

Fall 2021 Coastal Senior College Courses

Tuesday

MAINE: Landscape and Literature

With six new authors, we will once again explore the natural and cultural landscapes of Maine through the eyes of writers who have lived and traveled here over many time periods. We will investigate two fundamental questions: 1.) how do these writers describe the Maine they have experienced and its impact on them? and 2.) how do their writings about our state shape the way we view Maine? This intersection of unique locations, local history and characters, and literary connections provides us with rich material for discussion, focusing on one author each week. Participation in last fall's Maine Landscape and Literature course is not a prerequisite. **Class Limit: 20**

The authors for 2021:

Martha Ballard (1735–1812)

Harriet Beecher Stowe (1811–1896)

Celia Thaxter (1835–1894)

Edwin Arlington Robinson (1869–1935)

Kenneth Roberts (1885–1957)

Louise Dickinson Rich (1903–1991)

Instructor Jayne Gordon, a member of the board and the curriculum committee, has taught courses on Maine in 1820, Thoreau, Louisa May Alcott, the Transcendentalists, and Maine Landscape and Literature for Coastal Senior College. She has worked for decades as a public historian, educator, administrator, and consultant at numerous history museums and literary sites.

On Zoom

9/21–11/9; (skip dates 10/12 & 10/19)

10:00–11:30

Sketching the Nature Around Us

Learn to draw elements of nature in this beginner's drawing class. Living in Maine we are surrounded by the beauty of nature: the rocky coastline, beautiful pine trees, and a variety of native plants. Capture these images using pencil and colored pencil to create your own collection of drawings. You will need a drawing pad 9 X 12 or larger, a set of pencils, ranging from HB to 6B, an eraser, a ruler, and a set of colored pencils for the first class. **Class limit: 10**

Instructor Cynthia Dias is a watercolor artist who has taught art and historically based classes for a number of years. In addition to her artwork that features scenes of Maine and England, she creates handwoven textiles at her home in Newcastle. Cynthia

has worked as a curator and director of various museums and illustrated a museum cookbook.

On Zoom

9/21–10/12; 10:00–12:00

Revenge in Shakespeare's Plays

"And, if you wrong us, shall we not revenge?", asks Shylock. Vengeance may be an act of justice, but revenge is an act of passion. Three vindictive men, three past offences, three plots of revenge. Messina, Sicily in 1409 – Don John in *Much Ado About Nothing*; Gloucester, England in 1483 – Richard III in *The Tragedy of King Richard the Third*; and Venice, Italy in 1508 – Iago in *Othello, the Moor of Venice*. We will study the causes, the mental machinations, and the end results of revenge through the eyes of William Shakespeare. Course explorations will focus on the concept of "one play, one character, one journey" within the milieu of the larger story in the spotlight. How does the shadow of revenge link the damaged minds of three of the Bard's best know villains? **Class**

Limit: 24

Instructor Joseph Coté is a classically trained actor who has breathed life into 14 of Shakespeare's iconic characters on the stage, including Malvolio, Don Armado, Iago, Richard II, and Shylock. Joseph's mentor for several years was the late John Broome of the Royal Shakespeare Company. During a second professional career in the international hotel industry Joseph, fulfilled his childhood dream of "seeing the world" while living, working — and often acting with touring British Council productions — in more than 20 foreign cities from Istanbul to Marrakech, Shanghai to Singapore, and London to Cairo. Joseph was a featured player in the Camden Shakespeare Festival in the summer of 2019. He is the vice president of the Rockland Shakespeare Society (1889) and has taught six courses on Shakespeare's plays at the Midcoast Senior College since 2019.

On Zoom

9/21–10/26; 1:30–3:00

Literature Encounters Aging

What insights can we gain from literature about our own responses and the responses of our society and others to aging? This course looks at the treatment of aging and "old age" as a stage of life through the work of several representative writers for whom aging is a major theme: William Wordsworth (childhood and old age; abandonment); William Carlos Williams (doctor as observer and subject of aging); May Sarton (solitude versus loneliness in aging); and several contemporary poets (Gail Masur, Rhina P. Espailat, and Gerald Stern on outliving others in "extreme" old age). Wordsworth famously shaped our thinking about aging through such phrases as "the child is father of the man" and "years that bring the philosophic mind"; Williams provides the insights

of a medical doctor as writer viewing not only aged patients, but his parents and grandparents, and finally, himself, as the subject of aging; Sarton focused on aging and questioning the value of life throughout her career as a novelist, memoirist, and poet to both interesting and startling results; and contemporary poets writing well into their eighties provide insight into aging in a time when the expectation of longevity creates new dimensions of “aging” — including outliving one’s contemporaries and the world one was born into. Not to neglect some memorable and well-worn short pieces on aging, we will also read single poems by Emerson, Tennyson, Hopkins, and Dylan Thomas, among others as they comment on these themes and provide counter-themes of their own.

Students should obtain a copy of May Sarton’s novel *As We are Now* (1973) in any edition available; other poems and materials will be made available through online links or PDF copies per fair use for education guidelines.

The syllabus (class by class reading and topic outline) will be available August 2021; for more detail, contact by email at hahns@wpunj.edu. **Class Limit: 20**

Instructor Stephen Hahn retired as professor of English, emeritus, from William Paterson University in New Jersey in 2019. He and his wife Chrys moved to Falmouth, Maine (happily before the pandemic) in the summer of the same year. They have taken courses at CSC and OLLI at USM. Stephen grew up in the Lower Merrimac Valley (MA), attended several schools in his late teens and early twenties, and eventually received a transfer scholarship to Amherst College, where he graduated in 1975. Stephen went to graduate school in English at Rutgers in New Brunswick, New Jersey, studied and taught there until 1984 when he was hired at William Paterson (then College), outside Paterson, New Jersey. The literature of aging is one of his current scholarly interests and a focus of reading for pleasure, along with what he calls “Mill Stories” and the writings of Thoreau and William Carlos Williams. He is also interested in stories and histories of the early years of European settlement and contact and conflict among settlers and with Indigenous people along the frontier from the Mid-Atlantic to Canadian Maritimes. He serves on the editorial advisory board of the *William Carlos Williams Review* and the executive council of the William Carlos Williams Society.

On Zoom

9/21–11/9; 1:30–3:00

Wednesday

Humans and the Ocean: Part II. The great carbon dioxide experiment

We conclude the fall 2019 course — Humans and the Ever-Changing Coast — in an addendum expanded to four weeks. What happens in the ocean as humans perform the “experiment” of adding carbon dioxide to the atmosphere? We begin with an overview of how life extracted huge amounts of carbon from the atmosphere, and then buried some of it in muddy banks over many millions of years. This process changed the

planet, making an oxygen-rich atmosphere that made possible our course's iconic duo from yesteryear: Mike Mulligan and Mary Anne. They arrive to withdraw buried carbon from the bank at industrial scale, making machines go and saving whales, but also releasing carbon dioxide to upshift the blue planet into more of a greenhouse. We'll emphasize how this release can make the seas warm, rise, and sour — changing the comfort level for its various inhabitants — and discuss how such effects are predicted, tested, and documented. These topics supplement the material covered in the fall 2019 course, though it is not a prerequisite. **Class Limit: 28**

Instructor Larry Mayer was a professor of oceanography at the University of Maine. He taught at the Darling Marine Center and elsewhere, on topics similar to this course, in pre-K to senior college formats. Larry's research field is marine biogeochemistry, which means that he wanders among the fields of oceanography, biology, geology and chemistry. He assists with citizen science efforts in lakes and estuaries.

*** In person [correct location?]
Darling Center, library classroom
193 Clarks Cove Rd., Walpole
9/29–10/20; 9:30–12:00**

Putting Your Yard to Bed for Winter

After a bountiful season, it's time to **prepare your garden for winter** — and ensure a beautiful and vibrant spring! This course walks students through what should be done to get their property, including gardens ready — from cleaning out the vegetable garden to protecting trees and shrubs. It is presented in a month-by-month format. Also included is a presentation on how to attract and sustain winter birds. **Class Limit: 20**

Instructor Jean Vose has two major passions in life — gardening and pollinators. She is a Master Gardener, Certified Horticulturist and backyard beekeeper who lives in Nobleboro, where she has created gardens to attract pollinators as well as the other beneficial creatures. The original homestead, established in 1910, features a farmhouse bounded by more than 10 acres of open fields and mixed woods. The gardens feature vegetables, herbs, ornamental grasses, trees, and shady spots. Most of Jean's gardens have been established for 20 years. She has been a backyard beekeeper since 1986. Since moving to Maine in 1998, Jean and her late husband began a beekeeping course that led to the formation of the Knox-Lincoln County Beekeepers (KLCB) in 2003. She is committed to conservation and other nature activities. She has been a "birder" for many years and, in the winter, counts birds for Cornell's Project Feeder Watch. Jean is a retired nurse and office administrator who shares her life with golden retriever Honey, kitty Annie, and her many gardens.

*** In person [location??]
9/22–10/27; 9:30–12:00**

It's the Message, not the Medium: Adventures in the Gothic

Not unlike the medium who holds séances to thrill those at her table, novelists using gothic “machinery” brought thrills and chills to nineteenth-century readers. Realizing that the gothic tradition taps into our deepest fears, novelists used the form to comment on and expose social, political, and ecological issues carefully cloaked in the supernatural. Join me as we pull back the black curtain and reveal what the Brontë sisters were really talking about: why Jane Eyre (Ire) was so angry and why you really shouldn’t build a house on the moors. Readings: Charlotte Brontë, *Jane Eyre* and Emily Brontë, *Wuthering Heights*. Please read the first 10 chapters of *Jane Eyre* for the first class. **Class Limit: 20**

Instructor Maryanne Ward is retired after a 40-year career in small college education. She chaired Kenyon College (Gambier, Ohio) Humanities program and served as academic dean until moving to Centre College (Danville, Kentucky) as professor of English and chair of the Humanities program. Her area of special interest and scholarship is 19th-century British literature. Among other topics, her publications have examined the relationship between literature, landscape, and painting.

On Zoom

9/22–11/10; 9:30–11:00

Eudora Welty and Flannery O’Connor: American Short Stories at Their Very Best

Often in conversations about literature we pay a lot of attention to the genre of the novel, respecting its heft and range. But the American literary canon boasts many great short story writers, among them two twentieth-century greats: Eudora Welty and Flannery O’Connor. Their portrayals of the American South and its people stick in the memory the way great poetry does, but the short story form allows space to develop more richness and insight than the compression of poetry typically provides. We will read selected short stories by Welty and O’Connor, trying to rediscover and assess their unique contributions to the canon. Assignments will be made from *The Collected Short Stories of Flannery O’Connor* (Farrar, Straus and Giroux) and *Thirteen Stories by Eudora Welty* (A Harvest Book: Harcourt, Brace & Company). **Class Limit: 20**

Instructor John Ward has been professor and chair of Kenyon College (Gambier, Ohio) English Department and has served as Dean of Centre College (Danville, Kentucky). He earned his B.A. from Amherst College and Ph.D. from the University of Virginia, and has taught courses in 18th- and 19th-century British literature and the history of the British novel. He has published on 18th- and 19th-century British works, as well as those of Vachel Lindsay and Robert Lowell.

On Zoom

9/22–10/27; 1:30–3:00

Editing Techniques: How To Cut and Prune Your Writing

According to novelist Nancy Thayer, "It's never too late...in life or in fiction...to revise." Given honest and constructive feedback, students will learn to "cut and prune" their stories as they organize a kaleidoscope of random recollections. The art of memoir writing and supportive ways to deliver and receive constructive criticism will be discussed. Each participant will bring a completed story to class. The group will respond to the story, discussing memorable "hot spots" as well as places that could be stronger, funnier, or more "real." No prior writing experience is required, just a desire to strengthen the impact of your writing. **Class Limit: 10**

Instructor Caroline Janover is an award-winning author of four novels and a play for children and young adults. A recipient of the New Jersey Governor's Outstanding Teacher Award, Caroline has spent her professional career working in public and private school education. Caroline has dyslexia and lectures nationally about the creative gifts and academic challenges of children with learning differences and ADHD. She is currently working on a memoir.

On Zoom

9/22–10/27; 3:00–4:30

Thursday

The Psychology of Aging: What It Is and How To Do It

Oliver Wendell Holmes noted, "To be seventy years young is sometimes far more cheerful and hopeful than to be forty years old." Conversely, actor Bette Davis opined, "Old age is no place for sissies." Both positions can be true. This course examines how many Americans experience aging as we interact with our social, physical, and cultural environments. Predictable changes in social and vocational adjustment, physical ability, mental health, spirituality, relationships, and approaching infirmity and end of life will be considered. Strategies for adjusting successfully to these changes will be offered. **Class Limit: 20**

Instructor Joel Shapiro, Ed.D. retired as chair and full professor of education and psychology from Green Mountain College, Poultney, Vermont. He won a Fulbright Scholarship to teach at the University of Presov, Slovak Republic, and wrote a book for college professors on ways to successfully integrate international students into American classrooms. Additionally, he wrote numerous articles for American and European professional journals and lectured at universities and conferences throughout the United States, Europe, and Asia. He has won teaching awards at several colleges. Prior to beginning his academic career, he was a school psychologist working with children with special needs. He received his B.A. from Colgate University, his M.A. from Temple University and his doctorate from Nova Southeastern University.

On Zoom

9/23–11/4; 9:30–11:30

Pushmi-Pullyu—How Ingenuity and Ambition Shape Culture and the Future

As a seminar conducted more through discussion than by lecture, this course elaborates the interaction between technology and culture. From the advent of steam power through the industrial revolution, we will trace the progression of philosophical and attitudinal culture. NO prior understanding of science, engineering, or mechanical details either is required, or developed except through common sense. Evolution of attitude and concept will suggest a method to address threats to our ways of living, applying social and environmental justice through the imperative of the climate emergency. No knowledge or expertise is required in any field, beyond an enquiring mind and a thirst for exploration. An extensive (100 page) outline and elaboration of the course will be supplied in digital format, with reading strongly recommended. **Class Limit: 20**

Instructor George Terrien is an architect with five decades of active practice. He founded a firm in Portland that grew to 45 people and specialized in the design of buildings, surroundings, and communities, and their interiors, highly varied among type and scale. Deeply involved in community affairs and education, George served as president of the Boston Architectural College, during his tenure the largest architectural design school in the country. He also led two national organizations primarily responsible for setting and administering architectural standards for education, admission, and conduct of practice. Having also served on numerous community boards and initiatives, he continues his work on sustainability in several public and private sectors.

On Zoom

9/23–11/11; 9:30–12:00

A Stroll through the Solar System

We live in a remarkably diverse, enigmatic, and beautiful cosmic neighborhood. In our lifetimes our knowledge of the Solar System has gone from sketchy and fanciful to extensive and rigorous. In this course we will visit all the major tourist spots (and also a few of the hidden gems), pick up some local culture, and breathe in the foreign atmospheres (well, not literally — that could be bad in certain places). We will discuss what we know about the Solar System, how we have come to know it, and what some of the unanswered questions are. By the end of our exploration you will know the planets and moons as individual places, and where you might want to build a cosmic vacation getaway (spoiler alert: there's no place like home!). **Class Limit: 35**

Instructor Theodore (Ted) Williams is Professor Emeritus of Physics and Astronomy at Rutgers University and former Director of the South African Astronomical Observatory. He has a B.S. in physics from Purdue University and a Ph.D. in astronomy from the California Institute of Technology. Ted spent most of his career at Rutgers,

where he pursued observational studies of galaxies and developed astronomical instrumentation, while teaching a variety of undergraduate and graduate courses in physics and astronomy. He has spent innumerable nights at telescopes around the world, including observatories in California, Arizona, Texas, and Hawaii, as well as Chile, China and South Africa, and an orbiting facility on the Space Shuttle (Ted stayed firmly on the ground). He has taught a number of astronomy courses for Coastal Senior College.

On Zoom

9/23–11/11; 10:00–11:30

Friday

Beginner Rug Hooking

Create a simple mat, coasters, or a small rug. Learn basic rug hooking techniques in this in-person class at the artist's studio. The following supplies will be needed: hook, foundation material or pattern, wool, quilt-style hoop (heavy duty) or frame. Supplies may be purchased from the teacher at the first class or bought from other sources.

Class Limit: 4

Instructor Janet Williams has been rug hooking for more than 40 years. She is a certified McGown Rug Hooking Teacher and has taught rug hooking at various adult schools and in her studio. Williams has been published in *Rug Hooking* magazine and the "Pearl McGown Newsletter" and has had her work featured in books. One of her rugs was exhibited in the American Folk Art Museum in New York City.

*** In person at the artist's studio**

9/24–10/29; 9:30–11:30

The World Went Wrong: British Poets in WWI

Poems written during World War I differed radically in style from those of Victorian and Georgian poetry. Praise of heroism was buried by the horror of modern trench warfare. Many poets (and others) did not survive. On July 1, 1916 alone, the first day of the Battle of the Somme, British troops suffered 57,000 casualties, 20,000 killed.

In this class we will read the following poets: Thomas Hardy, Rupert Brooke, Margaret Postgate Cole, Ivor Gurney, Isaac Rosenberg, Robert Graves, Charlotte Mew, Siegfried Sassoon, and Wilfred Owen. As time permits, we will take a brief look at paintings by WWI artists. We will read selections from *World War One British Poets*, edited by Candace Ward (Dover Thrift Editions).

Class Limit: 20

Instructor Geoffrey Robinson earned his B.A. and M.A. in English Literature from Yale University. He has taught in secondary schools in Connecticut; at Maarif College in Samsun, Turkey; and at the Penobscot Language School in Rockland, Maine. Geoffrey has also spent 25 years as a dealer in paintings, specializing in 19th- and 20th-century European and American work.

On Zoom

10/8–10/29; 10:00–11:30

Pride, Revenge, Redemption: The Oresteia by Aeschylus

Aeschylus is the earliest of the Greek tragic playwrights whose works remain. He is often credited with adding a second actor to the plays while retaining the original role of the choral odes and dance, and he is credited as well with developing the idea of the linked trilogies of tragic themes. *The Oresteia* itself, the only complete trilogy remaining of the many that were written by Aeschylus, Sophocles, and Euripides, is a powerful portrayal of pride, revenge, and renewed hope and mercy. (A fourth play, a satyr play usually included to break the tension with comic relief, has been lost.) Beginning after the fall of Troy, *The Oresteia* depicts the fate of Agamemnon and his family. As in many tragedies, the plays present their heroes with the constraints of impossible choices and portray the outcome of those choices. The roles of the gods, fate, and mutability and the possibility and beauty of redemption all enrich the tales and add to their texture. In this course, we will discuss the three plays of the trilogy and follow the characters within their worlds. We will also read selections from *The Trojan Women* by Euripides to illustrate the fate of the defeated Trojans, as well as reading brief selections from the *Electras* by Sophocles and by Euripides for a glimpse of how those authors use the story (as well occasionally satirize the version by Aeschylus.) We will read A. E. Housman's brilliant short parody also. To substitute for the missing satyr play and to illustrate one way to prevent war, we will end by reading the comedy *Lysistrata* by Aristophanes.

I strongly recommend the Penguin Classics edition of the three plays of *The Oresteia* by Aeschylus, translated by Robert Fagles, so that we can follow the text together. For *Lysistrata*, I suggest you look online (it is very short), though I like my printed text from digi-reads. **Class Limit:** ?

Instructor Ann Nesslage is a graduate of Vassar with a master's degree in British literature from Bryn Mawr. Ann retired from Choate Rosemary Hall where she taught different levels of English, including British literature and British Studies. She also created electives including a course in early Irish and Welsh literature and mythology. Ann purchased her home in Bremen in the early 1970s and moved there full time in 2008. She is an active gardener and avid reader and enjoys writing.

On Zoom

9/24–11/5, 1:30–3:00