



RENE SAN

Institute for Lifelong Learning

Fall 2020

**Catalog
of
Online
Courses & Lectures**



Registration begins:

Monday, August 17, 8AM

@ www.renesan.org



RENESAN
Institute for Lifelong Learning

RENESAN Institute for Lifelong Learning
St. John's United Methodist Church
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For the health and safety of our students, instructors, staff, and community due to the coronavirus pandemic, **RENESAN will conduct the Fall 2020 semester online using the Zoom platform.** Please review our updated policies and procedures on page 35 for more information about this virtual experience.

Course format:

For the Fall 2020 semester, we will provide two options for courses. Course descriptions will indicate which format the instructor has selected. Both options will be live rather than recorded.

Discussion-based courses: Participants can see and hear each other as well as the instructor. Course size will be capped so that the discussion is meaningful and not overwhelming.

Presentation-based courses: Participants can see and hear the instructor and any presentation materials, but participants are not on camera and are muted. Participants can ask the instructor questions via a moderated chat text box. Course size will not be capped.

Lectures will be presentation-based.

In the Fall 2020 semester, RENESAN will offer courses and lectures online. Many thanks to our Board, staff, and dedicated instructors for working diligently over the summer to plan our first-ever semester of remote lifelong-learning.

RENESAN has gratefully received the support of a generous grant from the National Endowment for the Humanities and the New Mexico Humanities Council. This grant allowed us to upgrade our technical capabilities as well as to host our courses and lectures in a safe and engaging manner.



**NATIONAL
ENDOWMENT
FOR THE
HUMANITIES**



**New
Mexico
Humanities
Council**
Established 1972

RENESAN is an independent, volunteer-supported, nonprofit organization that provides affordable, academically oriented courses, lectures, and local trips for adults in Northern New Mexico.

RENESAN® is the registered name of our nonprofit organization, tax-exempt under section 501(c)(3) of the Internal Revenue Code. Donations to RENESAN are tax-deductible as allowed by law.

WELCOME

On behalf of the Board of Directors of RENESAN, I am delighted to welcome you to our Fall 2020 semester, filled with wonderful offerings of classes and lectures, taught by our outstanding faculty, and designed for a highly selective community of lifelong learners. That RENESAN has been able to put together such a full and exciting program of offerings semester after semester is remarkable in its own right. In these times it is truly extraordinary, and the Curriculum Committee deserves our deepest gratitude for their hard work in assembling and editing this program.

This semester will be additionally remarkable for what it offers us in the situation in which we find ourselves today, cut off from opportunities for the social and intellectual exchange we all value so highly. As uncertain as these times are, I think those of us in the RENESAN community share with Shakespeare’s Prospero the feeling that our library is “dukedom large enough,” and sharing our active interest in the world around us with fellow seekers and searchers can take us a long way in overcoming the isolation we all feel right now. After all, we will feel much less isolated when we are spending our time with a community of people who regularly share a conversation of works by great thinkers, or study issues being discussed by our Supreme Court, or listen to music by our greatest composers. We are happy to offer you this opportunity to join with us in keeping our intellectual and social life alive.

Keeping our community safe is of primary importance, so all courses and lectures this semester will be held via Zoom. **It will be important that you read the information located on page 35 of this catalog.** If you have any questions, we will be happy to guide you in becoming adept in participating in online learning. We may be pretty much confined to our own homes, but—through RENESAN—we can still share a couple of hours in the company of Voltaire, or a Los Alamos spy, or a medical ethicist. Each of our homes can easily be “dukedom large enough.”

We look forward to Zooming with you this semester and we look forward to the day when we can all meet together in person to share our lifelong intellectual pursuits.

Robert Glick, President
RENESAN Board of Directors

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ART

ART F20-01 Different Culture, Different Answer

Instructor: Lois Olcott Price
 Tuesday: Sept 22 1–3PM
 1 session: \$20
 Format: Discussion

Do we value material culture primarily for the physical object, or because it somehow embodies the culture that made and used it? Can we divorce the object from the culture and from its role, past, present, and future, in that culture? These questions are relevant as we view ISIS's destruction of the ancient Assyrian capital of Nimrud, the centuries of craft tradition applied to the restoration of the Forbidden City in China, the evolution of Mexico's traditional retablos, and the withdrawal of sacred Puebloan artifacts



from exhibition and study collections. This discussion course explores these questions and provides a richer understanding of the critical role preservation of material culture plays in healing and reuniting cultures that have suffered trauma and conflict.

As conservation of cultural heritage has become an increasingly international discipline, conservators who trained and spent decades practicing in the American/European/fine arts tradition have been challenged to adapt to widely different cultural environments and assumptions when they are recruited to teach abroad.

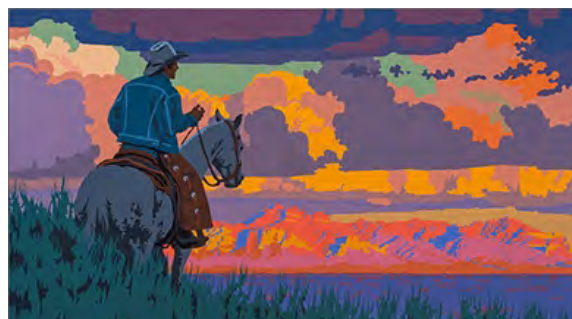
Lois Olcott Price has taught in Europe, Mexico, Iraq, and China, often in collaboration with local and international colleagues. Each of these experiences has challenged traditional assumptions of why, how, and for whom we seek to preserve cultural heritage. She practiced book and paper conservation for many years before retiring from Director of Conservation for the Winterthur Museum and moving to Santa Fe where she continues to teach and consult.

ART F20-02 Southwest Contemporary Art of the 1970s and '80s: Elaine Horwitch and the Santa Fe Scene

Instructor: Ellen Zieselman
 Tuesday: Sept 29; Oct 6 3:15–5:15PM
 2 sessions: \$40
 Format: Presentation

This course focuses on art of the 1970s and '80s in Santa Fe and the broader Southwest area, and specifically on gallery owner Elaine Horwitch. This period was considered by many to be a Golden Age of contemporary art in Santa Fe (and the greater Southwest area). Gallery owner Elaine Horwitch was central to this moment in the development of Santa Fe as “the third largest art market in America.” The course highlights some of the artists represented by Horwitch and the broader issues faced by contemporary artists in the 1970s and 1980s.

Ellen Zieselman was the Curator of Education at the New Mexico Museum of Art for 25 years and was awarded the Mayor's Award for Excellence in the Arts in 2009. Her most recent RENESAN course was “Photographic History” in Spring 2020.

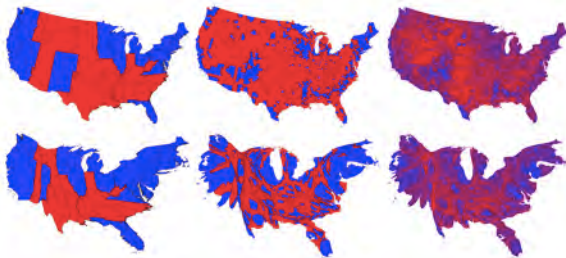


CULTURAL STUDIES

CS F20-01 This Is What Democracy Looks Like?

Instructor: Richard Briles Moriarty
 Thursday: Sept 24; Oct 1 10AM–Noon
 2 sessions: \$40
 Format: Presentation

During its short life as a country and a concept, the United States transformed the world through its revolutionary enshrinement, as governing



principles, of the rule of law, sovereignty of the people, and democracy. For eons before the American Revolution, monarchs and chieftains ruled by force, whim, and fiat, and were themselves “the law” and beyond its reach. Heeding Paine’s call “to begin the world all over again,” America boldly and consciously created a paradigm shift that made law – not any individual – king. More controversially, the simultaneous quest for “democracy” resulted, through fits and starts, in the universal suffrage that remains an expressed goal in many countries today.

Within the United States, “democracy” is a pejorative (e.g., John Adams and other Federalists),



an inevitable result of reasoned governance (e.g., Jefferson, Paine, United Irishmen and other Republicans), a weapon clothed in religious righteousness (e.g., during the Cold War), and a challenge to established ways (e.g., street demonstrations chanting “This is What Democracy Looks Like!”). Worldwide, our odes to “democracy” alternately inspire oppressed peoples and spawn dictatorships cloaked in pseudo-electoral garb. This course explores the complicated travels and travails of “democracy” as a governing principle since 1776.

Richard Moriarty retired from a 40+ year legal career in 2016, the last 28 years as a Wisconsin Assistant Attorney General specializing in civil litigation. His last RENESAN course was “Thomas Paine: A Natural” in Spring 2020.

CS F20-02 Whither the Great Continent? Africa’s Past as Prologue to an Uncertain Future

Instructor: Ambassador Vicki Huddleston (ret.)
 Wednesday: Sept 30; Oct 7 10AM–Noon
 2 sessions: \$40
 Format: Presentation

Africa, the cradle of humankind, is the second largest and second most populous continent.



Europe, the United States, Russia, China, and India would fit within its borders. In Ethiopia, Africa’s oldest independent country, the 3.2 million-year-old fossil, “Dinkinesh” or “Lucy” was found. Early humans walked out of Africa 270,000 years ago.

Africa is prologue to an uncertain future that will be shaped by its history, its traditions, and how Africans meet varied modern challenges. Its unique

wildlife is endangered by climate change, poachers, and urbanization, and 60% of its area is desert or dry land; Africa is now the hottest landmass on earth. Increasingly vulnerable to corruption and inequality and to out-migration, radical extremists control large swaths of the Sahara, the Sahel, and Somalia. Ethnic and religious divisions menace Nigeria, Ethiopia, Sudan, and the Congo. China's



trade initiatives may assist Africa, but its Belt and Road Initiative comes with strings attached. Africa's success or failure may well determine whether the international system remains viable.

Vicki Huddleston, Deputy Assistant Secretary of State for Africa, later held that position at the Defense Department. After leading American diplomatic missions in Mali, Madagascar, Cuba, and Ethiopia, she was Director of Cuban policy at the State Department and Chief of the United States Interests Section in Havana. A Peace Corps Volunteer in Peru, she received her MS from Johns Hopkins. She co-authored *Learning to Salsa: New Steps in U.S.- Cuban Relations* and *Our Woman in Havana: A Diplomat's Chronicle of America's Long Struggle with Castro's Cuba*.

CS F20-03 **Afghanistan**
 Instructor: Baro K. Shalizi
 Wednesday: Oct 14, 21 10AM–Noon
 2 sessions: \$40
 Format: Presentation

The Trump Administration is currently negotiating with the Taliban in Afghanistan, ignoring their abysmal record on human rights in general and women's rights in specific. This course examines the teachings and history of Islam and how it has impacted Afghanistan over the centuries.

Considering the consequences of the Soviet invasion of Afghanistan, the course discusses the feasibility of democracy as a form of government



in Afghanistan, in light of the last decades of the monarchy. It examines concepts of nation building and the disruptive role of Pakistan and Saudi Arabia. The last half hour of each session will be dedicated to Q & A.

The facilitator for the course, Baro K. Shalizi, was born in India and grew up in Afghanistan, Pakistan, the Soviet Union and the US. He has a Master's in International Law and International Business. Prior to moving to Santa Fe, he worked for the United Nations in New York. For the last 27 years, he has helped buyers and sellers of real estate.



CURRENT EVENTS

CE F20-01 Mid-Day Current Events Discussion Group

Leader: Various Participants
 Tuesday: Sept 15, 22, 29; Oct 6, 13, 20, 27;
 Nov 3, 10, 17 Noon–1PM
 10 sessions: \$50
 Format: Discussion

Note: *This discussion group meets weekly for ten weeks.*

Gather for a free-wheeling, free-ranging discussion of the week’s events in our city, state, nation, and world. All are welcome. A variety of viewpoints gives the group a wider perspective.



CE F20-02 Fact or Fiction: The New Yorker

Facilitator: K. Paul Jones
 Tuesday: Sept 15, 29; Oct 13, 27; Nov 10
 1–3PM
 5 sessions: \$75
 Format: Discussion

Note: *This course is limited to 21 participants and meets every other week.*

Join lively in-depth discussions of articles from *The New Yorker* chosen and led by class participants. *The New Yorker*, with its wide variety of current topics, lends itself to thought-provoking conversations. In each session this course usually covers one work of fiction and one nonfiction article. Poetry, cartoons, or covers can also be selected. Add



your voice, views, and insights. Copies of articles will be made available for those who need them. K. Paul organizes the volunteer leaders.

K. Paul Jones received his doctorate in Modern European History from the University of

Wisconsin. After a career teaching at several universities, he retired to Santa Fe in 2005. A regular member of RENESAN’s faculty, he most recently taught “Churchill, Roosevelt, and Stalin: An Uneasy Alliance” in Fall, 2019.

CE F20-03 The Wobbly Three-Legged Stool Supporting Healthcare in the US: Our Struggle with Cost, Access, and Quality/ Safety

Instructor: Norman Marks
 Tuesday: Oct 6, 20 1–3PM
 2 sessions: \$40
 Format: Presentation

Note: *This 2-session course does not meet on October 13.*

Can we stabilize, repair, and improve all three legs of our healthcare system with a national health policy for the 2020s? As this course begins, most prospective voters in the presidential election year will again confirm that healthcare remains their



top national concern. Provision of US healthcare services has evolved since the 1920s — from the solo professional practice (e.g.

Marcus Welby) with one-on-one personalized care to today’s corporatized health services industry, with employer-based health insurance plans, Medicare/Medicaid, and HMO/PPO organizations.

We will examine the history, politics and the research-supported models that have been proposed and offered since 1930. We will consider the now 10-year-old PPACA law (Obamacare) in its current status, contrasting its pros and cons with various single payer plans under consideration. We will use specific current examples of flaws, failures, and a few successes from our shared state and national COVID-19 experience when useful to explain both where our healthcare services failed and how we might better address cost, access, quality, and safety.

CE F20-06 Words, and the Rule of Law, Matter: Supreme Court Review

Instructor: Richard Briles Moriarty
 Monday: Oct 26; Nov 2 3:15–5:15PM
 2 sessions: \$40
 Format: Presentation

The Supreme Court, defining its own workload and how it operates, issued fewer signed decisions last Term than since 1862. Several decisions were game-changers and are the focus of this course.

If they have a unifying theme, it is that words, and the Rule of Law, matter. The course analyzes how the Court addressed 1) the DACA program, 2) sexual orientation protections for employees, 3) abortion restrictions, 4) State directives that bind Presidential electors, 5) religious exemptions from Obamacare mandates, 6) treaties with sovereign Indian nations, 7) subpoenas of the President’s personal financial records, and 8) free speech and robocalls. It also discusses the dynamics and proclivities of the individual members, particularly Chief Justice Roberts and Justice Gorsuch.



In 2016, Richard Briles Moriarty retired from a 40+ year legal career specializing in trial and appellate work, the last 28 years as a Wisconsin Assistant Attorney General. A highlight in his career was persuading the Supreme Court to unanimously reverse an appellate decision adverse to his clients while overruling precedent in several other appellate circuits. His latest RENESAN courses were “Thomas Paine: A Natural” in Spring 2020 and “This is What Democracy Looks Like?” in Fall 2020.

CE F20-07 Hot Spots: Post-Election Prospects for America in the World

Instructor: Todd Greentree
 Mon & Wed: Nov 9, 11 3:15–5:15PM
 2 sessions: \$40
 Format: Presentation

Note: This two-session course meets twice in one week.

This extended session of “Hot Spots: America in the World Today” will occur one week after the scheduled US elections. Content is necessarily speculative, with topics contingent on outcomes and then current events. The session will offer opportunities to consider the world situation as of November 2020 and discuss various issues. For example:

- Options for priorities and changes in US foreign policy.
- The status of the United States in the world.
- Current and emerging threats to national security.
- Prospects for cooperation and confrontation with geopolitical competitors, including China and Russia.
- US responses to ongoing conflicts, such as in the Middle East, West Africa, and Afghanistan.
- The prognosis for ongoing global challenges, such as the coronavirus pandemic and climate change.

A former US Foreign Service Officer, Todd Greentree served in five wars, from El Salvador in the early 1980s to recently in Afghanistan. He graduated from the University of California Santa Cruz, the Johns Hopkins University School of Advanced International Studies (SAIS), and Oxford University, where he received his doctorate in history. He taught at the US Naval War College and the Johns Hopkins University School of Advanced International Studies. Currently a Research Associate with the Oxford Changing Character of War Centre, he teaches in the new National Security Program at the University of New Mexico. Now writing *The Blood of Others* about the origins and consequences of the wars at the end of the Cold War, he last taught “Hot Spots” in Spring 2020.



HISTORY

**HIS F20-01 France and Vichy:
Collapse, Collaboration,
and Culture**

Instructor: Mark Davis
 Tuesday: Sept 8, 15, 22 10AM–Noon
 3 sessions: \$60
 Format: Presentation

In spring 1940, France was invaded and quickly conquered by Nazi Germany. France’s shocking defeat led to an immediate German military



occupation of the northern two-thirds of the country—followed 29 months later by occupation of the entire country—and the end of the democratic Third Republic which had governed the nation for 70 years. In its place, Marshal Philippe Pétain’s Vichy government launched an authoritarian National Revolution and cultivated close ties with Germany. Democratic rule was not restored until the Allied liberation four years later.

This course explores why the French Republic collapsed so suddenly and the politics behind Vichy’s collaboration with the Nazis. Included in this discussion will be figures such as Pétain and Pierre Laval and issues such as Vichy’s treatment of the Jews and forced labor of French workers in Germany. A focus will be on artists who created in the shadow of censorship and surveillance. Special emphasis will be given to films of the Occupation, such as Marcel Carné’s *Children of Paradise*, and modern films about the Vichy period. Artists from other disciplines will be considered: Albert Camus and Irene Nemirovsky (literature), Pablo Picasso

(painting) and Django Reinhardt (jazz). To prepare for the course, students should watch *The Sorrow and the Pity* (directed by Marcel Ophuls, Netflix DVD), a 1969 documentary about the Vichy years.

Mark Davis presented “Literature, Liars and Left in the Spanish Civil War” at RENESAN in Fall 2019.

HIS F20-02 Los Alamos Spies

Instructor: John Earl Haynes
 Monday: Sept 14, 21 3:15–5:15PM
 2 sessions: \$40
 Format: Presentation

In spite of strict secrecy surrounding the Manhattan project, the Soviet KGB was able to recruit sources who worked on aspects of the plutonium bomb at the Los Alamos facility in 1944 and 1945. After a plutonium bomb was tested at the Trinity Site, a second one was dropped on Nagasaki, forcing the Japanese Empire to surrender.

Three Russian sources were publicly identified as spies at Los Alamos long ago: Klaus Fuchs, a senior physicist in the theoretical division of the plutonium bomb project, was identified in 1950. David Greenglass, a skilled machinist who made models of the triggering mechanism for the plutonium bomb, was also identified in 1950. Theodore Hall, a junior physicist in the theoretical division of the plutonium bomb project, was not identified until 1995.



John Haynes discusses these three spies as well as a fourth person that he publicly identified in 2019 as a Russian spy: Oscar Seborer, an Army technician who worked on wiring of the implosion trigger of the plutonium bomb. He addresses controversy over that identification, and why he concludes that identification was correct.

John Earl Haynes was 20th Century Political Historian in the Manuscript Division of the Library of Congress from 1987 until he retired in 2012. The author or coauthor of 12 books, most recently *Secret Cables of the Comintern, 1933-1943* (2014) and *Spies: the Rise and Fall of the KGB in America* (2009), he also authored over 100 historical essays. A founding member and president of the Historians of American Communism and its on-line editor, he lives in Santa Fe. This is his first RENESAN presentation.

HIS F20-03 Ancient Civilizations of the Americas

Instructor: William Tabbernee
 Monday: Oct 5, 12, 19 3:15–5:15PM
 3 sessions: \$60
 Format: Presentation

Major ancient civilizations developed along the great rivers of Central and Northern America, including those of the American Southwest. This course examines the history, archaeological remains, culture, religion, and day-to-day lives of



the people of three societies: the Maya (2000 BCE—1697 CE); the Cahokians (1050—1400 CE); and the Ancestral Puebloans (750—1650 CE).

The Maya, and their related predecessors the Olmecs, created extensive city-states in Meso-

America, especially in present-day Mexico, Belize, Guatemala, El Salvador, and Honduras. These city-states were generally built near rivers like the Coatzacoalcos, the Usumacinta, and the Rio Nuovo. Learn about the Maya’s great pyramids, temples, astronomical observatories, palaces, kings, gods, human sacrifices, and their violent ball games played on huge ball courts.

The ancient city of Cahokia, built by the Mississippi River near present-day St. Louis, Missouri, was North America’s largest packed-earth pyramidal complex. Covering 3,200 acres, the city and its environs had over 10,000 inhabitants. Discover from Cahokia’s archaeological remains what it was like to live as a member of the “Mississippian Culture.”

Ancestral Puebloans of the Four Corners region of the US migrated south to live along the tributaries of the Rio Grande, as did their descendants. They dotted New Mexico’s landscape first with mud pit-houses, cliff dwellings, great “long-houses,” and later with impressive multi-storied pueblos. Explore the ancient pueblo people of Chaco Canyon, Bandelier, Taos, Puye, and Pecos.

William Tabbernee, PhD, LittD (Melbourne), specializes in the archaeology and material evidence of the ancient world.

HIS F20-04 Steel Gangs: Native American Railroad Workers, Their History and Heritage

Instructor: Fred Friedman
 Monday: Nov 2 10AM–Noon
 1 session: \$20
 Format: Presentation

Native American railroad workers are legendary among railroad construction and maintenance crews. Their work is often compared to the Mohawk skyscraper builders in the East. In the West and Southwest, they are regarded as the best in the business. Construction and maintenance of modern railroad lines is hard, dangerous, and exhausting work requiring knowledge, teamwork, and skills that can only be learned on the job. Native American rail workers, known as “steel gangs,” have served in those roles since the signing of the Navajo Treaty of 1868. In all kinds of weather, during war and peacetime, during prosperity and

LIT F20-03 Bah, Humbug! Politics and Religion in Charles Dickens' Christmas Books

Instructor: Robert Patten
 Tues/Thurs: Oct 6, 8, 13, 15 10AM–Noon
 4 sessions: \$80
 Format: Discussion

Note: *This 4-session course meets twice per week for two weeks.*

We don't think of *A Christmas Carol* as either a political or religious story. But in the 1840s Dickens hoped to make a "sledge-hammer blow" against the complacency of his country in the face of large numbers of people starving, homeless, and hopeless. Neither the state nor churches and chapels seemed to care. He was writing a long novel, *Martin Chuzzlewit*, about misers and misery. In the midst of penning that narrative,



Dickens suddenly plunged into the *Christmas Carol*, finished it off within a month, and then supervised every inch of its material form, from the illustrations to the endpapers and the gold-stamped cover design. Why? What was he trying to say about the uses of wealth, the importance of the past, the possibilities of Christmas?

A year later, in Genoa, Dickens awoke one Sunday to the clamoring of all the city's bells. They brought back memories of London's church bells, and the streets he missed so much. He started another Christmas book, combining the magic of bells with the misery of the poor, who believe the message

their betters declaim that they are "surplus population" and deserve their fate. *The Chimes* unleashes a powerful defense of even the most indefensible act: infanticide. It was much more controversial than its predecessor, being attacked by conservative politicians and clerics for its satires against rich youths glorifying old England instead of ameliorating the present, politicians bloated with wealth and pride, and the heartless cruelty of magistrates who punished the poor for starving and suicides. Many missed the earlier geniality as well.

During the month before elections course participants seek to understand Dickens's critiques and solutions for his time. Students will be first responders to a book Patten is writing about Dickens and Christmas.

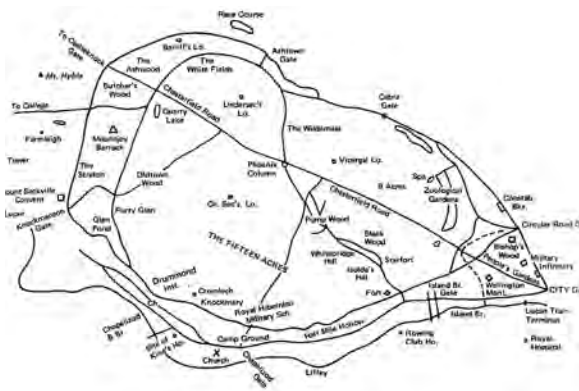
Robert L. Patten, Senior Research Scholar, non-resident, at the Institute of English Studies, School of Advanced Study, University of London, is now editing Dickens's five Christmas books for the Oxford Critical Edition of Dickens's works. Even for him, the degree to which these holiday favorites were intended as critiques of British society along the lines being trumpeted by Thomas Carlyle, *Punch*, and other writers, has been a surprise.

LIT F20-04 An Introduction to *Finnegans Wake*

Instructor: Grant Franks and Adam Harvey
 Wednesday: Oct 7, 21 3:15–5:15PM
 2 sessions: \$40
 Format: Presentation

Note: *This 2-session course does not meet on October 14.*

Although James Joyce's *Finnegans Wake* has a reputation as an unreadable book, it is in fact filled with laughter, jokes, and merriment as well as arresting reflections on every subject imaginable, from family dynamics to politics to the nature of language and of the human soul. It is, to be sure, no ordinary novel. Its characters do not carry consistent names, its plot is often difficult to discern, and its vocabulary often consists of outrageous multi-lingual puns. As the book itself proclaims, "you need hardly spell me how every word [is] bound over to carry three score and ten toptypical readings throughout the book of Doublends Jined" ["the book whose ends join to make a circle," i.e., *Finnegans Wake*].



Part presentation, part dramatic presentation, these two sessions aim to introduce the reader to this extraordinary book, pointing out key features that will help anyone to begin to find his or her way into this “marryvoising moodmoulded cyclewheeling history.” No previous knowledge of *Finnegans Wake*, or of Joyce’s other works (*Dubliners*, *Portrait of the Artist as a Young Man*, *Ulysses*) is required or expected.

Grant Franks has been a tutor at St. John’s College, Santa Fe, since 1988. He has been reading the works of James Joyce with increasing interest and devotion since the turn of the millennium.

Adam Harvey is an actor who has devoted himself for decades to the works of James Joyce in general and to dramatic presentation of *Finnegans Wake* in particular. He is the creator and curator of the website “joycegeek.com” which displays some of his works of Joycean scholarship and performance.

LIT F20-05 Sandra Cisneros
 Instructor: Lois Rudnick
 Wednesday: Oct 14, 21, 28 1–3PM
 3 sessions: \$60
 Format: Discussion

Sandra Cisneros is a brilliant and pioneering Chicana writer whose fiction is widely known and loved. Her first novel, *House on Mango Street* (1983), is taught nationwide in middle schools because it is such a wonderful, heartfelt coming-of-age story about a young Chicana girl growing up in Chicago. *Woman Hollering Creek* (1991) is a book of short stories for adults that takes us through a chronology of growing up tales (mostly about women) that range from childhood to grandmotherhood. It explores and celebrates the lives of Chicano/a

culture and history, cross-border experiences, and women’s struggle with identity and empowerment, with painful honesty and extraordinary wit and humor.

Lois Rudnick, Professor Emerita of American Studies, taught at UMassBoston for 36 years. During that time, she won three teaching awards, including a national award from her professional association and the Chancellor’s Distinguished Teaching Award. She has taught and lectured widely in the US and abroad and written and edited many books, mostly about New Mexico art and culture. She lives in Santa Fe.



LIT F20-06 King James Didn’t Write It (and Neither Did St. James): The Literary Significance and History of the King James Version of the Bible
 Instructor: Talitha Arnold
 Thursday: Oct 22, 29; Nov 5 10AM–Noon
 3 sessions: \$60
 Format: Presentation



This course examines how the Bible came to be; who was King James and why did he want a new translation; and the impact of the King James Bible on literature over the last 500 years.

Rev. Talitha Arnold, Senior Minister of the United Church of Santa Fe, is a graduate of Yale Divinity School and Pomona College. Her previous presentations for RENESAN include the Dante Symposium, a course on Syria, and another on Francis and Clare of Assisi.

LIT F20-07 Salman Rushdie, *Midnight's Children*

Instructor: Randy Perazzini
 Thursday: Oct 29; Nov 5, 12, 19
 3:15–5:15PM
 4 sessions: \$80
 Format: Discussion

Midnight's Children, Salman Rushdie's first novel, launched him into the first rank of writers world-wide. It won the Booker Prize when it was published in 1981 and won it again and again (in 1993 and 2008) when it was awarded the "Booker of Booker" Prize commemorating the 25th and 40th anniversaries of the prize.

Masterfully crafted to become ever deeper and more ambiguous, the book blends magic realism, self-



conscious metafiction, history, the English novel and chutney. Its premise is that all the children born in the first hour of India's independence have some sort of magic power, and none more extraordinary than the pair born exactly at midnight. The story of these antagonists reflects the story of 20th century India up to the regime of Indira Gandhi.

The writing makes the events (and India) vividly present to the reader; the narrative method (heavily influenced by *Tristram Shandy*) is entertaining and effective in how it presents the story to us; and the "stuff" of the story is endlessly imaginative and surprising. A serious book, it is nonetheless filled with humor and (on the part of the reader) delight.

Randy Perazzini holds a PhD in English literature from Cornell and has taught for 27 years, primarily in Mexico City, St. John's College and RENESAN. His most recent course for RENESAN was "The World's First Post-Modern Novel: *The Life and Opinions of Tristram Shandy, Gentleman*" in Spring 2020.

LIT F20-08 Early Eliot: His Poetry Before *The Waste Land*

Instructor: Ed Walkiewicz
 Tuesday: Nov 3, 10, 17 3:15-5:15PM
 3 sessions: \$60
 Format: Discussion

Poet, critic, playwright, and publisher, T. S. Eliot was one of the dominant literary figures of the twentieth century. His modern epic, *The Waste Land*, is considered by many literary historians to be the most influential poem of the century. Since the work was first published in 1922, however, a large number of general readers have found it difficult if not impenetrable. We will examine closely Eliot's more accessible earlier poetry, beginning with "The Love Song of J. Alfred Prufrock" and ending with "Gerontion." Significant and influential in their own right, the earlier poems also illuminate the form, technique, and themes of the later works. Developing a larger context into



which to place Eliot's early poetry, we'll study his use of allusion and his adept adaptations of free verse. We also will read and discuss several of his most important essays, the writings in which he introduced such terms as "objective correlative,"

"dissociation of sensibility," and "the mythical method."

Ed Walkiewicz is Professor Emeritus of English and Ann and Burns Hargis Professor Emeritus at Oklahoma State University. He has taught Joyce's fiction at Oklahoma State, Cambridge University, and Trinity College, Dublin. His most recent RENESAN course was "Robert Frost, the Natural World, and Human Nature" in Fall 2019.

MUSIC

MUS F20-01 OHO! (One Hour Operas!)

Instructor: Mark Tiarks
 Wednesday: Sept 9, 16, 23, 30 3:15–5:15PM
 4 sessions: \$80
 Format: Discussion

Four classes, four operatic masterpieces by Donizetti, Puccini, Ravel, and Bela Bartok, each of which is no longer than 60 minutes.

Each class begins with an introduction, followed by a video of the complete opera (either sung



in English or with English subtitles), and ends with a facilitated discussion. The operas cover a wide range of subjects and musical styles, from outrageous comedy to tragic drama, from classic bel canto to 20th century expressionism.

The Night Bell – a comic masterpiece by Donizetti. An ex-boyfriend extracts a hilarious revenge on his former girlfriend’s wedding night.

Il Tabarro – a verismo classic by Puccini. An intense, slice-of-life drama of suspicion, infidelity, and revenge on a barge moored to the banks of the Seine.

L’enfant et les sortilèges – a “lyrical fantasy” by Maurice Ravel. A charming story about a child who destroys many of his possessions during a temper tantrum and then learns powerful lessons as everything he has hurt comes to life.

Bluebeard’s Castle – Bela Bartok’s very spooky two-person opera about Duke Bluebeard, whose

newest wife Judith insists on finding out what’s behind seven mysterious doors in his castle.



Mark Tiarks served as the Director of Planning and Marketing of the Santa Fe Opera for 11 years. His earlier professional positions include General Director of Chicago Opera Theater, Producing Director of Court Theatre, and Artistic Administrator of Opera Theatre of Saint Louis. His most recent RENESAN class was The Santa Fe Opera 2020 Season in the Spring of 2020.

MUS F20-02 Diggin’ Dave: Celebrating Brubeck at 100

Instructor: Bruce Johnson
 Wednesday: Sept 16, 23, 30; Oct 7 1–3PM
 4 sessions: \$80
 Format: Presentation



The Dave Brubeck Quartet has been part of American culture since 1951. Although his music was often controversial, Brubeck’s influence on jazz is now undeniable. He was a pianist whose individualism did not always match the



conventional view of what is proper in jazz piano, an innovator who explored unusual harmonic structures and time signatures, a song writer of power and lyricism, a long-form composer of secular and religious music, and an ensemble leader who melded the talents of men with personalities that sometimes proved difficult.

This course celebrates Brubeck’s contributions to jazz in the centennial year of his birth. Drawing on his first recordings in 1948 through the last session in 2007, we trace the evolution of Brubeck’s ensembles from octet, to trio, and various quartets; his infusion of classical musical devices (counterpoint, polytonality, and polyrhythms) into the jazz idiom; his piano stylings; and his compositional flare for jazz tunes and large-scale choral/orchestral works.

As President Obama remarked during the 2009 Kennedy Center Honors ceremony recognizing his lifetime contributions: “*You can’t understand America without understanding jazz, and you can’t understand jazz without understanding Dave Brubeck*”.

Bruce Johnson’s introduction to jazz occurred at age 8, when he began playing the saxophone. He studied orchestral jazz composition and arranging during high school summers spent honing his performance skills and exploring the southern California jazz scene. His previous RENESAN courses include *Orchestral Jazz*, *More Orchestral Jazz*, and *Visualizing Jazz: The Art on The Cover and The Music Inside*.



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PERFORMING ARTS

PA F20-01 From Cabaret to All That Jazz: Movie Musicals of the 1970s

Instructor: Aaron Leventman
 Tuesday: Sept 8, 15, 22 3:15–5:15PM
 3 sessions: \$60
 Format: Presentation

A cultural shift in the late 1960s created audiences for maverick filmmakers like Bob Fosse, Robert Altman, and Ken Russell, who reimagined musical



storytelling. Thematically, stylistically, and musically, these movies reflected changing times. By addressing politics, the sexual revolution, anti-establishmentarianism, and the countercultural movement with country western music, rock and roll, and disco, these talented filmmakers reinvented the genre with dark, adult material.

Topics include:

- The end of the Roadshow Exhibitions with *Hello, Dolly* and *Star!*
- Camp, cult, and kitsch with *The Phantom of the Paradise* and *Rocky Horror Picture Show*
- Game changers with *Cabaret*, *Nashville*, and *Saturday Night Fever*
- The invention of the rock opera with *Tommy*, *Jesus Christ Superstar*, and *Hair*
- The provocative biopic with *Lady Sings the Blues*, *All That Jazz*, *The Rose*, and *Lisztomania*
- Nostalgia with *Grease* and *New York, New York*

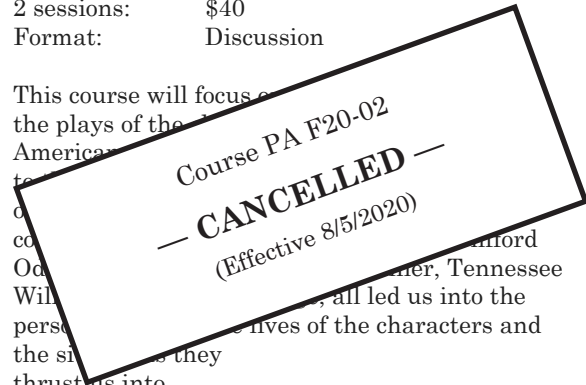
Learn about this changing environment and enjoy excerpts from your favorite 1970s lesser-known musicals and classics.

Aaron Leventman has an MFA from Columbia University’s film program and is an actor who has appeared in many feature films, shorts, commercials, and industrials as well as theatrical productions. He has worked with the Santa Fe Film Festival, Sundance Film Festival, and Bioneers Moving Image Festival. He is also a published playwright whose works have been performed all over the United States. Aaron teaches screenwriting, memoir writing, and film appreciation at Santa Fe Community College. Most recently, Aaron taught “The History of Short Films” at RENESAN in Fall 2019.

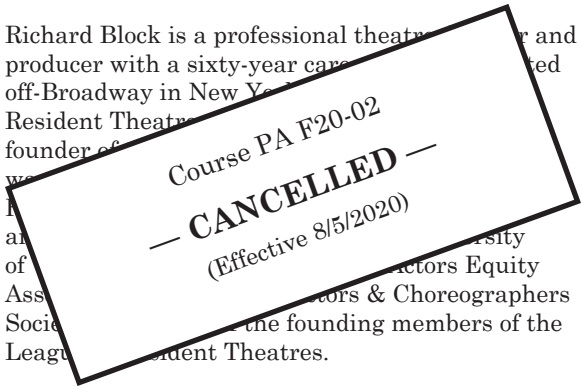
PA F20-02 Mid-Twentieth Century American Playwrights and their Plays: A Golden Age of American Theatre

Instructor: Richard Block
 Monday: Sept 14, 21 1–3PM
 2 sessions: \$40
 Format: Discussion

This course will focus on the plays of the American Mid-Twentieth Century. O’Neill, Miller, Tennessee Williams, and others all led us into the personal lives of the characters and the situations they thrust us into. Their plays deal with moral and ethical challenges, personal and social struggles, and, often, with the conflict between the personal and the societal. We will give special attention to O’Neill’s *Long Days Journey into Night* and Miller’s *Death of a Salesman*.



Richard Block is a professional theater director and producer with a sixty-year career. He has directed off-Broadway in New York City and in regional theaters. He is a Resident Theatre Artist at the San Francisco Playhouse and founder of the San Francisco Playhouse. He was a member of the Actors Equity Association and the Actors & Choreographers Society. He was one of the founding members of the League of Resident Theatres.



Course PA F20-02
CANCELLED
 (Effective 8/5/2020)

PA F20-03 Script Analysis and Performance: *All My Sons*

Instructors: David Carter and Robyn Rikoon
 Tuesday: Sept 29 1–3PM
 1 session: \$20
 Format: Presentation

Note: *This course coincides with scheduled performances of “All My Sons” at the SF Playhouse on October 1-18. Please visit the SF Playhouse website for curtain times and tickets.*

All My Sons by Arthur Miller is a deeply layered play that provides a rich source for discussion of traditional Western dramatic structures. It is also a great example of how an actor mines the text for their performance. David Carter, Managing Director and Dramaturg for the Santa Fe Playhouse, along with Artistic Director, Robyn Rikoon, will present an analysis of the various dramatic tools employed throughout *All My Sons*.

Using a dramaturgical approach, we will examine how the play ‘works’ using peripeteia, anagnorisis, pathos, moral polarization, and realism. We then examine, from a classically trained actor’s perspective, the process of breaking down a

scene into action, objective, inner object and personalization. All of these are necessary parts of the effort to take the written words of a play from page to stage.

David holds an MFA in Dramaturgy and New Play Development from Columbia University and has worked on productions in New York, Paris, Washington DC, and Santa Fe. Robyn earned her BFA in Drama from The North Carolina School of The Arts and was a Kenan Fellow at The John F. Kennedy Center for the Performing Arts in Directing. Robyn has worked as a professional actor in film and on stage across the US for close to twenty years.

PA F20-04 Expats in Tinseltown

Instructor: Mark Tiarks
 Monday: Oct 5, 12, 19, 26 10AM–Noon
 4 sessions: \$80
 Format: Presentation

During the 1930s and 40s, an extraordinary array of artistic emigres made their way to Los Angeles and its environs.



Most were European Jews escaping the Nazis; some were Britons who were pacifists or conscientious objectors. There Bertolt Brecht wrote *The Caucasian Chalk Circle*; Thomas Mann penned *Doctor Faustus*; Billy Wilder wrote and directed *Double Indemnity*; Max Reinhardt staged a cast-of-thousands

version of *A Midsummer Night’s Dream* at the Hollywood Bowl; and Arnold Schoenberg conducted the Los Angeles Philharmonic, wrote his great piano concerto, and had a standing weekly tennis date with George Gershwin.

This course examines the extraordinary contribution that these and other emigres made to literature, theater, and film, aided by a social support network created by Salka Viertel and Lion Feuchtwanger via their parties and salons.



Mark Tiarks served as the Director of Planning and Marketing of the Santa Fe Opera for 11 years. His earlier professional positions include General Director of Chicago Opera Theater, Producing Director of Court Theatre, and Artistic Administrator of Opera Theatre of Saint Louis. His most recent RENESAN class was “The Santa Fe Opera 2020 Season” in the Spring of 2020.

PA F20-05 What’s Good on Netflix?

Instructor: Aaron Leventman
 Tuesday: Oct 6, 13, 20, 27 3:15–5:15PM
 4 sessions: \$80
 Format: Discussion

Note: *This course requires access to a Netflix streaming account for the month of October.*

Have you been watching interesting films during the quarantine? Have you been craving lively conversations about what you are seeing? Here is your chance!



In this discussion course, we will talk about 4 different films, fiction and nonfiction, available on Netflix for streaming,

released within the last year. The first film will be selected by the instructor. Three thereafter will be voted on by students from choices offered by the instructor and course members. Film must be watched individually prior to discussion. Topics will range from filmmaking techniques to theme and content and are open to other subjects brought on by the class.

Aaron Leventman has an MFA from Columbia University’s film program and is an actor who has appeared in many feature films, shorts, commercials, and industrials as well as theatrical productions. He has worked with the Santa Fe Film Festival, Sundance Film Festival, and Bioneers Moving Image Festival. He is also a published playwright whose works have been performed all over the United States. Aaron teaches screenwriting, memoir writing, and film appreciation at Santa Fe Community College. Most recently, Aaron taught “The History of Short Films” at RENESAN in Fall 2019.

PA F20-06 The Story of 20th Century America in Film

Instructor: William “Bud” Cox
 Tuesday: Oct 27, Nov 3, 10, 17 1–3PM
 4 sessions: \$80
 Format: Presentation

What is America? How can we talk about and understand the complexities of this diverse and



often divided country? What events - cultural, political, and racial - shaped who we are today? How might films frame for us today not just our past but, more importantly, the direction we might be going in the future? Finally, what are the values fundamental to our heritage? We will discuss the following films that deal with some of these issues:

- 1) The American Dream: *Citizen Kane*, *The Godfather*, and *25th Hour*
- 2) Coming of Age: *The Graduate*, *American Graffiti*, and *American Beauty*
- 3) Social Justice: *Do the Right Thing*, *Children of Men*, and *Far From Heaven*
- 4) On the Road: *Sullivan’s Travels*, *Thelma and Louise*, and *My Own Private Idaho*

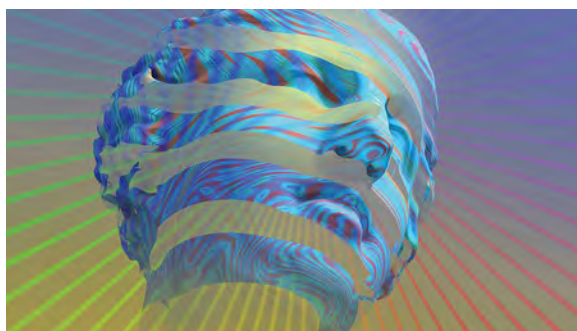
After teaching high school (English, film, art and music history) for 42 years at six independent



schools in the East, Bud Cox moved to Santa Fe in the summer of 2016. During his years on the East coast, he was the Chair of an English Department, Director of Academics, Assistant Head, and for the final 15 years the head of a high school in Brooklyn, NY. Despite his years as an administrator, he always taught at least one class, mostly in film studies. His most recent RENESAN course was “Hitchcock: Game-Playing Puzzle-Master” in Spring 2020.

PA F20-07 The Psychology of Creativity

Instructor: Robert Benedetti
 Monday: Nov 9, 16 10AM–Noon
 2 sessions: \$40
 Format: Presentation



This course examines the major theories of creativity:

- The four, five, and six stage theories (Wallis, Dreyfus)
- The Gestalt view (Perls)
- Laurence Halperin’s RSVP Cycle
- The Buddhist Three-fold Path and Ten Bulls
- Rollo May’s psychoanalytic view

Special attention is given to brain hemisphere research. The course also engages the student directly with exercises in brain dominance, relaxation techniques, overcoming blocks, inventories of creative needs and objectives, communication skills for group creative processes, the role of technique, and the formation of a personal creative ethic.

Besides a workbook of extracts from essays, three books were used as a reference and are

recommended (but not required) reading: , Mary Richards *Centering in Pottery, Poetry, and the Person*, and Eugen Herrigel’s *Zen in the Art of Archery*.

After receiving his PhD in Oral Interpretation from Northwestern University, Robert Benedetti was a founding member of The Court Theater at the University of Chicago, then an early member of the Second City Company. He taught acting for over fifty years at various universities, including Carnegie-Mellon, and was Chairman of the Acting Program at the Yale Drama School and Dean of Theatre at the California Institute of the Arts. He has directed at theaters including the Tyrone Guthrie Theater, the Melbourne Theater Company (Australia), Milwaukee Rep, South Coast Rep, and the San Diego Rep. He has directed fourteen of Shakespeare’s plays at the Oregon, Colorado, and Great Lakes Shakespeare festivals.



As a producer in film/TV, Benedetti has won three Best Picture Emmys and a Peabody Award, and was president of Ted Danson’s Anasazi Productions at Paramount Studios for five years. He has written six books on acting and film. In 2011 he was inducted into the College of Fellows of the American Theatre at the Kennedy Center. After moving to Santa Fe, he formed the New Mexico Actors Lab, with which he has directed twelve plays.



SCIENCE

SCI F20-01 Can You Believe This? Medical Research in the News

Instructor: Bob Hinton
 Thursday: Sept 10, 17 10AM–Noon
 2 sessions: \$40
 Format: Presentation

This course presents, without jargon or statistics, the basics for deciding if a health-related statement is true. A scientific background is not required for this course. Bring only an interest in understanding why the way health-related studies are formulated and conducted greatly affects whether we can trust their conclusions! We examine different ways (research designs) to structure a medical study to generate information (evidence) bearing on a health-related question.

The course considers the pros and cons of different types of research designs, resulting in a hierarchy that ranks some designs better than others, and discusses the implications of this hierarchy for drawing unambiguous conclusions. We will address the following questions and more: What is the difference between association and causality and



how is this influenced by the design of a study? Why is expert opinion considered the lowest form of evidence? Why are randomized clinical trials regarded as the best source of evidence? If so, why are all studies not randomized clinical trials? The goal of this course is to help you become a better informed and skeptical “consumer” of medical news.

Bob Hinton, Regents Professor Emeritus of Biomedical Sciences, taught anatomy and related subjects for 30 years at a dental school. Toward the end of his career, he was the leader of an NIH-supported initiative to incubate evidence-based practice in the curriculum. His most recent RENESAN course was “Anatomy You Can Use: The Muscular System” in Spring 2019.

SCI F20-02 New Mexico Paleontology

Instructor: Phil Gensler
 Wednesday: Sept 16 3:15–5:15PM
 1 session: \$20
 Format: Presentation

This course discusses vertebrate paleontology of fossilized animals on Bureau of Land Management (BLM) lands within New Mexico. Since vertebrate fossils in New Mexico first captured scientific



attention in the 1870s, they have remained a continual focus of study. We focus on three primary areas: Prehistoric Trackways National Monument near Las Cruces, the San Juan Basin in the northwest corner of the state, and the Española Basin just north of Santa Fe.

Prehistoric Trackways National Monument, established in 2009, protects abundant trackways

created by reptiles, amphibians, fish, and insects about 280 million years ago along the shores and shallow waters of the Hueco Seaway. The San Juan Basin is scientifically important for spanning the Cretaceous-Paleogene boundary (~66 million years ago) when dinosaurs became extinct and mammals arose. Geologically, the San Juan Basin was created along the shores of the Western Interior Seaway during the Cretaceous period. The Española Basin, known for rich deposits of vertebrate fossils dating to the Miocene Epoch (~14 million years ago), was formed by the Rio Grande Rift.

Phil Gensler is the Regional Paleontologist for the BLM based in Santa Fe, NM, covering New Mexico, Arizona, and California. He received his Master's Degree from Northern Arizona University studying Pleistocene-aged mammals in the southwestern United States. Before joining the BLM, he worked for ten years as a paleontologist and curator for the National Park Service at Hagerman Fossil Beds National Monument in southern Idaho.

SCI F20-03 Clouds
 Instructor: James Kemper
 Monday: Sept 21 10AM–Noon
 1 session: \$20
 Format: Presentation

Clouds are magical—everything from beastly thunderstorms to gentle fair-weather cumulus to



peaceful coastal stratus. Students examine all the various cloud types—there are 27 of them in the cloud chart. New Mexico, of course, has all of them. They also look at why and where clouds form.

Students are invited to share their favorite cloud photographs with the class. They can then discuss particular clouds to understand their roots and behavior.

James Kemper is a meteorologist with a Master's Degree from Florida State University and a 39 year career in the National Weather Service. James did research in numerical weather prediction for 17 years, was a lead forecaster at the Washington DC forecast office, and was Alaska Region manager for forecast operations and science training. He retired to Santa Fe in 2006 with his wife Chris.

SCI F20-04 Alexander Humboldt: The Early 19th Century's Most Famous Scientist

Instructor: Steven Rudnick
 Monday: Oct 5, 12, 19 1–3PM
 3 sessions: \$60
 Format: Discussion

Note: *The text for the course is the prize-winning biography of Humboldt by Andrea Wulf, The Invention of Nature.*

How is it possible that a man whose name is memorialized by 33 streets, five cities, and a university within the US is almost completely forgotten today? In 1869, on the 100th anniversary of his birth, over 100,000 people celebrated Alexander Humboldt in parades across the nation. Arguably the most famous natural scientist in the world before Darwin, upon whom he was an enormous influence, Humboldt's



explorations took him tens of thousands of miles through the Americas in the early 1800s and another 15,000 miles through Europe and Asia to Siberia in 1829. Likely the first scientist to publish theories about global warming, Humboldt was encouraged by Goethe to combine nature and art. He was the link connecting the mechanistic science of the 18th century to Romantic poets such



as Keats. American Naturalists including Thoreau, Marsh, and Muir cited Humboldt as a primary source for their thinking.

Steven Rudnick received a PhD in Environmental Science, specializing in Chemical Oceanography, from the University of Massachusetts Boston where he served as the Director of Environmental Studies and as research faculty in the Environmental, Earth, and Ocean Sciences Department. He has taught environmental science and environmental history. His most recent RENESAN presentations were “Climate Change: How Can We Fix It?” and “Water in New Mexico: Past and Present Concerns” taught in Spring 2020.

SCI F20-05 Beginners’ Introduction to Amateur Astronomy

Instructor: Jim Baker
 Wednesday: Oct 28; Nov 4, 11, 18
 10AM–Noon
 4 sessions: \$90
 Format: Discussion

Note: *Price includes a planisphere for each student.*

The enchantment of the night sky awaits students. Amateur astronomy is not as technical or complicated as it may seem to the beginner. All one

needs are some front-end basics: what is up there and how to view it; how to find your way across the night sky; the history of the science; and, of course,



astronomy gear—particularly telescopes (which most beginners should not buy immediately). Above all, students should be inspired by the beauty and

vast scope of the Universe, and by humankind’s ingenuity in observing and better understanding the cosmos.



Jim Baker began stargazing as a child and has kept looking up at the cosmos for more than half a century strictly as an amateur astronomer. Lately Jim’s specific interests have emphasized astrophotography, astronomy travel, and helping beginners launch into one of his

lifelong passions. For RENESAN, he previously offered this course in Fall 2015 and Spring 2017 and lectured three times on topics in astronomy. His most recent presentation was “Six Maestros of Movie Music” as part of the “Have You Heard the Movie?” festival in Spring 2019.

SCI F20-06 Fundamentals of Epidemiology

Instructor: Halley Faust
 Monday: Nov 2, 9, 16 1–3PM
 3 sessions: \$60
 Format: Presentation

Coronavirus is ubiquitous in the news and our thoughts. The stock market tanked, travel ended, athletic events were postponed or played to empty



arenas, vacations halted, and hand sanitizing lotions hoarded. At the same time, our political health entities have been criticized for how they have attempted to control this outbreak. It is not so easy. Learn more about it: what is epidemiology? How do we learn about new diseases? How do we formulate policy to contain those diseases?

Halley S. Faust, MD, MPH, MA, is clinical associate professor of Family and Community Medicine at University of New Mexico. He has taught epidemiology for 42 years at universities around the country and is a past president of the American College of Preventive Medicine.

SCI F20-07 Ancient Forests in Flux: Patterns and Drivers of Rapid Forest Changes, From New Mexico Mountains to Planet Earth

Instructor: Craig Allen
 Tuesday: Nov 10,17 10AM–Noon
 2 sessions: \$40
 Format: Presentation

Using striking photographs and current research findings, we review recent global-scale patterns and trends of forest stress, tree die-off, and high-

severity wildfire, illustrating emerging ecological changes and growing risks to forests worldwide from hotter drought extremes and other global change drivers. Evidence warns that older trees and forest stands may be highly vulnerable to increased growth stress and mortality under hotter drought conditions. This is particularly concerning since ancient trees and old-growth forests are: disproportionately large carbon sinks; among the most biodiverse and rare terrestrial ecosystems; irreplaceable archives of ecological history; and spiritually, aesthetically, and culturally venerated. The course considers the status and trends of our Southwestern US forests, addresses misunderstandings about forest management, and discusses forest restoration and climate adaptation



work in forests worldwide that seeks to better sustain old-growth forests in our emerging world.

Craig D. Allen has engaged in ecological field research since 1981 in the mountains of northern New Mexico, since 1986 as a place-based research ecologist for the US Dept. of Interior, and since 1993 as station leader of the US Geological Survey New Mexico Landscapes Field Station at Bandelier National Monument. His core research includes diverse long-term studies on the ecology and environmental history of local New Mexico forest landscapes, and responses of Western mountain ecosystems and forests globally to climate change. Craig received his PhD from the University of California, Berkeley in 1989. He is an elected *Fellow* of the Ecological Society of America and the American Association for the Advancement of Science.

LECTURES

All lectures are held on Thursdays at 1–3PM.
Lecture fees are \$15. You must register in advance.
All lectures will be presentation-based.

LEC F20-99	Lecture Series
Thursday:	Every week Sept 10 through Nov 19 1–3PM
11 lectures:	\$99

If you plan to attend seven or more of the Thursday lectures this semester, save money by registering for the entire series at the fixed price of \$99, rather than paying \$15 for each.

LEC F20-01 The Rover Program
Lecturer: Alan B. Carr Sept 10

Between 1955 and 1973, the Los Alamos Scientific Laboratory attempted to build a reactor engine for space travel intended to carry astronauts far beyond the moon. The Rover Program, as it was known, successfully produced three reactors suitable for flight testing, including the Phoebus-2A: the most powerful individual reactor of any type ever built. Unfortunately, the proposed mission to Mars was cancelled in the early 1970s and the Rover Program along with it. Still, the Rover Program changed history. *Beyond the Moon* tells the story of this largely forgotten but amazing program.



Alan B. Carr currently serves as a Program Manager and the Senior Historian for Los Alamos

National Laboratory. During his 16 years at the Lab, Alan has produced several publications pertaining to the Manhattan Project, nuclear weapons testing, and the Laboratory’s development during the Cold War years. He has lectured for numerous professional organizations and been featured as a guest on many local, national, and international radio and television programs. Before coming to Los Alamos, Alan completed his graduate studies at Texas Tech University in Lubbock.

LEC F20-02 Female Jewish Rescuers During the Holocaust
Lecturer: K. Paul Jones Sept 17

Many are aware of the recognition Israel has given to the “Righteous Gentiles” who risked their lives to save Jews during the Holocaust years. There are



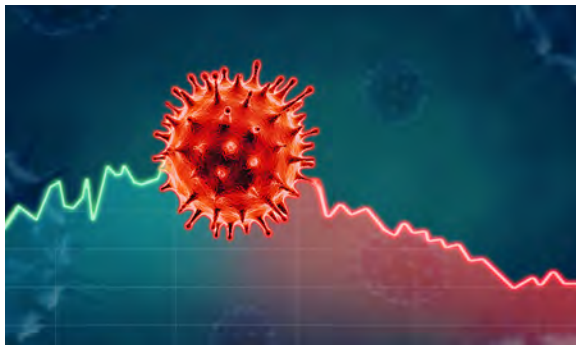
books and films that detail the risks taken by non-Jewish individuals and groups to rescue Jews in the areas under Nazi Germany’s domination. But many are unaware of the personal risks numerous Jews took to rescue fellow Jews, and even less is known about the role of female Jews who struggled to save fellow Jews at peril to themselves. This lecture highlights several exemplary female Jews who were actively involved in rescue efforts. They varied in age from teenagers to mature women and included female rescuers from France in the west to Poland in the east. Most were rescuing fellow citizens of their European country, but two left the safety of their Palestinian homes to participate in the rescue efforts. Finally, students learn about their success stories, but sadly several of them sacrificed their lives to save their fellow Jews.

K. Paul Jones received his doctorate in Modern European History from the University of Wisconsin. After a career teaching at several universities, he retired to Santa Fe in 2005. He has taught many RENASAN courses since his arrival, including several regarding Righteous Gentiles and the anti-Nazi resistance. Last semester, he taught a course on “Churchill, Roosevelt, & Stalin: An Uneasy Alliance.”

LEC F20-03 COVID-19 and the Business Economy

Lecturer: Scott W. Bauguess Sept 24

This lecture will explore the economic impact that the 2019 novel coronavirus has had on the U.S. business economy. We will focus on how a health crisis manifests as a financial crisis, how



modeling efforts to predict infections and risk shaped the government’s fiscal response, and the likely effects of the stimulus and bailout efforts on the economic recovery within both local communities and nationally. The lecture will close with some thoughts on the positive externalities from COVID-19, and how business process changes might have a lasting positive impact.

Scott W. Bauguess is the Director for the Center for Enterprise and Policy Analytics (CEPA) program in Securities Markets Regulation. Prior to joining the McCombs Business School faculty, he was the Deputy Chief Economist at the U.S. Securities and Exchange Commission, where he supervised the economic analyses in recommendations to the Commission to enact federal rules related to corporate finance and governance, asset management, OTC derivatives, and structured finance. He received a BSc in Electrical Engineering from the University of Illinois, and an

MSc in Electrical Engineering and PhD in Finance from Arizona State University.

LEC F20-04 Britain’s “Hungry Forties”: Rich and Poor in Early Victorian England

Lecturer: Robert Patten Oct 1

The industrialization and urbanization of Britain in the 1840s created a lot of winners and losers, not unlike how the disruptions of traditional



manufacturing and retail have affected countries in the 21st century. Great wealth existed alongside unimaginable privation and suffering. Parliament seemed unable to cope and the governing classes sharply disagreed about solutions. Popular uprisings raised fears of revolutionary violence that ought to be put down by armed forces. Catholics, especially in Ireland, were restive, seeking restoration of their right to worship and participate in society. All this turmoil, railway speculations, economic and agricultural depressions, and movements to systematize minimal benefits for the unemployed, disabled, and aged, roused poets, novelists, journalists, and some members of the religious and political establishment to seek remedies and move the people to charity and compassion.

Students will look at pictures—photography was being improved and painters were divided between celebrating Britain’s glorious past on frescoes for the reconstructed Houses of Parliament and depicting the dire conditions under which many of the Queen’s subjects lived. We’ll hear editorials and poems that seared the public’s conscience. And students learn about investigations into labor

conditions in mines and factories, about the abuses to women and children at work, about the lack of education for children, and about the paralysis that resulted from trying to legislate the establishment of free national schools.

The cheerful note is sounded by Victoria and Albert, producing heirs and spares to continue the line of the imported Germanic monarchy.

Robert L. Patten, Senior Research Scholar, non-resident, at the Institute of English Studies, School of Advanced Study, University of London, is now editing Dickens's five Christmas books for the Oxford Critical Edition of Dickens's works.

LEC F20-05 Grave Robbers, Hidden Treasure, and the Discovery of a Long-Lost Holy City in Turkey

Lecturer: William Tabbernee Oct 8

In July 2000, after decades of research, William Tabbernee led an international archaeological team that discovered the long-lost site of Pepouza. Pepouza was the "Vatican" of an early Christian prophetic movement called Montanism. Montanism was eventually condemned by "orthodox" Christians, partly because the movement allowed women to be deacons, presbyters (priests), and even bishops and partly because it believed in the immanent descent of the "New Jerusalem" at Pepouza.

In this lecture, Professor Tabbernee explains how he solved a historical mystery and share his research, archaeological fieldwork, and adventures in Turkey. These adventures include contact



with grave robbers and black-market racketeers, a scandal about the so-called Lydian Treasure, having machine guns pointed at him, and narrowly escaping being thrown into a Turkish prison.

William Tabbernee earned a PhD in Ancient History and a LittD in epigraphy, a sub-discipline of archaeology, and is co-director of the archaeological dig at Pepouza in Western Turkey.



LEC F20-06 Suffrage Wagons: The Winding Road to Voting Rights

Lecturer: Marguerite Kearns Oct 15

Are you voting in the 2020 presidential election? Chances are that your grandparents, great grandparents, other family members and ancestors lobbied, picketed, agitated, and worked alongside



the tens of thousands of US citizens who spent decades winning voting rights for women. The women's voting rights victory was one of the largest civil rights campaigns of this nation, spanning from before 1848 to 1920 and beyond.

Learn how suffrage wagons were used in rural areas and cities in parades, demonstrations, and special exhibits. Discover why the New York State

Museum features the horse-drawn wagon used by Edna Kearns in its 2020 exhibition. Learn how New Mexico is celebrating the observance of US women voting during the national 2020 centennial of women’s voting rights. Across the nation, Americans are highlighting the passage and ratification of the Nineteenth Amendment to the US Constitution during 2020 by scheduling special events and celebrations. And perhaps without realizing it, you are involved in this long trail of struggle.

Marguerite Kearns is a Santa Fe resident and the granddaughter of Edna and Wilmer Kearns, voting rights activists. She is a freelance writer, former journalist, and author of *An Unfinished Revolution*. This illustrated memoir and family history spans three generations in one family to illustrate intergenerational activism and the importance of grassroots organizers like her grandparents in the early women’s rights movement.

LEC F20-07 The Law of Voting Rights and Wrongs

Lecturer: Mark Davis Oct 22

The struggle over the right to vote has been waged in the streets, in the Congress and the states, and increasingly, in the courts. Although both political parties claim to want a fair and accurate vote,



partisan disputes over who should vote and how have threatened the integrity of the vote. Severe strains on the voting process have occurred this year when Wisconsin primary voters were forced to vote in person in the middle of the covid-19 pandemic and Georgia primary voters had to wait for hours because of problems with a new voting system and a limited number of polling places in minority neighborhoods.

This lecture focuses on how courts have considered procedures to make the vote more accessible and, conversely, more restrictive. To increase voter

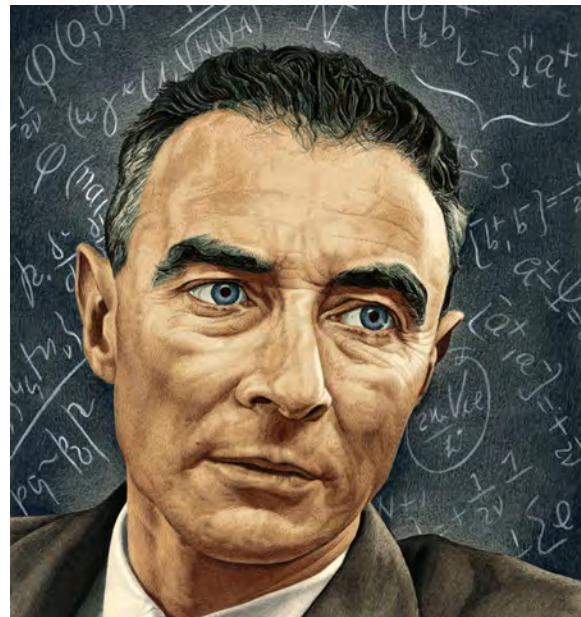
participation, states have implemented no-excuse absentee voting, voting by mail, early voting and same day registration and voting. To suppress the vote, states have eliminated or limited these measures and have also purged voting rolls, restricted the right of felons to vote, gerrymandered districts, and imposed voter ID requirements. The lecture will survey how courts have decided these issues and what we can expect in the upcoming election.

Mark Davis served as Counsel to the Maryland State Board of Election and has taught RENESAN courses on law and political history.

LEC F20-08 Oppenheimer, Los Alamos, and the Emergence of One of Our Greatest and most Tragic Public Intellectuals

Lecturer: James Hopkins Oct 29

A preeminent example of the emergence of so called “public” intellectuals is J. Robert Oppenheimer, who became the most outstanding and influential scientific administrator of his generation. However,



in his early career he was so disengaged from the world that months passed before he learned of the outbreak of the Depression. As one colleague said



dismissively, he did not have the administrative ability to chair an academic department or even to run a hamburger stand.

James K. Hopkins received his BA from the University of Oklahoma, and PhD from the University of Texas at Austin. He is the Altshuler Distinguished Teaching Professor Emeritus, Southern Methodist University, and has written two books, *A Woman to Deliver Her People* (Texas, 1983, 2006) and *Into the Heart of the Fire: The British in the Spanish Civil War* (Stanford, 1998, 2000). His teaching experience includes Modern British History, European Social and Intellectual History, Women’s History, and Atomic Energy and the Modern World. Hopkins’ course on atomic energy was, in part, inspired by his father’s role as Group Operations Officer of the 509th Composite Bomb Group in planning and carrying out the attacks on Hiroshima and Nagasaki.

**LEC F20-09 Historic Breakthrough:
Detection of
Gravitational Waves**

Lecturer: Sam Finn Nov 5

On September 14, 2015, scientists made the first direct detection of gravitational waves. Hailed immediately and widely as a historic breakthrough, the successful observation at the National Science Foundation’s Laser Interferometer Gravitational Waves Observatory (LIGO) located in Hanford, Washington and Livingston, Louisiana was the culmination of a half century of work by more than 1,000 scientists from over 20 nations. LIGO easily won the Nobel Prize in Physics two years later in 2017.

This lecture covers: what gravitational waves are; the role they play in Einstein’s Theory of General Relativity; the history behind their detection; their

significance for astronomy and our understanding of gravity; and the future of gravitational wave research, which includes an effort to build a million-mile detector in outer space. This great achievement makes for a fascinating story of scientific dedication covering several generations.



The lecture is geared to those with little or no background in, but a basic curiosity about, modern scientific research, especially in physics.

Sam Finn was a founding and long-time member of the Executive Committee for the LIGO Scientific Collaboration. He also served as the director of the first National Science Foundation Physics Frontier Center for Gravitational Wave Physics, and as an advisor to NASA. Finn earned a PhD in Physics and Theoretical Physics from the California Institute of Technology in 1987, and recently retired as a Professor of Physics, Astronomy, and Astrophysics at Pennsylvania State University. He is a founder and the President of the Santa Fe Stargazers club.

**LEC F20-10 Pirates of the Indian
Ocean: The Second
Oldest Profession**

Lecturer: Ambassador Vicki Huddleston (ret.)
Nov 12

Piracy is as old as humankind — that is to say as old as when the first human attempted to float on the seas. A pirate is said to have told Alexander the Great, “You are attempting to seize the whole earth but because I do it in a pretty ship I am called a robber. But you who do it with a great fleet are called an Emperor.” From Seafaring Danes to Barbary pirates taking slaves; from Black Bart to the White Rafah of Sarawak; and from Somali pirates to Iranian militia attacking oil tankers, the definition of a pirate is determined by the winners.

This lecture explores some of the most notorious pirates—William Kidd and Ann Bony—and those



who worked for the great powers: Rahmah Ibn Jabir Al Jalahimah—Vasco de Gama, and those the great powers pursued from the Gulf of Oman to the Mallaca Straits. The second oldest profession isn't going away, as in the past it will seize opportunities and adopt new technologies.

Ambassador Vicki Huddleston (ret.) was the Deputy Assistant Secretary of State for Africa and later held the same position at the Department of Defense. She led American diplomatic missions in Mali, Madagascar, Cuba, and Ethiopia. She was Director of Cuban policy at the Department of State and later Chief of the United States Interests Section in Havana (1999–2002) before it became an embassy. In Haiti, she was deputy ambassador and later Chief of Party for a USAID development project. She was a Peace Corps Volunteer in Peru and received her MS from Johns Hopkins School for Advanced International Studies.

LEC F20-11 Death (or Life?) of American Journalism

Lecturer: Tom Johnson Nov 19

There were 71,000 journalists in America in 2008. By 2018 that number had dropped to 38,000. There were 50 major media corporations in America in 1983. Today there are five. New research shows that more than 2,000 newspapers have closed since 2004. About 1,300 US communities have lost local news coverage. Levels of trust for American journalism have fallen sharply and been replaced by screeds from the political left and right narrow-casting media. Yet Americans still need the data harvested and reported by trusted, dedicated

journalists to make individual and collective decisions pertaining to economics, politics, cultural mores, entertainment, and sports. Can new intellectual, financial, procedural, and legal sources be found to deliver information necessary to maintain a functioning, dynamic democracy? Tom Johnson has prepared video material especially and



solely for part of this lecture. In addition, ample time will be available for responses to student's questions.

Tom Johnson is Professor of Journalism (Emeritus) at San Francisco State University and the founder and co-director of the Institute for Analytic Journalism in Santa Fe. He is on the board of directors of the New Mexico Foundation for Open Government and Santa Fe's Council on International Relations. Over a 40-year career in journalism, Johnson taught at Columbia University's Graduate School of Journalism, Boston University's College of Communication and lectured and conducted workshops in England, Poland, South Africa, and Latin America.



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REGISTRATION, FEES, & POLICIES

For the health and safety of our students, instructors, staff, and community due to the coronavirus pandemic, **RENESAN will conduct the Fall 2020 semester online using the Zoom platform.** Please review our updated policies and procedures for more information about this virtual experience.

Computer requirements:

You will be asked to confirm that your computer meets minimum requirements before completing enrollment. Zoom is free to use and offers support, resources, and helpful tips on its website. Prior to registration:

- 1) Visit <https://zoom.us/> SIGN UP FOR A FREE ACCOUNT, then run a test to ensure that your computer meets minimum requirements to run Zoom.
- 2) Test your computer and internet connection using the free demo meeting at <https://zoom.us/test> You must complete this test before you are able to register and before the semester begins.

Email requirements:

To register for the Fall 2020 semester, you must have access to a valid email address. Students will receive payment confirmation and log-in information (course links, passwords) via email. Additionally, many instructors email materials and assignments to their students in advance.

Text recommendation:

We also recommend including your mobile number in your profile; mobile numbers will be used to send text updates in case of course cancellations or changes.

RENESAN will never sell or share your contact information without your consent.

Course format:

For the Fall 2020 semester, we will provide two options for courses. Course descriptions will indicate which format the instructor has selected. Both options will be live rather than recorded.

Discussion-based courses: Participants can see and hear each other as well as the instructor. Course size will be capped so that the discussion is meaningful and not overwhelming.

Presentation-based courses: Participants can see and hear the instructor and any presentation materials, but participants are not on camera and are muted. Participants can ask the instructor questions via a moderated chat text box. Course size will not be capped.

Lectures will be presentation-based.

Registration:

Registration for the Fall 2020 semester begins on Monday, August 17, at 8AM. You can register in one of two ways:

- 1) Register online at www.renesan.org and pay by credit card. **We strongly encourage online registration.**

If you have previously signed up for a course, trip, or the lecture series, you are already in RENESAN's system. Just sign in and register!

- 2) Though **we strongly encourage online registration**, you may also register via phone with RENESAN staff at 505-982-9274. Staff will respond to calls in the order in which they are received. Please **do not** leave credit card information on our voicemail system.

Due to social distancing measures and reduced office hours, we cannot offer in-person registration for Fall 2020.

Fees:

Course fees are generally \$20 per 2-hour session. For example, a course that meets three times (three sessions) is usually \$60. Any exceptions are reflected in the course descriptions. Some courses require texts that students purchase themselves or electronic handouts that they will need to print.

Fees for lectures that are part of the Lecture Series are \$15. All lectures that are part of the Lecture Series take place on Thursdays from 1-3PM. For the Fall 2020 semester, students must register online, in advance, using a credit card for individual lectures. Alternatively, students may subscribe to the full Lecture Series at a discount.

Enrollment Limits:

Some courses may have enrollment limits due to instructor preference, course format, technology capacity, or other factors.

Enrollment in these offerings is “first come, first served.” If a program is full, you may choose to be placed on a waiting list. You will not be charged for the program until a space becomes available. If a space becomes available, the RENESAN office will notify you by email or phone. Then, if you want to enroll, you will pay your registration fee.

Withdrawals:

No refunds will be issued for technical issues at the user end. **Students must ensure that their internet connection and computer devices meet minimum requirements for using Zoom—before registering for courses or lectures.** (See above section on *Computer Requirements for details.*)

To withdraw from a course, contact the RENESAN office at (505) 982-9274. Withdrawals before the first day of a course will receive a refund based on payment method, less a \$10 fee per transaction.

No refunds will be issued for withdrawals after a course begins.

Gift Certificates:

Gift Certificates for RENESAN courses and lectures are available via the RENESAN office.

Scholarships:

RENESAN maintains a scholarship fund that enables students requesting financial assistance to participate in our programs. Scholarship applications are available via the RENESAN office. All requests are confidential.

Guests:

After registering, you will receive a link with your receipt via e-mail to access Fall 2020 courses. **Please do not share this link.** Students who violate this policy may be removed from future virtual courses and/or lectures.

Snow Days:

Though courses are virtual, inclement weather can still impact our ability to host courses. RENESAN follows the snow closure policy of Santa Fe Public Schools. Course sessions and lectures are cancelled when the Santa Fe Public School system announces school closure. In case of a two-hour or three-hour delay, morning sessions will run from 10:30AM to 12:30PM; afternoon sessions will run as scheduled. When Santa Fe Public Schools close early because of inclement weather, all RENESAN programs will be cancelled for the rest of that day. If possible, make-up sessions will be scheduled for cancelled course sessions and lectures. Students who are unable to participate in rescheduled programs will receive a refund.

For information on Santa Fe Public School closures, go to www.sfps.info or tune in to KOB News 4, KOAT News 7, or KRQE News 13.

Cancellations:

If a course is cancelled for whatever reason, every attempt is made to reschedule the program. If rescheduling is not possible, students are refunded fees according to how payment was made. Credit card payments are credited back to the credit card. Cash and check payments are refunded by check. Students who are unable to participate in rescheduled programs receive a refund.