



**Celebrating 51 Years of  
CONTINUING EDUCATION**

Daytime Noncredit Courses for the Public

*Sponsored by*

*The Alumnae of Northwestern University*

*Engaging Minds, Enriching Lives*

## **Fall Quarter 2019**

**Tuesdays and Thursdays, Sep. 24 – Dec. 5**

**Online registration for Fall 2019 courses is now available.\*  
Registration by U.S. Mail is no longer accepted.**

- A. Forensic Anthropology: Make No Bones About It**  
**Erin B. Waxenbaum, Associate Professor of**  
*Instruction, Anthropology*  
**Tuesdays, 9:30-11:30 a.m.**
  
- B. 3 Actors, 9 Plays**  
**Cindy Gold, Professor, Theatre**  
**Henry Godinez, Professor, Theatre**  
**Mary Poole, Sr. Lecturer, Associate Chair, Theatre**  
**Tuesdays, 12:45-2:45 p.m.**
  
- C. The African-American Experience**  
*Faculty from various departments*  
**Thursdays, 9:30-11:30 a.m.**
  
- D. The Talmud's Greatest Hits**  
**Barry Scott Wimpfheimer, Associate Professor**  
*Religious Studies and Law*  
**Thursdays, 12:45-2:45 p.m.**

**\*In person registration is available at the Norris Box Office.  
For instructions on how to register, please visit [www.nualumnae.org](http://www.nualumnae.org)**

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

## 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.

### Online Registration for Fall 2019

To register **online** for a course, go to the Norris Center Box Office:  
**nbo.northwestern.edu**

If you need help with registering online, please download the file *Instructions to Set Up a Norris Box Office Online Account for Alumnae of NU Course Registration* on our website: [www.nualumnae.org/continuing\\_ed](http://www.nualumnae.org/continuing_ed)

If you prefer, you may **register in person** at Norris Center's Box Office.

Please check the Norris Box Office website for hours of operation:

**norrisboxoffice@northwestern.edu**

or call them at 847-491-2305.

**Registration by U.S. mail is no longer accepted.**

### Class Location Information

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 canceled because of bad weather or for any other reason, but we **strongly recommend** that you routinely check our website or voicemail before heading for class to check if there are any changes.

**The Alumnae Continuing Education Program**  
**WINTER 2020 PREVIEW of COURSES**  
 Tuesdays and Thursdays, January 7 – March 12

**A. Uneasy Partners: U.S. - China  
 Relations, 1900-2019**

**William Hurst**, *Assoc. Prof., Political Science*

**B. Monumental Music**

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

**C. Early American History:  
 Pre-Colonial to 1865**

**Caitlin Fitz**, *Associate Professor, History*

**D. Law in the Political Arena**

**Mark Iris**, *Lecturer, Mathematical Methods in  
 the Social Sciences*



The Alumnae proudly joins in the year-long,  
 University-wide celebration  
 of  
 The 150th Anniversary of women  
 being admitted to Northwestern University.

Look for Continuing Education classes  
 highlighting women's achievements  
 and  
 echoing the themes of *Hidden Figures*,  
 the 2019-2020

One Book One Northwestern selection.

A. **Forensic Anthropology: Make No Bones About It**  
**Erin B. Waxenbaum**, *Associate Professor of Instruction,*  
*Anthropology*  
**Tuesdays, 9:30-11:30 a.m., Norris University Center**

Anthropology is a holistic analysis of the human condition encompassing many diverse areas of study. The field is broken down into four subfields – cultural, linguistic, archaeological and biological – which are further subdivided in practice. One subfield of biological anthropology is paleoanthropology, the study of human origins. This area focuses on the biological history of the human species including their evolution, emergence, and radiation. We will explore the scientific method and how theories like evolution have come about and expand over time. We will learn about our closest living relatives – nonhuman primates – and how an appreciation of their life history and behavior reflects our understanding of the modern human condition. Many of the principles and concepts that comprise how humans have evolved and adapted over time involve an appreciation of ecology, genetics, physiology, adaptation and cultural development that will also be explored. We will consider modern human diversity and discuss how we are continuing to evolve today.

Forensic anthropology is another subfield of biological anthropology which applies methods in traditional skeletal biology to questions of modern medicolegal significance, from determining personal identity to assisting in the trauma analysis of recent human remains. We will touch upon the full range of issues associated with skeletal identification, from trauma analysis and biological profile determination to mass disasters and human rights violations worldwide. These problems will serve as a model for understanding the broader aspects of human evolution, modern variation and anthropology.

Each topic is titled following a prominent anthropologist whose writing is relevant to the day's discussion. This is not intended to be a required/suggested reading list (though you are welcome to explore these texts if you choose!).

**Sep. 24            What Evolution Is (Ernst Mayr)**

Where do we come from? How do things evolve? What is a cell? We will explore the underpinnings of science and discuss the implications for our particular path in our species development.

**Oct. 1            NO CLASS – Rosh Hashanah**

**Oct. 8            On the Origin of Species (Charles Darwin)**

Did humans evolve from monkeys? This is a common misconception posed to anthropologists with often a surprising answer – no! We will explore the true connection between ourselves and our closest living relatives in the animal kingdom.

**Oct. 15           The Ancestor’s Tale (Richard Dawkins)**

What is the deal with all those crazy skulls we see on the news and in magazines when the newest, greatest discoveries hit the press? What do we do with all this evidence of bones that do not resemble anyone living today? We will explore how paleoanthropologists decide who demonstrates evidence of our lineage vs other living nonhuman primates. We will look at the existing fossil record to discuss how we know what we know and what it means for the future.

**Oct. 22           The Greatest Show on Earth (Richard Dawkins)**

What makes humans different from all our extinct ancestors? Why are we here talking about ourselves and they are not? We will explore modern human variation and what our differences truly mean. We will also look at the ways that science has been used to twist and distort the reality of our understanding of human variation.

**Oct. 29           Dead Men Do Tell Tales (William Maples)**

What is a forensic anthropologist and what does one do? What is the accuracy of TV depictions of anthropology? We will explore forensics as an applied field of anthropology and its historical development. We will also discuss the role of a forensic anthropologist within the medicolegal community.

**Nov. 5            Trail of Bones (Mary Manhein)**

So, you run across some bones while strolling through a local forest preserve; now what? We will explore the recovery and documentation process for human remains as well as what comes next. We will look at the methods of time since death determination and what happens to remains that are not fully skeletonized.

**Nov. 12            Teasing Secrets from the Dead (Emily Craig) –  
Sex and ancestry estimation**

What can we learn from the skeleton? Can one determine a skeleton's sex? Gender? Race? We will explore traits throughout the skeletal body that can provide evidence for sex determination. Additionally, we will look at the complex and complicated issue of ancestry determination in forensic anthropology as well as what we can and cannot determine with accuracy.

**Nov. 19            Death's Acre (Bill Bass and Jon Jefferson) - Age,  
stature, and pathology estimation**

What else can we learn about an individual's life after their death? Continuing with our discussion of the biological profile, we will explore tools to assess age and stature and how those two factors influence one another. Additionally, we will explore how before death, disease or trauma can be a unique identifying factor after death.

**Nov. 26            Broken Bones (Allison Galloway) – Trauma,  
personal ID, and contemporary issues**

Can all trauma be identified by an anthropologist? If not, what are the limitations? For our final meeting we will explore trauma analysis in forensic anthropology. Additionally, we will address other aspects of personal identification and use of anthropology outside the daily medical examiner or coroner system, including cases of mass disasters, war crimes, and unique circumstances such as 9/11.

**B. 3 Actors, 9 Plays****Cindy Gold**, *Professor, Theatre***Henry Godinez**, *Professor, Theatre***Mary Poole, Sr.** *Lecturer, Associate Chair, Theatre***Tuesdays 12:45 p.m. - 2:45 p.m.**

The three of us are teachers and researchers, but we're also practicing actors. How does that define the way we read and consider a play's text? Producers, directors, and critical theorists have very specific points of view they apply to a play, sometimes quite limited in scope. Our students always attempt to find out "what the play means" or judge if it is a "good or a bad" play. The professional actor's job, however, is to explore and describe a play through performance, by embodying the characters' behavior and actions. Join us as we read, perform, and experience together, these nine remarkable plays.

**Sep. 24 Henry: *Anna in the Tropics* by Nilo Cruz**

The first Latino play to win the Pulitzer Prize, *Anna in the Tropics* is a powerful and poetic story set in a cigar factory in 1929 Ybor City (Tampa), Florida. Threatened by encroaching modernity, the family that owns the factory decides to bring a new lector from Cuba to carry on the tradition of reading to the workers as they continue to hand roll cigars, but when he decides to read *Anna Karenina*, "he unwittingly becomes a catalyst in the lives of his avid listeners, for whom Tolstoy, the tropics, and the American dream prove a volatile combination."

**Oct. 1 NO CLASS****Oct. 8 Mary: *Dead Man's Cell Phone* by Sarah Ruhl**

We live in a digital world. But can we die in one? Facebook pages go on, Google collects our email, multiple computers hold our multiple numbers, names, and profiles, and Amazon recommends new books for us until, well, when? Winner of the Helen Hayes New Play Award, Ruhl's gentle play applies imagination and humor to an isolated couple brought together by a deceased brother that only a crazy mother could love.

**Oct. 15 Cindy: *Cat on a Hot Tin Roof* by Tennessee Williams**

Tennessee Williams wrote *Cat on a Hot Tin Roof* in the 1950s and won the Pulitzer for it in 1955. His core theme and what is silently governing all of our lives these days, is that of "Mendacity," and the way some people ignore the truth in order to simply survive. Having

**Oct. 15**      **cont'd**

recently played Big Mama in production, I plan to focus on how the lies and deceit in her household, including her own, affect the lives of all the people hanging on for dear life in the post war deep south.

**Oct. 22**      **Henry: *Zoot Suit*** by Luis Valdez

A musical-drama set during the early days of World War II, and partly based on the Zoot Suit Riots in southern California, this groundbreaking play was a huge box office hit for the Mark Taper Forum in Los Angeles in the late 70s, and the first Latino Play to transfer to Broadway. Utilizing a docudrama style and steeped in the music of the 1940s, the play tells the story of how the press, fear-mongering, and a corrupt justice system manipulated the wrongful conviction of a Mexican-American gang member for the Sleepy Lagoon murders to appease public opinion.

**Oct. 29**      **Cindy: *Indecent*** by Paula Vogel

*Indecent* is based on the true story of a troupe of Jewish actors in Poland who achieved international success with their daring and modern play, *The God of Vengeance*. Told with song and dance, and Jewish ritual, the play begins in 1906 as they embark on a wildly successful European tour of the play, and eventually find themselves performing it on Broadway in 1923. The play contained the first lesbian stage kiss and was eventually shut down by the American censors, with the entire company returning to Europe pre-WWII.

**Nov. 5**      **Mary: *The Ferryman*** by Jez Butterworth

Nominated for nine Broadway Tony Awards this year, currently running with two Northwestern alums in the cast, this is a brilliant, fiery play about the Irish, with all the complications and intricacies, the joy and tragedy that have defined a place and people for hundreds of years. And it is a play about all of us, struggling to endure and understand our lives through the telling of stories.

**Nov. 12**      **Cindy: *Blithe Spirit*** by Noel Coward

Noel Coward wrote *Blithe Spirit* in an attempt to cheer the British people who were living through the blitz in London during WWII. After his London office and flat had been destroyed by bombs, he focused on the idea of ghosts residing with living people and wreaking havoc. He completed a full draft in seven days, feeling as if ghosts had, indeed, guided him. The number of juicy roles for women of all ages, and the mixture of comedy and impending tragedy, make the play one of my true favorites.

**Nov. 19**      **Mary: *Stick Fly*** by Lydia R. Diamond

The award-winning Diamond, an elegant writer and Northwestern alumna, explains that she wrote *Stick Fly* as an exploration of the traditional “well-made play.” Anchored on a family of very strong characters, closed up together in a large summer home on Martha’s Vineyard, the play bubbles with all sorts of unresolved passions and disagreements: love, hate, jealousy, suspicion, betrayal, class, race, justice, children and parents, and the secrets humans try to keep.

**Nov. 26**      **Henry: *Water by the Spoonful***  
by Quiera Alegría Hudes

The winner of the 2012 Pulitzer Prize, *Water by the Spoonful* centers around a returning Iraqi war veteran haunted by the literal ghost of his time in Iraq. As he tries to reestablish his life in North Philly, his story begins to intersect with that of four characters in an on-line chat room for recovering drug addicts, coincidentally run by his estranged mother, herself a recovering addict. It is a compassionate look at the meaning of family, forgiveness and the ramifications of our actions in the past.

**C. The African-American Experience**  
*Faculty from various departments*  
**Thursdays, 9:30-11:30 a.m.**

The African-American experience dates back to early colonial times when, in 1619, a Dutch ship brought twenty African slaves to the British colony of Jamestown, Virginia. Since that time, the lives of African Americans have become interwoven culturally, economically and politically into the history of the United States. This course will explore specific narratives of African-American history as they relate to slavery, post-civil war reconstruction, the Jim Crow world, migration to the north, 20th century racism, critical Supreme Court decisions, the economics of slavery, and the expression of the African-American experience in the words of Dr. Martin Luther King, Jr.

**Sep. 26 The Trans-Atlantic Slave Trade and Slavery in Colonial North America**  
**Leslie M. Harris, Professor, History**

During the era of the Trans-Atlantic Slave Trade, more people of African descent came to the Americas (North, Central and South America and the Caribbean) than any single group of people. The labor of enslaved Africans undergirded the labor system of the Americas and provided untold wealth to Europeans and European-Americans. African slavery existed in all thirteen British North American Colonies that became the United States, as well as in Spanish Florida and French Louisiana. This lecture will discuss the economic and cultural contributions of Africans to the Americas and Colonial North America.

**Oct. 3 The American Revolution and the Founding Fathers: Pro-Slavery, Anti-Slavery or Both?**  
**Leslie M. Harris**

The American Revolution was part of a larger revolutionary era in general, and the enslavement of people of African descent in particular, came under questioning as the best system for organizing society. To what degree was the American Revolution an anti-slavery revolution? How did the Founding Fathers understand slavery? What were the contributions of African Americans to the American Revolution? Why did slavery remain in the southern states as it disappeared in the northern states? How did the American Revolution lead to the end of slavery in other parts of the Americas and in Europe?

**Oct. 10            Slavery in the Antebellum South: Realities and Myths**  
**Leslie M. Harris**

When most Americans think about slavery, they think about the antebellum southern plantation. This lecture will examine the realities of southern slavery. Who owned slaves? Were all slave-owners wealthy? How did African Americans endure slavery, and how and when did they resist slavery? The lecture will also point out some of the myths about slavery and African Americans which emerged before and after the Civil War. Finally, it will explore how those myths continue to haunt our understanding of U.S. history today.

**Oct. 17            The Civil War and Reconstruction**  
**Kate Masur, Associate Professor, History**

African Americans fought first for freedom and then for equality and citizenship. This lecture will show how African Americans transformed the Civil War and how changes wrought by the war led to a remarkable experiment in biracial democracy.

**Oct. 24            NO CLASS**

**Oct. 31            The Color Line**  
**Kevin Boyle, William Smith Mason Professor of American History**

This lecture will trace the rise of Jim Crow across the South, follow the Great Migration it helped to trigger, and show how the color line moved with the migrants, splitting cities like Chicago in two.

**Nov. 7            The Battle Line**  
**Kevin Boyle**

This lecture takes us into the urban neighborhoods of the 1920s and 1930s, where the northern racial system took its most fierce form. We'll see how racism fused with the real estate market, how the federal government reinforced the connection, and how the nation is still scarred by the consequences.

**Nov. 14            The Supreme Court and the African American Experience: Of Hubris and Redemption**  
**Jerry Goldman, Professor Emeritus, Political Science**

This presentation will review some of the Court's most egregious decisions dealing with race and the long effort to undo the damage of its prior holdings. Through its "self-inflicted wound" in the *Dred Scott Case* (1857) and its "equal but separate" holding in *Plessy v. Ferguson* (1896), the Court abetted the tragic plight of African

**Nov. 14 cont'd**

Americans. Redemption would require removing the edifice of racial segregation case-by-case until the legal structure upholding it would collapse following *Brown v. Board of Education (1954-1955)*.

**Nov. 21 Economics of Slavery and Racial Integration**  
**Robert Coen, Professor Emeritus, Economics**

Defeat of the Confederacy ended the barbarous practice of treating African Americans as property, to be bought and sold like farm animals. Did slavery help or hinder economic growth of the new nation? Was the slave economy thriving or faltering before the Civil War? After the War, what challenges were faced in integrating ex-slaves into the economy? How far has the nation come in providing equal economic opportunity to African Americans? What more can be done to erase economic scars of the nation's slave history?

**Nov. 28 NO CLASS – Thanksgiving****Dec. 5 Two Speeches by Dr. Martin Luther King, Jr.**  
**David Zarefsky, Professor Emeritus, Communication Studies**

We remember Dr. King primarily for “I Have a Dream,” delivered at the 1963 March on Washington, and we tend to forget how controversial some of his later speeches were. This lecture will compare “I Have a Dream” and “A Time to Break Silence,” the speech in which he broke with President Johnson over the Vietnam war. We will see how Dr. King deployed the prophetic voice in both speeches, and we will speculate about why one is ranked the #1 American speech of the 20th century while the other aroused deep and bitter controversy.

**D. The Talmud's Greatest Hits**  
**Barry Scott Wimpfheimer**, *Associate Professor,*  
*Religious Studies and Law*  
**Thursdays, 12:45 p.m – 2:45 p.m.**

The Babylonian Talmud is a Jewish scripture composed collectively by rabbis who lived between the destruction of the second Jerusalem Temple in 70 AD and the rise of Islam in the near east in the mid-8th century. Because the Talmud—which ranges across all topics related to Jewish life—is a large body of literature that has engendered much commentary, it is difficult to get a handle on how it works and what it is about. This course will focus on some of the most famous and interesting passages to provide a flavor of what the Talmud meant both when it was originally composed and in the millennium since.

A reader for this course will be available for sale at the first class.

**Sep. 26 The Talmud and History**

As a central and ancient canonical text of Judaism, the Babylonian Talmud seems timeless. Our opening class will develop the historical context for understanding when and how this amazing work of literature came into being. An overview of the Talmud's religious, political, and cultural backstory will be contrasted with the history the rabbis of the Talmud tell in the Talmud about themselves.

Suggested Reading, Wimpfheimer, *The Talmud: A Biography*, Chapter 1 (pp. 9-40)

**Oct. 3 The Talmud as Literature**

In this session we turn towards the Talmud's unique features as a text. Talmud is a genre of literature all its own, and we'll see how it incorporates and transcends various forms of literature that precede it. The Talmud is remarkable both for the way in which its text embodies real life dialogues and for the way it routinely refuses to resolve ambiguities and open questions.

**Oct. 10 Holy Men and Wonder Workers: Honi the circle drawer**

The rabbis who produced the Talmud left behind many stories both about members of their own society and about religious figures from the centuries that preceded theirs. These stories dovetail with the picture of religious life we can piece together from the famous Dead Sea Scrolls, an archive of Jewish religious documents from those prior centuries.

**Oct. 10**            **cont'd**

Suggested Reading, Mishnah Ta'anit 3:8 and Babylonian Talmud Ta'anit 19a; 23a

**Oct. 17**            **Law and Narrative:**

One of the most lasting distinctions within the study of the Talmud divides the corpus of the Talmud into two types of text: the legal and the non-legal (often narrative). This division has implications for Judaism as a religion and culture that are palpable down to the present.

Suggested Reading, H. N. Bialik, *Law and Legend*

**Oct. 24 NO CLASS****Oct. 31**            **Classic Talmudic Law: Finders keepers?**

The Talmud is chock full of dialogues between rabbis from different generations about complex and often minute matters of law. This class will examine one of the most famous classical legal discussions—the case of the lost object and the rituals and legal ideas regarding possession and loss that determine how and when an object is considered ownerless and available.

Suggested Readings, *Chaya Halberstam, Law and Truth in Biblical and Rabbinic Literature* Chapter 2 pp. 42-75.

**Nov. 7**            **Classic Talmudic Dialogues About Theology:  
Beginning of 'Abodah Zarah**

Though the Talmud's legal dialogues are arguably its most famous subgenre, there are dialogues around other types of issues including religious thought or theology. The opening of Talmud Tractate 'Abodah Zarah (Idolatry) contains a dialogue about a fundamental (and by today's standards problematic) theological notion that the Jews have a special status among the nations of the world because they alone observed the requirements of the Bible.

Suggested Readings: Jeffrey, Rubenstein, *Talmudic Stories* Chapter 7 pp.212-241.

**Nov. 14**            **Talmudic Stories**

The Talmud's stories were once shameful to scholars because they often describe supernatural or highly unlikely occurrences. Today

**Nov. 14 cont'd**

scholars have embraced these stories as the high artistic canon of the rabbis. The most famous Talmudic story is titled *The Oven of Akhnai* because its setting is a study hall debate about the purity status of a special oven. The legal particulars are not what makes the story fascinating. In this story the rabbis literally outvote God and establish their unqualified authority over the tradition.

Suggested Readings: Jeffrey Rubenstein, *Rabbinic Stories* Chapter 9 pp. 80-84.

**Nov. 21 Jesus in the Talmud**

In addition to the life it has led between the pages, the Talmud has been a bone of contention in world history. In 1240 a disputation was held in Paris in which the Talmud was tried, convicted and executed (24 cartloads of handwritten manuscripts were burned) for its anti-social and anti-Christian content. The anti-Christian content focused on the Talmudic passages that discuss Jesus. We will examine these materials and evaluate whether and to what extent the Talmud is an anti-Christian book.

Suggested Reading: Benjamin Balint, “Talmudic Jesus” *First Things* June 2007.

**Nov. 28 NO CLASS, Thanksgiving****Dec. 5 Ethics and Hermeneutics**

One of the Talmud’s remarkable features is its hermeneutic density: the way that it is so explicitly engaged in interpretation—of the Bible, of earlier rabbis by later rabbis, etc. The rabbis who produced this document were remarkably capable intellectuals who balanced admiration for the tradition with their own ethical sensibilities. We will examine in this class how the rabbis dealt with the challenge of one of the Bible’s most disturbing legal case scenarios, Deuteronomy’s case of the stoning of the rebellious son.

Suggested Reading: Moshe Halbertal, “Halakhah and Morality: The Case of the Apostate City” in *S’vara* 3:1 (1993), pp.67-72.

## GENERAL PARKING AND BUS INFORMATION

Registrants for one or more 9-week Continuing Education courses 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 run from Ryan Field's West Lot D (parking lot) to Norris University Center every 15 minutes from 8:30 a.m. until 9:30 a.m.
- The "Early Bird Lunch Bus" departs the parking lot at 11:15 a.m. for afternoon students planning to eat lunch on campus before class.
- Buses for afternoon classes leave the parking lot every 15 minutes from 11:15 a.m. until 12:45 p.m.
- Buses will load passengers to return from Norris to the parking lot in approximately 15 minute intervals, beginning at the course breaks (approx. 10:30am and 1:30pm) until 15 minutes after class ends.
- Your "D" parking permit, **if requested**, will be mailed with your registration card, and **must be hung from the rearview mirror 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. 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 on the appropriate page, either when you register online, or in person at the box office. The parking permit will be mailed with your class entry card before classes begin if you register by Sept. 1. For those registering after Sept. 1, class entry cards and parking permits will be held for pick up at the proctor table on the first day of class.

## 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 two-tier parking lot just north of the visitors' center. A visitor's parking pass is not required to park in a handicap-designated space if your vehicle has a valid government handicap license plate or placard.

# **The Alumnae Continuing Education Program**

## **Refund Policy**

Before a refund can be issued, your registration card (and parking permit, if applicable) must be returned. Send materials to:

**Alumnae Continuing Education,  
P.O. Box 2789, Glenview, IL 60025**

- A \$10 cancellation fee must be purchased online.
- If you withdraw from class prior to the first class meeting, a full refund, less the cancellation processing fee, will be given.
- After the first class meeting, \$30 must be purchased online in addition to the cancellation processing fee.
- After the second class meeting, \$60 must be purchased online in addition to the cancellation processing fee.
- 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, provided there is space available.

**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, those without their card will be given a temporary entry card, but ONE time only. After that one time, a replacement card will be provided at a fee of \$30.

## 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](http://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 to that you will need to complete. Hit “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](http://www.nualumnae.org)

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

**Like us on Facebook:** [nualumnae](https://www.facebook.com/nualumnae)



**Follow us on Twitter:** [@nualumnae](https://twitter.com/nualumnae)



## AUDIO SUPPORT

McCormick Auditorium and the Louis Room are equipped with hearing loop technology for those who have compatible hearing aids or implants.

There are a limited number of headphones available upon request for those who need enhanced audio during the lectures.

### ***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.*

### **Norris Box Office Hours**

Please check the Norris Box Office website for hours of operation:

**[norrisboxoffice@northwestern.edu](mailto:norrisboxoffice@northwestern.edu)**

or call them at **847-491-2305**

After 4 p.m., campus parking is free: no permit needed.

# COURSE REGISTRATION INFORMATION

## Course Pricing One 9-week course \$190.00

### Multi-Course Discounting

2 nine-week courses	$\$190 \times 2 = \$380 - \$25$	<b>\$355.00</b>
3 nine-week courses	$\$190 \times 3 = \$570 - \$50$	<b>\$520.00</b>
4 nine-week courses	$\$190 \times 4 = \$760 - \$75$	<b>\$685.00</b>

To register online, go to Norris Box Office at [nbo.northwestern.edu](http://nbo.northwestern.edu) and follow the appropriate steps to enroll in the desired number of courses.

Your email confirmation from Norris Box Office verifies your registration but it is not your entry to class. Registrations cannot be confirmed by phone.

If your registration occurs by September 1, 2019, your class entry card and “purple sheet” with all class locations and times and parking permits (if requested) will be mailed to you about two weeks before the courses begin. If registration occurs after September 1, 2019, these items will be held for pick up at the proctor table.

In-person registration is available at the Norris Box Office, located at the Information Desk across from the McCormick Auditorium south entrance.

**Enrollment is limited by room capacity.**

**Per Diem Students:** When space allows, *per diem* students will be admitted for \$30 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. **Guest passes are not valid for classes that are closed.**



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