



Celebrating 57 Years of
CONTINUING EDUCATION

Daytime Noncredit Courses for the Public

Sponsored by

The Alumnae of Northwestern University

Engaging Minds, Enriching Lives

Fall Quarter 2025

Tuesdays and Thursdays, Sep. 16 - Nov. 20

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

- A. The Alumnae Lyceum: Reflections on the Past and Present**
Multi-professor Course
Tuesdays, 9:30 - 11:00 a.m.
- B. Theory of Knowledge for a Polarized Age**
Sanford Goldberg, Professor, Philosophy
Tuesdays, 1:00 - 2:30 p.m.
- C. Behind the Scenes: Conversations with Filmmakers, Play Creators, and Entertainment Industry Insiders**
Brett Neveu, Assistant Professor, Radio/TV/Film
Thursdays, 9:30 - 11:00 a.m.
- D. United States Foreign Policy**
Daniel Krmaric, Associate Professor, Political Science
Thursdays, 1:00 - 2:30 p.m.

**Fall 2025 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
Fall 2025**

The Alumnae of Northwestern University invites you to join us as we continue our 57th 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.

Parking for In-person Attendance

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.



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. The Alumnae Lyceum: Reflections on the Past and Present
Multi-professor Course
Tuesdays, 9:30 - 11:00 a.m. Norris University Center

Following the 19th century American Lyceum tradition for public education, the Alumnae Continuing Education program is offering a nine-week eclectic lecture series on a range of engaging topics. The lectures will provide perspectives and analyses on topics of historical as well as timely public interest. A number of lectures focus on political, economic, environmental, and legal issues, both national and global, while other lectures will explore updates in the fields of health and medicine. The course will feature outstanding faculty from various schools and departments within the university.

Sep. 16 Tectonic Shifts in the Global Economic Landscape
Stephen Nelson, Associate Professor, Political Science

The rules-based international economic order has fractured. To better understand the economic earthquake and its aftershocks, this lecture follows two tracks. First, I will identify some key reasons for the turn against globalization. Second, I will try to map the global economic terrain in the wake of the current assault on the foundations of globalization.

Sep. 23 NO CLASS - Rosh Hashanah

Sep. 30 Flirting with Imperialism
*David Zarefsky, Owen L. Coon Professor Emeritus of
 Argumentation and Debate; Former Dean of the School
 of Communication*

While the 19th century found many countries acquiring colonies and building empires, the United States saw territorial expansion differently: as a path to the formation of new states on terms of equality with the old. But by the 1890s, the U.S. seriously considered becoming an imperial power with regard to Hawaii, the Philippines, Puerto Rico, and Cuba, for instance. In an intense national controversy, Indiana's Albert J. Beveridge called for imperialism while William Jennings Bryan spoke out in opposition. The belief that holding colonies was both a sign and a responsibility of a great power, as well as a source of economic gain, enjoyed a brief heyday, but by the mid-20th century each of the U.S. possessions was on the path to commonwealth status, statehood, or independence. After World War II, most of the world renounced imperialism. But the rhetoric of imperialism is not quite dead; traces can be found in the 2025 Presidential Inaugural Address. This lecture will examine these trajectories and their implications.

Oct. 7 Deciphering the Recent Changes in U.S. Global Strategy
William Reno, Professor and Chair, Political Science; Joint Appointment with the Program of African Studies

Does the United States have a grand strategic vision? The first months of the new administration have seen many measures aimed at China, a rising superpower that has ended the post-Cold War era of unchallenged U.S. global dominance. But the emerging reality may not be so simple. This presentation outlines the emerging elements of a new grand strategy amidst increased global competition and assesses it alongside established strategic thinking – an exercise that points to the risks and the rewards of this administration’s approach to global affairs and helps to anticipate what comes next.

Oct. 14 Ireland and the American Revolution
Scott Sowerby, Associate Professor, History

In this lecture, Professor Sowerby tells a tale of archival manuscript research in three countries on two continents that yielded a surprising set of results. In the summer of 1775, British administrators were desperate to get more Irish Catholics to enlist in the British army to go fight the rebellious American colonists. But Catholic worship was still formally banned both in Ireland and in the army. A sort of eighteenth-century version of “don’t ask, don’t tell” emerged, where Catholics were being recruited in large numbers as soldiers, while their recruitment was not openly acknowledged by army officers. This talk puts this odd episode in the context of the wider ideological struggles being waged in 1775 in both Ireland and America, with both places poised on the brink of different sorts of revolutions.

**Oct. 21 Current Threats to Knowledge Production
in the United States**
*Heidi Kitrosser, William W. Gurley Professor of Law,
Pritzker School of Law*

There are many institutions, both public and private, on which Americans long have relied for evidence-based, expertise-driven information and analysis. Such institutions include universities, press outlets, and public agencies devoted to science, economics, and other disciplines. Increasingly, however, these institutions face threats from legal, political, and economic forces. This lecture will focus on some of these threats, including state and federal efforts to micro-manage university classroom instruction, private lawsuits by the U.S. President against news organizations, federal regulatory actions against broadcast media, and executive and judicial developments that threaten the independence of the federal civil service.

Oct. 28 Public Health Challenges in an Era of Misinformation

*Dr. John P. Flaherty, Professor of Medicine
(Infectious Disease) and Medical Education*

This lecture will review emerging and re-emerging infectious disease threats and the impact of vaccine hesitancy, rejection of public health measures, the promotion of unproven treatments and defunding infectious diseases research.

Nov. 4 Measuring Biological Age in Humans: Navigating the Journey to Health Span Extension

*Dr. Douglas Vaughan, Irving S. Cutter Professor of
Medicine Emeritus (Cardiology); Director, Potocsnak
Longevity Institute*

For the first time in human history, we have the opportunity to shift the medical paradigm from reactive treatment of disease to proactive extension of health span. We now possess the tools to quantify biological age in real time using advanced molecular profiling and novel AI-powered measures such as ECG-age and retinal imaging. Built to accommodate standardized protocols, harmonize data capture, and promote multisite implementation, the Human Longevity Laboratory at Northwestern provides a future-ready infrastructure to test a wide range of interventions that may impact the trajectory of aging. This includes not only pharmacologic therapies, but also lifestyle modifications, dietary regimens, supplements, and integrative approaches. Moreover, it offers a unique opportunity to validate – or refute – widely used public health interventions and economic consumer products that claim to extend lifespan – or enhance vitality. In this way, the Northwestern Human Longevity Laboratory of the Potocsnak Longevity Institute establishes a long-term testing platform for transformative health span research, delivering robust, evidence-based answers to some of the most pressing questions in aging and longevity science.

Nov. 11 Poison Fruit: The Rise of the California Strawberry and America's Toxic Farm System

Shana Bernstein, Clinical Associate, Legal Studies and American Studies

This lecture will explore the history of agricultural regulation through the lens of the production and marketing of the California strawberry, the most toxic produce item and, as a year-round staple of the American fruit industry, one of the biggest beneficiaries of capitalist-driven agricultural policies. It will chronicle how legislation has failed – and still fails – to protect consumers, farmworkers, and the environment. It will tell the stories of the reformers who since the 1960s have attempted to alert the rest of us to the dangers of chemical agriculture – the environmentalists and scientists, the occasional farm owner, and most centrally, the farmworkers whose frontline experiences with agricultural toxins has made them the canaries in the coal mines.

Nov. 18 The Paths Out of Town: Trash in the Twentieth-Century United States

Keith Woodhouse, Associate Professor, History

This lecture will consider what American municipalities did with city dwellers' trash in the mid and late-twentieth century. It will focus particularly on Philadelphia and New York. Both cities experimented with various strategies for storing and disposing of trash, but Philadelphia, in particular, invested in moving trash far away while New York piled up trash within city limits. Ultimately, the lecture will reckon with the fact that trash does not go away; it only changes in form and meaning.

B. Theory of Knowledge for a Polarized Age
Sanford Goldberg, Professor, Philosophy
Tuesdays, 1:00 - 2:30 p.m. Norris University Center

This class will explore the prospects for acquiring knowledge in a highly polarized world and the challenges we face in our attempts to do so. We will examine what knowledge is, why polarization threatens it, and how the sources of the threat might be managed. The class will combine areas of philosophy (epistemology, or the theory of knowledge) and cognitive science (cognitive psychology). Above all, we will try to understand why many people think that understanding the nature of and prospects for knowledge is more important today than it has been in decades.

UNIT 1: THE BASICS

Sep. 16 Knowledge

This class session provides an introduction to the theory of knowledge: the questions that it addresses, and the concepts it employs. In this way we will be laying the groundwork for the terminology we will be using for the rest of the quarter. Key questions include: What is knowledge? How can we tell if we have it? Can we ever be certain? And are there reasons to doubt that we ever acquire it? In addressing these questions, we will be introducing some basic concepts, including *truth, judgment, belief, evidence, reasons, rationality, reliability, responsibility, fallibility, and degrees of confidence.*

Supplementary Reading: Jennifer Nagel, *Knowledge: A Very Short Introduction*. (Oxford: Oxford University Press, 2014.)

Sep. 23 NO CLASS - Rosh Hashanah

Sep. 30 Testimony

This class session provides an introduction to one particularly important source of knowledge: other people's testimony or say-so. We explore our unavoidable intellectual dependence on others, as well as the prevalence of the knowledge which this dependence makes possible. We explore the hypothesis of *the division of intellectual labor*. And we discuss the ways in which our intellectual dependence on others enables the highest forms of human culture (art, science, philosophy), while it also exposes us to the characteristically human risk of being manipulated by others. Key questions include: what policy should we adopt towards the say-so of our fellows? Are there ways to assess what others tell us to ensure that we only accept what is true? Why are many people overly credulous on some occasions, yet overly skeptical on others?

Supplementary Reading: Joe Shieber, *Testimony: A Philosophical Introduction* (NY: Routledge, 2015.)

Oct. 7 Trust

This class session introduces students to the theoretical issues surrounding the phenomenon of trust. We contrast various disciplinary approaches to trust – economic, psychological, and philosophical. Key questions include: Is trust fundamentally an emotional phenomenon? an intellectual phenomenon? both? neither? How does trust relate to things like faith, belief, hope, or taking things for granted? Is there any sense to the idea that human beings are trusting by nature? When is it rational to trust?

Supplementary Reading: Katherine Hawley, *Trust: A Very Short Introduction* (Oxford: Oxford University Press, 2012.)

Oct. 14 Expertise

This class session introduces students to the theoretical issues concerning expertise. The aim will be to characterize what it is, how we recognize it, and what role(s) it can and should play in our society. Key questions include: is there such a thing as politically neutral expertise? How, if at all, can non-experts reach reasonable decisions about which experts to trust? What is the relationship between expertise and professionalization? or between expertise and certification/credentialization?

Supplementary Reading: David Caudill, *Expertise in Crisis: The Ideological Contours of Public Scientific Controversies* (Bristol: Bristol University Press, 2023.)

Oct. 21 Disagreement

This class session introduces students to the problem of disagreement. We will be exploring the nature and sources of disagreement, as well as the ways people respond to disagreements. Key questions include: Why do people disagree – and why are disagreements so prevalent? Is it ever rational to “agree to disagree,” and if so, under what conditions? Should we expect that – at least in the long run – all matters of fact will ultimately be settled, without any leftover disagreements? How should we approach disagreements over values?

Supplementary Reading: Dan Sperber and Hugo Mercier, *The Enigma of Reason: A New Theory of Human Understanding* (Cambridge, MA: Harvard University Press, 2019.)

Theory of Knowledge for a Polarized Age
UNIT 2: THREATS

Oct. 28 Socio-Epistemic Dysfunctions I: Epistemic Injustice

This class introduces students to the phenomenon of epistemic injustice – a social dysfunction that affects what we know and who we regard as knowledgeable. One form is present when individuals give less credence than is deserved to a speaker in virtue of her social identity; the other form is present when a community lacks relevant terminology to describe important aspects of human experience, where this absence of vocabulary protects powerful interests. (Consider women's experience with "unwanted flirtation" before the introduction of the term "sexual harassment.") After introducing students to these phenomena, we proceed to some key questions: how prevalent are these dysfunctions? What makes them something that we should all worry about? How can individuals respond to them? Are there social or institutional responses that are called for?

Supplementary Reading: Miranda Fricker, *Epistemic Injustice* (Oxford: Oxford University Press, 2007.)

Nov. 4 Socio-Epistemic Dysfunctions II: Ignorance

Ignorance is a familiar phenomenon: each of us is ignorant of a great many things. Often this is no cause for concern: it doesn't matter much that I am ignorant of the back-up second-baseman for the 1922 Chicago Cubs, or that you don't know who played second viola for the Greensburg, PA orchestra in 1999. But some theorists have noted that our ignorance often follows certain patterns, and these patterns can reveal important aspects of our self-interest. In this class session we review work in the theory of ignorance; we discuss how an understanding of the ways in which ignorance patterns across a population can tell us a good deal about the population's values and its politics. Key questions include: What basis is there for thinking that ignorance patterns in populations? What might explain these patterns? What can we learn about our communities from these questions?

Supplementary Reading: Margaret Heffernan, *Willful Blindness: Why We Ignore the Obvious* (NY: Bloomsbury, 2012.)

Nov. 11 Socio-Epistemic Dysfunctions III: Bubbles and Echo Chambers

This class introduces students to the familiar notions of intellectual bubbles and echo chambers. We explore what they are, why they form, and how they affect our belief system. Key questions include: How can one tell if one is in an intellectual bubble or echo chamber? Are there techniques for minimizing the effect these have on our thinking? And is there such a thing as a helpful or good bubble or echo chamber – or are they problematic by nature?

Supplementary Reading: Michael Lynch, *The Internet of Us: Knowing More and Understanding Less in the Age of Big Data* (NY: Liveright, 2016.)

Nov. 18 Socio-Epistemic Dysfunctions IV: Polarization

In this concluding class we will explore the most well-known of intellectual challenges: the challenge of polarization. We will identify several different notions of polarization, go over various theories as to why we polarize in these ways, and discuss what can be done in the face of such widespread polarization. Key questions include: What is it about polarization that has made this the number one intellectual concern on many people's minds? What makes polarization a bad thing – and is it always a bad thing? What can be done by individuals to face up to the threat of polarization? Is there anything that can be done by groups or institutions?

Supplementary Reading: Ezra Klein, *Why We're Polarized* (NY: Simon and Schuster, 2021.)

C. **Behind the Scenes: Conversations with Filmmakers, Play Creators, and Entertainment Industry Insiders**

Brett Neveu, Assistant Professor, Radio-TV-Film

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

This course will take the interactive form of a theater or film screening talkback conversation, moderated by acclaimed playwright/screenwriter Brett Neveu.

Professor Neveu will tap his professional network, bringing a curated list of entertainment industry artists into the classroom to share insights into how films, television and plays are created. Guests will discuss their individual projects, their artistic history, and industry challenges such as:

- What does a typical workday entail from concept to curtain/screen?
- With new ways of content consumption, how do artists adapt to reach audiences?
- How do artists maintain their inspiration over the course of a long and/or expanding career?
- How do artists achieve good work/life balance?
- How will AI affect creativity and authenticity?

Students will have the opportunity to ask questions and engage with guest artists. Supplementary course material will be available. Previewing is optional, but doing so will enhance your experience. To access the material, go to our website **NUalumnaecourses.org** Under Course C, click on the Learn More button. Then click on the Course Materials button which will take you to a Google Drive folder. Materials in this folder may be updated over the duration of the course.

As of the print deadline, current guests include:

Dean Johnsen (television producer)

Becky Creech and **Rebecca Harris** (theatre producer and New York theatre director)

Andrea Nasfell (screenwriter, *Mom's Night Out*, *Mr. Manhattan*)

Michael Gilio (screenwriter & director, *Dungeons & Dragons: Honor Among Thieves*, *Kwik Stop*)

Thursday Class Dates

Sep. 18, Sep. 25

Oct. 2 NO CLASS - YOM KIPPUR

Oct. 9, Oct. 16, Oct. 23, Oct. 30

Nov. 6, Nov. 13, Nov. 20

D. United States Foreign Policy*Daniel Krmaric, Associate Professor, Political Science***Thursdays, 1:00 p.m. – 2:30 p.m. Norris University Center**

This class covers contemporary American foreign policy. Over the course of the quarter, we will discuss American power, the goals for which this power is employed, and the United States' effectiveness at achieving these goals. Specifically, we will explore how academic research can help us understand important foreign policy issues such as democracy promotion, the spread of nuclear weapons, economic sanctions, terrorism, alliances and burden sharing, Russia's war in Ukraine, and the rise of China, among others.

Sep. 18 American Power

It is common to hear that the US is the strongest country in the modern world, perhaps even the strongest political entity since the Roman empire. But what, exactly, are the sources of America's power? And how does the US compare to the rest of the world? We'll discuss these issues in terms of military power, economic power, and soft power.

Sep. 25 Who Makes American Foreign Policy?

It is impossible to understand American foreign policy without referencing the individual who occupies the White House. While the president often defines foreign policy, there are a host of other actors that matter too. We'll discuss the role of Congress, the media, and average citizens in the process of making American foreign policy.

Oct. 2 NO CLASS - YOM KIPPUR**Oct. 9 America's Alliances**

To what extent should the US engage with the rest of the world? We'll answer that question by examining the politics of America's alliances, a topic of renewed interest given the current administration's skepticism of many traditional US allies.

Oct. 16 Spreading Democracy

The US has a long history of attempting to remake the world in its image by spreading democracy abroad. America's track record is mixed: it has both undeniable successes such as Germany and Japan and obvious failures such as Iraq and Afghanistan. We'll delve into this history and consider whether democracy promotion still has a place in US foreign policy.

Oct. 23 Nuclear Weapons

Nuclear weapons are the most powerful weapons ever invented. Their spread around the world is often considered a grave threat to humanity. Many scholars, however, think that nuclear weapons might also be a great force for peace because they make war too costly to contemplate. We'll take a deep dive into the role of nuclear weapons in American foreign policy.

Oct. 30 Economic Sanctions

The US uses economic sanctions against almost every adversary possible: geopolitical rivals, rogue states, human rights abusers, terrorists, drug cartels, and so on. But do they actually help the US realize its goals? We'll address debates about the effectiveness of economic sanctions as a tool of American foreign policy.

Nov. 6 Terrorism

Since the 9/11 attacks, terrorism has occupied a central place in American foreign policy. We'll analyze what terrorists hope to gain when they perpetrate terrorist attacks as well as how the US can respond most effectively to such attacks. We'll zero in on the pros and the cons of a counterterrorism tool that enjoys broad bipartisan support in Washington: drone strikes.

Nov. 13 The US-Russia Relationship

Over the past century, Russia has been the most important foreign policy relationship for the US. We'll discuss the many twists-and-turns in the relationship between these two countries. We'll also address one of the most hotly debated issues in contemporary foreign policy: Who is to blame for Russia's invasion of Ukraine?

Nov. 20 The Rise of China

As we enter the "Pacific Century," worries about a potential US-China conflict loom large. Will the US and China find a way to live together peacefully? We'll analyze both the sources of tension in the US-China relationship as well as the opportunities for cooperation.

ENROLLMENT DETAILS

Fall 2025

Enrollment for all courses is accepted each quarter after the brochure has been posted on the website **NUalumnaecourses.org** and the NBO enrollment portal is activated. The opening date for enrollment will be posted on both sites.

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 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:** If you wish to attend in person, check “yes” when asked if you want a course card when registering for each course.
- **Course attendance cards will no longer be mailed.**
All course cards will be available for pick up at Norris Center starting the first day of the class.
- For those attending in person, a registration card must be shown each time you enter the lecture hall.
- **Online/live stream attendance:** To access the live stream webinar, the **TWO step enrollment process (on page 16)** must be completed by midnight, Friday, September 12, 2025. If enrollment is not completed by Friday, September 12, 2025, we cannot guarantee timely entry to the first sessions for Course A and B on Tuesday, September 16, or the first sessions for Course C and D on Thursday, September 18.

How to Enroll

In-person: Enroll at the Norris Box Office located at the Information Desk across from McCormick Auditorium in Norris Center.

Check northwestern.edu/Norris/services/box-office.html for Norris's hours of operation. After 4 p.m., campus parking is free.

Online: Enroll at nbo.universitytickets.com

Log In as GENERAL PUBLIC.

In the left Category section, click on Alumnae Continuing Education and follow the steps to enroll.

If this is your first Alumnae course, click on the “Register” tab to create an account.

- Carefully follow the instructions and click the purple button at the bottom of the window.
- Now go back and Log In as GENERAL PUBLIC to enroll.
- If the system does not accept your email address, you may already have an NBO account. For assistance with issues creating an NBO account, complete the Help Form on the Norris Box Office website.
- ***Do not create another account.***

Returning and New Students

- A payment confirmation email from noreply@audienceview.com will be sent to the email you provided in your NBO account.
- If you do not receive a payment confirmation email, first check **all** of your email accounts. If you still don't see it, then complete the Help Form on the NBO website to verify your enrollment.
- **No new enrollments will be accepted after 11:59 p.m. on October 9, 2025.**

Zoom Webinar Registration to access the live stream

- To access 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 both 24 hours and also one hour before each session.
- If you do not see the email with the attendee link, check all of your email accounts, spam, junk, trash, and 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 sent to the email you provided within 24 hours after the live session concludes. **The email will come from Norris Virtual <Norris-virtual@northwestern.edu>.** If you maintain multiple email accounts, be sure to check **all** of them.
- 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.

Winter 2026 Preview

- A. The History of Witchcraft**
Haley Bowen, Assistant Professor, History
- B. Sports and Society: Less than War but More than a Game**
Craig LaMay, Professor, Medill School of Journalism
- C. Voices from the Past: What Can They Say to Today's World?**
Multi-professor Course
- D. Studies in 19th Century Literature: Victorian Arts and Activism**
Mary Finn, Cardiss Collins Professor Emerita of Instruction, English

Explore our
Continuing Education Website
NUalumnaecourses.org





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

First Class
Pre-Sort
U.S. Postage
PAID
Northwestern
University

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.
