Dedicated to lifelong learning, the Osher at JHU program was created in 1986 with a mission of enhancing the leisure time of semi-retired and retired individuals by providing stimulating learning experiences and the opportunity for new friendships. The Osher at JHU program builds on the rich resources of an internationally renowned university to offer members an array of educational and social opportunities, including the following:

- Courses and discussion groups
- Access to the university library system
- Field trips to cultural events
- Preferred participation in university-sponsored events

Programs are offered at two convenient locations. On Tuesdays and Thursdays, courses are conducted at the Grace United Methodist Church, 5407 North Charles Street, Baltimore, Maryland 21210. On Mondays and Wednesdays, courses are conducted at the Columbia Center of Johns Hopkins University, 6740 Alexander Bell Drive, Columbia, Maryland 21046.

For additional information on membership, please call the program’s administrative office at 410-516-9719.

COLUMBIA

Monday
MORNING SESSION

The First Book of Maccabees

The First Book of Maccabees, originally written in Hebrew but surviving in a Greek translation, relates the history of the Maccabees from 175 BCE until 134 BCE. The book describes the revolt of the Hasmonaean against Antiochus Epiphanes III, the Syrian king who controlled Judea at that time. While according to Jewish tradition the book is part of the Apocrypha collection of books and did not “make it” into the Canon of the Hebrew Bible (The Old Testament), it was
considered sacred and included in the Catholic Bible together with other Apocrypha books (and of course the Old Testament and the New Testament).

In this class we will study the First Book of Maccabees as we study any biblical text, starting from chapter one and reading through the book, trying to understand what the text says and what is it trying to tell us.

_Gideon Amir, MS, MA_, worked and taught in various areas of computer science for 30 years before enrolling in a full-time graduate program in Judaic Studies at Baltimore Hebrew University. In May 2001 he earned a master's degree and completed PhD course work. He taught undergraduate courses at Baltimore Hebrew University; he also taught Bible and Jewish liturgy courses in many area synagogues and churches and in other adult education outlets. Gideon earned his bachelor's degree in mathematics from the Hebrew University in Jerusalem and master's degree in computer science from the Weizmann Institute of Science in Rehovot, Israel.

20FB529 The First Book of Maccabees
Mondays, September 14–December 7, No Class 9/28 and 11/23
10 a.m.–12 noon

**Great Masters of the Northern Renaissance: Van Eyck to Brueghel**

This class will focus on the great artists who lived and worked in the Low Countries (today Belgium and the Netherlands) from around 1425 to 1560. The focus will be on an in-depth study of major works, including: Jan van Eyck, _The Ghent Altarpiece_; Rogier van der Weyden, _Saint Colomba Triptych_; Claus Sluter, _Well of Moses_;” Hugo van der Goes, _Portinari Altarpiece_; Hieronymus Bosch, _The Garden of Earthly Delights_; Hans Memling, _Shrine of St. Ursula_; Jean Fouquet, _Hours of Étienne Chevalier_; Matthias Grünewald, _Isenheim Altarpiece_; Michael Pacher, _St. Wolfgang Altarpiece_; Albrecht Durer, _The Three Great Engravings_; Hans Holbein, _The Ambassadors_; Pieter Brueghel, _The Months of the Year._

_Nora Hamerman, MA_, holds her MA degree from the Institute of Fine Arts of New York University. She has taught art history at the University of Virginia and Shenandoah University, and has published articles in scholarly journals as well as hundreds of reviews of art exhibitions as a freelance writer. She studied in Italy for three years as a Fulbright scholar and Chester Dale Fellow of the National Gallery of Art, and is an experienced translator from German, Italian, and Spanish.

20FB112 Great Masters of the Northern Renaissance: Van Eyck to Brueghel
Mondays, September 14–December 7, No Class 9/28 and 11/23
10 a.m.–12 noon

**Architecture of Award-Winning Novels**

Hidden inside award-winning bestselling novels are carefully created structures that the novelists use to create rewarding experiences. Like Norman columns of beautiful cathedrals or rotundas of grand museums, the structural elements seem to be in the background, while they are actually guiding readers to understand more completely the novel's big messages. This course will
examine the structural elements of six famous books to discover how the authors guide readers. Proposed titles include Geraldine Brook's *People of the Book*, Nathanial Hawthorne's *The Scarlet Letter*, Rebecca Makkai's *The Great Believers*, Audrey Niffenegger's *The Time Traveler's Wife*, Frederik Backman's *A Man Called Ove*, and Penelope Lively's memoir, *Dancing Fish and Ammonites*.

The classes will include PowerPoint presentations on each book to guide our discussion. Read and enjoy the books, but we will also analyze key passages of the books, shared through our Osher portal. The novels and a memoir provide a lively variety of classic and contemporary, funny and tragic, and male and female protagonists. The course will also spend discussion time on the elements of the novels, including characterization, plot, imagery, and setting. To read a wonderful novel is to take a trip to another land without leaving your favorite chair. This course will reveal the carefully constructed map of the authors.

*Julie Wakeman-Linn, MA* has edited the Potomac Review since 2005. Her short stories have appeared in many literary magazines. Her most recent publication is "A Quarter for the Taj Mahal" in Flash Fiction Magazine. Her novel, Chasing the Leopard, Finding the Lion, a finalist for Barbara Kingsolver's Bellwether Prize, was published by Mkuki Na Nyota in 2012. Her short story collection was a finalist for the WWPH 2014 Fiction prize. Julie taught creative writing for 15 years at Montgomery College and the Writer's Center. She has given panel presentations at the national Associated Writing Program's conference multiple times and at The Yale Conference for Writers. She regularly consults with local MWA chapters and also the New Directions Writing program. She teaches at the Writer's Center in Bethesda. Her master's degrees are from the John Hopkins University and the University of Wisconsin-Madison.

**20FB217 Architecture of Award-Winning Novels**  
Mondays, September 14–October 19, 5 weeks, No Class 9/28  
10 a.m.–12 noon

**Sacred and Secular**

What spirit built Chartres Cathedral or painted the Sistine Chapel: personal belief, institutional might, or the pursuit of an artistic ideal? In short, what makes religious art religious? What room is there for secular aesthetics within a sacred tradition? What can achieve a similar transcendence in an age of disbelief or doubt? This six-session class will look at moments in the history of the past two millennia to see how religious belief (of any kind, not solely Christian) has shaped the creation and performance of the arts. Possible class topics include “The Miracle of Creation,” “When Secular was Sacred,” “The Telling of Stories,” “The Humanist Ideal,” “The Protestant Ethic,” and “Witness to Devastation.”

*Roger Brunyate* is Artistic Director Emeritus of the Peabody Opera Theatre, which he led from 1980 to 2012. He holds degrees in English and Fine Arts from Cambridge, but made his career in opera, working at Glyndebourne, the Edinburgh Festival, the English Opera Group, and La Scala, Milan. Coming to America in 1972, he has run programs in Florida, Cincinnati, the Curtis Institute, and Wolf Trap, besides directing here and abroad with such conductors as Mstislav Rostropovich and Yuri Temirkhanov.

**20FB117 Sacred and Secular**
Mondays, October 26–December 7, 6 weeks, No Class 11/23
1–3 p.m.

Monday
AFTERNOON SESSION

An Overview of World War II

2020 is the 75th anniversary of the end of the second World War, the largest and most terrible war humans have ever fought. The casualty lists were counted in the millions. Few countries were unaffected. The leadership of the major combatants were larger-than-life figures. Although the war ended in total victory for the Allies, the world was changed for them, and they confronted new problems resulting from the way the war ended. The war was so complex and all-encompassing that no course can deal with it in its entirety. This course will seek to clarify how the war unfolded, to find the background to the major events, and understand the issues raised and settled—or not. It is sometimes said that the first half of the 20th century encompassed a second Thirty Years War that began with a pistol shot in Sarajevo and ended with a mushroom cloud over Nagasaki. We’ll see.

David A. Hatch, PhD, is the senior historian for a federal agency. He earned a BA in East Asian languages and literatures, and a PhD in international relations, with a concentration on Asia. He has served as an adjunct professor at schools in the Baltimore-Washington area, teaching a variety of courses relating to Asian and American history.

20FB527 An Overview of World War II
Mondays, September 14–December 7, No Class 9/28 and 11/23
1–3 p.m.

Russian History: Stalin and Khrushchev 1924–1964

The course will be a comparative study of the careers of Joseph Stalin and Nikita Khrushchev, 1924–1964. This 12-week course will in each case look at their rise to power, consolidation of power, and ultimate authoritarian rule. Topics will include relationship to Lenin, Trotsky and other “Old Bolsheviks,” the Five-Year Plans, Great Purges, and foreign policies leading to Russia’s entry into World War II. Also included will be leadership by Stalin and Khrushchev during the war years; their relationship to other authoritarian states; and the early origins of what became known as the Cold War. This will be followed by an analysis of tensions with the United States 1945–1949, with special emphasis on the complex foreign policies with Red China, Korea, and countries of Eastern Europe. Then after Stalin’s death in 1953, Khrushchev begins a struggle for power in a country with no orderly process of succession. Also covered will be the difficult legacy of Stalinism and attempts of de-Stalinization; ending with foreign policy crises in Eastern Europe, the Middle East, and Cuba, ultimately leading to Khrushchev’s fall in 1964.
Robert Hines, MA, received an MA from Johns Hopkins University and has taught in Maryland Public Schools for the past 50 years. He just retired from teaching in the International Baccalaureate Program at Richard Montgomery High School for the past 31 years, with a focus on European and Russian History. Bob has also worked as adjunct professor for Johns Hopkins Graduate School of Education. His post-graduate studies have been in the History of the Holocaust at Yad Vashem in Jerusalem, and for the past 33 summers he has taught a 45-hour course in the History of Germany and the Holocaust. In his spare time, he works with local volunteers at archaeology field schools.

20FB531 Russian History: Stalin and Khrushchev 1924–1964
Mondays, September 14–December 7, No Class 9/28 and 11/23
1–3 p.m.

Contemporary Korean Cinema

With Parasite (2019) winning the Palme d’Or at Cannes and Best International and Best Picture at the 2020 Oscars, Korean cinema is getting some long-overdue exposure on the world stage. The past three decades of Korean film have produced some of the most innovative, beautiful and savage movies, pushing the envelop of film’s capacity for storytelling. This class will examine works from Chan-wook Park, Ki-duk Kim, Jee-woon Kim, Lee Chang-Dong, Bong Joon-ho and other noted Korean directors, as well as the political and cultural climate that sparked this era of Korean film (Please note, some films will contain graphic content).

Mary Dutterer, MA, is Associate Professor of English at Prince George’s Community College and Master Adjunct Instructor at Howard Community College, where she teaches composition, literature, and film classes. She has a BA in English Literature (minor in Film Studies) from The Ohio State University and an MA in English Literature (concentration in Film Studies) from Illinois State University. Her work in Film Studies focuses on literature adaptations and propaganda films of WWII.

20FB125 Contemporary Korean Cinema
Mondays, September 14–October 19, 5 weeks, No Class 9/28
1-3 p.m.

Artificial Intelligence and 21st Century Technology

This course will provide a non-technical explanation of technologies that most people have heard or read about but may not really understand. These include Artificial Intelligence, Robotics, the Internet of Things, Virtual and Augmented Reality, Blockchain, 3D Printing, Nanotechnology, and Quantum Computing.

Mr. Hochberg will be using comprehensive PowerPoint presentations, with many video clips, to help students understand how these technologies work, what they can achieve, and the potential risks they pose. The course is designed to be educational, entertaining, and thought-provoking.
The discussion will also include the economic, social, and political questions raised by these technologies and the changes they could bring to the way we (and our children and grandchildren) will live and work in the decades to come.

There will be significant time set aside for questions and comments from students.

Sheldon Hochberg, a graduate of Columbia College and Harvard Law School, has lectured on these topics at many senior educational centers in Montgomery County. At Osher in June 2019 he taught a highly rated three-week course on several of these technologies and in the Spring of 2018 co-taught a six-week course on “Life in 2043,” and the six-week course being presented here (2020).

20FB620 Artificial Intelligence and 21st Century Technology
Mondays, October 26–December 7, 6 weeks, No Class 11/23
1–3 p.m.

Wednesday
MORNING SESSION

International Relations

The course will concentrate on the foreign policy and national security environment created by the Trump administration and will identify the challenging areas that need to be addressed. Special attention will be given to the 2020 election and the issues that will confront either a new president or a second term for the Trump administration. These areas include the new problems associated with Iran in the Middle East and the Persian Gulf as well as the impact of the close relations between Russia and China. Additional hot-button issues will be the challenge to liberal democracy in Europe; the declining role of alliances in US diplomacy; and the absence of foreign policy decision-making in Washington. Class discussion will focus on the problems for US national security policy as a result of various actions over the past three years as well as the need to rebuild the national security apparatus, which has been compromised. Professor Goodman’s latest book, American Carnage: The Wars of Donald Trump, will be the recommended text for the course. Additional readings will be assigned from the editorial pages of the mainstream media as well as from foreign policy journals such as Foreign Affairs and Foreign Policy.

Melvin Goodman, PhD, is senior fellow at the Center for International Policy and a former professor of international security at the National War College. He has worked for the CIA, the State Department, and the Department of Defense; written numerous articles that have appeared in Harper’s, Foreign Policy, Washington Monthly, and Bulletin of the Atomic Scientists; and authored many books, including The Decline and Fall of the CIA (Rowman and Littlefield, 2008). His recent books, National Insecurity: The Cost of American Militarism and Whistleblower at the CIA, were published by City Lights Publishing in 2012 and 2016, respectively. He is the author of American Carnage: The Wars of Donald Trump.

20FB402 International Relations
Clarinetists of the Swing Era

Once upon a time, the clarinet occupied a central role in this music we call jazz, especially during that brief period known as the “Swing Era,” roughly late 1935 until the end of World War II, when jazz and popular music were one and the same. We will explore the lives, careers, and personalities of Benny Goodman, Artie Shaw, and Woody Herman, as well as their lasting impact on jazz history. In doing so, we will examine a multitude of issues in the history of American music during the 20th century. Recordings, videos, and live performance will keep this class as lively and engaging as the music itself.

Seth Kibel is one of the Mid-Atlantic’s premier woodwind specialists, working with some of the best bands in jazz, klezmer, swing, and more. Performing on saxophone, clarinet, and flute, Seth has made a name for himself in the Greater Washington/Baltimore region and beyond. He’s a featured performer with The Alexandria Kleztet, Bay Jazz Project, The Natty Beaux, and other musical groups. He’s the winner of 19 Washington Area Music Awards (Wammies), including “Best World Music Instrumentalist” (2003–2009) and “Best Jazz Instrumentalist” (2005, 2007, and 2008).

Technology Innovations: An Overview

We will examine and explain in plain language the very basic principles and techniques used by the technologies that are behind developments in four up-and-coming areas: Autonomous Vehicles (self-driving cars), Unmanned Aerial Vehicles (drones), Renewable Sources of Energy, and Assistive Technology (for people with physical or mental disabilities and the elderly). The concepts of Artificial Intelligence and Deep Learning will be introduced in plain language.

After presenting those principles we will show interesting examples and discuss the limitations of these technologies (what they can do today and what they are yet unable to do). We will then examine the ethical and legal issues that arise from the widespread adoption of these technologies, and the impact they will have on society. We will review current efforts to address these limitations and challenges (technical, ethical, and legal) and engage in interactive discussions with class attendees to solicit their views and opinions about the impact and potential of these technologies.

Guillermo Warley, MA is an Electrical Engineer with undergraduate and graduate degrees in electronics and signal processing. He has more than 30 years of experience designing products that use some of the technologies discussed in the class. A Senior Life Member of the IEEE (Institute for Electrical and Electronics Engineers), and a member of the SSIT (Society for the Social Implications of Technology), he recently taught this class at the Lifelong Learning Program at Shepherd University. Mr. Warley previously taught both graduate and undergraduate
Electrical Engineering classes at Shepherd University and at Florida Atlantic University. In his 30 years of professional experience, he has lectured to many different audiences and conducted training for technical and non-technical staff.

20FB601 Technology Innovations: An Overview
Wednesdays, October 28–December 9, 6 weeks, No Class 11/25
10 a.m.–12 noon

An Introduction to Creative Nonfiction

“Creative nonfiction” is a term that has come to describe the way nonfiction writers are using the techniques of fiction to push the limits of an ancient literary form what is usually called the essay. Each year, the editors of the annual “Best American Essays” collection gather hundreds of works from magazines, web sites, and newspapers, and turn over the final selection of 20 essays to a guest editor. The guest editor for the latest edition is Rebecca Solnit, an acclaimed writer, historian, and memoirist, as well as a human rights and environmental activist.

“I was assigned to pick out the best of the very good essays we gathered,” Solnit writes in her introduction, “and for me that meant not only the integrity of the writing and the writers’ visions, but essays that engaged with the most important and conflicted stuff of our time.” And Solnit has indeed chosen essays that deal with the politically charged issues of our day: race, gender identity, climate change, immigration, criminal justice, and mental illness among them.

In this six-week course we’ll cover a great variety of topics as we read and discuss two essays each week selected from the anthology The Best American Essays 2019, published by Houghton Mifflin Harcourt.

George Clack has an MA in English and American literature from the Claremont Graduate School in California. He taught English at the University of Rochester and at SUNY Geneseo before embarking on a career as a magazine editor with the US Information Agency and State Department. In recent years, he has taught literature, film, and social media courses for the Osher at JHU Program and other adult learning venues.

20FB213 An Introduction to Creative Nonfiction
Wednesdays, September 16–October 21, 6 Weeks
10 a.m.–12 noon

Wednesday
AFTERNOON SESSION

Election 2020: Who Will Be Left Standing?

The class meets as the fall campaign for the White House gets underway, and it concludes after the voters will have elected a new president or given Donald Trump a second term. This couldn’t be a more perilous time or a more critical span of events. Trump has defied many norms in his
first term, and he is on track to do what it takes to insure his reelection. The likely Democratic standard bearer, former Vice President Joe Biden, is casting himself as a return to normalcy, and together with his choice of a running mate, will lead a ticket that speaks to the diverse coalition that is the modern Democratic party. Never has the country been so polarized. Trump’s base of support as a Republican remains rock solid despite missteps that would end any other politician’s career. The election is likely to be close with Democrats making a big push for the senate, which would be a game-changer if they gain the majority. Class discussion is encouraged, and all views respected.

Eleanor Clift is a politics writer at The Daily Beast, an online publication. Formerly with Newsweek, she has covered every presidential campaign since 1976. She has written or co-written five books, including Two Weeks of Life: A Memoir of Love, Death and Politics, and Founding Sisters and the 19th Amendment. She has appeared as herself in several movies, including Independence Day and Dave, and CBS-TV’s Murphy Brown.

20FB420 Election 2020: Who Will Be Left Standing?
Wednesdays, September 16–December 9, No Class 11/25
1–3 p.m.

Contemporary Environmental Issues

This course will address major contemporary environmental issues and discuss the nature of the issue from a scientific and technical basis and the pros and cons of each. We’ll also consider potential solutions—what we can and can’t do—and further, what should we do? Topics include:

- Ocean Pollution—plastics, global warming oil spills
- Atmospheric Pollution—power plant emissions, bee and insect loss, fracking, CO₂
- Renewable Energy—tsunami, earthquake, asteroid impact

Alan Brandt, PhD, received a Bachelor of Civil Engineering from The Cooper Union and MS and PhD degrees in Civil Engineering from Carnegie Mellon University. He joined the Johns Hopkins University Applied Physics Laboratory, working on aerospace systems, physical oceanography, and environmental sciences. He spent a sabbatical year at the Imperial College in London, and was Program Manager for Physical Oceanography and Coastal Sciences at the Office of Naval Research. He has a joint appointment in the JHU Department of Mechanical Engineering. He has taught undergraduate courses at the University of Maryland, College Park, a three-day intensive short course on Applied Physical Oceanography, and has given numerous presentations and invited talks on ocean physics and related subjects at universities and professional conferences.

20FB612 Contemporary Environmental Issues
Wednesdays, September 16–October 21, 6 weeks
1–3 p.m.

Dueling Post-Impressionists
Most people have heard of Gauguin, who started his serious painting career in Brittany in 1886 at what was later called the School of Pont-Aven. He was noted for his experimental use of color and Synthetist style that were distinct from Impressionism.

At the same time, a group of Parisian Post-Impressionist painters called themselves Nabis, from the Hebrew word for prophet. They were a loose-knit group of over a dozen young artists in Paris, including Bonnard, Vuillard, and Vallotton. The Nabis played a large part in the transition from impressionism and academic art to abstract art, symbolism, and the other early movements of modernism. They were inspired by many sources, including Cezanne, Gauguin, and Japanese art. They also had great influence on their successors, including the American Maurice Prendergast.

In this course we’ll study the style and sensibilities of these modern artists who bridged the gap from impressionism and academic art to the abstract art of the 20th century.

Laura Donnelly, MA, earned a master's degree from George Washington University where she concentrated in British history. She is a graduate of the Attingham Summer School for the study of the architectural and social history of the historic house in Britain. Like Anna from Downton Abbey, she lived in the servants’ quarters of both Attingham Park, now a National Trust property, and West Dean House, where Edward VII chased Daisy Warwick at house parties.

20FB214 Dueling Post-Impressionists
Wednesdays, October 28–December 9, 6 weeks, No Class 11/25
1–3 p.m.

Africa: The Sleeping Giant

Americans have been taught little about Africa. Usually what is known comes from headlines in the media about corruption, disease, hunger, and the latest coup d’état. There is a rich history of the continent going back millions of years that includes it being the birthplace of mankind. Its size is shocking, and it is profuse with diversity in climate, people, and nations. Yet this continent so rich in natural resources has some of the poorest nations in the world, the highest rates of poverty and infant mortality. Why? The truth is that Africans, unlike any other people on our planet, have suffered from over 500 years of colonialism and slavery, and the most brutal genocides the world has ever seen. By 2050, it is projected that the African continent will have the largest number of people and the largest number of youth in the world. Today, Africa is at a turning point. What policies are necessary to secure a prosperous future for Africa? What role should the United States play? As someone who is involved presently in shaping these polices, I will discuss these topics regarding Africa's past, present, and future.

Lawrence Freeman has been involved in Africa for 30 years as a researcher, writer, and speaker on a variety of topics concerning the continent. He provides economic-political analysis to African governments. He has written hundreds of articles and reports on Africa and has traveled to the continent 25 times. He is an adjunct instructor who has taught several courses on African history. He is also Vice Chairman of the Scientific Advisory Committee to
the Lake Chad Basin Commission. He has taught courses on African History at both CCBC and FCC in Frederick MD and given lectures and spoken at conferences in Africa, Europe, and the United States.

20FB532 Africa: The Sleeping Giant
Wednesdays, September 16–October 21, 6 weeks
1–3 p.m.

The African Subcontinent

The course will start with an overview of the immense Sub-Saharan continent, which compromises 46 of the 55 nations of Africa. The northern portion of the African continent is dominated by the Sahara Desert, which is the driest, hottest place on earth, relatively barren, and thinly populated. The African nations below this vast desert are designated as Sub-Saharan Africa where approximately one billion people live, a population that is expected to double by 2050.

All but two of the nations of Sub-Saharan Africa suffered the brutalities of colonialism following centuries of slavery, and these nations comprise the poorest and most underdeveloped region in the world. Unfortunately, following their liberation from colonialism beginning in 1956, Sub-Saharan nations did not achieve economic sovereignty. However, now, for the first time since colonial powers occupied Africa, there are signs of progress with the building of new railroads, expanded ports, roads, and new hydro-electric power projects.

This course is an in-depth history of several Sub-Saharan nations, including Ghana, Nigeria, South Africa, Ethiopia, and Kenya. Each has a unique history that has contributed to shaping today’s unfolding events.

Lawrence Freeman has been involved in Africa for 30 years as a researcher, writer, and speaker on a variety of topics concerning the continent. He provides economic-political analysis to African governments. He has written hundreds of articles and reports on Africa and has traveled to the continent 25 times. He is an adjunct instructor who has taught several courses on African history. He is also Vice Chairman of the Scientific Advisory Committee to the Lake Chad Basin Commission. He has taught courses on African History at both CCBC and FCC in Frederick MD and given lectures and spoken at conferences in Africa, Europe, and the United States.

20FB533 The African Subcontinent
Wednesdays, October 28–December 9, 6 weeks, No Class 11/25
1–3 p.m.

Baltimore

Tuesday
MORNING SESSION

Music as Drama
This course will feature operas from the past four centuries, some well known, some unusual, all illustrated with clean videos of good productions. Unlike the instructor's previous courses, however, the emphasis here will be on how to listen. How can music be used both to linger over an emotion and propel a plot? How did the sharp distinction between recitative and aria arise in the 18th century, and how did this change with Mozart, Rossini, and Verdi? Is the increased importance of the orchestra in Wagner merely bombast, or a radical approach to telling a story? As the norms of musical structure have dissolved in the 20th century, how can composers provide enough listening landmarks to keep their audiences' feet on the ground? What can opera do that Broadway cannot do, and equally importantly, vice-versa?

Roger Brunyate is Artistic Director Emeritus of the Peabody Opera Theatre, which he led from 1980 to 2012. He holds degrees in English and Fine Arts from Cambridge, but made his career in opera, working at Glyndebourne, the Edinburgh Festival, the English Opera Group, and La Scala, Milan. Coming to America in 1972, he has run programs in Florida, Cincinnati, the Curtis Institute, and Wolf Trap, besides directing here and abroad with such conductors as Mstislav Rostropovich and Yuri Temirkanov.

20FB118 Music as Drama
Tuesdays, September 15–December 8, No Class 11/3 and 11/24
10 a.m.–12 noon

Choreographers and the Broadway Musical

Since Agnes DeMille, who re-envisioned the musical with ballet, choreographers have had a tremendous impact on the musical, often over time also wanting full control, becoming the directors. How did Michael Kidd, Jerome Robbins, Bob Fosse, Michael Bennett, and Tommy Tune, among others, demonstrate that the impact of dance would sell the musical message? Explore the visions these great dance masters shared to enhance our enjoyment of the musical.

Steven Friedman, a native of Washington, DC, has a background as a trained classical tenor. He has studied with leading teachers nationally and has enhanced his perception of theatre by not just performing but by looking at its roots from a historical perspective. He has performed in many venues over the years, including the Kennedy Center, and was a soloist for 35 years in local choirs. Steve has studied with teachers of national repute, from those at Carnegie Mellon and Michigan State University to former divas of the Metropolitan Opera. He is an adjunct faculty member at two local colleges, teaching a variety of classes in Broadway musical theatre.

20FB152 Choreographers and the Broadway Musical
Tuesdays, September 15–October 20, 6 weeks
10 a.m.–12 noon

A Multi-Genre History of Guitar Music

Henrik Ibsen created a revolution in traditional theater, unleashing energies that continue to drive theater more than a century later. In this course we read four of Ibsen’s major plays (A Doll’s House, Ghosts, The Wild Duck, Hedda Gabler), and learn how shifting cultural views provoked
his staging of human stories in radically new ways, prompting innovations in both subject matter and technical form. We also watch film clips of popular theater productions to compare the “play on the page” with the “play on the stage.” Required text is *Ibsen’s Selected Plays*, edited by Brian Johnson, Norton Critical Edition, 2004.

**Vladimir Fridman, PhD**, holds a Master's degree in literature from the University of Maryland and in the liberal arts from Johns Hopkins, as well as a doctorate in religious studies from The Catholic University. Her research interests have focused on the interplay of religious and cultural values, focusing on how these values shape the living and telling of human stories. In her personal life, Dr. Scheper is a huge fan of books, theater, hiking in the woods, NPR, and the National Parks.

**20FB106 A Multi-Genre History of Guitar Music**
*Tuesday, October 27–December 8, 5 weeks, No Class 11/3 and 11/24*

**A New Look at the Second New Deal**

With the current controversy over the role of the federal government, it is exciting to remember a forgotten piece of legislation, The Relief Appropriation Act of 1935 (FERA), passed on April 8, 1935, which created an enormous historical movement. This class will cover The Resettlement Administration and the building of the town of Greenbelt, MD; the Works Progress Administration (WPA), with its various artistic projects, including the movie *Cradle Will Rock*; and other social movements supported by the act. The class will also offer an optional field trip to Greenbelt.

**William “Bill” Barry** is a specialist in labor history and is the retired Director of Labor Studies at The Community College of Baltimore County. He taught courses on the history of labor at CCBC and also created a full semester course on the history of the 1930s. He has taught courses on the 1930s and the history of American labor for the Osher programs at Johns Hopkins University and Towson University. The history of slavery course grew out of his course on the history of American labor. Bill is a film zealot and enjoys teaching film as well.

**20FB519 A New Look at the Second New Deal**
*Tuesday, September 15–October 20, 6 weeks, No Class 11/3*
10 a.m.–12 noon

**Ibsen: Master Builder of Modern Theater**

Henrik Ibsen created a revolution in traditional theater, unleashing energies that continue to drive theater more than a century later. In this course we read four of Ibsen’s major plays (*A Doll’s House, Ghosts, The Wild Duck, Hedda Gabler*), and learn how shifting cultural views provoked his staging of human stories in radically new ways, prompting innovations in both subject matter and technical form. We also watch film clips of popular theater productions to compare the “play on the page” with the “play on the stage.” Required text is *Ibsen’s Selected Plays*, edited by Brian Johnson, Norton Critical Edition, 2004.
Dianne Scheper, PhD, holds a Master's degree in literature from the University of Maryland and in the liberal arts from Johns Hopkins, as well as a doctorate in religious studies from The Catholic University. Her research interests have focused on the interplay of religious and cultural values, focusing on how these values shape the living and telling of human stories. In her personal life, Dr. Scheper is a huge fan of books, theater, hiking in the woods, NPR, and the National Parks.

20FB218 Ibsen: Master Builder of Modern Theater  
Tuesdays, October 27–December 8, 5 weeks, No Class 11/3 and 11/24  
10 a.m.–12 noon

Tuesday  
AFTERNOON SESSION

The Bauhaus: Creating Designs for Living

This course focuses on one of the most important Art and Design Schools that ever existed: The Bauhaus. Starting with the Arts and Crafts Movement and William Morris (1834–1896), the stage was set for good designs for everyday living and furnishings manufactured at affordable prices. It was a vision that we should be surrounded by beautiful things. The focus then moves from England to Weimar with the personality of Walter Gropius (1883–1969), who had a vision of starting a school to address the needs of our times. He hired the best teachers and artists of the time: Kandinsky, Klee, Itten, Albers, and Feininger, among others, to develop an educational program covering painting, sculpture, photography, architecture, textiles, pottery, metal work, carpentry, furniture, and typography. It lasted only from 1919 to 1933 but its impact and legacy linger on.

The course is in a PowerPoint Presentation, rich in colorful images, that invite questions and discussion in a relaxed manner.

Joseph Paul Cassar, PhD, is an artist, art historian, curator, and educator. He studied at the Accademia di Belle Arti, Pietro Vannucci, Perugia, Italy; the Art Academy in Malta (Europe); and at Charles Sturt University in NSW, Australia. He has lectured extensively in various institutions in Europe and the United States. He is currently engaged in designing and conducting online art history courses for UMUC and the New York Times Knowledge Network. He is the author of various art books and monographs on modern and contemporary art of the Mediterranean island of Malta. As an artist he works in various media and exhibits his work regularly at venues in Baltimore.

20FB109 The Bauhaus: Creating Designs for Living  
Tuesdays, September 15–December 8, No Class 11/24  
1–3 p.m.

The Wonderful World of William Wyler
William Wyler was nominated for more Best Director Oscars than anyone else—a record 12 times. He won for *Mrs. Miniver*, *The Best Years of Our Lives*, and *Ben-Hur*. He probably had more variety in his films than any other director: comedies, westerns, social issues, and even a musical. With 76 films to his screen credit, this is a short sample of some of his most notable titles: *Jezebel*, *Funny Girl*, *Wuthering Heights*, *Roman Holiday*, *Friendly Persuasion*, and *The Children’s Hour*. Through film clips and discussion, we will explore the career of a director who has been nearly forgotten, but whose films remain part of our culture.

*Stan Levin* has a degree in Film and Theatre from New York University. He also studied theater at the graduate level at the Catholic University of America. He was a documentary film maker for the US Department of Agriculture and an award-winning writer of radio and TV commercials. He was a nationally syndicated film critic, and is a frequent lecturer on film and contemporary culture in the DC Metro area.

**20FB134 The Wonderful World of William Wyler**  
Tuesdays, September 15–December 8, No Class 11/24  
1–3 p.m.

**Memoir: Strife in Art and Life**

In this course, we will study conflict in poetry and prose in order to understand its vital importance to writing a good memoir. We’ll look at classics of poetry and prose that are classic because of the power of their conflicts. We’ll discuss excerpts from literature including Robert Frost’s *Reluctance*, Jack London’s *The Call of the Wild*, and Tobias Wolfe’s *This Boy’s Life*. We’ll then apply the lessons that we’ve learned to writing our own memoirs.

The conflict is the problem to be solved. It usually involves two people, the hero of the story and its antagonist. But it can also involve man and nature, or even a struggle within a person (internal conflict is the subject of most poetry). Whether the conflict be internal or external, the tension keeps a reader’s interest in the narrative.

Most writers and critics say that conflict is the single most important element in a story or poem. As a character deals with a problem, he puts the plot in motion, so that ultimately a reader’s pleasure in the story rests on the result of the conflict.

*Diane Scharper, MA*, has a Master's degree in poetry from the Johns Hopkins University Writing Seminars. She has written or edited four books of poetry and three collections of memoir, including *Reading Lips*, winner of the Helen Keller International Memoir Competition. She has taught graduate and undergraduate courses at Towson University since 1986. These include courses in writing poetry and memoir. She has reviewed more than 100 books of poetry for Library Journal and has reviewed memoirs for several publications including The New York Times.

**20FB301 Memoir: Strife in Art and Life**  
Tuesdays, September 15–December 8, No Class 11/3 and 11/24  
1–3 p.m.
Thursday
MORNING SESSION

Beethoven: The Heroic Period

In 1803 one Ludwig van Beethoven said these very words to Wenzel Krumpholtz: “I am not satisfied with what I have composed up to now. From now on I intend to embark on a new path.” What a path it was! It began that year with the Eroica Symphony and continued for about a decade. Beethoven’s heroic or middle period is replete with cutting-edge masterpieces. Beethoven was determined that self-expression would be the focal point of all his new compositions. Form would now serve him instead of the composer writing in established norms. Every piece would be unique unto itself and different from those that came before or after! This was an extraordinary time in the composer's life that left us symphonies Three through Six, the Razumovsky String Quartets, countless piano sonatas, the mature piano trios, beautiful violin and cello sonatas, the opera Fidelio, Piano Concertos Four and Five, and the exquisite violin concerto. Heroic indeed!

Jonathan Palevsky, MM, is program director for WBJC, 91.5 FM, where he can be heard as host of Face the Music and Past Masters. Mr. Palevsky is an adjunct faculty member at Baltimore Hebrew University and has studied at The Johns Hopkins University’s Peabody Conservatory.

20FB103 Beethoven: The Heroic Period
Thursdays, September 17–December 10, No Class 11/26
10 a.m.–12 noon

New Kingdom: Egypt’s Golden Age

The New Kingdom was the period when Egypt reached its greatest artistic, architectural, and intellectual development. Known for the famous pharaohs Tutankhamun, Rameses, Akhenaton, and Hatshepsut, it saw the building of splendid temple complexes, the Valley of the Kings, and Egypt’s most expansive empire. The period included some of the ancient world’s most powerful and influential women. Explore the great cultural and historical accomplishments of Egypt’s Golden Age through this highly illustrated class.

Robert Baer, PhD, is a college administrator with over 30 years experience in higher education; bachelors and Master’s degrees in history; and doctorate in higher education; history instructor at York College-CUNY, Towson Osher Program, Notre Dame Renaissance Institute, Community College of Baltimore County, Howard and Norwalk Community Colleges; Johns Hopkins University alumnus and former administrator at the JHU Center for Talented Youth.

20FB514 New Kingdom: Egypt’s Golden Age
Thursdays, September 17–October 22, 6 weeks
10 a.m.–12 noon
Detective Novels Under 200 Pages (more or less!)

“Mystery writers have excelled at telling stories in tight confines,” says CrimeReads editor Dwyer Murphy. This course explores short novels produced by masters of the craft, ranging from detective fiction’s Golden Age to Andrea Camilleri’s posthumously released new novel. In addition to “whodunnit,” we will look at how the authors do it so quickly. Is it setting and atmospherics, tight dialog, fast-paced action, enigmatic plot, sharply drawn characters, or something else that engages us? The reading list includes Laura Lippman’s *The Girl in the Green Raincoat*; Josephine Tey’s *The Daughter of Time*; Ngaio Marsh’s *Died in the Wool*; Andrea Camilleri’s *The Safety Net*; and Jo Nesbø’s *Blood on Snow*. Class members should read *The Girl in the Green Raincoat* before the first class.

**Melinda Kramer, PhD**, holds master's and doctorate degrees in English from Purdue University. She earned her BA at Earlham College. In addition to mystery and detective fiction, her teaching specialties include British and American drama; mythology, legend, and folklore; business communication; and rhetoric and composition. Professor of English at Prince George's Community College, she served 12 of her 24 years on the faculty as Chair of the English Department. Before coming to Maryland she was a faculty member at Purdue's Krannert Graduate School of Management. She is the author of several college textbooks.

**20FB204 Detective Novels Under 200 Pages (more or less!)**
Tuesdays, October 27–December 8, 6 weeks No class 11/24
1–3 p.m.

**Cartoons: Why We Love Them**

Join newspaper cartoonist Mike “Ricig” Ricigliano in a fun-filled look at magazine, newspaper, greeting card, and comic strip art. Students will get a new perspective on the “drawn out” humor that gets us through difficult days. Together, we’ll analyze cartoons to discover why they have humor or impact. The course will include demonstrations—and participation too (if desired). Who knows—you may have a *The New Yorker* cartoon in you. Come prepared to hear stories, learn, and laugh.

**Mike “Ricig” Ricigliano** is a freelance sports and humor cartoonist (and fan of ALL toons) with a BS in Design from Buffalo State University. He has taught an Osher cartoon course at Towson and teaches sixth–eighth grade cartooning at St. Francis of Assisi. Mike has been a longtime Sports Cartoonist for The Baltimore Sun, L.A. Times, USA Today, and other newspapers. In addition, he was a writer/artist for Cracked Magazine for many years. His *TOON TRIVIA* feature currently runs on Facebook.

**20FB100 Cartoons: Why We Love Them**
Thursdays, September 17–October 22, 6 weeks
10 a.m.–12 noon

**Famous Feuds in Medicine**

The storied history of medicine is characterized by an unceasing search for the betterment of human health. The path has not always been a sea of tranquility as there have been instances of
controversy, primacy of discovery, ad hominem attacks, and the sheer reluctance to accept change. In this course we will examine some of the classic ones: Sir William Harvey vs. the Galenists; Ignaz Semmelweis vs. the Allgemeines Krankenhaus of Vienna; Jonas Salk vs. Albert Sabin; Rosalind Franklin vs. Maurice Wilkins, James Watson, and Francis Crick; Robert Gallo vs. Luc Montagnier. We will also consider the following: would medicine have been better served had these rivals collaborated? Or the converse, did these controversies possibly have a salutary effect on human health?

Howard D. Cohn, MD, received his medical degree from the University of Pennsylvania. He trained at the University of Maryland Hospital and is certified by the American Board of Internal Medicine. His career includes teaching appointments at George Washington University School of Medicine and at Rutgers Medical School, the practice of medicine, as well as positions with the Veterans Administration health care system and the pharmaceutical industry. Currently he lectures at venues in the Baltimore-Washington metropolitan area and is an adjunct faculty member at the Community College of Baltimore County.

20FB610 Famous Feuds in Medicine
Thursdays, October 29–December 10, 6 weeks, No Class 11/26
10 a.m.–12 noon

Thursday
AFTERNOON SESSION

Energy and the Environment

“Power to the People—the History of Energy Use in the United States.”

Dark. Cold. Solitary and wandering. Ever since man first “played with fire” he has sought new forms of energy to cook his food, warm his home and propel him forward, even to the stars. This course will explore man’s journey to discover and harness the diverse sources of energy our planet has provided from the first (wood), to fossil fuels, and to unleashing the power of the atom (nuclear), and finally to solar and other renewables. How has this search impacted our environment? Can we sustain and renew these resources? How must we face the reality of climate change? What is the future of man’s journey to “find the power?” What can we do about it? Let’s find out.

Ron Edelstein is an independent consultant, performing energy and environmental analysis, public utility commission regulatory advocacy and expert witness testimony, R&D planning support, and strategic planning. Ron has been appointed to the City/Utility Advisory Committee of IRESN (Integrated Renewable Energy Systems Network). Ron is consultant to FortisBC, supporting their regulatory filing for R&D approval. He has also taught energy seminars as part of an International Relations course at The Johns Hopkins University Osher Lifelong Learning Program.

20FB623 Energy and the Environment
Thursdays, September 17–December 10, No Class 11/26
1-3 p.m.
Judaism and Christianity: Where Did the Ways Depart?

The general view of the relationship between Judaism and Christianity is that Jesus of Nazareth appeared and introduced a new religion. Others may assign that role to the Apostle Paul. But history teaches us that both Jesus and Paul entered into an historical, cultural, and religious amalgam comprised of numerous philosophical schools and religious sects. There was no “Judaism” at the time of Jesus; there were “Judaisms.” And there was no “Christianity” that proceeded from Jesus and Paul; there were followers of various Jesus movements. This course will explore the process that led from these many movements to an eventual definitive separation between Judaism and Christianity. In the process, we may find more points of overlap than we expect.

Richard Lederman, PhD, earned his PhD in Ancient Near Eastern Languages and Literature from the Annenberg Research Institute, formerly Dropsie College and now the Center for Judaic Studies at the University of Pennsylvania. The bulk of his 30-year career was in non-profit communal service. Dr. Lederman has spent the past nine years teaching in a variety of adult learning venues and as an adjunct professor at Montgomery College, Gratz College in Philadelphia, and Georgetown University.

20FB502 Judaism and Christianity: Where Did the Ways Depart?
Thursdays, September 17–December 10, No Class 11/26
1–3 p.m.

Value the Vote: Commemorating the Women’s Suffrage Centennial

In this course, several lecturers will come together to explore Johns Hopkins University’s ties to women’s suffrage and to share research and archival collections curated to commemorate the centennial anniversary of the 19th Amendment. The Declaration of Sentiments, the visual culture of suffrage such as postcards and games, art and organization, as well as individual contributions from supportive doctors and nurses will be discussed. The class will also learn about key women in Hopkins history, including Mary Elizabeth Garrett, who founded Johns Hopkins Medical School, and May Garretson Evans, who founded and directed Peabody Preparatory. Participants will also learn about JHU Press’s newest edited volume, Suffrage at 100. Experts and contributors will discuss women’s engagement in US electoral politics and government over the one hundred years since the ratification of the Nineteenth Amendment. Lecturers include Heidi Herr, Ann Wiker, Sam Bessen, Andrea Copland, Matt Testa, and Natalie Elder.

M. Bess Vincent, PhD, serves as the Director of Special Projects for the JHU Krieger School of Arts and Sciences. In this capacity, she leads the Johns Hopkins University’s Women’s Suffrage Centennial Commemoration Committee, whose mission is to engage the community to educate, explore, and raise awareness about this momentous occasion. In partnership with several Baltimore cultural institutions, the commemoration offers public events, seminars, and exhibitions that inform and at times challenge our understanding of the history of the 19th Amendment and its effect on female empowerment today. Prior to joining Johns Hopkins University, Dr. Vincent worked at Montgomery College, holding positions as Assistant Administrative Dean and Associate Professor of Sociology. She coordinated the Women’s and Gender Studies Program for the Takoma Park/Silver Spring campus. Dr. Vincent earned a Bachelor’s degree in Liberal Arts, with a concentration in Humanities and Social Thought, from the Louisiana Scholars’ College. She holds an PhD in Sociology from Tulane University.
Copy This: An Exploration of Printmaking

In a world filled with multiplied images, on computer screens, billboards, newspapers, it is hard to imagine a time when every image was unique. Printmaking started around 1400 in the West, and with it, the ability to generate multiple images from one original image. Throughout art history, almost all of the “superstar” artists practiced printmaking: Picasso, Dali, Degas, Rembrandt. There are several, however, who advanced the medium in significant ways: Albrecht Durer, Barbara Kruger, Andy Warhol. In this series, we will explore these artists’ printmaking as well as that of other artists. We will also study various printmaking techniques including woodcut, etching, engraving, lithography, and more.

Ann Wiker, MA, is an artist, curator, lecturer, and the director of Art Exposure. She has taught art studio, art history, and art appreciation courses to students of all ages through JHU and Towson Osher, York College, Roland Park Country School’s Kaleidoscope program, Howard Community College, Frederick County Public Schools, and Howard County Department of Recreation and Parks. Ann has been published in various local media and works as an art consultant. Her BA is in art history from the University of Maryland and her master’s is in art education from Towson University. She is also the Administrative Supervisor of the Osher Lifelong Learning Program at JHU.