



**Celebrating 45 Years of
CONTINUING EDUCATION**

Daytime Noncredit Courses for the Public

*Sponsored by
The Alumnae of Northwestern University*

**Spring Quarter 2014
Tuesdays and Thursdays
April 1 – June 5**

- A. "The Great American Novel": Defining America(s)**
Bill Savage, Distinguished Senior Lecturer, English
Tuesdays, 9:30 – 11:30 a.m., April 1 – June 3
- B. Women, Marriage, and Family in Cross Cultural Perspectives**
Mary Weismantel, Professor, Anthropology; and Director, Program of Gender and Sexualities Studies
Tuesdays, 12:45 – 2:45 p.m., April 1 – June 3
- C. Aristotle to Einstein: The History of our Universe**
Michael Smutko, Distinguished Senior Lecturer, Physics and Astronomy
Thursdays, 9:30 – 11:30 a.m., April 3 – June 5
- D. *Les Misérables*: The Novel and its Adaptations**
Michal Ginsburg, Professor, French and Comparative Literature
Thursdays, 12:45 – 2:45 p.m., April 3 – June 5

With major construction in progress throughout the campus, we strongly recommend students visit our website or voicemail before heading to class, to check for any last minute alterations of plans.

Visit us at our website: nualumnae.org

ABOUT NU ALUMNAE CONTINUING EDUCATION

Alumnae Continuing Education is a program of university level non-credit courses taught by members of the Northwestern University faculty. Established in 1968, it remains a unique program organized and run entirely by volunteers, all alumnae of Northwestern University.

Alumnae Continuing Education is open to everyone. It provides a stimulating opportunity for interested adults to gain a broad knowledge in many fields. All profits are given to the University in the form of scholarships, fellowships, and grants for carefully selected projects.

Registration and Class Location Information

To register for a course, see page 15, inside the back cover, or download a form from our website at: **nualumnae.org**

Most of our classes are held in Norris University Center on south campus; however, space, construction, and other scheduling problems may necessitate changes. If there is a change in venue, information will be mailed with your course entry card and also will be given on our website. Classes are rarely cancelled because of bad weather or for any other reason, but we **strongly recommend** that you routinely check our website or voicemail before heading to class to check for any changes.

We Invite You to Join Our Mailing List

If you do not currently receive our brochures and would like to be placed on our mailing list, detach the registration form on page 15, mark the box indicating you wish to be on the mailing list, and mail it to the P.O. Box given. Or you may write out this information separately and send it to the P.O. Box with a note requesting to be placed on the mailing list.

Other Questions?

Call our voicemail at (847) 604-3569 with any questions.



PREVIEW OF SUMMER 2014 COURSES

Thursdays, June 26 - July 31

(During the week of July 4, classes will be held Tuesday, July 1)

A. Gypsy Music

Drew Davies, *Associate Professor, Musicology*

Thursdays, 9:30 – 11:30 a.m.

B. Middlemarch (George Eliot)

Gary Saul Morson, *Professor, Slavic Languages and Literature*

Thursdays, 12:45 – 2:45 p.m.

Important Information About Campus Construction

Major construction on the south side of the Northwestern campus continues to alter the normal routes to and from Norris University Center, as well as the Theatre and Interpretation Center, the Block Gallery, and Pick Staiger Concert Hall. Students registered in Alumnae courses are encouraged to request parking passes for University Lot D West in north Evanston, west of Ryan Field and north of Central Street. Alumnae designated shuttle buses provide round trip transportation to the main campus from this lot.

For more information on regular and handicap parking, Alumnae shuttle buses, and the south campus construction, see pages 12 and 13 of this brochure.

A. "The Great American Novel": Defining America(s)

Bill Savage, *Distinguished Senior Lecturer, English*

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

Without a common cultural background, long history, or shared artistic tradition, Americans face a distinct challenge: defining themselves. In this course, we will discuss the idea of "the great American novel," the text that somehow paradoxically both describes and creates American identity. We will read and explore several works written over more than a century as a base for interrogating what exactly it means, might mean, could mean, or should mean to be "American."

April 1 INTRODUCTION

We will look at America as a text, the construction of American identity, American literary canon(s), and the great American character within the great American novel.

April 8 *THE ADVENTURES OF HUCKLEBERRY FINN: PART I* THE ICONIC GESTURES

Two aspects of Mark Twain's ground-breaking novel have long provided ideas about American ideals: Huck's identification with Jim and his promise to "light out for the territories." What do these two gestures mean?

April 15 *THE ADVENTURES OF HUCKLEBERRY FINN, PART II* MIXED LITERARY BLOODLINES

What are the roots and sources of Huck Finn, the character, and *Huckleberry Finn*, the novel? What might the consequences be for understanding American literary traditions if we re-cast Twain's novel as having African-American roots?

April 22 *THE AWAKENING: CAN WOMEN BE AMERICAN?*

Kate Chopin's 1899 novel scandalized with its representation of a married woman striking out on her own. One critic dismissed it as an "American *Bovary*." What does Edna Pontellier's fate say about the question of whether women can be American?

April 29 *THE GREAT GATSBY: MR. NOBODY FROM NOWHERE*

From the Roaring '20s to 21st century 3-D movies, *Gatsby* has captured the American imagination. What are we to make of the fact that every character in the book who strives to climb the class ladder ends up dead, including "the poor sonofabitch" James Gatz?

May 6 THE NON-CANONICAL, PART I: *THE MAN WITH THE GOLDEN ARM* ("I got to get a library card myself some day.")

Nelson Algren's 1949 novel, winner of the first National Book Award, has long been relegated to the sidelines of American literary conversations. Why, and what made it resonate with mid-20th century readers?

May 13 THE NON-CANONICAL, PART II: THE BEAT GOES ON; RESISTING MODERNISM AND GATSBY

In this class, we will finish our discussion of Nelson Algren and then explore the idea of the writer as criminal, as shown in the writings of the Beat Generation. Allen Ginsberg's *America* will be examined as an example.

May 20 THE NON-CANONICAL, PART III: *ON THE ROAD*

In one important way, Beat Generation writers like Allen Ginsburg, William S. Burroughs and Jack Kerouac did precisely what the Modernists did: they strove to "make it new," in Ezra Pound's famous dictum. Yet they were reviled and marginalized by the same critics who made once-revolutionary Modernism a classroom staple. How does that work?

May 27 *PACO'S STORY*: MULTIPLE VERNACULAR VOICES

One problem for "The Great American Novel" is its singularity: can one person or one voice represent the entirety of a nation? In his 1987 novel (a controversial winner of the National Book Award over Philip Roth and Toni Morrison), Larry Heinemann uses a complex and multiple narrative voice which addresses this question.

June 3 *SONG OF SOLOMON*: FLYING AWAY HOME

Toni Morrison's only novel to feature a male main character, *The Song of Solomon* will tie our entire conversation together, as the tangled roots of American history and American literature meet in the quest of Macon Dead III to find his place in America and the world.

A Chicago native, **Bill Savage** earned his PhD at Northwestern in 1992. His dissertation focused on the career of Nelson Algren and the way in which aspects of material literary culture influence a writer's status and reputation. He co-edited the critical editions of Nelson Algren's *The Man with the Golden Arm* and *Chicago: City on the Make*. He is also a Series Editor for *Chicago Visions and Revisions*, a series of nonfiction books about Chicago (U. of Chicago Press), and often writes literary reviews for the *Chicago Tribune*. His teaching interests focus on 20th century American literature, Chicago writers, the Lost and Beat Generations, popular culture and hermeneutics (the philosophy of interpretation). He has several times been named to the Northwestern Associate Student Government Faculty Honor Roll. This is Bill Savage's seventh course for The Alumnae Continuing Education.

B. Women, Marriage, and Family in Cross Cultural Perspective

*Mary Weismantel, Professor, Anthropology; and Director,
Program of Gender and Sexualities Studies*

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

When we talk about women, marriage, and family, we often assume the changes we have witnessed in our own lives are something completely new, but there has been much variation throughout the long history of our species. This course will enrich understanding of women's lives around the world in ancient and modern times through a survey of anthropological studies of women, marriage, and family across cultures.

April 1 INTRODUCTION

What is anthropology? How have classic anthropologists approached the study of women, marriage, and the family? We will begin with the British and European social anthropologists who invented "kinship theory," and then look at American anthropologist Margaret Mead. Finally, we will visit a new generation of women anthropologists who have returned to the question of marriage and the family.

April 8 WOMEN AND POWER

In the pages of newspapers and history books, most political leaders are men. Has it always been this way? America's founding fathers were astounded by the power of Native American women, and some early anthropologists have speculated about "primitive matriarchies." We will look at the evidence for these claims and then discuss the difference between prestige and power.

April 15 WOMEN AND WORK

"Women's work is never done," and anthropologists have documented all the various forms it can take. We will look at how certain tools and products are intrinsically associated with women's lives, their bodies, and even their spirituality.

April 22 WOMEN: GODDESS, WITCH, WIFE

Imaginary women aren't real, but they have a powerful influence on their real-life counterparts, and on artists and storytellers who use them for inspiration. In this lecture we will look at powerful mythical women including Aztec goddesses, the Afro-Caribbean/Afro-Brazilian goddess Yemanjá, and the Catholic Latin American figure, the Virgin of Guadalupe.

April 29 WOMEN: WHEN BOYS ARE GIRLS AND GIRLS ARE BOYS

This lecture surveys the history of "gender-bending": girls who dressed like male soldiers, male shamans possessed by female spirits, drag queens, and transgender activists. In some cases, entire societies have created a "third sex" of people who are both male and female, often with religious implications. Finally, we will look at the lively tradition of drag performance.

May 6 MARRIAGE: BEYOND MONOGAMY

Bigamy is a crime in the United States today, but that hasn't always been the case. This lecture surveys marriage in all its various forms. We will look especially at the many examples of polygamy worldwide. What do such arrangements offer women, and what do they take away from men? We will also look at other forms of marriage, including the less common polyandry, one woman with several husbands.

May 13 MARRIAGE: THE HOUSEHOLD

We are most familiar with the nuclear family, but households can be as small as a single individual or as large as an entire village, and there are many examples of societies where husbands and wives never expected to cohabitate. We will look at the range of households humans create, from German-American brother houses to Amazonian shabonos, from African villages to European convents and barracks.

May 20 MARRIAGE: MAKING FAMILIES

Has marriage always been "between a man and a woman"? Actually, both historians and anthropologists say that marriages have most commonly joined two families. From the classical Roman "paterfamilias," to the slave plantations of the Americas, to the matrilineal clans of the Southwestern Pueblos and the matrifocal traditions of the Caribbean, we will look at all kinds of families and the roles women have played in them as wives, mothers, sisters, and daughters.

May 27 FAMILY: MAKING BABIES

Where do babies come from? For cultural anthropologists, the answer is not straightforward, and it is not purely biological. The most startling aspect of the cross cultural record on parenthood is the realization of how different the meanings of words like "father," "mother," and "child" can be.

June 3 FAMILY: NEW REPRODUCTIVE TECHNOLOGIES

Test-tube babies were once a sensation, but now "assisted reproduction" is common. In this lecture, we will survey new, emergent forms of motherhood, reproduction, and family from a social rather than a medical point of view, focusing on the cultural changes involved. With so many new paths to parenthood, and so many actors potentially involved in making babies, definitions of reproduction are definitely changing; but anthropologists are also struck by what doesn't change, as people adapt their most closely held beliefs about parenthood to this new reproductive landscape.

Mary Weismantel is a cultural anthropologist with wide-ranging interdisciplinary interests in archaeology and art history as well as gender and sexualities studies. Her geographical area of expertise is the Americas, especially the Andes. More broadly, she is interested in regions where there is a history of racial conflict involving people of indigenous heritage, including U.S. Chicanas and Latinas. She is the author of two books: *Food, Gender and Poverty in the Ecuadorian Andes* (1989) and *Cholas and Pishtacos: Tales of Race and Sex in the Andes* (2001). Her recent publications are primarily on the topic of pre-Columbian art, especially Moche ceramics and the stone sculptures of Chavin. Professor Weismantel is currently Director of the Program of Gender and Sexualities at Northwestern. She is the recipient of numerous awards and honors, including funding from the National Science Foundation, Fulbright Foundation, and National Endowment for the Humanities. She is an Associate Curator at the Field Museum of Natural History.

C. Aristotle to Einstein: The History of Our Universe

Michael Smutko, *Distinguished Senior Lecturer, Physics and Astronomy; Manager, Dearborn Observatory*

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

In this course we will explore our expanding understanding of cosmology: the formation of the Universe, its current structure, and its ultimate fate. Beginning with insights from Aristotle and Ptolemy, we will see how these "classical" cosmologies evolved through the work of Copernicus, Galileo, Newton, Hubble, Einstein, and many others into the modern Big Bang Theory. Along the way, we will explore classic texts, marvel at stunning images from observatories around the world (and some in space), and synthesize the latest astronomical discoveries into a cutting-edge understanding of our Universe.

April 3 A PERFECT HEAVEN

In this class we will trace how the classical geocentric universe of Aristotle slowly gave way to the heliocentric model of Copernicus.

April 10 THE SHOULDERS OF GIANTS

Galileo and Newton became the first "modern" scientists by overthrowing 2000 years of dogma. They brought revolutionary insight into the study of cosmology.

April 17 THE ASTRONOMER'S TOOLBOX

Astronomers use many tools in their exploration of the Universe. In this class, we will take a look at many of them.

April 24 LIVES OF STARS

From the first twinkle of newborn stars to the last fading light of black holes, the lives of stars and how they affect the Universe are an important part of the amazing cosmological story.

May 1 CLIMBING THE DISTANCE LADDER

We will examine how astronomers added the third dimension - distance - to their maps of the cosmos and what these maps have taught us about our Universe.

May 8 THE EXPANDING HORIZON

The Hubble telescope has been one of the modern marvels in the study of cosmology. We will explore what the Hubble has helped us discover about the expanding Universe, and how Einstein's Theory of Relativity tries to explain what it all means.

May 15 A DAY WITHOUT A YESTERDAY

The Hubble telescope has helped us look both backward and forward in time. What clues has the Hubble given us about the beginning of the Universe (a "Big Bang"), and what do these clues foreshadow about the future fate of the Universe?

May 22 THE BUILDING BLOCKS OF CREATION

Any theory that claims to understand the formation of the Universe must explain the origin of matter. How well do the Big Bang's predictions match reality?

May 29 SHADOWS OF THE BIG BANG

Energy from the Big Bang still lingers in the modern Universe, literally providing astronomers with a 13 billion-year-old snapshot of the early Universe. What can we learn about today's Universe from this ancient energy?

June 5 DARK MATTERS

Recently, astronomers discovered that stars and galaxies make up only a tiny fraction of the composition of the cosmos. What makes up the rest, and why did it take so long to discover? What else don't we understand about the Universe?

Michael Smutko graduated Phi Beta Kappa with dual BS degrees in physics and astronomy from Penn State University. He earned his MS and PhD degrees in astronomy and astrophysics from the University of Chicago, where his work centered on building devices that allowed telescopes on Earth to overcome atmospheric turbulence and obtain images even sharper than the images taken with the best telescopes in space. He worked for nearly a decade as an astronomer at the Adler Planetarium and served as the Director of the Adler's observatory and telescopes. For the past eleven years, he has been at Northwestern, where in addition to teaching, he manages the Dearborn Observatory and directs the Introductory Studies program in the Department of Physics and Astronomy. As witness to his popularity as a teacher, he has been honored with seven elections to the Associated Student Government's Faculty Honor Roll, the WCAS Arts & Sciences Alumni Teaching Award, and the Charles Deering McCormick University Distinguished Lecturer Award.

D. *Les Misérables*: The Novel and its Adaptations

Michal Ginsburg, Professor, French and Comparative Literature

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

In this course, we will discuss Hugo's *Les Misérables* in its historical and cultural context, as well as through the lens of its many and varied adaptations. We will try to understand what makes the novel unique and what makes it such an inviting object for adaptation in different media and appropriation in different cultures. The first hour of each class will usually be devoted to discussing a particular aspect of the novel, whereas in the second hour we will compare and contrast some aspect of the novel with the way it is treated in some of its adaptations. (For those who wish to read the novel ahead of time, Professor Ginsburg will suggest parts that could be skipped or skimmed. That information will be available on our website.)

April 3 INTRODUCTION: "THIS BOOK IS DANGEROUS"

It is essential to understand the social, political, and cultural context within which *Les Misérables* was written in order to account for its mixed reception: hailed as the greatest literary event of the century, it was also harshly criticized by many French authors and literary critics of the time. In the second part of the lecture, we will ask how one begins making an adaptation.

April 10 THE RELIGIOUS DIMENSION OF *LES MISÉRABLES*

In the first part of this lecture, we will interpret the religious dimension of *Les Misérables* by analyzing the way conversion, sacrifice, and redemption are represented in the novel. We will then study the role of Javert and will look at some versions of this character provided by different adaptations.

April 17 *LES MISÉRABLES*: DEFYING GENRE

To what genre does this novel belong? What kind of narrative voice does it have? How can we characterize its style? In the second half of the lecture, we will see how *Les Mis* has been transported to different places and times.

April 24 BUT I DIGRESS.....

In this lecture we will focus on the longest of the novel's many digressions: the one describing the Battle of Waterloo. What does this digression tell us about the novel, about history, and about the myth of Napoleon? We will then compare the representation of work and idleness (Fantine, the Thénardiens) in the novel with their representation in some of the adaptations in order to deal with the question: Who are "les misérables"?

May 1 THE PRISON AND THE CONVENT

Both the prison and convent are places of confinement, and the novel explicitly reflects on the similarity between them. We will approach the relation between them by looking at the question of getting out/getting in. We will then confront the problem posed by the character of Cosette and the ways in which various adaptations tried to solve it.

May 8 REPRESENTATIONS OF SPACE AND LANGUAGE

In this class we will look at the novel's representation of the city of Paris. What parts of the city are represented? How are they represented? What does the representation of the city suggest about the novel as a whole? We will then take a look at the character most associated with the streets of Paris: Gavroche.

May 15 ON THE BARRICADES, PART I

This week we will start by discussing the long episode dealing with the 1832 insurrection. How did Hugo decide to invent a barricade that most likely did not exist? Who are the various people at the barricade and why are they there? We will then look at some of the filmic representations of the insurrection.

May 22 ON THE BARRICADES, PART II

In many ways, the 1832 insurrection described in the novel stands for the June 1848 insurrection, and Hugo refers to the latter quite frequently in his ruminations about the differences between riots, insurrection and revolution. We will study the specter of 1848 in the novel by looking at what the musical version "remembers" and the novel "forgets."

May 29 THE "LOWER DEPTHS"

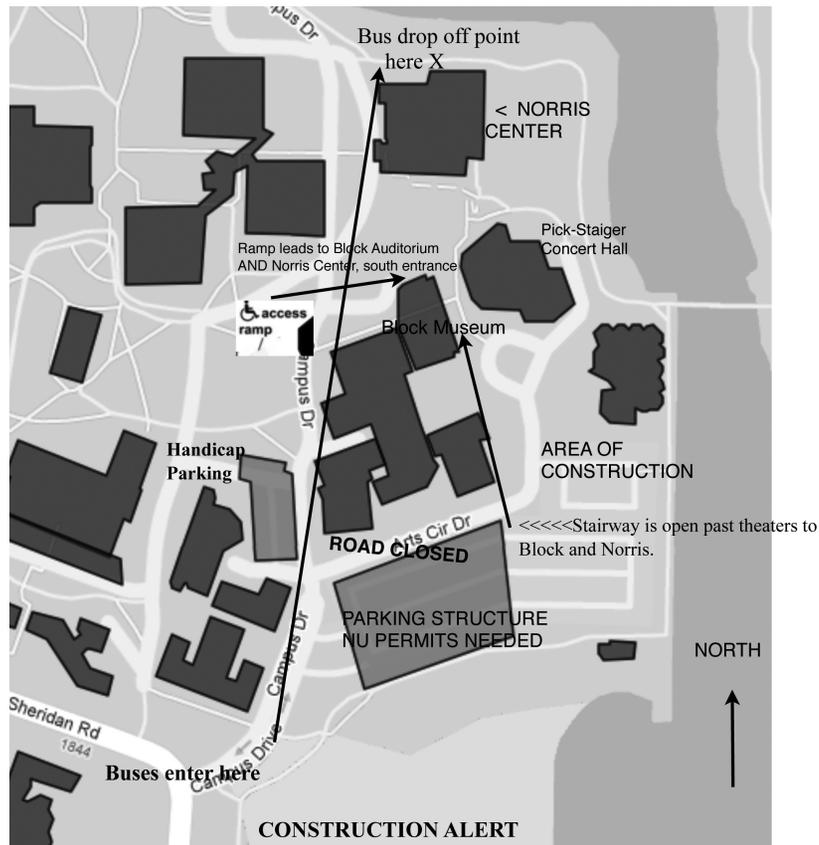
The sewers provide a concrete image of the social "lower depths" that is the world of "les misérables." What is the meaning of Jean Valjean's journey through the sewers with the half-dead Marius on his back? We will then consider the character of Marius in the novel and the adaptations.

June 5 AND FINALLY IT MUST END

How do we understand the end of the novel? What do we expect from an ending? Do we get it in this novel? We will then compare some of the different ways the ending has been handled in the adaptations.

Michal Ginsburg's research interests include the 19th century novel (especially in France, England, and the U.S.), Israeli fiction, critical theory, psychoanalysis, and narrative theory. She is the author of two books, *Flaubert Writing: A Study in Narrative Strategies and Economies of Change: Form and Transformation in the Nineteenth-Century Novel*, and she is co-author of a book about Israeli author David Shahar (with Moshe Ron). She is currently working on a book comparing nineteenth century narratives that center around a portrait. Ginsburg is a past Fellow of the Wissenschaftskolleg in Berlin and a former chair of the Department of French and Italian at Northwestern. She currently chairs the Modern Language Association (MLA) Division on Comparative Studies in Romanticism and the 19th Century.

CONSTRUCTION/PARKING ISSUES FOR SPRING QUARTER



The former Arts Circle Drive is closed due to a construction project on Northwestern's south campus. This project is scheduled for completion in 2015. Alumnae buses now drive to the north end of Norris Center, where there is a turnaround similar to the old Arts Circle. After navigating the turnaround, buses drive back to Ryan Field. The drop off point is very close to the north cafeteria entrance of Norris. There are no steps between that drop off point and elevators leading to the classrooms. The bus pickup location is at the same location as the drop off.

Notice: Private cars may not use this turnaround to drop off passengers.

Upon entering the campus from the south, there is a lot designated for handicap parking, located left at the first stop sign. (See the map above.) Since parking in this lot is limited, and since there is still a fairly long walk to Norris Center, we encourage those with handicap plates or placards to park at Ryan Field West and take one of our Alumnae buses, which have handicap lifts. For more information on handicap parking, and parking in general, see the facing page.

GENERAL PARKING AND BUS INFORMATION

- Registrants for one or more 10-week Continuing Education course may request a parking permit for the north half of the University's Ryan Field West Parking Lot D, located off Ashland Avenue just west of the stadium. Enter West Lot D at the north end of Ashland Avenue near the intersection with Isabella Street. **This permit is not valid for any other University lot.** Shuttle buses between West Lot D and class locations run every 15 to 20 minutes from 8:30 a.m. until 9:45 a.m. No buses run between 10:00 a.m. and 10:30 a.m. The "Early Bird Lunch Bus" begins loading at 11:00 a.m. for afternoon students planning to eat lunch on campus before class. Buses for afternoon classes then run every 15 to 20 minutes until 12:45. There is no bus service between 1:00 p.m. and 1:45 p.m. Bus service resumes at 1:45 p.m. and continues until twenty minutes after the last class ends, which is usually 2:45 p.m. Your "D" parking permit, mailed with your registration card, must be displayed with the printed side visible through the windshield. We strongly encourage carpools.
- Students attending *per diem* do not receive a parking permit and may not park in Ryan West Lot D. Parking permits for Lot D are limited to individuals who are registered for at least one full 10-week course. However, *per diem* students may ride the shuttle buses if they arrive at the lot by other means.
- To receive a parking permit good for the course term, you must request one by checking the parking box in the registration form on page 15. We will mail your parking permit with your class entry card before classes begin if your registration is postmarked on or before the early registration date of March 4, 2014. For registrations postmarked after March 4, class entry cards and parking permits will be held at the door.

ALTERNATIVE AND HANDICAP PARKING

- There is an Evanston city public parking garage four blocks southwest of Norris Center, just east of Chicago Avenue. It can be accessed from Clark Street or Church Street. (Church runs eastbound only.)
- Students with handicap license plates or placards are encouraged to park at Ryan Field West Lot D, if possible, and take an Alumnae bus with a handicap lift. During construction a limited number of handicap spaces will be available in the parking lot northeast of the McCormick Medill building (see map on facing page). To reach this lot, enter the south campus on Campus Drive, go to the first stop sign, and turn left into the lot. A visitor's parking pass is not required to park in a handicap-designated space in this lot if your vehicle has a valid government handicap license plate or placard. **There is no handicap parking in the two-tiered parking garage on south campus.**

COURSE REGISTRATION INFORMATION

- To register for one or more courses, use or copy the registration form on the facing page. Make checks payable to: **Northwestern University**. Mail check, registration form, and parking pass request to:
Alumnae Continuing Education, P.O. Box 2789, Glenview IL 60025.
- **Early registration deadline is Tuesday, March 4, 2014.** For registrations postmarked by March 4, the cost is \$165 per course. Special savings for **one individual** signing up by March 4 for more than one course are listed on the registration form. After March 4, the cost per course is \$180.
- **To receive a parking permit**, you **must** register for at least one full 10-week course and **check the appropriate box** on the registration form.
- If your registration is postmarked by March 4, your class entry card, parking permit, and a “purple sheet” giving all class locations and times will be mailed to you about two weeks before classes begin.
- **Be sure to bring your class entry card to each class, as it must be shown to the proctors at the door for entry to the class.**
- **Those registering after March 4** can pick up their class entry card and parking permit on the first day they attend class and **will need to find alternative parking for that day**. Registrations cannot be confirmed by phone. Your cancelled check verifies your registration.
- **Enrollment may be limited by room capacity.** When the number of applications exceeds capacity, applications will be honored in order of receipt, or if mailed, by postmark. If the course you have requested is filled, we will notify you and return your check. Since *per diem* students are seated as the class begins, be sure to arrive promptly for courses that are at capacity.

Per Diem Students: When space allows, ***per diem* students will be admitted for \$25 per class session.** If a course is at capacity enrollment, *per diem* students will receive numbered cards and be admitted at the beginning of the class as space permits. Our website identifies courses at capacity enrollment. *Per diem* students do not receive parking permits, so they must find alternative parking.

Refund Policy: Before a refund can be issued, your registration card and parking pass must be returned. Send materials to Alumnae Continuing Education, P.O. Box 2789, Glenview, IL 60025. A processing fee of \$10 will be charged on all refunds. If you withdraw from class prior to the first meeting, a full refund, less the processing fee, will be given. After the first class meeting, an additional \$25 will be deducted from the refund. After the second class meeting, \$50 plus the processing fee will be deducted. Thereafter, no refunds will be given. A transfer, at no cost, to another class offered during the same quarter is an option, provided there is space available. Credits are not given for future classes.

Spring 2014 Continuing Education Registration Form

Please enroll me in the course or courses checked below.

Early fee per course per person, if postmarked by March 4:

- A. "The Great American Novel": Defining America (s) \$165
- B. Women, Marriage, and the Family \$165
- C. Aristotle to Einstein: The History of our Universe \$165
- D. *Les Misérables*: The Novel and its Adaptations \$165

I would like a spring quarter Ryan lot PARKING PERMIT.

Parking permits for Ryan West Lot D must be requested with your registration by checking the box above. Otherwise, permits may not be available.

EARLY REGISTRATION FEE (through March 4)

One person attending 2 courses	\$300
One person attending 3 courses	\$430
One person attending 4 courses	\$550

Registrations must be **postmarked** by Tuesday, March 4, 2014, for **all** early fees listed above. **After March 4, the fee per course will be \$180, and there will be no discount for multiple courses.**

Name _____

Address _____

City _____ State _____ Zip _____

Phone (____) _____ email _____

- This is a new address.
- Add my name to your brochure mailing list.

Make your check payable to *Northwestern University*, and mail to:
Alumnae Continuing Education
P. O. Box 2789
Glenview IL 60025

(We are unable to accept credit card payment.)