



THE ALUMNAE OF  
NORTHWESTERN UNIVERSITY

**Celebrating 47 Years of  
CONTINUING EDUCATION**

Daytime Noncredit Courses for the Public

*Sponsored by  
The Alumnae of Northwestern University  
Engaging Minds, Enriching Lives*

**Winter Quarter 2016  
Tuesdays and Thursdays  
January 5 – March 10**

- A. Politics of Local Justice**  
*Mark Iris, Lecturer, MMSS and Former Lecturer, Political Science*  
Tuesdays, 9:30 – 11:30 a.m., January 5 – March 8
- B. Religious Thought in America**  
*Claire Sufrin, Lecturer, Religious and Jewish Studies*  
Tuesdays, 12:45 – 2:45 p.m., January 5 – March 8
- C. Life Lessons from Psychological Science**  
*Renée Engeln, Professor of Instruction, Psychology*  
Thursdays, 9:30 – 11:30 a.m., January 7 – March 10
- D. Great Composers - From Schubert to Gershwin**  
*Stephen Alltop, Senior Lecturer, Conducting and Ensembles*  
Thursdays, 12:45 – 2:45 p.m., January 7 – March 10

Most courses are held in Norris University Center on the south campus.  
Visit us at our website: [nualumnae.org](http://nualumnae.org)



*100 years of  
Engaging Minds, Enriching Lives*

**Celebrating 100 Years of Volunteer Service to Northwestern  
University and the Surrounding Communities**

See the center insert for details regarding  
our  
**Centennial Celebration.**

## **2015 Alumnae Award**

**Gwynne Shotwell**

President and Chief Operating Officer of SpaceX will receive  
our prestigious award on Thursday, November 12,  
from 4-6 p.m. at the spectacular new  
Mary B. Galvin Recital Hall in the  
Patrick G. and Shirley W. Ryan Center for the Musical Arts  
on the Evanston campus.

*We invite you to join us for this stellar event.*

## ABOUT NU ALUMNAE CONTINUING EDUCATION

**Alumnae Continuing Education** is a program of university level non-credit courses taught by members of the Northwestern University faculty. Established in 1968, this unique program is organized and run entirely by volunteers, all alumnae of Northwestern University.

**Alumnae Continuing Education** is open to everyone. It provides a stimulating opportunity for interested adults to gain a broad knowledge in many fields. All profits are given to the University in the form of scholarships, fellowships, and grants for carefully selected projects.

### Registration and Class Location Information

To register for a course, see the inside of the back cover, or download a form from our website at: **nualumnae.org**

Most of our classes are held in Norris University Center on south campus; however, space, construction, and other scheduling problems may necessitate changes. If there is a change in venue, information will be mailed with your course entry card and also will be given on our website. Classes are rarely cancelled because of bad weather or for any other reason, but we **strongly recommend** that you routinely check our website or voicemail before heading to class to check for any changes.

### We Invite You to Join Our Mailing List

If you do not currently receive our brochures and would like to be placed on our mailing list, detach the registration form, mark the box indicating you wish to be on the mailing list, and mail it to the P.O. box given. Or you may write out this information separately and send it to the P.O. box with a note requesting to be placed on the mailing list.

### Other Questions?

Call our voicemail at (847) 604-3569 with any questions. We will make every effort to return your phone call within 24 hours.

**Important Policy Notice:** In order to respect copyright, rights of publicity, and other intellectual property rights, we forbid the taking of photographs or the making of video or audio recordings of lectures and class materials.

## Introducing Our Fall Quarter Instructors

A native of Brooklyn, New York, **Mark Iris** received his B.A. from Brooklyn College, an M.A. from the University of Vermont, and a Ph.D. from Northwestern University. In 2004, Dr. Iris retired from his career with the City of Chicago, where he served as the Executive Director of the Chicago Police Board, a quasi-judicial forum responsible for conducting hearings in cases of Chicago police officers accused of misconduct. For many years he has taught courses on law and politics in the Northwestern department of Political Science. He has also taught seminars for the Northwestern School of Law. He currently serves as a faculty member and lead advisor for the Mathematical Methods in the Social Sciences program at the university.

**Claire Sufrin** is a scholar of religion, focusing on modern Jewish thought and theology. Her research and teaching address modern interpretation of the Bible, the intersection of religion and literature, and gender and religion. She holds a BA from Yale University and PhD from Stanford University, both in Religious Studies. Dr. Sufrin is a Lecturer in the Jewish Studies Program and Department of Religious Studies at Northwestern University. Her research appears in a variety of journals and edited volumes, and she presents regularly at academic conferences. For more information about Dr. Sufrin, including a list of her publications and contact information, please see [www.claireсуfrin.com](http://www.claireсуfrin.com).

**Renée Engeln** is a Professor of Instruction in the Psychology Department of the Weinberg College of Arts and Sciences. A Charles Deering McCormick University Distinguished Lecturer, she is a Faculty-in-Residence at Allison Residential Community. Her research focuses on issues surrounding women's body images, with a particular emphasis on cultural practices that create or enforce the frequently contentious relationship women have with their bodies; objectification; and media images. She directs the Body and Media Lab.

**Stephen Alltop** serves on the Conducting Faculty of the Henry and Leigh Bienen School of Music, and as Director of Music at Alice Millar Chapel. His other appointments include Music Director and Conductor of the Apollo Chorus of Chicago, Music Director and Conductor of the of the Champaign-Urbana Symphony Orchestra and the Elmhurst Symphony Orchestra, and Music Director of the Green Lake Choral Festival. In the current season he has coordinated the WFMT *Bach Keyboard Festival*, collaborated with Chicago Opera Theater in preparing the Apollo Chorus for Mozart *Lucio Silla*, and is doing presentations on leadership for the Kellogg School of Business Administration. He has appeared as a harpsichord and organ soloist with numerous orchestras, including the Chicago Symphony Orchestra, and as a guest conductor with ensembles across the United States, Europe and South Korea.

## **A. Politics of Local Justice**

**Mark Iris**, *Lecturer, Mathematical Methods in the Social Sciences;  
Former Lecturer, Political Science*

**Tuesday mornings, 9:30 - 11:30 a.m., Norris University Center**

Crime frightens and fascinates us! Millions of Americans are the victims of crime each year. Books, movies, and television shows on police and crime are staples of American culture. Yet these pop culture renditions of the criminal justice system spread a great deal of misinformation. What are the realities? How and where does crime occur? How do police confront crime? How do courts and attorneys deal with criminals? What policy choices are reflected in our criminal justice system? This course will analyze real world examples to illustrate how policies and criminal justice concepts translate into actions at the local level.

### **Jan. 5 Introduction: Crime and Politics**

How much crime is there? How do we measure crime, and how accurate are those measurements? In what ways did anti-crime policies become so politicized in our society? Does our society choose policies because we think they will work, or because they make us feel good?

### **Jan. 12 Police in Our Society**

How did policing develop in the U.S.? Early developments and concepts in policing implemented almost 200 years ago continue to shape contemporary police practices in a variety of ways, both major and minor. How are officers selected and trained? How are police agencies organized?

### **Jan. 19 Police Operations: Just the Facts, Ma'am!**

In the 1960s and 1970s, as crime in the U.S. began to escalate sharply, police seemed ill-prepared to respond. What's the significance of "Broken Windows" and "COMPSTAT"? How did police change their practices and with what effect?

### **Jan. 26 Police Misconduct, Use of Force and Deadly Force**

Some police engage in misconduct. Police shootings have become a high profile issue, and a great deal of misinformation clouds public discussion. Under what circumstances may an officer use force? What processes – administrative, criminal, and civil – are used to address misconduct actions? We will look closely at how they do and do not achieve the goal of punishing and deterring officer misconduct.

### **Feb. 2 Courts**

How are courts organized? What are the roles of the U.S. state and local courts? How do courts manage their massive caseloads? What makes local courts in Ferguson and other small suburbs of St. Louis County so unusual?

## **Feb. 9 “You Have the Right to an Attorney. . . .”**

### **Prosecutors & Defense Counsel**

How do prosecutors and defense counsel perform their duties? In what ways do the realities of the criminal justice system undermine these individuals’ abilities to fulfill their responsibilities? Special focus will be placed on issues of prosecutorial misconduct, and the myths vs. realities of a much-maligned group: public defenders.

## **Feb. 16 Trial by Jury, Wrongful Convictions**

Trial by jury is the stereotypical image of how criminal cases are resolved.

How do juries function? Who gets to serve on juries? Is the film

*Twelve Angry Men* closer to fact or fiction? In recent years, a spate of exonerations has highlighted the problem of wrongful convictions.

How do these occur in spite of the various procedural safeguards in place? What policy changes are being made to address this problem?

## **Feb. 23 Sentencing**

The United States has the distinction of having an extraordinarily high rate of incarceration for convicted offenders. How did we reach this status? Learn the details of three strikes and you’re out, determine sentencing, the War on Drugs, and how they contributed to an explosive growth in the numbers of Americans behind bars. In the past few years, there has been a modest, but noticeable, drop in the number of inmates. How and why has the trend toward mass incarceration begun to change?

## **Mar. 1 Prisons**

How do prisons function? Why are they located where they are? What are the conditions inside prisons (and jails)? What role have courts played in changing prison conditions? Learn about daily life in the country’s various “Super-Max” prisons. How long may an inmate be kept in solitary confinement?

## **Mar. 8 Alternatives to Incarceration**

What options do courts have beyond locking up offenders? We will examine probation, parole, fines, drug courts and other tools to sanction offenders without locking them up.

## **B. Religious Thought in America**

**Claire Sufrin**, *Lecturer, Religious & Jewish Studies*

**Tuesday afternoons, 12:45 – 2:45 p.m., Norris University Center**

A series of American religious thinkers from the 18<sup>th</sup> century through today offer an introduction to some of our most innovative, influential, Jewish, Christian, and Muslim thinkers. While lectures include biographical overviews and discussion of the social and political context for each thinker, emphasis will be on the history of ideas that have shaped American religious expression. A reader with essays and book excerpts from these thinkers will be available for purchase at the first class. Reading for Jan. 5 is available on [nualumnae.org](http://nualumnae.org).

### **Jan. 5 Jonathan Edwards and the Great Awakening**

Edwards (1703-1758) oversaw the first revivals in what became the Great Awakening. Drawing on his Puritan roots and carving a new path for Congregationalism, Edwards emphasized God's sovereignty, God's grace, and the conversion experience. We will focus on his famous 1741 sermon "Sinners in the Hands of an Angry God," and consider why historian Perry Miller called him the "first and greatest homegrown American philosopher."

### **Jan. 12 American Evangelicals: Dwight Lyman Moody and Billy Graham**

Moody (1837-1899) was a leader of the evangelical movement in America, establishing Sunday Schools and preaching around the country. We will focus on Moody's activities during and after the Civil War, and the establishment of the Moody Bible Institute in Chicago, before turning to a consideration of Graham (1918-), arguably the best-known 20<sup>th</sup> century leader of conservative evangelical Christianity.

### **Jan. 19 Transcendentalism:**

#### **Ralph Waldo Emerson & Henry David Thoreau**

Unitarian minister Emerson (1803-1882) was a founder of the Transcendental Club in 1836. He rejected tradition and history to embrace nature and self-reliance. Historian Sydney Ahlstrom calls him the "theologian of something we may almost term 'the American religion.'" We will also consider *Walden* by Thoreau (1817-1862) as a religious text.

### **Jan. 26 Mordecai Kaplan and the Reconstruction of Judaism**

As the inspiration for the Jewish Community Centers that dot the country, Kaplan (1881-1983) arguably had a greater influence on American Jewish life than any other thinker. We will examine his vision of how Judaism needed to be rethought in America, where anti-Semitism was minimal and trust in science was growing. Influenced by John Dewey's pragmatism and the emerging field of sociology, Kaplan insisted that Jews were a civilization not a religion, and they needed to think about their values and how to live them.

## **Feb. 2 In the Shadow of War: Reinhold Niebuhr and Paul Tillich**

Niebuhr (1892-1971) and Tillich (1886-1965) were colleagues at Union Theological Seminary; they opposed Nazism and other evils of the twentieth century. Niebuhr wrote the famous “Serenity Prayer” in light of these struggles. We explore what Niebuhr’s neo-Orthodoxy, with its emphasis on original sin and divine revelation, shared with Tillich’s existentialism as well as their differences.

## **Feb. 9 The Religion of Civil Rights:**

### **Martin Luther King, Jr. and Abraham Joshua Heschel**

At the 1965 Selma Civil Rights March, King (1929-1968) and Heschel (1907-1972) walked arm-in-arm. We consider how King’s Christianity inspired his leadership of the Civil Rights Movement and how Heschel’s reading of biblical prophets inspired his understanding of God and his fight against injustice.

## **Feb. 16 Religious Feminism Part I:**

### **Rosemary Radford Ruether and Mary Daly**

Ruether (1936--) taught for years at Garrett Evangelical Seminary and works within the Catholic tradition. She advocates for women’s ordination and ecofeminist theology. Mary Daly (1928-2010) was a radical critic of women’s oppression and wrestled with the question of whether one can talk about God without oppressing women.

## **Feb. 23 Religious Feminism Part II:**

### **Judith Plaskow, Rachel Adler, and Amina Wadud**

Plaskow (1947-) wrote “Standing Again at Sinai,” which called for reevaluation of Jewish theology in light of women’s experience. Adler (1943-) calls for a renewed sense of community norms respecting men’s and women’s experience. Wadud (1952-) is a Muslim theologian who emphasizes ways of reading the Qur’an as a woman.

## **Mar. 1 Living the Christian story:**

### **George Lindbeck and Narrative Theology**

Lutheran theologian Linbeck (1923-) is a founder of postliberal or narrative theology. This approach suggests that the Christian community is more important than the individual Christian. Together, Christians must interpret Scripture and determine how to live in light of the story it tells.

## **Mar. 8 Neo-Hasidism: Zalman Schachter-Shalomi**

Scholar Shaul Magid describes Rabbi Schachter-Shalomi (1924-2014) as having a foundation in the pietistic Hasidic movement of Judaism and a framing in New Age spirituality. This combination emerged from Schachter-Shalomi’s life experience and informed his insistence on the radical equality of all people. We explore Schachter-Shalomi’s central ideas and why Magid believes they might lend themselves to a post-ethnic American religion in the 21<sup>st</sup> century.



## 2015 Alumnae Award Presentation

to

**Gwynne Shotwell**

Thursday, November 12, 2015

4:00 – 6:00 p.m.

Mary B. Galvin Recital Hall

Patrick G. and Shirley W. Ryan

Center for the Musical Arts

70 Arts Circle

Evanston, Illinois 60208

***We invite you to save-the-date and join us for this exciting event at the spectacular new Mary B Galvin Recital Hall.***

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As part of our year-long Centennial celebration, we will be honoring **Gwynne Shotwell** with the **2015 Alumnae Award**. President and Chief Operating Officer of SpaceX, Gwynne received both her undergraduate and master's degree from McCormick School of Engineering and Applied Science.

In 2002 Gwynne was SpaceX's seventh employee when she was hired as Vice President of Business Development. In that position she helped develop the Falcon rocket family of vehicles, which resulted in more than 50 space launches. Responsible for day-to-day operations, Shotwell now manages nearly \$5 billion in contracts, including a \$1.6 billion contract with NASA to deliver supplies to the International Space Station.



THE ALUMNAE OF  
NORTHWESTERN UNIVERSITY

*100 years of  
Engaging Minds, Enriching Lives*

Dear Alumnae Continuing Education Participant,

**YOU** can make a difference for Northwestern students today and tomorrow.

Contribute to the  
**Alumnae Centennial Endowment for Undergraduate Research.**

This year The Alumnae of Northwestern University commemorates its 100 years of service by establishing an endowment to provide vital undergraduate research opportunities to students from all schools and disciplines. Only through your support can we reach the goal of raising \$1 million.

**YOUR** donation helps students pursue independent research and creative projects now and for years to come.

We invite you to make a gift to the Endowment. To make a contribution, please see the next page.

All gifts count toward  
*We Will. The Campaign* for Northwestern  
and will be recognized in  
The Alumnae Centennial Honor Roll of Donors.

Thank you for supporting  
**The Alumnae Centennial Endowment for Undergraduate Research**

**YES! I want to support  
The Alumnae Centennial Endowment for Undergraduate Research**

***Gift Amount:***

☐ \$1 to \$999 Century Circle

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***Gifts by check:***

☐ My check payable to **Northwestern University** is enclosed.

Memo: **Alumnae Centennial Endowment**

*(Use separate checks for your contribution and course enrollment.  
They are deposited into different accounts.)*

Mail check and form to: The Alumnae of Northwestern  
P.O. Box 2789, Glenview, Illinois, 60025-6789.

If you are attending Continuing Education classes, you may hand your  
check and this form to an Alumnae member.

☐ I am enclosing my company's matching gift form.

***Gifts by credit card:***

☐ Please visit our website ***nualumnae.org*** for additional information.

**Thank you for supporting  
The Alumnae Centennial Endowment for Undergraduate Research!**

## **Summer Undergraduate Research Grant** **(SURG)**

**SURG's** provide a \$3,000 stipend to cover living and research expenses for full-time eight week independent academic and creative work in **all fields of study** under faculty supervision. Proposals from students are reviewed by a faculty committee from across Northwestern University.

## **Undergraduate Research Assistant Program** **(URAP)**

The **URAP** offers Northwestern University faculty the opportunity to hire an undergraduate student to work with them on research or creative projects. The program is designed for the faculty to teach the students the skills needed to later pursue their own independent projects. Applications come from the faculty members. They may apply with a particular student in mind, or specify qualifications and the Office of Undergraduate Research runs a search for a student that matches the qualifications.

Information from the Office of Undergraduate Research

For more information:  
Office of Undergraduate Research  
<http://www.northwestern.edu/our>

## **C. Life Lessons from Psychological Science**

**Renée Engeln**, *Professor of Instruction, Psychology*

**Thursday mornings, 9:30 – 11:30 a.m., Norris University Center**

Insights from psychological science can help us understand ourselves more fully and increase our ability to understand the lives of others. This course will provide a tour through key areas of psychology, with a focus on what recent findings can teach us about what it means to be human and how to live the lives we hope to live.

### **Jan. 7 The Power of Personality**

What does the scientific study of personality tell us about who we are and why we do the things we do? This class will examine the fundamental traits that underlie human personality, what shapes these traits, and how they shape our behavior. We'll consider common myths about personality, with a focus on introversion and extraversion.

### **Jan. 14 From Behaviorism to the Cognitive Revolution**

How did psychology move from studying pigeons pecking keys and rats running mazes to making claims about the interior workings of the human mind – workings we can never directly see? This class will examine the claims of classic researchers like Pavlov, Watson, and Skinner, considering what they got right and where they fell short. Then, we'll take a look at how the cognitive revolution in psychology changed the way we approach the study of human thoughts and motivations.

### **Jan. 21 Evolutionary Psychology**

Just as evolution shaped our bodies, it also shaped our brains. We will examine how this sometimes controversial approach to psychology can teach us about modern humans by looking to the past. This class will consider how evolution may have shaped common gender differences, particularly with respect to sexual behaviors. We will also examine the fundamental mismatch between modern conditions and the conditions our brains evolved to meet.

### **Jan. 28 Emotions**

Emotions are a central element of our humanity. They guide our decision-making in important ways and color all of our life experiences. However, in the form of depression and anxiety, they are also the most common reason for seeking out psychological services. In this class, we'll consider how emotions shape our thinking, as well as how we express and regulate our emotions.

**Feb. 4 Depression**

This class will zoom in on one particular type of emotional experience – depression. We'll consider the latest research on the causes of depression and the most promising treatments. We will also take a look at how rates of this condition seem to be changing over time, and why women are so much more likely than men to face depression.

**Feb. 11 Obstacles to Rational Thinking**

Most of us like to imagine we think through information carefully and rationally – or at least that we're able to do so when sufficiently motivated. This class will review research challenging the notion that humans are rational thinkers and discuss the obstacles we face when we try to think rationally. We'll cover several tricks to keep our thinking optimal and make the best decisions we can.

**Feb. 18 Persuasion**

There may be an art to persuasion, but its scientific study also suggests some empirically founded principles from which we can all learn. This class will cover what social psychology has to teach us about everyday persuasion – from formal marketing pitches and advertising to simply trying to get others to agree with our point of view.

**Feb. 25 Obedience and Conformity**

Among the most famous studies in psychology are those investigating why we so often simply do what others ask (or tell) us to do – even when what we're asked violates our own deeply held moral principles. In this class, we'll take a fresh look at two classic pieces of research: Zimbardo's prison study and Milgram's obedience studies. We'll consider whether the take-home message from these studies is really quite so ugly as many have made it out to be.

**Mar. 3 Helping Others**

Humans may do many nasty things – we lie, we cheat, we hurt others. But we humans are also known for our remarkable capacity to help others in need, even when doing so may put our own interests at risk. What is the origin of this type of behavior? Is it as selfless as we imagine it to be? How can we create a world that nurtures more helping behavior?

**Mar. 10 Positive Psychology**

What can psychological science teach us about living more joy-filled, meaningful, engaged lives? This last class will cover the brighter side of human nature.

## **D. Great Composers - From Schubert to Gershwin**

**Stephen Alltop**, *Senior Lecturer, Conducting and Ensembles*

**Thursday afternoons, 12:45-2:45 p.m., Norris University Center**

Dr. Alltop discusses the lives and music of ten great composers, including Franz Schubert, Hector Berlioz, Robert Schumann, Antonin Dvorak, Claude Debussy, Maurice Ravel, George Gershwin, Aaron Copland, John Corigliano, and Cesar Franck. These multimedia presentations will include musical guests and numerous live performances.

### **Jan. 7 Franz Schubert: Giant of Song**

In his short life, Franz Schubert managed to compose over 600 songs. This diminutive musical poet composed many of his pieces for artists in his tightly-knit circle of friends. Some of his best-known pieces were not publicly performed until years after he lived.

### **Jan. 14 Hector Berlioz: Larger than Life**

Hector Berlioz was one of the boldest and most complicated composers who ever lived. With an imagination of epic proportions, Berlioz wore his heart on his musical sleeve. From *Symphonie fantastique* to *The Damnation of Faust*, the story of Berlioz is remarkable.

### **Jan. 21 Robert Schumann: Tormented Genius**

The troubled life of Robert Schumann has made this composer the subject of several films. Friend to Brahms, beloved by his devoted wife Clara, Schumann had enormous gifts - and demons. Schumann also composed some of the most beautiful song settings ever written.

### **Jan. 28 Antonín Dvořák: Bohemia's Favorite Son**

**12:30-2:30 p.m. NOTE EARLY START TIME**

Rising from humble beginnings, Antonín Dvořák became one of the most respected composers of his day. In addition to his beloved *Slavonic Dances* and symphonies, Dvořák achieved success in a remarkable number of musical genres.

### **Feb. 4 Claude Debussy: Impressionist in Music**

As Renoir and Monet achieved greatness in French painting, Claude Debussy brought impressionism in the realm of music to its epitome. Unconventional and uncompromising, Debussy followed his own compositional voice.

### **Feb. 11 George Gershwin: Rhapsody in the USA**

From his early days as Tin Pan Alley songwriter to becoming the composer that fused jazz with classical forms, Gershwin was an American original. From his unforgettable melodies to his opera *Porgy and Bess*, Gershwin left an indelible mark on American music.

### **Feb 18 Maurice Ravel: Musical Colorist Extraordinaire**

Maurice Ravel was to musical scores what Marc Chagall was to colors on a canvas. Ravel not only composed lush melodies and textures, but was one of the greatest orchestrators to ever live.

### **Feb. 25 Aaron Copland: America's Composer**

A first generation American born in Brooklyn, New York, Aaron Copland became the most famous American composer of his time. From *Appalachian Spring* to *Rodeo*, *Lincoln Portrait* to *Billy the Kid*, no composer captured the essence and spirit of America better than Copland.

### **Mar. 3 John Corigliano: A Genius of Our Time**

Son of a New York Philharmonic Concertmaster and one of the most commissioned and awarded composers of our time, John Corigliano is a giant among the composers of our time. His output is notable for fresh insights into established genres and for containing some of the most beautiful music composed in the past 50 years.

### **Mar. 10 Richard Strauss: A Hero's Life**

**Jesse Rosenberg**, *Associate Professor of Musicology*, explores the precocious gifts, notable triumphs and dramatic controversies in the life and career of composer and conductor Richard Strauss, whose output spans the gamut from the intimacy of Lieder to the gargantuan dimensions of his ambitious tone poems - with much emphasis on opera along the way.

## **Preview of Spring 2016 Courses**

(No classes on Thursday, April 21.)

- A. Astronomy's Greatest Discoveries of the Last 100 Years**  
**Michael Smutko**, Senior Lecturer, Physics  
**Tuesdays, 9:30 - 11:30 a.m., March 29 – May 31**
- B. Hidden Wisdom: Mysticism, Spiritualism, and the Occult**  
**David Shyovitz**, Assistant Professor, History  
**Tuesdays, 12:45 - 2:45 p.m., March 29 – May 31**
- C. The Past and Present of American Cities**  
**Henry Binford**, Associate Professor, History  
**Thursdays, 9:30 - 11:30 a.m., March 31 – June 9**
- D. Love, Language & Laughter in Shakespeare's Comedies**  
**Glenn Sucich**, Senior Lecturer, English  
**Thursdays, 12:45 - 2:45 p.m., March 31 – June 9**



## GENERAL PARKING AND BUS INFORMATION

- Registrants for one or more 10-week Continuing Education course may request a parking permit for the north half of the University's Ryan Field West Parking Lot D, located off Ashland Avenue just west of the stadium. Enter West Lot D at the north end of Ashland Avenue near the intersection with Isabella Street. **This permit is not valid for any other University lot.** Shuttle buses between West Lot D and class locations run every 15 to 20 minutes from 8:30 a.m. until 9:45 a.m. No buses run between 10:00 a.m. and 10:30 a.m. The “Early Bird Lunch Bus” begins loading at 11:00 a.m. for afternoon students planning to eat lunch on campus before class. Buses for afternoon classes then run every 15 to 20 minutes until 12:45 p.m. There is no bus service between 1:00 p.m. and 1:45 p.m. Bus service resumes at 1:45 p.m. and continues until twenty minutes after the last class ends, which is usually 2:45 p.m. Your "D" parking permit, mailed with your registration card, must be displayed with the printed side visible through the windshield. We strongly encourage carpools.
- Students attending *per diem* do not receive a parking permit and may not park in Ryan West Lot D. Parking permits for Lot D are limited to individuals who are registered for at least one full 10-week course. However, *per diem* students may ride the shuttle buses if they arrive at the lot by other means.
- To receive a parking permit good for the course term, you must request one by checking the parking box in the registration form on page 19. We will mail your parking permit with your class entry card before classes begin if your registration is postmarked on or before the early registration date of December 1, 2015. For registrations postmarked after December 1, class entry cards and parking permits will be held at the door.

## ALTERNATIVE AND HANDICAP PARKING

- There is an Evanston city public parking garage four blocks southwest of Norris Center, just east of Chicago Avenue. It can be accessed from Clark Street or Church Street. (Church runs eastbound only.)
- Students with handicap license plates or placards are encouraged to park at Ryan Field West Lot D and take an Alumnae bus with a handicap lift, which delivers students to the door of Norris Center. A limited number of handicap spaces are available in the parking lot northeast of the McCormick Tribune Center. To reach this lot, enter the south campus on Campus Drive, go to the first stop sign, and turn left into the lot. In addition, there are more handicap spaces on the upper level, eastern end of the 2 tier parking lot just north of the visitors' center. A visitor's parking pass is not required to park in a handicap-designated space in this lot if your vehicle has a valid government handicap license plate or placard.

## COURSE REGISTRATION INFORMATION

- To register for one or more courses, use or copy the registration form on the facing page. Make checks payable to: **Northwestern University**. Mail check, registration form, and parking pass request to:  
Alumnae Continuing Education, P.O. Box 2789, Glenview IL 60025.
- **Early registration deadline is Tuesday, December 1, 2015.** For registrations postmarked by December 1, the cost is \$165 per course. Special savings for **one individual** signing up by December 1 for more than one course are listed on the registration form. After December 1, the cost per course is \$180.
- **To receive a parking permit, you must register for at least one full 10-week course and check the appropriate box on the registration form.**
- If your registration is postmarked by December 1 your class entry card, parking permit (if requested), and a “purple sheet” giving all class locations and times will be mailed to you about two weeks before classes begin.
- **PLEASE NOTE: Be sure to bring your class entry card to each class, as it must be shown to the proctors at the entry door. In order to guarantee seating for registered students, there will be only one time registrants will be allowed in with a temporary card. After that, they will be charged a replacement fee.**
- **Those registering after December 1** can pick up their class entry card and parking permit (if requested), on the first day they attend class and **will need to find alternative parking for that day.** Registrations cannot be confirmed by phone. Your cancelled check verifies your registration.
- **Enrollment may be limited by room capacity.** When applications exceed capacity, registrations will be honored in order of receipt, or if mailed, by postmark. If your requested course is filled, we will return your check.

**Per Diem Students:** When space allows, *per diem* students will be admitted for \$25 per class session. If a course is at capacity enrollment, *per diem* students will receive numbered cards and be admitted at the beginning of the class as space permits. Our website identifies courses that are closed because of capacity enrollment. *Per diem* students do not receive parking permits, so they must find alternative parking. **Guest passes are not valid for classes that are closed.**

**Refund Policy:** Before a refund can be issued, your registration card and parking pass must be returned. Send materials to Alumnae Continuing Education, P.O. Box 2789, Glenview, IL 60025. A processing fee of \$10 will be charged on all refunds. If you withdraw from class prior to the first meeting, a full refund, less the processing fee, will be given. After the first class meeting, an additional \$25 will be deducted from the refund. After the second class meeting, \$50 plus the processing fee will be deducted. Thereafter, no refunds will be given. A transfer, at no cost, to another class offered during the same quarter is an option, provided there is space available. Credits are not given for future classes.

# Winter 2016 Continuing Education Registration Form

Please enroll me in the course or courses checked below.

*Early fee per course per person, if postmarked by December 1:*

- |   |       |
|---|-------|
| <input type="checkbox"/> A. Politics of Local Justice                   | \$165 |
| <input type="checkbox"/> B. Religious Thought in America                | \$165 |
| <input type="checkbox"/> C. Life Lessons from Psychological Science     | \$165 |
| <input type="checkbox"/> D. Great Composers - From Schubert to Gershwin | \$165 |

☐ I would like winter quarter Ryan lot PARKING PERMIT.

Parking permits for Ryan West Lot D must be requested with your registration by checking the box above. Otherwise, permits may not be available.

## EARLY REGISTRATION FEE (through December 1)

One person attending 2 courses	\$300
One person attending 3 courses	\$430
One person attending 4 courses	\$550

Registrations must be **postmarked** by Tuesday, December 1, 2015, for **all** early fees listed above. **After December 1, the fee per course will be \$180, and there will be no discount for multiple courses.**

Name\_\_\_\_\_

Address\_\_\_\_\_

City\_\_\_\_\_State\_\_\_\_\_Zip\_\_\_\_\_

Phone (\_\_\_\_)\_\_\_\_\_email\_\_\_\_\_

- ☐ This is a new address.
- ☐ Add my name to your brochure mailing list.

Make your check payable to Northwestern University, and mail to:

**Alumnae Continuing Education**

**P. O. Box 2789**

**Glenview IL 60025**

(We are unable to accept credit card payment.)



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Northwestern University  
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Glenview, IL 60025-6789

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