



Celebrating 55 Years of
CONTINUING EDUCATION

Daytime Noncredit Courses for the Public

Sponsored by

The Alumnae of Northwestern University

Engaging Minds, Enriching Lives

Spring Quarter 2024

Tuesdays and Thursdays, Mar. 26 - May 30

Register for Alumnae Courses [online](#) through Norris Box Office. Check the Norris Box Office site for updated Spring 2024 online enrollment dates and information: nbo.universitytickets.com
For additional support, call our voicemail number: (847) 604-3569.

- A. Schisms in Society**
Faculty from multiple departments
Tuesdays, 9:30 - 11:00 a.m.
- B. European Unification and the Question of Sovereignty**
Michael Loriaux, Professor, Political Science
Tuesdays, 1:00 - 2:30 p.m.
- C. The History of Antisemitism**
David Shyovitz, Associate Professor, History
Director, Crown Family Center for Jewish and Israel Studies
Thursdays, 9:30 - 11:00 a.m.
- D. Pinocchio to Pokémon: The History of Children's Media**
Jacob Smith, Professor, Radio-Television-Film
Director, MA in Sound Arts and Industries
Thursdays, 1:00 - 2:30 p.m.

Spring 2024 courses will be offered both in person and via Zoom Webinar. See details on pages 15 - 17 of this brochure.

**The Alumnae of Northwestern University
Continuing Education Program
Spring 2024**

The Alumnae of Northwestern University invites you to join us as we continue our 55th year of engaging minds and enriching lives.

Along with our traditional in-person course offerings, we are also offering the opportunity to attend our lectures via live-streaming for those times when you are unable to attend in person, or for those of you who are unable to attend the in-person sessions.

Everyone will also have access to the recordings of each week's lectures for a period of 6 days following the lecture.

You can enroll online at the Norris Box Office. See pages 15-17 for more detailed information.

Be our Guest!!

**If you register for in-person
attendance, we are offering one
guest pass for you to bring a friend
or family member to sample ONE
lecture.**

**Stop by the proctors' table any time to
pick up a pass.**



The Alumnae of Northwestern University is a volunteer women's organization founded in 1916. Their philanthropic activities serve to enhance the academic resources and educational vitality of the university and broader community. Since its inception, the board has given over \$10 million to the university in the form of grants, scholarships, fellowships, and programming.

Here are the ways that the Alumnae of Northwestern currently supports Northwestern University as an institution:

Alumnae Endowment for Academic Enrichment

Funds are used to bring distinguished scholars and artists to campus annually.

Alumnae of Northwestern University Centennial Endowment

Funds multiple Summer Undergraduate Research Grants for recipients selected by Northwestern University's Office of Undergraduate Research.

Alumnae of Northwestern University Graduate Fellowships

Awarded to full-time graduate students, each in a terminal Master's program, who show promise of achieving distinction in a career that will serve the public good and bring credit to Northwestern University.

Alumnae Grants Program

Annually helps University departments and faculty with important programs not included in their annual budgets. Past funding has gone to research, speakers, conferences, equipment, and study-related travel for faculty and students.

Alumnae of Northwestern STEM Scholarships

Awarded to students for their junior year who are enrolled in a STEM discipline: Science, Technology, Engineering or Mathematics.

Alumnae of Northwestern Summer Interns

Sponsors multiple summer internships through Northwestern University's Career Advancement Summer Internship Grant Program.

Alumnae of Northwestern University Teaching Professorship

This endowed professorship honors a faculty member for excellence in teaching and curriculum innovation; the selected professor serves a three-year term.

Alumnae of Northwestern University Award for Curriculum Innovation

Awarded annually, this award supports faculty work over the summer to develop innovative course materials, new courses or new modes of teaching, including online education that will benefit undergraduate students.

WCAS Teaching Awards

These awards provide financial support for the Judd A. and Marjorie Weinberg College of Arts and Sciences Awards for Outstanding Teachers.

The Alumnae of Northwestern University Scholarship Fund

This is an endowed three-year scholarship, conferred by Northwestern University.

A. Schisms in Society

Faculty from multiple departments

Tuesdays, 9:30 - 11:00 a.m. Norris University Center

Throughout human history, societies across the globe have been fragmented by strident rifts that result in long-standing religious, political, and socio-economic consequences. Some of these conflicts derive from ideological differences, some are territorial, and other schisms are frequently based on cultural, ethnic, or racial grounds. Such historical enmities often lead to repeated patterns of power struggles, civil unrest, and violence. Societies experiencing intense public divisions can be as small as local communities or as large as nation states. This eclectic nine-week lecture series will explore a range of societal strife, often reflecting on the past and the irrationalities of the human condition, as well as the continuation of seemingly irresolvable tensions in our current turbulent times.

Mar. 26 Bury My Heart at Waco **Daniel Immerwahr**

Bergen Evans Professor in Humanities, History

The standoff between federal agents and a religious commune outside of Waco, Texas, in 1993 was, at the time, the fodder for jokes: the “wackos” at Waco had taken an ill-advised stand. Now, thirty years later, the event seems portentous. Donald Trump gave the first major speech of his re-election campaign at Waco – on the thirtieth anniversary of the siege – and Waco has been the rallying cry for elements of the far right from the Oklahoma City bomber Timothy McVeigh to Alex Jones of InfoWars. The lecture will ask, in hindsight, what happened at Waco and why has it lingered in historical consciousness?

Apr. 2 The Vendée Uprising: The Revolution against the Revolution

Robin Bates, Assistant Professor of Instruction, History

In 1793, a peasant revolt swept the rural Vendée region of western France. Although it was hardly the first such uprising in French history, this one was different: it targeted not overmighty nobles but the revolutionaries who had swept aside those very nobles four years beforehand. The revolutionary government in Paris responded with such implacable violence that the bicentennial of the French Revolution in 1989 was dogged by a debate over whether the suppression of the Vendée rebels constituted something for which there had been no word in the 1700s: a genocide. What does the rebellion tell us about the dynamics of revolutionary social change and the demands of the political nationalism created by these revolutions, and how, ultimately, should we understand the later allegations that the French Revolution committed a genocide on its own people in 1793?

Apr. 9 From Canon to Ban 'em: American Identity and the Politics of Censorship

Bill Savage, *Professor of Instruction, English*

American literature can be understood as a long-term creative and historical project, focused on constructing American identity. The concept of “the Great American Novel” exemplifies this cultural work, as certain books are thought to define and express “Americanness.” Ironically, or perhaps inevitably, many candidates for Great American Novel status are also the targets of book-banners, from their initial publication, through the canonization process, and into contemporary situations far removed from a book’s debut. Ironically, perhaps only canonical texts demand banning: lesser-known works fly under the censor’s radar since they are not prominently in classrooms or libraries. Focusing on the literary and identity politics of *Adventures of Huckleberry Finn* and *The Grapes of Wrath*, this lecture will also address the contemporary book-banning movement.

Apr. 16 “Alternate Facts” and Post-Truth Society

Peter Slevin, *Professor, Medill School of Journalism*

“You are entitled to your own opinions, but not to your own facts.” How quaint it now seems, the comment attributed to Daniel Patrick Moynihan and others. Today, facts themselves are up for grabs. There may be no greater threat to democracy as candidates, commentators, and their legions of followers routinely deploy misinformation for personal and political gain. With the full-throated 2024 presidential campaign underway, we will look at the historical context and explore the current landscape, from birtherism to post-2020 election denialism, and the media’s struggle to respond.

Apr. 23 Religion, Politics and America’s Role in the War in Gaza/ Israel

Elizabeth Shakman Hurd, *Professor, Political Science; Professor and Chair, Religious Studies*

This lecture will discuss how a scholar of religion, politics, and US foreign policy views the war in Gaza and Israel. Topics will include the politics of antisemitism, the history of Zionism, Palestinian history and politics, and why so many Americans experienced the conflict personally despite being physically distant from the violence.

Apr. 30 The Great Schism in Economics: The Keynesian Revolution

Robert Coen, *Professor Emeritus, Economics*

The Great Depression of the 1930s created a polarization in economic thought that divides economists and policymakers to this day. During the Depression, production and employment plummeted, causing massive suffering and despair. Most economists of the day believed that markets would automatically restore prosperity. While they struggled to explain the depth and persistence of the (cont’d)

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collapse, they maintained that government action was not needed to revive economic activity. The British economist, John Maynard Keynes, presented a new analysis of economic slumps that shattered the established wisdom and laid the groundwork for an activist approach to economic policy that, while common today, is still controversial.

May 7 Fighting Phantoms: Hatred toward Opposing Partisans is Incommensurate with the Level of Actual Disagreement
Eli Finkel, *Professor, Psychology*

Americans' hatred toward opposing partisans is surging, but it is unclear how much this hatred derives from accurate perceptions vs. indulgent self-delusions. The studies in this presentation suggest that much of the hatred derives from self-delusion – and that the most divided among us pose the largest threat to our democracy.

May 14 How America's History of Racial Dictatorship Shapes Our Current Politics
Alvin Tillery, Jr., *Professor, Political Science; Director of the Center for the Study of Diversity and Democracy*

The lecture will trace America's history as a racial caste system from the 1787 Constitution to the passage of the Fair Housing Act in 1968. It will then shift to a discussion of how partisan competition from 1968 to 2016 weakened our ability to shed this old order and became a touchstone for political polarization in the US. The lecture will conclude by signaling how the desire to return to a caste system animates a burgeoning authoritarian movement in the United States.

May 21 International Sports and Human Rights
Craig LaMay, *Professor, Medill School of Journalism*

From the Olympics to the World Cup, human rights concerns have been present in international sport from the beginning, when Pierre de Coubertin promoted his modern Olympics as an institution of global peace and development. In the 20th century there were several notable sports human rights stories, but the current era of human rights' focus in international sport begins in 1993, when China was blindsided by a global campaign to deny Beijing the 2000 Summer Olympics. Today human rights disputes in international sport are everywhere. They include the rights of labor and indigenous populations; women; intersex transgender athletes; child athletes; athletes' free speech and protest rights; and the role of authoritarian and autocratic states in hosting sport mega-events. The IOC and FIFA, like most international sport governing bodies, have been forced to add human rights commitments to their charters, and their leaders are constantly asked to comment on human rights in cases of armed conflict and political boycotts. This lecture will give an overview of human rights in the international sports context and ask whether Coubertin was right - or just a great salesman.

B. European Unification and the Question of Sovereignty
Michael Loriaux, *Professor, Political Science*
Tuesdays, 1:00 - 2:30 p.m. Norris University Center

European Union is the most ambitious and successful experiment in international peace-making in history. At the core of that experiment is the commitment to push back on sovereignty claims as advanced in the name of the state and in the name of leaders of the state. The EU's counter-sovereigntist posture bears close examination. We live in an age of dramatic geopolitical, economic, and demographic change and even existential peril. Global challenges demand global responses. The assertion by nation states of their sovereign rights and by statesmen of their sovereign freedoms inhibits coordinated action on a global level. It is no accident that the region of the world, Europe, in which the claims to sovereignty are most restricted is also the region of the world that has enacted the most ambitious and effective policies to combat climate change. In this course we learn about the European Union, but we study it specifically because its counter-sovereigntism may prove useful as we try to address the coming and present crises.

Mar. 26 European Union, an Introduction.

An overview of what the EU is and how it came about.

Apr. 2 European Union Institutions

We examine further what the EU is by looking at its institutions, but we do so with particular attention to its counter-sovereigntist logic.

Apr. 9 European Union Institutions

We will continue discussing EU institutions and the themes of April 2.

Apr. 16 The History of European Unification.

We locate the "cause" of European unification in the geopolitics of the Rhineland frontier, which runs through one of the world's most productive and prosperous regional economies. No way was found to "share" that region among the sovereign states that were trying to partition it. Pacification demanded a counter-sovereigntist project.

Apr. 23 The History of the European Nation-State.

The sovereign nations that attempted to partition the Rhineland regional economy are recent creations. The rise of the nation-state goes back to the last half of the nineteenth century. The nation-state is a new phenomenon in historical time. It has no historical claim to perpetuity.

Apr. 30 The History of Sovereignty

Sovereignty also has a historical origin, and therefore is liable to have a historical end. We trace its beginning back to the eleventh-century Rhineland and follow it in its various connotations up to the present. Most of the sovereign states of the world were created in the 1960s and 1990s. That's "an hour ago" in historical time. What does the "next hour" hold?

May 7 New Thought of the Human "Singularity," 1890-1950.

Sovereignty seeks to "uniformize" populations. That effort produced a philosophical and cultural reaction beginning in the late nineteenth century that sought to "singularize" the human individual, that is, to render the individual allergic to sovereigntist categorizations. That movement in thought becomes readily apparent when we treat European unification and the Vatican II reforms of the Roman Catholic Church as one, intertwined, intellectual historical movement.

May 14 New Thought of the Human "Person," 1930-1950.

The singularization of the human individual gave rise to new political thought of the "person," called "personalism." Personalism provided statesmen in the post-World War II era with the language required to imagine and design a new, counter-sovereigntist order in Europe.

May 21 Why International Organization is Not Enough

The United States after World War II, triumphant and hegemonic, sought to preserve sovereigntism by reforming it through the development of "international organization." International Organization is one of the most ambitious and successful structural reforms of world politics the world has known. But International Organization preserves the language of sovereigntism at a time when that language undermines humanity's efforts to address global perils. Moreover, the geopolitical conditions that have made international organization viable are undermined by current economic and demographic transformations.

C. **What is Anti-Semitism?**

*David Shyovitz, Associate Professor, Department of History
Director, Crown Family Center for Jewish and Israel Studies
Thursdays, 9:30 - 11:00 a.m. Norris University Center*

In modern political discourse, “anti-Semitism” is frequently invoked and infrequently defined. The imprecision with which the term is deployed leads to broad disagreements about the nature and scope of the phenomenon. Is anti-Semitism a form of racism? Of xenophobia? Of anti-religious animus, akin to Islamophobia? Is it a conspiracy theory? Does anti-Semitism assume that Jews constitute a religion? A nationality? An ethnicity? A “race”?

One reason these questions are so hotly contested is because they are usually discussed ahistorically, in isolation from the extensive academic scholarship on the origins and development of anti-Semitism—both the actual phenomenon and the descriptive term itself. This course traces the historical trajectory of anti-Jewish rhetoric, violence, and discrimination from antiquity through the present. We will pay particular attention to the analytical concepts that historians have developed and deployed—including, but not limited to anti-Semitism, antisemitism, anti-Judaism, and Judeophobia. Rather than seeking to isolate an overarching definition of what is and is not anti-Semitic, we will explore the specific contexts in which anti-Jewish animus and violence developed, and the constantly evolving role “Jews” (as individuals and as a category) have played at key historical junctures.

Mar. 28 **Ancient “Anti-Semitism” *Avant la Lettre*?**

What would it mean for “anti-Semitism” to have existed prior to the invention of the term itself--or for that matter, for “anti-Judaism” to have existed when the very categories of “Jews” and “Judaism” were not yet fully developed? This session will explore these conceptual questions from the historical vantage points of ancient Egypt and Persia, on the basis of both biblical and extra-biblical sources.

Apr. 4 **Jews, Christians, and Jewish Christians**

The advent of Christianity introduced a range of anti-Jewish accusations and stereotypes that would loom large in subsequent Jewish history --but those charges were initially voiced by Jews themselves, who constituted the leadership of the early church! Do the complexities of the Jewishness of early Christianity affect our understanding of subsequent Christian anti-Jewishness?

Apr. 11 **Medieval *Chimerae*?**

By the Middle Ages, ancient tropes and Christian theological traditions gave way to fears that were absurd on their face: that Jews ate babies, poisoned wells, desecrated the Eucharist, had distinctive odors, and even menstruated (the Jewish men, that is). How can we account for the development, and apparent widespread acceptance, of these beliefs and anxieties?

Apr. 18 **Jews and/as Race I: The Middle Ages**

Like “anti-Semitism” itself, the analytical term “race” did not exist in the pre-modern period--this has not stopped some recent historians from arguing that race and racialization are relevant categories for understanding even the distant past. This session will explore whether “anti-Jewish racism” is a useful analytical lens for making sense of the legal disabilities and episodes of persecution that punctuated the medieval and early-modern Jewish experience.

Apr. 25 **NO CLASS****May 2** **Jews and/as Race II: The Onset of Modernity**

By the 19th century, newly “scientific” (i.e. racist) ways of thinking about human difference recast Jewishness in the eyes of increasingly vocal (and self-proclaimed) anti-Semites. At the same time, radical social, economic, and political shifts brought the question of Jewish acceptance to the forefront of both elite and popular discourse. This session will survey these overlapping dynamics, and trace their longer term impacts on the status of Jews in Soviet Russia, Nazi Germany, and beyond.

May 9 **The United States**

Many Jewish historians have argued for an “American exceptionalism” when it comes to anti-Semitism, seeing US Jewish history as uniquely charmed in comparison to other global settings. Other scholars have excavated deep currents of anti-Jewishness stretching from the Revolutionary era to the present. In this session we will explore the spectrum of Jewish experiences in the USA, and assess which overarching narratives of US Jewish history can account for the often messy and contested historical data.

May 16 Semites and Anti-Semites

Anti-Semitism is often described as a recent, European import into the Middle East. After all, this argument goes, the inhabitants of Arab and Muslim societies were considered “Semites” themselves! To be sure, over the course of the 19th and 20th centuries tropes that had long dominated European Christian discourse on Jews began to be taken up by Arab nationalists, Muslim preachers and theologians, and city dwellers--sometimes with disastrous consequences. But these developments also drew upon much older tensions endemic to Jewish-Muslim relations since the early Middle Ages. This session will seek to trace the continuities and disjunctures in Middle Eastern and North African anti-Jewishness over the long term.

May 23 Zionism and Anti-Zionism

Is anti-Zionism equivalent to anti-Semitism? This session will draw upon our previous weeks of study to show this question is historically tricky, analytically reductive, and politically fraught. It is also, of course, central to modern Jewish politics and communal identity. We will try to get a handle on this complex issue by exploring the centrality of debates over anti-Semitism to the formation of Zionism.

May 30 The History of the Present

This lecture will synthesize all of the previous weeks in order to make sense of current debates and controversies.

D. *Pinocchio to Pokémon: The History of Children's Media*
Jacob Smith, Professor, Radio-Television-Film
Director, MA in Sound Arts and Industries
Thursdays, 1 - 2:30 p.m., Norris University Center

NOTE: This course includes suggested viewing material. Previewing is optional, but doing so will enhance your lecture experience. The list with links will be posted on our website OR you may search justwatch.com to find where each case study is currently available. If you are viewing the PDF of this brochure, you may click on the links below. Please bear in mind that titles constantly cycle in and out of every streaming service's library. Check with your local library to see if it circulates the DVDs or offers free access to Kanopy.com

When we consider the subject of children's media culture, we quickly discern a host of contradictory behaviors and attitudes: childhood is seen as a period of timeless wonder, but children are bombarded with all the latest fads and gadgets; we try to insulate children from the adult world, but provide them with media technologies that allow them easy access to it. This class will explore contradictions such as these by exploring the history of children's media. We will discuss film adaptations of fairy tales and classic children's literature; children's television; digital games; children's music; and online video. Our case studies will allow us to engage with debates about contemporary media culture and the nature of childhood. Children are often understood to be a particularly vulnerable segment of the media audience, and children's media has much to tell us about media regulation and censorship, theories about media influence, and the media's role in education and marketing.

Mar. 28 Media and the Construction of Childhood

We begin by thinking about the intersection of popular media and childhood: a crossroads that has long inspired both beloved content and adult concern. Next, we encounter an argument about the "social construction of childhood," a conceptual framework that will structure our consideration of a "modern" notion of childhood. Our case study this week is the film, *Big* (1988), which shows how popular narratives might shed light on the history of childhood.

Apr. 4 The Birth of the Children’s Audience: Fairy Tales and Classic Kid’s Lit

We begin our historical survey of children’s media by outlining some of the factors that contributed to a “modern” notion of childhood. Our primary case studies are fairy tales and books from the “golden age” of British children’s literature. Media adaptation provides a method for gauging how notions of childhood change over time, and we examine several versions of Lewis Carroll’s *Alice in Wonderland*, from the surreal to the spectacular.

Apr. 11 The Child Movie Audience, Censorship, and the Rise of Disney

This week we encounter the concept of the “moral panic”: a recurring social dynamic in the history of children’s media. Continuing our historical survey, we move to the 1910s and 1920s, when the rise of a child audience for motion pictures spurred a moral panic that movies were corrupting the nation’s youth. We’ll see how that panic helped to pave the way for Walt Disney, and we’ll take Disney’s *Pinocchio* (1940) as our case study.

Apr. 18 Postwar Kids’ Culture

The postwar era was marked by the Baby Boom and a dramatic shift in childrearing advice. This provides us with an opportunity to consider how trends in childrearing literature shape media practices in the home, a dynamic we can apply to more recent examples. With regards to the postwar era, we examine the “Poet Laureate of Permissive Childrearing,” Dr. Seuss. We’ll talk about Seuss’s little-known but fascinating *The 5000 Fingers of Dr. T* (1953). The postwar era was also marked by a new medium – television – and a new moral panic about its relationship to children.

Apr. 25 NO CLASS

May 2 Marketing to Children and “Home Alone” Kids

Television ushered in a new era of advertising directly to children. We examine concerns about advertising to kids, the intersection of the toy industry and TV, and influential brands like Barbie and GI Joe. We update this debate with a consideration of online “unboxing” videos. Our historical survey moves to the 1980s and 1990s and the blockbuster *Home Alone* (1990) has much to tell us about marketing to kids and a new kind of worldly-wise “latchkey kid.”

May 9 Media as Children’s Education

Television caused concern as a vehicle for advertising to kids, but it also held out the promise of a new kind of media education. This week we investigate educational and prosocial media for kids, with a focus on the history of PBS, the Children’s Television Workshop, and shows like *Sesame Street*, *Mr. Roger’s Neighborhood*, and *Blues Clues*. We consider some of the research on child development that shaped the style of these programs and compare a US and UK model of children’s television.

May 16 Children’s Play and Videogames

We shift our focus from film and television to videogames, tracking the rise of videogames as a form of popular entertainment and considering them in relation to theories of play. The history of play spaces provides a new perspective on games like *Pokémon* and *Minecraft*, as well as the multi-media LEGO franchise. The topics of children’s play and play space also bring up a host of other related issues, including playground design, the “free range kids” parenting movement, and concerns about “nature deficiency disorder” for media-saturated kids.

May 23 Meanings and Effects in Children’s Media; Revolutionary Childhood

This week we engage with one of the central debates about children and media: media violence and its effects on children’s behaviour. We outline some of the main arguments and research regarding media effects, as well as criticisms of that approach. We also examine an ideology of “revolutionary childhood” in Soviet Russia and Communist China, and look at several media depictions of child soldiers.

May 30 Kids Make Media

In our final session, we think about several ways in which children can be active participants in their media culture. First, we examine the history of child actors, who present a fascinating contradiction since they both embody the modern ideology of innocent childhood and go against that same ideology by being professional child laborers. We’ll watch some examples of famous child actors in action and discuss the particular characteristics of children as screen performers. The documentary *My Kid Could Paint That* (2007) provides a fascinating case study. We also think about kids as filmmakers – something that has become much more prevalent in the digital era. Finally, we consider children’s rights legislation and how it might translate into the active participation of children in media production.

ENROLLMENT DETAILS

Spring 2024

Enrollment for all courses is accepted each quarter once the brochure has been posted on the website nualumnae.org. We cannot provide advance notice of the posting.

Pricing

- EACH 90 minute, 9-week course is \$225.00. The fee covers both in-person attendance and access to each live-streaming, in-person lecture as well as the weekly recording which is available for 6 days only following the lecture.
- Late registration requires full payment; course fees are not prorated. Late registrants cannot access recordings from prior weeks if the links and passcodes have expired.
- There is no multi-course discounting.
- **In-person per diems are available:** \$30 per session by cash or check made payable to Northwestern University. Per diem students will not have access to lecture recordings. There are no online per diems.

Attendance Options and Timing

- **In-person attendance:** To ensure receipt of a course card for in-person attendance, enrollment must be completed by Friday, March 1, 2024. Materials will be mailed about two weeks before the courses begin. If one enrolls after Friday, March 1, 2024 materials will be held for pick up at Norris Center on the first day of the course.
- For those attending in person, a registration card must be shown each time you enter the lecture hall. Those arriving without their card will be given a temporary card, ONE time only. Thereafter, a replacement entry card will be required for \$30.
- **Online/live stream attendance:** To access the live stream webinar, the **TWO step enrollment process** must be completed by midnight, Thursday, March 21, 2024. If enrollment is not completed by Thursday, March 21, 2024, we cannot guarantee timely entry to the first sessions on Tuesday, March 26, the first day for Courses A and B or Thursday, March 28, the first day for Courses C and D.

How to Enroll

- **In-person:** Enroll at the Norris Box Office located at the Information Desk across from the McCormick Auditorium south entrance in Norris Center. Check the Norris Box Office website for hours of operation: northwestern.edu/Norris/services/box-office.html After 4 pm, campus parking is free.
- **Online:** Enroll at nbo.universitickets.com

New Students: If this is your first Alumnae course, create an account profile as “General Public.”

- o Verify your email address. Typos or an unused email address will make it impossible to send you information.
- o One needs to create an account profile once. If the system does not accept your email address, it is likely that you already have an account on the website. For assistance with issues creating an account, complete the Help Form on the Norris Box Office website. ***Do not create another account.***

Returning and New Students

- o Follow the steps to enroll. An email confirmation from noreply@audienceview.com verifies your **payment**.
- o If you do not receive a confirmation email, complete the Help Form on the Norris Box Office website to verify your enrollment.
- o No new enrollments will be accepted after 11:59 p.m. on April 11, 2024.

Zoom Webinar Registration to access the live stream

- To view the live stream, you **must** take the additional step of registering for Zoom Webinar through the link(s) provided in your payment confirmation email. (Scroll down the email to find the link.) Each course has its own registration link.
- **Zoom will ask you to confirm your name and email. You only have to do this once each quarter for each course.** Then, you will receive a confirmation email (no-reply@zoom.us) containing information about joining the webinar.
- Reminder emails will be sent from Norris Virtual 24 hours and one hour before each session.
- If you do not see the email with the attendee link, check your spam, junk, trash, or deleted messages folders for an email from **Norris Virtual <noreply@zoom.us>**.
- 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.

Access to Recordings

- The recording link and passcode will be provided by email within 24 hours after the live session concludes. **The email will come from Norris Virtual <Norris-virtual@northwestern.edu>.**
- The recording will be available for six days following that week's session.
- Your recording link and passcode is specific to your email and may not be shared. Sharing your links may void your registration without refund. For support from Norris Technical Services OR Norris Box Office, please complete the help form on our website nualumnae.org/content/online-help-form

For support from Norris Technical Services or from
Norris Box Office,
please fill out the form on our website
nualumnae.org/content/online-help-form

Please do not email professors regarding technical support.

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: 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 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: 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](http://nualumnae.org)



POLICIES

UNIVERSITY POLICY: 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.

COURSE REFUNDS

If one withdraws from class **prior to the first class/webinar**,

- a \$10 cancellation fee must be purchased online and a full refund will be given to the credit card used for the initial purchase.
- If enrolled to attend in-person, the class entry card must be returned before the refund is issued.

Return card to:

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

If one withdraws from class **after the first class/webinar**,

- a \$10 cancellation fee must be purchased online.
- \$30 must be purchased online in addition to the cancellation processing fee if withdrawing after the first class.
- \$60 must be purchased online in addition to the cancellation processing fee if withdrawing after the second class.
- If you have enrolled to attend in-person, the class entry card must be returned before the refund is issued.
- Return card to:

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

- **Thereafter, no refunds are given.**
- Credits are not given for future classes.
- A transfer, at no cost, to another class offered during the same quarter is an option. To request a transfer, complete the Help Form on the Norris Box Office website. Access to the live stream session and recording will depend on when the transfer is requested.

Parking for In-person Attendance

Busing from Ryan Field is no longer available.

Parking options are:

City of Evanston Public Parking: Public parking garage four blocks southwest of Norris Center, east of Chicago Avenue. Access garage from Clark Street or Church Street. (Church runs eastbound only.)

Sheridan Road: Metered parking on Sheridan Road, south of campus.

Segal Visitors Center: Pay-on-site parking in the Segal Visitors Center Parking Garage, located at the Campus Drive entrance on South Campus.

Accessible Parking: A limited number of accessible spaces for people with disabilities are available in the parking lot northeast of the McCormick Tribune Center. To reach this lot, enter the NU south campus on Campus Drive; go to the first stop sign and turn left into the lot. Additional accessible spaces are on the upper level, eastern end of the two-tier parking lot just north of the Segal Visitor Center. A visitor parking pass is not required to park in a parking space that is designated as accessible in this lot, provided that your vehicle has a valid government license plate or placard for people with disabilities.



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