

**EMERITUS SOCIETY**

*Lifelong Learning*

5900 Summit Avenue  
Browns Summit, NC 27214

Non-Profit  
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Greensboro, NC  
Permit 30



FALL  
2024

EMERITUS SOCIETY COURSES

**EMERITUS SOCIETY**

*Lifelong Learning*

*The goal of the Emeritus Society is to provide stimulating noncredit opportunities for adult learners of all ages. The program provides a learning environment that affirms the unique attributes that the adult learner brings to the classroom—delight in the joy of learning, intellectual savvy, and substantive life experience. Students are encouraged and supported in pursuing their intellectual interests with like-minded peers. Our college-level courses are designed to satisfy a hunger for intellectual nourishment without the pressure of tests and grades.*

*This fall the program is excited to offer courses and lectures taught by outstanding instructors noted for their scholarship and engaging classroom style. We hope you will find one or more of interest and join us.*

## EMERITUS SOCIETY FALL KICK OFF

### *Embracing the AI Era: History and Applications of AI*

Artificial intelligence (AI) has been a recognized discipline for over 60 years. It has become one of the most popular words in the past few years, thanks to the emergence of several impactful products (such as ChatGPT and Tesla Autopilot). In this talk, I will be talking about the history of AI, its wide range of applications (in transportation, healthcare, and science), its benefits and threats, and high-level ideas of its main techniques (Convolutional Neural Networks and Autoregressive Models).

Tuesday, August 27, 10-11:30am

Holy Trinity Episcopal Church

No charge, but for planning purposes registration is requested

**Dr. Chunjiang Zhu** is an assistant professor in the Department of Computer Science at UNC Greensboro. He has constantly served as a technical committee member or a reviewer in leading artificial intelligence and machine learning journals and conferences. Recently, he received a research grant of \$372,000 from the National Science Foundation (NSF) to establish a Research Experiences for Undergraduates (REU) Site at UNC Greensboro as a PI. The funds will provide an 8-week paid summer research opportunity in the foundations of graph machine learning and network analysis and their concrete applications in real-life networks.

## A HISTORY OF THE ARAB-ISRAELI CONFLICT

We will examine the early origins of the Arab-Israeli conflict, starting (briefly) with the expulsion of the Jews from ancient Israel by the Romans before leaping into the modern era with an emphasis on the rise of Zionism in the late nineteenth century, developments in the early and mid-twentieth century, including the independence of Israel in May 1948, and key highlights since, including of course the current conflict.

1. The Origins of the Arab-Israeli Conflict
2. Israeli Independence and After
3. Stumbling Blocks to Peace
4. The Current Conflict

Thursdays, 2:00-3:30 pm

August 29 – September 26 (no class September 12)

Holy Trinity Episcopal Church

\$80

**Jeff Jones** is a native North Carolinian who did his undergraduate and graduate work at UNC-Chapel Hill. Since 2000 he has been a Professor of Russian/Soviet and Contemporary World History at UNCG. His first book, *Everyday Life and the 'Reconstruction' of Soviet Russia During and After the Great Patriotic War, 1943-1948*, was published in 2008. His second book, *Smoke, Mirrors, and Memories: Legacies of the Soviet-Afghan War*, is forthcoming with the University of Toronto Press. He has also had several published articles. Jones won the 2024 Mary Settle Sharp UNCG Alumni Teaching Excellence Award and the 2023-2024 UNCG College of Arts & Senior Sciences Teaching Award.

## THE HISTORY OF RECONSTRUCTING SOCIETIES: CASE STUDIES IN PEACEBUILDING

This course examines a variety of legal trials throughout the twentieth century that were intended to bring about justice following times of war, human rights abuses, and violations of international law. These trials are part of a larger process called transitional justice that can help a country transition from war to peace, and in many cases from authoritarian to democratic forms of government. The goal is to rebuild society based on the rule of law, but this process is often fraught with controversy, as the road to peace is seldom easy. By analyzing examples since World War I, participants will recognize the complexity of trying to put a country back together!

1. Before 1945
2. Germany: After Hitler
3. Japan: U.S. Occupation
4. Cambodia: Khmer Rouge & Mixed Justice
5. Yugoslavia: War and "Ethnic Cleansing"

6. Rwanda: Atrocity and Genocide
7. Since 1998

Tuesdays, 11:00am-12:30 pm  
 September 3 – October 15  
 UNCG School of Music Building  
 \$140

**Joseph A. Ross** studied history and philosophy at Western Carolina University and earned his M.A. and Ph.D. from UNC Greensboro. He started teaching college history courses in 2007 to help students better understand the modern challenges facing the U.S., Europe, and Asia. As his interests became more interdisciplinary, he developed courses on critical thinking, the ethics of war, and international law and global justice. He is most passionate about human rights, transitional justice, and the Nuremberg trial. A firm believer in sharing knowledge with a broad audience, Ross has partnered with community organizations throughout the state to bring educational programming to North Carolinians.

3. Controlling the Narrative
  - Contemporary echoes of systems of oppression
  - Coates and Wilkerson
  - Layers of activism

Wednesdays, 1:30-3:00 pm  
 September 4-18  
 Holy Trinity Episcopal Church Library  
 \$60

**Claire Birchenough** (MA, Secondary Education) is a former high school ELA and Advanced Placement teacher, a creative writer, and literary enthusiast. She currently runs her own writing consulting business assisting clients with diverse projects including curriculum development, book editing, and website and marketing content. A St. Louis native, she moved to North Carolina with her husband in 2018 after falling in love with the rich heritage and natural beauty of the state. Most weekends you'll find her gardening, camping somewhere along the Blue Ridge or reading a good book in her hammock.

## NAVIGATING FREEDOM: THE UNSUNG HEROISM OF ROBERT SMALLS

Explore the legacy of Robert Smalls, a pivotal figure in American history, whose remarkable journey from slavery to statesmanship embodies the enduring struggle for equality and opportunity. Delve into the complexities of race and power during the Civil War and Reconstruction era as we analyze Smalls' pivotal role in shaping legislative reforms that transformed South Carolina and the nation. From his daring escape from bondage to his historic service in the Union Army and subsequent political career, Smalls' story illuminates the resilience and determination of African Americans in the face of adversity.

In this course, we'll explore local author Rebecca Dwight Bruff's award-winning novel, *Trouble the Water*, inspired by Smalls' remarkable life. Through a blend of historical research and evocative storytelling, we'll uncover the enduring relevance of Smalls' narrative and its implications for the ongoing evolution of racial justice in America. Drawing on supplemental texts by authors such as Frederick Douglass, Harriet Jacobs, Ta-Nehisi Coates, and Isabel Wilkerson, we'll discuss the importance of preserving and honoring the voices of the past. This interactive course is discussion-based mixed with literary activities to encourage interpersonal reflection. You are encouraged to begin reading before our first session. The course concludes with an engaging live author talk and Q&A session featuring Bruff.

1. Slave Narratives
  - Historical importance
  - Douglass and Jacobs
  - Family dynamics within institution of slavery
2. Resiliency of Human Spirit
  - Trauma to transformation
  - Identity and storytelling
  - Systems change vs. systems exit

## LIVE AUTHOR TALK AND Q&A

*Featuring Rebecca Dwight Bruff*

Wednesday, 1:30-3:00 pm  
 September 25th  
 Holy Trinity Episcopal Church  
 \$20

**Rebecca Bruff** is the author of the award-winning *Trouble the Water*, inspired by the true story of Beaufort, South Carolina's own Robert Smalls. Bruff is a graduate of Texas A&M University, and SMU, where she earned her Masters and Doctorate degrees in Theology.

## MAKING AMERICA GREAT: AMERICAN GOVERNMENT AND THE AMERICAN ECONOMY, 1789-2024

The very first Congress of the new United States (1789-1793) was marked by disputes over the role of government in the nation's economic affairs. Such disputes have continued ever since the 1790s. Nevertheless, from the late 18th century to the present, the federal government has been closely involved at every stage in the development of the American economy. The story of this fraught "partnership" is the story of different ideas about just how the Constitution's self-described purposes for creating the United States—to "establish justice, ensure domestic tranquility, provide for the general welfare, and secure the blessings of liberty"—should be realized. In this series, we will look at the growth of the American economy from the perspective of the complicated, evolving business-government relationship and try to

understand the ways in which over 200+ years this relationship has served to make America “great” in social, cultural, and political as well as economic terms.

1. The Constitution and the Economy: Questions and Answers, 1790s-1830s
2. Railroads and the Development of a National Economy, 1830s-1880s
3. Big Business: Management, Corporations, and Trusts, 1880s-1910s
4. Profits Meet Public Interest, 1890s-1930s
5. Government Takes Charge, 1940s-1960s
6. Government, Business, and the Global Economy, 1970s-2020s

Fridays, 10:00-11:30 am  
September 13 – October 25 (No October 4)  
Holy Trinity Episcopal Church  
\$120

**Stephen Ruzicka** (Ph.D., University of Chicago) is Professor of History at UNC Greensboro. He is the recipient of the Alumni Teaching Excellence Award. As an ancient historian he writes about the 4th century B.C., but he likes to talk about everything.

## JULIET EVER AFTER: SHAKESPEARE’S HEROINE THROUGH THE CENTURIES

The title page of the 1597 edition of Shakespeare’s *Romeo and Juliet* proclaims that the tragedy of the star-crossed lovers “hath been often (with great applause) plaid publicquely.” The author of this statement could not have possibly fathomed how true these words would be as the play has continued to be performed over the centuries to full houses. This year alone two huge adaptations are planned for both Broadway and London’s West End, with contemporary popular actors slated to take on the beloved roles. But, even though the young, “death-marked” lovers have been immortalized together and their names forever intertwined, it is Juliet who has transcended Romeo in popularity and positive perception. In this class we will discuss the play and its afterlives but focus especially on Juliet’s literary ascendance. “What’s in a name? That which we call a rose/By any other name would smell as sweet.” Here Juliet speaks in regard to the Capulet-Montague feud, but this line could just as easily apply to Juliet herself: why has her name become associated with balconies, literary pilgrimages to Verona, and her own Broadway show? An examination of the play itself, along with its original stories and afterlives, will help us to understand how Juliet has achieved such lasting literary longevity.

*This course is held in tandem with the 2024-25 Broadway season at the Steven Tanger Center for the Performing Arts and provides a deeper understanding and context for & Juliet before an optional viewing of the musical. & Juliet musical tickets are sold separately on the first day of class.*

1. Shakespeare’s *Romeo and Juliet*: A Review
2. Shakespeare’s *Romeo and Juliet*: The Play’s Popularity over the Centuries (Stage, Music, Art, Literary, and Film Adaptations)

3. *Juliet Rising: The Many Afterlives of Our Heroine and What to Expect from the Broadway Show*

Tuesdays, 1:30-3:00 pm  
September 17 – October 1  
Holy Trinity Episcopal Church  
\$60

**Carolyn J. Brown** (Ph.D., UNC-Greensboro) is a teacher, writer, editor, and independent scholar. Winner of the 1991 UNCG Dissertation Award, her areas of specialty are medieval, Renaissance and 18th-century literature. She is the author of five works of nonfiction, including award-winning biographies of Mississippi writers Eudora Welty and Margaret Walker. In addition, she has published articles in several peer-reviewed journals, most recently on Jane Austen. Brown sits on the board of the Jane Austen Society of North America and is the chair of the Nominating Committee. She also is a member of UNCG’s College of Arts and Sciences Advancement Council and teaches continuing education classes in Chapel Hill.

## A HISTORY OF THINKING ABOUT THE MIND

Questions about what the mind is and how it works go back to the earliest beginnings of philosophical inquiry. After two millennia of philosophical speculation about the mind, scientific tools for its investigation began to be developed in the late 19th century, and psychology began to develop its identity as a science. Attempts to assign psychological functions to specific regions of the brain had begun in medieval times and subsequent advances in anatomy and physiology broadened the understanding of the relationship between brain and mind. The rise of Darwinian evolutionary theory after 1859 provided another biological perspective for understanding the mind and behavior and highlighted the question of the relationship between human and animal psychology. In 1913, John B. Watson published his “behaviorist manifesto,” which argued that psychology should abandon the mind as a subject of scientific inquiry and focus instead on behavior and its control by the environment. Behaviorism dominated psychology, especially in America, for the first half of the 20th century, after which the rise of cognitive psychology reinstated the mind as a proper subject for investigation.

1. Philosophical Roots of Psychology from Plato to Kant
2. The Emergence of Scientific Psychology
3. Understanding the Mind in Terms of the Brain
4. The Evolution of Mind and Behavior
5. How Psychology Lost Its Mind . . . and Got It Back Again

Wednesday, 10:30 am-12:00 pm  
September 18 – October 16  
UNCG School of Education Building  
\$100

**Tim Johnston** is Emeritus Professor of Psychology and Emeritus Dean of the College of Arts & Sciences at UNCG, where he was a faculty member for 41 years. He has taught classes in the history of psychology, animal behavior, general psychology, and the history of evolution. His current research and scholarship address several topics in the history of behavioral sciences.

**Dr. Brian Carter** (DMA, University of Michigan) is a Lecturer at the University of North Carolina, Greensboro School of Music and an Adjunct Assistant Professor of Music at Elon University. Prior to recently returning to his home of Greensboro, he was a professional opera and classical concert singer, and a Clinical Assistant Professor of Music at Washington State University where he specialized in Vocal Studies and Literature, and History of Rock Music.

## THE WOMEN WHO CONQUERED A MAN'S WORLD: MANSPLAINING THE HER-STORY OF ROCK MUSIC

In a perfect world, it wouldn't be necessary to offer a course on the history of women in rock music. We would simply offer a course on rock music, discussing all its historical highlights and biggest personalities, and all things would be equal. In a PERFECT world! Yet, while we, as a society, have made strides toward equality, we're not quite there yet. The short, yet dramatic history of rock music is largely written from the point of view of men, about men. It has been, and in many ways still is, a man's world. This is not a secret! However, as a famous philosopher once said, "men may be the head of the family, but women are the neck...and they can turn the head any way they like!" The history of rock music is similar. Without some of the amazing women that have been part of its history, rock music today would not be the same. Women have been involved in the history of rock music from its earliest days - writing songs, performing, producing, and setting trends that still resonate today, often with nowhere near the recognition their male counterparts received. These efforts have now taken women to the forefront of rock and pop music in the modern era. But that process took a long time, and there were many challenges along the way. This course will provide a brief look into that important journey.

Now, it is not lost on me that I am a man attempting to explain a history of women. But in my quest for knowledge and understanding, I have come to greatly respect the labors and sacrifices these women gifted on their journey to give rock music some "girl power". I have learned that, in a man's world, it wouldn't exist without a few good women. Come experience the journey with me and hear what I learned. (Note: Course may contain offensive language and material. It's rock and roll!)

1. Not Your Father's Music
2. Girl Groups = Girl Power!
3. A New Voice Emerges
4. Power and Punk
5. The Sounds of Soul
6. The Next Generation

Thursdays, 10:00-11:30 am  
September 26 – November 7 (No class October 10)  
Holy Trinity Episcopal Church  
\$120

## CRIMES AGAINST ART: THEFT, FORGERY, VANDALISM OF VISUAL ART

Oscar Wilde provoked debate when he said, "Aesthetics are higher than ethics." Was he wrong? Not when it comes to art heists. Certainly not when a painting is stolen simply because the thief wants to look at it forever. Such was the case with the world's most prolific art thief, Stéphane Breitwieser.

Where do art crimes fit in our general understanding of criminology? How do stolen or destroyed artworks maintain staying power within the realm of art history? Does their absence make them even more present in our minds?

In this class, we will dissect case histories of various art crimes (heists, vandalism, forgeries) to delve deeper into the study of art history, the institutions in charge of keeping art safe, provenance research, along with the criminal motives. We will discuss artistic movements, international politics, security guards, and why Mona Lisa's eyes are so hypnotic.

1. "Poor Mona Lisa"
2. "For the Love of Art"
3. "The Unsolved Mystery behind the Isabella Stewart Gardner Museum Heist"
4. "Art Crimes as Political Statements"
5. "Nazi Looted Art"
6. "F is for Fake"
7. "What Happened to Ana Mendieta?"
8. "Ridiculous Art Heists"

Wednesdays, 3:30-5:00 pm  
October 2 – November 20  
UNCG School of Education Building  
\$160

**Veronica Kavass** (MFA, University of Minnesota; MA, Chelsea College of Art, UK) is based in Winston-Salem where she teaches creative writing and art history at The University of North Carolina School of the Arts. She previously worked as a criminal defense investigator in New Orleans. She has 10 years of classroom experience at the college level. She co-hosted two seasons of the art crime podcast, *Thick as Thieves*. In 2012, she published the book *Artists in Love: From Picasso & Gilot to Christo & Jeanne-Claude, A Century of Creative and Romantic Partnerships* (Rizzoli).

## ONLINE ZOOM COURSE

### WRITING THE PLAGUE: WHAT STORIES ABOUT COVID, 1918 INFLUENZA, AND BUBONIC PLAGUE TEACH US ABOUT THE WORLD AND OURSELVES

The horrors of plague are still with us. We know ourselves and our world to be deeply changed by Covid, and we are still sorting out what that change means. This class takes our experience and puts it into conversation with two other great plagues, the Black Plague and Spanish Influenza, as we read stories that make these other world-changing pandemics as personal to us as Covid is. Within these stories, we'll see parallels that teach us how humans respond to crisis, how we are shaped by trauma, and what we learn after danger has passed.

We'll discuss how place and time change how we respond to disease. But I think we'll emerge with a sense of connection to the past. Our tales reveal the heart's complexity no matter the age it lives in, its irrationality, even cruelty, but also its capacity for generosity and sacrifice, and its inclination for love.

1. How pandemics happen: science, technology and human behavior
2. History: Medieval Europe, post-World War I in the West, 21st c. technology and the world
3. The Black Death
4. The Great Influenza
5. Covid-19
6. Covid, Connections, Conclusions

Mondays, 10:30 am-12:00 pm  
October 7 – November 11  
Online via Zoom  
\$120

**Hephzibah Roskelly** (Ph.D., University of Louisville) is a Professor Emeritus of Rhetoric and Composition. She is the recipient of the Alumni Teaching Excellent Award and the UNC Board of Governor's Teaching Excellent Award.

### SOMETHING FOR EVERYONE: THE BRILLIANT VISUAL DISSONANCE OF BAROQUE ART

“Golden Age” is a designation that confers the highest status upon the art that was produced during a period. Encountering works by Bernini, Caravaggio, Poussin, Le Nôtre, Wren, Vanbrugh, Rubens, van Dyck, Rembrandt, Vermeer, and Velasquez, few would suggest that the designation is an exaggeration. However, the Baroque, as the period came to be tagged in the history of art, is anything but uniform. As the larger and smaller nation-states arose and consolidated their borders, national distinctiveness rather than continental uniformity became the rule, and artists and fine art mirrored their societies. For example, a major project in Paris by an internationally famous artist was

rejected on the basis that the style was too Italian and not sufficiently French. Since apparent distinctions in style mattered greatly at the time, those criteria must assume the same importance when we study the history of the art.

The art of the Baroque was nothing if not dynamic, emotive, and theatrical; except when it was otherwise—quietly deploying reasoned discourse. Radical propositions can be softly expressed even though the content lands in the mind like a hammer blow. Simply stated, the Enlightenment required many lights. Our course charts the “Baroques” of seventeenth-century European art—the obvious land masses, the supposed territories, and the sea monsters at the edges.

1. Italy: New Old Influences and Directions
2. France: All about US and Us Means Me
3. England: Radical Restraint and Spectacular Dithering
4. Flanders and Holland: Expressions of Divided Identities
5. Spain: Rigidity and Invention
6. Colonies and the Homes Away from Homes

Tuesdays, 2:00-3:30 pm  
October 8 – November 12  
Holy Trinity Episcopal Church  
\$120

**Richard Gantt** (MA, UNC Chapel Hill; MFA, UNC Greensboro) retired from the UNC Greensboro School of Art where he taught art history for more than 30 years. His many research interests include architecture, landscape architecture, and urban design of 17th-century France, and 17th and 18th-century architecture, urban planning, and nationalist agendas in early modern London.

### THE BIOLOGY OF AGING

We all experience what it feels like to get older, but what actually happens in our bodies as the years progress? Are there things we can do to extend our longevity and health span (the period of life spent in good health, free from the chronic diseases and disabilities of aging)? In recent years, there's been an explosion of research on the physiology of aging and on the way those changes influence our health, susceptibility to disease and quality of life. Research about the factors that influence longevity (in both laboratory animals and humans) has made important recent progress. In this class, we'll talk about some of those new insights into the biology of human aging and into longevity. One important aspect of the biology of aging is the way that aging changes the way we metabolize or respond to medications. Medications that we may have taken for years can gradually become less effective or even become more likely to cause negative side effects. We'll also explore the evidence that supports—or doesn't support—popular claims that certain supplements or dietary modifications can slow down or even reverse the consequences of aging. The overall goal of the class will be to focus on understanding what the science is telling us about maximizing our likelihood of healthy aging and minimizing our risk of developing aging-related chronic disease and disability.

1. Why do we age? What are the changes in human physiology and metabolism that occur as we age?
2. Diet and aging. Is the way we age affected by what we eat? Will calorie restriction make us more youthful? What about the supplements that claim to slow aging? Do they really work?
3. Can we truly increase our lifespan and/or health span by adopting certain behaviors (exercise, mental stimulation, etc.)?
4. How does aging affect our response to different drugs? Can drugs work differently in older adults or be more likely to cause adverse effects? What is polypharmacy and why is it important? How does aging affect the body's response to mind-altering substances like alcohol or marijuana?
5. What does longevity research on animals (worms, mice) and humans teach us about possible strategies for achieving longer, healthier lives? Is any of that research close to providing practical aging-delaying strategies for us today? Also, if we can do it, should we do it? What would be the ethical and practical consequences of extending the average life span?

Thursday, 1:30-3:00 pm  
 October 17 – November 21 (no class November 14)  
 Holy Trinity Episcopal Church  
 \$5

**Janne Cannon** (Ph.D., UNC-Chapel Hill) is a Professor Emerita of Microbiology and Immunology in the School of Medicine at UNC-Chapel Hill. Her research and teaching at UNC-CH focused on genetics and on infectious diseases. After retiring from UNC-CH, she taught a course for several years on “Plagues” for undergraduates in the Honors Program at UNCG; she also teaches courses on science and health for the Shepherd’s Center and the UNCG Emeritus Society.

**Rob Cannon** (Ph.D., University of Delaware) is a Professor Emeritus of Biology at UNCG. His research and teaching were focused on microbiology, immunology, and virology. He also taught for the Honors Program and was graduate director for the Master of Arts in Liberal Studies (MALS) Program. This fall will mark 51 years of teaching at UNCG for him. He’s a private pilot, and dreams of being the Chief Test Passenger for Boom Supersonic when they come to Greensboro.

## SPECIAL EVENTS: *Films*

### QUOI DE NEUF AU CINÉMA? : FRENCH SOCIETY & IDENTITY IN CONTEMPORARY FILM

This interactive course invites students to explore current social issues in France and consider how the nation’s changing identity is represented by popular French films and filmmakers in the 21st century. Each week we’ll

consider France’s national self-identity as we explore ideas such as class, family, and traditions, as well as what it means to be French in a post-colonial and increasingly global world.

Each course session will begin with a short lecture to contextualize the film and its main themes followed by a group film viewing and a guided course discussion. No prior experience with French cinema is required, but attendees should come prepared to participate and share their reactions to the films with their fellow classmates. Optional readings will be made available before each meeting.

#### FILM 1: *Check the website for updates*

Topic: Family Values: French tradition, values, and class in a time of globalization

Sunday, September 29, 1:30-5:00 pm  
 UNCG School of Music Building  
 \$20

#### FILM 2: *Check the website for updates*

Topic: Clichés are a laughing matter: Confronting stereotypes with humor

Sunday, October 27, 1:30-5:00 pm  
 UNCG School of Music Building  
 \$20

#### FILM 1: *Check the website for updates*

Topic: Qui sont les Français?: Identity and immigration in post-colonial France

Sunday, November 24, 1:30-5:00 pm  
 UNCG School of Music Building  
 \$20

**Monica Scovell** is the current Director of Enrollment for the Institute for Field Research, specializing in experiential learning and field work across diverse academic disciplines. She previously served as the Director of Global Experiential Learning at Elon University and the Assistant Director of Study Abroad at UNC Greensboro, with both roles focused on high-impact learning opportunities for students away from campus. She has 12 years of classroom experience, including time teaching French language and literature in the United States and teaching English at several universities in France. She has spent a lifetime studying French language and culture, has lived there multiple times, and is passionate about sharing this love with others.

## EMERITUS AT TANGER: & JULIET MUSICAL

Created by the EMMY®-winning writer from “Schitt’s Creek,” this hilarious new musical flips the script on the greatest love story ever told. & *Juliet* asks: what would happen next if Juliet didn’t end it all over Romeo? Get whisked away on a fabulous journey as she ditches her famous ending for a fresh beginning and a second chance at life and love—her way.

Juliet’s new story bursts to life through a playlist of pop anthems as iconic as her name, including “Since U Been Gone,” “Roar,” “Baby One More Time,” “Larger Than Life,” “That’s The Way It Is,” and “Can’t Stop the Feeling!”—all from the genius songwriter/producer behind more #1 hits than any other artist this century. Break free of the balcony scene and get into this romantic comedy that proves there’s life after Romeo. The only thing tragic would be missing it.

Specific information regarding seats will be available in August. Seating Priority is given to participants enrolled in *Juliet Ever After: Shakespeare’s Heroine through the Centuries*. One ticket per person. Tickets will be sold the first day of class.

Saturday, October 8, 2:00 pm  
Steven Tanger Center for the Performing Arts  
Cost: TBD

## *New!* FOOD FOR THOUGHT

A special lunchtime event that includes an engaging lecture and boxed lunch.

### ON BECOMING A VAMPIRE... AND OTHER SIGNIFICANT BUT HARD TO EXPLAIN EXPERIENCES

What is the value of a personally transformative experience (aka a Big Life Change)? And why are transformative experiences so challenging to explain to those who haven’t undergone similar experiences? In this lunchtime philosophical conversation, we’ll use philosopher L.A. Paul’s work on transformative experience as a lens through which to examine these two intriguing questions. Along the way, we’ll focus on a few prime examples of “taking the plunge” into a new life (or a new perspective on life) and explore why it’s only in living a Big Life Change that you come to truly understand it.

Monday, September 16, 12-1:00 pm  
UNCG School of Education Building  
\$20

**Dr. Frances Bottenberg** is Assistant Dean in UNCG’s Lloyd International Honors College and Adjunct Faculty in the UNCG Philosophy Department. Dr. Bottenberg has designed and taught over a dozen Philosophy courses in topics as wide-ranging as education, art, theories of consciousness, logic, and ethical theory. Her research focuses on the nature and meaning of intelligence and its bearing on concepts such as experience and personhood.

## NEUROPLASTICITY: HOW OUR BRAINS LEARN, CHANGE AND ADAPT OVER THE LIFE SPAN

Do you know what it takes to change your brain? Neuroplasticity includes cellular changes in the brain that can support our behavior by allowing our brains to learn and adapt. In this talk, we will discuss ten principles of neuroplasticity. These principles, frequently implemented in speech, occupational and physical rehabilitation, can be used to maximize the brain’s ability to function efficiently and support new learning throughout the lifespan. Additionally, we will also discuss common myths about the brain in relation to the principles of neuroplasticity (e.g., brain games).

Monday, October 7th, 12-1:00 pm  
UNCG School of Education Building  
\$20

**Jessica Obermeyer**, PhD, CCC-SLP, is an Assistant Professor in the Department of Communication Sciences and Disorders at the University of North Carolina at Greensboro. Her area of specialization is acquired adult neurogenic language disorders. Dr. Obermeyer teaches courses on the neurology of speech, language and hearing and acquired cognitive and linguistic disorders. Dr. Obermeyer’s research interests include discourse production in aphasia, treatment efficacy, and the cognitive requirements of language production. Prior to earning her doctorate, she worked as a speech language pathologist in a variety of clinical settings where she specialized in assessment and treatment of adult neurogenic populations.

## AFRICA IN THE GLOBAL HISTORY OF SCIENCE

From the advent of agriculture and ironmaking to innovations in medicine, mathematics, and engineering, Africa has been essential in the development of science, globally. Since antiquity, Africans ranging from the physician Peseshet to the geographer and mathematician Eratosthenes have been a driving creative force in the systematic process of observing, asking questions, forming hypotheses, testing, and predicting—the scientific method.

Monday, November 11, 12-1:00 pm  
UNCG School of Education Building  
\$20

**Omar H. Ali** is Dean of Lloyd International Honors College and Professor of Comparative African Diaspora History at UNC Greensboro. A graduate of the London School of Economics and Political Science, he received his Ph.D. in History from Columbia University. A world historian with a focus on the global African Diaspora, his is a former Carnegie Foundation North Carolina professor of the year.



## **New!** CURIOUS MINDS BOOK AND JOURNAL CLUB

A unique gathering of curious minds to discuss scientific literature found in research-based journals or books. Participants will review designated readings beforehand and discuss over coffee.

### **BAD SCIENCE: QUACKS, HACKS, AND BIG PHARMA FLACKS BY BEN GOLDACRE**

Come together for thought provoking discussion around how to read between the lines and gain a better understanding of what are the facts between research, the media, and marketing when it comes to health and health care. *In Bad Science: Quacks, Hacks, and Big Pharma Flacks*, author Ben Goldacre shares his position on exposing false claims among health professionals and health trends rooted in faulty science. Goldacre also shares with readers how to recognize bad science to make more informed decisions on your own health care.

Monday, September 9, 9:00-11:00 am  
Deep Roots Community Room  
\$15

**Chantelle S. Caro** is an Assistant Professor (Professional Track) in the Gerontology Program in the Department of Social Work at the University of North Carolina Greensboro (UNCG). At UNCG, Chantelle's primary role focuses on teaching students in the online Master of Gerontology program. Whether teaching online or in a traditional face-to-face format, Chantelle is committed to helping students understand the interdisciplinary nature of the field of gerontology, and utilize the skills gained following a gerontological framework when working with older adults in academia or industry. Chantelle received her PhD in Aging Studies from the University of South Florida. Her research interests center around the theme of quality of life among older adults. She values working collaboratively with a team of researchers, with specific interests in gerontological education, diversity, sexuality activity, health disparities, and end-of-life.

### **BLUE ZONES: THE REAL SCIENCE**

A blue zone is a region in the world where people are claimed to have exceptionally long lives beyond the age of 80 due to a lifestyle combining physical activity, low stress, rich social interactions, a local whole-foods diet, and low disease incidence. The phenomenon of Blue Zones gained worldwide attention in 2005 with the release of Dan Buettner's book on the subject. However, the concept of Blue Zones has been challenged by the absence of scientific proof. Through several journal articles, we will explore and discuss the science surrounding Blue Zones.

Monday, November 18, 9:00-11:00 am  
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\$15

**Elise Eifert** (Ph.D., UNCG) is currently an Associate Professor and graduate coordinator for the fully online Gerontology program at the University of North Carolina at Greensboro. She graduated in 2014 from UNCG with a Ph.D. in Public Health Education and Post-Baccalaureate Certificate in Gerontology. She is a gerontology and health promotion scholar with over 20 years of experience working and conducting research with family caregivers.

## REGISTRATION INFORMATION

Emeritus Society courses are open to people of all ages and educational backgrounds. The program is a self-supporting arm of the University. Class fees, not tax dollars, are used to meet costs for the program. The cost of each course depends on the number of sessions. Courses consist of 3–8 sessions at \$20 per session.

You are registered only when payment is received. Register early to avoid inconvenience. Late registrants could miss important announcements such as last-minute changes in location. Instructors may not have enough materials for those registering late. Registration is on a first come, first served basis. If the class you want is filled, we keep a waiting list. Partial registrations to attend portions of the classes cannot be accepted. Detailed information on class location and parking will be supplied upon confirmation.

## REGISTRATION

**Online:** You may register online at <http://serveincstore.org/pages/emeritus-society>

**Phone:** Call (336) 740-0211 to register with your credit card.

**Mail:** Fill out the registration form. Include check payable to SERVE, Inc. To ensure accurate registration, it is suggested that only one person be registered per form. Mail to:

UNCG Emeritus Society  
Dixon Building, #201  
5900 Summit Avenue  
Browns Summit, NC 27214

For further information about the Emeritus Society or questions about registration, please contact the Emeritus Society at [emeritus@serve.org](mailto:emeritus@serve.org) or call (336) 740-0211.

**Refund Policy:** To receive a refund, a written request must be received ([emeritus@serve.org](mailto:emeritus@serve.org)) prior to the first class meeting. A \$5 processing fee will be deducted from the refund. Cancellation requests received after the first class meeting but before the second meeting will receive a full refund minus a \$15 cancellation fee. *ALL written requests should be emailed to [emeritus@serve.org](mailto:emeritus@serve.org) or mailed to the address above.*

## REGISTRATION FORM

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 FIRST NAME

 LAST NAME
 

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 ADDRESS
 

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CITY/STATE

 ZIP
 

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 PHONE
 

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 EMAIL
 

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## IN-PERSON COURSES

- A HISTORY OF THE ARAB-ISRAELI CONFLICT (\$80)
- THE HISTORY OF RECONSTRUCTING SOCIETIES (\$140)
- NAVIGATING FREEDOM (\$60)
  - AUTHOR TALK WITH REBECCA BRUFF (\$20)
- MAKING AMERICA GREAT (\$120)
- JULIET EVER AFTER (\$60)
- A HISTORY OF THINKING ABOUT THE MIND (\$100)
- THE WOMEN WHO CONQUERED A MAN'S WORLD (\$120)
- CRIMES AGAINST ART (\$160)
- THE BIOLOGY OF AGING (\$5)

## SPECIAL EVENTS:

- FRENCH FILMS \_\_\_ FILM 1 \_\_\_ FILM 2 \_\_\_ FILM 3 (\$20/ea)
- EMERITUS AT TANGER: & *JULIET MUSICAL* (COST: TBD)
- NEW** FOOD FOR THOUGHT: LUNCHTIME LECTURES (\$20/ea)
  - \_\_\_ LECTURE 1 \_\_\_ LECTURE 2 \_\_\_ LECTURE 3
- NEW** CURIOUS MINDS BOOK & JOURNAL CLUB (\$15/ea)
  - \_\_\_ MEETING 1 \_\_\_ MEETING 2

## ONLINE ZOOM COURSE

- WRITING THE PLAGUE (\$120)

## KICK-OFF LECTURE

- Embracing the AI Era: History and Applications of AI FREE

Total Enclosed

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