ASU Emeritus College

Mission Statement

The purpose of The Emeritus College is to give a home and a focus to continued intellectual, creative and social engagement of retired faculty with the University. The Emeritus College fosters and promotes the scholarly and creative lives of its members, prolonging engagement with and service to the University and community. The Emeritus College provides the University a continued association with productive scientists, scholars and artists who have retired from their faculty positions but not from their disciplines.

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The Emeritus College at ASU consisting of more than 500 retired professors with emeritus standing from Arizona State University and other universities provides its members with opportunities to lecture and teach beyond campus boundaries. Civic, service, religious and other community organizations, who wish to schedule specific lectures, workshops or short courses, are invited to make their selections from this guide or from our interactive searchable website at [insert URL here].

Organizations who wish to invite lectures, workshops or short courses on topics other than those found in this guide may also contact the College and an attempt will be made to provide an expert speaker or instructor.

Lectures are usually 50 to 75 minutes in length, depending on the requirements of the host organization. Workshops are typically a bit longer ranging from one hour to several hours. Courses, typically at the university “general studies” level, vary from three to ten lectures of one or two hours each and do not carry college credit.

Compensation to speakers depends upon the nature of the host organization. Single lectures are presented gratis to service and other non-profit groups, although honoraria are appreciated. Courses usually will require a modest stipend. Remuneration details as well as audio-visual and other special requirements should be negotiated with the speaker.

**HOW TO USE THIS GUIDE**

Use this Guide or our interactive searchable website ([https://emerituscollege.asu.edu/lectures-courses-workshops](https://emerituscollege.asu.edu/lectures-courses-workshops)) to select lectures, workshops or courses on topics that are of interest to you and your organization. Once you have one or more topics selected, pick the desired date(s) and time(s) that you would like to have the presentation(s). Flexibility with scheduling can be helpful. Using the contact information provided contact the faculty member directly or the
All the information in this Guide is also available in an online searchable database at [https://emerituscollege.asu.edu/lectures-courses-workshops](https://emerituscollege.asu.edu/lectures-courses-workshops).
Course, Workshop and Lecture Offerings

David Berman

Professor Emeritus of Political Science
Arizona State University

David R. Berman is a Professor Emeritus of Political Science and a long-time associate with the Morrison Institute for Public Policy at Arizona State University where he has served as a Senior Research Fellow. He has written twelve books and over 100 published papers, book chapters, or referred articles dealing with state and local government, politics, and public policy. His work includes several books and refereed journal articles on the Populist/Progressive period in the United States, with an emphasis on Arizona and the Mountain West. He is the author of recent biography on Arizona’s first Governor, George W.P. Hunt. His work for the Morrison includes studies on direct democracy, clean elections, top-two primaries, redistricting, dark money, and the state’s political culture.

Lectures offered by David Berman

All the information in this Guide is also available in an online searchable database at https://emerituscollege.asu.edu/lectures-courses-workshops.
George Hunt: Arizona's Crusading Seven-Term Governor

George W. P. Hunt was a highly colorful Arizona politician. In 1911, Arizona voters chose Hunt the state's first governor. He went on to win election to that office six more times – in 1914, 1916, 1922, 1924, 1926 and 1930. Prior to becoming governor, he served in leadership positions in the territorial legislature and President of the convention that produced the state’s first and only constitution. A progressive force, he was at the center of Arizona Politics from the 1890s down to the early 1930s. The presentation focuses on Hunt’s battles to stem the powers of large corporations, democratize the political system, defend labor rights, reform the prison system, abolish the death penalty, and protect Arizona’s interests in the Colorado River.

Available as an online or in-person lecture

*Dark Money in Arizona: The Right to Know, Free Speech and Playing Whack-a-Mole*

Dark money, this relatively new campaign-finance phenomenon of hidden contributions, is seen by some to reflect a genuine threat to democracy. Its defenders, on the other hand, argue that this approach to funding

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political campaigns is merely an extension of Americans’ basic right to free speech. This presentation focuses on the development of the dark money issue and its manifestation in Arizona politics, what should or could be done about it, and how it relates to some broader problems regarding campaign finance.

Available as an online or in-person lecture

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Donald Blumenfeld-Jones
Professor Emeritus of Education
Arizona State University

Donald S. Blumenfeld-Jones focuses on the intersection of aesthetics, ethics, and education, both in the area of education theory and in putting his ideas into practice.

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He has numerous articles, book chapters, and three books devoted to both theory and practice: *Curriculum and the Aesthetic Life: Hermeneutics, Body, Emotion, Ethics, and Education* (2012, Peter Lang), *Ethics, Aesthetics and Education: a Levinasian Approach* (2016, Palgrave-Pivot) and *Teacher Education for the 21st Century: Creativity, Aesthetics and Ethics in Preparing Teachers for Our Future* (2017, Information Age Publishing). He is presently working on a new book (September 2022, Springer): *Reimagining Curriculum Studies: A Mosaic of Inclusion*. He founded and directed ARTs (Arts-Based Reflective Teaching), the basis for the teacher education book, an elementary education teacher preparation program dedicated to aestheticizing the curriculum and making ethics central to both curriculum planning and teaching. He also directed and was part of the founding team of a teacher preparation program titled *Teaching for a Diverse Future*, focused on teacher preparation through an anthropological/multi-lingual/social justice/aesthetic set of lenses.

*Lecture offered by Donald Blumenfeld-Jones*
Ethics in a New Key: How Beauty and Goodness Can Help Our World

The importance of ethics in today’s world cannot be underemphasized. We live in a time when doing “good” is the most important kind of act we can do. But, how do we know “the good” in order to do good? To answer this I begin with the Greek’s understanding that goodness (ethics) and beauty (aesthetics) are connected. While the Greeks did not develop their insight, contemporary ethicists Mark Johnson and John Paul Lederach have developed a clearer understanding of that relationship. The ideas of these two thinkers are used to explore perhaps the most significant ethics philosopher of the 20th and 21st centuries: Emmanuel Levinas. His work describes the experience of living ethically, rather than telling us how to live ethically. In so doing he provides a way into “doing the good” that transcends culture and politics.

Available as an online or in-person presentation

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Paul Burgess
Professor Emeritus of Economics
Arizona State University

Paul Burgess came to ASU in 1969. During his ASU career, he served as Chair of the Department of Economics and chair of the University Chair Group. He received the Excellence in Research Award from the National Foundation for Unemployment Compensation and Workers’ Compensation. Paul currently is continuing his research on economics and religion (his first book in this area is titled, “Salvation for Sale: The Early Catholic Church’s Toll Road to Salvation.”)

Courses and lectures offered by Paul Burgess

Education, Employment and Earnings: Past, Present, Future
Education, employment, and earnings are critically important for individuals, families, and the nation. They directly relate to productivity and the ability of the country to meet its obligations for Social Security and other government (and private) programs. We look at the patterns for these factors for the past, present, and future.

All the information in this Guide is also available in an online searchable database at https://emerituscollege.asu.edu/lectures-courses-workshops.
Available as an online or in-person lecture.

**The Economics of Almost Everything**
Basic economic principles are highly intuitive, and they are illustrated repeatedly by the decisions and actions of individuals, firms, governments, and non-profit organizations. This course explains the basic intuition of the economic motivations and discusses many examples of economics in action in everyday life. Supply and demand are especially important in understanding these issues.

Available as an in-person two or three session course.

**Demise of the Performing Arts**
A string quartet required four players hundreds of years ago, and it still requires four players. The basic problem for high-quality performing arts is that technological advances in the ‘productive’ sector of the economy (e.g., auto manufacturing) have limited or even no relevance in increasing ‘productivity’ in the performing arts. Consequently, because the real costs of producing performing arts have increased substantially (as earnings opportunities in the productive sector mean performing artists earn more), high-quality performing arts are difficult to maintain without pricing out most persons or requiring substantial donations or
government support. For a few of the highest-quality endeavors, however, technology can help.

Available as an online or in-person lecture.

**Early Catholic Church’s Long Toll Road to Salvation**
The Catholic Church rose to fabulous wealth and power from its humble roots in the first century. It did this by creating a long toll road to salvation; missionaries and saints played key roles in the process. Missionaries converted millions to the Catholic faith. Departed saints were treated as ‘living’ persons, and they ‘performed’ many jobs for the church (for which they expected handsome compensation). Purgatory and death were the final stops on the toll road, and they provided huge wealth for the church.

Available as an online or in-person lecture.

**The Income-Wealth Gap Between the Rich and the Rest**
There always has been a large gap in the income and wealth of the rich and the rest. Of course, some differences in earnings, income, and wealth are necessary for an efficiently operating market economy. But the gaps have grown substantially since the 1970s. Unique data are used to explore the size and implications of this growing gap. Some potential
‘solutions’ to reduce the magnitude of the gap also are explored.

Available as an online or in-person lecture.

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Kathleen Desmond
Professor Emerita of Art History
University of Central Missouri

Dr. Kathleen Desmond is Emerita Professor of Art History/Theory, University of Central Missouri. She was Assistant Provost, Graduate Dean, Art Department Chair, Art Gallery Curator and consultant to art organizations, publishers and museums. Her articles are published in art journals and books and her art is regularly exhibited. Her book Ideas About Art was published by Wiley-Blackwell, 2011. She earned her

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Doctorate and Master’s at ASU and Bachelor’s at University of Wisconsin-Madison.

*Lectures offered by Kathleen Desmond*

**Where were the women in MY Art History books? Women Artists and their Art**

If you studied art history in or before the 1970s you realized that art by women were minimized or not acknowledged at all. H. W. Janson’s *History of Art* contained no women artists or artworks made by women. Not one. Even in the 1986 revised edition only 19 illustrations of women’s art (in black and white) appeared along with the 1,060 reproductions of work by men. These exclusions are a catalyst for this engaging and visual (of course!) presentation about the history and ideas of women artists and a discussion about a current approach to art history.

Available as an in-person lecture

**Postmodern Art and Culture**

Changes in attitudes – political, economic, social and psychological – are reflected in art and culture from Classical Greek and Roman To Renaissance and Baroque and in a variety of “isms,” each reacting to the one before it, through the America, French, and Industrial

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Revolutions to Modernism, and attitudes that adopted abstraction to express the new studies of psychology and sociology. Postmodernism refers to a reaction against Modernism, or an adaptation of it, or just plain, what came after it.

Postmodernism is a broad term that is difficult to explain because it is so all-encompassing, slippery, and, for some, even infuriating. Postmodernism is ridiculed and other times it is cool to drop the word into conversations. The term shows up in commercials, television and radio programs, and movies. No matter how annoying or engaging, or how critical or popular Postmodernism seems to be, however, it cannot be ignored.

This presentation will engage the audience in the plurality of theories, attitudes, ideas, and experiences (often conflicting) that came about in the mid-twentieth century. Postmodernism literally means after Modernism, but it is also a set of perspectives used in critical theory that refers to a point of departure from Modernism for visual art, design, film, drama, literature, architecture, business, marketing, law, and culture. Postmodernism is also an aesthetic, literary, scientific, political, social and cultural philosophy. It is a new way to understand a new world. Attempting to define it
violates a Postmodern premise that no definite terms, boundaries, or absolute truth exists.

Available as an in-person lecture

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Larry Edmonds
Professor Emeritus of College of Integrative Sciences and Arts
Arizona State University

Dr. Larry Edmonds has taught and been a practitioner of Leadership, Gender Fluidity, Human Communication (Intercultural/Cross-cultural), Conflict and Negotiation, as well as Training and Development at ASU. He has been honored with two Outstanding Faculty/Teaching Awards and is a Robert B. Rutherford, Jr. Memorial Fellow for his work directly with learners with behavioral/learning issues and a Dessie E. Larsen Fellow for Communication/ Chautauqua/Living History Performances as the late Carl T. Hayden (D-AZ) and

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other historic Arizona figures. Edmonds served as Director, Education Leadership Innovation for the Global Listening Centre (2016-2019) and currently serves on the Advisory Board, Diversity in Organizations, Communities & Nations, the Scottsdale Historic Preservation Commission, and is the Vice President/President-elect of the ASU Retirees Association.

_Lectures and Discussions offered by Larry Edmonds_

**Small Wins: Using Incremental Progress to Achieve Larger Goals (in-person, 1-hour)**

We often look to make large advances in life, yet this workshop covers the ways in which “small wins” can lead to great successes over a period of time and why those small wins are successful.

Available as an in-person lecture

**Neurolinguistic Programming: (in-person, 1-hour)**

How does our state of mind and body affect our communication and our behavior? Our mind and bodily states show up in our language and non-verbal communication, but we have the power to make changes our mind and bodily states. This presentation covers those changes.
Available as an in-person lecture

**Food, Music, and Memory: (in-person discussion, 1-hour+)**

At one time or another, most of us have tasted a food item, smelled something cooking/baking, or heard a piece of music that has taken us (mentally) back to a past experience. This discussion addresses how food and music affect our memories. Audience participation is part of this discussion.

Available as an in-person lecture and discussion

**What is Home for You? (in-person discussion, 1-hour+)**

In the earlier years of our country and the world, most people never strayed more than 25-50 miles from the place where they were born. With the advent of the train, the car, and the airplane, we not only visit places our ancestors never dreamed of visiting, our children and grandchildren go off to college in cities that may be hundreds of miles from where they were born and many of them work at jobs that have taken them far away from where they grew up. This discussion covers the varied concepts of “home” and what constitutes “home” for many of us.

Available as an in-person lecture and discussion
Self-disclosure, Meeting New People, and Building Relationships: (in-person discussion, 1-hour+)

When we first meet a new person, we begin to determine right away whether we think we might want to enter into a relationship (friendship, romantic, and even at interviews for jobs, banking relationships, and others) with that person. But how do we do that? This discussion applies an “onion” metaphor to illustrate “self-disclosure” and how we determine whether to enter into that relationship or to move on without that relationship.

Available as an in-person lecture and discussion

If You Could Live in the Past or Live in the Future: (in-person discussion, 1-hour+)

Many of us dream about going back and living in the past, perhaps to remedy a mistake we made or to capture a missed opportunity when we were younger. Others of us imaging living in the future to see how our world evolves (or devolves) and to find out how we or our children or grandchildren or neighbors and friends turned out. This discussion brings together attendee desires and/or perceptions of what things might be like for them if they could return to the past or advance to the future.

Available as an in-person lecture and discussion

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The Fun and Importance or Becoming a Chautauquan/Living History Presenter: (in-person lecture and discussion, 1-hour+)

How can we bring history alive for children and adults alike? Living history presentations bring historical characters alive and can be educational, engaging, and entertaining. For over a decade, Dr. Larry Edmonds has provided Chautauqua presentations of Senator Carl T. Hayden (D-AZ), AZ Governor George W. P. Hunt, and Senator Barry Goldwater. This presentation provides step-by-step insights into how to create a character portrayal, from scripting a presentation to costuming tips. Many of Edmonds’ presentations were provided by mini-grants through the Arizona Humanities Council. “Marketing” your Chautauqua character is also discussed in the presentation/discussion.

Available as an in-person lecture and discussion

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Billie Enz

Professor Emerita of Education

Arizona State University

Billie Enz (Ph.D. Elementary Education, Arizona State University). Billie is an emeritus professor at Arizona State University where she served as an administrator in the College of Education for over 25 years. Dr. Enz was a member of the Early Childhood teaching and research faculty. Dr. Enz is an expert in the areas of family literacy, emergent literacy, and language acquisition, co-authoring three textbooks in this area. Since retiring Dr. Enz has taught brain health courses for senior citizens who believe in the importance of continuous learning and, on the other end of the developmental continuum she teaches early language and literacy class to newborns and their first-time moms for First Things First.

Lectures offered by Billie Enz

The Ever-Evolving Brain: Infant, Teen, Adult, Seniors

All the information in this Guide is also available in an online searchable database at https://emerituscollege.asu.edu/lectures-courses-workshops.
This engaging session discusses how the brain begins to develop in utero and continues evolve throughout the human lifetime.

- Brain architecture & neurons and neural networks
- Brain development across the life span with a special emphasis on senior skills
- Adverse Childhood Experiences (ACEs) research

Available as an online or in-person presentation

**How Memory Works – Maintaining Brain/Body Wellness**

This session discusses the intertwined memory systems and what research suggests is the best way to maintain memory skills throughout life.

- Sensory memory, working memory and the components of the long-term memory system.

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• Memory retrieval and current science reviews of how memories are stored.
• Memory and sleep
• Brain Health, age-related memory loss vs dementia(s)

Available as an online or in-person presentation

**Language, Memory and Communication**

This session reviews the biology of language acquisition and describes how quickly language develops. We also discuss how language establishes the foundation for written language and IQ.

• Stages of language development
• Language and Verbal IQ
• Communicative abilities in other species

Available as an online or in-person presentation

**The Brain: Pain & Altered States**

This session presents information regarding how ancient and modern humans (and other animals and birds) use organic substances to treat pain and illness.

• Understanding the pleasure centers in the brain
• Understanding the biology of addiction and newest treatments
• Other creatures and altered states
Available as an online or in-person presentation

**Sensory Perception from a Brain Point of View**

This highly interactive session describes where and how the five senses are processed in the brain and how our senses are the basis for all our emotions and memories.

• Sensory processing
• Senses and memory
• Sensory integration and creating our world view

Available as an online or in-person presentation

**Gender Differences – Biology and Culture**

This interesting yet very amusing session reviews the biological differences (brain and body) between men and women and how culture has exaggerated these variations over time.

• Differences across time
• Differences across culture

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• Differences within gender

Available as an online or in-person presentation

**Memory and Cognitive Flexibility: Our Brain’s Executive Functions**

This highly interactive session reviews the components of executive function (EF) including attention span, working memory, planning and mental flexibility, physical inhibition and emotional regulation (self-control). Discussion includes how and when EF skills develop and how to keep these essential brain functions working through our whole life. Tips for maintaining memory and problem solving will be demonstrated.

Available as an online or in-person presentation

**Social Brain: Empathy via Mirror Neurons – Plus a Pop of Personality**

This session reviews mirror neurons and how it affects our ability to learn, feel empathy and interpret others’ intentions.

• Theory of Mind – understanding others intentions, feelings, and thoughts.
• Theory of Mind in animals

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Theories regarding autism

Available as an online or in-person presentation

Brain Evolution and Becoming Human

This session considers brain development over two million years of primate evolution and how this big-brain has given humans an interesting set of skills that appears to be unique among animals. This session also reviews the most recent science that examines ancient DNA that offers interesting theories on how we evolved, like new theories in anthology will examine the role of language and tools in brain development.

- Archaic humans and recent cousins
- Hybrids – Lovers or Fighters?
- Homo-Sapiens

Available as an online or in-person presentation

Connecting Learning Theory, Brain Biology and Intelligence

This session examines learning theories through a biological lens. We will discuss intelligences (humans and non-humans) and consider how teaching-
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J. Richard Haefer

Professor Emeritus of Music

Arizona State University

Dr. J. Richard Haefer is a Professor Emeritus at Arizona State University where he taught for thirty-six years. He
has studied North American Indian music and Gregorian Chant for more than fifty years; Mexican music (Indigenous, *música regionales*, and art music), mariachi (in Mexico and the U.S.), and colonial art music for forty years. He was the founder of the ASU Mariachi Program and directed for it twenty-five years. He has been a professional mariachi for more than thirty years recording two CDs with his group *Mariachi Corazón de Phoenix*. He prefers performing in the style of *Plaza Garibaldi, Cuidad México*.


He has two online databases in preparation: *Hispanoamericano Colonial Music Discography*, and *Villancicos in Colonial Nueva Mundo*

All the information in this Guide is also available in an online searchable database at [https://emerituscollege.asu.edu/lectures-courses-workshops](https://emerituscollege.asu.edu/lectures-courses-workshops).
**Workshops and lectures offered by J. Richard Haefer**

**Arizona’s Indian Music**

With more than 20 different Indigenous cultures living in Arizona there is a vast range of different musical sounds varying from multiple vocal timbres and tensions to instrumental practices all performed within a variety of musical styles from traditional to modern, pop, opera, country, and rap. Examples of each will be heard and discussed within this one-hour lecture.

Available as an online or in-person lecture

**History of Latin Hymnody**

The composition of hymns in the Latin language began in the first centuries *Anno Domino* and continued through the 19th century. In this one and one-half hour lecture major authors of these hymn texts are illustrated via specific hymns from each of three eras: 1) the formative period, 2) the period of florescence, and 3) the period of decline. A handout of authors and titles will be provided.

Available as an online or in-person lecture

**Semana Santa Procesiones en Colombia**

All the information in this Guide is also available in an online searchable database at https://emerituscollege.asu.edu/lectures-courses-workshops.
A look at Catholic symbolism, anthropology, and allegory in the Holy Week processions of Popayán, Colombia, Including the history of such events in medieval and renaissance Spain. By exploring the use of statues, flowers, colors, and music with their symbolic (and allegoric) meanings, I document a religious expression that dominates within an otherwise Patriarchal and Commercial festival.

Available as an online or in-person lecture

*Los Villancicos de Ibero-Americana: not just Christmas carols*

Villancicos are a genre of music often translated into English as a “carol,” thus implying Christmas music. Indeed the villancico genre is much more than Christmas music. In this lecture we will explore the more than 400 villancicos found in the archive of the Catedral Basílica Metropolitana y Primada (Imaculate Concepción) de Bogotá, Nueva Granada (Colombia) — music, which is very different from that of the villancicos of Mexico, Nueva España.

Available as an online or in-person lecture

*The Bishop's Banquet: Food in Late Medieval/Early Renaissance Spain*
The Archbishop’s palace in Santiago de Compostela, Spain has a marvelous banquet room with the portals hosting carvings of people and scenes related to “eating.” Together with illustrations from the marvelously illuminated manuscripts of the 13th century *Las Cantigas de Santa Maria* it is possible to present a conception of late medieval Spanish foods, commercial sharing of food products, music instruments involved with banquets, and, of course, the Bishop and his entourage.

Available as an online or in-person lecture

A series of four one–hour lectures describing the history of music instruments from traditional and folk cultures to the art cultures of the East, mid–East, Europe and the “new world.”

Each lecture is accompanied by photographs and sound bites of a series of instruments.

You may choose one lecture or the series of four one-hour lectures below.

Available as online or in-person lectures

1001 Arabian Nights or 1001 musical strings
10,000 years of string instruments from one string fiddles and African harps to Mesopotamian and oriental lutes to the marvelous violin family.

**Reeds in the wind**

Vibrating bamboo attached to instruments of wood, ebony, plastic and even other pieces of bamboo form the family colloquially called “woodwinds.”

**Making music with “raspberries”**

A history of music instruments played by buzzing your lips from conch shells and natural horns to trumpets with valves. The brass family.

**Thumps and bumps in the Night: Scaring spirits away or making music.**

Organized sounds: from *Charivari* to music with rattles and drums from one simple instrument to 100s. A history of percussion instruments.

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Norma Faris Hubele joined the engineering faculty at Arizona State University in 1984. In her 22 years at ASU, she taught statistics to engineering students and served in various administrative positions, including the Director of Strategic Initiatives for the Ira A. Fulton Schools of Engineering from 2004 to 2006.

Norma has served as an expert witness in automotive crash statistics in over 120 legal cases across the nation. Locally, she was part of Phoenix Police Officer Jay Schecterle’s team of experts – concerning the rear positioning of the gas tank in Police Interceptor vehicles. In 2018, she launched www.TheAutoProfessor.com dedicated to car safety. The primary product is a safety rating system based on the experience of people in actual crashes on our roadways. She is currently on
contract to write a book entitled *Car Safety: Where the Numbers Help and Where They Don’t*.

**Workshops offered by Norma Hubele**

Buying a car can be both an exciting and stressful process. Balancing our budget, desires and practicality can sometimes overwhelm us. In this 2-part workshop, we bring you peace of mind in helping you to sort through the safety ratings and new safety features of a car.

**Car Ratings and What They Mean**

In the first workshop, we explain why the federal government’s “Star Safety Rating” and Insurance Institute’s “Top Safety Picks” systems were originally developed. With this understanding, you will be better prepared to interpret these ratings in your car-buying decisions.

Available as an online or in-person workshop.

**Driver Assist Technologies**

In the second workshop, we describe the capability of the current driver-assist technologies, the nomenclature and their estimated value in the car-buying decision. The regulation and limitation of these systems will give you insights. The workshop will end with a view of the future of cars and ownership.

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Available as an online or in-person workshop.

What attendees can expect to know at the end of the workshops:

1. A new perspective on the traditional safety rating systems and how to interpret their ratings.
2. A better understanding of the driver-assist technologies and how to assess their value when buying a car.
3. A different way of looking at the future of car ownership.

(Note: Each workshop will be ‘stand-alone’ but are better taken together.)

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Richard (Dick) Jacob was born in Salt Lake City, Utah, and received his BS and PhD degrees in Physics from the University of Utah. He joined the faculty at Arizona State in 1963 and retired as Professor Emeritus in 2001. During his tenure, he served a five-year term as Chair of the Department of Physics and Astronomy. He was also Director of the College of Liberal Arts and Sciences Honors Program, 1976 – 1978, and served a term as president of the independent Faculty Association. He was also the first president of the University Club Board of Directors. In 2004, he became Founding Dean of the Emeritus College at ASU.

Jacob taught physics at all levels and in most areas, emphasizing quantum physics, relativity, electrodynamics and mathematical physics. His research is in theoretical elementary particle physics. His avocational interests are music – he plays saxophone and clarinet – reading history and historical fiction, baseball and writing.

All the information in this Guide is also available in an online searchable database at https://emerituscollege.asu.edu/lectures-courses-workshops.
He and his wife, Jackie nee Snell, have four children, all of whom have ASU degrees, fourteen grandchildren and two great-grandchildren. Jackie is a retired elementary school teacher. They continue to reside in Tempe, appreciating the close proximity to Sky Harbor and, therefore, their family members.

*Mini courses and lectures offered by Dick Jacob*

Descriptions for lectures and courses below with the same title are equivalent. Courses will probe deeper and wider into the material.

**100 Years of Quantum Physics** (8 lecture course)

This course is designed for adults who, while not necessarily trained in the sciences, have sincere curiosity about the universe in which we live and the physical laws which govern it. It is taught at the university general studies level and has no mathematics or physics prerequisites beyond that ordinarily required for high school graduation. New concepts will be carefully introduced.

Part I of the course surveys the origins, primary concepts and principle technological advancements of quantum physics. Part II will review the advancements and technological applications of quantum physics through the latter half Twentieth Century and going into the Twenty-first.
This course will not cover recent experimental and theoretical developments, e.g., quantum computing and quantum state telekinesis, as these topics are addressed in the course, *Spooky Physics*, offered periodically by the instructor.

Available as an in-person 8 lecture mini-course

**The Big Bang and All that: The Birth of a Universe** (4 lecture course or lecture)

This course is designed for adults who, while not necessarily trained in the sciences, have sincere curiosity about the origin of the universe in which we live and how, according to current scientific understanding, it happened. The current well-established standard model of the birth of the universe, referred to popularly as the Big Bang, will be discussed with particular emphasis placed on the evidence sustaining it. The course is taught at the university general studies level and has no mathematics or physics prerequisites beyond that ordinarily required for high school graduation. New concepts will be carefully introduced.

Available as an in-person lecture or four lecture mini-course

All the information in this Guide is also available in an online searchable database at [https://emerituscollege.asu.edu/lectures-courses-workshops](https://emerituscollege.asu.edu/lectures-courses-workshops).
An Intimate Evening at Stonehenge  (Lecture)

An introduction is given of the setting and origins of Stonehenge, including up-to-date archaeological knowledge of its role in Neolithic society. Up close photos taken by the lecturer of the stones forming Stonehenge are also shown along with a description of their nature and origins.

Available as an online or in-person lecture

Particle Cosmology: Quarks, the Higgs and the Big Bang  (4 lecture course)

This course is designed for adults who, while not necessarily trained in the sciences, have sincere curiosity about the origin of the universe in which we live and how, according to current scientific understanding, it happened. The current well established standard model of the universe, including its birth, referred to popularly as the Big Bang, and the basic constituents of its contents, will be discussed with particular emphasis placed on the evidence sustaining it. The course is taught at the university general studies level and has no mathematics or physics prerequisites beyond that ordinarily required for high school graduation. New concepts will be carefully introduced. This course is an adaptation for ASU Osher and Tempe Connections of a Junior-Senior honors course taught by the instructor at Barrett, the Honors College at ASU.
Available as an in-person 4 lecture mini-course

**A Practical Introduction to General Relativity** (4 lecture course)

This course is designed for adults who, while not necessarily trained in the sciences, have sincere curiosity about Einstein’s famous theory of gravity and about the universe in which we live and how, according to current scientific understanding, it came to be. It is taught at the university general studies level and has no mathematics or physics prerequisites beyond that ordinarily required for high school graduation. New concepts will be carefully introduced.

This is not a course in “practical” applications of General Relativity, although there are some, such as GPS systems, that will be discussed, but rather an approach that is practical in the sense of not requiring advanced mathematics or physics.

Available as an in-person 4 lecture mini-course

**Einstein’s Legacy** (4 lecture course or single lecture)

The life and work of Albert Einstein, including the social impact of his discoveries and commentary. It is taught at the university general studies level and has no mathematics or physics prerequisites beyond that.

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ordinarily required for high school graduation. New concepts will be carefully introduced. Available as an in-person lecture or 4 lecture mini-course

**The LHC: Particle Physics at the Higgs Frontier** (4 lecture course or single lecture)

It has been eight years since the first observation of the Higgs Boson at the Large Hadron Collider (LHC) in Geneva, Switzerland. This event placed the capstone on the development of the so-called Standard Model of matter, which unifies the Electromagnetic force with the Weak Nuclear force. Further unification of these with the Strong Nuclear (or Strong Quark) and Gravitational forces is the continuing central mission of the LHC. This course will review the physics leading up to the Higgs observation and, in the final lecture, will survey the physics done at the LHC since then and the LHC's current status as still the world's greatest elementary particle physics laboratory. Important research at the Higgs Frontier at other facilities will also be presented. The class is presented at the college 101 General Studies level and requires no science and math beyond high school graduation.

Available as an in-person lecture or 4 lecture mini-course

All the information in this Guide is also available in an online searchable database at [https://emerituscollege.asu.edu/lectures-courses-workshops](https://emerituscollege.asu.edu/lectures-courses-workshops).
**Neutrinos: Phantoms of the Universe** (4 lecture course or single lecture)

The prediction and subsequent discovery of the neutrino, a particle of no electrical charge and very little mass, but which exists around us in inconceivable numbers, is one of the greatest triumphs of modern theoretical and experimental physics. Today, neutrinos demonstrate their worth as probes of a wide range of phenomena, from the subatomic to the cosmic. The history and concepts of neutrino physics are explained in language accessible to any high school graduate who has fulfilled general college admission prerequisites.

Available as an in-person lecture or 4 lecture mini-course

**The Nitty and the Gritty: Physics of Elementary Particles** (8 lecture course)

This historically based course in elementary particles is designed for adults who, while not necessarily trained in the sciences, have sincere curiosity about the fundamental nature of matter in our universe and the means by which it has been uncovered. It covers the field from the discovery of the electron to current quark and Higgs physics. It is taught at the university general studies level and has no mathematics or physics
prerequisites beyond that ordinarily required for high school graduation. New concepts will be carefully introduced.

Available as an in-person 8 lecture course

**The People and Physics behind the Atom Bomb (4 lecture course)**

The development of the atomic bomb is one of the most fascinating scientific adventures in world history. In contrast to most popular understanding, it was an international effort pursued by countries both allied and adversarial. This course will address the basic nuclear physics and bomb physics needed to understand the events leading to the Trinity test on July 16, 1945 and subsequent events. It will also visit the 24 primary actors in the process as well as many in the supporting cast.

Because of time restrictions, however, the course will cover only those events from the discovery of the atomic nucleus in 1911 to the Trinity test of the “Big Boy” plutonium bomb at Alamagordo, New Mexico. It will not cover the subsequent use of the bomb nor the post-war history of international relations regarding nuclear energy and weaponry.
The course is designed for intelligent adults without formal science background. There will be very little math and no need to follow mathematical deductions.

Available as an in-person 4 lecture course

**The Song of the Universe: Gravity Waves** (lecture)

This lecture covers the prediction of gravity waves and their recent observation in highly sensitive laboratories around the world.

Available as an in-person lecture

**Special Relativity - Case Closed** (4 lecture course or lecture)

The weird, non-intuitive phenomena of Special Relativity easily invite skepticism from those who do not understand it. As a scientific discipline, Special Relativity is held to the same criteria of observable substantiation as all of science. In this course, it will be demonstrated how Special Relativity has fulfilled this requirement to a higher degree than any other scientific law or theory. In the process of doing this, it will display and discuss all those fun unimaginable characteristics of Special Relativity that attract curious attention to it.

All the information in this Guide is also available in an online searchable database at [https://emerituscollege.asu.edu/lectures-courses-workshops](https://emerituscollege.asu.edu/lectures-courses-workshops).
Available as an in-person lecture or 4 lecture mini-course

**Spooky Physics: Quantum Entanglement, Quantum Teleportation and Quantum Computing** (4 lecture course)

Quantum Theory consists of the physical laws and principles that govern crystalline, molecular, atomic and subatomic behavior. Quantum Mechanics is the application of these principles, primarily using mathematical equations and numerical computations. The most profound scientific revolution of the 20th Century, Quantum Theory presents a host of non-intuitive concepts and dictums. This course will introduce and survey contemporary research on some of the most confounding of these, which Albert Einstein derisively called “spooky.”

The course will be taught at the level of a college general studies course for intellectually well-prepared lay persons. No mathematical developments will be presented in class, although students should be comfortable with simple logic, formulas and graphs. There will be symbolic notation, hopefully well defined. The historical development of Quantum Theory and its standard applications through Quantum Mechanics will not be covered (cf. the instructor’s course, The First)

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Hundred Years of Quantum Physics), but attention will be focused on the basic principles of Quantum Theory that lead to current research in quantum entanglement, quantum teleportation and quantum computing.

Available as an in-person 4 lecture mini-course

Symmetries in Modern Physics (4 lecture course)

From crystals to elementary particle families to space and time transformations, the symmetries of modern physics provide both aesthetic delights and scientific wonder. This course is taught at the university general studies level and has no mathematics or physics prerequisites beyond that ordinarily required for high school graduation. New concepts will be carefully introduced.

Available as an in-person 4 lecture mini-course

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All the information in this Guide is also available in an online searchable database at https://emerituscollege.asu.edu/lectures-courses-workshops.
Gary Kleemann

*Academic Professional Emeritus of College of Technology and Innovation*

*Arizona State University*

Gary Kleemann completed a BA at San Jose State University, an MS at Oregon State University, and a PhD at ASU. He served in both administrative and faculty positions at ASU Tempe and was a founding administrator and faculty member at the ASU Polytechnic campus. Gary taught graduate and undergraduate students and conducted many workshops for students, faculty and staff.

In retirement, Gary has served on several community boards, including New Frontiers for Lifelong Learning at Mesa Community College, the ASU Retirees Association, and the ASU Emeritus College’s Dean’s Council. Travelling the world with his wife Vina and sharing the experiences is an important part of his retirement.

*Workshops and lectures offered by Gary Kleemann*

**First Things First – Time Management for Seniors for Fun and Effectiveness in Retirement**

All the information in this Guide is also available in an online searchable database at [https://emerituscollege.asu.edu/lectures-courses-workshops](https://emerituscollege.asu.edu/lectures-courses-workshops).
In this highly interactive 2-hour workshop, you will learn how to best set priorities to achieve the important things you want to achieve in retirement. This is not a one-size-fits-all time management program, but rather an individualized and interactive approach to help you have the fun and effective retirement lifestyle you desire.

Available as an online presentation anywhere or in-person workshop in the San Diego area

The National Debt: Facts and Opinions

In this highly interactive 2-hour workshop, in the first part you will learn about the facts of our National Debt. What is it? What is its history? Who is it owed to? What is the difference between the deficit and the debt? Is it too large? What are options for reducing it?

In the second part of the workshop, we will work together to develop our opinions about what, if anything, we should do about the National Debt. Everyone in the workshop will have the opportunity to share their opinions.

All the information in this Guide is also available in an online searchable database at https://emerituscollege.asu.edu/lectures-courses-workshops.
Workshop participants should come to the workshop with both an open mind and their own opinions. Participants should be prepared to share their views with others and to listen well to others who may have somewhat different views.

Available as an online presentation anywhere or in-person workshop in the San Diego area

**Our Trip to Tuscany and Umbria 2015**

We spent the month of September of 2015 visiting the Tuscany and Umbrian areas of Italy on a food-oriented tour of the region. This travelogue will be a discussion with pictures of this trip. This trip off the beaten path gave us a good understanding of what it might be like to live in the Italian countryside. Questions from participants are welcomed and encouraged.

Available as an online presentation anywhere or in-person in the San Diego area

**Cuba Revealed: Our Trip to Cuba in 2016**

In March of 2016 we spent nearly two weeks touring Cuba. This travelogue will be a discussion with pictures of this trip. Never have we been to a place so close yet so foreign. Cuba is a step back in time while simultaneously wanting to move forward. Questions from participants are welcomed and encouraged.

All the information in this Guide is also available in an online searchable database at https://emerituscollege.asu.edu/lectures-courses-workshops.
Available as an online presentation anywhere or in-person in the San Diego area

Exploring Patagonia (Argentina and Chile) in 2018

In March of 2018 we spent nearly three weeks touring Argentina and Chile. This travelogue will be a discussion with pictures of this trip. What we discovered was much different than we expected. The scenery was spectacular. Questions from participants are welcomed and encouraged.

Available as an online presentation anywhere or in-person in the San Diego area

Backroads of Iberia: Portugal and Spain 2019

In May of 2019 we spent nearly three weeks touring the back roads of Portugal and Spain. We stayed in Portuguese Pousadas and Spanish Paradores. This travelogue will be a discussion with pictures of this trip. Questions from participants are welcomed and encouraged.

Available as an online presentation anywhere or in-person in the San Diego area

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All the information in this Guide is also available in an online searchable database at https://emerituscollege.asu.edu/lectures-courses-workshops.
Norman Levine
Professor Emeritus of History
University of Maryland

Prof. Norman Levine was awarded his Ph.D. from New York University in 1965. His doctoral thesis was a study of 20th Century German historiography and he received a university Founders Day Award for “outstanding scholarship.” He taught at DePauw University from 1965 until 1970 and then transferred to the University of Maryland Baltimore County where he taught from 1970 to 1990 and served as Chair of the Department of History from 1987 to 1990. He is the recipient of numerous scholarships, including two Senior Fulbright Research Scholarships for study in the Federal Republic of Germany. He published 36 scholarly articles in academic journals and nine books. In terms of domestic academic organizations, he presented papers at the American Historical Association and the American
Political Science Association. In terms of overseas invitations, he lectured at the Universities of Frankfurt and Berlin in Germany, Cambridge University, England, The University of Paris, France, University of Toronto, Canada, Beijing University, China and Ho Chi Minh University, Vietnam. He is currently at work on his tenth book.

**Courses and Lectures offered by Norman Levine**

**Aristotle, Cicero and Adam Smith**

The legacy of Greco-Roman Humanism flowed from 4th Century B.C. Athens into the 18th Century A.D. Political Economy of Adam Smith. Aristotle was a citizen of the 4th Century B.C. Athenian polis, a city-state of 400,000 people, of which 200,000 were citizens, and which was an agrarian economy. In his book THE POLITICS Aristotle defined humankind as politician animals with an inherent drive for associationism, or to found civil societies. Aristotle drew a distinction between Democracies and Republics and critiques Democracies because of the dangers of mass rule and favored a Republic. He also believed in distributive justice, a theory that the products of a society should be distributed equitably among all members of the polis. Cicero lived in the Roman Republic, an agrarian economy, and continued the ethical doctrines of the Athenian polis. Cicero drew a distinction between
patricians and plebians, or he recognized the existence of class warfare. He defended the Gracchi Brothers who advocated that newly conquered lands of the Roman Republic be distributed among the poor in order to overcome poverty and social inequality. Like Aristotle, Cicero fused ethical philosophy with political economy. Adam Smith published THE WEALTH OF NATIONS in 1776. He lived at the time of the commercial revolution, the development of small-scale trade but not the INDUSTRIAL REVOLUTION. He was one of the first to speak of laissez-faire, or free trade, but that meant free enterprise for the small entrepreneur. Careful reading of THE WEALTH OF NATIONS reveals that Smith was aware of the deprivations of poverty and he advocated free education for the poor so they could advance up the social ladder, for higher taxes on the rich and the absence of taxes on the poor in order to lower the prices of necessities, for social welfare for the poor and he was an ardent opponent to monopolies. Ethics still lived in Adam Smith’s 18th Century. Political Economy. But 19th and 20th Century Political Economy distorted Smith when it advanced the ideas of limitless acquisition and capitalist monopolies.

Available as an online or in-person lecture

The 18th Century Enlightenment: An Introduction To Modernity

All the information in this Guide is also available in an online searchable database at https://emerituscollege.asu.edu/lectures-courses-workshops.
The 18th Century. Enlightenment was an introduction to the culture of the 19th and 20th Centuries. However, the Enlightenment was not monolithic, but rather composed for four distinct schools of thought. 1) The Enlighten Right was represented by John Locke who advanced the theory of Natural Law and Natural Rights, which became the foundation of 18th Century Political Liberalism which differed from 19th and 20th Century Political Liberalism. 2) The Enlightenment Center, or the “Scottish School” which originated the four-stage theory of historical development: tribal, family, pastorage, urban-commercial. 3) Jean Jacques Rousseau whose theories of government by consent, the social contract and popular sovereignty were the foundations of democratic theory. 4) The Enlightenment Left, or the genesis of 18th Century Communism. Essentially composed of three figures, Abbe Morelly, Gabriel Bonnet de Mably, and “Gracchus” Babeuf, the Enlightenment Left was the womb of 18th Century communist theory. They believed in the inherent associationism of the human species, denounced private property and called for the social ownership of the means of production. Although the Enlightenment Left was the birthplace of 18th Century Communism significant differences separated the Enlightenment Left from 19th and 20th Century Socialism and Communism.

Available as an online or in-person lecture

All the information in this Guide is also available in an online searchable database at https://emerituscollege.asu.edu/lectures-courses-workshops.
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Narciso F. Macia
Professor Emeritus, College of Engineering
Arizona State University

Narciso (“Ciso”) Macia received a BSME and MSME degrees from the University of Texas at Arlington, and a Ph.D. in EE from Arizona State University.

After several years of working in industry as a self-employed engineer, he started his teaching career at ASU Tempe, and then moved to ASU Polytechnic when it opened.

In retirement, he continues to teach one class per year, and serves as a faculty sponsor to one of the clubs at ASU Poly. In addition, he serves as a deacon in his local church.

Workshop and lectures offered by Ciso Macia

All the information in this Guide is also available in an online searchable database at https://emerituscollege.asu.edu/lectures-courses-workshops.
Aquaponics as a Source of Food and Nutrition for Low-Income Families

Aquaponics is the term given to the integration of two technologies: aquaculture (growing fish for human consumption) and hydroponics (cultivation of plants in a nutrient-rich solution). In this system, the waste produced by the fish in transformed, by naturally occurring bacteria, into nitrites and nitrates, which provides nutrition for the plants. Aquaponics is typically comprised of tanks and pumps, and is being used indoors and outdoors, in residential and commercial settings, to produce food year-around.

This presentation describes a simplified, home-based aquaponics system that being developed, consisting of a small pond (8’ long x 4’ wide x 2’ deep,) partitioned in two sections: one for the vegetables; the other one for the fish. The owner and user of this home-based system will then move water from one side of the pond to the other, using a bucket or a paddle.

We hope that this system will be a source of highly nutritious food, and also an effective instrument for bringing all the members of a family on a common endeavor. Present focus is low-income families in the US and Mexico.
Available as an online presentation anywhere or in-person in the Phoenix area.

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William Dirk Raat
Professor Emeritus of History
State University of New York at Fredonia and Arizona State University

W. Dirk Raat, Ph.D. received his doctorate from the University of Utah in 1967. He taught Mexican and Latin American history for 34 years at the University of Utah, Moorhead State College in Minnesota, the State

All the information in this Guide is also available in an online searchable database at https://emerituscollege.asu.edu/lectures-courses-workshops.
University of New York in Fredonia, and at Arizona State University and ASU West. Professor Raat has authored over thirty-plus articles in referred journals and encyclopedias on Mexican history, U.S. Mexican relations, historical geography, and instructional technology. Most recently he is the author of an essay on the American Southwest as Mesoamerica’s northern frontier that appears as the lead article in *Transnational Indians in the North American West*, edited by Clarissa Confer, Andrae Marak, and Laura Tuennerman (College Station, Tx.: Texas A&M University Press, 2015). In addition, Professor Raat has published eight books on the history of Mexico and Mexico-U.S. relations. His latest book is a study he did with photographer George Janeček entitled *Mexico’s Sierra Tarahumara: A Photohistory of the People of the Edge* (Norman: University of Oklahoma, 1996).

Raat has a new book, entitled *Lost Worlds of 1863* to be published by Wiley Blackwell in Fall 2021 with Navajo artist Steven Yazzie on the nineteenth century experiences of several Native American groups in the Greater American Southwest. He is a SUNY Fredonia Emeritus Professor and ASU Emeritus. He is also an adjunct professor at ASU West where he teaches a non-credit course on the history and culture of Native Americans in the Southwest. Raat was until recently a

All the information in this Guide is also available in an online searchable database at https://emerituscollege.asu.edu/lectures-courses-workshops.
docent for the Heard Museum in downtown Phoenix, Arizona. He lives in Surprise, Arizona with his wife, and has children and grandchildren in San Francisco and Santa Fe.

*Lecture offered by William Dirk Raat*

**Lost Worlds of 1863: Relocation and Removal of American Indians in the Central Rockies and the Greater Southwest**

This is a PowerPoint presentation on the forced removal of Native Americans in the Greater Southwest, an area that includes all the lands between the northern boundaries of California, Nevada and Utah southward to the Tropic of Cancer in the Mexican North, and from the Pacific coast in the West to the mid-Kansas area in the East. The narrative centers around the year 1863, which is simply a hook around which to hang various case studies. “1863” is not a precursor for all that follows, or a necessary consequence of what went before. The year “1863” allows the reader to compare the various experiences of several tribal groups—Paiute, Ute, Navajo, Shoshone, Yavapai, Apache, Yaqui, and O’odham (Pima and Papago). Navajo and Yaqui images from a mural Navajo artist Steven Yazzie produced for the Heard Museum in Phoenix, Arizona in the year 2000 are some of the illustrations that are used in the presentation. It is worth noting that more Indian lives...
were lost and more land removed from indigenous peoples during the Civil War years than at any other time in American history.

Available as an in-person lecture.

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Duane Roen

Professor Emeritus, English, College of Integrative Sciences and Arts
Arizona State University

Duane Roen completed his bachelor’s and master’s degrees at the University of Wisconsin-River Falls and
his PhD at the University of Minnesota. At ASU, he has served in a variety of administrative roles, including Dean of the College of Integrative Sciences and Arts, Dean of University College, Vice Provost of the Polytechnic campus, and Coordinator for the Project for Writing and Recording Family History.

Duane has been tracing his roots since his teenage years, building a database with more than 32,000 ancestors. He and his wife, Maureen Roen, have also been recording their family history since 1978 by writing more than 19,000 daily journal entries on their children, grandchildren and other family members.

**Interactive Workshops Offered by Duane Roen**

**All workshops are available online anywhere or in-person in the Phoenix area.**

**Getting Started with Family History: Research Tips for Beginners**

Have you thought about tracing your family’s history but don’t know where to begin? Duane Roen will share some readily available resources, tools, and strategies for getting started with researching your roots. This
workshop is designed for those who have little or no experience in researching family history.

**Writing about Family Members**

How can we get started writing about family members? Duane Roen will discuss the family experiences that offer rich material for writing and will share strategies for beginning the process, including an easy hands-on activity that will get participants writing about a memorable family member. Participants will respond in writing to a series of questions designed to generate concrete details about family stories. After recording these details, participants will be invited to share their writing with the group. In turn, the group will be encouraged to offer constructive feedback that will help writers develop their writing further.

**Writing about Family Events**

Family events such as holiday gatherings, weddings, birthday parties, vacations, and others often loom large in our memories. In this workshop each participant will respond to a series of questions to write about a memorable family event.

**Writing about Family Places**

All the information in this Guide is also available in an online searchable database at [https://emerituscollege.asu.edu/lectures-courses-workshops](https://emerituscollege.asu.edu/lectures-courses-workshops).
Some places are special to families—our childhood homes, other family members’ homes, places of worship, favorite vacation destinations, and others. In this workshop, each participant will respond to a series of questions to write about a memorable family place.

Writing Family History for Special Occasions

How to write family history for special occasions. Duane Roen will discuss ideas for sharing your stories with family members and friends to celebrate special occasions such as birthdays, weddings, anniversaries, and holidays. He will discuss the experiences that offer rich material for writing about cherished moments in our lives. The workshop will include an easy hands-on activity that will get participants writing. Participants will be invited to share their writing with the group. In turn, the group will be encouraged to offer constructive feedback that will help writers develop their writing further.

Writing about Family Photographs

Family photographs offer rich opportunities for writing about family history. For this session, please bring one or more family photos—either a physical copy or a mental image. Duane Roen will introduce several writing activities for seeing the descriptive and narrative details found in those photos.

All the information in this Guide is also available in an online searchable database at https://emerituscollege.asu.edu/lectures-courses-workshops.
Writing about Family Heirlooms

Family heirlooms offer rich opportunities for writing about family history. For this session, please bring one or more family heirlooms—either the physical object or a mental image of it. Duane Roen will introduce several writing activities for seeing the descriptive and narrative details found in those heirlooms.

Making Your Own Family History: Keeping a Journal

How are you making history? Duane Roen will discuss keeping a diary or journal to record and reflect on our daily activities. Duane will begin the session by talking about the daily journal that he has kept with his wife, Maureen. Together they have written more than 15,000 pages as they have captured family stories to pass down to future generations. Participants will write a journal. Participants will be invited to share their writing with the group. In turn, the group will be encouraged to offer constructive feedback that will help writers develop their writing further.

Weaving Cultural History into Our Family History Writing

Sometimes family historians have only names, dates, and places for ancestors. But the more we gather names, dates, and other genealogical facts, the more we...
yearn for more personal connections to and understanding of those who came before us, found in stories about their lives and accounts of their daily struggles, hopes, and dreams. How can we enrich the stories that we write about our ancestors if we have relatively few details about their lives? Duane Roen will talk about using cultural/social history to flesh out the stories that we write about ancestors. Such history can give us a better understanding of what our ancestors experienced.

Writing about Family and Food

In this workshop, we will consider the roles of food in our family experiences. How has food helped to define family events and places? How do we associate certain foods with specific family members? What special roles do certain foods play in holidays and rituals? How have our relationships with specific foods changed over time? Participants will respond to some questions to write about food.

The Role of Music in Our Families

Music plays many roles for each of us and our families. For example, when we hear a song from our teenage years, it can bring back a flood of memories about what was happening in our lives at the time. Or when we hear our mother’s favorite song, it can make us think about

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her. When we hear a contemporary song, it can evoke a range of emotions—either because of the lyrics or the music. For example, “You’ve Lost That Loving Feeling” has frequently been played at weddings even though its words tell a sad story. In this workshop, we will write about songs that have been meaningful to us and/or other members of our families.

*It’s a Wonderful Life: How Have You Affected the Lives of Others*

In the 1946 film *It’s a Wonderful Life*, George Bailey (played by Jimmy Stewart) is so overwhelmed by problems in his life that he wishes that he had never been born. In the next section of the film, he learns what life would have been like if he had not been born, and he comes to appreciate the positive—and even lifesaving—effect he has had on the lives of family and friends. In this workshop we will write about how the lives of our family and friends would be different if each of us had not been born.

*“How to Live Forever”: Leaving a Personal Legacy for Future Generations*

There are many ways to reflect on our lives, but an especially important question to ask is “How do I want family and friends to remember me?” Of course, it is a very personal question, but it gets at the core of who we
are. What are your values? How have those values guided your journey through life? How have/will those values shape the memories that friends and family have of you now and when you are gone? How will your life connect you to future generations? We will write about our personal legacies.

**Your Family in the Americas**

Whether your ancestors are indigenous to the Americas, came via migration, bondage or immigration, you will have an opportunity to explore writing about that experience in this session. If you don’t know much about your family’s story, we will discuss strategies for learning more.

**Writing about Family Traditions**

Families have traditions. Some of them are centuries old—e.g., eating holiday foods that were eaten in our ancestors’ home counties. Some are relatively recent—e.g., taking a photo on the first day of school each year. Sometimes we know the origins of our traditions; sometimes we may not ever realize that something is a tradition. In this workshop, we will write about family traditions that are important to us or ones that we no longer observe, (so please bring paper and pen or a laptop.)
Favorite Family Holidays

Families observe and celebrate a range of holidays for religious, secular, historical, familial, or even whimsical reasons. In this workshop, each of us will write about a favorite family holiday—how and why we celebrate it.

Our Role Models

From childhood to today, we have role models who have shaped us in diverse ways. Maybe our eighth-grade language arts teacher showed us how to nurture learning and learners. Maybe a grandparent lived a life that taught us the importance of empathy and compassion. Maybe a parent showed us the importance of sacrifice in the service of others. In this workshop, each of us will write about a person who has served as role model for us and others.

An Event in the World That Changed My Family’s Story

Events in the world can affect people many people in many ways. For example, the Irish potato famine drove many people to leave Ireland in the late 1840s. Perhaps, though, a smaller event had a major impact on our family—e.g., a fire that caused the family to quit farming. In this workshop each of us will write about some large or small event that changed the course for our family.

All the information in this Guide is also available in an online searchable database at https://emerituscollege.asu.edu/lectures-courses-workshops.
The Most Joyous Moment

Life is full of moments that range from the sad to the joyous. In this workshop, we will each write about the most joyous moment in our lives.

The Nature and Roles of Work in Our Families

People work to earn a living, but the nature of work varies across individuals and generations. For example, in 1900 approximately 40% of the U.S. population lived on farms. By 2016, that number had dropped to 1%. The nature of some kinds of work has also changed dramatically in the last century—from our grandparents’ generation to ours—especially because of emerging technologies. The roles of work also vary across individuals even within a single generation in a family. For example, some of us see work as little more than a way to pay the bills; others see their careers as an important part of their identities. In this workshop, we will write about our own views of work—and perhaps contrast those views with those of other family members. We will also talk about resources for finding out about the nature of work in our ancestors’ lives.

Writing Autobiographies and Memoirs
Learn about strategies and resources for writing autobiography and memoir to tell your family’s story. We will also engage in a writing activity based on a series of questions.

**Using the Techniques of Creative Nonfiction to Writing about Family History**

Would you like to jazz up your family history writing? In this session, Duane Roen will share a range of simple techniques that creative nonfiction writers use. We will engage in a writing activity.

**Writing Obituaries as Historical Documents**

We will discuss strategies for writing obituaries that will help future family historians as they conduct research on their ancestors. We will discuss some examples that exemplify some of these strategies. If time permits, we will also begin to draft obituaries during the session, and we will share a few of them.

**Writing Eulogies**

We will discuss strategies for writing eulogies that reflect the priorities of the person’s life and that celebrate the person’s life. We will also draft eulogies during the session.

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The Conversation That I Wish I Could Have

There are moments in our lives when we wish that we could have a conversation with an ancestor who is no longer alive. In this workshop, we will write questions that we would like to have with an. Some of us may even take the next step and invent a dialog with that person. For example, it could be a conversation with an ancestor who immigrated to the United States in the 1800s.

Publishing Your Family History

Although many people automatically consider books to be the best media for publishing family histories, there are many other ways to make your family history writing available to interested readers. In this workshop, we will spend some time discussing book publishing, but we will also consider a range of digital media and venues that are more cost effective than printed books and that can more easily reach a larger audience.

Tracing Your Norwegian Roots

The resources for doing Norwegian genealogy are amazing they go back to the 1500s, they are online, and they are free. Duane Roen, who has been tracing his Norwegian ancestry since he was a teenager (“Roen” [“Raaen”]is a Norwegian farm name), will share
resources and tips for finding information about your ancestors.

Using Cemetery Records for Family History Research

Family historians can access a wide range of sources for conducting research, including cemetery records. In this workshop, we will talk about how to find cemetery records and how to make good use of them. Even though these records contain limited information, they can lead us to other sources that can unlock the mysteries of our ancestors’ lives.

Recording Oral Histories with Family Members

We will talk about some of the resources that are available, and how to use those resources. We will talk about informed consent, as well as permission to record interviews and to archive those recordings. We will also discuss recommended practices and sample questions for interviewing family members. We will conduct a mock interview during the session. There will be time to write questions that you’d like to ask a family member.

Why Do Family History

Duane Roen will describe some of his experiences with family history research, sharing his favorite stories. As he does so, we will discuss similar experiences of those who participate in the workshop.

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Names in My Family

Family members have first names (given names), middle names, and last names. Each of those names has an origin and a meaning. For example, “Duane” is a Gaelic name meaning “dark one,” and “Roen” is a Norwegian farm name (“Raaen”) meaning “rapidly running water.” Throughout history, naming practices have varied around the world, and in recent history, some names have gone in and out of favor. For example, “Duane” was pretty common in the United States in the middle of the twentieth century; now it is pretty rare. Besides naming practices and the historical means of names, each of us has emotions that we associate with our names. In this workshop, we will write about our own names or the names of family members to explore what we know about them and how we feel about them.

The Role of Play in Our Lives

When we think of play, our first inclination is to see it as recreation—activity that diverts our attention from more serious matters, something that is voluntary and pleasurable. However, psychologists who study the nature and roles of play tell us that it helps children learn about the world and to develop skills for interacting with others. It is important for cognitive and
social development. Play also helps adults with creativity and relationships. In this workshop, we will consider some of the roles of play in our own lives and the lives of family members. We will write about our earliest memories of engaging in play.

**Skills Learned from Family and Friends**

Although we have acquired some of our skills in school and in the workplace, we have also learned some of them from family and friends. For example, our parents, uncles and aunts, grandparents, and siblings may have helped us develop skills in cooking, sewing, gardening, home maintenance, driving, and many more. Family and friends may also have taught us—either directly or through example--how to interact with others. In this workshop, we will write about some of these skills and how they have served us throughout our lives.

**Technology across Generations**

Technology changes from one generation to another, and these days it changes rapidly within a single generation. For example, in the United States farmers were still using workhorses into the 1940s, but tractors had pretty much replaced them by the 1950s. In the home and workplace, many forms of technology have changed in our lifetime—e.g., crank phones were still used in the 1950s. In this workshop we will write about
technologies that have changed during our lifetime and how those changes have altered our lives in ways that our parents or grandparents could not have imagined.

**Resilience in My Family**

The American Psychological Association (“The Road to Resilience,” 2014) defines resilience as “the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress” (para. 4). Participants will write about how they or other family members have experienced moments of resilience.

**Family Gratitude**

The literature on gratitude indicates that it has a range of benefits for both the giver and the recipient. In this workshop, we will consider the ways in which each of us has experienced moments of gratitude. We will reflect on some of those moments, and we will write notes of gratitude to share with family and friends.

**Childhood Toys**

Each of us may have vivid or vague memories about the toys that occupied our play time as children. Some of those toys may have been purchased; some may have been lovingly crafted by family members; some have been ordinary objects that we spontaneously converted to toys—e.g., a stick or a rock. And some of us have had
more expensive toys in adulthood. In this workshop, we will talk and write about some of the toys that each of us has had, reflecting on the role of toys in our lives and the lives of other family members.

**Family Myths, Mysteries, Legends, and Lore**

It is not an exaggeration to say that every family has some myths, lore, legends, and mysteries. In this workshop, we share some of them with one another, and we will talk about how to unearth some of the stories behind them.

**Stories Our Parents and Grandparents Told Us**

If we are fortunate, our parents and grandparents told us lots of stories about their lives and the lives of others. Some of those stories may have focused on ordinary daily life (e.g., work, school, cooking and eating) or unexpected surprises (e.g. accidents, severe weather). Some of those stories may have focused on how bigger events in the world affected them—e.g., the Great Depression, World War II. We will share some of those stories in conversation and writing.

**A Letter to An Ancestor**

If we’ve spent any time thinking about any of our ancestors, we probably have lots of thoughts that we wish we could share with them. In this workshop, we
will talk about some of those thoughts. Each of us will also draft a letter to an ancestor, and we will discuss them.

**Clothing Choices and Family Memories**

Members of our families have made clothing choices (and some have even made clothing). Sometimes those choices reflect certain commitments to style and fashion. Sometimes those choices reflect practical realities. For example, some of us wore hand-me-down clothes as children, and some still follow the practice of wearing clothes the others have worn—clothes that we buy at thrift stores. Family members’ clothing can reflect something in their personalities and their values. Clothing may also have made an impression on you or be connected with especially vivid memories. In this workshop, we will talk and write about some clothing choices in our families.

**Memories on Wheels**

A great vehicle (groan) for accessing rich memories is to think about, or ask a family member about, experiences and memorable moments related to transportation of any kind. Maybe it’s a bike or car you saved up for—or that you never had but always envied. Your bus ride to school. Maybe it’s the Farmall tractor you rode on with your dad. Or your first cross-country road trip in a

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rusted-out Chevy Luv pickup. Or the dusty pink Studebaker that your aunt drove. In this workshop, we will share some of those memories in conversation and in writing.

Mapping Our Memories

In this workshop we’ll tap into past memories by first drawing a rough map identifying the places and spaces that represented the focus of our world—and the people and activities in it—at a particular phase of life. What spaces were important at 10? 20? 40? Then we’ll write about a memory associated with a particular mapped place/space/experience.

Life Lessons

Sometimes family members teach us lessons about life by talking with or to us. For example, perhaps a parent talked with us on the heels of a conversation in our elementary school principal’s office. At other times, though, family members and friends teach us about life simply by the ways that they live their lives—e.g., the ways that they treat other people, the ways that they display emotional intelligence, or the ways in which they do their jobs. In this workshop, we will discuss some of the ways that family members and friends have taught us about life. Then each of us will write about one learned lesson.
Our Greatest Commitments/Passions in Life

In this workshop we will begin by discussing some of our greatest commitments/passions in life (or those of some family members)—what they are, why we have them, how we have pursued them. They may be in any realm of life—academic, professional, civic, personal. After we have discussed some examples from our lives, we will each write about one of them.

Our Best Friends

Some of us may have had one best friend throughout our lives—that neighbor or first-grade friend who has stayed with us for decades. Some of us, though, may have had a series of best friends—one in elementary school, one in secondary school, one in college, one in more recent years. And some of us may have added best friends along the way, so that we now have “a group of best friends.” We will begin this workshop by talking about some of our best friends and what role(s) they have played in our lives. After that, we will each write about a best friend.

I Was a Perfect Child, But There Was That One Time

Of course, all of us were perfect children. However, there may have been a time or two—no more than  
that—when we fell short of angelic behavior and fell into the depths of naughty behavior. Perhaps we weren’t quite truthful when we explained that the dog ate our homework. Or maybe it was not accurate to say that a passerby threw a rock through the window. Or maybe it wasn’t by accident that dish soap was added to a sibling’s orange juice. Or maybe the baby sister did not give herself a buzz cut. We will begin this session by sharing a few childhood stories about that one time when we were not perfect children. After that, we will each write about one moment—hopefully humorous—in childhood when we fell short of being perfect.

**Favorite Memories about School Days**

We have a wide range of memories about our days in school, covering our experiences with the physical spaces of schools, the technologies for learning (e.g., pens, pencils, paper, books, projectors, whiteboards, blackboards, videos), the clothes we wore, many classroom discussions, projects, classmates, teachers, extra-curricular activities, and more. In this workshop, we will first discuss questions about a robust range of memory categories. Then each of us will write a favorite memory, and everyone will be invited to share a memory with the group.

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Your Hero’s Journey

In a hero’s journey, the protagonist goes on a journey, overcomes adversity, and is changed by the experience. Literature is filled with such journeys, but all of us have experienced such journeys in our lives. In this workshop we will discuss the features of a hero’s journey, write about one of our own hero’s journeys (or a family member’s), and share that story with other participants.

The Pandemic Experience (not your personal health)

Winston Churchill is credited with saying, “Never let a good crisis go to waste” at the end of World War II. That is, when something bad happens, what can we learn from it? In this workshop, you are not expected to reveal details about your personal health or the personal health of anyone who has confided in you. Instead, this project workshop an opportunity to write about how the pandemic has changed the world in which we live. It has affected how we work, how we learn, how we play, how we navigate life. What observations and insights about the pandemic can you share with future generations?

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Ahren Sadoff
Professor Emeritus of Physics
Cornell University

Ahren Sadoff received his BS in physics from MIT and his PhD in elementary particle physics from Cornell University. He has presented numerous invited talks associated with experiments at Cornell in such places as Rome, Naples and Capri in Italy. He has also lectured in Spain, Singapore, Israel, Germany, England and France as well as in the United States.

Throughout his career, he has been very concerned about the public's understanding of science and the poor state of science literacy in the US. He has been involved in many education and outreach projects. For many years he has taught a conceptual physics course.

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aimed at non-science students. He has written a textbook for the course entitled "Questioning the Universe".

In addition to his love of science, he has had a continuing interest in the Law, especially as it pertains to the US Constitution. He finds, that in many ways, legal and scientific reasoning are similar. It is this combined interest in both of these topics that has led him to formulate his talk on Evolution and Intelligent design.

**Courses and lectures offered by Ahren Sadoff**

The Controversy about the Teaching of Intelligent Design/Creationism in the Science Classroom.

One lecture

The question as to whether Intelligent Design and/or Creationism should be taught along with Evolution in the Biology classroom has been and remains quite controversial. In order to appreciate the issues involved, I will discuss both the legal and scientific aspects of the controversy. In particular, there have been two court decisions relevant to the issue. One of these was decided by the Supreme Court in 1987, the other was decided in 2005 in Dover, Pa. I will discuss both of these in some detail. In addition, I will discuss some of the
science issues involved and where the controversy stands today.

Available as an in-person or online lecture.

**Einstein and You**

**One lecture**

Believe it or not, there are about a half dozen of Einstein’s ideas that do, or could, affect your everyday life. Do you have a camera with a light meter or use GPS navigation in your car? Could one aspect of Relativity theory possibly affect our evolutionary rate? These and other effects will be discussed in this wide-ranging talk.

Available as an in-person or online lecture.

**Understanding Relativity: Einstein’s Theories made Relatively Simple.**

**3-4 lectures**

Einstein’s theories of Special and General Relativity are considered two of the greatest achievements of the human mind. They are both based on simple principles that lead logically to amazing predictions that have been verified including, most recently, Gravitational Waves, predicted in 1916, and now observed in 2016.

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In the course of these lectures, we will introduce these principles and see how they lead to such phenomena as the relativity of length (length contraction) and time (time dilation) in Special Relativity and Black Holes in General Relativity.

While most of these phenomena only appear at extreme conditions of speeds near the speed of light or very intense gravitational fields, they also have effects on our everyday life. For instance, GPS navigation would be useless if both theories were not taken into account. Also, we can reasonably speculate that the rate of evolution would have been radically affected if not for time dilation.

Available as an in-person or online as a three or four lecture mini-course.

**From Quarks to Cosmos**

**4 Lectures**

We will begin with a brief discussion of the methodology of science using as an example our picture of the atom from the Greeks to the present day. We will then go down in scale to the fundamental building blocks of matter, the quarks. As part of this, we will delve into the mysterious Higgs Boson. We will end by
discussing the largest structure we know of, the universe, including the existence of Dark Matter and Dark Energy. Interestingly, we now know that in order to understand the universe and its evolution, we must first understand the micro world of quarks and the quantum.

Available as an in-person or online four lecture mini-course.

**Exploring the Cosmos--- we know so much yet so little**

2 lectures

We have learned an amazing amount about the Universe we live in. We know how old it is and can trace its history from the present day until a time a minute fraction of a second after its creation. What happened before that, we do not know but we can certainly speculate. We know that the earth, other planets and all stars are made of normal matter in the form of atoms which comprises only 5% of the mass of the universe. The nature of the other 95% is unknown to us even though we have names for it such as Dark Matter and Dark Energy. Interestingly, in order to be able to understand our vast Cosmos and its evolution, we must
understand the micro world of elementary particles and the quantum.

Available as an in-person or online two lecture mini-course.

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Stephen Siek
Professor Emeritus of Music
Wittenberg University

Stephen Siek, PhD, is a Faculty Associate at ASU, a member of the Emeritus College, and currently serves on the advisory board for Emeritus Voices. A professor emeritus at Wittenberg University in Ohio, he served for many years as a professor of piano and musicology and has published widely in the field of American music. In addition, he has received recognition as a pianist, and his recording of The Philadelphia Sonatas by American
composer Alexander Reinagle (c.1750-1809) has been widely praised. He is the author of a highly acclaimed reference work, *A Dictionary for the Modern Pianist* (Rowman & Littlefield, 2017), and the second edition of his definitive biography of Britain’s greatest piano teacher, *England’s Piano Sage: The Life and Teachings of Tobias Matthay*, was published by the H. L. Marston Press in December of 2020. In May of 2019, at a ceremony at the Royal Academy of Music in London, he was made an Honorary Associate of the RAM.

*Courses and lectures offered by Stephen Siek*

Titles and descriptions for courses could also be adapted as a single lecture/presentation.

[NOTE: If these topics are taught online via Zoom, the “media needs” are unimportant. However, if taught in person, most of these would require a piano as well as a sound system, and all would require PowerPoint, preferably with Internet access.]

**The 1893 Chicago World’s Fair and the Birth of Modern American Culture**

2 sessions

Some 27 million visitors prepared for the twentieth century by visiting the World’s Columbian Exposition, which once occupied nearly 700 acres on Chicago’s

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south side. Most had never even seen a light bulb, but they were suddenly greeted with more electric lights than were then in use in the entire city of Chicago. The Fair was a mixture of the palatial Renaissance and the ultra-modern, for its Greco-Roman palaces were offset by the Art Deco of Louis Sullivan, and its elegant concert halls—where thousands heard Handel’s *Messiah*—were augmented by the talents of John Philip Sousa and Scott Joplin. This course will revisit the architecture, the art, and the music of the 1893 Chicago World’s Fair.

Available as a Zoom or in-person presentation

**The Great Pianists**

**3 sessions**

From the time of Mozart, the piano has reigned as the most popular of musical instruments, for it enables accomplished performers to move their audiences to tears, as well as to stir them into unrestrained excitement. This course examines some of the greatest pianists of the past 200 years, including Chopin, Liszt, and Clara Schumann, while focusing on great artists who lived after the invention of recorded sound, such as Paderewski, Rachmaninoff, and Artur Schnabel. Pianists active today, such as Garrick Ohlsson, Angela Hewitt, and Sir Andras Schiff will also be discussed, as well as a
few selected jazz artists. The course includes live performances at the piano, and audio/video examples.

Available as a Zoom or in-person presentation

Frank Lloyd Wright: The Chicago Years

3 sessions

In 1887, a 20-year-old Frank Lloyd Wright arrived in Chicago from his native Wisconsin to pursue his dream of architecture, and within three years he had become Louis Sullivan’s head draftsman. By the time Wright established his own firm, he was specializing in domestic architecture, an area often neglected by the leading architects of the day, and he was now determined to bring a new architecture to the American prairie—an architecture rooted in his philosophic beliefs concerning human nature. His first masterpiece, the Winslow House in River Forest, appeared in 1893, and scholar Grant Carpenter Manson once described it as an “amazing leap into the future.” This course—which presumes no prior knowledge—surveys Wright’s Chicago-area homes before 1910 (many of which have been beautifully restored), and examines some of the underlying
philosophic premises that guided his architectural choices.

Available as a Zoom or in-person presentation

**The Great Jazz Pianists**

4 sessions
While iconic masters such as Louis Armstrong and Charlie Parker heralded the advancement of jazz through their bold mastery of wind instruments, the softer-spoken piano was even more central to its development. The wizardry of “Jelly Roll” Morton surfaced before World War I, and by the 1920s, artists like Duke Ellington and Count Basie were using the piano to define their art’s most sophisticated harmonic and rhythmic innovations. This course tells the story of jazz though the lens of its greatest piano virtuosos, including Art Tatum (sometimes termed the “invisible man of jazz”), Earl Hines, Fats Waller, Nat Cole, Teddy Wilson, Bud Powell, Bill Evans, Oscar Peterson, and many others. Live demonstrations at the piano are augmented by audio and video recordings.

Available as a Zoom or in-person presentation
The Great Women Pianists, from Maria Anna Mozart to the Present

3 sessions
Some of the greatest pianists in history have been women, though often their fame has been eclipsed by iconic innovators like Chopin and Liszt. This course will focus on the contributions of some of the most accomplished, including those who lived before the age of recorded sound, such as Mozart’s older sister Maria Anna, Mendelssohn’s sister Fanny, Clara Schumann, Amy Fay, and Teresa Carreño. We will also listen to earlier twentieth-century masters like Dame Myra Hess, Dame Moura Lympany, Harriet Cohen, Guiomar Novaes, and Clara Haskil, as well as living virtuosos like Ann Schein, Angela Hewitt, Valerie Tryon, and Ruth Slenczynska.

Available as a Zoom or in-person presentation

The Golden Age of Film Music

4 sessions
Even decades before movies learned to talk, music was considered essential to their enjoyment, and by the 1920s, elegant cinema palaces with massive theater organs were found throughout America. When sound
arrived, the Depression led even greater numbers to seek escape through musicals, dramas, and action-adventure extravaganzas underscored by classically trained Europeans such as Max Steiner, Erich Korngold, and Miklós Rózsa. This course will examine the contributions of these men and their “descendants,” such as Bernard Herrmann, Alex North, Dimitri Tiomkin, and John Williams. (Participants will be given an opportunity to view 4 films in their entirety which will be discussed extensively in class.)

Available as a Zoom or in-person presentation

**Toiling under Tyranny: Musicians under Nazism and Communism**

4 sessions
In recent years, increasing attention has been paid to writers and artists who were forced to flee Hitler’s Germany, but a great deal of information has also surfaced about the brutalities Stalin inflicted on famous composers in the 1930s such as Dmitri Shostakovich. Totalitarian governments have always restricted the freedom of artists, and this course examines the impact of modern dictatorships on World War II-era musicians such as Paul Hindemith, Kirsten Flagstad, and Wilhelm
Furtwängler, as well as on Soviet Post-War performers such as David Oistrakh and Sviatoslav Richter. The careers of Soviet defectors such as Rudolf Nureyev and Mikhail Baryshnikov will also be examined.

Available as a Zoom or in-person presentation

**Music of the Founding Fathers: Washington, Jefferson, and Franklin**

3 sessions
While millions of Americans have visited national landmarks such as Mount Vernon and Monticello, relatively few are aware of the rich musical life which once existed in Colonial Virginia, in Federalist Boston, New York or Philadelphia. In addition to the lightning rod, bifocals, and a highly efficient stove, Benjamin Franklin also invented the alluring glass harmonica—a musical instrument of such seductive beauty that it once charmed even Mozart and Beethoven—and he also composed a lengthy string quartet. Washington’s granddaughter studied seriously for several years with Alexander Reinagle, the most accomplished keyboardist in early America, and she became immensely proficient on the harpsichord. Francis Hopkinson, a signer of the Declaration of Independence, is also credited with composing the first song written on American soil. Using recordings and live demonstrations

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at the piano, this course will recreate some of the important cultural backstory that is often omitted from standard history classes.

Available as a Zoom or in-person presentation

“The World of Tomorrow:” A Visit to the 1939 New York World's Fair

2 sessions
Nearly half a century after the 1893 World’s Columbian Exposition—America’s greatest world’s fair—had thrilled millions of visitors, officials from the Roosevelt Administration and private industry joined forces to create what they hoped would provide a similar beacon of hope to Americans whose dreams had been crushed by an ominous Depression. While Chicago’s Fair of 1893 had been a curious mixture of palatial Renaissance architecture housing exhibits devoted to electricity, searchlights, and other high-tech marvels, the New York Fair paid little, if any, homage to the past. By contrast, it was future-oriented in every respect, symbolized by RCA’s pavilion built in the shape of a radio tube, and perhaps most emphatically by Norman Bel Geddes’s “Futurama” housed in the General Motors pavilion—a land of Oz where radio-controlled cars traveled at breakneck speeds through cities which soared to the

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sky. This course will journey back to a billion-dollar exposition that once promoted science-fiction miracles as just around the corner—but fell far short of bringing about its promised Utopia.

Available as a Zoom or in-person presentation

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Harvey A. Smith
Professor Emeritus of Mathematics
Arizona State University

In addition to being a research mathematician, Harvey Smith has had a notable career as consultant to the Pentagon, the White House (where he worked full-time for two years), and Los Alamos on topics ranging from strategic policy to terrorism. Since taking emeritus

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status, he has concentrated on literary works—essays, memoirs, short stories, and poetry.

Course and Lecture offered by Harvey Smith

What is mathematics about?

Most people think they know. My dentist once asked, “How can you do research in mathematics? Isn’t it all known?” We start with a short poem. Written by a prominent mathematician, it says precisely what math is about. Asked to interpret that poem, most senior math majors had no clue! We will discuss modern developments of the 19th and 20th centuries, rather than the ancient Greeks and Babylonians.

Offered as either a single lecture or as a short course with an extended treatment of developments from the 17th century to the present.

Available as an online lecture or short course

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Mary Stokrocki
*Professor Emerita of School of Art*
Arizona State University

Mary Stokrocki is Distinguished Emerita Professor of Art, Arizona State University. In 2018-20 she served as Co-President of Women’s Caucus, Taiwan Fulbright Scholar (2012), World Bank Consultant to Turkey (1995-1997), former Vice-President and World Counselor of the International Society for Education Through Art [8 years] and President of the United States Society for Education through Art and its Webmaster. Her research interest is mostly qualitative, documenting art teaching internationally and on virtual worlds.

*Workshops and lectures offered by Mary Stokrocki*

**What Are Virtual Worlds and Why Should I Care?**

Single lecture with PowerPoint on Zoom

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Virtual worlds are popular digital multi-user environments where everything is built by avatar-residents except for the land. For over 20 years, Second Life is the most popular virtual environment to offer artistic, medical, ethical and educational Implications. Explore Diverse Mental Health Artists, Virtual Ability Island, with lots of mentoring, meet its host and different ability participants, discover diverse resources [Prosthetic Museum], artists and their exhibitions [one artist is totally disabled], explore building resources on Cape Serenity, tour inside Brodman’s Brain on Inspiration Island and participate in a musical communal event for enlightenment. Light/Draw a Candle and Help Create Future Memorials, Educational Sites, and Medical Wonders.

Available as an online lecture.

Exploring Virtual World Treasures
Participatory workshop
Systematic study of 3-D immersive environments and societies embedded in virtual worlds mainly on Second Life, that enable participants to simulate life practices, including such proficiencies as navigating [walk, fly], using different camera controls/views/landmark, experiencing multi literacies [chat, speak, gesture], finding destinations/mapping, storing/retrieving content/landmark links in one’s inventory, fashioning identity [change avatar appearance and dress], searching art installation sites, building sculptures, collaborating, interviewing avatars, and researching cultural differences, and medical implications. Education now includes education from “womb to tomb,” and involves transdisciplinary education and multi-literacies or new ways of communicating. We are Transformers of Interdisciplinary Technologies, Integrative Problem-solving, Inclusive and Intergenerational Learning, and Multicultural Futures. Design/Light a Candle and Help Create Future Memorials, Educational Sites, and Medical Wonders.

Available as an online participatory workshop. Participants must have an updated computer that can download Second Life (software).

Exploring Virtual Worlds
Participatory Art Workshop

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Searching for hidden treasures embedded mainly on Second Life, that enable participants to visit museums, in different countries, join groups, build sculptures, interview avatars, attend dance/music performances, and share results. Virtual worlds are online 3-D multi-user environments that are computer simulations, where users create their own avatars, participate in various activities, explore different lands, and communicate with others. Course topics include: Searching for hidden treasures in a Turkish carpet; visiting an art gallery where your avatar is projected into the artwork; attending a nonprofit group event that empowers disenfranchised people; exploring international settings; and participating in a dance/music performance site and its multi literacy ways of communication and sharing screenshots on Facebook.

Available as an online participatory workshop and participants must have an updated computer that can download Second Life (software).

Through the Veil: Tales of Iranian & Turkish Art, Education, and Culture
My purpose is to reveal glimpses of Turkish & Iranian culture through phenomenological and photographic description of my experiences. I traveled from Munich

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Germany into Turkey & Iran in my new VW station wagon in 1974. Many of these places are not frequented by tourists. Because I traveled with a biology teacher, we were granted access to hidden treasures. I also worked for the World Bank in Turkey in 1994 & 1995. I taught ceramics, photography as well as weaving. This is a narrative that reveals integrated sensual art forms, religious beliefs, aesthetic attitudes, educational practices, and gender issues. I then create a text for further interpretation concerning issues of fundamentalism and education.

I own different rugs and I dress in my vest with rug swatches embedded. First time I presented this my students were amazed. I provide questionnaires as we search for hidden treasures in the rugs.

Available as an online or in-person presentation

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Charles Tichy  
*Associate Professor Emeritus of Modern Languages*  
Arizona State University

Charles earned a BA and MA in German Language and Culture from Arizona State University. He holds a second MA from The Ohio State University in Slavic Languages and Literatures and the Ph. D. from the University of Pittsburgh. He served 25 years as chair of the Modern Languages and Cultures Department at Slippery Rock University of Pennsylvania. He has published and lectured nationally and internationally on globalization interpretation, international teleconferencing, the Crimean Peninsula and interactive television methodology. Charles also conducted numerous study programs in Russia, Germany and Baltic countries.

He is a world traveler and lecturer having traveled extensively throughout Europe and all countries from the previous Soviet Union. He has visited 40 countries including the Middle East, Far East, Mediterranean, Eastern Europe and Latin American. Professor Tichy still researches globalization. He is currently an Associate Professor Emeritus at Arizona State University where he has taught the course “Crimean Crisis: Literature, Identity and Fate” in the Barrett Honors College. He also

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serves on the ASU Liberal Arts & Sciences Dean’s Council and the Advisory Board of the ASU Melikian Center. His interests include reading world literature, studying world cultures, collecting wood carvings, listening to classical music and enjoying international cuisine.

Courses and Lectures offered by Charles Tichy

Crimea: Its Contentious Reality and Identity

Program discusses the characteristics of the multiple international influences and conflicts that have contributed to Crimean identity. This course begins with discussions of the cultures influencing Crimea up to Catherine II’s annexation in 1783 with emphasis on the eras of Roman and Greek dominations and on the development of Crimean Tatars. The course then outlines the events leading up to the development of modern Crimea including the events of the Crimean War (1853-1856) and the Soviet period (1921-1991). The course concludes with a discussion of the political decisions, conflicts and intrigues that brought the annexation of Crimea into the Russian Republic removing it from Ukraine on March 18, 2014.

Available as an online or in-person 3-hour lecture or four two-hour lectures as a mini-course.
Anniversary Appraisal of the Crimean Annexation

Course views the social, economic and government projects occurring in Crimea since the Russian annexation in 2014 with emphasis on the activities simultaneously taking place during the course. The program compares current daily life of the Crimean people with the realities of daily Crimean life before 2014. Course offers the details of Russian subsidizations and projects including transportation, education, and the development and goals of its Black Sea Fleet.

Course is best offered during the week of March 11-18 in order to match the official annexation date of March 18 as close as possible.

Available as an online or in-person course of two lectures of two hours each or it can be adjusted for one session of two hours.

The Aesthetics of Russian Nobel Prize Winners of Literature

Have you ever wondered why six authors writing in Russian have earned the Nobel Prize in Literature? This program offers several answers while discussing the narrative style, language usage and ideas of works written by these authors. Works discussed are Mikhail’s Sholokhov’s *Quiet Don*, Boris Pasternak’s *Doctor*
Zhivago, and Aleksandr Solzhenitsyn’s *First Circle* and *Cancer Ward*. The course also looks at the stories of Ivan Bunin and the poetry of Joseph Brodsky. Svetlana Alexievich’s, the Belarus author, who earned the Nobel Prize in 2015, wrote in Russian. The course also considers her works including *The Unwomanly Face of War*

Available as an online or in-person course of four session of two hours each. Adjustments for shorter times can be arranged on request.

**Russian Culture in Putin’s World**

Course presents the status of Russian culture during the presidency of Vladimir Putin. Discussions relate the reactions of Russian society and Russian media to Putin’s “modernization” programs. The course outlines the effects of the pandemic on Russian life at home, at the dacha, at the ballet and theatre performances and at traditional shopping locations and centers. The course also elaborates the interests of main-stream Russians in politics, demonstrations, cyber-technology and national literature.

Available as an online or in-person course of two sessions of two hours each. Course can be adjusted for one session of two hours on request.

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Eric vanSonnenberg
Professor Emeritus of Medicine and Surgery and Radiology
Harvard University, University of Texas, UCLA, and University of California, San Diego.

Eric vanSonnenberg MD is a graduate of the University of Cincinnati College of Medicine. He went on to do a surgical internship and residency in Internal Medicine before his radiology residency at the Massachusetts General Hospital, Harvard Medical School. He is board-certified in both Internal Medicine and Radiology. Dr. vanSonnenberg has held, or is currently, Professor at UCSD, UCLA, University of Arizona, University of Texas, and Harvard Medical School. He has authored over 300 original articles, 3 books, 50 book chapters, and 170 poster exhibits, along with numerous grants in Interventional Radiology. He has been editor of several medical journals, as well as Emeritus Voices, the literary

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Journal of the Emeritus College at Arizona State University. His national and international lectures include over 1200, predominantly, but not limited to, radiology topics.

Dr. vanSonnenberg is former President of the International Hepato-Biliary Pancreatic Society and the Society of Gastrointestinal Radiology; he is the Cannon (Gold) Medal Award recipient from the Society of Abdominal Radiology, and has been awarded Best Paper Presentation and Traveling Fellowship awards from these societies. He is an Honorary Fellow of the Royal Society of Australia/New Zealand Radiology, has received the Distinguished Alumnus Award from the University of Cincinnati College of Medicine, and the Medical Student Research Teaching Award at Harvard Medical School. He has been a competitive hardball baseball player, basketball player, and is a banjo and mandolin (quasi-) player.

Courses and lectures offered by Eric vanSonnenberg

What Do Diseases Look Like Seen Through the Fascinating World of Radiology?
In this talk we will take a fantastic journey through the spectrum of radiologic imaging to familiarize you with well-known diseases themselves and their appearances. Many diseases that you’ve heard about will be
highlighted including Covid pneumonia, pulmonary embolism, aneurysms, tumors, stroke, heart attack, and inflammatory conditions such as diverticulitis, appendicitis, and pancreatitis.

Available as an in-person or online lecture.

How to Synchronize, Harmonize, and Optimize Your Relationship with Your Doctor
In this talk we will help you communicate with your doctor, by going inside his or her mind and training, so you will better understand what you are going to be asked. We will describe relevant pertinent information that you can volunteer to further aid the interaction with your doctor. We will look at some of the tests that your doctor may recommend (CT, ultrasound, MRI, PET, x-rays), so you will be better informed and able to ask important questions.

Available as an in-person or online lecture.

Artificial Intelligence (AI) in Medical Education Today—Pros and Cons

Undoubtedly AI will more and more become integrated into medical education and clinical and research medicine. However, there are many pros and cons, as well as details to be refined. In this talk we will highlight

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the many controversies around AI, including educational, ethical, and legal issues.

Available as an in-person or online lecture.

**Medical Student Research— a Relatively New, but Essential, Phenomenon**

If your doctor is more than 40 to 45 years old, good chance that he or she never did any, or much, research while in medical school, unless he or she was also a PhD. Today, research in medical school is essential for virtually all specialties, and some, as many as over 20 research entities. The reasoning, the types of projects, and the stresses on current medical students are interesting and will be discussed.

Available as an in-person or online lecture.

**Medical School Education Today — So Different from When Your Doctor Went to Medical School if More Than 15 Years Ago!**

American medical schools have undergone an amazing transformation from what had been stable learning formats for well over 70 years. We will highlight the interesting, nascent formation of medical schools in the United States, and the evolving transformation that has markedly changed medical education today.
Available as an in-person or online lecture.

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Emeritus College lectures, workshops and short courses are coordinated through the Emeritus College Academy for Continued Learning, Gary L. Kleemann, Director.

**Cover Art:** "*The Family*" is a serigraph, 26" X 34" that is part of the Emeritus College’s Art Collection. *The artist is the late Eugene Grigsby.*

J. EUGENE GRIGSBY (1918 - 2013), Professor Emeritus of Art, was one of America’s leading artists, recognized internationally as an artistic voice for the African American. Born in Greensboro, North Carolina, he received his education at Morehouse College, The Ohio State University and New York University. Receiver of countless awards and distinctions, including recognition by many leading art and African American publications, Gene was also the subject of numerous one-man and group exhibits throughout the United States. A public collection is in the Cape Coast Museum of Ghana. Others exist in many states and in several Arizona locations. His paintings and sketches are noted for their energy, brilliance and captivating sense of African American religion and spirituality, as well as the warmth of the ethnic family.