



Celebrating 56 Years of
CONTINUING EDUCATION

Daytime Noncredit Courses for the Public

Sponsored by

The Alumnae of Northwestern University
Engaging Minds, Enriching Lives

Winter Quarter 2025

Tuesdays and Thursdays, Jan. 9 - Mar. 13

Register for Alumnae Courses online through Norris Box Office.
Check the Norris Box Office site for updated Winter 2025 online
enrollment dates and information: nbo.universitytickets.com
For additional support, call our voicemail number: (847) 604-3569.

NOTE: Thursday classes begin Jan. 9; Tuesday classes begin Jan. 14.

- A. Ordinary People: Putting a Face on Historic Times**
Faculty from multiple departments
Tuesdays, 9:30 - 11:00 a.m.
- B. Ukraine's Long Road to Independence**
Jordan Gans-Morse, Associate Professor, Political Science & Director, NU's Russian, Eurasian, and Eastern European Studies Program
Tuesdays, 1:00 - 2:30 p.m.
- C. Materials Science: The Study of the Stuff from which Useful Things are Made**
Multi-professor course
Thursdays, 9:30 - 11:00 a.m.
- D. Shakespeare Goes to the Movies in the 1990s**
Wendy Wall, Avalon Professor of Humanities, Professor, English
Thursdays, 1:00 - 2:30 p.m.

**Winter 2025 courses will be offered both in-person
and via Zoom Webinar.**

See details on pages 18 - 20 of this brochure.

**The Alumnae of Northwestern University
Continuing Education Program
Winter 2025**

The Alumnae of Northwestern University invites you to join us as we continue our 56th 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 18-20 for more detailed information.

Spring 2025 Preview
Tuesdays and Thursdays
April 1 - June 5, 2025

- A. Media History: Power, Protest, Passion**
Jon Marshall, *Associate Professor, Medill School of Journalism*
- B. Introduction to Islam: History, Culture, Politics**
Brannon D. Ingram, *Associate Professor, Religious Studies*
- C. Knowing the Score: Insights on the World of Sports**
Melissa Isaacson, *Assistant Professor, Medill School of Journalism*
- D. Big Ideas for a Better World**
Multi-Professor Course



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. Ordinary People: Putting a Face on Historic Times
Faculty from multiple departments
Tuesdays, 9:30 - 11:00 a.m. Norris University Center

This course will look at specific places and moments in history as seen through the lens of little-known voices and often forgotten lives from those times. It's a way of humanizing history through various personal documents and secondary source material that tell of the thoughts, achievements, and intriguing stories of ordinary people. What was their reality? How do these personal narratives reflect on the broader historical landscape?

Jan. 14 The Splendid Dead: An American Story
Kevin Boyle, William Smith Mason Professor of American History

A few hours before he was to be executed by the Commonwealth of Massachusetts, on a fevered night in August 1927, Bartolomeo Vanzetti asked for a last chance to see his sister, who had arrived from Italy a few days earlier so that he wouldn't die alone. She was already in hiding at an apartment on Boston's Beacon Hill, waiting for the night to end. A supporter rushed her over to Charlestown, across the barricaded bridge, down the deserted streets, through the mass of policemen gathered in the prison yard. By all rights the warden should have turned her away. But he'd decided that the night was going to be cruel enough already. She could have five minutes. Vanzetti had been prepared for execution. She pressed up against the bars of his cell so they could speak in whispers. As she was about to leave, he slipped her the letter he'd spent the last hours trying to write. "*Sorella carissima,*" it began, "*Io sono innocente.*" "I am innocent." A simple declaration. An absolute assurance. A gift for his sister to carry back to the family Vanzetti had abandoned two decades before. If only it were true. In this talk, I'll tell his story.

Jan. 21 The City Logical: Why the Edward P. Brennan Plan for Chicago is More Important than the Daniel Burnham Plan
Bill Savage, Professor of Instruction, English

Most Chicagoans, and any tourist who has taken the Chicago Architectural Center's River Tour know of Daniel Burnham, the man who led the Colombian Exhibition planning process, and whose *Plan of Chicago* (written with Edward Bennett and lushly illustrated) is generally credited with starting the "City Beautiful" movement and creating grand spaces like our Lakefront Park system. But far more important to the lives of everyday Chicagoans and tourists trying to find an unfamiliar destination, was the plan of Edward P.

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Brennan, an everyday Chicagoan himself. In 1909, after years of lobbying, he convinced the City Council to create a logical grid system, with State and Madison Streets as the X and Y axes of our East-West and North-South addresses. He also crusaded to regularize our street names. This pair of initiatives has made Chicago a City Logical, easy to navigate. In this lecture I will explore the process Brennan went through, and the deeper meaning of the street names, from Leif Erickson Drive to Du Sable Lake Shore Drive.

Jan. 28 Metering the Public Way

Henry Binford, *Professor emeritus, History*

This lecture examines a momentous innovation that occurred in Oklahoma City in the summer of 1935, when an unlikely trio introduced the first coin-operated parking meter. The aim was to combat congestion, but the consequence was outrage, controversy, and litigation. We will examine how this event fit into a long history of regulating activity and space in cities, in the context of changing ideas about the meaning of “public.”

Feb. 4 Phillis Wheatley and Ona Judge: Black Women, Slavery and Freedom in the Revolutionary Era

Leslie Harris, *Professor, History*

A comparison of the lives of Phillis Wheatley and Ona Judge gives a sense of the different experiences of enslaved women in the eighteenth and nineteenth centuries. Wheatley was kidnapped as a child in Africa and sold into slavery, while Ona Judge was born into slavery in Virginia and owned by the Custis estate of Martha Washington. This lecture will tell the fascinating stories of their lives and how they ultimately gained freedom.

Feb. 11 Colored Orphan Asylum of Antebellum New York City and Interracial Cooperation

Leslie Harris

New York City’s Colored Orphan Asylum opened in 1836. This lecture will explore the Quaker white women who founded it; the Black children and parents who were clients; the Black doctor who worked with them; and what this says about the possibility for interracial collaboration in the pre-Civil War United States.

Feb. 18 Abortion and Patriarchy in Small Town New England ca. 1860

Kate Masur, *Board of Visitors Professor of History*

This lecture tells the story of a young woman who died from an abortion in New England in 1858 and the legal proceedings against the doctor who provided it. Along the way, we’ll touch on how people in this milieu understood gender

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relations, pregnancy, and contraception. The Supreme Court's 2022 Dobbs decision gave extensive attention to abortion restrictions in the mid-nineteenth century, giving new salience to the topics discussed in this lecture and the next.

**Feb. 25 Slavery, Motherhood, and Women's Authority
During the Civil War**

Kate Masur, *Board of Visitors Professor of History*

This lecture explores the 1863 publication of Fanny Kemble's *Journal of a Residence on a Georgia Plantation*. Kemble, an abolitionist white woman, delivered an uncommonly frank account of enslaved women's experiences with pregnancy and childbearing. We'll explore how the book, which was widely reviewed, both reflected and advanced American discussions of race, gender, and power amid the Civil War.

**Mar. 4 Americans Who Dared: Aiding Refugees
During the Nazi Era**

Daniel Greene, *Adjunct Professor, History*

During the 1930s and '40s, some Americans overcame enormous challenges to help Jewish refugees who were seeking to escape Nazism's grip. Most worked within networks of religious or humanitarian organizations, using both legal and illegal means to overcome significant obstacles, including restrictive US immigration laws. This lecture will focus on Americans who took extraordinary risks, and sometimes jeopardized even their own safety, to assist people in areas of Europe that Nazi Germany controlled or occupied.

**Mar. 11 From Bicycles to Bloomer Girls: How Chicagoans and
Wildcats Shaped Women's Sports**

Caitlin Fitz, *Associate Professor, History*

This lecture will explore how Northwestern's students, faculty, and alumni – and Chicagoans more generally – have shaped American women's sports. We'll explore why Frances Willard linked bicycles to women's empowerment in the 1890s. We'll watch Olympic organizers respond when NU undergraduate back-stroker Sybil Bauer became the first woman to break a men's world record in 1924. We'll explore why, when the *Chicago Defender* polled readers to identify the city's most popular Black athlete in 1927, women were nearly a third of the nominees, and we'll study the cultural impact of Jazzercise, invented by Evanstonian Judi Sheppard Missett '66. These local histories will serve as a window into the broader history of American women's sports.

B. Ukraine's Long Road to Independence

Jordan Gans-Morse, *Associate Professor, Political Science & Director, NU's Russian, Eurasian, and Eastern European Studies Program*

Tuesdays, 1:00 - 2:30 p.m. Norris University Center

This lecture series will provide an overview of the evolution of Ukraine's political system, national economy, and foreign relations with Russia and the West, with a focus on how these dynamics led to Russia's catastrophic invasions of Ukraine in 2014 and 2022.

Jan. 14 Entangled Histories

This course will begin with a brief survey of Russia and Ukraine's entangled histories from ancient Rus through the Soviet era.

Jan. 21 The Soviet Collapse

This week's lecture will be an analysis of the key factors contributing to the Soviet Union's disintegration and the emergence of an independent Ukraine.

Jan. 28 The Chaotic '90s

This will be an introduction to Ukraine's initial efforts to create a democracy, market economy, and nation-state in the 1990s.

Feb. 4 Russia and Ukraine's Divergence

We will consider how Putin's ascension to power and Ukraine's Orange Revolution set Russia and Ukraine on diverging paths in the early 2000s.

Feb. 11 Ukraine's National Identities

We will analyze the evolution of Ukrainian national identities with respect to language, ethnicity, and divided allegiances to Russia and the West.

Feb. 18 Ukrainian Foreign Policy

We will cover key events in Ukrainian relations with Russia and the West throughout the nearly quarter century between the Soviet collapse and the 2014 Maidan Revolution.

Feb. 25 The 2014 Maidan Revolution

We will consider the causes of the Maidan Revolution and its aftermath, including Russia's invasion of Ukraine and annexation of Crimea.

Mar. 4 Russia's Full-Scale Invasion

We will discuss the factors leading up to Russia's full-scale invasion of Ukraine in 2022, including the Maidan Revolution, Russia's authoritarianism, and Ukraine's westward turn.

Mar. 11 Ukraine, Russia, and 21st Century Democracy

We will place Russia's war and the growing divide between a neo-totalitarian, anti-western Russia and a democratic, pro-western Ukraine in the context of global trends.

Recommended Reading: Popova, Maria and Shevel, Oxana, *Russia and Ukraine: Entangled Histories, Diverging Stories*, Polity Press (January 16, 2024).

C. **Materials Science: The Study of the Stuff from which Useful Things are Made**

Multi-professor course

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

Do you ever wonder what makes objects around you strong, flexible, long-lasting, or weather-proof? From concrete used in Ancient Rome to the airplane skins of today, learn from Northwestern's Materials Science and Engineering Department's world-famous faculty how material science is crucial to the design and production of items that affect our daily lives.

Jan. 9 **What Stuff? The Different Kinds of Materials**
Steve Carr, *Professor Emeritus, Materials Science and Engineering, and Chemical and Biological Engineering*
Vinayak Dravid, *Abraham Harris Professor of Materials Science and Engineering; Founding Director, Northwestern University Atomic and Nanoscale Characterization (NUANCE) Center*

Everything we use and touch in our everyday lives is made from a material that is the result of profound human progress. In prehistoric times this involved using art to convert natural substances into useful objects, but as civilization progressed these arts led to more valuable materials, such as pottery and eventually metals. It wasn't until the 20th century that engineering and science were brought to bear on creating materials, such as plastics and semiconductors, that enable all the technologies on which we depend daily.

Jan. 16 **Metals: From the Iron Age to the Present**
Ian McCue, *Assistant Professor, Materials Science and Engineering*

Metals emerged in civilization nearly four millennia ago, starting with alloys of copper and later iron. These materials led to progress in agriculture, coinage, warfare, transportation, and tools. In the last half-millennium additional metals have been obtained through processes that convert other minerals into objects on which we depend. Science and engineering have been instrumental in achieving such a dazzling array of useful things – just think of orthopedic implants and jet engines.

Jan. 23 **Ceramics: Not Just Clay Pots**
Scott Barnett, *Professor, Materials Science & Engineering*

Articles made from ceramics emerged over 25 millennia ago because the processes for converting minerals, which are typically oxides, into a finished item are relatively simple. Things like dishes, pottery, bottles, and even stained-glass windows and eyeglasses emerged from continuous progress in the ceramic arts. However, the 20th century saw a proliferation of new ceramic materials that are key to many electronics applications we all enjoy so well.

Jan. 30 Polymers: What They Are and What They Do**Ken Shull**, *Professor, Materials Science & Engineering*

Wood, which is arguably the earliest material used by humankind for the activities of life, is a polymer; as are synthetic materials like polyethylenes and nylons polymers. What they all have in common is a molecular structure that can be described as a long chain macromolecule. The very molecules of life: proteins, carbohydrates, and DNA/RNA, are polymers!

Feb. 6 Composites: The Evolution from Wood to Concrete to FRPs**Gianluca Cusatis**, *Professor, Civil and Environmental Engineering*

Physical combinations of materials are what we call composites. Probably the earliest examples are concretes. Many of us have visited the Pantheon in Rome, built a little over 2000 years ago, and were astonished to learn that it was made of concrete. Over the ensuing millennia the chemistry of the cement binder has improved remarkably, and the mix of materials combined has led to Portland cement concretes, which are the most abundantly-used man-made substances on earth. Wood is the only kind of materials that rivals concrete, and now wood is being modified to make things ranging from fabrics to skyscraper girders. An entirely new class of materials is fiber-reinforced composites. Applications that were enabled by fiber-reinforced plastics range from the hulls of modern recreational boats to most of the structural parts of modern aircraft.

Feb. 13 Materials for Electronics: We've Come a Long Way since your Transistor Radio**Jeff Snyder**, *Professor, Materials Science and Engineering*

In the 20th century, solids made from novel combinations of metals and non-metals began to be investigated in earnest. Interesting properties, especially involving electronic and optical behavior, were discovered, and soon those classified as semiconductors were put to use as transistors in electronic circuits. Then the ability to microminiaturize such circuits was developed, and this led to the mass production of “chips” – and we know that “chips” are everywhere, right? In contrast, the ability to produce the widely used semiconductor silicon in large plates has allowed us to have large photovoltaic panels that convert sunlight into electricity for the electrical power supply of entire countries. LED lights and lasers all are based on semiconductors, too.

Feb. 20 Sustainability: How Do We Achieve It?

Steve Carr, *Professor Emeritus, Materials Science and Engineering, and Chemical and Biological Engineering*

The concept of a sustainable material is that its supply cannot be exhausted – that we cannot ever run out of it. Therefore, except for wood, almost none of the materials we have covered is sustainable. However, we can approach that limit by choosing materials that can be recycled indefinitely or whose supply comes from a source that is enormous in comparison with our demand for it. Accordingly, we are exhorted to “reuse, reduce, recycle, or redesign.” Examples of complying with this practice abound, but there is a need to align our judgement with the economics that goes along with each of them. Assessment of these alternative practices requires a thorough life cycle analysis (LCA), including such things as 1) water and energy consumption to make the article under consideration, 2) raw materials consumed in producing it, and 3) all the demands that using the article will impose on us when using it.

Feb. 27 Materials Selection: How to Avoid Making Lemons

Steve Carr, *Professor Emeritus, Materials Science and Engineering, and Chemical and Biological Engineering*

So many failed products can have their weakness traced back to an inadequate effort to choose the right material. Choosing the right material for a successful article involves a thorough but straightforward process. It starts with identifying what the item is to accomplish. This will assure that the product will meet users’ expectations of what they value. From there, one can proceed to identify performance requirements and the properties that will lead to realizing that performance. However, the last part is essential - assure yourself that your selection will work. This involves testing of prototypes of your item under all plausible conditions, including conditions that lie well out of the normal range. This proof testing can seem extravagantly expensive, but it is the only path to follow, and furthermore one needs to have a way of monitoring – and correcting for – unexpected conditions that only show up when customers are using the product.

Mar. 6 NO CLASS

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Mar. 13 **Benefiting Society: The Ultimate Cost-Benefit Analysis**
Wei Chen, *Chair and Professor of Mechanical Engineering*
Steve Carr, *Professor Emeritus, Materials Science and Engineering, and Chemical and Biological Engineering*

This is where the “rubber meets the road,” to use a metaphor that involves a material. What is the consequence of a new technology, given that it almost certainly depends on the material(s) of which it is made? Everything performs at limits set by these materials. Here’s one example: the higher the temperature at which a jet engine operates, the higher will be its efficiency, but at some point, the metals used in the combustion chambers or in the turbine blades will fail from being too hot or spinning too fast. Thus, it is those metals that set the efficiency of that engine. It is no surprise that scientists are applying their methods to understand at a fundamental level how to create a metal that will operate at ever-higher temperatures. Yes, cost figures into this picture as well. Engineers need to understand the underlying science for each material because they are responsible for assuring performance, including avoiding failure and maximizing useful life. The combined efforts of scientists and engineers are essential for the appearance of new technologies based on new materials.

D. Shakespeare Goes to the Movies in the 1990s

Wendy Wall, *Avalon Professor of Humanities, Professor, English*
 Thursdays, 1:00 - 2:30 p.m., Norris University Center

For hundreds of years, Shakespeare has been considered a high-brow literary genius whose plays were widely available in the classroom and on stage. In the 20th century, after Shakespearean silent films flourished, Hollywood studio heads famously denounced his works as “box office poison.” With the exception of a few films by Laurence Olivier and Franco Zeffirelli, movie makers just couldn’t successfully make Stratford meet Hollywood. In 1989, however, Kenneth Branagh defied the odds and created his “hit” *Henry V*, which convinced producers that there was a real market for Shakespearean films. The 1990s then witnessed no less than fifteen separate Shakespearean movies released for a mass audience, along with fifteen additional adaptations. In this class, we will examine the 1990s heyday of Shakespearean movies, with attention to how directors crafted radically different styles to make the bard’s plays speak to issues such as violence, marriage, corporate power, changing gender roles, nationalism, war, and US racial tension. This course will use “the Branagh effect” to think about the fascinating relationships between Shakespeare and popular culture – in his day and our own.

Although we will sample clips from an array of films, I will focus on the following 1990s productions: *Much Ado About Nothing* (Branagh), *Othello* (Parker), *Richard III* (Loncraine), *Romeo + Juliet* (Luhmann), *Twelfth Night* (Nunn), *A Midsummer Night’s Dream* (Hoffman), *Hamlet* (Almreyda), and, of course, *Shakespeare in Love* (Madden). Bring your own popcorn and let’s go to the movies with the bard!

Jan. 9 Shakespeare and Popular Culture

In his own day, Shakespeare was popular culture rather than a staple of the educational curriculum. In this lecture I will explore the 1590s London entertainment industry before fast forwarding to the emergence of Shakespeare movies in the 20th century, from silent films to full sound films. This context paves the way for us to better understand the “Branagh phenomenon,” beginning with the box office success *Henry V* in 1989 and enhanced by the invention of the cineplex. How did Branagh “translate” Shakespeare to film, building on the legacy of Vietnam era films and Olivier’s strategies? How did he make a remote historical story about the ethical quandaries of war entertaining and popular?

Jan. 16 *Much Ado About Nothing*

How do you Hollywoodize Shakespeare? Imagine a lush, sunlit Tuscan countryside estate in which Hollywood celebrities (including Denzel Washington, Keanu Reeves, and Michael Keaton) intermix with established British stage actors (such as Emma Thompson and Kenneth Branagh). You have the recipe for Branagh's 1993 exuberant crowd pleaser, *Much Ado About Nothing*. Shakespeare's comedy famously offers sparring lovers, a feisty female lead, a conniving villain, bumbling comic fools, faked deaths, and confusions of identity. In this lecture, we will explore how Branagh engages with 1990s sexual politics, in part through allusions to Hollywood genres and a "realistic" mode of movie storytelling. We will end by comparing this film to Josh Whedon's small budget 2012 *Much Ado about Nothing* and Kenny Leon's 2019 all-Black stage production set in contemporary Georgia.

Jan. 23 *Othello*

How does *Othello* read differently in the context of the OJ Simpson trial, Clarence Thomas hearings, Gulf wars, and increased attention to US racial injustice? In 1995, Oliver Parker released his big budget film version of this famous tragedy of interracial love, featuring a Hollywood lead, Laurence Fishburne (the first Black actor to star in a film version of the play) and Branagh as the deliciously evil villain Iago. Continuing a "realist" style of line delivery and storytelling, Parker imaginatively cross-cut, edited, and reframed this riveting story of rhetorical manipulation, racial insecurity, traumatic jealousy, and professional envy. This lecture will end by seeing how this representation of black masculinity and threatening sexuality compares to the 2001 modern-language teen adaptation *O*, with the title character as a star basketball player in an elite Southern high school.

Jan. 30 *Richard III*

What would history look like if England had been taken over by Hitler? In 1995, director Richard Loncraine staged this alternative-history by situating Shakespeare's *Richard III* in glamorous 1930s England, complete with crooning singers, glamorous outfits, blasé elites who ignore fascism, and a cynical, disabled villain who kills his way to the top. Loncraine cast Hollywood A-list actors (Annette Bening and Robert Downey Jr.) as American interlopers in a hopelessly broken royal family played by Kristen Scott Thomas, Maggie Smith, Nigel Hawthorne, and Jim Broadbent—with the amazing Ian McKellen in the title role. In this lecture, we'll learn more about Tudor dynastic politics to understand how Shakespeare generated his own version of popular history on stage. Then we'll think about how Loncraine uses McKellen's charisma and a campy over-the-top style to counter the realism of other contemporary Shakespearean movies.

Feb. 6 *Romeo and Juliet*

How do you make Shakespeare postmodern? Australian Baz Luhrmann's 1996 *Romeo + Juliet* not only reached a large international teenage audience (with its heartthrob leads, Leonardo DiCaprio and Claire Danes) but employed an "in your face," MTV style of jump-cuts and quick edits as well as a raucous soundtrack of pop music. In this lecture, we will explore how Luhrmann interprets the classic story of star-crossed lovers, in part by incorporating a non-realistic aesthetic and in part by grappling with dilemmas of modernity: corporate warfare, media saturation, the commodification of religion, ethnic/racial tension, toxic masculinity, and urban violence. After examining the play's wickedly clever allusions to Shakespeare and to Hollywood, we'll do some comparative analysis with Zeffirelli's 1960s countercultural film version and the influential *West Side Story*. How does the nature of tragedy change when these famous lovers emerge in the movies?

Feb. 13 *Twelfth Night*

What would happen if you put a cross-dressed character in the world of *Downton Abbey*? Trevor Nunn's 1996 *Twelfth Night* did exactly this, framing Shakespeare's festive story of separated twins and gender-fluidity as a 19th-century realist period piece, complete with unruly servants and love-struck aristocrats. Featuring distinguished British stage and film actors such as Nigel Hawthorne, Imogen Stubbes, Helena Bonham Carter, and Ben Kingsley, Nunn makes music a tool for exploring the hilarious unpredictability of desire. We'll end our discussion by contrasting Nunn's engagement of 1990s gender and sexuality issues with the National Theater's 2017 production, which added one additional layer of gender twisting through unusual casting.

Feb. 20 *A Midsummer Night's Dream*

What happens when fantasy and love come into conflict with socially approved notions of marriage and decorum? In a world of unreality, how do you know who you really are? Directors for centuries have looked to one of Shakespeare's most popular comedies to explore these questions. Michael Hoffman's 1999 film version puts Shakespeare's story of magic and fairy worlds into an 1890s Italian town, where technologies like record players and bicycles are changing ways of life. The ensemble cast is full-on Hollywood, featuring Kevin Kline, Michelle Pfeiffer, Rupert Everett, Stanley Tucci, Calista Flockhart, and Christian Bale. In this lecture, we will think about this film's exploration of gender roles, love, authoritarian rule, marriage, and identity by comparing it with other versions (for instance, by Peter Hall and Julie Taymor). How does the unreality of relationships read differently in the 1990s?

Feb. 27 *Hamlet*

Michael Almereyda's 2000 *Hamlet* puts the title character (Ethan Hawke) in a Manhattan Blockbuster video store, where he recites the famed "to be or not to be" soliloquy framed by wistful gazes at movies featuring action heroes. Almereyda uses Shakespeare's most famous tragedy to comment on modern urban life among the sleek but corrupt world of the elite, where corporations rule and everyone grapples with new media technologies. What role can art have in this chaotic space? Starring Kyle MacLachlan, Bill Murray, Julia Stiles, and Sam Shepard, this very contemporary view of how the GenX generation might understand what's rotten in the state of Denmark was the third *Hamlet* movie to appear in the 90s. To appreciate Almereyda's version, we will compare it to Zeffirelli's 1991 "action" version starring Mel Gibson and Glenn Close, as well as Branagh's four-hour, Oscar-nominated (but limited-release) 1996 epic.

Mar. 6 **NO CLASS****Mar. 13** *Shakespeare in Love*

Our grand finale is a tour through John Madden's Oscar-winning witty film, which fictionalized Shakespeare's early career and revealed the supposed "real-life" origins of Romeo and Juliet. This film imagines what Renaissance authorship was like in the brutal commercial world of the London theater industry. Chock full of "in the know" references to contemporary playwrights, 1590s London, and the rigidity of the Renaissance social hierarchy, this film strikingly views Shakespeare's theater through the lens of the Hollywood entertainment industry, complete with egos and crass commercial bargains. This hit included a stellar cast—Joseph Fiennes, Gwyneth Paltrow, Colin Firth, and Judy Dench—with writing credit to Tom Stoppard. As background, this lecture will discuss longstanding debates about who really wrote Shakespeare's plays, which reveals struggles to square reverence for the world's most famous literary icon with sketchy human biographies from the past. We'll see how *Shakespeare In Love* invites audiences to consider the main topic of our course: art's relationship to economic realities, media, and popular culture.

Discover our new website!

NUalumnaecourses.org



For handy reference or to share with a friend, pick up a card when you come to an in-person class.

THE ALUMNAE OF NORTHWESTERN UNIVERSITY



**CONTINUING
EDUCATION**

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ENROLLMENT DETAILS

Winter 2025

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

Pricing

- EACH 90 minute, 9-week course is \$235.00. 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, December 13, 2024. Materials will be mailed about two weeks before the courses begin. If one enrolls after Friday, December 13, 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, Monday, January 6, 2025. If enrollment is not completed by Monday, January 6, 2025, we cannot guarantee timely entry to the first sessions on **Tuesday, January 14, the first day for Courses A and B** or **Thursday, January 9, 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.universitytickets.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 January 27, 2025.**

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 from
Norris Box Office,
please fill out the form on the NBO website,
nbo.universitytickets.com

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
our Continuing Education website homepage:
NUalumnaecourses.org

Click on “Join Mailing List” at the top right 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: **NUalumnaecourses.org**

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

Like us on Facebook: nualumnae



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.

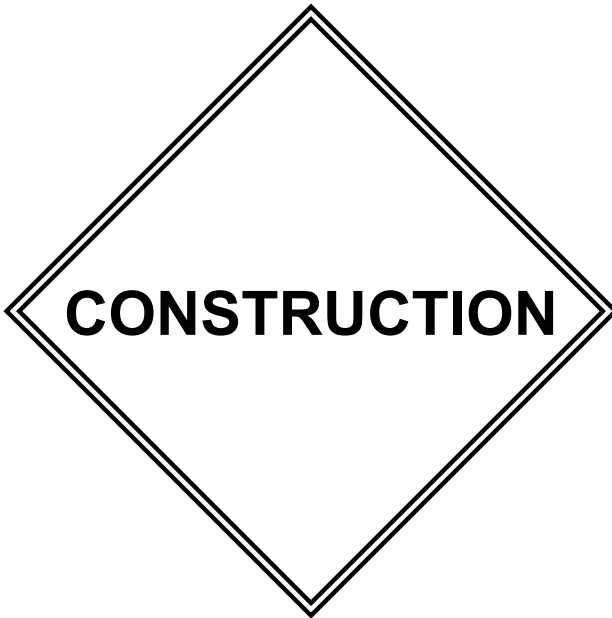
Accessible Parking: A limited number of accessible spaces for people with disabilities are available in the parking lot northeast of the McCormick Tribune Center. To reach this lot, enter the NU south campus on Campus Drive; go to the first stop sign and turn left into the lot. Additional accessible 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.

NOISE ALERT

PLEASE BE ADVISED

There is an ongoing construction project on the east lawn area of Norris University Center that will continue throughout the year until June, 2025.

We have been advised that the sounds of the construction will reverberate through the building from time to time. We ask for your patience and understanding.





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.
