Celebrating 58 Years of

CONTINUING EDUCATION

Daytime Noncredit Courses Open to All

Sponsored by

The Alumnae of Northwestern University

Engaging Minds, Enriching Lives

Winter Quarter 2027

Tuesdays and Thursdays, January 5 - March 4

Enroll for Alumnae Courses online at **NUalumnaecourses.org**

Check the Norris Box Office site for updated Winter 2027 online enrollment dates and information: **nbo.universitytickets.com**

For additional support, email us at: **alumnae@u.northwestern.edu**

A. **A Global History of Prisons & Camps** **(P.4 - 6)**
Benjamin Frommer, Associate Professor, History
Tuesdays, 9:30 - 11:00 a.m.

B. **The Meaningful Life** **(P. 7 - 9)**
Sanford Goldberg, Professor, Philosophy
Tuesdays, 1:00 - 2:30 p.m.

C. **Styles, Forms, Techniques and Revolution: A Theatre Survey Course** **(P. 10 - 11)**
Lawrence Grimm, Adjunct Professor, Theatre
Thursdays, 9:30 - 11:00 a.m.

D. **Wealth Inequality: Politics and Society**
Multi-professor Course **(P. 12 - 15)**
Thursdays, 1:00 - 2:30 p.m.

Winter 2027 courses will be offered both in-person and via Zoom Webinar.
Northwestern Affiliation is NOT required.
See enrollment details on pages 16 - 19 of this brochure.

The Alumnae of Northwestern University
Continuing Education Program

OPEN TO ALL

NORTHWESTERN AFFILIATION IS NOT REQUIRED

WINTER 2027

The Alumnae of Northwestern University invites you to join us as we continue our 58th 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 16 -19 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 $10.5 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's students, faculty, and departmental programs.

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. A GLOBAL HISTORY OF PRISONS AND CAMPS

Benjamin Frommer, Associate Professor, History

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

Prisons and jails across the globe currently hold more than 10 million people, approximately one-fifth of the population in the United States alone. It might be difficult to imagine a time when mass confinement did not seem an inevitable response of states to individuals considered dangerous, but the practice of imprisoning large numbers of people for extended periods of time is, historically speaking, a recent development. Mass incarceration, this course argues, is at once a product of the modern state and a constituent element of the modern era. This course examines the history of two different sites of confinement - the prison and the camp - that traditionally have been studied separately. Authorities have justified confinement in both camps and prisons as necessary to protect society, achieve justice, and sometimes rehabilitate the condemned, while often exploiting the labor of the incarcerated for public and private gain. Irrespective of the great variety of pretexts under which regimes have imprisoned citizens and subjects and the immense disparities in the treatment of those confined, there have been and remain common elements to both the physical structures of incarceration and the lived experience of prisoners that this course will explore.

Jan. 5 Before the Prison

The first class explores premodern forms of punishment employed around the globe and discusses why modern states and societies came to see them as inhuman and counterproductive. The lecture will introduce the place of labor and distance in punishment and the development of penal colonies as a transition and complement to modern prisons.

Jan. 12 The Modern Prison and Model Prisoner

Great Britain and the United States pioneered the modern prison, with its imposing ramparts, regulated schedules, and uniformed prisoners. The class will discuss the philosophies, structures, and systems of the Auburn and Eastern State Penitentiaries in the U.S. and Britain's Pentonville Prison, as well as the adoption and adaptation of those models across the world.

Jan. 19 Confinement in the American South and West
In the American South and West, state officials and private businesses utilized confinement to restrict, exploit, and remove Native and African Americans. Through an examination of camps like Pike Island and the system of convict leasing, the class explores the political and economic aims and consequences of the incarceration of minority peoples from the Civil War eras into the twentieth century.

Jan. 26 Concentration and Detention Camps
The Concentration Camp has become synonymous with the Holocaust, but the term predates the Nazis, and Germany was not the only country to confine civilians during the Second World War. This class will introduce precursors to the German concentration camps, then discuss in depth the vast, multilayered system of genocidal detention and slave labor that the Nazis imposed across Europe. The lecture will end with a brief discussion of contemporary systems of detention, including that of Japanese Americans.

Feb. 2 The Gulag and Laogai
From its inception in the 1920s, the Soviet Gulag developed into the largest and longest-lasting system of confinement in the modern era, but the experiences of prisoners across the breadth of the USSR's eleven time zones varied greatly according by time and place. The class will compare the aims and practices of the Soviet camps with the Chinese communist counterparts, the Laogai.

Feb. 9 Prison Reform and Mass Incarceration
Returning to the modern prison, the class examines the shortfalls of the seminal Anglo-American systems of confinement, in particular, the interconnected challenges of controlling sound and space. After a discussion of the periodic attempts to reform penitentiaries in the late nineteenth and early twentieth centuries, the lecture will turn to postwar divergence in rates of incarceration in Europe and the United States and the consequences for prisoners and societies on each continent.

Feb. 16 Political Prisoners and Protests
While ancient and early modern rulers confined political rivals, in the modern era the prison itself became a site of politics that encompassed not only elites, but also activist citizens and eventually so-called ordinary criminals. From anarchists in Tsarist Russia to the Suffragettes, Mahatma Gandhi, and the Irish Republican Army, the class follows the development of the "political prisoner." The second half of the lecture will examine the rise of politics, protest, and mass unrest within American prisons in the Civil Rights Era.

Feb. 23 Global Incarceration
With a focus on Latin America and Scandinavia, this class explores the enormous differences that have developed in recent decades in how states and prisoners organize the spaces, rituals, and outcomes of confinement. The lecture will also discuss variations within the United States prison system and the shift in recent decades towards decarceration.

Mar. 2 Reuse and Tourism
The concluding lecture discusses the reuse of sites of incarceration across different regimes around the globe. One of the increasingly common uses of detention sites is for "dark tourism," a practice that dates from the onset of the modern prison and remains controversial today.

B. THE MEANINGFUL LIFE
Sanford Goldberg, Professor, Philosophy
Tuesdays, 1:00 - 2:30 p.m. Norris University Center

This course aims to explore the topic of meaning in life: whether there is any, and if so, what it might be (and how we might come to know of it). We will be exploring various philosophical approaches to this topic; we will be looking at texts from various periods of time (from parts of the ancient world – the Middle East and Athens – to the medieval world of Christendom, to the contemporary world and its hopes and horrors); and we will be considering how each of the various proposals can be seen as a response to the threat of nihilism and meaninglessness. Of particular interest will be not merely the views of various philosophers, but the arguments and reasons they offer on behalf of their views.

SECTION I: BACKGROUND

Jan. 5 Basic Concepts

In this introductory session we will go over our central questions and will characterize the basic concepts that figure in these questions—as well as in our answers to them. The questions are these: Is human life meaningful, and if so what makes it so? How can we tell if we are living a meaningful life? Key concepts include *meaningfulness, significance, human life, success, goodness, value,* and *happiness.*

Background reading: Thomas Nagel, *What does it all mean?*

Jan. 12 The Threat of Nihilism

In this session we will discuss the key threat to a meaningful life: nihilism, or the absence of meaning, purpose, and/or value. We will discuss how the threat of nihilism itself has been presented in religion and in literature and other artistic media, why philosophers have worried about this threat, and how worries about nihilism are experienced in our day-to-day lives. Our aim will be to provide the basic problem to which the rest of the theories in the class are proposed in response.

Background reading: Kohelet/Ecclesiastes

SECTION II: ANCIENT (GREEK) AND MEDIEVAL (CHRISTIAN) VIEWS ON THE GOOD LIFE

Jan. 19 Virtue and Eudaimonia

In this session we will explore the question of a meaningful life by exploring the work of Socrates and Aristotle. Special attention will be paid to their view of the good life, what is worth wanting, and the role of virtue in human flourishing.

Background readings: Socrates' "Apology"; Aristotle's *Nichomachean Ethics*

Jan. 26 Epicureanism and Stoicism
In this session we will focus on Stoic philosophy and its conception of the good life as the life of self-control, in harmony with the universe. And we will compare and contrast this with the 'Epicurean' school which saw the good life as the pleasant life.

Background readings: Epicurus's "Letter to Menoeceus"; Marcus Aurelius's *Meditations*

Feb. 2 The Afterlife
In this session we will focus on the Christian doctrine of the afterlife and the way in which it has shaped our conception of a meaningful life. We will trace the origins of the Judeo-Christian outlook, the value assigned to life on earth, and the way in which the promise of an afterlife shapes what we value here on earth.

Background reading: Augustine, *City of God*

SECTION III: RECENT APPROACHES

Feb. 9 Pessimism
In this session we will develop the philosophy of pessimism, according to which life is not worth living (and it would have been better not to have been born). While this view has many things in common with nihilism, we will distinguish the two. We will do so by following the pessimist focus on the futility of ambition and on everyday boredom and frustration. And we will consider various responses pessimists have offered in response to our pessimistic condition.

Background readings: Schopenhauer, "On the Sufferings of the World" and "On the Vanity of Existence"

Feb. 16 Existentialism
In this session we will explore the European philosophical movement known as existentialism (the mid 19th through the 20th Century), with an eye towards seeing how it answers the question about life's meaning. We will explore some of its main themes, such as authenticity, anxiety, death and non-existence, and freedom. And we will consider the sorts of lives it holds up as exemplars of meaningfulness.

Background readings: Albert Camus, *The Plague;* Jean-Paul Sartre, *No Exit*; Simone de Beauvoir, *The Second Sex*

Feb. 23 "Positive" Psychology

In this session we will explore what psychology has to say about a meaningful life, with special attention paid to the movement known as "positive psychology." This movement focuses on health rather than illness, and on humans' strengths rather than our weaknesses; it aims to characterize the conditions that give rise to our well-being. We will focus on several of these: emotion, engagement, relationships, and accomplishments. One question we will address concerns how the psychological study of (perceived) meaningfulness relates to philosophical discussions of life's meaning.

Background reading: Martin Seligman, *Flourish*; Mihaly Csikszentmihalyi, *Flow: The Psychology of Optimal Experience*

Mar. 2 Contemporary Approaches

In this session, our concluding one, we will consider how two exemplary contemporary philosophers have approached questions about the meaning of life: Susan Wolf and Samuel Scheffler. Both attempt to draw from various traditions to reach conclusions, and both raise provocative questions with which we will conclude our course. These include: why should we care if life is meaningful? What is the significance of death for a meaningful life? And how does the fact that we die shape what we value (and what we find meaningful) while we are alive?

Background readings: Susan Wolf, *Meaning in Life and Why it Matters*; Samuel Scheffler, *Death and the Afterlife*

C. STYLES, FORMS, TECHNIQUES AND REVOLUTION: A THEATRE SURVEY COURSE

Lawrence Grimm, Adjunct Professor, Theatre
Thursdays, 9:30 - 11:00 a.m. Norris University Center

This course will feature a hands-on lecture demonstration on selected styles, forms, techniques and revolutions within the American Theatre with a unique lens on Chicago as a historical, definitive and impactful force. Following a sequential history with selected detours into influential styles and forms that are still being practiced amongst theatrical artists in our city and country today, this course will feature work by student and professional actors as well as create some participation points on stage for occasional and willing volunteers. Class includes supplemental viewings and readings, guest lecturers, and panel speakers.

NOTE: *To access supplementary 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.*

Jan. 7 & 14 The Way of the Actor: Madness in the Method
Many have heard of The Method but how many understand and know what it actually is? Informed by Isaac Butler's *The Method: How the Twentieth Century Learned to Act,* we will take a journey from the Russian influences of Stanislavsky and Chekhov and the origins of *perezhivanie* (experiencing) (Jan. 7) to the divisive American interpretations of Meisner and Strasberg as the Method gets developed in the 40s and 50s (Jan. 14). We will witness the ways in which this emerging technique helped define what we know and love as contemporary naturalism in theatre, television and film. Sessions include live mini-performance demos of Chekhov and contemporary work.

Jan. 21 & 28 From Spolin to The Second City: Improvisation as an Institution
How did a pioneering social worker in the 40s working with immigrant populations in Chicago become the godmother of Improvisation for future generations? How did a group of intellectual misfits at The University of Chicago turn their theatre company into a national breeding ground and institution for American comedy? Using the local historical back drop of improvisation, we will explore the impetus for Viola Spolin gameplay at Chicago's Hull House in the 1940s to the modern conventions of improvisation today at Second City and beyond. Includes hands on demonstrations of games and exercises and participation opportunities with professional improvisors that invite play, spontaneity, and impulse as the calling cards for comedy, truth, and satire.

Feb. 4 Story Theatre: Paul Sills and Piven Theatre Workshop
The artistic cousin of improvisation as led by Paul Sills and Byrne and Joyce Piven (whose workshop is within a stone's throw of NU in Evanston), Story Theatre is the form that invites a balance between showing and telling, transformation and impulse, vision and revision. This session will include a brief Q and A on the form, its application in correctional facility settings and a hands-on opportunity to adapt and retell a classic folk tale within this treasured style of theatre.

Feb. 11 Viewpoints: Negotiating the Elements of Performance
In the late 1970s while a professor at New York University's Experimental Theatre Wing, Mary Overlie originated the Six Viewpoints (space, shape, and time among them) and introduced them to her colleague Anne Bogart. With the internationally renowned SITI Company and in collaboration with Tina Landau (Steppenwolf), this compelling physical training technique left psychological realism in the dust and created a formidable impact by integrating an acute awareness of the elements of performance for deepened risk, instinct, and ensemble building in theatrical storytelling.

Feb. 18 Michael Shurtleff and The Guideposts
Casting Director Michael Shurtleff spent years watching actors audition and as a result came up with his very practical 12 Guideposts for actors in auditions and beyond. An exploration of each of the guideposts will feature trade secrets you see on display amongst your favorite thespians. This session will feature student actors and professionals who have expertise in using the Shurtleff method that eternally asks every actor "What are you fighting for and how are you going to achieve it?"

Feb. 25 From Storefronts to Steppenwolfs: A Brief History of Ensemble Theatre in Chicago
This special session will feature an interview with Mark Larson, Chicago's chronicler of the storefront and ensemble journey that put Chicago on the map. He is the author of *Ensemble: An Oral History of Chicago Theatre*. The discussion will highlight some of the key movements in the scene over the last 65 years, gleaned from over 300 interviews.

Mar. 4 The Play's The Thing: A Panel Discussion
A final panel discussion with beloved and distinguished local Actors, Directors and Artistic Directors who will address the question: *What does it take to make theatre of excellence in the Chicago style*? We will also open the discussion to answer your questions and inquiries on the hows and whys of what we do.

D. WEALTH INEQUALITY: POLITICS AND SOCIETY

Multi-professor Course

Thursdays, 1:00 – 2:30 p.m. Norris University Center

Wealth inequality in the U.S. and indeed, around the globe, is one of the defining challenges of our time. Since the late 1980s, the top 1% of American billionaires have owned and controlled an increasing amount of the nation's wealth and influence. Driven by stock market investments and corporate ownership, elite wealth continues to reach historic highs. Moreover, it is consolidated by a complex array of legal and financial strategies to preserve intergenerational wealth. Meanwhile, financial well-being for lower and middle-class families, especially for racial and ethnic minorities, lags far behind. Drawing on the outstanding scholarship of faculty from various university departments, this course will explore the complex history behind the ongoing wealth gap, as well as the impact of oligarchic billionaires on politics, tax policy, public health, the fields of media and sports, and the problem of entrenched poverty for society.

Jan. 7 **The Blind Spot: How Oligarchs Dominate Our Democracy**

Jeffrey Winters, Professor, Political Science; Director of the Equality Development and Globalization Studies program (EDGS)

The extreme wealth pyramid at the core of our society is a very ancient form. But some aspects of it are unique to the era we live in. Maintaining inequality has always required a great deal of coercion on the part of the few, with almost no participation on the part of the many. What is different about now is that our wealth pyramid endures despite free political participation. This system of "participatory inequality" has never happened before in the history of human stratification. We will examine how oligarchy and democracy were fused in American history, and the legacies of that fusion we still live with today.

Jan. 14 **From the Boardroom to Public Office: The Global Rise of Billionaire Politicians**

Stephen Nelson, Associate Professor, Political Science

Why do ultra-rich people enter formal politics despite the many other channels they can use to exert political influence? The superrich can use their extraordinary wealth to extricate themselves from many things that ordinary people cannot – but politics isn't one of them. This lecture is built around findings from a large (*N = 37,656)* longitudinal panel of billionaires on the Forbes lists from 1997 to 2024. Examining the histories of formal political involvement (office seeking and officeholding) for these billionaires reveals how institutional and historical conditions take shape when formal authority can become worth the costs to billionaires. Formal officeholding becomes more attractive when it supplies something those private channels can't reliably purchase; these are things like protection against political threats, direct control over public decisions, or privileged access to assets and opportunities allocated by the state.

Jan. 21 **Views from the Top: How Billionaire Politicians Think about Wealth, Merit, and the State**

Stephen Nelson, Associate Professor, Political Science

This lecture digs deeper into billionaire politicians' worldviews, ideologies, and self-understandings. This lecture will try to answer questions like: How do billionaire politicians understand and explain inequality? What do they think wealth proves? What (or whom) do they believe government is for? How do they translate business experience into political authority?

Jan. 28 **The New Money in Sports: Oligarchs, Sovereign Wealth Funds, Private Equity**

Craig LaMay, Professor, Medill School of Journalism

Private equity and billionaire ownership have reshaped American sports faster than most fans have realized. The NFL's decision to formally admit institutional investors in 2024, following the NBA, MLB, NHL and MLS, opened a door that traditional single-owner franchises had long resisted. Layered on top is a parallel trend of sports ownership as a status vehicle for oligarchs and sovereign wealth funds, which draws separate scrutiny over sportswashing and geopolitical leverage rather than pure finance. Whether this consolidation ultimately stabilizes team finances or hollows out the local, civic character of American sports ownership is still an open and contested question, with strong arguments — and real stakeholders — on both sides.

Feb. 4 **Family Tied: How Dynasties are Made in America**
Doron Shiffer-Sebba, Assistant Professor, Sociology

The wealthiest Americans are amassing historically large fortunes in an era some are calling "a new Gilded Age." But in a context of high individualism and ideals of meritocracy, how does individual wealth become an entrenched dynastic project? In this lecture, Professor Shiffer-Sebba will share findings from his ethnographic observations as a wealth manager ("family office") that caters to the top .01% of wealthy families in the United States and argue that even when elites do not seek out dynastic projects, economic, legal, social and affective structures push them to do so. The ensuing family wealth preservation paradoxically limits individual elites' control over wealth, further solidifying intergenerational inequality.

Feb. 11 **Mind the Gap: Wealth Inequities, Wellbeing and (In) Accessible Health Care in the USA**
Noelle Sullivan, Professor of Instruction and Program Director, Global Health Studies

In the USA, poor health is often blamed on an individual's poor decisions. Yet a closer look reveals how public policy failures not only undermine individuals' health but also incentivize the production of foods and environments that exacerbate poor health, particularly amongst the country's most vulnerable. Further, the USA spends substantially more per capita on healthcare than all comparable high-income countries, while boasting poorer outcomes. The lecture ends with a reflection on the costs of these public policy failures not only in terms of individual wellbeing, but also in terms of national wellbeing, and suggests some policy solutions that could meaningfully address these issues.

Feb. 18 **Who Owns the Press? Media Capture, Past and Present**
Craig LaMay, Professor, Medill School of Journalism

Media capture is the process by which news media come under the control of political or economic interests, so that what gets reported serves those interests rather than the public's need for information. It is both an economic and political phenomenon, and in democratic societies includes ownership consolidation by allies of political power, often aided by regulatory pressure, selective harassment, and billionaire ownership. In every case, an actor with political or economic power gains enough leverage over media revenue, licensing, or ownership that the outlet's incentive shifts from informing the public to protecting the relationship with the powerful actor—usually without any single dramatic act of censorship, which is what makes it hard to counter through free-speech law alone.

Feb. 25 **The Problem of Poverty in the United States: A History of Evolving Diagnoses and Treatments**

Henry Binford, Professor Emeritus, History

This lecture will explore how North Americans, who inherited ideas and practices concerning poverty and poor relief primarily from Britain, adapted and changed their thinking, their policies, and their institutions for dealing with the problem. The lecture will begin in the 18th century and end with Lyndon Johnson's "War on Poverty" in the 1960s.

Mar. 4 **Taxation and the Maldistribution of Income and Wealth**

Robert M. Coen, Professor Emeritus, Economics

While the U.S. prospers, most of its rising income and wealth flows into the hands of just a few. Economic inequality is reaching record levels. To what extent is the tax system causing greater concentration of income and wealth? What changes in tax structure are apt to lessen inequality? Seeking answers to these questions, we will examine the history of federal, state, and local taxes in relation to changes over time in the distribution of income and wealth.

ENROLLMENT DETAILS

WINTER 2027

Enrollment for all courses is accepted each quarter after the Norris Box Office enrollment portal is activated on the date posted at: **nbo.universitytickets.com**

As the current quarter's courses are ending, new course content and a full pdf of the brochure can be accessed at: NUalumnaecourses.org

Pricing

- EACH 90 minute, 9-week course is $250.00. The fee covers in-person attendance, access to each live-stream, as well as the weekly recording which is available for 6 days following the lecture.

- **If you plan to attend class in person at any time during the quarter, check "yes" in the column that asks if you want a course card.**

- Course attendance cards will be available for pick up at The Alumnae proctors' table when you come to campus.

- Course cards are no longer mailed.

- Late enrollment requires full payment; course fees are not prorated. Late enrollees cannot access recordings from prior weeks if the links 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.

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/center-desk.html*** for Norris's hours of operation. Campus parking is free after 4 p.m. and on weekends.

Online: Enroll ***through NUalumnaecourses.org***

> Click on the **Enroll Here** button, found under each course.
> This will take you directly to our dedicated section of the Norris Box Office. **Log in to your account as GENERAL PUBLIC**.

First Time Enrolling in an Alumnae Course?

- When you have reached the dedicated section of the Norris Box Office, click on the Log in/Register button in the upper right corner to create an account.
- Carefully follow the instructions and click the purple button at the bottom of the window.
- **An alert in a blue box** will appear prompting you to check your email to activate your account.
- To enroll in a course, return to the log-in page and sign in as GENERAL PUBLIC.
- If the system does not accept your email address, you may already have an NBO account. For assistance with issues creating an NBO account, contact the **Norris Box Office: 847-491-2305.**
- **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 contact the Norris Box office to verify your enrollment.

No new enrollments will be accepted after 11:59 p.m. on January 21, 2027.

All enrolled students will automatically receive access to the livestream and the recordings. You do not have to register separately on Zoom.

Your link is specific to your email and may not be shared. Sharing your links may void your registration without refund.

•IMPORTANT•
Unsubscribing from Zoom Webinars and Events will cause you to lose access to the livestream and recordings.

- Links will be sent to the email you used to enroll through the Norris Box Office.
- Reminder emails to join the livestream will be sent from Zoom Webinars and Events 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, archives, and deleted messages folders.
- Plan on "arriving" at the session at least 10 minutes before the session begins.

Access to Recordings

- The recording link **will be sent from Norris Virtual within 24 hours after the live session concludes.**
- 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.
- **Sharing your links may void your registration without refund.**

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 at
  nbo.universitytickets.com
- Click on the **Enrollment Cancellation** option in the Alumnae Course menu.
- A full refund will be given to the credit card used for the initial purchase.

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

- a $10 cancellation fee must be purchased (**see first bullet point**)
- $30 must be purchased in addition to the cancellation processing fee if withdrawing after the first class.
- $60 must be purchased in addition to the cancellation processing fee if withdrawing after the second class.

Thereafter, no refunds are given.
Credits are not given for future classes.

OPTION TO TRANSFER

- A transfer, at no cost, to another class offered during the same quarter is an option. To request a transfer, contact the Norris Box Office, either in person or at 847-491-2305.
- Access to the live stream session and recording will depend on when the transfer is processed.

QUESTIONS ?

About ENROLLING?
About ACCESSING LINKS?
About TECHNICAL ISSUES?

Quickly troubleshoot
@ NUalumnaecourses.org

Scroll down to find answers
to the most common student questions
in our downloadable FAQs.

STILL NEED HELP?

Click on the Help Desk button
at the bottom of
NUalumnaecourses.org

WAYS TO STAY IN CONTACT

Our Website: NUalumnaecourses.org

GENERAL questions?

Email us at alumnae@u.northwestern.edu

As volunteers, we will do our best to respond within 48 hours.

Want to receive a Continuing Education brochure?

Go to **NUalumnaecourses.org**

Click on “Join Mailing List”

SPRING 2027 Preview

A. The Mongol Empire
Jonathan Brack, *Assistant Professor, History*

B. Art and the French Revolution
Thadeus Dowad, *Asst. Professor, Art History*

C. Scoping Out the Universe: New Tools for New Discoveries
Michael Smutko, *Prof. of Instruction, Physics/Astronomy; Director Dearborn Observatory*

D. Cinema in the Obama Era
Nick Davis, *Assoc. Professor, English*

Explore our
Continuing Education Website
NUalumnaecourses.org

The Alumnae of Northwestern University

Learn more

@nualumnae.org

Explore the ways we are able to give back to Northwestern University's students, faculty, and departmental programs.



The Alumnae of
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