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 seven courses taught by outstanding UNC-Greensboro faculty noted for their scholarship and engaging classroom style. All classes will meet online via Zoom. Program staff will offer technical support to students unfamiliar with this learning platform.

— Kathleen Forbes, Director

DEMOCRACY IN AMERICA

Democracy, almost all Americans would say, is the best form of government. Why is this the case? Perhaps, most Americans would say, because it means that everyone has a say — an equal say — in government. Or, to put it another way, because it means that the will of the majority, rather than the will of some minority factions, determines laws and policies binding on everyone. Or, to put it another way, because it is the only form of government which embodies the ideal of equality by ensuring that anyone’s vote is equal to anyone else’s vote regardless of socio-economic status. On the basis of these criteria, is it possible to claim that American government in practice is actually a democracy? Has there ever been such a thing as democracy in America? This class asks these questions and attempts to answer them by looking at American ideals and practices from colonial times to the present.

1. Democracy: Definitions and Debates
2. The Founding Fathers: The Constitution as Defense against Democracy
3. The Democratic Surge: Economy, Society, and Politics in the Age of Jackson
4. The View from Abroad: Tocqueville and the Democratic Impulse
5. Expanding Democracy, 1865-1965
6. Fighting Democracy 1965-2020

Tuesdays, 2:00-3:30 pm
September 22 – October 27
Online via Zoom

Stephen Ruzicka (Ph.D., University of Chicago) is Professor of History. 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.
ROCK MUSIC IN THE 1960S: FROM COMING OF AGE TO GOLDEN AGE

The roots of rock music run deep in modern American history and culture. From the blending of different musical styles such as blues, country, jazz, and folk, to its connection to culture and politics, rock music has had a tremendous impact on our society. In the 1960s, that impact became even more pronounced as rock music became synonymous with one of the most turbulent and transformative decades in American history. Politics, protests, drugs, civil rights, exploration, peace, and love all became popular themes during the decade with rock music playing a role every step of the way. Add to that a generous infusion of talent from the UK, and you get what many consider to be a golden age of rock music. This series will be a continuation of the concepts introduced in last spring’s Rock Music: History and Social Analysis course, with more in-depth focus on the 1960s. We will revisit many of the artists and concepts discussed previously and then go further in depth to explore the ideas that made the 60s “The 60s”. (Note: Course may contain offensive language and material. It’s rock and roll!)

1. Transition: Boomers Come of Age
2. Invasion: Rock is Reborn
3. Soul and the Civil Rights
4. Motown: The Softer Side of the 60s
5. Folk Revolution

PANDEMIC PLAGUES: FROM THE BLACK DEATH TO COVID-19

The current COVID-19 pandemic is only the most recent of numerous global pandemics of infectious disease that have occurred throughout human history. Like COVID-19, those other diseases have had an enormous impact on social structures, economics, education and many other aspects of people’s lives. In fact, pandemic diseases caused by bacteria and viruses have shaped human history to an extent that’s rarely recognized. In this course, we will focus on understanding why disease pandemics occur and how they eventually end, paying particular attention to the ways in which knowledge about past pandemics can be useful in understanding what’s happening today with COVID-19.

1. Why do pandemics occur? Basic principles of epidemiology
2. The Black Death, mother of all pandemics
3. Influenza pandemics in 1918, 2009, and other years. Why is influenza, especially in birds, such a big concern among public health experts?
4. Other pandemics or epidemics and what we can learn from them: smallpox, cholera, Ebola

5. COVID-19: How does this pandemic compare with previous ones and why has it been so difficult to control? Can the lessons from previous pandemics help in creating a more effective response to the current one?

6. Future pandemics, which are inevitable: Can we predict what those future pandemics will be like? How can we be better prepared for them?

No expertise in science or medicine is needed to join the discussion.

Mondays, 10:00-11:30 am
October 5 – November 9
Online via Zoom

**Janne Cannon** (Ph.D., University of North Carolina at Chapel Hill) is a Professor Emerita in the Department of Microbiology and Immunology at the UNC-Chapel Hill School of Medicine and an Adjunct Professor at UNCG. Her research and teaching at the School of Medicine focused on infectious diseases, especially sexually transmitted diseases, and on bacterial genetics. At UNCG, she teaches courses for the undergraduate Honors program and the Emeritus Society. She also teaches classes for the Shepherd’s Center.

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**THE LANGUAGE OF PROTEST**

Protest speech has always been an invaluable part of civic life in our country. Whatever its causes and aims, throughout our history protest is provoked by the perceived need for change — for finding new direction or renewed purpose. And although we usually think of protest as the protest speech, protest is found in all cultural art forms — in essays and speeches of course, but also in literature, art and music.

We’ll investigate protest language — or rhetoric — by reading a novel, a play, and speeches across the decades. We’ll listen to music and look at some visual art. We’ll use these pieces to speculate on how protest works and why it sometimes succeeds.

Readings: Wiley Cash, *The Last Ballad*, Lorraine Hansberry, *Raisin in the Sun*

Speeches:
Maria Stewart, Speech at Franklin Hall (1834)
Jane Addams, “The Bayonet Charge” (1915)
Zora Neale Hurston, “Crazy for this Democracy” (1945)
John Lewis, March on Washington Speech (1963)
Greta Thunberg at the UN (2019)
Philonise Floyd (2020)

Music and art including: Dorothea Lange, Asher Durand, Woody Guthrie, and Bruce Springsteen

Mondays, 2:00-3:30 pm
October 5 – November 9
Online via Zoom

**Hephzibah Roskelly** (Ph.D., University of Louisville) is Professor Emeritus of Rhetoric and Composition. She is the recipient of the Alumni Teaching Excellence Award and the UNC Board of Governor’s Teaching Excellence Award.
“Thought experiments” are fictional scenarios designed to test what people believe when it comes to tricky questions. Philosophers rely on thought experiments and other hypotheticals to help people move from unreflective, taken for granted “truths” into what the great British logician Bertrand Russell considers the “productive space of uncertainty” where authentic, creative thinking begins. Every week in this course we will engage with a different thought experiment in the domain of Ethics. Each has been selected because of its status as a “classic” in the field of philosophical ethics, as well as its connection to a major — and very thought-provoking — question regarding moral values and principled decision-making.

1. The Ring of Gyges: Why do people want to be “good”?
2. Trolley Problems: Which will you choose – the “Greater Good” or the “Golden Rule”?
3. The Land of Equim: Is it right to privilege familiars over strangers?
4. The Veil of Ignorance: How can we construct a fair society?
5. The Experience Machine: What makes life worth living?
6. Mystery Experiment to be chosen with class

Fridays, 10:00-11:30 am  
September 18 – October 23  
Online via Zoom  

Frances Bottenberg (Ph.D., Stony Brook University) is a Lecturer in Philosophy. She has research and teaching interests in phenomenology and existentialism, philosophy of art, and philosophy of education. Bottenberg is a native of Montreal, Canada, and is an avid Early Music musician.

Women have been full participants in the shaping of American history despite not always enjoying the benefits of full citizenship. This course will acquaint participants with the major issues and events of women’s history in the United States during the twentieth century. We will explore issues such as gender and race, suffrage, women’s labor and education, Second Wave Feminism, and social reform. To do this we will examine the lives of individual women, using their experiences as lens to contextualize larger issues in U.S. history. We will study women who made major contributions to the inclusion of women in the larger body politic.

1. Ida B. Wells & Rebecca Latimer Felton
2. Jeannette Rankin and Progressive Women
3. Ella Baker and Civil Rights
4. Mary Brave Bird and the American Indian Movement
5. Dolores Huerta and the Farmworkers Movement
6. Shirley Chisholm and the Second Wave

Wednesdays, 10:00-11:30 am  
September 23 – October 28  
Online via Zoom  

Virginia Summey (Ph.D., University of North Carolina at Greensboro) teaches in the Lloyd International Honors College. Her dissertation focused on groundbreaking attorney and Judge Elreta Melton Alexander and the civil right movement. Currently she is examining the role of white women in the North Carolina white Supremacy Movement from 1899-1900. She lives in Winston-Salem with her husband, Graham, daughter, Hannah, and dog, Grits.
LIES, CONSPIRACIES, AND “FAKE NEWS”

With so much information available to us in the twenty-first century, how can we distinguish between what is true and what is false? How do we know which sources to trust? Can we really know anything at all, or is all information equally unreliable? This course provides an overview of the challenges we face in this age of digital information and how we can equip ourselves to face them. We will focus on information literacy and analytical reasoning skills, discuss the notion of confirmation bias, and practice fact-checking claims on social media in order to identify information that comes from the most objective sources.

1. Information Overload and the Death of Expertise
2. A Brief History of “Fake News”
3. Confirmation Bias and Logical Fallacies
4. The Dangers of Spreading Falsehoods
5. Fact-Checking 101
6. What Can We Do Now?

Wednesdays, 2:00-3:30 pm
September 16 – October 27
Online via Zoom
One skipped Wednesday
TBA in October due to pending birth of child.

Joseph A. Ross (Ph.D., The University of North Carolina at Greensboro) is a historian of human rights, genocide, and international law, and the United States’ role in the world. His research examines a group of Americans who participated in the Nuremberg War Crimes Trial, and the North Carolina Humanities Council has chosen as a Road Scholar for his program, “Judging Nazis: John Parker’s Nuremberg Journey.” He has received support for his teaching from the Mellon Foundation Initiative.

SPECIAL EVENTS: History Behind the Headlines

Daily we are bombarded with surprising and sometimes alarming developments and challenges to the world we live in. Join Dr. Jeff Jones as he brings to light the historical roots of one of our contemporary world’s crises. Given the rapid change of world events, the topic won’t be chosen until closer to the event.

Tuesday, 10:00-11:00 am
September 15
Online via Zoom
No charge, but registration is required.

Jeff Jones (Ph.D., University of North Carolina at Chapel Hill) is Associate Professor of Russian-Soviet and contemporary world history at the University North Carolina at Greensboro. His book, Everyday Life and the ‘Reconstruction’ of Soviet Russia During and After the Great Patriotic War, 1943-1948, was published by Slavica Publishers in 2008, and he is currently completing a book entitled Smoke, Mirrors and Memories: Varying Perspectives of the Soviet-Afghan War, 1979-1989, forthcoming (hopefully) in 2022.
REGISTRATION

Emeritus Society courses are open to men and women 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. Each course costs $90.

You may register online at https://www.serveincstore.org/pages/emerus-society

Please be sure that the email address you provide on your registration is current. This email address will be used to send you the link that gives you access to the online class (es) for which you have registered. Classes will be conducted on the Zoom meeting platform. Once your registration and payment have been received, you will receive an introduction to Zoom materials via the email address you provide. In addition, staff will be available 30 minutes before the first class of each course for orientation help.

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

Refund Policy: To receive a refund, a written request must be received (emerus@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.