



SPRING 2011

Meeman Center

FOR LIFELONG LEARNING

Stress-Free Liberal Arts Education
meeman.rhodes.edu



As a Principal Broker of a real estate investment, sales brokerage and property management organization, I review real estate sales contracts and leases all day, every day.

The Meeman Center offers courses that allow me to engage in a totally different thought and skill set in the evening. I find the courses at the Meeman Center to be very stimulating and they have given me many hours of pleasure and relaxation.

When you register for courses at the Meeman Center you will be exposed to world-class professors who will guide you in a very positive manner through the course material. As an added bonus to the course you will participate in class discussions with members of the class who come from different walks of life, professions and backgrounds.

The discussions in class are very enlightening and will stimulate you when you listen to how your fellow classmates process the same information from the course and apply their life experiences to the class discussion.

When you register for courses at the Meeman Center you will engage in a mind-expanding experience and have the time of your life!

I wholeheartedly recommend that you register for courses at the Meeman Center now!

Marshall Gordon, CPM

Ask one of the more than 200 students who attend the Meeman Center for Lifelong Learning each semester and they will tell you that being at Meeman is about more than taking a class. It's an enduring experience.

From the elegant library in King Hall to the state-of-the-art classrooms to the delicious refreshments, Meeman Center caters to members of the greater Rhodes community with the same standard of excellence we offer our resident students.

If you are looking for an opportunity to mingle with knowledgeable classmates from diverse backgrounds and to access some of the best minds Memphis can offer, register online today for a Meeman Center class at meeman.rhodes.edu or call (901) 843-3965.



LORE OF LITERATURE

The Lore of Literature course presents an appealing array of fascinating literary works for spring. Each of the four works will be discussed for two evenings, the first session led by Dunbar Abston and the second, by a distinguished Rhodes professor. You may register for any pair or pairs, or you may choose to do the whole series of eight classes. Come and enjoy a relaxed study and discussion of the works with a group of intellectually interested adults and a respected and admired Rhodes professor.

Oral History

by Lee Smith

(Random House)

ISBN 978-0-345-41028-3

Mon., Feb. 14 Dunbar Abston

Mon., Feb. 21 Lori Garner, Ph.D.

University of Missouri

Oral History employs multiple narrative voices to recount several generations of a family “curse” in a fictional Appalachian community. Yet despite the novel’s unambiguous status as fiction, Smith relies heavily on her extensive research into actual folklore and folklife. Through close analysis of *Oral History*, we will explore various connections between oral traditions and written literature. How do real-world traditions and beliefs function in the context of the novel? How are ethical issues of folklore collection addressed in Smith’s work? How does Smith’s language convey speaking as opposed to writing narrators, and how does this difference matter for our interpretation? How does Smith’s novel comment on the power of tradition to adapt in a world of increasing modernity?

A Midsummer Night’s Dream

by William Shakespeare

(Pelican Edition 2000)

ISBN 0140054693

Mon., March 14 Dunbar Abston

Mon., March 21 Donald Jellerson, Ph.D.

Vanderbilt University

A Midsummer Night’s Dream is perhaps Shakespeare’s most fanciful comedy, yet a fierce battle of the sexes underlies this fantastical play populated by mythical characters from Greek and English legend. The King and Queen of fairy-land struggle for supremacy, while the real-world King plans to marry the Amazon Queen he has just captured in battle. Caught between the worlds of forest and city, two pairs of young lovers work out their differences. What are the terms of this battle of the sexes, and how is this battle resolved?

Joseph Andrews

by Henry Fielding

(Penguin Classics 1999)

ISBN 9780140433869

Mon., April 11 Dunbar Abston

Mon., April 18 Seth Rudy, Ph.D.

New York University

Henry Fielding wrote *Joseph Andrews*—“a comic Epic-Poem in Prose,” as he styled it—in response both to Samuel Richardson’s wildly successful *Pamela* as well as the wide range of romances, histories and novels of amorous intrigue that preceded it. As the virtuous Andrews and his companion, the parson Abraham Adams, make their way through the English countryside, the narrator takes the reader on a parallel journey through the literary landscape of the eighteenth century. Fielding’s first “novel” examines not only the truth about virtue but also the virtue of fiction in a less than perfect world.

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Dan Cullen's ongoing Examined Life class, with its provocative themes and stimulating discussions, has enriched my life immeasurably.

Sally Shelton

The Portrait of a Lady

by Henry James

(Norton Critical Edition)

ISBN 0-393-96646-1

Mon., May 2 Dunbar Abston

Mon., May 9 Leslie Petty, Ph.D.

University of Georgia

The Portrait of a Lady (1881, rev. 1908) is Henry James' first masterpiece. It is the story of Isabel Archer, a young, idealistic American woman who goes to Europe to "affront her destiny." James' novel not only dramatizes the clash between Old and New World ideals but also interrogates ethical and aesthetic questions and challenges the expectations of the romance plot.

Dunbar Abston, A.B., Princeton; M.B.A., Harvard; M. Philosophy, Literature, Oxford University

Eight Mondays, Feb. 14 – May 9

5:30 – 7:30 p.m., \$240 for all eight sessions, 1.6

CEUs or \$65 any pair or pairs, .4 CEU

There is no discount on pair/pairs of classes.

THE EXAMINED LIFE: THE COMEDY AND TRAGEDY OF TRUST AND DECEPTION

Three of Shakespeare's plays will be read, viewed and discussed in this class: *Othello*, *Macbeth* and *Much Ado About Nothing*.

Daniel Cullen, Ph.D., Boston College
Associate Professor of Political Science

Six Tuesdays, Jan. 4 – Feb. 8

5:30 – 7:30 p.m., \$180, 1.2 CEUs

TAIJIQUAN (T'AI CHI CH'UAN)

It has been characterized as an elegant slow-motion dance, a moving meditation, a lethal martial art. Western science has begun to acknowledge its beneficial effects for arthritis, bone density, prevention of falls, stress reduction, cardiovascular fitness and recovery from heart attacks. To be sure, it can be a doorway to better health and understanding of Chinese philosophy.

Milan Vigil, Director, Yang's Martial Arts Association Taijiquan of Memphis

Spring I Series:

Seven Wednesdays, Jan. 12 – March 2

7:30 – 9:00 p.m., \$99, 1.05 CEUs

(No class February 2)

Spring II Series:

Seven Wednesdays, March 9 – May 4

7:30 – 9:00 p.m., \$99, 1.05 CEUs

(No class March 16 or April 20)

No discounts. Class meets in the second floor aerobics room in the Bryan Campus Life Center.

CHARACTER AND CONSTITUTION IN THE THOUGHT OF THOMAS JEFFERSON

Jefferson is the most complicated and interesting of the American founders. As one scholar put it nicely, he was too philosophical to be a good politician and too political to be a good philosopher. We will explore the perplexing blend of idealism and hard realism in his thoughts on the education of liberal republican citizens, moral goodness and vice in human nature, reason and religion, the economic order of a free people, slavery, and constitutionalism. To complete the picture, we will also consider his revolutionary, and rather nasty, partisanship as well as his presidency.

Text:

Writings

by Thomas Jefferson

ISBN 0-940450-16-X

Stephen Wirls, Ph.D., Cornell University

Associate Professor of Political Science

Five Thursdays, Jan. 13 – Feb. 10

5:30 – 7:30 p.m., \$150, 1 CEU

I am not a native of this area and I am now retired. The courses that I have taken at the Meeman Center have been an invaluable addition to my intellectual and social life here. I think almost all of us benefit more from college the second time around. Thanks for all your efforts and for the time and erudition of your many excellent professors.

Ed Weston



SPAIN: 1898 TO THE PRESENT

The loss of the last American colonies in the war of 1898 forced Spaniards to realize that their *patria* was no longer a world power. Efforts to modernize the country were thwarted by lack of public schools, a medieval agricultural system and the church's opposition to democratic ideas. The Second Spanish Republic (1931-36) implemented agrarian reform, legalized organized labor and promulgated universal suffrage, but these measures were rendered ineffective by anarchism on the left and fascism on the right. A civil war (1936-39) devastated the economy and left Spain under the 36-year dictatorship of Francisco Franco. With Franco's death in 1975 the monarchy was restored in the person of Juan Carlos I, who soon called for free elections, the creation of a democratic government and recognition of regional autonomies. Spain's admission into the European Union in 1986 brought substantial benefits to the nation's infrastructure, and tourism has benefited the economy, but recent economic woes have increased unemployment and aggravated long-standing separatist movements in the nation's two most progressive regions, Catalonia and the Basque country. Spain lost her last American colonies in 1898; could 21st-century Spain lose Barcelona and the Basque country?

Text:

The House of Bernarda Alba

by Garcia Lorca (any edition)

Donald Tucker, Ph.D., University of North Carolina

Professor Emeritus of Spanish

Four Mondays, Jan. 17 – Feb. 7

5:30 – 7:30 p.m., \$120, .8 CEU

A HISTORY OF THE BOOK

You remember learning about Gutenberg, and can't seem to escape news reports about the impending death of the printed book. But what happened in the centuries between? The simple technology of the codex has had massive historical implications. This course will traipse across centuries of publishing history to study how changes in the production of texts effect how they were (and are) consumed. We'll begin in the medieval scriptoria and the invention of a new way to read: silently. We'll review the invention and impact of Gutenberg's press and study the development and bedevilment of copyright law. We'll handle dusty folios, peer through bookworm holes, and trace watermarks. We'll celebrate the invention of newspapers and magazines, and look at the power the novel has had in redefining ideas of self. And we'll discuss how new media forms may be challenging book-based ideologies. Our history is inextricable from the technology of the book.

Elise Lauterbach, Ph.D., University of Virginia
Part-Time Instructor of English

Four Mondays, Jan. 17 – Feb. 7

5:30 – 7:30 p.m., \$120, .8 CEU

If you enjoy challenging and entertaining subject matter, if you enjoy socializing with intelligent and gracious people, if you like listening to and interacting with excellent teachers, join us at Rhodes Meeman Center for Lifelong Learning.

Phyllis and Tandy Brannon

POETRY WORKSHOP

In this course, we will discuss various contemporary poems and workshop poems by participants. The goal will be to gain a better understanding of contemporary poetry and to hone and make your own poems more effective and artful. Copies of contemporary poems will be provided to enhance the discussion. We will talk about various forms of poetry, experimenting with some of them. Students who do not wish to contribute poems may participate, also.

Joan Biddle, M.F.A., The New School University
Four Tuesdays, Jan. 18 – Feb. 8
5:30 – 7:30 p.m., \$120, .8 CEU

THE ART OF MINDFUL LIVING

Ordinarily, we are not in control of our minds. Judgments, thoughts and emotions seem to arise unbidden and often are unwelcome. Rather than controlling our minds ourselves, our minds seem to control us: compelling, driving, urging us in directions it deems fit. As a result, many of us often experience our mental activity as a source of great suffering. Unfortunately, we have been conditioned to seek solutions to this torment in the most unhelpful ways. We often look for solace through intoxicating or anesthetizing substances, amusements and entertainments, incredibly busy lives, over-devotion to work, shopping and acquisition or hours on the Internet. Yet, no one seems to find genuine satisfaction in any of these methods, and the search for relief rages on.

“The Art of Mindful Living” is predicated on the conviction that it is *not necessary* to live at the mercy of an untamed mind. It is possible to cultivate a wholesome mind that will enhance our well-being and the well-being of the whole

world. By developing certain skills, we can actually shape our mental functions in ways that will remove the frantic, driven, distracted, semiconscious qualities from our lives.

These are skills that anyone can develop. They are nothing extraordinary. In this course, we will explain the basic procedures for becoming more attentive to the mind and redirecting the attention in ways that will help individuals engage more fully with life. We will discuss the simplest aspects of living: breathing, sensing, feeling, eating, walking and standing. Then we will work on more challenging things: cultivating compassion for ourselves and others, accepting our mortality and coping with the physical pain of our bodies.

Mark W. Muesse, Ph.D., Harvard University
W. J. Millard Professor of Religious Studies
Six Wednesdays, Jan. 19 – Feb. 23
10:30 AM – 12:30 p.m., \$180, 1.2 CEUs

Register by January 8 to take advantage of our 10% early-bird discount. May not be used in conjunction with any other discounts.

This was the first course I have taken at Meeman Center and I found the instructor exceptional and class members insightful.

A Lifelong Learner



THE JAZZ VOCALIST

This course will explore and compare the different vocal stylings of some of the most important jazz singers of the last 80 years, including Billie Holiday, Sarah Vaughn, Ella Fitzgerald, Eddie Jefferson, Louis Armstrong, Nat King Cole, Betty Carter, Chet Baker, Sheila Jordan, Jon Hendricks, Johnny Hartmann, Frank Sinatra, Shirley Horn, Kurt Elling and Tony Bennett. The class will focus on the manner in which different artists interpret the same song. We will look at instrumentation, tempo, arrangement, emotional quality, interpretation of lyrics, phrasing, ensemble interaction and other facets that are inherent in the delivery of a great song. The class time will be divided among discussion, listening and watching videos of these artists. This is a great course for beginners as well as the more advanced jazz student.

Michael Jefry Stevens, M.A., Queens College
Instructor of Music

Four nonconsecutive Wednesdays

Jan. 19 & 26, Feb. 16 & 23

5:30 – 7:30 p.m., \$120, .8 CEU

Besides the joy of continued learning with scholars and friends, Meeman Center offers the Memphis Community a chance to attend class with Rhodes College professors.

Margaret Wellford Tabor

GREAT DECISIONS IN FOREIGN POLICY

There is one safeguard known generally to the wise, which is an advantage and security to all, but especially to democracies as against despots. What is it? Distrust. —Demosthenes

Sponsored by the Foreign Policy Association, Great Decisions is the centerpiece of the longest-running civic education program devoted to foreign affairs in the United States. The purpose of this course is to empower student participants to discuss global issues shaping U.S. foreign policy and the world. The course consists of eight lectures by faculty members of the International Studies Department or outside experts. Lectures are followed immediately by a discussion. The lecture topics are chosen by the Foreign Policy Association and are considered important and (perhaps) the most controversial foreign policy and international affairs issues of the year. This year's topics include U.S. national security priorities, security in the Horn of Africa, the ascendance of Germany, sanctions as a foreign policy tool, and responding to the financial crisis, among others.

Text:

Great Decisions 2011, Foreign Policy Association

will be ordered by Meeman Center

John F. Copper, Ph.D., University of South Carolina

Distinguished Professor of International Studies

Eight Thursdays, Feb. 3 – March 31

(No class March 17)

6:00 – 8:00 p.m., \$200, 1.6 CEUs

This class will meet in Buckman Hall, Room 108

MOVIES AT THE MEEMAN: THE GREAT DIRECTORS SERIES

Italian film director **Federico Fellini** (1920 – 1993) began his career in post-World War II Rome as a member of the Italian neorealist movement. He developed a distinctive style that blended fantasy with complex and highly realistic imagery. Between the 1950s and the 1970s Fellini made his reputation as one of the 20th century's most influential movie directors, and his relationship with Hollywood—he won the Oscar for best foreign film four times—advanced the American appetite for international films. The class will view three of his Academy Award winning films and discuss the creative style of this master director.

La Strada (1954)

In *La Strada* (The Road), a brutish strongman named Zampano (Anthony Quinn) tours Italy, living in a ramshackle caravan pulled by a motorcycle. He needs an assistant for his act, and from a poor widow at the seaside he purchases her slow-witted daughter Gelsomina (Giulietta Masina). He is cruel to the young woman, but she has an innocence that shields her from the worst of life. Also starring Richard Basehart as “The Fool,” a high-wire artist who falls in love with Gelsomina. (108 mins.)

8 1/2 (1963)

This is an autobiographical film about the trials and tribulations of filmmaking whose title refers to the number of films Fellini had made up to that time. Marcello Mastroianni plays Guido, a film director overwhelmed by the large-scale production he has undertaken. As he struggles to find the inspiration to finish his film, he plunges into an interior world where fantasy and memory impinge on reality. Fellini created both a psychological portrait of Guido's interior world and a surrealistic, circus-like exterior world that came to be known as “Felliniesque.” (138 mins.)

Amarcord (1973)

The title means “I remember” in the dialect of Rimini, the seaside town of Fellini's youth. Thus, the film is about a year in the life of the citizens in a small Italian coastal town during the fascist period of the 1930s. As he looks back on his youth, Fellini effectively captures the essential quality of memory as it is filtered through the rosy tint of nostalgia. The respect, warmth and affection with which the sometimes-grotesque characters are treated reveal Fellini's touching brand of humanism. (123 mins.)

John Rone, M.A., University of Memphis
Director of College Relations

Three Thursdays, Feb. 10 – 24
5:30 – 8:00 p.m., \$99, .75 CEU

No discounts.

John is Memphis' answer to Robert Osborne. John's insights and observations enhance our knowledge of the movies and, therefore make them more interesting and enjoyable. Thank you, John.

A Lifelong Learner



THE SEARCH FOR VALUES IN THE LIGHT OF WESTERN HISTORY AND RELIGION

The spring semester will consider: the Hellenistic culture that dominated the Mediterranean and the Middle East in the wake of Alexander's conquests; the transformation of philosophy as the polis experience is superseded by empire; the rise of Rome and its own culture; the emergence of Christianity out of Judaism, the establishment of the church and the development of a Christian theology and philosophy.

This version of the *Search* course is directed by Professor Daniel Cullen and draws on faculty who regularly teach in the undergraduate program.

Feb. 15 - Who Needs Greek Culture?

Daniel Cullen, Ph.D., Boston College
Associate Professor of Political Science

Feb. 22 - Epicureans, Stoics and the Pursuit of "Happiness"

Daniel Cullen

March 1 - The Roman Republic

Susan Satterfield, Ph.D., Princeton University
Assistant Professor of Greek and Roman Studies

March 8 - The Roman Empire

Susan Satterfield

March 22 - The World of Early Christianity

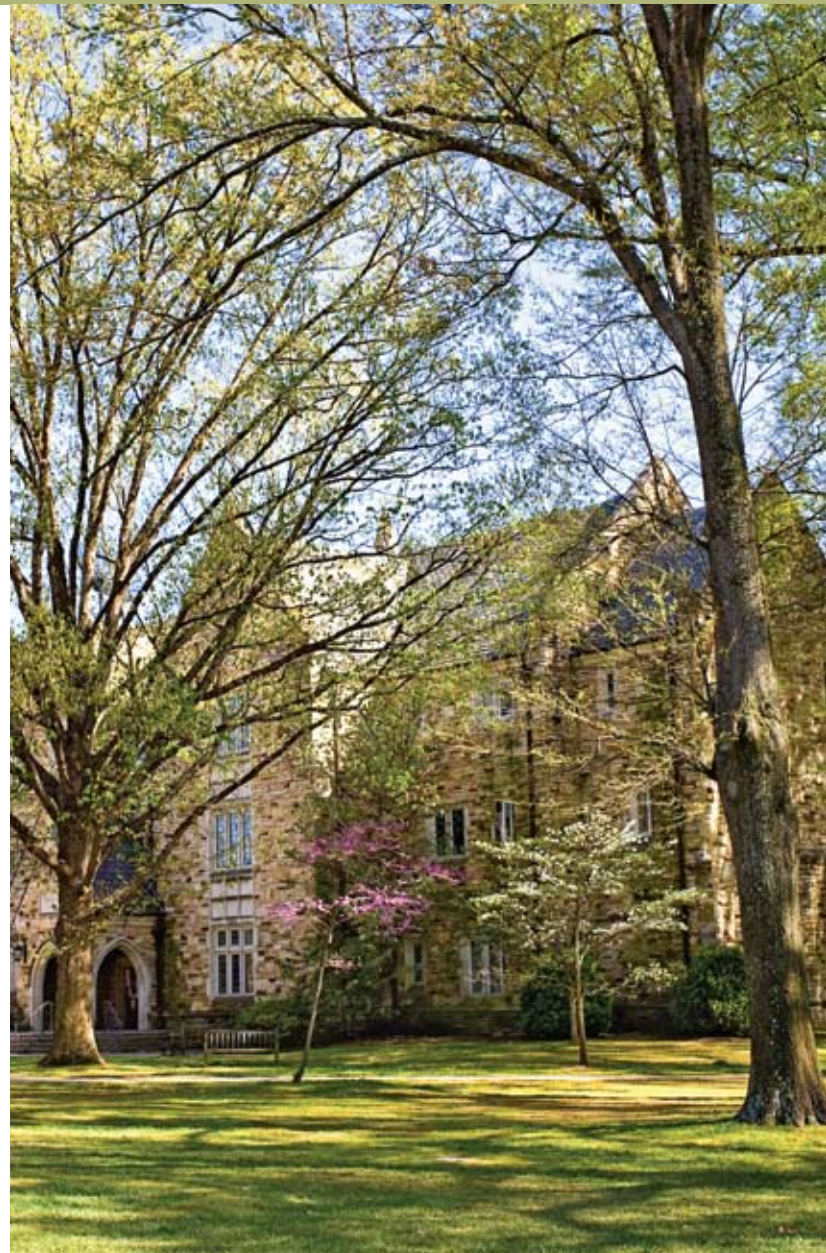
Patrick Gray, Ph.D., Emory University
Associate Professor of Religious Studies

March 29 - The Gospels

Patrick Gray

April 5 - St Augustine's *Confessions*

Michael Nelson, Ph.D.,
Johns Hopkins University
Professor of Political Science



April 12 - Aquinas on Morality and Law

Stephen Wirls, Ph.D., Cornell University
Associate Professor and Chair of Political Science

Eight Tuesdays, Feb. 15 – April 12
(No class March 15)

5:30 – 7:30 p.m., \$240 for all eight classes,
1.6 CEUs

For one or more classes \$40 each, .2 CEU per class

There is no discount on single classes.

FROM AFRICAN MUSIC TO AFRICAN-AMERICAN MUSIC

This course examines the development of musical styles in the Americas that resulted from a combination of African and European sources. Beginning with an overview of how music exists in Africa, the course will explore the creation of blues, jazz and African-American sacred music. In addition, attention will be paid to the music of Central and South America to compare how similar sources came together to create different types of music from those of North America. Through the filter of music, the class will also discuss broader historical issues of race relations, religion and wealth.

John Bass, Ph.D., University of Memphis
Program Manager, Mike Curb Institute

Three Mondays, Feb. 21 – March 7

6:00 – 7:30 p.m., \$90, .45 CEU

No discounts.

Register by January 8 to take advantage of our 10% early-bird discount. May not be used in conjunction with any other discounts.

When I moved to Memphis two and a half years ago, I was delighted to hear of the Meeman Center . . . Some of the courses I have taken are Scottish history, myths of Russia, and a number of different literatures.

Come join us!

Audrey Hyde Gatewood

LIVING LIFE DELIBERATELY: MINDFULNESS MEDITATION IN DAILY LIFE

“I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived.” —Henry David Thoreau

Meditation is about paying attention. It really is that simple. That doesn't mean it is easy. Imagine yourself 85 years old and looking back on your life. Your great-grandchild asks you, “What were the most important things in your life?” What would you say? Your kids? Your partner? The time you spent with friends? It's an easy question to answer. Most of us know what really matters, yet if we stop and look at our day-to-day lives, we notice that we spend an enormous amount of time—perhaps the majority of our time—focused on distractions: anxiety, worry, anger. The idiot who cut me off in traffic. The stupid argument I had with my husband/wife/mother/son three nights ago. Annie Dillard wrote, “How we spend our days is, of course, how we spend our lives.” Meditation allows us to live deliberately, to spend our days, and our lives, paying attention to what really matters.

Each class will open with a brief conversation about readings provided the previous week. Readings will focus on the practical aspects of daily meditation, the history of Buddhist and Christian mindfulness meditations and the science underlying our understanding of meditation. A koan, a story designed to promote understanding of the central tenets of meditation, will be offered to students each week. The majority of each class will be devoted to the practice of a variety of mindfulness meditations. Meditations practiced during the course will include focused breathing, body scans, muscle

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relaxation, visualization, walking meditations and meditations of compassion and forgiveness.

During warm weather, there will be optional meditations offered three mornings every week in Fisher Garden and at the Adrienne McMillan Burns Memorial Labyrinth on campus.

Texts:

A Path With Heart: A Guide Through the Perils and Promises of Spiritual Life

by Jack Kornfield
ISBN 0712657800

Why Zebras Don't Get Ulcers: An Updated Guide to Stress, Stress Related Diseases

by Robert Sapolsky
ISBN 0805073698

Robert Dove, M.A., Smith College
Director of Student Counseling

Seven Wednesdays, March 2 – April 20
(No class March 16)

5:30 – 7:00 p.m., \$200, 1.05 CEUs

**ANCIENT CHINA – PART II:
THE FOUNDATION OF EMPIRE**

As the second part of a four-semester series covering ancient China to 1800, this course begins with the unification of many warring kingdoms into a single empire, an institution that persisted for millennia. Under the Han dynasty, which was contemporaneous with the Roman Empire and comparable in size and might, the famed Silk Road carried luxury goods but also Buddhism and later Islam. The development of literature, religion, philosophy and material culture in Han society all played a role in shaping the character of what became China as we know it today. It is not necessary to have taken Ancient China-Part I to enroll in Part II.

Text:

The Open Empire: A History of China to 1600

by Valerie Hansen (W.W. Norton 2000)
ISBN 0-393-97374-3

Clayton D. Brown, Ph.D., University of Pittsburgh

Assistant Professor of Chinese History

Four Wednesdays, March 2 – 30
(No class March 16)

5:30 – 7:30 p.m., \$120, .8 CEU



The Meeman Center is a gathering place for interesting people who find lifelong pleasure in learning . . .

A Lifelong Learner

THE MEDIEVAL CHURCH: POWER AND THE HOLY

A succinct introduction to the single most formative period in the history of the Catholic Church. During the Middle Ages the Latin church in the West was centralized and institutionalized, rising from the ashes of the decaying Roman Empire to become the most powerful and influential institution in the Western Hemisphere for more than 1,000 years. Topics that will be covered in this course include the rise of the papacy; the formation of canon law; the conflict between church and state; the split between East and the West; papal policy toward pagans, Jews and heretics; and the various crises of the late medieval church that opened the door to an eventual split with Protestant reformers. The focus of the class will be primarily on the political and institutional elements of the church, not the theological and doctrinal developments of medieval Christianity, in so far as the two can adequately be separated.

Alex J. Novikoff, Ph.D., University of Pennsylvania
Assistant Professor of Medieval History

Four Thursdays, March 3 – 31
(No class March 17)

5:30 – 7:30 p.m., \$120, .8 CEU

Register by January 8 to take advantage of our 10% early-bird discount. May not be used in conjunction with any other discounts.

SCOTLAND: THE JACOBITES – WHO WERE THEY AND WHY DID JACOBITISM FAIL?

For many, Jacobitism was the cause of Bonnie Prince Charlie and the final and dramatic failure of the movement on Culloden Moor on April 16, 1746. However, lost in the romance of “The Young Chevalier,” Jacobitism posed a very real challenge to the Scottish and later British state for well over 50 years. In 1689, 1719 and again in 1745-46 Scottish supporters of the exiled Stuarts mounted military expeditions against the Whig and Hanoverian establishments. In addition, risings were planned, but were either abandoned or aborted in 1708, 1722, 1741 and 1744.

Derived from the Latin for James, Jacobitism drew its initial motivation by opposing the deposition of James VII of Scotland, who was also James II of England. In England, Jacobitism was in the main a social form of political disaffection, which preferred getting on the wrong side of a claret bottle than a bullet or bayonet, but its Scottish counterpart was consistently more threatening. This was because in Scotland the events following the exile of the Stuarts took a particularly violent form which was fed by widespread social, economic, religious

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and political disaffection during the last years of the 17th century. The Act of Union of 1707 conceived and signed with a view to remove the frictions between England and Scotland, had included the acceptance of the Hanoverian succession, and thus, along with post-treaty commercial dissatisfaction had, in the end, only hardened support for the exiled Stuarts.

While the twin issues of dynastic legitimacy and the fate of Episcopalians were central to Scottish Jacobitism, the movement had an added subtext, that of its place in the diplomatic struggles over the balance of power in Europe. Thus the movement, including the emergence of a distinct Jacobite culture, was all the more serious because the Highland clans were the only disaffected group within Scotland, England and Ireland that retained the capacity for armed rebellion and were therefore vital in providing the movement with military muscle.

By 1746 the Jacobite movement was dead. But clearly Jacobitism was a complex phenomenon that had its origins in a diverse sequence of events. Yet in spite of the movement having survived for more than 50 years, and that it appeared to reinvent itself on more than one occasion, and its supporters were politically, socially and religiously diverse, it failed – the question is why?

Text:

The Jacobites: Britain and Europe, 1688-1788

by D. Szechi (Manchester: Manchester University Press 1994)

ISBN 9780719037740

William Maynard, Ph.D., Durham University,
England

Associate Professor of History, Arkansas State
University

Four Mondays, March 7 - 28

5:30 – 7:30 p.m., \$120, .8 CEU

1611 AND ALL THAT: THE MAKING AND CULTURAL MEANING OF THE “AUTHORIZED VERSION” OF THE BIBLE

2011 will see a torrent of celebrations of the 400th anniversary of one of the most influential books in Western, and particularly English-speaking, culture: the 1611 translation of the Bible known as the “King James” or the “Authorized Version.” In this course we will set the event of the 1611 translation of the Bible in its many contexts: in the period before its publication, we will consider how the Bible came to be published at the beginning of the age of print in the 15th century; the development of the new science of humanistic editing and how that was applied to the most sacred and potentially dangerous of texts; the centrality of debates over editing and translation to the disintegration of Western Christendom into Catholicism and a multitude of Protestant denominations; the history of translations into English, from Wyclif through Tyndale to the creators of the Calvinist “Geneva” Bible and the Catholic “Douai-Rheims” version; and the attempts to impose a single, “official” translation on the English and Scottish state churches, the only positive outcome of the attempt to unify the “Anglicans” and the Scots Presbyterians. We will look at the text of the 1611 Bible and its influence on other writing in English; and the course will end by looking at the “reception history” of the 1611 Bible in the centuries that followed its publication.

Michael Leslie, Ph.D., University of Edinburgh
Professor of English Literature

Dean, British Studies at Oxford

Six Wednesdays, April 6 – May 11

5:30 – 7:30 p.m., \$180, 1.2 CEUs

ARCHAEOLOGY OF THE NEW TESTAMENT WORLD

Using archaeology and the Bible, along with other texts written during the Roman period, this class will explore the social and political world of the first Christians. Who joined the Christian movement? What cities became key centers for the religion? Why these cities? What was it like for Jesus to grow up in ancient Galilee? To what extent were the earliest believers in Jesus opposed to Roman rule?

Text:

The HarperCollins Visual Guide to the New Testament: What Archaeology Reveals about the First Christians

by Jonathan L. Reed (HarperOne 2007)
ISBN 0060842490

Milton Moreland, Ph.D., Claremont
Graduate University
Associate Professor of Religious Studies

Four Thursdays, April 7 – 28

5:30 – 7:30 p.m., \$120, .8 CEU



THE RESPONSIBLE SELF

The Responsible Self is a book by H. Richard Niebuhr in which he develops an interesting typology of how we might understand the self in the context of ethical demands. He calls them: the self as maker, the self as citizen, the self as answerer. The class will relate this typology to three classical figures: Odysseus in Homer's *Odyssey*, Aeneas in Virgil's *Aeneid* and Moses in the Hebrew Bible book of *Exodus*. We will read about the encounter with Polyphemus from the *Odyssey*, the affair with Dido from *Aeneid* and the story of the burning bush from *Exodus*. Discussion will focus on the understanding of the self that is reflected in each of these classical sources, and then an evaluation of which one, or none of the above, meets our expectations for what is a responsible self.

Printed materials will be provided.

Bob Llewellyn, Ph.D., Vanderbilt University
Professor Emeritus of Philosophy

Three Tuesdays, April 19 – May 3

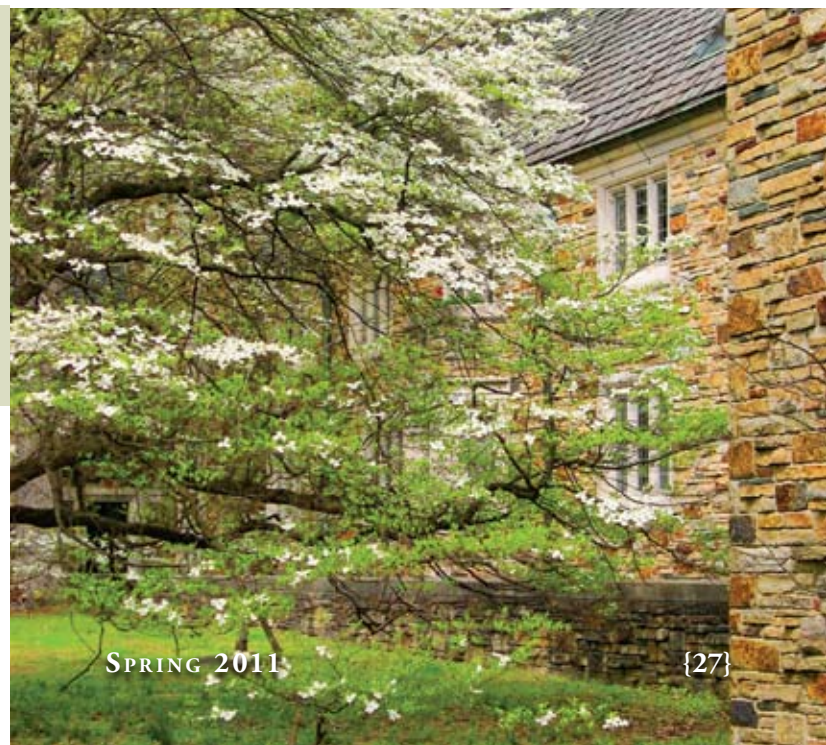
5:30 – 7:30 p.m., \$90, .9 CEU

No discounts.



Having recently retired, I wanted to expand my knowledge in subjects not work-related; Meeman's Lifelong Learning programs offer the opportunity to study philosophy, ethics, history, literature and other liberal arts . . . I plan to enroll in the Meeman's offerings for a long, long time to come as they are all first-class.

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Register online at meeman.rhodes.edu

OR

Mail your registration form with payment to:

Meeman Center for Lifelong Learning, Rhodes College
2000 North Parkway, Memphis, Tennessee 38112

OR

Fax your registration form, including your credit card information to:
(901) 843-3947 or call (901) 843-3965

Full Name:

Preferred Name:

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City: State: Zip:

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I wish to register for the following courses:
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.....
.....

Yes, I would like CEUs for the course(s) I take.

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Thanks to a grant from the H. W. Durham Foundation, all students 65 and over qualify for a 20% tuition discount.

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Questions?

Phone Meeman Center at (901) 843-3965.

Meeman Center Office Hours:

Monday – Friday 8:30-5:00

I have been a student of continuing education at the Meeman Center at Rhodes for more than 15 years. It has been and continues to be a high-quality experience. The consistent professionalism of the teaching staff . . . the gracious and comfortable facilities . . . the joy of sharing intellectual pursuits with others . . . it is one of life's "predictable pleasures" for me.

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