



Celebrating 48 Years of
CONTINUING EDUCATION

Daytime Noncredit Courses for the Public

*Sponsored by
The Alumnae of Northwestern University
Engaging Minds, Enriching Lives*

Winter Quarter 2017
Tuesdays and Thursdays
(See individual classes for start and end dates.)

- A. A Funny Thing Happened on the Way to Canterbury:
Chaucer's Narrative Experiment**
Susie Phillips, *Associate Professor of English*
Tuesdays, 9:30-11:30 a.m.
- B. Musical Explorations**
Stephen Alltop, *Senior Lecturer, Conducting and Ensembles*
Tuesdays, 12:45-2:45 p.m.
- C. Holding Court: Many Faces of the Law**
Multiple Instructors from Northwestern University
Pritzker School of Law
Thursdays, 9:30-11:30 a.m.
- D. Economic Policies for Contemporary Markets:
Restyling Adam Smith's Legacy for Our Times**
Robert Coen, *Professor Emeritus of Economics*
Thursdays, 12:45-2:45 p.m.

Most courses are held in Norris University Center on the south campus.
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, this unique program is 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 the inside of 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, 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. We will make every effort to return your phone call within 24 hours.

Preview of Spring 2017 Courses

- A. **Chicago Legal: Notable Trials in U.S. and Chicago History**
Mark Iris, *Lecturer, MMSS*
- B. **American Revolution: 1763-1787 “These Are the Times that Try Men’s Souls”**
Laurie Schiller, *Lecturer, Retired*
- C. **TBD**
- D. **The Wisdom of *The Brothers Karamazov***
Gary Saul Morson, *Professor, Slavic Languages and Literatures*

Winter 2017 Start and End Dates

Please note:

Class A **Tuesday, January 10/March 14**

Class B **Tuesday, January 3/March 7**

Class C & D **Thursday, January 5/March 9**

Important Policy Notice: In order to respect copyright, 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.

A. A Funny Thing Happened on the Way to Canterbury: Chaucer's Narrative Experiment

Susie Phillips, *Associate Professor of English*

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

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

This class will explore Chaucer's *Canterbury Tales* as a radical literary experiment, centuries ahead of its time. As we follow the pilgrims along the road to Canterbury, we will uncover the many ways in which Chaucer plays upon, and often frustrates, his audience's social, religious and literary expectations. Indeed, by experimenting with character and genre, science and religion, philosophy and poetry, and above all, irony and humor, Chaucer transforms old, familiar stories into his new tales. Weekly lectures will examine individual tales, exploring how Chaucer's "greatest hits" resonate with, and defy, their cultural, political, and literary context.

Jan. 10 Geoffrey Chaucer: the Unlikely Father of English Poetry

How did the stepson of a London wine merchant come to be heralded as the father of English poetry? Chaucer was neither an aristocrat nor a cleric. He did not attend Oxford or Cambridge, the centers of English learning; rather, he graduated from a London "grammar school." Yet his works engage with the Latin, French and Italian literary traditions, as well as with contemporary legal, economic and philosophical debates. Exploring the social landscape of fourteenth-century England, this opening lecture contextualizes Chaucer's career.

Jan. 17 An Unusual Cast of Characters: Rolling the Dice in the General Prologue

Pushing the medieval frame narrative to a new extreme, the *General Prologue* introduces twenty-nine pilgrims in order of their social rank, describing their professions, their clothing and the state of their horses, deploying all manner of late medieval cultural stereotypes in the process. In doing so Chaucer courts literary disaster, running the risk of boring audiences with a potentially monotonous list of expected types and descriptions. Yet what follows instead is a vivid account of eccentric individuals who illuminate both late medieval society and Chaucer's poetic practice, introducing his trademark irony and interpretative mischief.

Jan. 24 The Wife of Bath: Shrew, Muse, Avatar

Perhaps Chaucer's most infamous character, the Wife of Bath looms over the *Canterbury Tales*, sparking more conversation than any other pilgrim. Far more than an anti-feminist stereotype, the Wife of Bath inspires outrage, laughter, and, above all, stories, setting in motion a literary conversation about marriage, women, and textual interpretation that pervades and shapes the rest of the poem. What is more, in her own narrative, as she transforms familiar stories and plays with her audience's expectations, the Wife of Bath stands as Chaucer's avatar.

Jan. 31 "Trust me, I'm a liar": the Pardoner's False Confessions

The quintessential hypocrite, Chaucer's Pardoner first confesses the dishonest tricks of his religious trade to his fellow pilgrims and then attempts to swindle them all anyway, earning their ire and disdain. Along the way, he tells a perfectly executed moral tale whose lesson resonates for audiences inside and outside the poem. How do we make sense of this deeply complicated character and the strong emotional reactions he generates in his audience?

Feb. 7 The Art of Courtly Love

Turning from infamous characters to popular genres, this lecture explores medieval romance and Chaucer's particularly irreverent take on knights, ladies, courtly love, and idealized codes of behavior. We will focus on *The Franklin's Tale* and its unconventional negotiation of truth, honor, and marriage vows in the context of shifting late medieval economic conditions. But we will read it against both Chaucer's lengthy, philosophical *Knight's Tale*, which transports medieval romance to classical Athens, and his wild, unfinished *Squire's Tale* with its story of mechanical horses and talking falcons at the court of Genghis Khan.

Feb. 14 Bawdy Jokes, Churlish Husbands, Meddling Priests, and Fabliau Justice

The Middle Ages is infamous for its bawdy jokes and bodily humor. Perhaps nowhere is that ribald humor more viscerally on display than in Chaucer's *fabliaux*—comic tales of farts, randy priests, cuckolded husbands, and mischievous tricks. We will focus on the *Miller's Tale*—once called Chaucer's “most perfect” narrative despite its raucously low humor—but will consider his multiple experiments in this entertaining genre in the tales of the Shipman, the Reeve and the Merchant.

Feb. 21 Fables are for the Birds: Chaucer's Avian Masterpiece

Most frequently proposed by readers as the winner of the Canterbury tale-telling competition, the *Nun's Priest's Tale* takes what is on the surface a fable of a rooster and a fox, and transforms it into a comedic masterpiece. It is at once a hilarious send up of popular literary styles, a searching query about the nature of interpretation, a philosophical debate about fate and free will, a surprising lesson on marriage, and a subversive critique of the medieval principles of textual interpretation.

Feb. 28 East Meets West: the Cross-cultural *Canterbury Tales*

Chaucer is known for his (not so) subtle critique of late medieval English clerical corruption, but in the *Man of Law's Tale* and the *Prioress's Tale*, he tackles the topic of religious intolerance, exploring Islam and Judaism through the lens of medieval moralizing tales of shipwrecks, murders, and religious conversions.

Mar. 7 Experimenting with Faith and Fiction

Chaucer's *Clerk's Tale* once more takes up the question of medieval textual interpretation: how can we be sure what a narrative means? How can we be sure what lessons we are supposed to draw from it? In a tale of almost inhuman wifely patience, the Clerk takes on the Wife of Bath and her contention about women and marriage, while Chaucer takes on the poets laureate, Boccaccio and Petrarch, asking readers to consider the difference between allegory and exemplum, and to ask how perspective alters interpretation.

Mar. 14 Chaucer's Sense of an Ending?

This final lecture considers how Chaucer ends the *Canterbury Tales*. After a series of vibrant tales that celebrate interpretive possibility and narrative ambiguity, the poem ends with a fable, a penitential manual, and a “retraction” disavowing almost all of the Chaucerian corpus. How have scholars come to terms with this closing gesture and how do we make sense of it today?

B. Musical Explorations

Stephen Alltop, *Senior Lecturer, Conducting and Ensembles*
Tuesday afternoons, 12:45-2:45 p.m.,

Norris University Center

Note: The final class will be in Alice Millar Chapel.

Stephen Alltop, Senior Lecturer in the Henry and Leigh Bienen School of Music, will delve into a variety of musical topics, from the lives of several great composers to the question of how composers choose their keys. These multimedia presentations will include musical guests and numerous live performances.

Jan. 3 Franz Liszt: Virtuoso Visionary

Franz Liszt is best known for his exploits as one of the first and greatest virtuosos on the piano. While initially he composed in support his performance needs, Liszt ultimately became one of the most influential and forward-looking composers of the 19th century.

Jan. 10 Giacomo Puccini: A Lion of Opera

Giacomo Puccini was the most famous creator of the *verismo* operas – works that drew upon real-life subjects and characters as opposed to those of mythology or legend. One of the great melodists of all time, his music also features sumptuous harmonies and soaring vocal lines. From *Manon Lescaut* to *Turandot*, Puccini's hit parade is one of the most beloved in opera history.

Jan. 17 Béla Bartok: Hungarian Genius

Along with his countryman Zoltán Kodály, Béla Bartók melded the essence of Hungarian folk songs with musical forms of great imagination and sophistication. Bartók achieved worldwide prominence during the turbulent first half of the 20th century.

Jan. 24 Samuel Barber: American Voice **(Note earlier time: 12:30-2:30 p.m.)**

From his early days as a young musician who caught the attention of Toscanini to his ascendancy as one of America's greatest composers, Samuel Barber enjoyed a stellar career. His music is imbued with a vocal quality that was derived in part from his own singing as a baritone.

Jan. 31 Ornamentation and Variation

Ornamentation and variation are two closely related ways that musical themes and compositions are embellished and developed. The lecture will examine how performers and composers enhance beautiful music through both imagination and careful craftsmanship.

Feb. 7 Crossing the Line – Where Jazz meets Classical Music

While the melding of jazz and classical idioms is now a long-standing concept, other parallels between these musical styles are compelling to examine, particularly the similarities between the rhythms section of a jazz combo and the continuo group in baroque music. Supported by live performers, you can expect some improvisation in this presentation!

Feb. 14 All Keyed Up: How Composers Choose Their Keys

We hear of Mendelssohn's *Violin Concerto in E Minor* and Bach's *Mass in B Minor*, but why were those keys selected for these monumental pieces? Stephen Alltop examines the practical, historical, mystical, and symbolic reasons behind how composers chose their keys.

Feb. 21 Plucked and Strummed: Harp, Harpsichord, & Theorbo

An in-depth presentation on three closely related instruments: the harp, harpsichord, and theorbo. The fascinating histories, capabilities and importance of these instruments will be discussed and supported by live performances.

Feb. 28 Strings and Things

The forebearers of modern string instruments such as the violin, viola, cello and bass include rebecs, bowed lyres, and viols. Each of the members of the modern string family will be presented and played by outstanding performers from the Bienen School of Music.

Mar. 7 Maurice Duruflé: Musical Perfectionist

(Alice Millar Chapel)

Maurice Duruflé was an enigmatic and highly accomplished organist and composer. His music blends elements of Gregorian chant, exquisite counterpoint, and impressionistic harmonies. Dr. Alltop will discuss Duruflé's *Requiem*, one of the masterpieces of the choral repertoire, and perform organ works by Duruflé, Louis Vierne, and Charles Tournemire.

C. Holding Court: Many Faces of the Law
Faculty from Northwestern University Pritzker School of Law
Thursday mornings, 9:30-11:30 a.m., Norris University Center

This electric series will spotlight distinguished legal scholars who will cover law and legal reasoning, cutting edge legal issues, as well as the role of legal education.

Jan. 5 Kafka's *The Trial* and Our Criminal Justice System

Robert P. Burns, *William W. Gurley Memorial Professor of Law*

I will be offering an explication of Franz Kafka's great dystopian novel, *The Trial*, and exploring what it may have to say to us today. It has been said that Kafka is to our era what Dante and Shakespeare were to theirs: the artist who most deeply portrays the age's character, in our case the pervasiveness of bureaucracy. In particular I will be using the novel as a lens through which to examine our own criminal justice system, which has become increasingly bureaucratic and which is currently under a level of criticism not seen for many decades. **Reading *The Trial* would be a fine way to prepare for the session, though it's not necessary. Orson Welles made a very interesting film version that is certainly worth seeing.**

Jan. 12 The New Professionals: How our Changing World Demands Changing Educational Strategies

Dean Daniel B. Rodriguez, *Harold Washington Professor*

Legal education is rapidly evolving to take account of the need for lawyers to develop multidisciplinary skills and to engage more synergistically with business clients. Likewise, doctors, managers, and technology leaders need to develop a greater combination of skills, including some legal skills, in order to make progress in an increasingly interconnected economy. In short, we need to educate "T-shaped" professionals, with both deep and broad knowledge.

Jan. 19 Creative Destruction in Taxi Markets, The Law and Economics of Uber

James B. Speta, *Class of 1940 Research Professor of Law, Senior Associate Dean for Academic Affairs and International Initiatives, Director of Executive LLM Programs*

The entry of Uber and other ride-sharing services has created controversy worldwide. Taxi services have long been regulated, from limiting entry to controlling prices. Should that regulation continue in the face of this new means of providing transport? This talk examines the economics of taxi markets and argues that entry should be permitted, as it has been into other previously regulated markets such as airlines and telecommunications.

Jan. 26 One Supreme Cop: The Supreme Court's Role in Directing Judicial Traffic

James E. Pfander, *Owen L. Coon Professor of Law*

International law provides an imperfect and incomplete guide for when and how force is used in international affairs. It is incomplete in that many issues—such as the use of drones and when military action is defensive, aggressive, or humanitarian—are not clearly addressed in international law; nor does it address the ethics of using force. This lecture will present ethical/legal frames scholars and policy-makers use to guide decisions on using force. Then it will compare realist perspectives based on national interests to Kantian/liberal perspectives based on Western values for human rights and democracy to Michael Walzer's perspectives on the legitimate use of force.

Feb. 2 The Place of the Local in American Law

Nadav Shoked, *Associate Professor of Law*

Local government is the government closest to the citizen and the one whose decisions affect our lives and property holdings the most. It regulates real estate markets (e.g., land use controls, economic development policies), it taxes, it runs the police, and it delivers other essential services, including education, transportation, and parks. This lecture will thus address the actualities and potentialities of decentralization of power in American law as well as the challenges facing our cities in the early twenty-first century.

Feb. 9 Cook County Criminal Justice Audit: Improving the Quality of Justice in Cook County's Criminal Justice System Through Effective Information Sharing

Thomas F. Geraghty, *Class of 1967 James B. Haddad Professor of Law, Director, Bluhm Legal Clinic, Associate Dean of Clinical Education*

Over the years, Cook County's criminal justice system has suffered from a variety of ailments including corruption, undue political influence, and lack of coherent planning due to the failure of elected and appointed officials to cooperate with each other. This results in injustice for defendants, victims, and communities, as well as inefficiency and wasteful spending. Professor Geraghty will briefly summarize the Cook County's criminal justice system's troubling past and will describe a constructive way forward focusing on the Bluhm Legal Clinic's Cook County Criminal Justice Audit.

Feb. 16 Our Legal System in Comparative Perspective

Erin F. Delaney, *Associate Professor of Law, Associate Professor, Department of Political Science*

(Lecture description will be available at the beginning of the course.)

Feb. 23 A Free Speech Response to the Gay Rights/Religious Liberty Conflict

Andrew M. Koppelman, *John Paul Stevens Professor of Law*

Religious businesses object to facilitating same-sex marriages, although the law forbids discrimination against gay couples. Can they publicize their views? Present constitutional law is confused about, and this lecture will address, whether that is protected speech or would be actionable harassment.

Mar. 2 The Intensifying Controversy over the American Death Penalty

Robert C. Owen, *Clinical Professor of Law*

Capital punishment in the United States has long sparked disagreement, but for years the high level of public support for the practice appeared to foreclose movement towards abolition. Today, however, a combination of factors is making that prospect real. Concern over wrongful convictions, dismay over spiraling costs, and anger at widespread bias and unfairness in the criminal justice system are all prompting a critical reappraisal. Rob Owen, who has spent the last twenty-five years defending clients facing the death penalty, offers his perspective on why high-profile capital trials like those arising from the Boston Marathon terror attack and the mass shootings in Aurora, Colorado, and Charleston, South Carolina, may soon be a thing of the past.

Mar. 9 Judicial Independence and the American Constitution: A Democratic Paradox

Martin H. Redish, *Louis and Harriet Ancel Professor of Law and Public Policy*

Our nation was founded on the principle, “no taxation without representation,” and the democratic accountability of our rulers is fundamental to our form of government. Yet the Framers of our Constitution were aware of the fates of past republics, which had all ended by degenerating into tyranny, and their goal was to temper democratic government by means designed to avoid this result. In choosing this system they consciously departed from the British form of an unwritten constitution, under which they had been governed prior to the nation’s independence. To interpret and enforce our Constitution, the Framers created a judicial branch whose judges are not elected, are guaranteed life tenure and whose salaries cannot be reduced. In this paradoxical manner, the Framers employed an unrepresentative, unaccountable judiciary to preserve our democratic form of government. This lecture will explore the historical and normative grounding of judicial independence in the United States, and explore the ways in which office holders and legal scholars have sought to undermine this foundational element of American constitutional democracy.

D. Economic Policies for Contemporary Markets: Restyling Adam Smith's Legacy for Our Times
Robert Coen, Professor Emeritus of Economics
Thursdays afternoons, 12:45–2:45 p.m., Norris University Center

Adam Smith founded modern economics with publication of *The Wealth of Nations* in 1776. His persuasive arguments for economic freedom, competitive markets, and limited government won the minds of liberal social thinkers of the day, and they continue to shape contemporary discussions of economic and social policy. But Smith could not foresee the complexity of today's markets. Modern economists have had to adjust their conception of human behavior and economic interactions, now casting doubt on Smith's most famous dictum -- that leaving markets unregulated is the best way to achieve economic efficiency and prosperity. The lectures will review Smith's ideas and times and then examine selected current-day markets to see how they differ from the simpler markets of Smith's era, revealing why a hands-off approach is usually unsatisfactory in principle and rarely followed in practice.

Jan. 5 Adam Smith and the Free-Market Approach to Social Organization

Smith revolutionized thinking on two big questions: What constitutes the wealth of a nation, and how should a nation be organized to maximize its wealth? We will see how Smith challenged prevailing economic doctrines and also explore the limitations to successful functioning of free markets.

Jan. 12 Markets for Medical Care

Perhaps no markets are more heavily regulated today than those for medical care. In some advanced countries, the entire "industry" is government owned and operated. What features of medical care prompt such widespread rejection of Adam Smith's free-market paradigm?

Jan. 19 Financial Markets

The collapse of the mortgage and housing markets in 2008 and the ensuing world recession are recent examples of financial euphoria and its often dire aftermath. Financial manias and panics were not unknown in Adam Smith's day, and they persist despite attempts by governments to limit speculation and risk-taking. Yet, financial markets are critical to the economic affairs of businesses and consumers. Why do these markets tend to be so unstable, and why do beneficial financial innovations, such as mutual funds and derivatives, pose new challenges to financial stability? Can new regulatory approaches help tame financial markets without stifling the vitality of capitalism?

Jan. 26 Markets for Sports

Sports were virtually unknown as an economic activity in Adam Smith's time. Today they are mega-industries in which firms openly follow collusive practices, defying basic principles of free markets. Why are sports businesses allowed to play by rules prohibited to other enterprises?

Feb. 2 Markets for Arts and Culture

As the wealth of nations grows, so does the demand for cultural enrichment. Can markets be relied on to promote cultural activities? Why are many cultural organizations non-profits dependent on private charity and public subsidies, rather than profit-driven businesses?

Feb. 9 Markets for Education

In Adam Smith's time, the "capital" in capitalism was predominantly physical capital – such as blast furnaces, steam engines, spinning jennies. Yet human capital, referring to worker skills and experience, is equally vital to creating wealth. Why are non-market institutions and mixed methods of finance needed to promote the growth of human capital?

Feb. 16 Markets for New Technology

The Wealth of Nations was written in the midst of the Industrial Revolution, when technological advances transformed the economic life of Europe. Yet Smith makes little reference to these forces. By contrast, modern studies conclude that technological progress has been the key to economic growth. How does technological progress get "produced"?

Feb. 23 Job Markets

Adam Smith stressed that productivity can rise by the "division of labor" or by substituting labor-saving machine power for human effort. With today's advances in robotics and automation, how should we approach concerns for lost jobs and growing economic inequality?

Mar. 2 Markets for Natural Resources

Natural resources are fixed in availability. If they are privately owned and developed for profit, will they be depleted at desirable rates? Will their prices and utilization in free markets reflect societal and environmental concerns? If not, how can they be made to do so?

Mar. 9 Intergenerational Markets

In Smith's time, the 40-year life expectancy meant that people generally worked until they died. Today's longer lives and retirement years, coinciding with declining birthrates, means fewer workers to support retirees. How can free markets and governments manage these needs?

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 p.m. 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 on the dashboard 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 December 2, 2016. For registrations postmarked after December 2, 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 and take an Alumnae bus with a handicap lift, which delivers students to the door of Norris Center. A limited number of handicap spaces are available in the parking lot northeast of the McCormick Tribune Center. To reach this lot, enter the south campus on Campus Drive, go to the first stop sign, and turn left into the lot. In addition, there are more handicap spaces on the upper level, eastern end of the 2 tier parking lot just north of the visitors' center. 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.

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 and registration form to:
Alumnae Continuing Education, P.O. Box 2789, Glenview IL 60025.
- **Early registration deadline is Friday, Dec. 2, 2016.** For registrations postmarked by Dec. 2, the cost is \$180 per course. After Dec. 2, the cost per course is \$195.
- If your registration is postmarked by Dec. 2, your class entry card and a “purple sheet” giving all class locations and times will be mailed to you about two weeks before classes begin.
- **PLEASE NOTE: Be sure to bring your class entry card to each class, as it must be shown to the proctors at the entry door. In order to guarantee seating for registered students, there will be only one time registrants will be allowed in with a temporary card. After that, they will be charged a replacement fee of \$30.**
- **Those registering after Dec. 2** can pick up their class entry card on the first day they attend class. Registrations cannot be confirmed by phone. Your cancelled check verifies your registration.
- **Enrollment may be limited by room capacity.** When applications exceed capacity, registrations will be honored in order of receipt, or if mailed, by postmark. If your requested course is filled, we will return your check.
- ***Per Diem Students:*** When space allows, *per diem* students will be admitted for \$30 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 that are closed because of capacity enrollment. **Guest passes are not valid for classes that are closed.**
- **Refund Policy:** Before a refund can be issued, your registration card 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 \$30 will be deducted from the refund. After the second class meeting, \$60 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.

Winter 2017 Continuing Education Registration Form

Please enroll me in the course or courses checked below.

Early fee per course per person, if postmarked by December 2:

- A. A Funny Thing Happened on the Way to Canterbury** \$180
- B. Musical Explorations** \$180
- C. Holding Court: Many Faces of the Law** \$180
- D. Economic Policies for Contemporary Markets:
Restyling Adam Smith's Legacy for Our Times** \$180
- I would like a Winter 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 December 2)

One person attending 2 courses	\$330
One person attending 3 courses	\$475
One person attending 4 courses	\$610

Registrations must be **postmarked** by Friday, December 2, 2016, for all early fees listed above. **After December 2, the fee per course will be \$195, 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.)



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.
