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 the age of 60.
**Tuition**
The tuition for each noncredit course in the College at 60 program is $400. This tuition charge includes all student fees.

**Refund Policy**
No tuition refunds or tuition waivers will be granted after the second week of classes, regardless of class attendance.

**Class Times and Semesters**
Fordham University plans to resume on-site classes for the fall 2021 term, and we look forward to welcoming you back to our campus. In cases where students are unable to join us on-site, our faculty will hold a simultaneous live Zoom session each week so that you may participate in the classes remotely.

Classes are held at Fordham’s Lincoln Center campus located 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.

**CAS Student Privileges**
Participation in College at 60 entitles you to attend open-access Fordham 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.

College at 60 periodically offers afternoon lecture events during each semester at no additional cost to our students. Notifications on lecture events are disseminated by email and through your class instructors.

**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. Our students thrive in an engaging and vibrant learning environment that values community learning and diverse subject areas.
How to Apply and Register

For all College at 60 students, registration is handled through the University’s online portal at my.fordham.edu and will continue until the first day of the term. Registration for the fall 2021 term will open on Monday, May 3, 2021, at 10 a.m.

NEW TO COLLEGE AT 60?
If you have never taken a class with College at 60, the first step is to call the College at 60 program office to arrange an introductory meeting. During the meeting, a member of our team will ask about 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. All meetings will be conducted by phone, until further notice.

RETURNING STUDENTS
Students who have already taken courses in the College at 60 program should register for the next semester’s courses through the my.fordham.edu online portal. If you need assistance, you can call the College at 60 program office to register by phone. Please note, however, that manual registration may be delayed; online registration is more immediate and will confirm your course selection.

Contact Information

DIRECTOR
Nicole Bryan
Associate Dean for Academic Programs
collegeat60@fordham.edu

FORDHAM SCHOOL OF PROFESSIONAL AND CONTINUING STUDIES
College at 60
113 W. 60th St.
Lowenstein Center, Room 301
New York, NY 10023 (212)
636-6372
fordham.edu/collegeat60
Classes start the week of September 20, 2021. Please refer to your syllabus for class meetings.

### SEPTEMBER

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Monday, September 20 – First day of classes for the term

### OCTOBER

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
</tbody>
</table>

Monday, October 11 – Columbus Day – University closed

### NOVEMBER

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Wednesday, Thursday, and Friday, November 24, 25, 26 – Thanksgiving recess – University closed

### DECEMBER

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>27</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
</tbody>
</table>

December 17 – Last day of classes for fall 2021 term
December 23 – University closes
TOPICS IN HISTORY
China in the 21st Century
“CLOSED”
1:30 – 3:30 p.m. | Richard Hresko | CRN #45912
Just as many predicted that the 20th century would be America’s century, China has been touted as the favorite to dominate the 21st. In this course, we will look at China’s position in the world today and explore the signals that this nation is sending. Along the way, we will look carefully at China’s self-image, how that conception interacted with the traumas inflicted on it from the 1840s through World War II, and how it was recast in the second half of the 20th century. We will then consider the strategies China uses now to deal with the world from a position of increasing strength. China’s relations with her nearest neighbors, Russia and India, will be explored, as well as her growing presence in the Mideast and Africa as a colonial power. China’s interactions with the U.S. will be examined at length, due to the complexity and importance of their relationship. Finally, we will look at China’s tendencies and revealed attitudes toward crucial worldwide issues, such as globalization, COVID and possible future pandemics, and the existential threat of global warming. We will use materials from foreign policy journals and other sources for a deeper look behind the headlines.

STUDIES IN PHILOSOPHY
An Introduction to Philosophy
“CLOSED”
1:30 – 3:30 p.m. | Babette Babich | CRN #43685
This course explores philosophical concepts of the nature of being human, from its inception in Greek antiquity through to the modern definition of the human subject as the foundation of scientific and secure knowledge, in addition to contemporary critical reflection on the human being. Readings underscore the importance of genuinely philosophical questioning or critical thinking, especially including reflection on traditional assumptions.

LITERARY STUDIES
Reality Has Always Had Too Many Heads: An Introduction to Literary Theory
1:30 – 3:30 p.m. | Nina Goss | CRN #45914
Although literature has been an object of critical and philosophical analysis in Western culture beginning at least with Aristotle and Plato, the field we know as literary, or critical, theory grew to a crucial and contentious area of intellectual life in the 20th century and remains flourishing and contentious. In this class, you will put to use the ideas that have challenged, exploded, and
invigorated our relationships to literature, culture, language, and meaning
itself. We will work roughly chronologically, and engage with topics including the problem of liberal humanism; structuralism; poststructuralism and deconstruction; postmodernism; Marxist criticism; psychoanalytic criticism; postcolonial criticism; trauma theory; feminist theory; queer theory; and critical race theory. We'll look at frameworks emerging as “post-theory,” including aestheticism, and we'll take a side trip to language poetry. The course will entail substantial amounts of challenging reading, and sessions will be very interactive. You may enter the class as a liberal humanist, and leave it as a liberal humanist, but you will never again take for granted your relation with any literature that has moved, taught, or inspired you.

THURSDAY
September 23 to December 16

AMERICA’S PAST
The Great Tragedies of the Civil War and Reconstruction
10:30 a.m. – 12:30 p.m. | Juliana Gilheany | CRN #43688
The year 2021 marks the 160th anniversary of the beginning of the Civil War. We examine the war’s root causes: economic and political, legal and constitutional, ideological, and moral. We will study the major figures and the common people of the period—Lincoln and Davis, Grant and Lee, Douglass and Tubman, Brown and Booth, northerners and southerners, abolitionists and slave owners, civilians and soldiers, politicians and spies, and the slaves, in bondage and dubious freedom. Our discussions will include the major battles: Antietam, Shiloh, the Wilderness, Vicksburg, Gettysburg, and the great events and historical turning points: the Emancipation Proclamation, the Gettysburg Address, Sherman’s March to the Sea, Appomattox, and the assassination of Abraham Lincoln. We also examine the aftermath of the war: its costs and consequences as the country moved into Reconstruction and “Redemption” and continued racism and segregation.

LITERARY STUDIES
Poems of Paintings
10:30 a.m. – 12:30 p.m. | Sharon Suchma | CRN #45915
In 19 B.C., when Homer stated “as is painting so is poetry,” he was suggesting that poems could and should be held to the high esteem granted to the visual arts. The Classical Western world understood the comparison, as students used ekphrasis—a literary trope in which words describe a visual reality as vividly as possible—to practice their skills in rhetoric. The term now specifically encompasses poems that visualize paintings. This class will consider this interrelationship between the written and visual arts by studying paintings and sculptures that have inspired writers to duplicate them in words. Each session will focus on one or two paintings (including background on the artist or movement) and their accompanying poems. Some of the artists and writers to be studied include Edward Hopper, Sylvia Plath, Rembrandt, Allen Ginsberg, Edvard Munch, William Carlos Williams, Pablo Picasso, and W. H. Auden.
STUDIES IN MUSIC HISTORY
Great Composers and Their Symphonies
1:30 – 3:30 p.m. | Kathryn John | CRN# 46620

In this course, we will study the origins and development of the musical form that came to be known as the symphony, from its earliest iterations in the mid-18th century through the 20th century. We will address such questions as what a symphony is, who composed these large-scale works, when and where this orchestral form originated, how it developed, and who has been able to hear live symphonic performances. We will examine, in detail, representative works of the great composers, such as Haydn, Mozart, Beethoven, Schubert, Dvorak, Brahms, Mahler, Tchaikovsky, Ives, Gorecki, and others.

TOPICS IN HISTORY
The Sixties: From Camelot to Chaos
10:30 a.m. – 12:30 p.m. | Jess Velona | CRN #43694

In the 1960s, a generation of social change was compressed into a single decade. Relive this tumultuous era, from the dynamic leadership of the Kennedys and King to their tragic deaths, to the rise of the counterculture and the civil rights, women’s, and antiwar movements, to the riots and radicalization that provoked a conservative backlash. Read some of the provocative writers who helped spark or chronicle change, from Betty Friedan and Joan Didion to Norman Mailer and Malcolm X. Through video, experience unforgettable moments from the Cuban Missile Crisis to the Chicago convention, and venture overseas for the Prague Spring’s challenge to the Soviets and the turmoil of France’s near-revolution in May 1968. Always up for discussion is whether and how the 1960s continue to shape our politics and culture.

PARTICIPATING FACULTY
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.
Juliana Gilheany, Ph.D., New York University
Gilheany has 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.

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.

Richard Hresko, M.S., NYU; M.A., Fordham University
Currently an adjunct lecturer at both Fordham University and 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.

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.

Jess Velona, J.D., Columbia Law School, M.A., New York University
A former law clerk to then-judge Ruth Bader Ginsburg, Velona has practiced law for 30 years, most recently with the Securities and Exchange Commission. His current teaching includes a litigation course at Columbia Law School, an undergraduate course on African American history at the College of Staten Island, and courses in European and American history at Fordham, New York University’s School of Professional Studies, and other adult education programs. Velona has published on the intersection of law and politics, both in legal journals and in a contribution to a recent historical volume, Law and Revolution in Seventeenth-Century Ireland.