsberg, a sociologist, considers himself a “serious amateur of the classics.” He has coordinated IRP study groups on Homer, Dante, Thucydides, Plato and others. **Herb Mann,** whose career was in investment management, has a lifelong interest in military history. He and Marvin co-coordinated a study group on the campaigns of Xenophon and Caesar.

Wednesday 12:20-1:50 PM

HUAC: PLAYWRIGHTS AND FILMMAKERS UNDER PRESSURE

Coordinators: Barbara Salant, Dolores D. Walker

The work of many leading playwrights and directors of the 1920's-1950's was affected by the House Un-American Activities Committee. We study complete plays and excerpts by writers Lillian Hellman, John Howard Lawson, Arthur Miller, and Clifford Odets, along with the historic and cultural forces that influenced them. The plays examined are *Waiting for Lefty, Golden Boy, Awake and Sing, Death of a Salesman, The Crucible, A View from the Bridge, After the Fall,* and *The Children's Hour.* Study group members volunteer to prepare and present scenes from these plays. We also view in class a substantial collection of video clips. Participants view independently the film *On the Waterfront,* directed by Elia Kazan.

Study Group Requirements: 50 pages of weekly reading.
Assignment for First Session: Please read *Thirty Years of Treason*, pages xxiii-xxiv, 3-47.
Texts: Bentley, Eric, *Thirty Years of Treason: Excerpts from Hearings Before the House Committee on Un-American Activities 1938-1968 (*Thunder's Mouth Press/Nation Books 2002, ISBN 1560253681; $24.95);
Hellman, Lillian, *Six Plays by Lillian Hellman (*Vintage Press, 1979, ISBN 0394741129; $17.95);
Kazan, Elia, *Elia Kazan: A Life* (Da Capo Press, 1997, ISBN 0306808048; 32.95);
Miller, Arthur, *The Portable Arthur Miller, Revised Ed. (*Penguin, 2003, ISBN 0142437557; $20.00);
Odets, Clifford, *Waiting for Lefty and Other Plays by Clifford Odets* (Grove Press, 1994, ISBN 0802132200; $15.95);
Smith, Wendy, *Real Life Drama (*Grove Press, 1994, ISBN 0802133002; $19.75).
***Note**: Used copies are available for all books listed above. All plays can be purchased or ordered in acting editions for approximately $10 each at the Drama Book Shop at 240 W. 40th St. NYC.*

At the IRP, **Barbara Salant** has explored her interests in literature, theatre, and art by coordinating study groups dealing with American theatre, Spanish literature and culture, Greek art and architecture, and Renaissance art. After 25 years in the theatre (Actors Equity, Dramatists Guild), **Dolores Walker** spent 20 years as an attorney/mediator.

Wednesday 12:20-1:50 PM

CONTEMPORARY INTERNATIONAL NOVELS

Coordinators: Ellen Kolegar, Arlyne LeSchack

Five international novels raise the same question - "Are we free or determined by the demands of our culture?" We start in Peru with Vargas Llosa's story of a writer of soap operas and a young man's romance with his aunt. Then to Siberia with Makine's novel of a woman still waiting for her fiancé to return from WWII. Next, to China and Ha Jin's tale of a man caught between a traditional and a modern woman. On to Japan with Oe's novel about the decision a man must make after the birth of his first child. We end in an unnamed country in Claudel's novel about fear of the stranger or the other. Each book is beautifully written and memorable.

Study Group Requirements: 100 pages of weekly reading.

Assignment for First Session: Please read chapters 1-10 of *Aunt Julia and the Scriptwriter*.

Texts: Vargas Llosa, Mario, ***Aunt Julia and the Scriptwriter***, Helen Lane, translator (Picador, 2007, ISBN 0312427247; $15);
Makine, Andrei, ***The Woman Who Waited****,* Geoffrey Strachan, translator, (Arcade, 2006, ISBN 1559707747; $14.95);
Jin, Ha, ***Waiting*** (Vintage, 2000, ISBN 0375706410; $15);
Oe, Kenzaburo, ***A Personal Matter***, John Nathan, translator (Grove, 1994, ISBN 0802150616; $13);
Claudel, Philippe, ***Brodeck***, John Cullen, translator (Anchor, 2010, ISBN 978-0307390752; $15.95).
Use only these editions so that we are all on the same page (literally!)

Ellen Kolegar has coordinated the Proust and short story classes. She is always looking for a "good read" and looks forward to sharing her finds with other IRP members. **Arlyne LeShack** joined the IRP after 25 years as an educator for the NYC DOE. She previously coordinated a study group on Philip Roth's last four novels.

Wednesday 12:20-1:50 PM

THE WEIMAR YEARS: 1918-1933: A CULTURE CUT SHORT

Abbreviated Study Group Name: Weimar Culture

Coordinators: Phyllis Kriegel, Carter Swoope

Germany's radical experiment in liberal democracy unleashed a wave of social, artistic and sexual freedoms, making Berlin the most culturally vibrant, enticing city in Europe. Film, music, literature, theater, design and the visual arts thrived, merging with and stimulated by Berlin's cabarets, cafes and nightclubs. Yet Weimar's experiment also saw economic crisis and the rise of the radical Right, ending in the collapse of the Republic and the cataclysm of the Third Reich. We explore the revolutionary creativity of those years, which coexisted and interacted with Weimar's sociopolitical conflicts and economic tensions. Our informed discussion—supported by a broad range of pertinent readings, films, and visual and musical examples—provides a nuanced, complex and historically grounded exploration of a fascinating period.

Study Group Requirements: 30-40 pages of weekly reading, occasional viewing of films at home.

Assignment for First Session: Please read Thomas Mann, "Disorder and Early Sorrows," to be distributed.

Texts: Weitz, Eric D. *Weimar Germany: Promise and Tragedy* (Princeton University Press, 2009, ISBN 978-0691140960; $24.95); Roth, Joseph, *What I Saw: Reports from Berlin 1920-1933*, translated by Michael Hoffman (W. W. Norton & Company, 2004, ISBN 0393325822; $16.95).

Films: *The Cabinet of Dr. Caligari (1920), The Last Laugh (1924), Metropolis (1927), The Threepenny Opera (1930).*

Phyllis Kriegel's exploration of modernism began with Kafka. Three study groups later, she turns to Weimar--the paradoxical and creative enterprise questioning what it means to live in modern times. **Carter Swoope,** who co-coordinated Kafka groups with Phyllis, became intrigued by the Weimar period when he saw a still photo from the 1920 film *The Cabinet of Dr. Caligari*.

Thursday 10-11:30 AM

THE ASSERTIVE RISE OF CHINA

Abbreviated Study Group Name: Assertive Rise of China

Coordinator: Steve Liebmann

During the last three years, China has exhibited increasingly tough and truculent behavior toward many of its neighbors in Asia, as well as the United States and the European Union. Drawing upon a broad range of sources, we seek to better understand the new assertiveness of China, its implications for the world, and the extraordinary domestic challenges facing this nation of 1.33 billion people. Subjects include: "China's search for security"; "Is China a military threat?"; "Can China Defend a 'core interest' in the South China Sea?"; "Should the United States abandon Taiwan?"; "What could bring down China's rulers?"; "Prospects for widespread rebellion." Study group participants are expected to stay current with news from China and are encouraged to do in-depth research reports.

Study Group Requirements: 50+ pages of weekly reading.

Text: Coursepack, approximately $40, and articles distributed by email.

Steve has led three previous IRP study groups on contemporary China, as well as similar classes on India and Brazil.

Thursday 10-11:30 AM

THE MARRIAGE GAP

Abbreviated Study Group Name: Marriage Gap

Coordinators: Harding (Pete) Lemay, Gloria Plesent

Post-modern society evidences an anxious, almost poignant concern for the fate of marriage and its beloved handmaiden, the novel. Will they both continue to endure against the onslaught of technology's exuberant productivity, which offers a myriad of distractions and unending entertainment? Marriage, until the present time, has played the most significant role in our personal lives. The novel in its fullness of presentation and its emphasis on the internal life has provided a compassionate transition towards understanding and illuminating our subjective desires for the good life. This semester we read five novels that address the inevitable gaps in understanding between married couples, and their efforts to bridge them.

Study Group Requirements: 125 pages of weekly reading.

Assignment for First Session: Please read Parts I & II of *Madame Bovary.*

Texts: Any editions of the following:
Madame Bovary by Gustave Flaubert;
The Return of the Soldier by Rebecca West;
Tender is the Night by F. Scott Fitzgerald;
Couples by John Updike;
Happenstance by Carol Shields.

Harding (Pete) Lemay, author of twelve produced plays, two memoirs, countless daytime television scripts, has taught literature, drama, and television serial writing at NYU, Hunter College, and the New School. **Gloria Plesent** has a Master's Degree in Comparative Literature from Columbia University. She believes literature helps us keep the long view and reminds us what's really at stake in life.

Thursday 10-11:30 AM

STEVE JOBS: HIS LIFE AND LEGACY

Abbreviated Study Group Name: Steve Jobs

Coordinator: Tom Ashley

Steve Jobs fundamentally changed the following industries: personal computer, animation, music, phones, tablet computing, digital publishing and retail store. Guided primarily by his own instincts, he brought novel products to market, set unique standards for design, and invented new forms of business. Apple is now the world's most valuable company. Famous by his mid-twenties, Jobs followed one dominant breakthrough with another. Despite several spectacular failures in his life and business, he left oversized footprints in his wake. The study group discusses Jobs' career, and examines in detail how his technological and business innovations helped to reshape our economy and society in complex ways that are both positive and negative. Topics discussed include Apple II, Macintosh, Pixar, iPod/iTunes, iPhone, iPad and Apple Store.

Study Group Requirements: 60 pages of weekly reading. Each student is expected to give one 5-8 minute report.

Assignment for First Session: Please read the introduction and Chapters 1 & 2.

Text: Isaacson, Walter, *Steve Jobs* (Simon and Schuster, 2011, ISBN 1451648537; $35).

Coordinator's Biography: Tom Ashley was a marketing executive and producer at CBS, ABC, and Turner Television. He has been fascinated with Steve Jobs since "1984" when Apple launched its landmark TV commercial.

Thursday 10-11:30 AM

ULYSSES, PART III

Abbreviated Study Group Name: Ulysses, Part III

Coordinators: Ted Gannon, Barbara Kobrin, Harry Levy

We continue our examination of *Ulysses*, James Joyce's novel chronicling the passage of Leopold Bloom through Dublin on an ordinary day. This is the third semester of a four-term study group. Those joining the fall semester should read up to Chapter 14, "Oxen of the Sun," page 314 in the Gabler edition.

Study Group Requirements: 40 pages of reading per week.

Assignment for the First Session: Please read the first 500 lines in Chapter 10, "Oxen of the Sun."

Texts: Joyce, James, *Ulysses*, Hans Gabler, editor (Vintage Books,1986, ISBN 978-0394743127; $21);
Gifford, Don and Robert J. Seidman, *Ulysses Annotated* (Univ. of California Press, 2008, ISBN 978-0520253971; $31.95).

Frederic L. Gannon, a retired Board-certified psychiatrist, has recently co-coordinated study groups on Dante and Joyce's *Dubliners*. **Barbara Kobrin** is a Jungian psychotherapist currently in practice who has read much of Joyce in the past, and brings her enthusiasm. **Harry Levy** has moved from the world of business into the world of literature at the IRP and been transformed by Proust, Dante, and Joyce.

Thursday 12:20-1:50 PM

CONSCIOUSNESS, THE SELF, AND FREE WILL

Abbreviated Study Group Name: Consciousness

Coordinators: Robert Braff, James Smith

Modern neuroscience has come a long way in explaining how the brain senses internal and external stimuli, creates emotions, processes such information, and controls the body's response (what is known as the "easy problem" of consciousness). The "hard problem" is how the physical brain produces subjective experience—the feeling of what it is like to be you. No one knows how this feeling is created, but much work has been done in trying to understand how it happens. We explore brain mapping and image creation; how emotions are created and sensed; memory, learning, and altered states of consciousness, including dreams and those produced by disease. The implications for free will, systems of justice, and cultural evolution (and, perhaps, progress) are also examined.

Study Group Requirements: 30 pages of weekly reading.

Assignment for First Session: Please read Chapter 1 of *Self Comes to Mind.*

Texts: Damasio, Antonio, *Self Comes to Mind* (Vintage, 2012, ISBN 030747495X; $15.95);
Gazzaniga, Michael, *Who's in Charge? Free Will and the Science of the Brain* (Ecco, 2011, ISBN 0061906107; $27.99).

Robert Braff is a retired cardiologist. He has regularly struggled to understand (un)consciousness, acknowledging that his own body seems to inherently understand it very well. **James Smith** became interested in learning, consciousness, and culture during his many years as director and faculty member at a center for adult education.

Thursday 12:20-1:50 PM

GERMAN ROMANTICISM: LITERATURE AND CULTURE

Abbreviated Study Group Name: German Romanticism

Coordinator: Donald Ray

Romanticism in Germany (1790-1830) set its philosophical roots in the Age of Goethe. Writers and philosophers tried to reclaim ("re-enchant") the fullness of nature and experience from the cold rationalism of the Enlightenment. This vital reaction left its mark on the arts, criticism, faith, German identity, even science. While we touch on many cultural productions, from painting and lieder to myth and madness, literature is our main concern. We read selections from Novalis, Goethe, E.T.A. Hoffman, Brentano and others. Readings are from handouts and from the text: a collection of stories that have the feel of fairy tales. Although this survey spans the cultural history of a specific country and era, German romanticism invites comparison with similar developments in other countries and with modern perspectives.

Study Group Requirements: 10-50 pages of weekly reading; for 2 sessions, there is recommended viewing/listening.

Assignment for First Session: Please read "Romanticism" at http://academic.brooklyn.cuny.edu/english/melani/cs6/rom.html

Text: Ryder, Frank, editor, *German Romantic Stories: Eichendorff, Brentano, Chamisso, and others* (Continuum, 1988, ISBN 0826403131; $29.95).

Other Required Materials: About 50 pages of handouts.

Donald Ray's degrees were in English literature but he's been most interested in European languages and literature since then. He loves the IRP's multidisciplinary approach.

Thursday 12:20-1:50 PM

ON THE ROAD IN THE FIFTIES WITH JACK KEROUAC

Abbreviated Study Group Name: On the Road

Coordinator: Mary M. Rowan

On the Road is **THE** novel of the Beat Generation. Whether that means beaten down, beaten up, offbeat, or beatified, "beatnik" first appeared in San Francisco in 1948. Author Jack Kerouac denied the term. He met William Burroughs and Allen Ginsberg at Columbia where they all honed their literary skills, frequently at the West End Bar. Ginsberg's influence on Kerouac is recorded in letters and in the filmed reading of *Howl* where novelist responds to poet. We analyze *On the Road* as it reflects the postwar shift from train to individualized automobile travel. We follow hero and thieving sidekick as they crisscross vast reaches of America, encountering varied characters in their restless quest for self-discovery—striking chords among many of their generation.

Study Group Requirements: 25 pages of weekly reading.

Assignment for First Session: Please read pages 1-28 (Chapters 1-4) of *On the Road*.

Text: Kerouac, Jack, *On the Road* (Penguin Great Books of the Twentieth Century, 1999, ISBN 0140283293; $16).
Coursepack, including selected passages from *Howl* and letters, under $15.

Mary M. Rowan taught college-level French Literature as well as general humanities and comparative literature. At the IRP she coordinated study groups on Montaigne, Descartes, and Pascal.

Thursday 12:20-1:50 PM

THE VIETNAM WAR: LESSONS LEARNED AND LESSONS FORGOTTEN

Abbreviated Study Group Name: The War in Vietnam

Coordinators: Barry Cooper, Mary Ann Ryan

The Vietnam War marked a pivotal moment in the political and military history of the United States. To this day, the war continues to cast a shadow on U.S. policy. What lessons did the U.S. learn from the war? Did the U.S. learn from its mistakes or is it continuing with the same policies? To answer these questions, we study the war starting with the defeat of the French, early U.S. involvement under President Kennedy, escalation of the war during the administrations of Johnson and Nixon, Paris peace negotiations, U.S. withdrawal, and eventual defeat of South Vietnam. Through discussion, we also examine the role of the media and of the antiwar movement as important influences.

Study Group Requirements: 50-70 pages of weekly reading.

Assignment for First Session: Please read Karnow, pp. 109-110, 121 (bottom)-175.

Text: Karnow, Stanley, *Vietnam: A History (*Penguin Books, 1997, ISBN 978-0140265477; $22).

Barry Cooper is a retired lawyer who specialized in intellectual property law. **Mary Ann Ryan** is a retired lawyer who spent several years at the Department of Justice in its Antitrust Division. She currently runs an online book business.

Friday 10-11:30 AM

ACRYLIC PAINTING UTILIZING THE PRINCIPLES OF ART

Abbreviated Study Group Name: Acrylic Painting

Coordinator: Carol Winer

This workshop highlights the principles of art. Using acrylic paint as the medium we study color, composition, and painting techniques. Students select a master's painting to analyze which becomes the basis for studying techniques and principles of art. This workshop has been offered in previous semesters.

Study Group Requirements: 10-15 pages of weekly reading; individual visits to an art museum to study the selected painting.

Assignment for First Session: Please purchase designated supplies.

Text: Sherin, Aaris, *Design Elements, Color Fundamentals* (Rockport Publishers, 2012, ISBN 978-1592537198; $24.99).

Other Required Materials: Acrylic paints (cadmium yellow, yellow ochre, cadmium red, alizarin crimson, cerulean blue, cobalt blue, ultramarine blue, paynes grey, ivory black, titanium white), medium brushes, paint knife, 18x24 inch or larger stretched canvas, 18x24 sketch pad, Sunworks12x18 construction paper-50 sheets (available at Utrecht Art Supplies, on line-$3.99), glue, scissors.

Carol graduated from Massachusetts College of Art and Rutgers. An accomplished water-colorist and acrylic painter with over 25 years of experience, her work has been exhibited in galleries and museums.

Friday 10:00-11:30 AM

AMERICA'S POLITICAL DYNASTIES: FROM ADAMS TO BUSH…AND BEYOND

Abbreviated Study Group Name: US Political Dynasties

Coordinator: Stephen Kalinsky

The Constitution of the United States could not be more specific—"no title of nobility shall be granted by the United States"—yet since 1789 the American people have freely elected to high office the members of certain families, this country's version of dynasties. The best known political dynasties include the Adamses, the Harrisons, the Longs, the Roosevelts, the Kennedys, and now the Bushes. How did we come to create "People's Dukes"? What does this longstanding trend tell us about our political tradition? We explore how and why the American government has so often become a family business, and the ramifications of this for the future of our democracy.

Study Group Requirements: 50 pages of weekly reading.

Assignment for First Session: Please read up to Page 9 of *America's Political Dynasties*. Additional readings will be sent by email before the first class.

Text: Hess, Stephen, *America's Political Dynasties* (Transaction Publishers, 1997, ISBN 156000911X: $29.95).

Other Required Materials: All other materials will be available on the internet or sent by the coordinator by email.

Stephen Kalinsky, an attorney, previously co-coordinated a study group on Civil War literature. He has been interested in American politics since he was twelve years old.

Friday 10-11:30 AM

PHOTOGRAPHING NEW YORK IN BLACK AND WHITE

Abbreviated Study Group Name: NY in Black & White

Coordinators: Victor Goldin, Peter Houts, Claude Samton

Would you like to improve your skills in taking photographs? Join us to enjoy the power, artistry and elegance of black and white photography and awaken memories of New York at the time of the founding of the IRP. Each week, using digital cameras, participants photograph one nearby location (e.g., Union Square, Jefferson Market Court House, Flatiron Building). The class critiques the pictures, projected in black and white. The coordinators provide hands on technical help and share their artistic talents and style. There will be a website to allow class members to view all photographs.

Study Group Requirements: 10 pages of weekly reading.

Text: Szarkowski, John, *The Photographer's Eye* (The Museum of Modern Art, 2007, ISBN 087070527X; $24.95).

Victor Goldin had the opportunity to coordinate three IRP study groups on photography. He is eager to continue the fun of sharing and learning. **Peter Houts**, currently coordinating Great Photographers, has taken photographs, printed photographs, and read widely about photography since age 13. His photographs have been published and he has led photography workshops. **Claude Samton** started photographing as a small boy. His career as an architect, teacher (40 years at NYU), artist, and photographer has sharpened his visual sense, which he enjoys sharing.