



Celebrating 49 Years of
CONTINUING EDUCATION

Daytime Noncredit Courses for the Public
Sponsored by
The Alumnae of Northwestern University
Engaging Minds, Enriching Lives

Spring Quarter 2018

Tuesdays, April 3 - June 12
Thursdays, April 12 - June 14

Online registration for Spring 2018 courses is now available.
Registration by U.S. Mail will no longer be accepted.*

- A. Spotlights on History: Moments That Matter**
Faculty from various departments
Tuesdays, 9:30-11:30 a.m.
- B. Christians and Jews**
David Shyovitz, Associate Professor, History
Tuesdays, 12:45-2:45 p.m.
- C. The Media, Technology, & Social Behavior**
Faculty from various departments
Thursdays, 9:30-11:30 a.m.
- D. Shakespeare's Tragedies**
Glenn Sucich, Associate Professor of Instruction, English
Thursdays, 12:45-2:45 p.m.

Most courses are held in Norris University Center on the south campus.
Visit us at our website: nualumnae.org

***In person registration is also available at the Norris Box Office.
See inside for more detailed instructions on registering online.**

**The Alumnae Continuing
Education Program
SUMMER 2018
PREVIEW of COURSES
TUESDAYS, June 26 - July 31
(PLEASE NOTE THE CHANGE FROM THURSDAYS)**

- A. Native American History**
Doug Kiel, *Assistant Professor, History*

- B. Honest to God: Eternal Questions about
the Existence and Nature of a Supreme
Being**
Kenneth Seeskin, *Professor, Philosophy*

We Invite You to Join Our Mailing List

If you would like to receive the quarterly brochure by mail, you may go to our website www.nualumnae.org and click on “Courses” which will take you to the Continuing Education page. On that page, you will find a “Sign Up” for the Mailing List button on the left hand side.

Questions?

Call our voicemail at (847) 604-3569, and we will make every effort to return your phone call within 24 hours.

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 Spring 2018

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

nbo.northwestern.edu

If you need help with registering online, please see this brochure's insert for detailed instructions on how to register.

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 can no longer be 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 cancelled 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.

Spring 2018

Parking Note for Spring Courses:

Please carpool whenever possible if parking at Welsh Ryan Lot D.

Construction at Welsh Ryan is causing a temporary shortage of spots.

Important University 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.

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.

A. **Spotlights on History: Moments That Matter**

Faculty from various departments

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

This eclectic lecture series will examine people, events, societal themes, and political issues from across the centuries and around the globe. These explorations will highlight the special significance and resonance of particular historical moments, providing a broader perspective on today's world.

Apr. 3 Everything You Always Wanted to Know about Guano But Were Afraid To Ask

Daniel Immerwahr, *Associate Professor, History*

In 1853, the United States annexed the last bit of contiguous territory it would claim in North America, filling out its familiar borders. But four years later, it began claiming uninhabited islands in the Caribbean and Pacific. These “guano islands” were a key to the agricultural economy. They were also the beginning of the U.S. overseas empire. This lecture will discuss their surprising, bizarre history.

Apr. 10 What's So Traditional About Traditional Medicine? An Imperial and Cold War Tour

Helen Tilley, *Associate Professor, History*

Most people are familiar with the phrase ‘traditional medicine’ but few have any idea how it became so popular or pervasive. This lecture explores the concept’s imperial and Cold War origins, including some of the people and institutions who championed its use. In the process, it considers the hidden struggles that have taken place in different parts of the world over who has the right to heal and what constitutes a healthy person and a healthy society.

Apr. 17 The Holocaust: What Do We Know Now?

Peter Hayes, *Emeritus Professor of History and German, Theodore Zev Weiss Holocaust Educational Foundation Professor of Holocaust Studies*

Research on the Holocaust has progressed so rapidly and far during the past two decades that few people can keep up. Professor Hayes will show why a number of widespread ideas about the subject have become obsolete and present a balance sheet of where we stand now in comprehending one of history’s greatest catastrophes.

Apr. 24 **1968 – The 50th Anniversary of the Prague Spring**
Benjamin Frommer, *Associate Professor, History*

Across North America and Europe the year 1968 brought demonstrations and calls for revolutionary change; nowhere more so than in Czechoslovakia, where a multi-generation movement aligned with a reformist government sought together to overcome the crimes of Stalinism and build “communism with a human face.” Although Soviet troops crushed the so-called Prague Spring and hard liners re-imposed widespread repression, the events of 1968 played a critical role in developments that led to the fall of communism in Eastern Europe. This lecture will examine the causes, course, and consequences of the Prague Spring in Czechoslovakia and beyond.

May 1 **Reporters of the Lost Generation**
Deborah Cohen, *Peter B. Ritzma Professor of the Humanities, Professor of History*

In 1930s Europe, as dictators swept aside opposition, a close-knit band of American foreign correspondents proved tyranny’s implacable foes. On the front pages of newspapers across the world, a new generation of journalists were calling Hitler, Mussolini, Stalin, and Franco to account. This lecture will discuss the lives and work of a close group of correspondents: John Gunther, H.R. Knickerbocker, Vincent Shean, and Dorothy Thompson.

May 8 **Religious Toleration in British History**
Scott Sowerby, *Associate Professor, History*

The main reason why European states adopted policies of religious toleration in the 16th, 17th, and 18th centuries was that brutal interstate competition forced it upon them. European militaries often wanted to cast a wide net for recruits, including members of religious minorities. The irony is that the states that were the most inclined to persecute religious minorities were often the most secure and powerful. It was the weaker and more secure states that were more inclusive, because they could not afford to alienate minority groups. Discrimination was, in this sense, a luxury good.

May 15 **NO CLASS**

May 22 **The 1970s in China: A Decade That Reshaped the World**
William Hurst, *Associate Professor, Political Science*

The decade began with the high tide of the Cultural Revolution and ended with the first decisive steps of Deng Xiaoping’s market-oriented

May 22 (continued)

reform and opening. China began the 1970s in the midst of armed border conflicts with the USSR, while still fearing the U.S. as a primary adversary, but ended it bogged down in a costly and ultimately losing war in Vietnam, even as its relations with the Soviet Union and especially the United States had changed markedly for the better. These seismic shifts in China's domestic and international politics also had important (but frequently unacknowledged or unexamined) follow-on effects for politics throughout the rest of the world. This class aims to unpack what happened in China during this critical decade, how domestic and foreign policy changes were interrelated, and how a changing China effected ideas and events in many other places.

May 29 **Brexit**

Michael Loriaux, *Professor, Political Science*

In the late 1940s Europe inaugurated the most radical and successful experiment in international peacemaking in human history, the European Union. In 2016 Great Britain voted to withdraw from the EU. What does this mean for peace, and what does it mean for human history?

Jun. 5 **The Islamic Revolution in Iran**

Henri Lauzière, *Associate Professor, History*

A distinguished historian once claimed that the 1979 Islamic Revolution in Iran had “a good claim to being considered the surprise of the twentieth century, a century not devoid of surprises.” Why was the Revolution considered a “surprise” in 1979 and what were its underlying causes? This lecture will address these questions and will discuss the consequences of the Revolution within the broader Middle East.

Jun. 12 **Vietnam: Was 1968 the Pivotal Moment for the U.S.?**

David Zarefsky, *Professor Emeritus, Communication Studies*

In a speech on March 31, 1968, remembered primarily for President Johnson's statement that he would not run for re-election, the President announced a number of policy changes that began the process of de-escalating the Vietnam War. How did these announcements come about? Were they really changes? How were they embedded in the speech? And did LBJ really not plan to run?

B. Christians and Jews

David Shyovitz, *Associate Professor, History*

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

In the pre-modern period, Christians routinely subjected Jews to religiously inspired violence, expulsions, and persecution, and adamantly believed that unconverted Jews would be doomed to eternal Hellfire. Jews, for their part, composed a host of polemical works that lambasted Christians for their purported idolatry, stupidity, and savagery. Yet today, Jews and Christians are commonly believed to be joint participants in an idyllic “Judeo-Christian tradition.” This course will attempt to grapple with the disparity between these overarching views by exploring the varying, nuanced ways in which Jews and Christians have related to and perceived of one another, from the Biblical period to the present. We will examine a range of textual, artistic, and literary sources, and investigate some of the theological, social, and cultural dynamics that have shaped Jewish-Christian relations over a wide geographical and chronological expanse.

Apr. 3 From Jesus to Christ: The “Historical Jesus” and his Jewish Setting

This introductory session will explore the biography of the putative founder of “Judeo-Christianity”: Jesus Christ. We will survey the available documentary sources, and trace the ways in which scholars have reconstructed the origins of the “Jesus movement”—and particularly of the Jewish context that gave shape to it.

Apr. 10 Parent or Sibling? Jews, Christians, and Jewish-Christians in Late Antiquity

Christianity originated as a movement within Judaism, but very quickly began to fulminate against “the Jews,” whom early Christian texts described as liars and murderers, cursed by God. Rabbinic sources, meanwhile, celebrated, and at times even took credit for, Jesus’s crucifixion. This session will track the evolving dynamics of Jewish-Christian relations in late antiquity, and will suggest that vituperative polemical writings could reflect intimacy as well as antipathy.

Apr. 17 “Living Together, Living Apart”: Confrontation and Coexistence in the Early and High Middle Ages

By the twelfth century, the center of gravity of Jewish-Christian relations had shifted from Byzantium to western Europe. This session will trace the political, social, and economic status of the Jews of

Apr. 17 *(continued)*

western Christendom, and show that the mutual repulsion each religious community had inherited from late antiquity was complemented by an enduring sense of attraction and fascination. We will focus particularly on policies of religious toleration, as well as on the events, like the First Crusade, that seemed to belie them.

Apr. 24 **“From Witness to Witchcraft”: Late Medieval Violence and Demonization**

Over the course of the thirteenth-fifteenth centuries, European Jewish communities were subjected to unprecedented waves of massacres, expulsions, and accusations (such as the infamous “Blood Libel”). Why did Christian religious leaders and political rulers shift away from policies of toleration toward institutionally sanctioned violence and persecution? In this session we will consider a range of historical explanations, and survey the varied ways in which Jews responded to their increasingly hostile surroundings.

May 1 **Humanism, Hebraism, and the Ghetto: The Renaissance and the Reformation**

The fifteenth and sixteenth centuries ushered in dramatic shifts in European religious and intellectual culture—the Italian Renaissance, the advent of the printing press, the Protestant Reformation, and so on. Each of these developments exercised a profound impact on the state of Jewish-Christian relations as well. This session will analyze the rise of Christian Hebraism, the colorful writings of Martin Luther, the Jewish apostates who composed “ethnographic” accounts of their former coreligionists, and the fraught urban settings in which Christians and Jews learned about and from one another.

May 8 **Telling Tales: Early Modern Apocalypticism and Hybridity**

This session will conclude the pre-modern portion of the course, and seek to synthesize some of the debates and dynamics that characterized Jewish-Christian relations at the dawn of modernity. It will do so through the lens of two complementary stories about the arrival of the Messiah—one produced by a Jewish author, the other by a Christian contemporary. Each story reveals the extent to which Jewish and Christian estrangement and opposition could coexist with religious syncretism and hybridity, and models how fictional tales can convey decidedly non-fictional historical meaning.

May 15 **NO CLASS**

**May 22 The “Jewish Question”: Politics, Religion, and
“Toleration” in the Enlightenment**

The onset of “the Enlightenment” in Europe ushered in dramatic cultural and political changes, including the rise of “radical Enlighteners” like Spinoza, the French Revolution and its concomitant grant of citizenship to Jews, and so on. These shifts in the relationship between political and religious life yielded new policies of toleration and emancipation. But how far did official policies of religious “toleration” break with prior trends and attitudes? And what did religious minorities have to give up on in order to qualify for the kinds of toleration that were newly on offer?

**May 29 From Europe to the USA: Jews and Christians to
the Twentieth Century**

Over the course of the nineteenth and early twentieth centuries, Jews achieved newfound stability and prominence in Western Europe and America, even as new waves of both “secular” and avowedly Christian “anti-Semitism” reshaped political, social, and economic life. This session will examine this paradoxical duality, and trace the dialectical ways in which Christians and Jews came to constitute a shared, but always fraught, civic religion.

**Jun. 5 The Holocaust: Nazi Protestantism, the Catholic
Church, and the Jews**

Was the Holocaust an abrogation or a culmination of the nearly two millennia of Jewish-Christian relations? In this session, we will examine the ways in which German and other theologians reconfigured Christianity so as to mesh it with Nazism, and explore the scholarly debates over how, or whether, Christian “anti-Judaism” fed into the Nazi’s genocidal “anti-Semitism.”

**Jun. 12 From Auschwitz to Jerusalem: Vatican II and the
State of Israel**

In the second half of the twentieth century, the aftermath of the Holocaust and the rise of the State of Israel posed pressing challenges to both Jewish and Christian theologians and communities. We will conclude the course by tracing the varied ways in which Christian and Jewish thinkers engaged with interreligious ecumenicism in the aftermath of the Holocaust, and by exploring the challenges that the existence of a Jewish state posed to various Christian denominations, including politically powerful “Christian Zionists” of the American evangelical community.



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***To register for Spring 2018 Courses,
go to the Norris University Box Office Website
nbo.northwestern.edu***

**See insert in this brochure for step-by-step instructions
on how to register for our courses.**

PLEASE NOTE:

*Our last registration instruction insert will be included with
the Summer 2018 Brochure. Thereafter, see our Alumnae
website for a digital version of the step-by-step instructions.*

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

See inside for more detailed instructions on registering online.

Norris Box Office Hours

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

**norrisboxoffice@northwestern.edu
or call them at 847-491-2305.**

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

Login Page

Before you can register for a course, you must create a user ID. Important: each person needs his or her own email address as part of that ID.

To begin, go to
nbo.universitytickets.com

On the right side of the page, click on

‘General Public New User Registration.’

BOX OFFICE

BUY TICKETS
OTHER BOX OFFICES
LOGIN
ALUMNAE ASSISTANCE

Login
[Home](#) > [Login](#)

In order to search for tickets, you will need to login or create an account. Your account information will allow us to find the right tickets and prices for you.

Northwestern Community

Northwestern

- [Northwestern Login](#)

General Public

If this is your first time purchasing tickets through our web site, you will need to register as a new customer. It will only take a moment and you'll only need to do it once.

i NOTE: If you are a student or employee at Northwestern University, please register and login only through the link on the left for access to exclusive events and pricing when available.

🔗 [General Public New User Registration](#)

Existing users, please sign in below.

e-Mail Address:

Password:

[Forgot your password?](#)

Last Updated: 10/13/2017 | Support Contact: norrisboxoffice@northwestern.edu (847-491-2305) | Powered by [UniversityTickets](#)

EVENT LISTINGS PAGE

From the list of “Event” options, select **Alumnae Continuing Education Courses**. Choosing an event will take you to the Course Selection page which will display the four courses for the quarter.

- **Click your desired course option.** You may register for only **one** course at a time.
- Here you will find a description of the course with the day, time, and location of the event, as well as contact information and additional information pertaining to your course registration.
- **PARKING PERMIT REQUEST** One of the selections along with the courses is for a parking permit. If you would like to have a Parking Permit for Welsh-Ryan Field Lot D, you must click on this selection to indicate that you need a parking permit. There is no charge for the permit, but you must indicate that you want one.
- Scroll to the bottom of the page for the ticket options. Select the appropriate ticket option by clicking the white box and selecting **1 ticket.** (You may purchase only **1 ticket per course.**)
- Then select “**Add to Order.**”
- To register for more than one course for yourself, return to the Event Listings Page to select another course.
- Once you have registered for all desired courses, click on the shopping cart.

SHOPPING CART AND ORDER SUMMARY PAGES

On the **“Shopping Cart”** page:

- Verify that all items are correct.
- **Then** click **“Checkout”** in the bottom right.

On the **“Order Summary”** page:

- Verify that your address, course selection(s), and prices are correct.
- Fill in the **“Additional Information”** section in the middle of the page. This section may ask for information such as your phone number **or if you need a parking pass for the Welsh-Ryan D parking lot.**
- Scroll to the bottom of the page to input your payment information. Insert your full credit card number, card security code, and expiration date.
- Then click **“Checkout”** in the bottom left. You will receive confirmation by email, detailing your course registration and payment.

This email confirmation is NOT your entry to the course.

Your registration card, “purple sheet,” and parking pass (if requested) will be mailed to you about two weeks prior to the start of the first course. If you register after March 3, 2018, your card and requested parking pass will be held for pick-up at the proctor table on the first day of class.

C. The Media, Technology, & Social Behavior

Faculty from the School of Communication, the School of Education and Social Policy, the Medill School of Journalism, and the Weinberg College of Arts & Sciences

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

This fascinating course features faculty from across the university presenting on the media, technology, and the ways these forces shape the way we think, learn, make decisions, and interact with others.

Apr. 12 The Marketplace of Attention

James Webster, *Professor, Communication Studies*

This lecture gives an overview of the forces that shape digital audiences. We'll review research on media users, the media themselves, as well as the role of big data and analytics. We'll combine these forces into a single framework so as to consider the myths and realities of digital media.

Apr. 19 Managing Availability: Deception, Attention, and Privacy Online

Jeremy Birnholz, *Associate Professor, Communication Studies*

Mobile devices and the internet have made us much more available to a wider circle of people than we have ever been in the past. How do people pay attention to their friends and colleagues online, and how do they convey (or not) that they are unavailable to others? People use a complex set of strategies to decide when to pay attention to others and manage their own privacy, including the online version of "butler lies."

Apr. 26 Media Technologies & Family Relations

Lynn Spigel, *Professor, Radio/TV/Film*

This class explores the introduction of new media technologies into the home. We explore the ways in radio, television, and newer digital media technologies have reshaped the domestic environment, and changed the nature of family relations over the past century.

May 3 The FUSE Phenomenon

Reed Stevens, *Professor, Learning Sciences*

How can gaming and hands-on learning be used to engage pre-teens and teens in science, technology, engineering, arts/design, and mathematics (STEAM) topics? Professor Reed Stevens presents research on interest-driven learning, how it is implemented in the FUSE approach, and its impact on students, facilitators, and educators.

May 10 The Media and Post-Fact Politics

Rachel Davis Mersey, *Professor, Medill School of Journalism; Executive Director, Media Leadership Center*

The news media has historically measured its importance, and its relevancy to our democracy, on its ability to inform a fact-based national debate. However, the media failed to accurately portray the nationwide sentiment that decided the 2016 presidential election and to fully leverage direct-to-consumer channels, such as Twitter, frequently utilized by President Donald Trump during both his candidacy and presidency. We will discuss the role of the media moving forward, with particular attention to partisan and social media and their implications.

May 17 The Consequences of Reading Inaccurate Information

David Rapp, *Professor, Learning Sciences, Psychology*

Even when people know better, they often rely on inaccurate or misleading information to make future decisions. But why are we so easily influenced by false statements? This class will examine research demonstrating the problem and consider the ways in which critical evaluation relies on precious mental resources that can create difficulties for comprehension and decision-making. Our considerations will be relevant to the impact of “fake news” in our everyday dealings.

May 24 News in the 21st Century: A Continuing Transformation

Owen Youngman, *Knight Chair and Professor of Digital Media Strategy, Medill School of Journalism*

Focused on convenience, distracted by technology, and conditioned to expect free content, American news consumers have changed their expectations for the companies and the individuals who link them to the news of the world. As journalism wrestles with the issues of today, it also is working to understand the changes that may come tomorrow. What’s next for your favorite newspaper, TV channel, or Web site — and are you ready for just how much it might change?

May 31 **Remember When Nobody Knew You Were a Dog?**
Jeremy Birnholz, *Associate Professor, Communication Studies*

Anonymity in online contexts is often associated with negative behaviors, such as cyber-bullying and internet trolling. But anonymity can also be used to create safe spaces for people to discuss topics that may be sensitive in a given context, such as race, class, or gender identity. How do people manage to present different aspects of their identity that may be competing or in conflict? How are new technologies making it possible for people to discuss sensitive topics safely? Examples may include a case study from the LGBTQ community in India.

Jun. 7 **Media Development in the Gulf States**
Rachel Davis Mersey, *Associate Professor, Medill School of Journalism*

Mobile media are rapidly diffusing around the world, but little research has examined the development of content uniquely designed for the mobile platform. Moreover, little of the existing research looks specifically at the Middle East, especially the Gulf region, and the potential transformative influences of mobile media content innovation and usage. We will examine findings from a three-year, multi-country research investigation funded by a grant provided by the Qatar National Research Fund with attention to the state of mobile media development in the region.

Jun. 14 **Looking Beyond Screen Time: The Newest Media Generation**
Alexis Lauricella, *Lecturer & Research Associate, Communication Studies*

Today's youth are engaging with technology that their parents and grandparents could never have imagined. Toddlers know how to swipe, tap, and click; teens know how to text without looking, write their own computer code, and develop their own apps. The world of media technology has changed dramatically in just the past two decades. This class will discuss the impact that these new technologies have on children and adolescents.

D. Shakespeare's Tragedies

Glenn Sucich, *Associate Professor of Instruction, English*
 Thursday afternoons, 12:45-2:45 p.m. Norris University Center

Apr. 12 **What is Shakespearean tragedy?**

In this first lecture, we will briefly survey classical and Renaissance theories of tragedy and consider how those theories influenced Shakespeare and his contemporaries. We will also consider the different ways in which Shakespeare adopted and modified the dramatic conventions available to him, composing tragedies that are at once indebted to tradition and strikingly original.

Apr. 19 *Julius Caesar*

First performed in 1599, *Julius Caesar* is one of Shakespeare's earliest tragedies. In addition to dramatizing human treachery and political betrayal, the play is an incisive study in the power of rhetoric to shape reality. Can this play teach us anything about the relationship between facts and fiction, fake and real news, in our current political discourse? Hint: I think it can.

Apr. 26 *Hamlet I*

"To be or not to be?" is *the* question we most often associate with Hamlet and the play that bears his name; but Hamlet's existential dilemma is just one thread in a complex fabric that unravels into murder and destruction. Here, we will pursue some of those other threads and ask ourselves what it means, as Ophelia says, that "We know what we are, but know not what we may be."

May 3 *Hamlet II*

We will continue with *Hamlet*, paying special attention to the ways in which the play enacts certain theological controversies that followed the Reformation in Europe. Hamlet is, to be sure, a skeptic whose time at Wittenberg leads him to question everything, even religion. But the play also suggests the power of faith to organize and lend meaning to human experience. Or does it?

May 10 *Othello I*

Shakespeare's tragedies feature some of literature's most appalling villains, but none creepier and more callous than Iago. In this first of two lectures, we will examine how Shakespeare uses *Othello's* duplicitous lieutenant to explore evil and its many forms.

May 17 *Othello II*

For better or for worse, the categories of race, class and gender have become staples in contemporary literary studies, which is why *Othello* is today perhaps the most relevant of Shakespeare's tragedies. Why does *Othello* murder Desdemona before killing himself? His race, his class and his gender all help to answer that question.

May 24 *Macbeth*

Who and what are the “Weird Sisters”? Is Macbeth a victim of fortune or a ruthless overreacher whose ambition is his downfall? And what in the world is the deal with Lady Macbeth? These are just some of the questions that we will consider as we try to appreciate what many people, including my beloved wife Rebecca, consider to be Shakespeare’s greatest play.

May 31 *Coriolanus*

If you thought Lady Macbeth was a doozy, wait until you meet Volumnia, the hyper-masculine mother of Coriolanus whose son goes from being Rome’s most valiant hero to becoming the city’s Public Enemy #1. Coriolanus’s tragic downfall will be our focus, but we will pay special attention to Volumnia, who famously says to her son, “Thy valiantness was mine/Thou suck’st it from me.”

Jun. 7 *King Lear I*

With all due respect to my wife, *Macbeth* is not Shakespeare’s greatest play; *King Lear* is! Despite deriving much of its thematic force from one of the most famous iambic pentameter lines in English—King Lear’s woeful “Nothing, nothing, nothing, nothing, nothing”—this play offers everything: compassion and cruelty, honesty and deceit, madness and sanity, and even a wise fool.

Jun. 14 *King Lear II*

In this final lecture, we will conclude our discussion of *King Lear* before moving into a more general consideration of what Shakespeare’s tragedies might mean to us today. If, as Shakespeare’s Henry V says, “there is some soul of goodness in things evil,/Would men observingly distil it out,” what might that soul of goodness be? Have we, in this course, made any progress toward distilling it out?

Reading List:

Shakespeare, William. *Julius Caesar*. Folger Shakespeare Library. New York: Simon & Schuster, 2011. ISBN: 9781439196717

Shakespeare, William. *Hamlet*. Folger Shakespeare Library. New York: Simon & Schuster, 1992. ISBN: 074347712X

Shakespeare, William. *Othello*. Folger Shakespeare Library. New York: Simon & Schuster, 2009. ISBN: 9780743477550

Reading List (continued)

Shakespeare, William. *Macbeth*. Folger Shakespeare Library. New York: Simon & Schuster, 1995. ISBN: 9780743477109

Shakespeare, William. *Coriolanus*. New York: Simon & Schuster, 1996. ISBN: 9780671722586

Shakespeare, William. *King Lear*. New York: Simon & Schuster, 2004. ISBN: 978-0743482769

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, **if requested**, will be mailed with your registration card, and **it 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. 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 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 Saturday, March 3, 2018. For those registering after March 3, 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 in this lot if your vehicle has a valid government handicap license plate or placard.

• **Refund Policy:** Before a refund can be issued, your registration card (and parking permit, if applicable) must be returned. Send your entry card and parking pass 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 \$30 will be deducted from the refund. After the second class meeting, \$60 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.

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.

LAST REGISTRATION INSERT:

Our last registration instruction insert will be included with the Summer 2018 Brochure. Thereafter, see our Alumnae website for a digital version of the step-by-step instructions.

COURSE REGISTRATION INFORMATION

Course Pricing

One 10-week course \$190.00

Multi-Course Discounting

2 ten-week courses	$\$190 \times 2 = \$380 - \$25$	\$355.00
3 ten-week courses	$\$190 \times 3 = \$570 - \$50$	\$520.00
4 ten-week courses	$\$190 \times 4 = \$760 - \$75$	\$685.00

To register online, go to **Norris Box Office** at nbo.northwestern.edu and follow the appropriate steps to enroll in the desired number of courses.

Enrollment is limited by room capacity.

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 Saturday, March 3, your class entry card, “purple sheet” with all class locations and times, and a parking pass (if requested) will be mailed to you about two weeks before the courses begin. If registration occurs after March 3, 2018, these items will be held for pick up at the proctor table.

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

Norris Box Office Hours

Please check the Norris Box Office website for hours of operation:
norrisboxoffice@northwestern.edu or call them at 847-491-2305
 After 4 p.m., campus parking is free: no permit needed.

Registration by U.S. mail can no longer be accepted.

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.**



The Alumnae of
Northwestern University
P.O. Box 2789
Glenview, IL 60025-6789

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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.
