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

Fall 2021 courses will be offered online via Zoom. When in-person programs resume, they will be 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 First Presbyterian Church of Howard County, 9325 Presbyterian Circle, Columbia, MD 21045.

For additional information on membership, please call the program’s administrative office at 607-208-8693.

Osher at JHU Home Page
COLUMBIA

Monday
MORNING SESSION

From Tribes to Monarchy: The Book of Judges

The Book of Judges, the seventh (out of 24) book of the Hebrew Bible, describes the transition time between the conquest of Canaan (the Book of Joshua) and the beginning of monarchy (in the early Book of I Samuel). In the interim, warriors who were called Judges emerged as the leaders when needed.

In the book of Judges, one finds the first attempt to explain history through Deuteronomist glasses, and therefore this and the rest of the history books are assumed to be written by “the Deuteronomic Historians.”

Some stories are very short while others are long with many details. Some are well known but others are rarely mentioned unless one is actually reading the text. Join us for this interesting exploration.

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.

21FB529 From Tribes to Monarchy: The Book of Judges
Mondays, September 20–December 13, No Class 11/22
10 a.m.–12 noon

The Shakespearean Legacy

Shakespeare left us far more than a corpus of plays to be staged (or filmed) according to the taste of each succeeding age. He also enriched the treasury of language, gave us stories to inspire artists, composers, and choreographers, and forever established the esthetic of what we think of as “Shakespearean.” We shall look at some of the ways his works were received (and often altered) in later centuries, recast as operas or ballets, and even rewritten as contemporary fiction.
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.

21FB118 The Shakespearean Legacy
Mondays, September 20–December 13, No Class 11/22
10 a.m.–12 noon

The Spanish Civil War

Of all the major international crises of the 1930s—Manchuria, Ethiopia, the Rhineland, the Anschluss, the Sudetenland—none aroused half the passion of the Spanish Civil War. The length and extent of the conflict provoked a good part of this passion. But perhaps more important: it was the one crisis in this period in which some Americans were directly engaged, and it centered on an embryonic democracy nipped in the bud after a brief and tumultuous birth. Furthermore, to many contemporaries, the Spanish conflict appeared to be part of an international civil war between ascending radical politics of right and left. Its outcome was seen as determinant for the fate of self-government everywhere. In effect, the Spanish Civil War was a dress rehearsal of the two bigger and longer wars yet to come: WWII and the Cold War. This course will examine the outbreak and evolution of the Civil War in both the Spanish and European context. It will explore the internal social, political and economic causes of the war, as well as the factors, both domestic and international, that conditioned its development and outcome. What can the Spanish Civil War teach us about the perils and cycles of political radicalization? What are the lessons we can glean from the effects of the war on contemporary Spain and its transition to democracy? What is its legacy, not only for Spain but for Europe and the world at large, in the face of the renewed rise of radical ideologies that echo that period? The course will be interdisciplinary in nature, using American and Spanish films, documentaries, literature, music and history texts to illustrate the key issues generated by the conflict. Attention will also be given to the international volunteers who fought in the war, including the Abraham Lincoln Brigade from the United States.

Rex Rehfeld, JD, formerly a career military officer, served as a tank platoon leader in the Korean War in 1950 and 1951, as an armored cavalry company commander, and as a military advisor to units of the Iranian Army. He has a BS from the University of California and a JD from the University of Maryland Law School. Mr. Rehfeld has taught courses at Adult Continuing Education Programs at Johns Hopkins, Towson University, Notre Dame University, and the Community College of Baltimore County. His avocation is history.
This Is Rocket Science

We’ve all heard the expression “well, it ain’t rocket science,” but what is it like being a rocket scientist? How do rocket engines work? In this course, we’ll look at these incredible machines and how they take us into space. We’ll look at space vehicles from the past, present, and future, and discuss how the different components: nozzle, combustion chamber, turbopumps, valves, etc., work together under the most extreme conditions. This course is not only for science and math geeks, but is designed to be accessible by anyone interested in learning more.

Michael Binder, MA, is a physicist, engineer, and architect. He holds master’s degrees in Physics from the University of Wisconsin, in Mechanical Engineering from the University of Michigan, and in Architecture from the University of Maryland. From 1989 through 2003, he worked as a contractor to NASA, first developing advanced vehicle health monitoring algorithms, and then complex dynamic system simulations of rocket engines. After leaving the US Space Program, Mike applied his passion for systems thinking in the field of architecture, exploring how regenerative design affects the way we build our homes, institutions, and communities. He is a Registered Architect licensed in the States of Maryland and West Virginia, specializing in sustainable housing.

Monday
AFTERNOON SESSION

History in Myths—Myths in History

The United States is still in the midst of a nasty debate about truth and fiction in its national life. Myths are powerful: in some cases, they are used successfully to illustrate positive values. In all too many cases, they are used to frighten and manipulate. It should also be understood that not all myths are false.
This class will have three general goals:

• We will seek to define mythology (broadly defined) in history, find its sources, and understand the power of myth.
• We will consider how to analyze assertions of historical fact to seek their truth or falsity.
• We will examine popular stories about people and events in history and consider their truth or falsity.

Along the way we will consider a wide variety of specific myths, legends, urban myths, tall tales, propaganda, braggadocio, mis- and dis-information, distortions, lies, fake news, and image building, and also catch an occasional glimpse of fact and truth that gets frequently submerged among them.

“What is truth?” is still, after two millennia, a valid and challenging question.

Iconoclasts welcome!

David A. Hatch, PhD, is the senior historian for a federal agency. He earned a BA in East Asian Languages and literature 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.

21FB527 History in Myths—Myths in History
Mondays, September 20–December 13, No Class 11/22
1–3 p.m.

Harlem Renaissance: The Golden Age of African American Arts and Culture

After the race riots of 1919 and the Northern migration of African Americans, the Harlem neighborhood in New York City experienced a population boom and became the birthplace of the Golden Age of African American culture. Writers, musicians, and artists worked across disciplines creating art that defied stereotypes. With European, African, and Egyptian influences, a new modern visual language was developed that affected generations to follow. In this series, we will explore the visual art of the printmakers, photographers, sculptors, and painters of the Harlem Renaissance and the legacy they created.

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.

21FB107 Harlem Renaissance: The Golden Age of African American Arts and Culture
Mondays, September 20–December 13, No Class 11/22
1–3 p.m.

The Film Works of David Fincher

2020’s *Mank*, starring Gary Oldman, tells the story behind the writing process of Orson Welles’s *Citizen Kane*, yet it also fully articulates the unique style of David Fincher. While he got his start directing flashy music videos for the MTV Generation in the 1980s, his film *Se7en* in 1995 put him on the map as an up-and-coming auteur in Hollywood. This course will explore a majority of his feature length films (*The Game* [1997], *Fight Club* [1999], *Panic Room* [2002], *Zodiac* [2007], *The Curious Case of Benjamin Button* [2008], *The Social Network* [2010], *The Girl with the Dragon Tattoo* [2011], *Gone Girl* [2014], and *Mank* [2020]) to uncover a director whose vanguard position in Hollywood’s transition to the digital age fostered his distinguished approach to filmmaking in the 21st century.

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.

21FB125 The Film Works of David Fincher
Mondays, September 20–October 25, 6 weeks
1–3 p.m.

Energy and the Environment II

This semester we will move beyond a basic understanding of climate change and the search for alternative sources of energy. Due to the timeliness of our subject and a sense of urgency in seeking solutions, we will be positioned to monitor developments in technology and public policy under the new leadership of the Biden Administration.
How will the new Administration respond to the climate change imperative? What should be its actions over the first year, the first term? What can be done without Congressional approval?

The year 2020 was tied for the warmest year since record-keeping began. Or will it be the coolest year for the next 50 years? Join me for a review of climate change’s impacts on global temperatures, drought, flooding, hurricanes, and wildfires, and what the future might bring. Have we reached the tipping point or do we still have time to keep global warming below 2º C?

Energy technology is leaping ahead: is a world with minimal fossil fuel possible, or desirable? What are the benefits and drawbacks? How close are we to approaching a zero net-carbon world? What scientific advancements in renewables, energy storage, carbon capture, and geoengineering are necessary to get us there?

How has climate change affected the poorest amongst us? Let’s take a look at climate justice in the US and climate-induced migration around the world and what it portends for the future.

What about the Texas rolling blackouts? What caused them? What can be done to prevent them from happening again?

Join me for an exciting series of sessions where we will explore these and other critical energy and environment issues.

**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 Johns Hopkins University Osher Lifelong Learning Program.

**21FB606 Energy and the Environment II**
Mondays, November 1–December 13, 6 weeks, No Class 11/22
1–3 p.m.