



[cmaprinceton.org](http://cmaprinceton.org)  
609.751.9699

The Evergreen Forum's mission is to provide accessible, lifelong learning opportunities through stimulating lecture and discussion courses of interest to a diverse, engaged community of participants and volunteer course leaders.

LOOK FOR HYPERLINKS IN THIS DOCUMENT



## COURSES BY DAY AND TIME (COURSE GRID)

MONDAYS	LEADER	TIME	START	SESSIONS	COURSE TYPE	FORMAT
LIVING A GOOD DEATH	Robin Shapiro	10-noon	9/28	6 Weeks	Lecture/Discussion	IP
PAST AND PRESENT SUPREME COURTS	Carchman & Katz	10-noon	9/28	6 Weeks	Lecture/Discussion	H
FAKE SCIENCE	Peter Smith	1:30-3:30	9/28	6 Weeks	Lecture/Discussion	H
MEMORY: HOW WE REMEMBER AND WHY WE FORGET	Bruce Maloof	1:30-3:30	9/28	5 Weeks	Lecture/Discussion	IP
OVERCOMING ANXIETY	Robert Youdin	1:30-3:30	11/9	3 Weeks	Lecture/Discussion	IP
ROBINSON CRUSOE, THE TRILOGY	Judith Stuchiner	1:30-3:30	9/28	6 Weeks	Lecture/Discussion	H
TUESDAYS	LEADER	TIME	START	SESSIONS	COURSE TYPE	FORMAT
BLACK HOLES	Bernard Abramson	10-noon	9/29	4 Weeks	Lecture/Discussion	IP
IMAGINATION UNLOCKED	Richard Hendrickson	10-noon	9/29	6 Weeks	Lecture/Discussion	IP
NATURE AND YOUR HEALTH	Jack Carman	10-noon	10/27	4 Weeks	Lecture	IP
YOUR MIND, YOUR VOTE: CBT IN ACTION	Naomi Browar	1:30-3:00	9/29	4 Weeks	Lecture/Discussion	IP
CHARLES DICKENS'S, "DAVID COPPERFIELD"	Dianne Sadoff	1:30-3:30	9/29	8 Weeks	Discussion	IP
EXPRESSING CULTURE THROUGH ART - PUAM SESSION 1	Lynne Harwood	1:30-3:30	9/29	4 Weeks	Lecture/Discussion	IP
EXPRESSING CULTURE THROUGH ART - PUAM SESSION 2	Lynne Harwood	1:30-3:30	10/27	4 Weeks	Lecture/Discussion	IP
NEW JERSEY'S ENIGMATIC PATH TO ABOLISHING SLAVERY	John Jackson	1:30-3:30	10/27	4 Weeks	Lecture/Discussion	H
WEDNESDAYS	LEADER	TIME	START	SESSIONS	COURSE TYPE	FORMAT
IT COULD BE VERSE, PART 1	Dave Saltzman	10-11:30	9/30	4 Weeks	Lecture/Discussion	H
IT COULD BE VERSE, PART 2	Dave Saltzman	10-11:30	10/28	4 Weeks	Lecture/Discussion	H
DOCUMENTARY FILM III	Judith Zinis	10-12:30	10/21	7 Weeks	Lecture/Discussion	IP
PUZZLES, PROBABILITIES, AND PARADOXES	Mark Schlawin	10-noon	10/21	6 Weeks	Lecture/Discussion	IP
AFTERWARDS AFTERWORDS	Lois Harrod	1:30-3:30	9/30	8 Weeks	Lecture/Discussion	IP
LANGUAGE & LAND: EXPLORING FRIEL PLAYS	T.J. Elliott	1:30-3:30	10/7	7 Weeks	Lecture/Discussion	IP
ON THE CAMPAIGN TRAIL	Elaine Jacoby	1:30-3:30	9/30	8 Weeks	Lecture/Discussion	H
BENEFICIAL PHOTOBIO-MODULATION AND REDLIGHT	Jaclyn Boone	6-7:30	9/30	6 Weeks	Lecture/Discussion	H
THURSDAYS	LEADER	TIME	START	SESSIONS	COURSE TYPE	FORMAT
ART: THE BEGINNING	Wendy Worth	10-noon	10/1	8 Weeks	Lecture	H
TWO WORKS BY PENELOPE LIVELY	Lynne Cullinane	10-noon	10/1	6 Weeks	Discussion	V
WILLIAM JAMES AND THE AMERICAN SOUL	Gary Sykes	10-noon	10/1	8 Weeks	Lecture/Discussion	H
FRESH PERSPECTIVES ON AMERICA'S CIVIL WAR	Robert Nolan	1:30-3:30	10/1	8 Weeks	Lecture	H
SHORT STORIES THAT DEFINED THE U.S.	Susan Matson	1:30-3:30	10/1	8 Weeks	Lecture/Discussion	IP
THE POWER OF PLAY	Gray & Epstein	1:30-4:30	10/1	3 Weeks	Lecture/Discussion	IP
FRIDAYS	LEADER	TIME	START	SESSIONS	COURSE TYPE	FORMAT
SCIENCE IN THE NEWS	Harold Heft	10-noon	10/2	8 Weeks	Lecture/Discussion	H
THE SCIENCE OF SKIN & HAIR	Miri Seiberg	1:30-3:00	10/9	7 Weeks	Lecture	H
HOW ART IS VALUED	Christina Kales	1:30-3:30	10/2	5 Weeks	Lecture/Discussion	IP
PHYSICAL AI'S IMPACT ON YOUR EVERYDAY LIFE	Sabbir Rangwala	1:30-3:30	10/2	4 Weeks	Lecture/Discussion	H



## REGISTRATION INFORMATION

The Evergreen Forum uses a first-come, first-served registration system.

**Registration will open on Tuesday, August 25 at 9:30 a.m. allowing participants to select any number of courses.**

**Reminder – Class formats include in-person, virtual, and hybrid. Course format is subject to change.** To register, go to **cmaprinceton.org**. Telephone and mail applications will not be accepted.

**Waitlists:** If a class is full, registrants are encouraged to put their name on the online waitlist.

Evergreen Forum Fees: \$95 for three- to four-week courses, \$125 for five- to eight-week courses. **Cost should never be a barrier to learning! Scholarships are available to those for whom the fee is a hardship.** To make a confidential request, **CLICK HERE**.

Complete course information, including reading assignments, class participation, and required texts, will be available on the website in September and you will be sent your course **Dropbox link** and class reminders a week before your first class. **Zoom links** for all virtual registrants will be sent twenty-four hours before your first class.

Some courses may have additional costs for books or materials. This will be listed in the course's syllabus hyperlinked under some course blurbs in this brochure.

**Dropbox:** All pertinent course information and class recordings can be found in Dropbox, an easy-to-use online filing system for documents and other information. CMAP will provide information on how to access Dropbox and participants **DO NOT** need their own account. Additionally, participants should never pay for Dropbox in order to access course materials as access to our materials is included with the course.

**Technology:** For participants who register to attend a course virtually, it is recommended that you download and install Zoom on your device before registration. You will need Zoom to attend your Evergreen Forum virtual or hybrid course. If you need help with Zoom, please contact our Tech Lab team **at least two weeks** before the first class session. To request assistance, please **CLICK HERE** or email **tech@cmaprinceton.org**.

**Refunds:** A refund will be issued minus a \$25 processing fee up to the second day of class.

Please note that virtual and hybrid courses may be recorded by CMAP but in-person classes are not recorded.



## WHICH COURSES ARE RIGHT FOR ME?

The Evergreen Forum uses a variety of terms to describe our courses. You will find the definitions below to help select the courses that best suit your interests and needs.

### Course Types

There are three different types of courses based on the course leader's preferences: each course description notes the course type.

- **Discussion** – Discussion courses are actively designed to engage participants in meaningful conversation around the course topic. Whether meeting in-person or on Zoom, course leaders encourage participant engagement throughout the course.
- **Lecture** – Lecture courses are designed by the course leader as an educational talk or presentation that welcomes questions from participants.
- **Lecture/Discussion** – Lecture/Discussion courses are, as labeled, a bit of both. Typically, course leaders will give a formal presentation and then allow time for a course discussion.

### Course Formats

The Evergreen Forum offers courses in a variety of formats to best fit your comfort level. Courses may be offered as in-person, virtual, or hybrid.

- **In-Person** – These courses take place in-person at the Center for Modern Aging Princeton, either at the Suzanne Patterson Building or The Nancy S. Klath Center for Lifelong Learning. In-person courses are not recorded.
- **Virtual** – Virtual courses are taught and attended on Zoom. Virtual courses are recorded.
- **Hybrid** – Hybrid courses are often taught in-person at the Center for Modern Aging Princeton, but participants must choose whether to register as an in-person or virtual participant. Hybrid courses are recorded.

**Special Note:** Due to space limitations and administrative needs, participants **MUST** attend the course as they have registered and are not able to switch back and forth between attending in-person or virtually on Zoom. Exceptions may be made in certain circumstances, like extreme weather or illness.

## SO, WHICH COURSES ARE RIGHT FOR ME?

We always recommend picking a course based on your interest first and foremost! If a course intrigues you but is taking place in a format or type that you are not sure about, let us know. We would be happy to assist or talk through what the course will look like to help you make your decision. And, as always, technology help is available.



## YOUR SUPPORT MAKES A DIFFERENCE

We invite you to make a donation in addition to your registration to help ensure that CMAP has the tools to provide the courses, services, and resources you've come to love and expect. As a community nonprofit, over 80% of our budget comes through corporate and annual sponsorships, grants, and from **individual donors like you**.

## CREATING A LEGACY

### Introducing our Planned Giving Program

Creating your own legacy to CMAP ensures that the passions and values you cherish will continue beyond your lifetime. To learn how CMAP's planned giving program makes it easy and affordable to preserve and strengthen programs and services YOU care about for generations to come, and to potentially enjoy tax benefits, contact Wendell Collins at [wcollins@cmaprinceton.org](mailto:wcollins@cmaprinceton.org) or call 609.751.9699, ext. 103.



## EVERGREEN FORUM STEERING COMMITTEE 2026

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Evergreen Forum Corporate Sponsors for Fall 2026:

**Bryn Mawr Trust, Home Instead, Homewatch CareGivers, McCaffrey's,  
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# INTRODUCTION

## THE EVERGREEN FORUM

The Evergreen Forum is a volunteer organization under the auspices of the Center for Modern Aging Princeton (CMAP). Courses are open to adult learners from any location. Course fees cover administrative services and overhead costs. **Course formats include in-person, virtual, and hybrid. Scholarships available.**

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## AFTERWARDS AFTERWORDS (IP)

For fall semester, Evergreen Forum's book club on steroids will consider four works written afterwards – i.e. words written after the originals: Madeline Miller's "Circe" (based on the "Odyssey"), Ocean Vuong's Night Sky With Exit Wounds and additional poems with classical allusions); Margaret Atwood's "Hag-seed" (based on "The Tempest"), and Jeanette Winterson's "Frankisstein" (based on "Frankenstein"). It is NOT necessary to read or re-read the originals. Just come ready to read and discuss literature with the knowledge that art begets art, words beget words. Themes range from female sorcery to adolescent angst, then on to stage craft and end-of-life existence with AI.

**LEADER:** Lifelong educator and writer, Lois Marie Harrod's nineteenth collection of poetry, "The Bed the Size of a Small Country," was published September 2025. For more info see [www.loismarieharrod.org](http://www.loismarieharrod.org)

**Wednesdays, 1:30-3:30 p.m. for eight weeks starting 9/30 to 11/18.**

IN-PERSON

DISCUSSION

MAX 18



## ART: THE BEGINNING (H)

The evolution of civilization and the evolution of art are closely connected. Art is practiced by all human cultures and is one of the characteristics of our species. But how do we define art? Most animals can imagine an image, but to take it out of the mind and place it on another surface to be seen by others is another step.

For early humans, this required an evolutionary change in the neural structures that affect perception. But at all stages of the evolution of artistic creativity change must have been due to highly gifted individuals.

In the last few years, new fossil evidence has pushed the beginning of art back thousands of years. Previously it began 30,000 years ago with the prehistoric cave paintings. Now we have fossil examples with patterns that show the Neanderthals were creating art.

Did the change from hunter gatherer to agrarian life affect art? We will see if early civilization influenced the art they created. Did art and music precede language? When did language start? Art began when humans first started to express themselves, long before people started keeping records. The earliest known evidence of "artistic behavior" is of human body decoration, including skin coloring with ochre and the use of beads. Artefacts have been traced back to the Old Stone Age/ Paleolithic era, when early humans began using stone tools. At least 45,500 years ago, in Suluwesi, a human hand painted pigs in ochre, making them the oldest known examples of figurative art by at least several thousand years – and, by some standards, the oldest artwork in the world. Was it a search for beauty or reality? As societies change politically,

economically, technologically, and spiritually, art changes with them. Art reflects civilization, but it also shapes how civilizations understand themselves.

We will look at the art created from 50,000 BC to 500 BC and see if civilization created art or art created civilization. When did art begin, where did art begin, and why did art begin? Can we live without art?

**LEADER:** Wendy Worth is an expert in the history of art and has taught many art courses at the Evergreen Forum.

**Thursdays, 10:00 a.m.-noon for eight weeks starting 10/1 to 11/19.**

HYBRID

LECTURE/DISCUSSION

UNLIMITED



## BENEFICIAL PHOTOBIMODULATION AND REDLIGHT (H)

Photobiomodulation and Redlight for extending good health. Learn about the wide range of preventative benefits, and effective non-invasive recovery tools for reduction of neuro-inflammation and faster tissue repair. Discussions will include guest speakers on the application, scientific research in the field of cognitive performance, learning, memory, movement, and exercise.

**LEADER:** Jaclyn Boone has taught the Feldenkrais Method and somatic movement education to all ages and abilities, children with special needs, and group classes, in the Princeton-Philadelphia region for more than twenty-five years.

**Wednesdays, 6:00-7:30 p.m. for six weeks starting 9/30 to 11/4.**

HYBRID

LECTURE/DISCUSSION

MAX 20

## BLACK HOLES (IP)

In 1783 an English clergyman showed that Newton's theory of gravitation implied that a massive star would be invisible as light could not escape its gravity. In 1916 a German soldier wrote that Einstein's theory of gravitation implied that a massive star would collapse into an infinitely small volume. By the 1960s we could observe the visible spectrum, radio, ultraviolet, and X-ray. We found the universe to be very violent. We understood the behavior of matter at the smallest scale and how stars burn. In 1968 a Princeton professor named the collapsed star, that the German predicted, a black hole. We now know that black holes exist, that there is one at the center of most galaxies, that they formed early in the universe's history, that they influence the evolution of galaxies, and that we need a theory of quantum gravity to explain them. In these talks we will learn about the physics of black holes and why a new theory is important. Little math is required, but we will also touch on many new ideas in contemporary physics.

**LEADER:** Bernard Abramson is a retired corporate chief information officer with international management and consulting experience. He was adjunct professor in the master of technology management program at Polytechnic University. Educated in the United Kingdom, he has degrees in mathematics and astrophysics.

**Tuesdays, 10:00 a.m.-noon for four weeks starting 9/29 to 10/20.**

IN-PERSON

LECTURE

MAX 40



## CHARLES DICKENS'S "DAVID COPPERFIELD" (IP)

"Whether I shall turn out to be the hero of my own life, or whether that station will be held by anybody else, these pages must show." So opens Dickens's "David Copperfield" (1850), his most autobiographical narrative, which we will contextualize by reading some letters, Dickens's autobiographical fragment, and an essay or two. Learners will ask how retrospective narration shapes self-writing and how autobiography produces the self. The course will also include discussions of film clips of the two most-watched films of the novel. Purchase the "Oxford World's Classic edition" of the novel at Labyrinth Books in Princeton.

**LEADER:** Dianne F. Sadoff is professor emerita of English and former director of the program in Cinema Studies at Rutgers University, New Brunswick. She has published "Victorian Vogue: British Novels on Screen" (Minnesota, 2010), "Sciences of the Flesh: Representing Subject and Body in Psychoanalysis" (Stanford, 1998), and "Monsters of Affection: Dickens, Bronte, and Eliot on Fatherhood" (Johns Hopkins, 1982). She has co-edited "Victorian Afterlife: Postmodernism Rewrites the Nineteenth Century" (Minnesota, 2000).

**Tuesdays, 1:30-3:30 p.m. for eight weeks starting 9/29 to 11/17.**

IN-PERSON

DISCUSSION

MAX 18

## DOCUMENTARY FILMS III (IP)

This course examines the art of the documentary as well as its attempts to reveal truths. What is the purpose of these films – persuasion, information, and manipulation? How can we, as viewers, assess the validity of what we are seeing? Join me as we view films such as Frederick Wiseman's "Law and Order," Raoul Peck's "Orwell: 2 + 2 = 5," Cuban filmmaker Miquel Coyula's "Nadia," and Iranian filmmaker Sepideh Farsi's "Put Your Soul On Your Hand and Walk."

**LEADER:** Judith Zinis taught film at Ocean County College, at the Kapodistrian University of Athens as a Fulbright Scholar, and for the Evergreen Forum. As a fellow for Princeton University's Midcareer Fellowship, she developed a film studies program for community colleges.

**Wednesdays, 10:00 a.m.-12:30 p.m. for seven weeks starting 10/21 to 12/9. (no class 11/25).**

IN-PERSON

LECTURE/DISCUSSION

MAX 25



## EXPRESSING CULTURE THROUGH ART - PUAM SESSION 1 & 2 (IP)

Explore various world cultures through the artworks in the collection of the Princeton University Art Museum. An hour walking tour of an individual culture will be given by a docent. This is followed by an hour in the creativity lab working on an art project relevant to that particular culture.

**LEADERS:** Tours will be led by various docents of the Princeton University Art Museum.

**Session 1: Tuesdays, 1:30-3:30 p.m. for four weeks starting 9/29 to 10/20.**

**Session 2: Tuesdays, 1:30-3:30 p.m. for four weeks starting 10/27 to 11/17.**

IN-PERSON

LECTURE/DISCUSSION

MAX 15

## FAKE SCIENCE (H)

With the internet, we have the whole world's knowledge at our fingertips. This is a blessing for researchers, but a curse when much of it is junk. This course of six sessions will describe and discuss some of this junk. Top of my list is the Flat Earth theory, followed by health fallacies such as antivax rhetoric and homeopathy. Then there are climate deniers, creationists, astrologers, UFOs, ghost busters, plus numerous superstitions (e.g., touch wood), and ever more inventive notions. If you have your own favorite topic, bring it along and we will see how it stands up to the rigors of science, because an understanding of what science requires as proof will be a major guiding touchstone of the course. We will propose alternative explanations based on actual science. Another metric to consider is that of harm. As Michael Shermer, a leading sceptic, puts it, "false beliefs have consequences." As examples, antivax thinking and climate change denial may create deadly consequences.

**LEADER:** Dr Peter Smith is a Scots-American who was a project manager in pharmaceuticals and IT. Dr Smith has lived in Princeton for more than thirty years.

**Mondays, 1:30-3:30 p.m. for six weeks starting 9/28 to 11/2.**

HYBRID

LECTURE/DISCUSSION

UNLIMITED



## FRESH PERSPECTIVES ON AMERICA'S CIVIL WAR (H)

America's Civil War was a war of preservation. The Confederate States fought to preserve slavery. The USA fought to preserve the nation. This course will consider the principal persons and events of the war, yet will focus on other critical aspects as well. For example, its death toll exceeded the death toll of American soldiers in all of our other wars combined. The War's appalling cost in human life deserves emphasis. So, too, does its "brother against brother" nature, which affected even the Lincolns themselves. Many individuals did vitally important things to influence the war's outcome and yet are virtually unknown. The role of enslaved and free Black people in the war, and its effects on Black people and on the "home fronts" generally, are often under-appreciated. Also, conflicts with foreign powers and Indigenous Peoples were significant, yet often not well-addressed. While offering fresh perspectives on the nature and events of the Civil War overall, this course also provides an opportunity to explore such fascinating specific aspects of it.

**LEADER:** Robert Nolan has a history degree from the University of Scranton, where he has been on the adjunct faculty, and a law degree from Harvard. This is the fifteenth original course that he has prepared for presentation within the Evergreen Forum.

**Thursdays, 1:30-3:30 p.m. for eight weeks starting 10/1 to 11/19.**

HYBRID

LECTURE

UNLIMITED

## HOW ART IS VALUED (IP)

"I know what I like," or "beauty is in the eye of the beholder," are comments often invoked in discussions of visual art objects and artists. And who hasn't seen someone standing before a modern art canvas, shaking their head in dismissal of a painting that bears no resemblance to its title. This may be how many individuals assess the value of art.

The value society assigns to art, however, extends beyond personal opinion and depends on factors such as provenance, the artist's reputation, scarcity, and market demand. Artistic expressions give tangible form to feelings and ideas. More than decoration or self-expression, an aesthetic experience involves a sensory and emotional engagement with the artwork and, by extension, the artist. How art is valued reflects how individuals connect with the artist.

This class will examine any number of paintings throughout history through society's lens to define value. Participants will discuss why some art is highly valued, while the work of their peers is catalogued with seemingly less worth. This is particularly true of women artists. As new millionaires enter the art market, the price and public accessibility of art may be affected.

**LEADER:** Dr. Christina Kales has taught several art history classes with the Evergreen Forum. Her classes discuss the work of individual artists as reflecting the history of the period.

**Fridays, 1:30-3:30 p.m. for five weeks starting 10/2 to 11/6. (no class on 10/9)**

IN-PERSON

LECTURE/DISCUSSION

MAX 25



## IMAGINATION UNLOCKED (IP)

This six-week experiential course is designed to awaken participants' creative potential, strengthen their imaginative abilities, and help them bring original ideas to life.

Each week blends playful exercises, reflective practices, and hands-on projects that stretch thinking in surprising ways. Participants learn how creativity functions in the mind and how to overcome the inner blocks that limit expression.

By the end of the course, participants will walk away with:

- a toolkit of creative techniques they can use anytime
- a deeper understanding of their personal creative process
- a renewed sense of play, curiosity, and possibility

No prior experience is required – just an open mind and a willingness to explore. Join the course and unlock the creative power already inside.

**LEADER:** Dr. Hendrickson is a retired United Methodist elder. His doctoral work was in the area of imagination and creativity including extensive training opportunities with The Creative Problem Solving Institute and the Disney Institute. He has led numerous visioning and goal-setting workshops and seminars along with working with churches, committees, and work groups on organizational creativity and problem-solving. Rich is married with twin adult daughters and two grandchildren with a third on the way.

**Tuesdays, 10:00 a.m.-noon for six weeks starting 9/29 to 11/3.**

IN-PERSON

LECTURE/HANDS-ON

MAX 15

## IT COULD BE VERSE, PART 1 & 2 (H)

Cole Porter, Ira Gershwin, Lorenz Hart, Gus Kahn, Dorothy Fields, and Johnny Mercer are among the greatest poets in American history – the caveat being that the poetry they were best known for was song lyrics. Less well known is the fact that composers and lyricists for hundreds of songs from “The Great American Songbook” era included a witty, often beautiful, but rarely performed verse to begin the song. Sadly, to get more songs to fit on an album, record producers, who had control over the final product, often favored recorded arrangements that neglected the verse. These introductory verses often clarified the meaning of the song, sometimes even changed its very meaning. Some of the most famous songs of the era included a verse, and our class explores the wording, the humor, even the inner rhymes of these skilled poets. We will also listen to a superb recording of these songs, sung by the most famous artists in music, including the heretofore mysterious verse that the lyricist and composer intended you to hear! You may never listen to (or think about) these classic songs the same way again!

**LEADER:** Dave Saltzman is a past board president of CMAP and currently serves on CMAP's Advisory Council. He previously taught an Evergreen Forum course on New Jersey Geography. He has played the piano for decades, though not nearly as well as you would expect.

**Part 1: Wednesdays, 10:00-11:30 a.m. for four weeks starting 9/30 to 10/21.**

**Part 2: Wednesdays, 10:00-11:30 a.m. for four weeks starting 10/28 to 11/18.**

HYBRID

LECTURE/DISCUSSION

MAX 18



## LANGUAGE & LAND: EXPLORING FRIEL PLAYS (IP)

Language and land: two entities that can be shared or divided, communal or contested. Acclaimed Irish playwright Brian Friel depicted a people and their country that never settled these questions of who owns what in this regard, or where authority lies to set definitions and boundaries. This course explores how characters and circumstances in five of Friel's plays aspire and often fail to resolve those questions of language & land. Friel said the English and the Irish are two cultures "which are ostensibly speaking the same language but which in fact aren't." Even when Friel's characters dream and scheme of traveling to other places away from Ireland, that isle's power still shapes motivations and limitations. The plays selected for this journey are "Philadelphia Here I Come," "Volunteers," "Aristocrats," "Translations," and "Dancing at Lughnasa." Participants over this course's seven-week duration will read, discuss, and even act out scenes from these works in this exploration of a people that Friel renders as both vulnerable and immortal.

**LEADER:** T.J. Elliott, former chief learning officer at ETS, is a memoirist, playwright, and theater director. His most recent and tenth play, "RETROSPECTIVE," was produced this past year both Off Broadway and in London.

**Wednesdays, 1:30-3:30 p.m. for seven weeks starting 10/7 to 11/18.**

IN-PERSON

LECTURE/DISCUSSION

MAX 20

## LIVING A GOOD DEATH (IP)

Conversations around death and dying have been taboo in Western culture. We are ill-prepared, as a society, to elevate our understanding of how we die, and how we can tend to a dying person in a peaceful way. Dying viewed as a natural part of living gives us a window into the orderly fashion in which a body dies. Without fear, for both witness and the dying person, this experience can become sacred and beautiful. Exploring palliative care, care for the caregivers, both professional and personal, linguistic approaches for support and understanding, hands-on practices to provide ease, and open, honest conversation regarding fear and end of life issues, this course, using an Eastern approach, will help you navigate this aspect of life with knowledge and grace.

**LEADER:** Dr. Robin Shapiro is best known for her contribution to the field of Integrative and holistic medicine. Using an Eastern approach to health and healing, she has guided people throughout her career to a better understanding of how we live and how we die. She also offers classes in the study of Buddha Mind.

**Mondays, 10:00 a.m.-noon for six weeks starting 9/28 to 11/2.**

IN-PERSON

DISCUSSION

MAX 42



## MEMORY: HOW WE REMEMBER AND WHY WE FORGET (IP)

This engaging four-week series is designed for the academically curious and/or those on a mission to learn more about the preservation of memory and the treatment available for managing cognitive impairments. Participants will explore the fascinating science of memory, including how short-term, long-term, and working memory function in everyday life. The series will explain how memories are formed, stored, and retrieved, and what factors – such as attention, emotion, and repetition – enhance or weaken recall. Attendees will learn about common types of cognitive impairments and dementias, including Alzheimer’s disease, as well as current research on prevention and management. Practical strategies for maintaining cognitive vitality through lifestyle, exercise, mental stimulation, nutrition, social engagement, and purposive activity will be highlighted. Finally, it will review current and emerging treatment options, empowering participants with knowledge to support brain health and well-being throughout the aging process.

**LEADER:** Bruce A. Maloof, PhD, did his doctoral work at Brandeis University followed by appointments to Dalhousie University, Boston University, and Harvard Medical School. Founder and CEO of Behavioral Solutions, P.C., he is a Buddhist-informed psychotherapist actively in clinical practice.

**Mondays, 1:30-3:30 p.m. for five weeks starting 9/28-10/26.**

IN-PERSON

LECTURE/DISCUSSION

MAX 30

## NATURE AND YOUR HEALTH (IP)

Why do we feel better after taking a walk outside, in nature? How can we balance our circadian rhythms and reset them as we travel? Why are bird songs not only pleasant to listen to, but their songs also reassure us that it is going to be a good day? Not surprisingly, doctors are writing prescriptions for patients to walk in nature. We are all connected to nature in so many ways with direct implications for our health. Gain a better understanding about the positive effects of spending time in nature. Learn how we can take advantage of all of the health-affirming aspects that nature has to offer.

**LEADER:** Jack Carman, FASLA, LLA, is a landscape architect whose practice involves the design and development of therapeutic gardens in health care settings nationwide. He has taught at Temple University, the Chicago Botanic Garden, and the New York Botanic Garden and lectures regularly at conferences throughout the United States. He is actively engaged in connecting people and nature for their health and well-being.

**Tuesdays, 10:00 a.m.-noon for four weeks starting 10/27 to 11/17.**

IN-PERSON

LECTURE

MAX 30



## NEW JERSEY'S ENIGMATIC PATH TO ABOLISHING SLAVERY (H)

New Jersey had an important role in the elimination of slavery. It was the birthplace of the early Quaker abolitionist John Woolman, William Still, often called the Father of the Underground Railroad, and John S. Rock, the first Black lawyer admitted to practice before the United States Supreme Court. And yet it was the last Northern state to begin a process for the gradual abolition of slavery, with the last slave in New Jersey not freed until after the Civil War and ratification of the Thirteenth Amendment at the end of 1865. Using the Fugitive Slave Act of 1793 and the Fugitive Slave Act of 1850 as principal points of reference, this course will explore the paradoxical responses of New Jersey to the questions surrounding human enslavement and will examine incidents involving slave-catchers and judicial decisions with special attention to the role of New Jersey Chief Justice Joseph Hornblower.

**LEADER:** John Zen Jackson is a practicing New Jersey attorney. He has a long-standing interest in the history of antebellum America and has published articles concerning the subject matter of this course.

**Tuesdays, 1:30-3:30 p.m. for four weeks starting 10/27 to 11/17.**

HYBRID

LECTURE/DISCUSSION

MAX 20

## ON THE CAMPAIGN TRAIL (H)

This course will focus on the midterm congressional elections. All class members will choose at least one candidate to follow during the campaign and will report information and developments on they/them to the class. Meantime, the course leader will discuss trends and issues as they arise, including the economy (affordability), divisions in the current Congress and the public, the war in Iran, and other foreign policy matters.

**LEADER:** Elaine Jacoby is a retired lawyer who has led numerous Evergreen courses on civil rights, the media, and the Constitution.

**Wednesdays, 1:30-3:30 p.m. for eight weeks starting 9/30 to 11/18.**

HYBRID

LECTURE/DISCUSSION

MAX 25



## OVERCOMING ANXIETY (IP)

This course will present a paradigm shift from traditional and medical treatments for anxiety to a neuroscience-informed psychotherapeutic approach to understanding and eliminating anxiety. This new paradigm teaches an understanding of central (brain) and peripheral (outside of the brain) nervous systems and how they create the physiological foundation driving the many types of anxiety disorders. Attendees will learn how to modify and eventually control anxiety by using neuroscience-informed psychotherapy techniques that affect these nervous systems, creating a mindfulness transition from chronic experiences of anxiety to a more relaxed anxiety-free life. This neuroscience-informed, non-disease-oriented treatment approach, inspired by evidence-based research, demonstrates how positive neurocircuitry changes within one's brain along with modulation of the autonomic nervous system causes cognitive changes within one's mind creating an opportunity for people to cease being plagued by chronic experiences of anxiety.

**LEADER:** Robert Youdin, PhD, is a practicing psychotherapist in Princeton. He is a former visiting research collaborator at Princeton University, Department of Molecular Biology, and an adjunct associate professor at Fordham University, Graduate School of Social Services.

**Mondays, 1:30-3:30 p.m. for three weeks starting 11/9 to 11/23.**

IN-PERSON

LECTURE/DISCUSSION

MAX 25

## PAST AND PRESENT SUPREME COURTS (H)

This course will focus on the United States Supreme Court, past and present. The course addresses the issue of statutory interpretation with specific reference to the Voting Rights Act of 1965 and the trilogy of recent Supreme Court cases interpreting that law. Included in the course will be the nature of the Court's political makeup as well as the impact of certain Chief Justices' leadership during their tenure, along with issues of domestic security and the role of the federal government in securing the safety of the nation. The "shadow docket" raises issues of the Court's procedures, and understanding its use and impact generates controversy that will be considered. Finally, the course will cover instances of the Court correcting prior decisions where the impact of a decision created harm.

**LEADERS:** Stan Katz is a former Princeton University professor at the School of Public and International Affairs, and Phil Carchman is a former New Jersey judge. They have both taught numerous classes at Evergreen Forum.

**Mondays, 10:00 a.m.-noon for six weeks starting 9/28 to 11/2.**

HYBRID

LECTURE/DISCUSSION

UNLIMITED



## PHYSICAL AI'S IMPACT ON YOUR EVERYDAY LIFE (H)

This course will be conducted in a lecture/discussion format. It will examine how AI is/can be used to deliver autonomy to moving things that impact everyday life – today and in the future. The course first defines exactly the scope of physical AI and what such systems need in terms of technology, regulation, and public acceptance to deliver various advantages – safety, efficiency, cost, productivity, and quality of life. After the fundamentals are discussed, specific applications which are currently operational will be discussed, along with their impact and challenges. Finally, course participants will be expected to think about novel physical AI applications that they would like to see happen – and present their concepts, and the WHY, WHAT, and HOW of these concepts.

**LEADER:** Sabbir Rangwala runs a consulting practice focused on physical AI. He is particularly focused on blue-collar autonomy and its criticality in ensuring security and our quality of life.

**Fridays, 1:30-3:30 p.m. for four weeks starting from 10/2 to 10/23.**

HYBRID

LECTURE/DISCUSSION

MAX 20

## THE POWER OF PLAY (IP)

In three workshops of three hours each, we will play, using improvisation games from Theater of the Oppressed, Social Presencing Theater, and other sources. The goal is to create a space for facing this moment together, in our aging bodies, that does not just repeat the news feeds or the conversations we're already having. Every workshop is an opportunity to support one another in practicing bravery and stepping into parts of ourselves we may not have accessed before. In the first session, we will introduce methods and guidelines, learn what attracted participants and what their expectations are, and begin team- and theme-building that will carry through all sessions. The second and third weeks' sessions will depend on what emerges in the previous sessions. As participants develop stories, audience members will be invited into the scene to experiment with altering the outcome.

All activities are adaptable for varying abilities, and no theater experience is required. Short scholarly readings will focus on the value of play.

**LEADERS:** Janet Gray is a professor emerita who used theater games in her teaching of social justice topics at TCNJ. She learned Theater of the Oppressed from several practitioners, most extensively from co-leader Lisa Jo Epstein, a Philadelphia-based theater artist, facilitator, organizer, planner, consultant, and coach who has decades of experience in applying theater to pressing social issues.

**Thursdays, 1:30-4:30 p.m. for three weeks starting 10/1 to 10/15.**

IN-PERSON

LECTURE/DISCUSSION

MAX 20

## PUZZLES, PROBABILITIES, AND PARADOXES (IP)

Participants will cooperate in solving puzzles and doing activities drawn from magic tricks, probability, logic, game theory, and geometry. Participants will work together to discuss and solve puzzles using pencil and paper, dice, mathematical origami, paper folding and cutting, and carrying out “democratic logic debates.” Topics may include finding out why your acquaintances have more friends than you do, gambling paradoxes, pirates divvying up gold coins, colored sock problems, container puzzles, logic problems, fractal constructions, Logicians versus Pirates, zero-knowledge proofs for Finding Waldo, and how Ranked Choice Voting actually works. All backgrounds, skills, and interests are welcome. Hands on teamwork is a big part of the course. There are no prerequisites – just a sense of humor, curiosity, and common sense. Former participants, please join us for more fun!

**LEADER:** Mark Schlawin’s multiple careers most recently included twenty joyful years of teaching middle school mathematics and science. Mark has previously presented three well-received workshops at the Evergreen Forum and was a panelist for the Science in the News course.

**Wednesdays, 10:00 a.m.–noon for six weeks starting 10/21 to 12/2. (no class on 11/25)**

IN-PERSON

LECTURE/HANDS-ON

MAX 20

## “ROBINSON CRUSOE,” THE TRILOGY (H)

This course will read volumes 1, 2, and 3 of “Robinson Crusoe,” often referred to as the Crusoe Trilogy. Most readers’ awareness of this canonical text extends only to volume 1, “The Life and Strange, Surprising Adventures of Robinson Crusoe” (1719), but this omission deprives readers of a holistic experience of the entire work. What does it mean that a text, widely considered to be the first English novel ever written, today only receives attention for the first third of it (volume 1)? This class will read “Robinson Crusoe” in its entirety. Beginning with volume 1, we will examine its religious roots and its debt to spiritual autobiography, and continuing with volume 2 (“Farther Adventures”) and volume 3 (“Serious Reflections”), we will see how the hero transitions to a more secular way of life. Ultimately, “Robinson Crusoe” is not just a story about a hero’s religious transition, it is about society’s transition from the religious to the secular.

**LEADER:** Judith Stuchiner has a PhD in English, with a specialization in religion and literature. She has taught at the college level for ten years and has published numerous articles on eighteenth-century British literature.

**Mondays, 1:30-3:30 p.m. for six weeks starting 9/28 to 11/2.**

HYBRID

LECTURE/DISCUSSION

MAX 40

## SCIENCE IN THE NEWS (H)

“Science in the News” is a course designed for all those who wish to become more informed about current scientific and medical topics. Two lectures on different subjects are presented weekly by members of a panel of scientists. The course covers a wide range of fields and strives to remain easily accessible to people of varying backgrounds and current knowledge. A variety of sources are used, and pertinent references are provided in advance for each of the topics covered. All are welcome, regardless of science literacy. Presentations by class participants are encouraged but not required.

**LEADERS:** Harold M. Heft is a retired automotive and defense industry executive whose academic research focused on biopsychology and philosophy of science. He is joined by a panel of physicians and scientists with wide experience and interests.

**Fridays, 10:00 a.m.-noon for eight weeks starting 10/2 to 11/20.**

HYBRID

LECTURE/DISCUSSION

UNLIMITED

## THE SCIENCE OF SKIN & HAIR (H)

Unlike many other organs, we can see our skin and hair and tell if something is “wrong” or different. We can see differences in skin color or in skin oiliness, we can “diagnose” acne, sunburn, or mosquito bites, and we can describe symptoms like redness, swelling, and itching. These are all based on our basic understanding of what is “normal” for our healthy skin. Our class will start with the basics: understanding the structure and function of the skin, understanding skin color and “skin-of-color” (which is the different properties of skins of different races), and turn to understanding the basics of hair. These modules will describe the healthy status of skin and hair.

We then move to understand what happens when things go wrong: when we are exposed to sunlight (UV effects – sunburn, tanning, skin aging, skin cancer), when we itch, when we age (it starts VERY early...), or when our grandchildren have acne. If time permits, we can discuss skin transplantation, artificial skin, or active and natural ingredients in cosmetic products.

**LEADER:** Miri Seiberg is a skin and hair R&D expert with a track record of research innovation. She has initiated and managed research and development programs in the fields of skin and hair, resulting in novel drug candidates and successful consumer products (AVEENO, Neutrogena). Miri authored more than sixty peer-reviewed publications, reviews and book chapters, and has more than one hundred patents.

**Fridays, 1:30-3:00 p.m. for seven weeks starting 10/9 to 11/20.**

HYBRID

LECTURE

MAX 18

## SHORT STORIES THAT DEFINED THE U.S. (IP)

In this year of our country's 250th anniversary, this is the perfect time to revisit the early short stories that articulated our evolving values and aspirations. We will delve into celebrated works by Irving, Hawthorne, Melville, Benet, Bierce, London, Twain, and others. Themes include the mining life, religion reimagined in the new world, the reality of slavery, finding a wife, man versus nature, the war for independence, and more. This course aims to expand your awareness of eighteenth and nineteenth century America while helping you appreciate the wit, warmth, clarity, and humanity of its first landmark writers. Activities will include short discussions of the writers, read-alouds of the most memorable passages, and salon-type discussions. Expect to learn, laugh, and actively contribute your reactions to each work.

**LEADER:** Susan Matson, MS, has taught several courses for the Evergreen Forum, from American documentaries to award-winning essays to classic short stories. Her MS in Education is from Johns Hopkins University. Having worked as a teacher, curriculum developer, and teacher trainer, she now teaches English at Middlesex College.

**Thursdays, 1:30-3:30 p.m. for eight weeks starting 10/1 to 11/19.**

IN-PERSON

LECTURE/DISCUSSION

MAX 18

## TWO WORKS BY PENELOPE LIVELY (V)

This course will feature a memoir and a novel, both written by the English novelist Penelope Lively. She has twice been nominated for the Booker Prize and won it for her novel "Moon Tiger." Now in her nineties, Lively is still writing. Her memoir, "Dancing Fish and Ammonites," is her most recent work, written from the perspective of her long and very active life. Lively writes with humor, vividness, and energy and her memoir is both absorbing and thought-provoking. Our second book is a novel titled "Cleopatra's Sister," published in 1993. Its main character is a paleontologist en route to Egypt to study fossils when his plane is forced to land in a country called Callimbia, an imaginary, dangerous, and totally believable place. The characters, the setting, and the unfolding events are compelling, vivid, and memorable.

**LEADER:** Lynne Cullinane taught a wide variety of English literature classes at Hopewell Valley Central High School and has been an Evergreen Forum instructor for many years. She also taught prospective teachers at Rider University.

**Thursdays, 10:00 a.m.-noon for six weeks starting 10/1 to 11/5.**

VIRTUAL

DISCUSSION

MAX 15

## WILLIAM JAMES AND THE AMERICAN SOUL (H)

In 1901, William James – Harvard philosopher, psychologist, and brother of novelist Henry James – authored a study that became one of the most influential books in American intellectual history. “The Varieties of Religious Experience” asks a deceptively simple question: what happens when someone has a religious experience, and does it matter whether that experience is “real”? James’s answer helped shape everything from AA to contemporary neuroscience, from the self-help movement to America’s peculiar insistence that spirituality is a private affair. In this eight-week discussion-lecture course, we will read excerpts from this book for how they illumine our experiences and anticipate themes in American life. Why does James’s pragmatic approach to faith still provoke and console more than a century later? No background in philosophy or theology is required – only a willingness to engage with challenging questions about experience, meaning, and the life worth living.

**LEADER:** Gary Sykes devoted his career to education in America, as policy analyst and researcher, while maintaining an active interest in U.S. intellectual history.

**Thursdays, 10:00 a.m.-noon for eight weeks starting 10/1 to 11/19.**

HYBRID

LECTURE/DISCUSSION

MAX 40

## YOUR MIND, YOUR VOTE (IP)

With the midterm elections nearing, it is important to understand the hidden faces of propaganda that are trying to influence your vote. The weaponization of information utilizes psychology to create anger, confusion, chaos, and dramatic daily news reports that can be alleviated utilizing the techniques of Cognitive Behavior Therapy. Along with a review of CBT, topics to be included will be looking at front groups such as ALLATRA, cult groups, and if, when, and how to initiate conflict resolution skills.

**LEADER:** Naomi Browar is a psychotherapist in private practice in Princeton, a former senior therapist at Princeton House, Jewish Family Services, and a teacher. Naomi’s cultural sensitivity is influenced by her years of living abroad, both in England and the Middle East.

**Tuesdays, 1:30-3:00 p.m. for four weeks starting 9/29 to 10/20.**

IN-PERSON

LECTURE/DISCUSSION

MAX 20

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