College at 60 has been a core program at Fordham University for more than 40 years. An initiative of the Fordham School of Professional and Continuing Studies, the program offers noncredit courses in areas such as creative writing, U.S. history, philosophy, and literature. The name “College at 60” refers to our location at Fordham’s Lincoln Center campus on West 60th Street and also to our students—most of whom are over 60.
Tuition
- $400 each noncredit course for all students (includes all student fees)
- No tuition refunds or tuition waivers will be granted after the second week of classes, regardless of class attendance.

Class Times and Semesters
All classes are held at Fordham’s Lincoln Center campus at West 60th Street and Columbus Avenue. The fall semester runs from September to December; the spring term runs from February to May. Daytime courses are offered once a week for a two-hour class session, either from 10:30 a.m. to 12:30 p.m. or from 1:30 to 3:30 p.m. Course listings and schedules are published in a brochure each May and December. They can also be found at fordham.edu/collegeat60.

Extra Privileges
The College at 60 program provides a free afternoon lecture series each term on Wednesday afternoons. The schedule for the lectures is distributed by mail and email.
Participation in College at 60 also entitles you to attend campus events and to use all Fordham facilities, such as the Fordham libraries, computer centers, cafeterias, bookstore, and classrooms at the Manhattan, Bronx, and Westchester campuses.

Eligibility and Admission
College at 60 welcomes adults over 60 who have a desire to develop their intellectual interests and a capacity for college-level reading.

How to Apply and Register
For all College at 60 students, registration will begin on Friday morning, December 6, 2019, at 10 a.m. through the University’s online portal at my.fordham.edu and will continue until the first day of the term, February 3, 2020.

NEW STUDENTS WHO HAVE NEVER TAKEN A COLLEGE AT 60 COURSE
The first step is to call the College at 60 program to arrange an introductory meeting with the assistant director of the program, during which you can complete a brief application form detailing your interests and expectations and discuss whether the program is a good fit for you. At that time, applicants may register for any available class in the upcoming semester.

CONTINUING STUDENTS AND RETURNING STUDENTS WHO HAVE PREVIOUSLY TAKEN A COLLEGE AT 60 COURSE
Students who have already taken courses in the College at 60 program should register for the next semester’s courses through the online portal.
If you cannot or will not use the online technology, you can call the College at 60 office to register by phone. However, manual registration may be delayed; online registration is more immediate and you’ll receive an instant confirmation.
Europe’s Past: European Society and World War I  
10:30 a.m. – 12:30 p.m. | Cira Vernazza | CRN #39780

Using history, literature, and film, we will explore the causes, social conditions, cultural changes, and aftermath of World War I, “the war to end all wars,” in European society. We will look at films such as The Shooting Party, Grand Illusion, and Paths of Glory and read literature such as the works of WWI poets and All Quiet on the Western Front. Assigned readings will be supplemented by handouts. Recommended (but not required) reading for the course includes Paul Fussell’s masterwork, The Great War and Modern Memory, and Adam Hochschild’s To End All Wars, which capture the way of life that was lost during the period.

Studies in American Literature: Short Stories from Tall Tales to Modern Masters  
1:30 p.m. – 3:30 p.m. | Laura Greeney | CRN #39783

This course examines the development of a distinctively American literary form: the American short story, from its beginnings in the sketch and the tale to its postmodern, New Yorker magazine incarnation. The course explores the growing diversity in the short story form, as regional writers from rural America, women authors, immigrants, and authors of color took their place beside the Old Masters. Writers to be studied include Washington Irving, Herman Melville, Kate Chopin, Charles Chesnutt, Eudora Welty, Ralph Ellison, John Updike, Colson Whitehead, Te-Ping Chen, and Akhil Sharma.
Courts, from the New York State Family Court to the U.S. Supreme Court, in perspective. In so doing we will analyze the role of the legislature and the concepts we will address, both from a social science and legal legitimacy, divorce, custody, domestic violence, and child abuse are some of evolved, if it has indeed evolved, to address those changes. Marriage, changed its view. This course will examine the changes that have occurred among people. Concurrently, though not necessarily simultaneously, much monumental changes in how society views relationships between and among family members. In the last century and a half, there have been the law that governs those relationships has also changed, sometimes by statute, sometimes by judicial decision, but always because society has looked at issues of Russian self-identity; Russia’s economy; her relations with her neighbors, with a particular focus on Ukraine; and her place in global affairs, using short books and foreign policy articles.

Family law is the area of the law that defines the personal interrelationships of people, and thus touches individuals in a way that many other aspects of the law do not. How we define a family, its creation and makeup, how we address stresses within the family unit, and how it dissolves are all very personal issues that affect most people at some point in their lives. Family law is that body of law that codifies how society structures “family” and how government, on behalf of society, addresses breakdowns within the family and among family members. In the last century and a half, there have been monumental changes in how society views relationships between and among people. Concurrently, though not necessarily simultaneously, much of the law that governs those relationships has also changed, sometimes by statute, sometimes by judicial decision, but always because society has changed its view. This course will examine the changes that have occurred within the family over the past hundred years and how family law has evolved, if it has indeed evolved, to address those changes. Marriage, legitimacy, divorce, custody, domestic violence, and child abuse are some of the concepts we will address, both from a social science and legal perspective. In so doing we will analyze the role of the legislature and the courts, from the New York State Family Court to the U.S. Supreme Court, in defining the family in 21st-century America.

**Europe’s Past: Putin’s Russia in Historical Context**
10:30 a.m. – 12:30 p.m. | Richard Hresko | CRN #39784
Historians argue that the collapse of the Soviet Union and the establishment of U.S. hegemony in 1991 ushered in an area of post-history. Thirty years later, Vladimir Putin has reshaped Russia and made her once again a major player on the world stage. This course will examine what Putin’s Russia is, how it is similar and dissimilar to its Tzarist and Soviet predecessors, and what Putin’s apparent tactical and strategic goals are. We will look at issues of Russian self-identity; Russia’s economy; her relations with her neighbors, with a particular focus on Ukraine; and her place in global affairs, using short books and foreign policy articles.

**Issues in Political Science: Family Law and Society**
1:30 p.m. – 3:30 p.m. | Marybeth Richroath | CRN #40131
Family law is the area of the law that defines the personal interrelationships of people, and thus touches individuals in a way that many other aspects of the law do not. How we define a family, its creation and makeup, how we address stresses within the family unit, and how it dissolves are all very personal issues that affect most people at some point in their lives. Family law is that body of law that codifies how society structures “family” and how government, on behalf of society, addresses breakdowns within the family and among family members. In the last century and a half, there have been monumental changes in how society views relationships between and among people. Concurrently, though not necessarily simultaneously, much of the law that governs those relationships has also changed, sometimes by statute, sometimes by judicial decision, but always because society has changed its view. This course will examine the changes that have occurred within the family over the past hundred years and how family law has evolved, if it has indeed evolved, to address those changes. Marriage, legitimacy, divorce, custody, domestic violence, and child abuse are some of the concepts we will address, both from a social science and legal perspective. In so doing we will analyze the role of the legislature and the courts, from the New York State Family Court to the U.S. Supreme Court, in defining the family in 21st-century America.

**Studies in Philosophy: Existentialism**
1:30 p.m. – 3:30 p.m. | Babette Babich | CRN #39786
This course will discuss the main concepts of existentialist thought, including being and existence, nihilism and nothingness, anxiety and the curse of individual freedom. We will also discuss the existential analysis of life in Algiers (Camus), desire and bad faith (Jean–Paul Sartre), and “the other,” i.e., Sartre’s definition of hell. We will read the classical existentialism of Simone de Beauvoir in The Second Sex in addition to inquiring into the current status of existentialism.

**Creative Writing: Inside the Museums**
1:30 p.m. – 3:30 p.m. | Nina Goss | CRN #39787
In this writing class, students will develop two substantial pieces of writing through engagement with artworks via multiple visits to the Metropolitan Museum of Art. The class will write in the museum galleries and share aloud their work in the galleries, while classroom sessions will entail closer and more writerly attention to the work as it develops. Please note that fees are required for our self-guided museum visits—these are less than the ordinary admission fees, yet the museums require them regardless of a person’s membership status. Details of specific visits will be explained during our first class session. No writing experience or knowledge of art history is necessary.

**Religion and Culture: The Torah and Prophets of Ancient Israel**
10:30 a.m. – 12:30 p.m. | Byron Shafer | CRN #39797
This course is a study of two of the three sections of the Hebrew Bible (Old Testament): the Torah (the books of Genesis through Deuteronomy, with their accounts of creation, the patriarchs and matriarchs, the exodus from Egypt, the giving of the commandments, and the 40-year wilderness wandering); and the books of the prophets (Joshua through II Kings, excluding Ruth, and Isaiah through Malachi, with their testimony first to the wanderings); and the books of the prophets (Joshua through II Kings, excluding Ruth, and Isaiah through Malachi, with their testimony first to the controversies between kings and prophets as Israel and Judah sought to live in accordance with God’s will and then to the reconstitution of the Jewish people following the fall of monarchy and the nation-state).

**Topics in History: The Evolution of the U.S. Constitution**
10:30 a.m. – 12:30 p.m. | Howard Krukofsky | CRN #39798
The U.S. Constitution is one of the extraordinary codes of law in history, the culmination of the development of liberty within a self-governing republic and the model for modern democratic government. Yet the course of its interpretation has been contentious and often divisive, revealing fundamental schisms between liberalism and conservatism, between...
citizenship and partisanship, in the quest for an American identity. This course will focus on the evolution of American constitutionalism over the past two centuries, addressing the history of constitutional interpretation in the context of the political, economic, and social developments in the American experience.

THURSDAY February 6 to May 7

**America’s Past: The Roberts Court, 2005 to the Present**
10:15 a.m. – 12:15 p.m. | Juliana Gilheany | CRN #39799
This course examines America’s economic, political, religious, and social history through the prism of influential and controversial Supreme Court cases as we study the court from 2005, when John Roberts was named chief justice, to the present. First, we will discuss the major decisions from 2005 to 2016. Then, beginning with the death of Justice Antonin Scalia, we will analyze the decisions of the eight-person court in light of the Senate’s refusal to take up the nomination of Judge Merrick Garland. We will continue with the effects of the confirmation of Justice Neil Gorsuch, the retirement of Justice Anthony Kennedy, and the searing proceedings for confirmation of Justice Brett Kavanaugh on the “new” Roberts court from 2016 to the present.

**Issues in Psychology: Voices of Women**
10:30 a.m. – 12:30 p.m. | Marie Sheehan | CRN #39800
The voice of Ruth in the Old Testament, as well as the modern voice of Mary Gordon, helps to illuminate hidden truths about all women. Women's voices through the ages have expressed the pain and protest of their lives and have also defended the moral demands of their tribal group. Selected readings throughout history will be used to show how women's voices ultimately opened up the past to change and reform.

**Studies in Art History: Concepts and Issues in Landscape Painting**
10:30 a.m. – 12:30 p.m. | Sharon Suchma | CRN #39801
This course looks at the way images of landscapes have changed over time in both their appearance and function. Whether they designate a sense of space in the Neolithic world, a visual escape for the ancient Romans, the embodiment of the sublime for Romantic painters, the fantastical for the Surrealists, or the political for 20th-century American and European painters, landscapes have been a consistent and important genre of art history, operating as vehicles for both personal and social voices, concerns, and expressions throughout humanity. Although mainly working within the Western tradition, we will also consider some non-Western cultures, such as China, that valued landscape painting for both its representation of the natural world and inherent symbolism of moral and spiritual sophistication.

**Studies in Music History: Celebrating Beethoven’s 250th Birthday**
11:30 a.m. – 1:30 p.m. | Kathryn John | CRN #39483
Beethoven stood at the peak of the Viennese Classical tradition, and he also opened the future of music to a new romanticism. This course will explore his mastery of the styles and formal structures of Haydn and Mozart and the ways he infused these with increasing power, breadth, emotion, and strength. Major instrumental works to be studied will include symphonies, concertos, sonatas for piano, sonatas for violin and piano, piano trios, and string quartets. Major vocal works will include Beethoven’s only opera, Fidelio, as well as the Missa Solemnis and Symphony No. IX.

**Studies in Comparative Literature: Masterpieces of Social Criticism from Swift to Orwell (and Beyond)**
1:30 p.m. – 3:30 p.m. | Douglas E. Golde | CRN #39802
This course will cover works by major writers who explore social problems with the aim of recognizing and correcting them. Moving chronologically, we will begin with Swift’s ironic A Modest Proposal, written in the 18th century. We will then read Molière’s The Misanthrope, Schiller’s The Robbers, and selected essays by Schopenhauer, which we will contrast with the later views of Virginia Woolf. Twentieth-century works will include Henry Miller’s The Air-Conditioned Nightmare and Orwell’s great dystopian novel, 1984. Contemporary critiques of culture will include Neil Postman’s Amusing Ourselves to Death; Nicholas Carr’s The Shallows, which is a brilliant treatment of the byproducts of gadgetry; and Paul Fussell’s Bad, a work that combines tragedy and farce in its account of everything from poetry to airports.

**Studies in Social Science: A Global Cinema in Social Context**
1:30 p.m. – 3:30 p.m. | Robert Spiegelman | CRN #39803
This course is a cross-cultural celebration of the most influential films, directors, and genres of the global pantheon. The course will examine films from the golden age of Hollywood like Casablanca and Citizen Kane, and move to Italian neorealism with The Bicycle Thief and to the French New Wave with 400 Blows. We will explore the Cold War in The Third Man and Dr. Strangelove before turning to the new Hollywood classics of Easy Rider, Chinatown, and Nashville. We will sample pearls from China’s cinema, such as Farewell My Concubine and 2019’s Saturday Fiction, as well as recent great documentaries by Errol Morris such as The Thin Blue Line and Wormwood and Ava DuVernay’s When They See Us. Students are asked to first view the films at home (via DVDs from libraries and/or many online services), and then we review clips in order to analyze and discuss them in class. Useful and easy-to-learn sociological concepts will be taught and will add great value to our analyses.
Babette Babich, Ph.D., Boston College
After studying biology, Babich turned to philosophy, writing her dissertation in Germany and Belgium. A professor of philosophy at Fordham, she has also taught in Milwaukee, San Diego, the German city of Tübingen, and Washington, D.C. Babich is the author of *The Hallelujah Effect: Philosophical Reflections on Music, Performance Practice, and Technology; Words in Blood, Like Flowers; and Nietzsche’s Philosophy of Science*. She is a contributing editor of several book collections on continental philosophy of science, aesthetics, and critical theory, and serves as executive editor of the journal *New Nietzsche Studies*.

John Erman, B.A., UCLA
Erman has been directing films and television since the early 1960s. He has won an Emmy, two Director’s Guild awards, the Christopher, the Peabody, and the Humanitas Prize. He has worked with stars such as Claudette Colbert, Henry Fonda, Olivia de Havilland, and Marlon Brando. He is perhaps best known for his work on *Roots* and the first film about AIDS, *An Early Frost*. He currently teaches in the film programs at New York University and Columbia University.

Juliana Gilheany, Ph.D., New York University
Gilheany had been with College at 60 for more than 15 years. Her areas of specialization in American studies include foreign relations, Supreme Court cases, women’s history, and the Civil War. She has taught in other colleges of Fordham as well as Manhattan College and New York University.

Douglas E. Golde, M.A., Columbia
Golde has been teaching English over three decades. He studied with Lionel Trilling and Jacques Barzun at Columbia, and he studied philosophy with Sir Isaiah Berlin at Oxford. He was awarded Fordham’s Presidential Fellowship for outstanding work in English, and his many other awards for teaching include grants from the National Endowment for the Humanities and a Distinguished Fellowship to the National Humanities Center, where he was in a unique program called The World, the Self, and the Text. He has also written a comic novel now being prepared for publication.

Nina Goss, Ph.D., University of Washington
In addition to more than 20 years of teaching courses in writing and literature, Goss is the editor of *Montague Street*, a print journal, as well as co-editor of and contributor to a book of essays, *Dylan at Play*, from Cambridge Scholars Press. Her most recent publication is a volume of essays she has co-edited and contributed to, *Tearing the World Apart: Bob Dylan and the Twenty-First Century*.

Laura Greeney, Ph.D., Fordham University
Greeney has combined careers in publishing and teaching and has taught American and British literatures and composition at Fordham, for the Elderhostel (now Road Scholar) program, and at the Institute of American Language and Culture since 1988. She is creator of Song and Story, a two-part program on literature and music first presented at the College at 60. Her research interests include the intersection of literature and music and the portrayal of women in 19th- and early 20th-century British and American literature.

Richard Hresko, M.S., NYU; M.A., Fordham University
Currently an adjunct lecturer at both Fordham University and the City University of New York, Hresko has been teaching university courses since 1980, including classes in economics, statistics, general and organic chemistry, and history from antiquity through the 20th century. His academic interests throughout his career have ranged from computer modeling of proteins in aqueous solutions to why medieval England imported iron, and he is currently working on the technology and economics of medieval arms and armor.

Kathryn John, M.A., New York University
A recipient of Fordham’s prestigious *Bene Merenti* medal, John teaches music history at Fordham University and maintains a private practice of music instruction. She has been with College at 60 since 1984. Her degree specialty is the works of Ludwig von Beethoven, and she has taught numerous classical music courses on opera, symphony, concerto, and great composers.

Howard Krukofsky, M.A., Columbia University
Twice a recipient of Fordham’s prestigious *Bene Merenti* medal, Krukofsky has been on the faculty for over 40 years, teaching American, intellectual, and European history. He retired as the director of pre-professional programs at CUNY’s Hunter College and is a national officer of the Phi Beta Kappa Society.

Marybeth Richroath, J.D., St. John’s University School of Law
A retired judge with over 20 years of service on the New York state bench in Queens Family Court, Richroath also spent many years as a prosecutor for the Manhattan District Attorney’s Office in their trial division and in juvenile crime/family court. In addition, she was the administrator for the first New York City Trade Waste Commission, which was created to combat organized crime in the city’s private carting industry. As an adjunct at Fordham University for the last several years, she has taught courses in her areas of specialty—family law, youth and the law, organized crime, and human trafficking.
Byron Shafer, Ph.D., Harvard University
An emeritus associate professor of theology and religious studies at Fordham and the pastor emeritus of Rutgers Presbyterian Church in Manhattan, Shafer also served for many years as the Protestant host of Religion on the Line, an interfaith call-in radio program on WABC. In retirement, he has been a visiting professor of Old and New Testaments at United Theological College in Bangalore, India, as well as an adjunct professor at Fordham.

Marie Sheehan, Ed.D., Columbia University
A recipient of Fordham’s prestigious Bene Merenti medal, Sheehan has been teaching psychological issues at College at 60 since its inception in 1973. She also maintains a private therapeutic practice.

Robert Spiegelman, Ph.D., City University of New York
Spiegelman is a sociologist who has incorporated film for many years as an integral part of his courses at Fordham, Long Island University, and the College of Staten Island. He is an accomplished statewide public speaker with the New York Council for the Humanities. In addition to his innovative sociology/film courses for College at 60, he also teaches sociology of media and urban sociology at Fordham College at Rose Hill and Fordham College at Lincoln Center. Spiegelman is an original member of Fordham’s groundbreaking Excel program, a pioneer in lifelong learning and adult education. He is also a screenwriter and creative producer, with several feature film and documentary projects under development.

Sharon Suchma, Ph.D., City University of New York
An alumna of Fordham’s Medieval Studies program, Suchma earned her doctorate on the photography of 1930s America. In addition to teaching at Fordham, she has taught courses on modern art and the history of photography in a number of colleges, including Pratt, Parsons, the New School for Design, Fairleigh Dickinson University, and Brooklyn College. She has also done curatorial work for shows that focus on the history of abstract art in New York City.

Cira Vernazza, M.A., Fordham University
Currently an associate dean in Fordham’s School of Professional and Continuing Studies and director of the College at 60 program, Vernazza has taught modern European history for over 15 years at Fordham. Her degree speciality is British and European history of the 16th and 17th centuries, and she is a recipient of the University’s Archbishop Hughes Medal for Service.