The Academy of Lifelong Learning at Trinity College

An opportunity for adults to pursue new interests, expand intellectual horizons, and enrich their lives
Open to adults in the community at large, the Academy of Lifelong Learning presents a series of minicourses on diverse and intellectually stimulating topics. Enrolled students have access to many Trinity College resources, including the Raether Library and Information Technology Center, for research. They also receive discounts at Cinestudio, Austin Arts Center, and Trinity College sporting events.

Courses cover a wide range of interesting subjects taught by distinguished former and current Trinity faculty members. The hallmark of a Trinity education has long been the close interaction between professors and students, and the Academy of Lifelong Learning continues that tradition. Courses are taught in an engaging, collaborative manner, and there are opportunities to meet with fellow students and professors.

Classes are conveniently scheduled for the late afternoon and early evening in classrooms easily reached from the center of the campus. Well-illuminated, secure parking is available on campus within walking distance of classrooms. In addition, some classes meet during daytime hours at various attractive locations in the Greater Hartford vicinity.

CO-DIRECTORS
Frank Kirkpatrick, Ellsworth Morton Tracy Lecturer and Professor of Religion
Patricia J. Bunker, Head Reference Librarian, Retired

PROGRAM COORDINATOR
Rashana Lord

COURSE FEES
Courses meeting for:
• four class sessions ................................................................. $ 85
• five class sessions ................................................................. $105
• six class sessions ................................................................. $125
• eight-session Personal Essay ................................................. $300
• Saturday Academy ............................................................... $125

Trinity alumni, faculty, and staff are eligible for a 10 percent discount. If you are an alumna/alumnus, please include your class year, and if you are an employee (current or retired), please include a photocopy of your Trinity ID with your registration.

ENROLLMENT INFORMATION
Academy of Lifelong Learning
Trinity College
300 Summit Street
Hartford, CT 06106
(860) 297-2125
lifelonglearning@trincoll.edu

Gift certificates for The Academy of Lifelong Learning are available and make a special gift for friends and family.
Greece: Yesterday and Today

Coffee: 8:30 a.m.
Classes: 9:00 a.m. to 4:00 p.m.
Two morning sessions, lunch, and two afternoon sessions on the Trinity College campus

Special pricing for the Saturday Academy and lunch........$125

Being Greek in a Roman World
9:00-10:15 a.m.
Gary Reger

Feeding the Multitude in Ancient Greece
10:30-11:45 a.m.
Martha Risser

Greek Myth and the Modern World
1:15-2:30 p.m
Amanda Regan

Lessons from the Gold Standard for Greece’s Modern Economy
2:45-4:00 p.m.
Nicholas Woolley
**The Seamy Side of the Renaissance**

In his 1860 masterpiece, *The Civilization of the Renaissance in Italy*, Swiss cultural historian Jacob Burckhardt established our definition of the Renaissance as a time of cultural creativity, individualism, and discovery that left the medieval world behind and ushered in the modern. He acknowledged the apparent price for these advances in the immorality, corruption, and viciousness endemic to Italy. To quote black marketeer Harry Lime (played by Orson Welles) in *The Third Man*: “Remember what the fellow said — in Italy ... under the Borgias they had warfare, terror, murder, bloodshed, but they produced Michelangelo, Leonardo da Vinci, and the Renaissance. In Switzerland, they had brotherly love. They had 500 years of democracy and peace, and what did they produce? The cuckoo clock.” The course will examine this “seamy side” of the Renaissance from the 14th to the 16th century and its relationship to the creativity of the age.

**Borden Painter**

Four Mondays: March 28; April 4, 11, 18
10:30 a.m.-noon
*Avery Heights, 705 New Britain Avenue, Hartford, CT 06106*

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**Remembering and Forgetting**

This course examines the two memory scenarios important to us: (1) remembering when we want to remember, and (2) forgetting when we want to forget, as well as the impediments to achieving these goals. Our examination will start with Freud’s theory of remembering and repression and lead us all the way to contemporary views of retrieval, directed forgetting, and retrieval inhibition. Along the way, we’ll discuss some therapies that seek to help us forget things we want to forget. We’ll see that this is more a matter of managing memories rather than erasing them. We’ll see that remembering and forgetting are complementary; they are the yin and yang of memory. *No prior background assumed.*

**Karl Haberlandt**

Five Thursdays: March 31; April 7, 14, 21, 28
10:00-11:30 a.m.
*Lucy Robbins Welles Library, 95 Cedar Street, Newington, CT 06111*
Writing What You Feel: The Personal Essay

When something thought-provoking/infuriating/outrageous/hysterically funny happens to you, do you automatically think, “Now that would be great material for an essay!”? Does the reflective nature — and short length — of the personal essay format appeal to you? In this course, you’ll learn how to turn your inclination into action — and turn those inspirations into finished pieces. You’ll be shown how to brainstorm for material, how to overcome your fear of the blank screen, how to edit yourself ... in other words, how to get from a rough idea to a polished piece. Whether your goal is publication or simply personal satisfaction, this course will help you achieve it. Due to the personalized, tutorial nature of this course, which is limited to eight students, and the extended length (eight weeks; two hours per session), the fee will be $300.

Hank Herman
Eight Wednesdays: January 27; February 3, 10, 17, 24; March 2, 9, 23 (No class March 16; Spring Break)
5:30-7:30 p.m.

Sports and the Meaning of Life

As a metaphor for life, sports are unparalleled. The sports books we will be delving into are well written, describing the physicality of each sport and the wide range of human and societal behavior — the good, the bad, and the ugly. These nonfiction books contain a variety of literary styles and characters that every reader will find stimulating and interesting. However, behind all the stories, behind all the historical events, and behind all the athletes, each book explores the meaning of life.

Books:
Boys of Summer by Roger Kahn (1972) HarperCollins Publisher
Seabiscuit by Laura Hillenbrand (2001) Random House

Wendy C. Bartlett
Six Wednesdays: February 17; March 2, 9, 23; April 6, 20 (No class March 16; Spring Break)
6:00-7:30 p.m.
Three Novels of Uncanny Family History

Researching family history can bring surprises, not all of them welcome. This course will examine three contemporary novels that examine the uncanny effects of encountering unknown ancestral history: Possession: A Romance, by A. S. Byatt (1990); The Virgin Blue, by Tracy Chevalier (1997); and The Historian, by Elizabeth Kostova (2005). Reading ahead will be helpful because these novels are long, especially The Historian. Please have read at least a good part of Possession by the time the course begins.

Dianne Hunter
Four Thursdays: February 11, 25; March 10, 24
(The class meets every other Thursday.)
5:30-7:00 p.m.

New Prophetic Cults: Their Visions and Utopias

In the past decades, there have been more than 20,000 new cults in the United States and many more around the world. Some are led by prophets who conjure up apocalyptic visions of the imminent cataclysmic destruction of this world and the coming of new utopian worlds. This course will describe the nature of cults and examine the causes for their emergence in our society. Special attention will be given to the leaders’ personalities and the unique appeals of their apocalyptic messages. Topics to be discussed also include programming and deprogramming, spiritual healing, trance, and tongue speaking. The course will also feature videos and other illustrations drawn from various cults in the United States and abroad.

Leslie Desmangles
Four Tuesdays: March 22, 29; April 5, 12
6:00-7:30 p.m.
The Big One! How an Asteroid Changed the Course of Earth’s History

Much would be different today if the asteroid impact of the late Cretaceous period, 65 million years ago, had never happened. Perhaps humans would not ever have had the chance to evolve. This course will explore the fascinating story of the scientists who discovered the evidence for the impact crater that is believed to have triggered the demise of the dinosaurs. We will read the book T. Rex and the Crater of Doom by Walter Alvarez and use it to discuss modern geologic principles and methods by which the K-T boundary (geologic boundary between the Cretaceous and Tertiary periods) was discovered and how it led scientists to discover the Chicxulub impact crater on the north edge of the Yucatán peninsula. The book is nontechnical and written for nonscientists who are interested in learning about the applied and often cross-disciplinary field of geology.

Jonathan R. Gourley
Six Tuesdays: March 22, 29; April 5, 12, 19, 26
5:30-7:00 p.m.

Don’t Miss Out on Life: Read Proust!

Marcel Proust (1871-1922) hoped that “his readers would discover themselves.” Contrary to the myth surrounding his monumental work, In Search of Lost Time, Proust’s ideas are neither arcane nor reserved to the “happy few.” On the contrary, his novel explores our human condition with great sensitivity, compassion, insights, and humor. Proust helps us reflect on our own life experiences, such as, among others: the passing of time, the joy and sorrow of love, and our relationship with the society we live in, as well as the importance of the arts in our lives. We will read Within a Budding Grove (1919) translated from the French by C. K. Scott Moncrieff. For this volume, Proust was awarded the famous Prix Goncourt, which established him as a major writer. The reading will explore the following themes: The coming of age of the narrator, Marcel, and his budding relationships with the opposite sex; the problematic of love, given his claim that “the most exclusive love for a person is always a love for something else”; the transformation of Odette de Crecy into Madame Swann, reflecting the evolution of Parisian high society at the beginning of the 20th century; the importance of art embodied by the painter, Elstir, and the writer Bergotte; and the world of homosexuality through le Baron Charlus, Proust’s most complex and sulfurous character.

Sonia Lee
Six Wednesdays: March 23, 30; April 6, 13, 20, 27
5:30-7:00 p.m.
Wendy Bartlett is entering her 31st year as head coach of the Trinity College women’s squash team and was previously the head coach of the women’s tennis team as well. In 30 seasons, her squash team has compiled a record of 355-92, and she has coached 46 First Team All-American players and 40 Second Team All-American players. Last season, the squash team was the finalist in the College Squash Association National Team Championships (Howe Cup), and Bartlett was named NESCAC Coach of the Year. During her tenure at Trinity, Bartlett has improved upon the College’s excellent squash tradition. She emphasizes hard work and perseverance during drills, conditioning, and competition. During team practices and when working individually with players, she strives to develop each player’s technical and strategic skills that can be applied in competitive situations. Bartlett earned a bachelor’s degree from Rollins College and obtained a master’s degree in physical education from Central Connecticut State University.


Jonathan Gourley is a senior lecturer and the laboratory coordinator of the Environmental Science Program at Trinity and teaches courses in earth science, environmental science, and GIS. Trained as a field geologist, he specializes in active tectonics, mountain building, and soil geochemistry. His Ph.D. is from the University of Connecticut, where he used high-precision GPS to understand the complex mountain-building process on the island of Taiwan. Closer to home, he takes Trinity students on regular field trips to the White Mountains, where they study the effect of clear-cutting on forest soil nutrients and trace metals.
Karl Haberlandt has been fascinated by memory research for all of his adult life: in college in his native Germany, in graduate school at Yale, during his 40-year career at Trinity College, and now in retirement. The appeal of memory as a focus of study should not be surprising. After all, memory is more than a storehouse of information; memory defines who we are as a person. At Trinity, Haberlandt has taught courses in the areas of learning, memory, and cognition. He has written a book on the subject, Human Memory: Exploration and Application, and published numerous research articles on various aspects of learning and memory.

Hank Herman is an award-winning columnist for the Westport News and blogger for Hearst Media. He also is the author of a series of sports novels for children. His latest book, Accept My Kid, Please! A Dad’s Descent into College Application Hell (Da Capo Press), is a humorous memoir about the college admissions process. He also teaches writing at the University of Pennsylvania’s Kelly Writers House, Norwalk Community College, and the Mark Twain House. He is a graduate of the University of Pennsylvania.

Sonia Lee, professor of language and culture studies, emerita, at Trinity College, taught courses in French and Francophone literatures, as well as French and African cinema, for 35 years. Her research interests focus on African literature, particularly from North and West Africa, and her publications include both books and journal articles in this field.

Borden Painter is president and professor of history, emeritus, of Trinity College after serving 40 years on the faculty, teaching courses on European history from the Renaissance and Reformation to the 20th century. He served as chairman of the History Department on two occasions, as dean of the faculty for three years, as director of Italian programs for 15 years, as acting president in 1994-1995, and as president in 2003-2004. He is the author of Mussolini’s Rome: Rebuilding the Eternal City (2005) and The New Atheist Denial of History (2014).

Amanda Regan earned her doctorate in classical studies from the University of Michigan in 2009. Her research interests lie primarily in the field of Hellenistic poetry, where she works on the intersection of poetry and politics in Apollonius of Rhodes, and it is her fond hope to teach a course in the near future on the reception of the Hellenistic aesthetic in John Milton’s *Paradise Lost*.

Gary Reger, Hobart Professor of Classical Languages, teaches Greek and Roman history at Trinity College. He also chairs the Classics Department and teaches courses in Greek and Latin. His research focuses on the economic and social history of the Greek world in the centuries after the death of Alexander the Great. Reger tries to bring together a wide variety of sources — literary, documentary, numismatic, and archaeological — in an effort to deepen and nuance students’ understanding of the ancient Greek and Roman worlds of the eastern Mediterranean. In Reger’s teaching, he seeks to share some of the excitement and fascination of this complex, multi-textured approach to the past, but without (he hopes) setting himself up as an expert: the past is a foreign country, and we are all, to one degree or another, strangers there.

Martha Risser, associate professor of classics, teaches courses on ancient art, archaeology, Greek, Latin, and classical civilization. Her scholarly interests focus on classical art and archaeology, especially Greek pottery. Risser has participated in archaeological projects in Greece, Israel, Turkey, Italy, and the United States. Author of *Corinth VII, V. Corinthian Conventionalizing Pottery* (American School of Classical Studies Publications, Princeton, 2001), she currently conducts research at the Corinthian-controlled sanctuary at the Isthmus in Greece, and at Akko, Israel. The Akko Archaeology, Heritage and History Project includes an archaeological field school (CLCV 300) every summer.

Nicholas Woolley, originally from Los Angeles, received his bachelor’s degree from Cornell University. After finishing at Cornell, he moved to the UK, where he worked as a business development analyst at Lloyds TSB bank in Bristol and London. Following voluntary work with charities focused on African development, he enrolled at Oxford University for an M.Phil., and later a D.Phil. His research focuses on incorporating theories of economic growth into more mainstream macroeconomic theory. This has led to incorporation of “new endogenous growth” models with computational macroeconomics, behavioral economics, and financial economics. In addition, he has a keen interest in economic history and institutional development.
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Date: _______________________________________________________
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Phone number/evening: __________________________________________________________________
Course(s) for which you are registering: _________________________________________________
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Please make check out to “Trustees of Trinity College” and mail to:
Academy of Lifelong Learning
Trinity College
300 Summit Street
Hartford, CT 06106

Amount enclosed $___________

Upon receipt of your payment a confirmation letter will be sent. It will include any specific course information you will need. If you have provided an e-mail address, your confirmation will be sent to that.

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