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 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 The 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.

www.osopher.jhu.edu
Wisdom in the Bible
Wisdom is clearly a revered attribute in the Bible. When God asks Solomon what he requests, Solomon asks for wisdom.

In this course, we will study biblical and Near East views and understanding of wisdom and then explore the three biblical books collectively called “Wisdom Literature,” Job, Proverbs, and Ecclesiastes. Each will provide us with a vastly different angle on wisdom. If time allows, we may also look at wisdom as reflected in Psalms and Song of Songs.

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 all PhD course work. He has taught undergraduate courses at Baltimore Hebrew University; he has also taught Bible and Jewish liturgy courses in many area synagogues and churches and in other adult education outlets. Mr. Amir 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.

19FB529 Wisdom in the Bible
Mondays, September 16–December 9, 11 weeks
No class 9/30 & 11/25
10 a.m.–12 noon

In Nature’s Mirror
When Wordsworth wrote about nature, Constable painted it, or Schubert invoked it in his great song cycles, they saw a mirror for the emotions and the mind. Turner in the Alps and Mendelssohn on the coast of Scotland experienced something wilder and more primitive, and Wagner’s evocation of river and forest taps forces more ancient than man.

But there is also an older tradition of the Pastoral, a classical Arcadia of order and peace. Yet behind this too lies the unruly force of Dionysus and Pan; the Arcadian idyll can often be mere escapism. The pastoral has an even longer history in the arts: Ovid and Spenser, Monteverdi and Handel, Giorgione and Claude Lorrain.

This course will call upon a number of different arts—poetry, painting, music, and opera, even landscape gardening—to show how our depiction of the countryside has reflected on one hand our sense of the world order, and on the other, our passions and fears.

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.

19FB118 In Nature’s Mirror
Mondays, September 16–December 9, 11 weeks
No class 9/30 & 11/25
10 a.m.–12 noon

Understanding Our Environment
This course will present a scientific perspective on the forces and factors influencing our environment at a level all can understand. Focus will be on the nature of the atmospheric and oceanographic phenomena that cause and result in the variability of the environment—short-term (weather) and long-term (climate). The level of detail will depend on class interest—starting from a descriptive interpretation of the nature of atmospheric and oceanographic processes (no equations), but increasing in depth as class interest evolves. Presentation and discussion of a broad range of environmental topics will include: an overview of our Earth’s environment; the ocean and the atmosphere; weather and climate; arctic and antarctic; coasts and estuaries—the Chesapeake Bay; ships, subs, and aircraft; and the future—what’s coming, what to do?

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 the Physical Oceanography and Coastal Sciences at the Office of Naval Research. He has a joint appointment in the JHU Dept. 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.

19FB612 Understanding Our Environment
Mondays, September 16–October 21, 5 weeks
No class 9/30
10 a.m.–12 noon

Modernity
This course expands on some of the topics of the Quick History of Humans course from spring 2018. It is not, however, necessary to have taken the Quick History course. Modernity (modern angst) will concentrate on the period of 1750 to the present, including topics such as: the early industrial revolution and explanations for why England, why Europe; the later industrial revolution, demographics, depression, and world wars; cultural changes in reaction to modernity; revolutions, political systems, and power; scientific advances and the structure of scientific revolutions; and modernity and development in Asia and Africa.

John Spears, PhD, holds a PhD in European social and economic history from The Johns Hopkins University, an MAT from Northwestern University, and a BA (Phi Beta Kappa) from The Johns Hopkins University. Dr. Spears specializes in sophisticated data analysis in business and government, with experience in research, policy analysis, and data management. Prior to joining the Regional Economic Studies Institute at Towson University in 1996, Dr. Spears worked for 10 years in banking, marketing research, business development, and product development capacities, and another six years in computer sales and consulting to the printing and graphics industries. He is an experienced teacher of European, Russian, and medical history.

19FB526 Modernity
Mondays, October 28–December 9, 6 weeks
No class 11/25
10 a.m.–12 noon
Monday

AFTERNOON SESSION

The United States and Asia
The United States, even before it extended its western boundaries to the Pacific Coast, had an economic interest in Asia. As the US rose to the status of world power in the late 19th century, the country’s interest was political, then military.

This class will consider the motives of American involvement in Asian affairs, and how and why the nature of US interests changed. Classes will study how events unfolded, and how personalities affected policy, in order to seek an understanding of the principles that determined policy and action.

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.

19FB527 The United States and Asia
Mondays, September 16–December 9, 11 weeks
No class 9/30 & 11/25
1–3 p.m.

The Documentary Films of Werner Herzog
Werner Herzog is a German-born filmmaker whose career has spanned more than five decades. His style of documentary is unique in that he blends scripted and pre-planned sequences with more traditional documentary filming approaches. Herzog’s documentaries are unique, daring, and intellectually engaging. Explore a range of his documentary films that will take you from Antarctica to Kuwaiti oil fields ablaze to the belly of a bear.

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.

19FB125 The Documentary Films of Werner Herzog
Mondays, September 16–December 9, 11 weeks
No class 9/30 & 11/25
1–3 p.m.

Causes and Course of the Russian Revolution, 1856–1924
This course begins with the long-range causes of the Russian Revolution, starting with the aftermath of the Crimean War, the rising challenges of reform, modernization, the need for agricultural changes, the crisis of 1904–05, and the evolving political spectrum prior to World War I. The role of certain personalities, Kerensky, Lenin, Trotsky, Kamenev, Zinoviev, etc., along with key documents from the period 1917–1925 will be covered in detail. The later part of the course will deal with the often-overlooked Civil
War period 1918 to 1922, the Russo-Polish War, state-induced famine, war on the church, and the growing power struggle in 1924 to the death of Lenin and its aftermath.

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.

19FB531 Causes and Course of the Russian Revolution, 1856–1924
Mondays, September 16–December 9, 11 weeks
No class 9/30 & 11/25
1–3 p.m.

19FB120 Scenes from a Marriage
Wednesdays, September 18–December 11, 11 weeks
No class 10/9 & 11/27
10 a.m.–12 noon
International Relations
The course will concentrate on the foreign policy and the national security policy of the Trump administration. We will assess the performance of his national security team in its first two years of operational policy, particularly the impact of the “war cabinet” that was named in his second year. This assessment will involve discussion of hot-button issues such as the Middle East and the Persian Gulf; the civil war in Syria; the political situation in Europe; US policy toward Russia and China; and the problems of terrorism. Special attention will be given to the problems of North Korea and Iran from the standpoint of US national security strategy and decision making. Professor Goodman’s new book, Whistleblower at the CIA: An Insider’s Account of the Politics of Intelligence, will be the recommended text for the course, so there will be a discussion of whistleblowing and dissent. Various additional readings will be assigned from the editorial pages of the mainstream media and from foreign policy journals.

On October 16 and 23, substitute lecturers will teach as Mel Goodman is out of town. Mel will teach the other nine sessions.

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 most 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 the forthcoming American Carnage: Trump’s Assault on America’s Democracy.

Our Minds and Our Money
Though this five-week class is titled Our Minds and Our Money, it isn’t focused on numbers and spreadsheets. Instead, learn about the uniquely human aspect of finance. We’ll discuss:

1. Investor Psychology: Why our brains are actually predisposed to make poor financial decisions and how unconscious biases affect decision-making. Learn how to successfully navigate these phenomena.
2. Finance and Family Dynamics: How money and financial decisions affect the family, strategies to communicate about wealth, and how to avoid or alleviate problems.
3. Goal-Based Plans: Aligning finances with values.
4. Future of Finance: Technology innovations will continue to change how we deal with money.

At the end of this course, members will better understand money as it relates to them personally and to their most clearly defined values. They’ll also understand how to make better financial decisions and reduce money-related stress.

John Magiros, CFA, graduated in 2006 with degrees in economics and psychology from the University of Maryland. He started his wealth management career with Smith Barney in 2006. From then to the present, he reorganized and built a wealth management business with Morgan Stanley that manages over $1 billion and provides a comprehensive family office service with niche expertise for business owners, athletes, and families. He became the youngest Family Wealth Director across the firm in 2017.
Coming to Baltimore: Immigrants Old and New

With immigration a topic in the news almost daily, come explore Baltimore’s immigration history. Baltimore was America’s third largest port of entry during 1830 to 1914—a fact that is not well known. A majority of immigrants traveled west, but many settled in Baltimore. We will examine how and why they immigrated, their jobs, neighborhoods, houses of worship, and social organizations. After World War I, Congress established restrictive immigration limits. To fulfill the demand for labor, African-Americans began to move to the industrial cities of the north, including Baltimore, during 1914 to 1970. The rise of totalitarian regimes worldwide in the 1930s and religious, racial, ethnic, and political persecution eventually persuaded America to allow refugees into the country after 1945. Congress liberalized immigration policies in 1965 and 40 million people, largely from Asia and Latin America, immigrated, and many have settled in our state. This course will examine how the mosaic of people who make up our region developed.

Nicholas Fessenden, PhD, earned a BA at Yale and an MA and PhD from Columbia University in History. He taught history in the Upper School at Friends School/Baltimore (1972–2010), and history at Maryland Institute of Art. Since retiring in 2010, he has taught at CCBC/Owings Mills and at the Osher Institute/Towson. He is a board member of the Baltimore Immigration Memorial, which opened a museum in 2016 in Locust Point, chronicling Baltimore’s immigration history. He has also given lectures to genealogical, senior, school, and college groups about our immigration history.

Wednesday
AFTERNOON SESSION

The Caravaggio Revolution

The name of Caravaggio (born Michelangelo Merisi in 1571) is associated with a bold and revolutionary naturalism. His art, rooted in the senses and dependent on the live model, created wonder and enchantment as well as shock—so much that art critics excluded him (this is why our National Gallery owns not one Caravaggio). Beginning as a painter of gypsies, musicians, and card players, and the first independent still life picture in Italy, he developed into the most powerful religious artist of his age. His religious art, which sometimes shocked contemporaries, reflected both the passions of restored Catholicism and the fears of an age of spiritual crisis and the collapse of a universal faith. The class will explore his brief career of less than two decades and his European-wide influence against the backdrop of his extraordinary biography.

Nora Hamerman holds an MA degree from the Institute of Fine Arts of New York University. She has taught art history at University of Virginia and Shenandoah University, and has published articles in scholarly journals as well as hundreds of reviews of art exhibitions as a free-lance 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.

19FB530 Coming to Baltimore: Immigrants Old and New

Wednesdays, October 30–December 11, 6 weeks
No class 11/27
10 a.m.–12 noon
Can Democrats Pick a Winner?

A number of Democrats are angling to take on President Trump, who should be beatable. His polls well under 50 percent, and his time in office is marked by scandal and broken promises. Yet he remains surprisingly resilient with a base of support that appears unshakable. Which Democrat can go toe-to-toe with Trump and not get taken down by his mockery and name calling? How far to the progressive left can Democrats go without losing the middle of the country? Can a moderate candidate inspire voters who have lost faith in politics? The class meets as the sorting process gets underway, and we can see which candidates withstand the pressure and the scrutiny, and who falls by the wayside perhaps before the first votes are cast. There is no more exciting time in politics. 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.

Astronomy 101

This course explores the science that studies space, celestial objects, and phenomena in our universe. Ever walk outside and wonder what you are looking at in the night sky? Have you ever wondered what Galileo did, been curious why you see the moon during the day, or why the Earth has seasons? Did you know that the night sky has been used historically as a calendar, a time clock, and a map? In this course, we will cover some history of astronomy, planets and planetary motion, reasons for the seasons, phases of the moon, and more. We will discuss the latest discoveries featured in the news. Finally, we will learn to navigate the constellations in the night sky using guide maps, planispheres (star charts), websites, and current apps. Come and join us on this stellar adventure!

Kari Irvine, PhD, received her doctorate in Genetics from George Washington University. She performed research at the National Cancer Institute of NIH and published scientific papers in the field of Cancer Immunotherapy. Dr. Irvine discovered a love for astronomy when her children went to Wood Acres Elementary School, a school with a planetarium that offers each child parent-taught lessons. There, she created curricula, taught the kids, trained adults, and co-chaired the operations of the planetarium program.

Astronomy 101

Wednesdays, September 18–October 23, 5 weeks
No class 10/9
1–3 p.m.
A Survey: History of Photography
We’ve all heard “a picture is worth a thousand words.” But how much do most people know about how photography came to be an important part of our lives? This six-week course is a visually oriented history of the development of photography in both its commercial and creative aspects. We will cover the history of photography from its earliest beginnings to the modern era, with emphasis on the effects of the medium on the greater society. The technical aspects of equipment and processes will be minimized in favor of the social, political, artistic, and financial forces that combined to bring about the revolution in visual communication. While often overlooked or even belittled as an art form, photography can be considered one of the most important inventions since the printing press. The use of a camera does not automatically make every practitioner an artist, but this survey course will place the medium of photography alongside the other fine arts.

Rollin S. Fraser is an adjunct professor of photography at Montgomery College (Rockville), and has been teaching various courses in photography for the past 15 years. He studied photography at Montgomery College (Rockville), Maine Photographic Workshops, and the Palm Beach Photographic Center, in addition to continuing education programs. He has an extensive background in traditional (film) and digital photography and his award-winning works have been exhibited in venues including the Washington Gallery of Photography, Metropolitan Center For The Visual Arts, Strathmore Hall Arts Center, and Brookside Nature Center, among others. His most important project to date was “Portraits of Life,” photographing Holocaust survivors under the auspices of the Paul Peck Humanities Institute and Montgomery College (Rockville).

19FB126 A Survey: History of Photography
Wednesdays, October 30–December 11, 6 weeks
No class 11/27
1–3 p.m.

Baltimore

Tuesday
MORNING SESSION

Spanish Film

Nature Center, among others. His most important project to date was “Portraits of Life,” photographing Holocaust survivors under the auspices of the Paul Peck Humanities Institute and Montgomery College (Rockville).

When film history courses look to Europe, they understandably tend to focus on countries such as France, Germany, and Italy. Although other European countries also get their share of screen time, it’s unfortunate that Spain is usually ignored. That country’s relatively uninspired cinematic output in the early 20th century partly accounts for it, but such an omission is difficult to justify when one considers
Spanish cinema from the 1950s to the present. This course will screen and discuss feature films by such masterful directors as Luis Bunuel, Carlos Saura, and Pedro Almodovar, as well as by a number of directors who deserve to be better known to American audiences. The course will have a particular interest in tracking how Spanish political history is reflected in Spanish film history, and, in a very specific way, how the Spanish Civil War and its aftermath have continued to haunt the country.

Michael Giuliano, MA, earned his master's from The Johns Hopkins University Writing Seminars. He is a former film critic for the Baltimore City Paper and Baltimore News American, and currently writes film reviews for Patuxent Publishing. His writing has appeared in Variety, The Baltimore Sun, Baltimore Magazine, Washingtonian, Annapolis Capital, ARTnews, Baltimore Business Journal, Orlando Weekly, Sogetsu, Cincinnati Enquirer, Baltimore Jewish Times, New Art Examiner, Art Papers, Chicago Reader, and American Theatre Magazine. He has taught at The Johns Hopkins University, Howard Community College, Maryland Institute College of Art, University of Baltimore, Loyola College, and Goucher College.

19FB104 Spanish Film
Tuesdays, September 17–December 10
No class 11/26
10 a.m.–12 noon

Opera Wine in Old and New Bottles
Like it or not, our enjoyment and even understanding of opera is affected by the way we see it produced, which may in turn depend on market forces and fashion. Is it possible—or desirable—to go back to the conditions of the first performance? How long may successful productions be retained in the repertoire before becoming stagnant? What is to be gained by the simple alteration of period or setting? How may a radically new concept revitalize a familiar opera? What makes a successful transfer to film or television? This course, taught by an opera director with 50 years of experience, will look at four centuries of operas and opera productions, often contrasting different approaches to the same work, to address questions such as these.

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.

19FB117 Opera Wine in Old and New Bottles
Tuesdays, September 17–December 10
No class 11/26
10 a.m.–12 noon

Africa: The Sleeping Giant
Americans have been taught little about Africa. Usually what is known comes from media headlines about corruption, disease, hunger, and the latest coup d’état. Consider instead its rich history as the birthplace of mankind, going back millions of years. Its size is shocking—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 and 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. We will discuss these and many more topics regarding Africa’s past, present, and future.

Lawrence Freeman is 67 years old and has been involved in Africa for 30 years. He is a researcher, writer, and speaker on a variety of Africa topics and 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, teaching several courses on African history. He is also Vice Chairman of the Scientific Advisory Committee to the Lake Chad Basin Commission. Recently, Mr. Freeman has taught three courses on African History at both CCBC and FCC in Frederick MD. He has given lectures at conferences in Africa, Europe, and the United States, and addressed various audiences in the US.

**19FB532 Africa: The Sleeping Giant**  
Tuesdays, September 17–October 22, 6 weeks  
10 a.m.–12 noon

**The North Atlantic Cities**

Instead, like Paris and Vienna, they have endless expanses of apartment buildings. But the cities of the Netherlands, the UK, and Ireland have row houses.

The international family of row house cities includes some of the greatest cities in the world. And Baltimore is one of them. But how did this family come to be? What was it about the people of these cities that led them to build in the same way, even though most people on their own continents failed to follow their lead, or decided to build in other ways?

To answer these questions, Charlie Duff has been reading, writing, snapping photos, and pounding pavements in dozens of cities and towns, foreign and domestic, for the better part of a decade. He is now ready to tell us what he has discovered.

The first 24 people to register for this course will receive a free copy of Charlie’s new book, *The North Atlantic Cities*.

**Charles Duff** brings a rare combination of scholarship and practical experience to this topic. A graduate of Gilman, Amherst, and Harvard, he has been President of the Baltimore Architecture Foundation and is the leading authority on Baltimore’s architecture and development. He has taught at Johns Hopkins and was for many years a regular lecturer at the Walters. But he is also a practical real estate developer. In more than 30 years of work at Jubilee Baltimore, he has restored hundreds of historic Baltimore buildings, and built some new ones.

**19FB533 The North Atlantic Cities**  
Tuesdays, October 29–December 10, 6 weeks  
No class 11/26  
10 a.m.–12 noon

Why does Baltimore have row houses? Many American cities, like Denver and Kansas City, don’t. Instead, they have endless expanses of free-standing houses. But we have row houses, and so do most of the cities on the east coast.

Why, for that matter, do Amsterdam and London have row houses? Most European cities don’t.
Tuesday
AFTERNOON SESSION

Art in Spain

This new art history course addresses the most important artistic developments in Spain, including drawing, painting, and sculpture. Some of the artists we will cover are Goya, Ribera, Murillo, Velazquez, Zurbaran, Dali, Miro, Picasso, Chillida, Gonzalez, and Gaudi. The course has also a special focus on the architecture of Antonio Gaudi with special reference to Sagrada Familia, Casa Battlo, and Casa Mila, as well as a section on Alhambra and its history. The lectures are in the form of a PowerPoint presentation with rich 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.

19FB109 Art in Spain
Tuesdays, September 17–December 10
No class 11/26
1–3 p.m.

Growing Up at the Movies
The developing mind of the child, the relationship between child and parent, the nexus between childhood and society, the process of adaptation to environment, the journey from childhood to maturity, the loss of innocence—all are the subjects of this class. We will take a cross-cultural and historical view of the universal theme of coming-of-age by viewing and analyzing the following films:

- Radio Days, Pretty Baby, and Boyhood (US)
- Billy Elliot (England)
- Murmur of the Heart (France)
- Cinema Paradiso (Italy)

Each of these films will serve to elucidate the relevant themes, as well as to demonstrate a variety of cinematic and narrative techniques. Participants will be encouraged to share both intellectual and personal insights.

William Florman, MA, JD, has taught courses in literature and writing at Boston College, Salem State University, and American University. Later, upon graduation from Georgetown Law School, he practiced labor law in Washington DC, and then engaged in various entrepreneurial ventures. More recently, he has been teaching film and literature classes at the Osher campuses in Baltimore and Columbia. Mr. Florman is enjoying this return to his first love, which is teaching.

19FB110 Growing Up at the Movies
Tuesdays, September 17–December 10
No class 11/26
1–3 p.m.
Creative Connections Between Writers and Artists
The writings of Edgar Allan Poe influenced artists like Henri Matisse and Paul Gauguin to create paintings. Gertrude Stein once told Picasso that he abstracted art the way she abstracted her writing. Throughout history, several famous writers and artists have influenced each other's creations. This course will focus on the influences between pairs like Eugene Delacroix and Charles Baudelaire, Auguste Rodin and Rainer Maria Rilke, Roger Fry and Virginia Woolf, Pablo Picasso and Gertrude Stein.

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 masters is in art education from Towson University.

History of the Devil
Dante completed The Divine Comedy in 1320, and for him the Devil is frozen in ice in the deepest circle of Hell. Christopher Marlowe’s play, Doctor Faustus, was first performed in 1592. It introduced us to Mephistopheles and Lucifer, his master. Then, by 1674, John Milton gave us Paradise Lost with Satan reigning supreme in Hell, a fiery dungeon, rather than serving God in Heaven.

Now who is this fellow, the Devil, and what is his background? Let’s begin by looking at the earliest religions in ancient Samaria, Egypt, and Babylon to see what they can tell us. We will stop to look at Zoroastrianism with its belief in a good god and an evil god. Then we will look at Judaism, where God made everything “good.” But God and Satan did bet over Job. We will see the development of Satan during the Intertestamental Writings. And then in Christianity we find the temptations that Satan offered to Jesus and the concept of original sin. Along with our overview of history, we will look at the snake in the garden, exorcisms, the Iblis, witchcraft, and something called the Devil’s Bible. So join us as we search for the Devil.

Ellen O’Brien, JD, practiced law for 30 years and earned a Master of Liberal Arts from Johns Hopkins University, and a Master’s from St. Mary’s University and Seminary, Ecumenical Institute. Her theological studies focused primarily on the Hebrew Bible. Ms. O’Brien also teaches at Towson University’s Osher program.

Thursday MORNING SESSION
The Splendor of the Baroque
Between 1600 and 1750, an enormous number of musical innovations occurred. Opera was created, orchestras were formed, instruments were developed, and a harmonic language based on major and minor scales emerged. The significant composers of this time—Bach, Handel, Vivaldi, Corelli, Couperin, and Rameau—made important and frankly beautiful contributions to the repertoire which are still enjoyed today. During the last 25 years, our understanding of baroque performance practice has improved and we are now blessed with high-quality recordings and performances on period instruments. Baroque music—once seen as cold, dry, and complicated—is now revealed to be brilliant, passionate, and sensual.
Come and explore the splendor of the baroque...you might even learn to love the harpsichord.

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.

19FB103 The Splendor of the Baroque
Thursdays, September 19–December 12
No class 11/28
10 a.m.–12 noon

The Birth of Social Activism in America
The decades preceding the Civil War witnessed the emergence of an abundance of movements for social change in America, leading to a dramatic rethinking of societal attitudes. The vast transformations occurring in the young American nation encouraged many people to actively seek to address society’s injustices with imaginative approaches. With crusading zeal, these reformers created distinctive movements to abolish slavery; to promote women’s rights, peace, and temperance; and to encourage health, education, and labor reform. Combining with Transcendentalism, utopian communities, and the push for universal voting rights, these uniquely American endeavors laid the foundation for many of the nation’s exceptional democratic traditions.

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. He is a Johns Hopkins University alumnus and former administrator at the JHU Center for Talented Youth.

19FB514 The Birth of Social Activism in America
Thursdays, September 19–October 24, 6 weeks
10 a.m.–12 noon

Understanding Genetics Part II
Genetics is a rapidly developing and exciting field. In this course (Part II) we begin with a review of the early concepts of heredity and the general principles of genetics: genes, chromosomes, genomes, the “central dogma,” cracking the code, genotype, and phenotype as covered in Part I.

Then we will stake out the path from the clinic to the future, covering the following topics:
1. Adeno-associated virus (AAV) gene therapy
2. Non-invasive prenatal testing (NIPT)—simple blood screening to pinpoint a baby’s risk for a genetic disorder (e.g., Down Syndrome)
3. Pre-implantation genetic diagnosis (PGD) coupled with IVF
4. The genetics of cancer: tumor suppressor genes (p53 genes) vs. oncogenes (tumor formation genes)
5. Stem cells and reprogramming
6. Cloning
7. Mitochondrial diseases (particularly Leigh disease and the so-called “3-parent baby”)

Finally, given the technology that exists, do we want to create permanently modified human genomes (i.e., “germ-line [embryos & sex cells] gene therapy”)—or
as James Watson asks (perhaps with tongue in cheek), “why not make ourselves a little better?”

Thus it is that genetics has moved exclusively from the laboratory of the academic scientist to become an issue for society at large.

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.

19FB610 Understanding Genetics Part II
Thursdays, September 19–October 24, 6 weeks
10 a.m.–12 noon

Three Antigones

The ancient story of a young girl who stood up to a powerful regime on behalf of moral principle and family loyalty has endured through the centuries. In this course, we compare the original Antigone of Sophocles, the fifth-century Athenian playwright, to the Antigone reimagined by Jean Anouilh, a 20th century French existentialist writing during the Nazi occupation of France, and finally to the 21st century Home Fire, a novel by Kamila Shamsie (2018 winner of the Woman’s Prize for Fiction and long-listed for the Booker Prize). This powerful novel chronicles the fate of a Muslim family living in London whose young son goes off to join Jihadists in Pakistan and whose sister, Aneeka, attempts to rescue him. While the story of Antigone has been refashioned to reflect modern realities, it retains its archetypal power as a parable of family love and loyalty, confronting the terrifying powers of the state. The young woman who dared to speak truth to power remains a heroine for the ages. A timeless heroine—a very timely theme.

The books for this course are:

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.

19FB217 Three Antigones
Thursdays, October 31–December 12, 6 weeks
No class 11/28
10 a.m.–12 noon

U-Turn: American Foreign Policy Goes Retro

December 7, 1941 marked America’s entry into the second World War that would cost the US almost 420,000 lives, still less than one percent of the total global casualties incurred. “Make America safe for Democracy” was a slogan President Woodrow Wilson used to justify entering the first World War in 1917. In the 1920s and 30s, America turned inward again, declining to participate in the League of Nations,
increasing tariffs, and discouraging immigration. After 1945 America was recognized as the leader of the free world and it used its vast resources to promote democracy and rebuild nations ravaged by the War. For almost 75 years, the US led the free world as a founder of The United Nations, NATO, and WTO (The World Trade Organization).

With the election of Donald Trump as President in 2016, the slogan “Make America Great Again” has generated a series of isolationist actions: withdrawal from the Paris Climate Accords, the Iran Nuclear deal, the INF treaty with Russia, rewriting NAFTA, the pending withdrawal of troops in Syria and Afghanistan, and questioning the benefits of a NATO membership. Trump’s embrace of autocrats such as Putin in Russia, Erdogan in Turkey, and Kim Jong Un in North Korea, stands in stark contrast to hostility toward traditional allies such as May in Britain, Macron in France, Merkel in Germany, and Trudeau in Canada.

Can a case be made for some of Trump’s policies or is he “so far off the mark” that our country is in peril? This course will survey a history of US policies of isolation and engagement with lectures, seek written and video excerpts from foreign policy experts, and encourage robust discussion from class members. There will be time for news “as it happens” so members are encouraged to read newspapers like The New York Times, The Washington Post, and The Wall Street Journal, as well as watching TV news programs. An additional list or bibliography will be provided.

Robert Ginsburg, MA, earned his degree from Johns Hopkins University, the Paul H. Nitze School of Advanced International Studies, Washington, DC and Bologna, Italy in 1960. His career includes executive positions in banking and finance, most recently Principal of The Brookes Group, a consulting firm specializing in marketing and strategic planning, change management, start-ups, financial analyses, turnarounds, and diversification. From 1991 to 2012, he was an adjunct professor in Political Science at Towson University where he taught contemporary US-European Relations. He has also taught American Foreign Policy at Towson University’s Osher program.

19FB403 U-Turn: American Foreign Policy Goes Retro
Thursdays, October 31–December 12, 6 weeks
No class 11/28
10 a.m.–12 noon

Thursday AFTERNON SESSION

Descriptive Writing: The Heart of Memoir
If you’ve always dreamed of writing a bestseller, memoir is the genre. Today, non-fiction is the most popular form of literature, and memoir is the most popular form of non-fiction. But a good memoir doesn’t just happen. It depends on the right use of the four rhetorical devices: exposition, narration, argument, and description. During this semester, we will focus on description. The memoirist describes the characters, action, or scene so that readers can visualize, experience, and to an extent, feel the circumstances that the characters face. Descriptive writing can be challenging. Too much description is boring. Yet too little keeps readers from becoming engaged with the memoir. Description is used in all forms of writing, but poets excel at descriptive
writing. In good poems the readers do not merely picture what is being described, they also feel it. In this course we will spend the first hour of the class discussing description in artfully written memoirs, whether they be written in prose or poetry. In the second hour we will apply what we’ve learned to our own memoirs.

Diane Scharper 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 memoir for several publications including The New York Times.

19FB301 Descriptive Writing: The Heart of Memoir
Thursdays, September 19–December 12
No class 11/28
1–3 p.m.

Toscanini: Legend and Myth

Arturo Toscanini was possibly the most influential conductor of his time. Born in Italy in 1867, Toscanini first established himself as a talented conductor when he was just 19. In a career that spanned decades, Toscanini worked with leading opera houses and symphonies across the globe, including La Scala, the Metropolitan Opera, the New York Philharmonic, and the NBC Symphony Orchestra. This class explores his recording legacy from the early sessions through his TV years, dispelling myths about adherence to the score, disinterest in contemporary music, and musical rigidity. Join us and make your own determination about this most-admired conductor.

Ernest Liotti is a performer, educator, and lecturer with expertise in classical music, opera, film and industrial design. A member of the Conservatory faculty of the Peabody Institute of the Johns Hopkins University, Mr. Liotti has taught classes in both the voice and piano departments. He also teaches for the Johns Hopkins Odyssey program and was a long-standing lecturer for the Peabody Elderhostel Program.

19FB130 Toscanini: Legend and Myth
Thursdays, September 19–December 12
No class 11/28
1–3 p.m.

The Modern Zoo: Conservation, Science, and Education

This course was initially offered in Fall 2017 and is back by popular demand.

The modern zoo is no longer simply a place where people can “look at animals,” but is instead a center of education, conservation, and scientific research. A high-quality zoo is a community asset and cultural resource where people can gather to spend time together and engage with the natural world. Using The Maryland Zoo in Baltimore as a case study, this course will explore the history of zoos and the multiple roles that modern zoos play in our society. Participants will get an in-depth look at the behind-the-scenes decisions and day-to-day operations that are critical to the success of any zoo. Guest speakers will be invited to participate. They are all zoo professionals and are experts in the field.

The class includes an optional trip to the Zoo for a behind-the-scenes experience.
Kristin VanBuskirk, BS, is the Education Director at The Maryland Zoo in Baltimore. She earned a bachelor’s in Biology from James Madison University with a concentration in Ecology and Environmental Biology. Ms. VanBuskirk has been with the zoo for over seven years, starting as a volunteer and rising to her current role as Education Manager. Her expertise is in community outreach and teaching audiences of all ages about specific animals and the zoo. This course also features zoo professionals and experts to share an in-depth look at the operations critical to the success of any zoo.

19FB905 The Modern Zoo: Conservation, Science, and Education
Thursdays, September 19–October 24, 6 weeks
1–3 p.m.

The Peabody Effect: Creating and Performing Music in the 21st Century

This course will offer students an opportunity to experience perspectives on classical music in the 21st century through discussions led by Peabody composers, performers, arts organizers, and teachers. Students will interact with musicians embodying Peabody’s “Breakthrough Pillars” of excellence, interdisciplinary experiences, innovation, community connectivity, and diversity. Guest artists will provide insight into the creative process and offer their thoughts on embracing the heritage of Western classical music while celebrating music now. Lectures and discussions will cover music spanning almost 500 years and will offer opportunities for students to both reconnect with familiar works and to engage with music today.

Michael Rickelton, DMA holds a Doctor of Musical Arts Degree in composition from The Peabody Conservatory of the Johns Hopkins University. His award-winning music “seizes the ear” (Gramophone). Mr. Rickelton’s works have been performed and broadcast throughout the US and abroad for the Nashville, Baltimore, and Peabody Symphonies, Baltimore Choral Arts, Pacific Chorale, and the Washington National Cathedral Choir. His composition Pentecost was recently recorded by The John Alexander Singers and released on Delos records. Albany Records recently released Time and Memory, an album dedicated to his works for voice and piano. Mr. Rickelton currently serves on the music faculties of The Peabody Conservatory, The Johns Hopkins University, and Towson University.

19FB906 The Peabody Effect: Creating and Performing Music in the 21st Century
Thursdays, October 31–December 12, 6 weeks
No class 11/28
1–3 p.m.
How to Register for Osher at JHU Courses

Advance registration is required. Space permitting, registrations are accepted until the start of class. However, members are encouraged to register early.

The Osher office offers five easy ways to register.

ONLINE
You may register for Osher courses online at www.oshers.jhu.edu and pay by credit card. JHU faculty, staff, and retirees receiving the tuition remission benefit may not use the online option. Please call the Osher office at 410-516-9719.

BY MAIL
Mail the registration form to Osher at Johns Hopkins University, 6740 Alexander Bell Drive, Columbia, MD 21046 with your tuition. Pay by VISA, Mastercard, Discover, American Express, or check.

BY TELEPHONE
You may register by telephone Monday through Friday and pay by credit card. Please be prepared to provide the information requested on the registration form and call the registration office at 410-516-9719.

BY FAX
Members who pay by credit card may fax their completed registration form to the Osher Program at 410-367-2336.

BY EMAIL
Members who pay by credit card may email their completed registration form by scanning and emailing it to osher@jhu.edu. Type “BCC” in the subject line.

VOLUNTEER
Volunteers are vital to our success and opportunities abound. Osher at JHU’s Advisory Board consists of standing committees (Curriculum, Fundraising, Hospitality, Journal, Membership, Teaching Assistants, and Travel) who help find and evaluate instructors, plan social activities, orient and assist new members, and support faculty in the classroom. Volunteers help create exciting and educational travel opportunities, and a semi-annual literary publication tailored to the membership. Volunteering enriches the Osher experience as you:

- Meet new people
- Share your skills, expertise, and life experience
- Provide input into curriculum and programming
- Contribute to social and travel opportunities

To learn more, send an email to osher@jhu.edu and/or check your committees of interest on your registration form.

DONATE
Endowment income from the Osher Foundation and annual membership fees cover most—but not all—program costs for Osher at JHU. Income from legacy gifts and member donations close the gap between program income and costs.

Your gift supports:
- Increased programming
- Faculty retention and recruitment
- Technology Improvements
- Scholarships
- Operating expenses not covered by membership fees

To donate, look for the “Give to the Friends of Osher” section on your registration form, or visit www.oshers.jhu.edu, and click Make a Donation.
# COLUMBIA CENTER

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### Morning Session

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<thead>
<tr>
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<th>Our Minds and Our Money (9/18–10/23) 5 weeks</th>
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<th>Coming to Baltimore: Immigrants Old and New (10/30–12/11) 6 weeks</th>
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<td>David Hatch</td>
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<th>19FB610</th>
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### BALTIMORE – Grace Church

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