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CONTINUING EDUCATION

Daytime Noncredit Courses for the Public

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The Alumnae of Northwestern University

Engaging Minds, Enriching Lives

Spring Quarter 2021

ONLINE ONLY

Tuesdays and Thursdays

March 30 - May 27

Register for Alumnae Courses online through Norris Box Office.
Check the Norris Box Office site for updated Spring 2021 online
registration dates and information: <https://nbo.universitytickets.com>
For additional support, call our voicemail number: (847) 604-3569

- A. **Performers and Performances**
Drew Edward Davies, *Associate Professor, Musicology*
Tuesdays, 9:30 – 11:00 a.m.
- B. **The Health of Our Planet: Past, Present, and Future**
*Faculty from the McCormick School of Engineering,
Weinberg College of Arts and Sciences, and the Chicago
Botanic Garden*
Tuesdays, 1:00 – 2:30 p.m.
**NOTE: March 30 session ONLY - starts at 1:30 and
ends at 3:00 p.m.**
- C. **Another Look at the History of the Universe**
Michael Smutko, *Professor of Instruction, Physics and
Astronomy; Director of Dearborn Observatory*
Thursdays 9:30 – 11:00 a.m.
- D. **Positive Psychology and Happiness: The Science of
Well-Being**
Wendi Gardner, *Associate Professor of Psychology*
Thursdays, 1:00 – 2:30 p.m.

Spring 2021 courses will be offered online only, via Zoom webinar.

See details on page 14 of this brochure.

Visit us at our website: nualumnae.org



Continuing Education's Online Program SPRING 2021

We look forward to the day when we can be back together in person; but until then, we're excited to offer you an enriching, educational experience with Northwestern's professors, but through a Zoom platform. For now, our classes are live streamed and also recorded for limited viewing later.

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.

Summer 2021 Preview

Tuesdays

June 22 - July 27

- A. Persuasion and Popular Culture**
Irving Rein, *Professor, Communication Studies*
10:00 - 11:30 a.m.
- B. Great Russian Short Stories and Novellas**
Gary Saul Morson, *Lawrence B. Dumas Professor of the Arts and Humanities; Professor, Slavic Languages and Literatures*
1:00 - 2:30 p.m.

WAYS TO STAY IN CONTACT

The Alumnae of Northwestern University
 Continuing Education Program

How to Join Our Mailing List:

If you would like to receive the quarterly course brochure by mail, go to either our website homepage: www.nualumnae.org or to the Continuing Education page and click on the button “Sign Up for the Mailing List” on the left hand side of the page. This will take you to an online form that you will need to complete. Click “Submit” after completing the form.

Voicemail: (847) 604-3569

(We will make every effort to return your call within 24 hours)

On the Web: www.nualumnae.org

Email us: Go to “Contact Us” in the menu bar at the top of our home page on our website.

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Important University Policy Notice:

In order to respect copyrights, 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.

A. Performers and Performances
Drew Edward Davies, *Associate Professor, Musicology*
Tuesdays, 9:30 – 11:00 a.m.

This course focuses on what it means to be – or what it meant to be – a musician at different times of history and in different cultural contexts, with a specific focus on 20th- and 21st-century America. It will explore different types of musical performances, chart the legacies of diverse performers, look at the roles of specific performance spaces, and analyze what makes some artists and some performances successful. Case studies presented include the history of conductors, Western classical music in East Asia, jazz pianists and singers, issues of gender and race in opera, and the histories of wind bands and music conservatories, among others. We will also discuss how the pandemic has affected musical performance and explore emerging trends in livestream performance. How can we tell the history of music through performance rather than through composers and works?

Mar. 30 Performance as History and Communication

In the first week, we turn to theoretical concepts in the field of performance studies, looking at concepts of spheres and modes of performance as they apply to both classical and popular music. We will also look at the architectural elements of performance spaces as they relate to models from Classical Antiquity.

Apr. 6 Conductors and Orchestra Performance Styles

Tyrants or Gods? In the orchestral world, the orchestral conductor is a powerful, paradoxical figure who is shaped by autocratic leadership yet also by Romantic expression. This lecture looks at three types of conductors: Wagnerian Romantics, Modernists, and Historical Performance practitioners, including Wilhelm Furtwängler, Arturo Toscanini, Leonard Bernstein, Herbert van Karajan, Riccardo Muti, and Marin Alsop. Is the persona of the conductor changing with the increasing presence of women conductors?

Apr. 13 Western Music and East Asia

Despite the tremendous contributions of musicians of East Asian heritage in Western Classical music, surprisingly little attention is given in scholarship to the long and complex history of Western music in the East. This lecture looks at Western orchestras in China in the late 19th century and early 20th century, the impact of the Cultural Revolution in China in contrast with developments in South Korea and Japan, and the rapid development of new performance spaces in China in the 21st century. We will trace the careers of musicians as diverse as Kyung-Wha Chung, Yo-Yo Ma, Yu Long, Lang Lang, and Yuja Wang, among others.

Apr. 20 Pianists and Romantics

Eccentric, and deeply expressive: the Romantic pianist. Building upon our discussion of conductors, we look at virtuoso pianists over the past century, concentrating on their interpretations of Tchaikovsky and Chopin.

Apr. 20 (continued)

Among our case studies will be Arthur Rubinstein, Sviatoslav Richter, Van Cliburn, Martha Argerich, Vladimir Horowitz, Glenn Gould, and Mitsuko Uchida. We will also look at jazz pianist Oscar Peterson. What features make these pianists stand out, and what made the Russian School so significant?

Apr. 27 Lineages of Violinists

We trace the history of violin virtuosos to the Italian school of the early 19th century and the Belgian school of the early 20th century, noting the ability of violinists and violin repertoire to cross over into more popular genres, and the tendency of some violinists to develop outlandish personas as part of their act. Among the diversity of violinists we will study, including contrasting performances of the Mendelssohn Concerto, are Yehudi Menuhin, Jascha Heifitz, David Oistrakh, Midori, Hilary Hahn, and Patricia Kopatchinskaya.

May 4 Music Conservatories and Wind Bands

This lecture traces models of music conservatories, starting with 17th-century Italy, focusing on 19th-century Paris, and analyzing the transfer of the European model to the United States. One of the main case studies will be the emergence of virtuoso repertoires specifically for woodwind and brass players from teaching methods at the Paris Conservatory. In the second half of the lecture, we will look at the surprisingly long and complex history of wind bands and their revival in the 20th-century American university context.

May 11 Women at the Met and other Opera Stages

In the first of two classes about opera singers, we will begin by learning about the concept of “Fach” or voice type. Then we will discuss the contradictions of the cultural phenomenon of the diva, extolling the technical qualities of great singing and uncovering the sometimes misogynistic currents behind operatic characters. We will compare performances by singers such as Maria Callas, Leontyne Price, Jessye Norman, and Renée Fleming in arias by Bellini and others, with special focus on the legacies of Black singers in 20th-century America.

May 18 Kings, Heroes, Villains and Idiots: Operatic Men

This week we look at operatic men, from castrato heroes to deep-voiced villains to swooning crooners. How have tenors, especially, created self images that keep up with social expectations of masculinity over the past 150 years? We will look at this mostly through performances of Puccini arias by Enrico Caruso, Franco Corelli, Luciano Pavarotti, and Jonas Kaufmann. We will conclude with a consideration of the commercial crossover phenomena of the Three Tenors and Andrea Bocelli.

May 25 Great Voices in the Club and on Record

This final lecture explores performances by some of the most acclaimed voices in the song repertoire: Nina Simone, Frank Sinatra, Aretha Franklin, and Ray Charles. What makes these singers so compelling and what can classical musicians learn from their performances and their music?

B. The Health of Our Planet: Past, Present, and Future

*Faculty from the McCormick School of Engineering,
Weinberg College of Arts and Sciences and the Chicago
Botanic Garden*

Tuesdays, 1:00 – 2:30 p.m

NOTE: March 30 session ONLY - starts at 1:30 and ends at 3:00 p.m.

How do we assess the health of our planet? When we study the distant past, what changes do we see overall, and what are we discovering today that could raise concerns for the future? What are we doing now to protect our home, and what more can we do? This lecture series will examine the science behind these questions and more. We will explore the carbon cycle and patterns of extreme weather-related events. We will discuss the impact that these changes have made on plants and pollinators as well as changes in life cycle events, rising sea levels, man-made and natural ecosystems, vulnerable populations, and overall global health. Professors from Earth and Planetary Sciences, Political Science, Plant Biology, and Civil and Environmental Engineering will offer a broad range of expertise to the discussion of these topics.

Mar. 30

Climate Change, Land Use and the Carbon Cycle

*Neal Blair, Professor, Joint Appointment in Civil and
Environmental Engineering and Earth and Planetary
Sciences*

NOTE: March 30 session ONLY - starts at 1:30 and ends at 3:00 p.m.

Energy production via fossil fuel use and land use principally for agriculture, have dramatically perturbed global atmospheric CO₂ concentrations. This in turn has altered Earth's heat balance and climate as well as ocean acidity. In this presentation we will review how the C-cycle has changed as the result of human activities, how CO₂ retains heat in the atmosphere and how it alters ocean chemistry. The controversy concerning whether land use is a net source of CO₂ to the atmosphere or fosters a net removal will be considered.

Apr. 6

Extreme Events – The Tip of the Climate Change Spear

*Daniel Horton, Assistant Professor and Director of
Undergraduate Studies, Earth and Planetary Sciences*

Iconic graphics of human-caused climate change often depict the steady upward march of global average temperature. While projected changes in average temperature are indicative of potentially calamitous societal impacts, most global citizens will come to recognize climate change through their experience with extreme events. In this talk we will learn about the tools of climate projection, i.e., climate models, as well as delve into the action at tails of the distribution, i.e., climatic extremes.

Apr. 13 **Global Health in an Age of Rapidly Changing Climate**
Kimberly Gray, *Professor and Roxelyn & Richard Pepper*
Family Chair in Civil and Environmental Engineering

The distinctive feature of our rapidly changing climate is the rate at which it is unfolding. Planet Earth has witnessed climate conditions similar to the present and the range of future projected conditions; it is humans as a species and as a society that have not. The rate and extent of climate change challenge our ability to adapt. This presentation will focus on how global health is threatened at a global scale by extreme events, shifting biomes and ecological habitats and altered patterns of vector- borne disease. These threats are multiplied by a global health infrastructure struggling to keep up.

Apr. 20 **Dynamics of Plant-Pollinator Interactions: Climate Change, Existing Variation and Flexibility**
Paul CaraDonna, *Assistant Professor of Instruction,*
Plant Biology and Conservation and Chicago Botanic
Garden Research Scientist

Plant-pollinator interactions are ubiquitous and play an important role in ecosystem functioning across the globe. Critically, plants, pollinators and their interactions face numerous threats in our changing world, including those related to climate change. However, our understanding of the consequences of these threats to plant-pollinator interactions has been hampered because we lack knowledge of the basic ecology of many of these organisms, and how their ecology responds to changing abiotic and biotic conditions. We will first explore the ecological and physiological responses to an early season pollinator to climate warming. We will then examine the within-season temporal dynamics of plant-pollinator interaction networks as a means of understanding both their structure and flexibility in response to natural change. Finally, we will consider the potential drivers of any such action flexibility.

Apr. 27 **Effects of Climate Change on the Timing of Life Cycle Events**
Amy Iler, *Adjunct Assistant Professor, Plant Biology and*
Conservation and Chicago Botanic Garden Conservation
Scientist

A prominent way that organisms in the natural world are responding to climate change is by shifting the timing of their life cycle events, such as plant blooming, animal migration, and the timing of breeding. We mostly see events becoming earlier as temperatures warm. In this class we will examine what drives these changes in timing and what these changes mean for the ability of plant and animal populations to persist long-term.

May 4 Justice, Climate Change, and Indigenous Peoples
Kimberly Suiseeya, *Assistant Professor, Political Science*

Although Indigenous Peoples make up only five percent of global population, they steward 22% of the global land base that is home to 80% of the world's remaining biodiversity and 20% of global forest carbon stocks. Indigenous Peoples are also amongst the groups most 'vulnerable' to climate change, which will impact their lands, lifeways, and threaten their existence. In this lecture we will interrogate the possibilities for more effective climate governance by considering the role of Indigenous Peoples and their pursuits of justice in shaping global environmental governance. We will draw primarily from research in global environmental politics, but will also turn to political ecology and Indigenous studies to better understand the relationships between environmental change, justice, and global governance.

May 11 Future Sea Levels, Consequences and Possible Solutions
Tony Dalrymple, *Distinguished Professor of Coastal Engineering, Civil and Environmental Engineering*

Our changing climate is increasing sea levels around the world. While this increase is barely perceptible now, by the end of the century this slow-moving natural hazard will cause tremendous disruption to the world's coastal cities and shorelines. This session will review the causes of sea level rise and explore the consequences, such as climate migration and inundation. Responses to this threat are not obvious and are complicated by the extensive and progressive nature of the problem. We will discuss a range of coastal engineering options that could be adopted in the future, including some nature-based solutions.

May 18 Bricks and Mortar, Are They Weapons of Mass Destruction?
Lois Vitt-Sale, *Adjunct Professor, Civil and Environmental Engineering and Chief Sustainability Officer, Wight & Co.*

The Built Environment, as a man-made ecosystem, is acting as a system of invasive species disrupting the natural cycles that have so long maintained climate stability. How can humans transform the system that has largely been responsible for climate change into a system that supports human and planetary health? This lecture will focus on the impacts and developing solutions that can potentially mitigate some of the most severe outcomes of climate change. We will explore both design for climate adaptation in the built environment and mitigation of contributions to global warming through urban planning and architecture.

May 25

Living - and Thriving - in the Anthropocene

Patricia Beddows, *Assistant Chair and Associate Professor of Instruction, Earth and Planetary Sciences and Director of Environmental Sciences Program*

Earth is a finite planet. Global evidence shows we are now in the new geological period of the Anthropocene, with global scale impacts on our waters, the solid earth, ecosystems, and climate. We will review some of the aspects of our **Past** and **Present** as told by the preceding speakers, and now reflect on what we must do together, as we consider humanity's **Future**. We can thoughtfully harness our activities and technologies, and work with our "human" systems spanning economics, culture, and legal frameworks, in order to achieve a new necessary global plateau in earth systems. The risks are indeed great, but this overview of the scope of action required, and some of the existing and emerging technologies, will illustrate that we can achieve a thriving future on Earth.

C. Another Look at the History of the Universe

Michael Smutko, *Professor of Instruction, Physics and Astronomy and Director of Dearborn Observatory*

Thursdays 9:30 – 11:00 a.m.

In this course, we will study the formation of the universe, its current structure, and its ultimate fate. We will discuss everything from the ideas of Aristotle to the latest Nobel Prize winning discoveries. Throughout the course, we will emphasize evidence gathering and critical thinking: how and why astronomers know what they know today.

Apr. 1 The Shoulders of Giants

Explore how Aristotle's philosophy dominated cosmology for 2000 years and how a few unlikely revolutionaries brought Aristotle's ideas of perfect heavens crashing down.

Apr. 8 The Astronomer's Toolbox

Learn how astronomers discover the secrets of the universe using only the light they can gather from distant objects.

Apr. 15 The Lives of Stars

From the first twinkle of newborn stars to the last fading light of black holes, learn about the lives of stars and how they affect the Universe as a crucial chapter in our amazing cosmological story.

Apr. 22 Climbing the Distance Ladder

Discover how astronomers added the third dimension—distance—to their maps of the cosmos and what these maps have taught us about our Universe.

Apr. 29 The Expanding Horizon

The Hubble Telescope has been one of the modern marvels in the study of cosmology. We will explore what the Hubble has helped us discover about the expanding Universe, and how Einstein's Theory of Relativity can explain what it all means.

May 6 A Day Without a Yesterday

Tools like the Hubble telescope have helped us look backward in time. What clues has the Hubble given us about the beginning of the Universe, and what do these clues foreshadow about the future fate of the Universe?

May 13 The Building Blocks of Creation

Any theory that claims to explain the formation of the Universe must explain the origin of all the matter in the universe. How well do the Big Bang's predictions match reality?

May 20 The Shadow of the Big Bang

Energy from the Big Bang still lingers in the modern Universe, literally providing astronomers with a 13 billion-year-old snapshot of the early Universe. What can we learn about today's Universe from this ancient energy?

May 27 Dark Matters

Stars and galaxies make up only a tiny fraction of the composition of the cosmos. What makes up the rest, and why did it take so long to discover? What else don't we understand about the Universe?

D. Positive Psychology and Happiness: The Science of Well-Being

Wendi Gardner, *Associate Professor of Psychology*
Thursdays, 1:00 – 2:30 p.m.

Psychology has traditionally focused on understanding mental illness, rather than the factors that lead to optimal mental well-being. This course will instead focus upon the questions asked within the growing science of positive psychology. Does money make us happy, and if so, when and why? How do our relationships contribute to a feeling of meaning in life? What types of situations encourage cognitive mastery and creativity? Can happiness be learned, or is our happiness “setpoint” mostly determined by genetics? How do we, as a society, encourage generosity and altruism?

Apr. 1 What is the good life--and what did Aristotle know about it?

We will start with an outline and roadmap for the course, introduce the three foundations for human well-being, and then jump right into the first one -which is meaning (also known as eudaimonic well-being). Eudaimonic well-being was Aristotle’s definition of the “good life” and we will discuss how it differs from more ‘modern’ perspectives on happiness, as well as how it has fared when examined through the lens of modern human psychology studies.

Apr. 8 Hedonic well-being

We will discuss the functions of positive emotions like joy, wonder, and contentment, as well as present research showcasing the importance of emotional well-being to physical health and even mortality. We will discuss the robust scientific evidence of psychological biases that lead us to be poor at predicting what will make us happy in the future, as well as remembering what has made us happy in the past. We will wrap up the class by presenting some simple psychological practices that can increase emotional well-being on a day to day basis.

Apr. 15 Flow and mindfulness

Ever get so engaged with a project that you lost all sense of time? Today we will discuss what we know about these types of “flow” states, and why both flow and mindfulness (in combination) are considered the third foundation of human well-being. A brief mindfulness meditation will be conducted in the second part of class, and the research on the benefits of mindfulness will be reviewed.

Apr. 22 The role of wealth in well-being

We will discuss the evidence (largely from economists, but from some psychologists as well) examining both how and why our material/monetary well-being influences our emotional well-being and overall life satisfaction.

Apr. 22 (continued)

We will examine the studies that imply there is a ceiling, above which increased wealth no longer contributes to emotional well-being, and explore where this ceiling may be. The ways in which materialism has been shown to degrade well-being will be presented, and, finally, we will discuss the few ways in which money can buy happiness, as well as present some rules for spending wisely when it comes to boosting your emotional well-being.

Apr. 29 Kindness and compassion

Were humans born to be kind? We will discuss the scientific evidence that our species appears wired to be prosocial, as well as the biological underpinnings of empathy and compassion. We will also discuss why so many of us find it easy to feel compassion for others, and much harder to find compassion for ourselves when we fail. A brief but powerful compassion exercise will be introduced during the second part of class.

May 6 Social connections

We will consider all forms of social connections and their importance to well-being. We will also discuss the ways in which men and women may differ in the types of social connections they most benefit from. Finally, the science-backed benefits of romantic partners, broader social networks and even shallow social connections will be reviewed.

May 13 Resilience and “grit”

We will discuss the compelling evidence that humans typically bounce back from even the most terrible of traumas. The factors that lead to emotional resilience will be reviewed. In the second part of class we will discuss “Grit” —or passion and perseverance in the pursuit of goals. I will also present some science-backed strategies that make pursuing any goal feel psychologically easier.

May 20 Successful aging

What is the trajectory of happiness across the lifespan? What are some relationships between aging and happiness that appear universal across people (and can even be seen in other apes)? Today we discuss what is known about thriving at every age, from childhood to elderhood. We will end the class with some science-backed suggestions for ensuring emotional and social flourishing, in older ages in particular.

May 27 Positive communities

Up until now, the class has focused on the individual level of well-being. In this class we will discuss how to build stronger more positive communities in which residents have the greatest chance of thriving. What can be done in schools, institutions, and governments that would benefit the well-being of citizens? In the second part of class, we will discuss the practices the city of Evanston, IL has been implementing in order to become a more positive community.

Accessing our Online Courses Spring 2021

First: REGISTER

- Register online at <https://nbo.universitytickets.com>
- Upon registering successfully, you will see a six-letter reference code on your screen. Please note this for your records. You will also receive an email from noreply@universitytickets.com confirming your registration and payment.
- If you do not see the reference code or email, please contact NorrisBoxOffice@northwestern.edu as soon as possible.
- No new registrations will be accepted after April 15, 2021 at 11:59 p.m. Late registrations are not prorated for missed sessions and will not allow for access to expired recordings.

Second: LINK TO LIVE-STREAMING SESSIONS

- Each session of the course will have its own unique access link. This link will be sent to you by email on the Friday before the session starts. For your convenience, you will also be emailed a reminder with same link one hour prior to the start of each session.
- If you do not see the email with the link, check your spam, junk, trash or deleted messages folders for an email from Norris Box Office <no-reply@zoom.us>. If you can't find the email, please contact NorrisBoxOffice@northwestern.edu by 3 p.m. on the day before the session to ensure timely assistance.
- Plan on “arriving” at the session at least 10 minutes before the session begins.
- Your link is specific to your email and may not be shared.
- Sharing your links may void your registration without refund.

Third: ACCESS THE RECORDINGS

- You will be sent an email with the link to the live streamed recording within 24 hours of the live streamed lecture.
- The recording will be available for six days following that week's session.
- Need help with your registration? Contact NorrisBoxOffice@northwestern.edu
- For additional support, call The Alumnae voicemail number: (847) 604-3569.

COURSE REGISTRATION INFORMATION

Spring 2021

Pricing

- EACH 90 minute, 9-week online course is \$125.00 for access to both a live webinar and a temporary recording of the week's session.
- Late registrations require payment of the full course price. Courses cannot be prorated. Late registrants will NOT be able to access recordings from prior weeks if the links and passcodes have expired.
- There is no multi-course discounting.
- There are no per diems for these online courses.

Registration

- All registrations will be *ONLINE ONLY*; no in-person registration at Norris Box Office, no mail-in registration, and no phone registrations will be available. See page 14 for detailed instructions on how to register.
- Your email confirmation from Norris Box Office verifies your registration but it is not your Zoom entry to class.
- In order to access the first webinar on March 30, your online registration must be completed by midnight, March 25. If you have not completed registration by March 25, we cannot guarantee timely entry to the first sessions on March 30, the first day.
- All presentations will be recorded and will be available for six days following the session. You will be sent an email with the link to the recording within 24 hours of the session.

Refund Policy

- If you withdraw from class prior to March 25, a \$10 cancellation fee must be purchased online and a full refund will be given to the credit card used for the initial purchase.
- Thereafter, no refunds will be given.
- Credits are not given for future classes.
- A transfer, at no cost, to another class offered during the same quarter is an option. Access to the live-streamed session and recording will depend on when the transfer is made. Transferred registrants will not receive links to both course sessions in the week the transfer is made.



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The Continuing Education Program of the Alumnae of Northwestern University is staffed by volunteer members as an educational project. All profits go to provide scholarships, fellowships, gifts and grants to the University.
