

## What people are saying...

“A chance to meet and pursue areas of interest with a group of like-minded individuals. The more I learn, the more I realize how much I don’t know. Each course has been a door opening into a new area of knowledge.”



“This course has made me want to learn more, even at my age. All of the courses that were offered this session would have interested me. I look forward to taking more in the future.”



“BILL is one of the best things to come along in my retirement. I am thrilled it exists. This course (I loved it!) has opened my eyes to a different way of looking at art and has left me hungry for more information—about the artists, history, the structure of paintings. I am sad to see it end.”

“A chance to stretch our horizons!”

“I’ve enjoyed each and every class and always look forward to the next catalog, the way I looked forward to the Sears Christmas catalog as a child.”



“I needed and was looking for this kind of academic activity since my retirement—and was so glad to see it get started. I can hardly wait for the next session! It means mental stimulation which adds to my overall health. Thank you for all your efforts.”

“[Through BILL I] happily reconnected with two friends that I hadn’t seen in years...”

“It has expanded my knowledge in a fun and affordable way.”



## Welcome



On behalf of Bucknell University, I am delighted to welcome you to the **Bucknell Institute for Lifelong Learning**, a program that provides adult learners in the Central Susquehanna Valley a broad range of educational and intellectual opportunities. In keeping with Bucknell's commitment to build bridges to the local and regional community, this is a learning partnership between Bucknell and area residents that benefits both.

Nineteen short courses, offered by a combination of retired Bucknell faculty and members of the Institute, comprise the Institute's spring 2012 program. This term will bring the total number of courses presented since the Institute's beginning to 85. Since its inauguration during the fall of 2009, the program has included more than 385 members from 28 regional communities. We hope to achieve the goal of being a true "learning partnership" by developing an even greater diversity of offerings and activities, with area residents taking even more leadership on many of them.



As a psychologist who has worked extensively on issues of aging, I know the importance of mental activity to long-term well-being. So, while I encourage you to become a member of the Institute and take a course or two, I also urge you to become more actively involved by offering to lead a course, make a presentation, organize a study group, or help with program administration or other volunteer roles.

### **Mick Smyer**

Provost  
Bucknell University

### **Bucknell Institute for Lifelong Learning Staff:**

Edward Cotter  
Director

Ruth Burnham  
Coordinator

Susan Waggoner  
Assistant Coordinator

*Photography by BILL member, Janice Pearson*

# Bucknell Institute for Lifelong Learning

## What You Need to Know

The Bucknell Institute for Lifelong Learning (BILL) invites you to join with like-minded people in a relaxed and congenial setting where stimulating programs expose you to new ideas and interesting and sometimes controversial topics. Share your ideas and life experiences in a mutually supportive environment where you learn without concern for tests, grades, or requirements, other than participation. Regardless of your prior educational experience, these programs are for you; all you need is curiosity and a willingness to learn.

We rely on our members to make the institute work – from organizing and administering, to proposing and leading courses and other programs, to volunteering, and to helping with open houses and special events. Over time, the offerings of the institute will change to reflect the interests and support of our members.

### Mission

The mission of the Bucknell Institute for Lifelong Learning is to engage mature learners from a wide range of educational backgrounds in creative and intellectual activities that expand their horizons, invigorate their minds, and stimulate curiosity and the joy of learning. Members participate in courses, organize and lead study groups, and devise other educational opportunities that reflect Bucknell University's commitment to liberal education. The goal of the Institute is to involve all participants in active learning, where ideas, interests, and life experiences are shared.

### How to Join and Register for Classes

Fill out the form in the center of this catalog. If you are not already a member, sign up for a membership; then register for up to two courses each term. Please use a separate form for each individual registering; payments may be combined. Members may request a third course, and will be placed in that course if space is available one week prior to the start of classes. These requests will be honored in order of their receipt. Payment is requested upon notification of enrollment in the third class.

**Fees:** *Membership Fee:* \$35 for one year (January 1 – December 31, 2012); \$20 for half-year (January 1 – June 30, 2012)

*Individual Course Fee:* \$35 for a 5- or 6 -week course; \$20 for a 3-week course.

**Confirmation:** Membership and course registration are confirmed in writing on receipt of payment. Do not attend a course unless your registration has been confirmed.

#### SCHOLARSHIPS

A fund has been established to provide scholarships to those who need assistance to join the institute and take courses. Those who wish to apply should contact the institute Coordinator, Ruth Burnham (see contact information). All communication will be strictly confidential. There may be restrictions for anyone already receiving financial aid from Bucknell University.

**Class Meetings:** Each term is six weeks long and may include 3-, 5- and 6-week classes. Classes meet once each week for 1½ or 2 hours each time.

**Location of Classes, Lunch & Learn and Tea & Talk:** Class locations are The Public Library for Union County, Saint Andrew's Episcopal Church, Spring Run Conference Room, SUN Chapter American Red Cross, and RiverWoods Senior Living Community (see course listings). Lunch & Learn and Tea & Talk take place at The Village Common at Buffalo Valley Lutheran Village. Directions are located at the end of the catalog.

## Schedule

**Spring Term, 2012:** February 27 through April 6

**Fall Term, 2012:** September 24 through November 2

**Spring Term, 2013:** February 25 through April 5



## Special Presentations

Join BILL for a series of informal lecture presentations during lunch or afternoon tea. In partnership with Buffalo Valley Lutheran Village in Lewisburg, these events take place in The Village Common on Tressler Boulevard (directions inside back cover of the catalog). The events are free and open to the public.

Lunchtime programs (**Lunch & Learn**) start at noon; doors open at 11:30 a.m. Beverages and a light dessert are provided. Bring your lunch or purchase a soup-and-sandwich lunch (\$5) by contacting the BILL office up to noon of the day prior to the program.

Afternoon programs (**Tea & Talk**) start at 3:30 p.m.; doors open at 3 p.m. Tea-time refreshments provided free of charge.



**Tuesday, January 24, 2012, Noon:** Lunchtime presentation, “Islam on the Margins: Religion and Ritual among the Mandinga of Guinea-Bissau,” with Michelle Johnson (left), associate professor of anthropology and sociology, Bucknell University. Lunch menu: lentil soup, ham and cheese croissant.

**Thursday, February 16, 2012, Noon:** Lunchtime presentation, "Do honeybees get sick? Viruses that infect an important pollinator" with Marie C. Pizzorno-Simpson (right), associate professor of biology, Bucknell University. Lunch menu: hearty potato soup, chicken salad wrap. **PLEASE NOTE THURSDAY SCHEDULE.**



**Tuesday, March 13, 2012, 3:30 p.m.:** Teatime presentation, “In Search of Balkan Folk Dress: Revealing Identities,” with Paula Davis (right), associate professor of theatre and dance, Bucknell University.



**Tuesday, April 10, 2012, Noon:** Lunchtime presentation, “Alexander the Great and the Seven Wonders of the World,” with Janet Jones (left), Presidential Professor of Classics, Bucknell University. Lunch menu: creamy tomato soup, BLT w/mayonnaise.



## Benefits of Membership

- *Register for up to two courses each term*\*
- *Receive catalogs as soon as they are available*
- *Receive invitations to special events, lectures, and activities*
- *Enjoy access to the Bucknell Library:*

All BILL members have access to and borrowing privileges at Bucknell's Bertrand Library, including use of the library's nearly 900,000 volumes, DVD/video loan, as well as all online reference titles, databases and journals. Although participants do not have access to Interlibrary Loans, they can take full advantage of reference services in support of their studies by asking at the desk or sending an inquiry via the website of the Bertrand Library: <http://www.bucknell.edu/LIT>. Participants also may request a community borrower card, valid for one year from the date of issuance, which will entitle them to borrow up to 5 books with a 3-week loan period. Sign up at the library circulation desk by presenting a photo ID and giving an email address. With proof of valid registration in BILL (**your membership card**), the usual \$20 annual fee will be waived. To use a computer at the library, just ask for the guest password at the Reference Desk.

- *Receive Weis Center ticket discounts:*

During the academic year in which the membership card is issued, BILL-ID card holders will be eligible for a \$10 discount off the reserved seat full-admission price for two tickets to any and every evening event on the Weis Center Series of professional arts performances. This is the same discount given to Bucknell employees and retirees. *(Please note: Only one discount can be applied per purchase; discounts may not be used in combination. Because all tickets are non-refundable under any and all circumstances, this offer cannot be used retroactively on tickets previously purchased. It is the responsibility of the purchaser to inform the box office salesperson at the beginning of the transaction what discount is being applied. The BILL ID may have to be shown either when ordering or picking up discounted tickets.)*

- *Receive Campus Theatre ticket discounts:*

Present your BILL ID card at the Box Office to receive discounted admission to films at the beautifully-restored Campus Theatre on Market Street in downtown Lewisburg.

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\* Members may register for a third course, on a space-available basis, one week prior to the beginning of classes.

## Policies

### **Class Cancellation:**

**Severe weather and other emergencies:** Classes will be canceled when the Lewisburg area schools are closed due to inclement weather. BILL classes will be held as scheduled when the school district is running on a delayed opening schedule.

**Cancellation by course leaders:** Students will be notified by email or telephone if a class is canceled. Make-up dates and times will be arranged on an individual class basis.

**Course Registration:** Courses are filled on a first-come, first-served basis from January 2 until the starting date of the course. Some courses may be canceled due to low enrollment. *Members are encouraged to register early to avoid the risk of courses being filled or canceled due to low enrollment.*

**If more than one registration from the same address:** Please submit separate registration forms for each person.

**Photographs:** Registering to become a member of this institute gives us permission to use any photos that include you in our print and electronic publications. If you do not want us to use your photograph, please notify the photographer at the event.

**Refund Policy:** Course registration fees will be refunded if a request is made before the start of the first class, or if space in desired classes is unavailable. The membership fee is generally not refundable, but a refund or extension will be considered in cases where a member has not been able to enroll in courses.

**All classes and schedules are subject to change:** BILL reserves the right to limit class size and to cancel classes if there is insufficient enrollment. See the minimum and maximum number of students listed for each course described.

**Support This Community Effort:** Your tax-deductible donation to the Bucknell Institute for Lifelong Learning will provide resources to support scholarships, special events, and courses. To make a donation, you can visit us online at [www.bucknell.edu/lifelonglearning](http://www.bucknell.edu/lifelonglearning), call the Bucknell Development Office at 570-577-3200, or indicate your donation on the registration form. If donating by check, please make it payable to Bucknell University, and note "Lifelong Learning" in the memo line.



## Bucknell Institute for Lifelong Learning Spring Term, 2012 Course Schedule (tentative)

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>10 a.m. – Noon</b> Course 067 <i>The Portrait in Art</i>  (5 week course; no class March 12)  (Library – Large Meeting Room)	<b>10:30 a.m. – Noon</b> Course 071 <i>Becoming Deviant</i>  (RC@RW – CAR)	<b>10:30 a.m. – Noon</b> Course 074 <i>Not Frail Flowers: Pennsylvania Civil War Nurses Who Made a Difference</i>  (Slifer House Museum)	<b>10:30 a.m. – Noon</b> Course 079 <i>From Tea Party to Wall Street: Economics of the Protests</i>  (Library - Small Meeting Room)	<b>10:30 a.m. – Noon</b> Course 083 <i>Unplugged: An Exploration of Alienation at the Species and Societal Level</i>  (RC@RW – CAR)
<b>10:30 a.m. - Noon</b> Course 068 <i>American Foreign Policy</i>  (Spring Run)		<b>10:30 a.m. – Noon</b> Course 075 <i>"Thanks for the Memories": A Writing Workshop</i>  (RC@RW – CAR)	<b>10:30 a.m. – Noon</b> Course 080 <i>That Old House: Lewisburg's Historic Architecture</i>  (Library – Large Meeting Room)	
<b>1 – 2:30 p.m.</b> Course 069 History of the English Language: From Beowulf to Last Week  (Spring Run)	<b>1 – 2:30 p.m.</b> Course 072 <i>Art Over the Centuries: Subjects from Landscape to Genre</i>  (RC@RW – CAR)	<b>1 – 2:30 p.m.</b> Course 077 <i>Footloose: The Great Human Migration</i>  (Red Cross)	<b>1 – 2:30 p.m.</b> Course 081 <i>Evaluating Alternative Strategies in Sports: How and Why Coaches and Managers Make Decisions</i>  (First Presbyterian Church – Parlor)	<b>1 – 2:30 p.m.</b> Course 085 <i>Foundations and Features of the Global System</i>  (First Presbyterian Church – Parlor)
<b>1-2:30 p.m.</b> Course 070 <i>Three Poets of Liberty: John Milton, Phillis Wheatley, &amp; William Blake, Part 2</i>  (Red Cross)	<b>1 – 3 p.m.</b> Course 073 <i>Transforming Life Experiences into Poetry</i>  (Studio 35)	<b>1 – 3 p.m.</b> Course 076 <i>Does God Play Dice?: Uncertainty in Science and Religion</i> (Weeks 1, 2, and 3)  (First Presbyterian Church – Parlor)	<b>1 – 2:30 p.m.</b> Course 082 <i>Gothic Tales of Victorian Women Authors</i>  (RC@RW – CAR)	<b>1 – 3 p.m.</b> Course 084 <i>Primum non nocere? Adventures in Medical Ethics</i> (2-hour classes)  (RC@RW – CAR)
		<b>7 – 9 p.m.</b> Course 078 <i>Imagination, "What If" and the Reality of Doing: A Step-by-Step Approach to Acting</i> (Studio 35)		

(RC@RW – CAR) = RidgeCrest at RiverWoods, Creative Arts Room; **Studio 35** is on the RiverWoods campus.  
**Library** = Public Library for Union County

## Course 067: The Portrait in Art



**Leader:** Gerald Eager

**Description:** The portrait subject matter has resulted in some of the most memorable works in art history--Leonardo's *Mona Lisa* and Van Gogh's self-portraits come to mind. But there are times in art history when artists do portraits because it is the subject that the art market supports; for example, Thomas Gainsborough's portraits of English aristocracy and John Singer Sargent's society portraits. This class on the portrait subject matter will look primarily at portrait painting, but also will include examples of portrait photography and portrait sculpture. We will begin by asking: Why is there portraiture? Why did Van Gogh paint all those pictures of himself? Are Sargent's portraits about more than making a living? We then will look at different types of portraits, including portraits that represent two people together (wives and husbands and other couples), portraits that include groups of three or more people (social and family groups), portraits of people with animals (including equestrian portraits), and artists' self-portraits. Finally, if time permits, we will examine three portraits of (hold onto your hats, potential participants) your course leader by Bernard Arnest, William Burgess and Neil Anderson. Lecture and discussion, and readings from handouts.

**Biography:** Gerald Eager taught art history at Colorado College from 1958 to 1965 and at Bucknell from 1965 until his retirement in 1996.

**Materials for Course:** Handouts will be provided for each class.

**Number of Participants:**

Minimum: 10

Maximum: 15

**Location:** Public Library for Union County, Large Meeting Room

**Meeting Time:** Mondays, February 27 through April 2; 10 a.m. – noon (Five class meetings, each lasting two hours; no class in week three, March 12.)

## Course 068: American Foreign Policy



**Leader:** Tom Travis

**Description:** The course will discuss current and controversial issues of American foreign policy. The topics covered will be: Middle East Realignment, Promotion of Democracy Abroad, Mexico, Cybersecurity, Exiting from Iraq and Afghanistan, Oceans, Indonesia, and Energy Politics. (These topics are the chapter headings of the reading booklet).

The course will proceed by discussion and debate. First, the informational background for the topic will be discussed. Second, current US foreign policy will be evaluated. Third, alternative foreign policy options will be considered and assessed, with an attempt to agree on the best foreign policy option.

At least one of the classes will simulate US foreign policy decision-making, whereby class members will assume roles as key foreign policy officials—Secretary of State, Secretary of Defense, Chair of the Joint Chiefs of Staff, National Security Advisor, Head of the CIA, domestic political affairs advisor, UN Ambassador, Secretary of Treasury, and so on. The President (your course leader) will convene a cabinet meeting composed of these officials (the class members) and seek agreement on a policy for the US to pursue.

Students who have previously been enrolled in my American Foreign Policy class may take this one because the topics are different.

**Biography:** Tom Travis has a Ph.D. in political science from the Maxwell School, Syracuse University, and is an emeritus professor of political science and international relations at Bucknell. From 1971-2003 he taught at Bucknell, where he chaired the international relations program for 26 years and received three awards for distinguished teaching. He has also served as a Senior Fulbright Lecturer twice in India and once in Russia, and he has traveled to 83 countries.

**Materials for Course:** The reading will be *Great decisions: 2012 Edition*, which should be purchased online at [www.fpa.org](http://www.fpa.org).

**Number of Participants:**

Minimum: 6

Maximum: 16

**Location:** Spring Run Conference Room

**Meeting Time:** Mondays, February 27 through April 2; 10:30 a.m. – noon

## Course 069: History of the English Language: From Beowulf to Last Week



**Leader:** Dennis Baumwoll

**Description:** Since its emergence as a distinct, independent language about fifteen hundred years ago, English has undergone vast changes. The English we speak would be unrecognizable to those who invaded what was to be called Angle-land, just as their speech confounds almost all of our contemporaries. Virtually every aspect of English has been radically altered: its sound system; its vocabulary; its grammar. We will explore the major developments in our language, such as the first consonant shift and the Great Vowel Shift, as well as the shaping influence of historical events such as the Norman Conquest in 1066 and the arrival in England of the printing press at the end of the 15th century. We will pause to sample and analyze some 10th century battle poems from the Anglo-Saxon Chronicles, some of Chaucer's middle English from the late 14th century, and a few distinctive features of Shakespeare's early modern English from the 17th century. We will conclude with some interesting modern developments. No prior training in linguistics or British history required.

**Biography:** Dennis Baumwoll taught courses in applied linguistics and history of the English language at Boston University and Bucknell. Also, he taught a course much like the one described above in Elderhostel about a dozen times.

**Materials for Course:** No required textbook. Many handouts will be provided and readings recommended.

**Number of Participants:**

Minimum: 5

Maximum: 20

**Location:** Spring Run Conference Room

**Meeting Time:** Mondays, February 27 through April 2, 1 – 2:30 p.m.

## Course 070: Three Poets of Liberty: John Milton, Phillis Wheatley, and William Blake, Part 2



*“Europe Supported by Africa and America”, a painting by William Blake*

**Leader:** Michael Payne

**Description:** Part 2 of this course, which can be taken independently of the first part, will deal with two poets who were greatly influenced by Milton and who were also inspired by his determination to use his literary talent as a force for liberty: Phillis Wheatley (1753-1784) and William Blake (1757-1827). Wheatley was brought to America as a seven-year-old slave girl. She quickly learned English and Latin and became the first African poet to publish in English. Deeply influenced by Milton, she took her poetic inspiration from the great tradition of English poetry while becoming herself the originating figure in an African-American literary tradition. William Blake was as powerfully energized by the French Revolution as Milton had been by the English Revolution. Like Milton and Wheatley, Blake was inspired by the literature of the Bible, both for its poetic and narrative forms and for its liberating spirit. In addition, Blake created a new poetic medium, which is called illuminated poetry or composite art, in which the visual and verbal texts create a remarkably dynamic expressive power. Blake has the unique distinction in the history of English literature of being as important in the history of painting as he was in the history of literature.

Our course will begin with a consideration of Wheatley’s inspiring story of literary achievement, which overcame the heavy weight of Thomas Jefferson’s refusal to believe that a Negro could produce art, much less poetry. We will then go on to sample some of the great achievements of William Blake in the art of illuminated poetry, particularly his poems that are most influenced by Milton and that most clearly manifest his political convictions. These will include his “Songs of Innocence & of Experience”, “The Marriage of Heaven and Hell”, “The Visions of the Daughters of Albion”, “America: A Prophecy”, and “Milton: A Poem in 2 Books”.

**Biography:** Michael Payne initiated the first courses on Blake offered at Bucknell, beginning in 1974. He also has lectured often on Wheatley and Milton.

**Materials for the Course:** Henry Louis Gates, Jr., *The Trials of Phillis Wheatley* (Basic Books); *William Blake: The Complete Illuminated Books* (Thames and Hudson). These books are available online and from the Bucknell/Barnes & Noble Bookstore. Photocopies of Phillis Wheatley’s poetry will be supplied in class.

**Number of Participants:**

Minimum: 6

Maximum: 16

**Location:** Red Cross – Edna Sheary Room

**Meeting Time:** Mondays, February 27 through April 2, 1 – 2:30 p.m.

## Course 071: Becoming Deviant



**Leader:** Matt Silberman

**Description:** Sociologists assume that the way we learn to engage in unconventional behavior is similar to the way we learn to do what society calls “normal.” Who we become largely depends on the relationships we have with others, not only in early childhood, but throughout our lifetime. Some of us become social outcasts. How does this happen? Why does this happen? Why do some people become addicts, become mentally ill, or become delinquent?

We will begin the class with an examination of the basic process by which we come to know ourselves, with an emphasis on the importance of intimate relationships in early childhood and the labeling process in adolescence and beyond. In order to understand how our experiences may lead to unconventional ways of being, we will explore a variety of examples, such as drug dependency, hyperactivity, and eating disorders. We will also ask: what purpose does the existence of unconventional behavior serve for society as a whole?

The second half of the course will focus on controversies concerning three social issues: alcohol and drug abuse, mental illness, and sexual identity. How do we explain the American approach to the regulation of alcohol and drugs? How do we explain the recent increase in the number of Americans being treated for various forms of mental illness? How do we explain our history of discrimination on the basis of sexual orientation?

**Biography:** Matt Silberman taught sociology for 40 years at Bucknell University, leading courses on law, crime, and deviance. He was also Coordinator of Legal Studies at Bucknell and webmaster for the Sociology of Law section of the American Sociological Association for 15 years. He has spent most of his career doing research on correctional institutions.

**Materials for Course:** Weekly readings will come from handouts.

**Number of Participants:**

Minimum 8

Maximum 15

**Location:** RidgeCrest at RiverWoods – Creative Arts Room

**Meeting Time:** Tuesdays, February 28 through April 3, 10:30 a.m. – noon

## Course 072: Art over the Centuries: Subjects from Landscape to Genre



**Leader:** Marianna Archambault

**Description:** Paintings in Western art can be organized or categorized in a number of different ways. Examples include: the century in which the painting was made, the art movement that was followed by a number of artists during a particular period of time, the gender of the artist or the subject matter of the painting. In this course we will consider selected paintings of the last five centuries grouped according to subject matter, such as landscapes, seascapes, religious or mythological scenes, portraits and genres. Among the painters we will consider are Holbein, Vermeer, Metsu, Rembrandt, Chardin, some Impressionists, Van Gogh, Winslow Homer, Edward Hopper and the Hudson River School.

Among the numerous questions we will ask ourselves as we consider the paintings are the following: Is the subject matter contingent on history, or is it completely the artist's choice? Did contemporary artistic taste play a role in the dominance of one type of subject or another? Is one subject matter "better" or more likely to sell well than another? What exactly determines this? Other discussions will arise during the class and should enable us to understand and to appreciate paintings in their social, historical and artistic contexts.

**Biography:** Marianna Archambault is a retired Professor of Modern Languages. Trained originally in French literary history and criticism, she went on to specialize in Italian and French art and lectured frequently on favorite paintings to Bucknell University students and groups of travelers abroad.

**Materials for Course:** No background in art is necessary; short readings will be distributed in class, and others may be suggested.

**Number of Participants:**

Minimum: 6

Maximum: 16

**Location:** RidgeCrest at RiverWoods – Creative Arts Room

**Meeting Time:** Tuesdays, February 28 through April 3, 1 – 2:30 p.m.

**Course 066:  
Bach in Bethlehem  
May 4-6, 2012**

The course is structured around the 2012 Bethlehem Bach Festival in Bethlehem, Pennsylvania on Friday and Saturday May 4-5, 2012. It will be coordinated by Michael Payne, Emeritus Professor of English, and Jackson Hill, Emeritus Professor of Music.



**Course Program**

In Lewisburg one week before the Festival, a class will provide an introduction to Bach's life, times, and works, as well as an overview of Festival events. The recommended book is *Faber Pocket Guide to Bach* by Nicholas Kenyon, who will be delivering the opening lecture of the Festival. During the bus ride to Bethlehem there will be an historical introduction to Bethlehem and the Moravian community. Return to Lewisburg Sunday, May 6, 2012.

Musical Events in Bethlehem

- Friday, May 4
  - 2 p.m. – Distinguished Scholar Lecture by Nicholas Kenyon, London music critic
  - 4:30 p.m. – Bethlehem Bach Choir and Orchestra - Cantatas 79, 170, and 4
  - 8:30 p.m. – Bethlehem Bach Choir and Orchestra – Cantatas 80 and 21
- Saturday, May 5
  - 10:30 a.m. has a choice between two performances:
    - Bach Festival Orchestra and Eliot Fisk, guitar (program to include a generous selection of Bach's secular music, including the two orchestral suites)
    - Harpsichord Recital by Charlotte Mattax – a program of Bach Suites
  - 2:30 p.m. – Part 1, “Mass in B-minor”
  - 4:30 p.m. – Part 2, “Mass in B-minor”

A number of other social and dining options will be available, including dinner and discussion with Larry Lipkis (composer-in-residence at Moravian College) at 6 p.m. on May 4, and the Festival Picnic Lunch at 12:15 p.m. on May 5. More details will be available at the Festival website [www.bach.org](http://www.bach.org).

**Fees**

The composite price for this special course will be \$340 for BILL members. This price includes:

- round-trip bus service from Lewisburg to the festival
- excellent accommodations for two nights in the historic Hotel Bethlehem
- tickets to the two cantata performances, the Saturday chamber music, and the “Mass in B-minor”
- shuttle service from the hotel to festival events at Lehigh University
- evening discussion of each day's events
- BILL course fee (does not include BILL membership fee)

**Registration Procedure:**

**Check Course 066 on the registration form on the reverse and include the required deposit of \$150 with your Spring 2012 Membership and Course Registration payment. Registration for this special program will remain open until it reaches its capacity of 29 participants, or until April 1, 2012.**

Office Use Only: Rec'd _____ Ck. No. _____ Ack. _____ Memb. No. _____
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**Bucknell Institute for Lifelong Learning  
Membership and Course Registration, Spring 2012**

Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_  
Preferred Name for Name Tag: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

**MEMBERSHIP APPLICATION:** You must become a member in order to take courses. Join by filling in the membership amount below and including payment with this form. Additional information on membership, benefits, and policies is at the beginning of the institute catalog and on our website: [www.bucknell.edu/lifelonglearning](http://www.bucknell.edu/lifelonglearning).

**REGISTRATION FOR COURSES:** Write on the lines below the number and name of up to two courses for which you wish to register (Course 066 does not count toward two-course limit). List the number and title of an alternative course in the event your primary choice is over-enrolled or canceled. **Courses are filled on a first-come, first-served basis until the starting date of the course.** Some courses may be canceled due to low enrollment. Members are encouraged to register early to avoid the risk of courses being filled or canceled due to low enrollment. Days, times, and locations of classes are stated in the catalog and in course descriptions. **The fee for each 5- or 6-week course is \$35; for each 3-week course, \$20.**

**MEMBERSHIP FEE:**

Already a member (paid through 6/30/12 or later)      Check here   
New/renewing member (\$20 through 6/30/12; \$35 through 12/31/12)      \$ \_\_\_\_\_

**COURSE PAYMENT INFORMATION**

	Course No.	Title	Fee
Choice #1	_____	_____	\$ _____
Alternate	_____	_____	
Choice #2	_____	_____	\$ _____
Alternate	_____	_____	

**TAX-DEDUCTIBLE DONATION  
To Support the Institute**

\$ \_\_\_\_\_

Course 066: Bach Festival Deposit      (\$150)      \$ \_\_\_\_\_

**TOTAL AMOUNT SUBMITTED**      \$ \_\_\_\_\_

**SEND THIS FORM AND YOUR CHECK, PAYABLE TO BUCKNELL UNIVERSITY, TO:**  
Bucknell Institute for Lifelong Learning  
Bucknell University, Lewisburg, PA 17837

**MAIL OR EMAIL:** Please send confirmation and future catalogs by:  Mail       Email

**Bucknell Institute for Lifelong Learning**

Office Use Only:
Rec'd _____
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Ack. _____
Memb. No. _____

**Membership and Course Registration, Spring 2012**

Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_  
 Preferred Name for Name Tag: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

**MEMBERSHIP APPLICATION:** You must become a member in order to take courses. Join by filling in the membership amount below and including payment with this form. Additional information on membership, benefits, and policies is at the beginning of the institute catalog and on our website: [www.bucknell.edu/lifelonglearning](http://www.bucknell.edu/lifelonglearning).

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**TAX-DEDUCTIBLE DONATION**

To Support the Institute      \$ \_\_\_\_\_

Course 066: Bach Festival Deposit      (\$150)      \$ \_\_\_\_\_

**TOTAL AMOUNT SUBMITTED**      \$ \_\_\_\_\_

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**Course 066:  
Bach in Bethlehem  
May 4-6, 2012**

The course is structured around the 2012 Bethlehem Bach Festival in Bethlehem, Pennsylvania on Friday and Saturday May 4-5, 2012. It will be coordinated by Michael Payne, Emeritus Professor of English, and Jackson Hill, Emeritus Professor of Music.



**Course Program**

In Lewisburg one week before the Festival, a class will provide an introduction to Bach's life, times, and works, as well as an overview of Festival events. The recommended book is *Faber Pocket Guide to Bach* by Nicholas Kenyon, who will be delivering the opening lecture of the Festival. During the bus ride to Bethlehem there will be an historical introduction to Bethlehem and the Moravian community. Return to Lewisburg Sunday, May 6, 2012.

Musical Events in Bethlehem

- Friday, May 4
  - 2 p.m. – Distinguished Scholar Lecture by Nicholas Kenyon, London music critic
  - 4:30 p.m. – Bethlehem Bach Choir and Orchestra - Cantatas 79, 170, and 4
  - 8:30 p.m. – Bethlehem Bach Choir and Orchestra – Cantatas 80 and 21
- Saturday, May 5
  - 10:30 a.m. has a choice between two performances:
    - Bach Festival Orchestra and Eliot Fisk, guitar (program to include a generous selection of Bach's secular music, including the two orchestral suites)
    - Harpsichord Recital by Charlotte Mattax – a program of Bach Suites
  - 2:30 p.m. – Part 1, “Mass in B-minor”
  - 4:30 p.m. – Part 2, “Mass in B-minor”

A number of other social and dining options will be available, including dinner and discussion with Larry Lipkis (composer-in-residence at Moravian College) at 6 p.m. on May 4, and the Festival Picnic Lunch at 12:15 p.m. on May 5. More details will be available at the Festival website [www.bach.org](http://www.bach.org).

**Fees**

The composite price for this special course will be \$340 for BILL members. This price includes:

- round-trip bus service from Lewisburg to the festival
- excellent accommodations for two nights in the historic Hotel Bethlehem
- tickets to the two cantata performances, the Saturday chamber music, and the “Mass in B-minor”
- shuttle service from the hotel to festival events at Lehigh University
- evening discussion of each day's events
- BILL course fee (does not include BILL membership fee)

**Registration Procedure:**

**Check Course 066 on the registration form on the reverse and include the required deposit of \$150 with your Spring 2012 Membership and Course Registration payment. Registration for this special program will remain open until it reaches its capacity of 29 participants or until April 1, 2012.**

## Course 073: Transforming Life Experience into Poetry



*Statue of Poetry for Sokol festival in Tábor, 1911*

**Leader:** Dorothy Baumwoll

**Description:** "Eyes are the windows of the soul." And, according to Wormser and Cappella, "Poetry is essentially the soul's search for its release in language" (*Teaching the Art of Poetry*). This course offers the opportunity to explore the creative process through writing poetry. To initiate creativity, published poems will be read and discussed. Writing activities that stimulate access to a writer's unique reservoir of life experience will be suggested. Participants will engage in all phases of creating poems -- prewriting, drafting, revising. Sharing work through workshopping in small groups will occupy most of class time. Criteria for workshopping effective poems will be offered by the course leader. Out-of-class reading and writing will be required to facilitate in-class work. The goal for course participants is to create some finished poems to present to the class-at-large in a Poetry Reading during the final session.

To quote from *Teaching the Art of Poetry* again: "The soul is the depth of our being and poetry is one means of sounding that depth." How to plumb that depth is not as mystical as it sounds. Creating poems involves both spiritual and practical aspects, both art and craft. The dual process of searching the soul and seeking the best language to express what it harbors is the ultimate concern of this course.

**Biography:** Dorothy Baumwoll taught creative writing in the Bucknell English Department for 15 years. She has published poems in several literary magazines, including Bucknell's *West Branch*.

**Materials for Course:** *The Mind's Eye: A Guide to Writing Poetry* by Kevin Clark (2007); available online at most booksellers. Handouts will be provided by instructor.

**Number of Participants:**

Minimum: 6

Maximum: 9

**Location:** RiverWoods – Studio 35

**Meeting Time:** Tuesdays, February 28 through April 3, 1 – 3 p.m. (two-hour classes)

## Course 074: Not Frail Flowers – Pennsylvania Civil War Nurses Who Made a Difference



**Leader:** Linda Estupinan Snook

**Description:** We began the celebration and commemoration of the American Civil War in April 2011. This course will explore the roles and contributions of women who served their country during that war. We will discuss the prevailing Victorian idea of womanhood and how that picture was changed by these women. Our focus will be on women from Union, Northumberland and Blair Counties.

The course will run for six weeks and begin with a discussion of female social reformers such as Lucretia Mott, Elizabeth Cady Stanton and others. The Pre-Industrial Life in the area will be examined as well as explaining the meaning and impact of the “Cult of Domesticity”. By examining the social situation we will discover the motivations, feelings and reasons why these women chose to change their world and the world of women in general. Since the majority of the women included in this course left our area to serve as nurses in the Union Army, a brief history of nursing will also be included. Names familiar to the area – Chamberlin, Bell, Stinebaugh and others will be recognized and discussed.

The last meeting day will be spent viewing the homes and final resting places of some of the women who were “not frail flowers”.

**Biography:** Linda Estupinan Snook is a native of Baltimore, Maryland, has a Masters in Special Education and spent 25 years teaching in Maryland and Washington, DC. She has been a Civil War Historian for 12 years.

**Materials for Course:** Photocopied handouts will be provided. A reference list for further study will also be provided.

### **Number of Participants:**

Minimum: 6  
Maximum: 12

**Location:** Slifer House Museum

**Meeting Time:** Wednesdays, February 29 through April 4, 10:30 a.m. – noon

## Course 075: “Thanks for the Memories” – A Writing Workshop



**Leader:** Gale Duque

**Description:** Have you often recalled events from your life that you thought might be of interest to your children or grandchildren? Or have you experienced something you would like to capture on paper either as a way to remember it or to think about the event in a different way? In this relaxed, informal setting, you will have a chance to start or refine such a piece of writing – personal memoirs, a family history, vignettes from your life or anything you’ve always wanted to write but never did!

During the class we will discuss ways to overcome writer’s block as well as techniques for getting started, organizing ideas, getting and giving helpful feedback on drafts, and using the writing process effectively. While you will have the opportunity to share your work-in-progress in small groups throughout our time together, you as the writer will always be in control of your own writing.

**Biography:** Gale Duque has taught for 30 years in various locations from Finland to Penn State and Bucknell. Fifteen of those years she was a Writing and Teaching Consultant at Bucknell’s Writing Center.

**Materials for Course:** Photocopies of pertinent guidelines will be handed out. The main homework will be to continue working on the piece between classes, but may also include some short reading assignments related to the writing process to spur you on.

**Number of Participants:**

Minimum: 6

Maximum: 16

**Location:** RidgeCrest at RiverWoods – Creative Arts Room

**Meeting Time:** Wednesdays, February 29 through April 4, 10:30 a.m. – noon

## Course 076: “Does God Play Dice?”

### Uncertainty in Science and Religion



**Leaders:** David Clark and Andrew France Jr.

**Description:** An interactive discussion on the nature and meaning of uncertainty in the physical and spiritual worlds. The goal is to encourage deeper thinking about uncertainty in these disparate fields of intellectual thought by *raising questions* rather than suggesting answers on how uncertainties are recognized, accepted, and resolved by science and by religion.

Modern quantum mechanics offended Einstein by its basis in *probability* rather than *certainty*. He insisted that “*God does not play dice with the universe!*”, to which the response was “*God does play dice and sometimes He throws them where we cannot see them!*” Recent scientific observations have greatly increased the uncertainty about the physical nature of our universe and the present canon of physical law.

A major problem for theologians is the question of uncertainty in the guise of *doubt*. There are major differences in the methods used by science and religion to approach and deal with uncertainty or doubt. But there are also interesting similarities in the way these two disciplines search for “truth”. Einstein’s comment about “God as Gambler” suggests an unintended link between scientific and religious modes of inquiry.

In the first class we will discuss large uncertainties, such as the existence of a god, suggested fates of the universe, “trust” or “faith” in authoritative sources. The second class will deal with small uncertainties, including interpretations of historical details of scriptural writings, uncertainty at the atomic level of matter, and probability vs. certitude. In the final class we will move to framing the search for additional questions in religious and scientific thinking. Definite answers are perhaps unattainable, but good questions are valuable to both scientific and religious communities.

**Biographies:** David Clark: MS Chemistry, Bucknell University; BA Chemistry with Minors in Physics and Mathematics, Lycoming College; taught college chemistry and environmental, physical, and nuclear sciences for 38 years, retired from Pennsylvania College of Technology (Penn State) in 2005.

Rev. Dr. Canon Andrew M. France Jr., ordained Episcopal priest 1966, retired 2007, D. Min., Master of Divinity, B.A., Clinical Counselor, Psychiatric Chaplain, U.S. Air Force veteran.

**Materials for course:** None required. Selected readings will be supplied to class.

**Number of Participants:**

Minimum: 6

Maximum: 16

**Location:** First Presbyterian Church – Parlor

**Meeting Time:** Wednesdays, February 29 through March 14 from 1 – 3 p.m. (two-hour classes)

**Note:** This course meets for first three weeks of the term.

## Course 077: Footloose: The Great Human Migration



**Leader:** David D. Pearson

**Description:** After modern humans originated in Africa, they moved into all African locations and then traveled out of Africa via the Middle East into Asia, Europe, Australia and to North and South America. This migration has been dated as occurring between 80,000 and 15,000 years ago, pre-dating the domestication of animals or plants. It was a time of few tools, fewer possessions, and no “home base”. It was, however, a time of strong group cooperation and group identity. To us this seems very primitive and of course it was. But it is significant to note that during this period we find the development of language, music, art, storytelling, educating the young, symbolic logic, mysticism, supernatural beliefs and ritual.

In this course, we will be exploring both the archeological evidence and the genetic evidence that supports this migration. Most of us understand the significance of the physical evidence from archeological digs. The genetic considerations, however, are much newer and demand a bit more explanation. Just what is mitochondrial DNA and why is it important? Was there really a mitochondrial “Eve”? How about a “Y” chromosome “Adam”? What is there about the human psyche that makes us want to explore beyond the mountain? Are we the curious species or are we just “footloose”?

The first half of each class will be a lecture by the instructor. After a short break we will discuss the ideas from the lecture and readings and seek some personal observations from members of the class. Internet experience is highly desirable but not necessary.

**Biography:** David Pearson taught in the Bucknell biology department for 38 years. His research was in autoimmunity. This course is a follow up of an earlier BILL course that dealt with origin of music and language in Neanderthals.

**Materials for Course:** Required textbook: *Mapping Human History*, by Steve Olson, Houghton Mifflin Company, 2002 (paperback). Other readings will be photocopied and distributed to the class.

**Number of Participants:**

Minimum: 5

Maximum: 20

**Location:** Red Cross – Edna Sheary Room

**Meeting Time:** Wednesdays, February 29 through April 4, 1 – 2:30 p.m.

## Course 078: IMAGINATION, “WHAT IF,” and THE REALITY OF DOING: A Step-by-Step Approach to ACTING



**Leader:** Manuel Duque

**Description:** This class will explore the process and key elements of Acting through the use of non-verbal exercises and structured verbal improvisations that lead to work on monologues and two-character scenes. Our goal is always truthful behavior under imaginary circumstances and an authentic use of the self on stage. The course is designed primarily for those interested in acting and directing, but could also be of interest to theatre and film buffs who would like to gain a better understanding of the “how and why” of an effective performance.

Depending on the number of participants, class volunteers may need to take turns doing the exercises. When ready and willing, you might be one of the volunteers; at other times you will be a member of the class audience, champing at the bit, ready and eager to volunteer at the next session. As you try to get the hang of it, no attempt is wrong because your efforts will actually supply the material through which important insights are gained. Lecture, demonstration, feedback and fun will be part of each class.

**Biography:** Manuel Duque taught acting for over 35 years at Bennington College, Penn State University, the FSU/Asolo Conservatory, Southern Methodist University and in New York City. He is a member of Actor’s Equity and AFTRA.

**Materials for Course:** Written materials will be supplied as needed.

**Number of participants:**

Minimum: 6

Maximum: 12

**Location:** RiverWoods – Studio 35

**Meeting time:** Wednesdays, February 29 through April 4, 7 – 9 p.m. (two-hour evening class)

## Course 079: From Tea Party to Wall Street: Economics of the Protests



**Leader:** Peter Karl Kresl

**Description:** 2011 saw the blossoming of two protest movements that have captured the imagination and passion, if not always the active participation, of a great many Americans. Much of the message of each, as we understand it, appears to be disconnected and more emotional than rational. However, if we examine carefully the positions of both groups, we will find that they are addressing issues that have long been the subject of analysis by economists – from free market to liberal to socialist: the size and role of government, the most equitable and effective system of taxation, and the relation between economic power and a democratic political system. In this course we will examine both the substance of the protests and what there is in the contemporary US political and economic system to nurture them. We will also read some of the writings of economists that give legitimacy and intellectual depth to each of the two groups. The third position, that of the liberal center, will also be examined. We will probably have a couple of guest presenters during the course.

The course will begin with a period in which we examine the popular understandings of each movement. We will then devote four periods to exploring more deeply the economic writings and philosophies that make up the substantive content of each - two periods for each. The final period will be one of reflection and drawing conclusions about these protest movements at this moment in time in our political life.

**Biography:** Peter Kresl taught economics at Bucknell during 1969-2008, and says he enjoyed every minute of it. He continues to be active doing projects having to do with urban competitiveness and with the positive contribution to urban economies of an aging population.

**Materials for Course:** Reading materials will be provided by the course leader.

**Number of Participants:**

Minimum: 6

Maximum: 16

**Location:** Public Library for Union County – Small Meeting Room

**Meeting Time:** Thursdays, March 1 through April 5, 10:30 a.m. - noon

## Course 080: That Old House: Lewisburg's Historic Architecture



**Leader:** Tom Greaves

**Description:** Across six sessions we will indulge our shared interests in Lewisburg's historic architecture. We will identify the defining features of Federalist, the varied forms of Victorian, and certain 20th-century styles present in Lewisburg's Historical District. We will ask not only what style it is, but also what does living in an historic home mean to its dwellers (besides expensive maintenance). There will be substantial opportunities to contribute your personal experiences and knowledge, to uncover new things about the Historic District and its contents, to sharpen your eye for interesting architectural detail, and to explore the nexus between architect, engineer, and artist. A walking tour and a field trip to some very special houses are planned.

**Biography:** Tom Greaves is emeritus professor of anthropology from Bucknell University and a long-time student of architecture. "When Margaret and I moved to Lewisburg 22 years ago, we encountered Lewisburg's treasury of extraordinary architecture, and I began to involve students in its documentation and study."

**Materials for Course:** Either of two books is highly recommended, but not required: *American House Styles* by John M. Baker, or *A Field Guide to American Houses* by Virginia and Lee McAlester. Baker's book melds with the level of detail of our course very nicely; the McAlesters' book will be useful to those who want a more detailed and comprehensive resource. In addition, just about any book on architectural style, as well as various internet resources, can also be helpful.

Many class members will find use for a simple "point and shoot" digital camera and a pocket "flash drive" for bringing images to class, but neither is required.

**Number of Students:**

Minimum: 5

Maximum: 20

**Location:** Public Library for Union County – Large Meeting Room

**Meeting Time:** Thursdays, March 1 through April 5, 10:30 a.m. – noon (field trip in week 3)

## Course 081: Evaluating Alternative Strategies in Sports: How and Why Coaches and Managers Make Decisions



**Leader:** Richard Ellis

**Description:** In virtually every game, special situations of critical importance arise that require a coach/manager to decide the most advantageous strategy to employ. In baseball, for example, should the batter bunt, hit away, or hit-and-run? In football, kick or go for it on fourth down? In timed sports, when to begin to stall or at least slow the game down? Some decisions are based primarily on the experience and instinct of the coaches/managers, others utilize statistical summaries of strategies used in similar situations, and still others involve a combination of both.

This course will consider many of these special situations, including those mentioned above, discuss the many alternative strategies that might be employed, and explore the pros and cons of each. Among the many questions to be explored are these. Can such strategic decisions be planned in advance, or are they spontaneous at the moment in the game? Is intentional slowdown in a game increasingly used as strategy? Is there a tendency among many coaches/managers to make decisions that will bring them the least criticism from other coaches and the media?

After an initial introduction to the issues, classes will be organized in terms of individual sports. Two or three classes will consider baseball, one or two football, and the remaining soccer and ice hockey. I previously led a course on baseball analysis in the fall of 2010. None of the material of that course will be included in this one.

**Biography:** Professor of Biology at Bucknell University from 1968 to 2005. Taught a BILL course on baseball analysis during Fall, 2010. Member of Society for American Baseball Research, Football Outsiders, and both Baseball and Football Prospectus.

**Materials for Course:** Handouts provided each week.

**Number of Participants:**

Minimum: 4

Maximum: 12

**Location:** First Presbyterian Church – Parlor

**Meeting Time:** Thursdays, March 1 through April 5, 1 – 2:30 p.m.

## Course 082: **GOthic TALES OF VICTORIAN WOMEN AUTHORS**



*"Abby in the Oak Forest" by Casper David Friedrich*

**Leader:** Nancy S. Weyant

**Course Description:** Victorian women authors who experimented with gothic tales thrived on both sides of the Atlantic. After being given an introduction to the gothic, this course's students and instructor will examine a blend of short stories and novellas by both British and American women authors, some of whom are not exactly household names. England's Margaret Oliphant, Mary Elizabeth Braddon and Elizabeth Gaskell will be juxtaposed with America's Sarah Orne Jewett and Louisa May Alcott.

**Materials for the Course:** We will read and discuss the following: **Margaret Oliphant:** *A Beleaguered City*, "The Library Window" and "The Land of Darkness." **Mary Elizabeth Braddon:** "The Shadow in the Corner," "Cold Embrace" and "At Crighton Abbey." **Elizabeth Gaskell:** "The Old Nurse's Story," "The Grey Woman," "The Poor Clare" and *Lois the Witch*. **Sarah Orne Jewett:** "The Foreigner," "The Gray Man" and "The Landscape Chamber" **Louisa May Alcott:** "The Abbot's Ghost, or Maurice Treherne's Temptation," "A Pair of Eyes" and "Doctor Dorn's Revenge." Brief biographies of these authors and bibliographies for further reading will be distributed in class.

These works are readily available on the internet. If you need help accessing them, contact me (nsw002@bucknell.edu). Many, but not all of them, are also available either in Bucknell's Bertrand Library, the Public Library for Union County, or in one or more books or for purchase. If you would prefer to purchase copies, I recommend *Elizabeth Gaskell: Gothic Tales* (edited by Laura Kranzler) and Margaret Oliphant, *A Beleaguered City and Other Tales of the Seen and the Unseen* both of which contain all the works we will be reading by these authors. *Behind a Mask: The Unknown Thrillers of Louisa May Alcott* includes "The Abbot's Ghost."

**Biography:** Nancy S. Weyant is a retired university librarian with Master degrees in Library Science, Art History and English Literature. She is the principal bibliographer on Elizabeth Gaskell, maintaining a web site to support her work on Gaskell as well as her other research.  
<http://www.nancyweyant.com/index.php/index.html>.

### **Number of Participants:**

Minimum: 6

Maximum: 20

**Location:** RidgeCrest at RiverWoods – Creative Arts Room

**Meeting Time:** Thursdays, March 1 through April 5, 1 – 2:30 p.m.

## Course 083: Unplugged: An Exploration of Alienation at the Species and Societal Levels



Thomas Berry



Karl Marx

**Leaders:** Charles Sackrey and Joe Detelj

**Description:** Countless people have been greatly influenced by the late Thomas Berry, a cosmologist who was also a Catholic priest and cultural historian. When he died in 2009, one biographer wrote that, “Thomas Berry was the earliest and most important voice to describe the profound importance of the disconnection between humans and the natural world, and what that could mean for the future of our species.” Berry wrote, “The natural world is the larger sacred community to which we belong. To be alienated from this community is to become destitute in all that makes us human”.

We begin by viewing the future PBS presentation *Journey of the Universe*, which creates the catalyst for the course. We follow with discussion of the film’s scientific insights into the origin of the universe and their possible consequences for human activity. In the first part of this course we will use Berry’s book, *The Great Work*, as the main referent for our reflection on human alienation, or disconnectedness, from the communion of subjects that constitute our universe.

This leads inevitably to the second theme of the course: a recognition that our disconnection from the cosmos that sustains us exists alongside our estrangement from each other. To discuss this form of alienation, we will draw heavily from the analysis of Karl Marx, particularly his argument that it is an inherent characteristic of the social relationships in a capitalist economy.

**Biography:** Joe Detelj holds a Masters Degree in Economics from the New School for Social Research. He currently attempts to incorporate the principles of “communion” on his biologically based farm. Charles Sackrey taught economics at Bucknell and during the past three years has managed the Mondragon Co-op Bookstore and meeting place, which he and others co-founded in 2009.

**Materials for Course:** Thomas Berry, *The Great Work*, published by Bell Tower, 1999 (paperback, \$13.95). Handout materials will be provided for the other issues we discuss.

**Number of Participants:**

Minimum: 2

Maximum: 10

**Location:** RidgeCrest at RiverWoods – Creative Arts Room

**Meeting Time:** Fridays, March 2 through April 6, 10:30 a.m. to noon

## Course 084: *Primum non nocere?*: Discussion of Some Critical Issues in Medical Ethics.



**Leader:** Loren Amacher

**Description:** This series of two-hour seminars will examine and discuss some of the critical and difficult issues relating to medical ethics. The topics for scrutiny will include: the often baleful effects of unintended consequences; genetic manipulation for cure and amelioration, disputable goals such as manipulation for social improvement, choice of sex; stem-cell controversies; justice in health care, including women's reproductive issues and one's 'right' to care; tissue transplantation, in vitro fertilization; informed consent and applications to children and teens; clinical trials and experimental procedures; honesty, confidentiality, HIPAA rules; autonomy and dignity, and religious difficulties with same; end-of-life issues, and legal vehicles for ensuring same; euthanasia and “mercy-killing”; and, given sufficient time, cost in medical care and some facets of bioethics - animal rights, animal experimentation. This is a huge field, and much discussion, even controversy, may ensue! The leader will issue an e-mail “blog” each week, following session, to foster dialogue, questions and critiques.

**Biography:** Loren Amacher is recently retired from 40 years of clinical and academic practice of neurosurgery, where most days present some aspect of the dilemmas and enigmas of medical ethics. He has been neurosurgeon at Evangelical Community Hospital and member of the Bioethics Committee since 2003.

**Materials for Course:** There will be no specific texts to read, and Wikipedia and Google have extensive discussions for all of the topics to be discussed.

**Number of Participants:**

Minimum: 6

Maximum: 20

**Location:** RidgeCrest at RiverWoods – Creative Arts Room

**Meeting Time:** Fridays, March 2 through April 6, 1 – 3 p.m. (two-hour classes)

## Course 085: Foundations and Features of the Global System



**Leader:** Gene Chenoweth

**Description:** Through recorded history humans have lived in many relationships--families, tribes, migrations, trading collectives, military regimes, even empires. However, it was only about 500 years ago that "the global system" was developed. It originated with piratical sailing ventures that were endorsed and funded by monarchs of Portugal and Spain. Yet, almost from the outset, other western European nations were caught up in it. This global system has transformed life on earth--even the planet itself. It is vital for our future that we recognize its origins and legacies. It was not immaterial that seven of the first circumnavigations were performed during European pirate ventures. Piracy, chattel slavery, commoditization of agriculture, missionaries, imperialism and colonization--these and other European initiatives, and responses to them, founded and then perpetuated the modern global system. In six sessions we will explore the following themes and topics, while recognizing that this list is suggestive, not exhaustive.

Why Islamic and Chinese sailings did not originate a global system.  
Why the Portuguese ventured "east" while Spaniards went "west".  
Origins and character of "Triangle Trade" - Europe to Africa to America and back  
Vatican II, "Liberation Theology" and globalization of Christianity  
Food and nutrition: Can globalized agribusiness nourish everyone?

**Biography:** Gene Chenoweth taught undergraduates for 40 years; 30 of them with Bucknell's Political Science Department. In fall 1996, he taught for Semester at Sea.

**Materials for Course:** Handouts will include a selection of readings, two CDs, internet citations, lists of films and readings by selected authors, such as Michael Pollan, Fred Magdoff, West Jackson, Frances Moore Lappe, Brian Snyder and others. Participants are asked to purchase and/or share a copy of Robert Wolf's *The Triumph of Technique* (Fall River Press).

**Number of Participants:**

Minimum: 6

Maximum: 16

**Location:** First Presbyterian Church – Parlor

**Meeting Time:** Fridays, March 2 through April 6, 1 – 2:30 p.m.

*Notes...*