

Proposed Courses for Summer Learning Break: 27th – 30th July 2020.

1. Four philosophers of four centuries

Beth Rudkin

Rene Descartes, French, the 17th Century

You can doubt everything, says Descartes. You can doubt God, even what you had for breakfast – that could be just a dream. Maybe he himself is not real. Then he got it. He must be real – ‘I think, therefore I am.’

Jean-Jacques Rousseau, Swiss, 18th Century.

He was a man ahead of his time, full of ideas – dangerous ideas perhaps. I wonder if you thought that, ‘*Man is born free and everywhere he is in chains*’ came from Karl Marx over a hundred years later.

Friedrich Nietzsche, German, 19th Century

‘God is dead’, is Nietzsche’s best known quote. What on earth did he mean? The church in the 19th century was still going strong.

John Rawls, American, 20th Century

Best known for his ‘Veil of Ignorance’ theory. All will be revealed about Bill Clinton’s favourite philosopher.

By the end of our Summer School, everyone will know more about these outstanding philosophers. Even more important, we will come away with a new ability to think outside the box, to question everything, and to delight in discussion and gentle argument.

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2. Talking About Our Generation

Denise West

An interdisciplinary course looking at the iconic decade of the 1960’s through its literature, poetry, speeches, social attitudes etc.

denisewest3@btinternet.com

3. An Introduction to Jewellery Making

Sue Stokes

These sessions will provide an opportunity to work with a variety of tools to make a range of jewellery. Learn how to make necklaces, bracelets and earrings using basic beading techniques to give you a basis for creating your own range of jewellery. A full list of equipment and resources will be provided for participants to acquire, or necessary items can be supplied at an additional cost.

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4. The air we breathe

Prof. Mike Pilling

Air pollution severely impacts human health, especially that of children and vulnerable adults. What are the sources of the pollutants? What are the health effects? What can we do, as individuals and communities, to improve air quality?

We'll address these issues in the course which will cover (a) the main pollutants (particles, nitrogen dioxide and ozone) and their sources (b) EU legislation and international recommendations (and the UK's performance) (c) indoor air pollution (d) UK approach to improving air quality and the role of local authorities (e) how do we measure air quality? (f) how bad is air pollution in China and India? (g) links between air quality and climate change.

We'll look at sources of information, especially on the web, and find out what air quality is like near where we live and what our local authority is doing to improve it.

M.J.Pilling@leeds.ac.uk

5. Greek Mythology

Jeremy Dinsdale

Aims: To develop some knowledge and understanding of the nature of Greek Mythology from creation stories to the final myth.

To explore how the Greeks themselves regarded their mythological heritage and used it in Art, Literature, Religion, History and Politics.

Finally to explore the influence of Greek mythology on subsequent cultures and civilisations from the Romans until the present day.



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6. An Examination in detail of 4 Battles fought within the county of Yorkshire

Lloyd Powell

The battles of Towton, Stamford Bridge and Wakefield will be studied. Events leading up to them, how the battles developed on the day, how the outcome affected history.

Practical demonstrations will be used to help picture the scene.

7. Dangerous women and murderous men – the golden age of British crime writing 1920-1940

Ann Granville

We will investigate the golden age of crime writing by looking at works written and published between the two World Wars. We will look at some of the women and men who made their names writing of heinous crimes, the possible reason there was a rise in popularity of this fiction, and the

relationships between authors and their detectives. Outside the regular study periods there may be a light hearted game of Cluedo and/or a sight reading of a suitable play of the period or a chance to watch a film of the period.

Suggestions are welcome and a reading list of possible titles will be sent out in good time.

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8. Drawing in Art

David Allott

A course for artists, who wish to develop their drawing skills, using a variety of media. Working from simple to advanced exercises, culminating in a finished piece of work using the landscape as inspiration.

0114 2301568

9. The Nature of Railway Competition in the North East of England 1825-1846

Tony Daniels

This lecture course will look at the variety of ways in which 'established' railway companies responded to competition from new railway companies on their 'patch' in the developmental period of companies between 1825 and 1846.

The lectures and discussions will centre around two case studies involving a railway company that was both the under-dog and aggressor and as such, would experience, and employ, a range of aggressive restrictive practices and delaying tactics. Both case studies will demonstrate the lack of regulation in the early railway industry.

The first case study examines the Parliamentary and physical obstructions mounted by the Stockton and Darlington Railway against the Clarence Railway Company when its monopoly position was challenged. In the second case study the situation is reversed, with the Clarence Railway Company now in the role of an intransigent, established business, resisting the efforts of the Hartlepool Junction Railway by every means (mainly illegal) possible.

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