



Celebrating 55 Years of  
**CONTINUING EDUCATION**

Daytime Noncredit Courses for the Public

*Sponsored by*

*The Alumnae of Northwestern University*

*Engaging Minds, Enriching Lives*

## **Fall Quarter 2023**

**Tuesdays and Thursdays, Sep. 26 to Nov. 30**

Register for Alumnae Courses online through Norris Box Office.  
Check the Norris Box Office site for updated Fall 2023 online enrollment  
dates and information: [nbo.universitytickets.com](http://nbo.universitytickets.com)  
For additional support, call our voicemail number: (847) 604-3569.

- A. **The Alumnae Lyceum Lecture Series**  
**Spotlights on the Past and Present**  
*Multi-professor course*  
**Tuesdays, 9:30 - 11:00 a.m.**
  
- B. **The Library in the West: A 5000-Year History**  
**Jeff Garrett, Librarian emeritus, Northwestern**  
*University*  
**Tuesdays, 1:00 - 2:30 p.m.**
  
- C. **This Land and People: the American Environment**  
**in Historical Context**  
**Keith Mako Woodhouse, Associate Professor, History**  
**Thursdays, 9:30 – 11:00 a.m.**
  
- D. **Hair to Hamilton: The History and Performance of**  
**Pop/Rock Musicals**  
**Melissa Foster, Charles Deering McCormick**  
*Distinguished Professor of Instruction, Theatre*  
**Thursdays, 1:00 - 2:30 p.m.**

**Fall 2023 courses will be offered both in-person and via Zoom Webinar.**  
**See details on pages 18 - 21 of this brochure.**

**The Alumnae of Northwestern University  
Continuing Education Program  
Fall 2023**

The Alumnae of Northwestern University invites you to join us as we continue our 55th year of engaging minds and enriching lives.

Along with our traditional in-person course offerings, we are also offering the opportunity to attend our lectures via live-streaming for those times when you are unable to attend in person, or for those of you who are unable to attend the in-person sessions.

Everyone will also have access to the recordings of each week's lectures for a period of 6 days following the lecture.

You can enroll online at the Norris Box Office. See pages 18 - 21 for more detailed information.

**Winter 2024 Preview**  
Tuesdays and Thursdays  
January 9 - March 7, 2024

- A. The Evolution of Chicago**  
**Henry Binford**, *Professor Emeritus, History*
- B. Musical Excursions**  
**Stephen Alltop**, *Senior Lecturer, Henry and Leigh Bienen School of Music*
- C. Instant Classics of Contemporary Cinema**  
**Nick Davis**, *Associate Professor, English*
- D. The Extreme Universe: Traveller's Tales from Exotic Corners of the Cosmos**  
**Shane Larson**, *Research Professor, Associate Director of CIERA, Physics and Astronomy*



**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 \$9.5 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 as an institution:**

#### **Alumnae Endowment for Academic Enrichment**

Funds are used to bring distinguished scholars and artists to campus annually.

#### **Alumnae of Northwestern University Centennial Endowment**

Funds multiple Summer Undergraduate Research Grants for recipients selected by Northwestern University's Office of Undergraduate Research.

#### **Alumnae of Northwestern University Graduate Fellowships**

Awarded to full-time graduate students, each in a terminal Master's program, who show promise of achieving distinction in a career that will serve the public good and bring credit to Northwestern University.

#### **Alumnae Grants Program**

Annually helps University departments and faculty with important programs not included in their annual budgets. Past funding has gone to research, speakers, conferences, equipment, and study-related travel for faculty and students.

#### **Alumnae of Northwestern STEM Scholarships**

Awarded to students for their junior year who are enrolled in a STEM discipline: Science, Technology, Engineering or Mathematics.

#### **Alumnae of Northwestern Summer Interns**

Sponsors multiple summer internships through Northwestern University's Career Advancement Summer Internship Grant Program.

#### **Alumnae of Northwestern University Teaching Professorship**

This endowed professorship honors a faculty member for excellence in teaching and curriculum innovation; the selected professor serves a three-year term.

#### **Alumnae of Northwestern University Award for Curriculum Innovation**

Awarded annually, this award supports faculty work over the summer to develop innovative course materials, new courses or new modes of teaching, including online education that will benefit undergraduate students.

#### **WCAS Teaching Awards**

These awards provide financial support for the Judd A. and Marjorie Weinberg College of Arts and Sciences Awards for Outstanding Teachers.

#### **The Alumnae of Northwestern University Scholarship Fund**

This is an endowed three-year scholarship, conferred by Northwestern University.

**A. The Alumnae Lyceum Lecture Series**  
**Spotlights on the Past and Present**  
*Multi-professor course*  
**Tuesdays, 9:30 - 11:00 a.m. Norris University Center**

Following the 19<sup>th</sup> century American Lyceum tradition for public education, the Alumnae Continuing Education program is offering a nine-week eclectic lecture series on a range of engaging topics. Several of the lectures will explore historic events from the past which continue to resonate into today's social and political discourse. Other classes will provide perspectives and analyses on topics of timely public interest, focusing on political, scientific, and economic issues, both national and global. The course will feature outstanding faculty from various schools and departments within the university.

**Sep. 26 Public Debate in the Civil War Era**  
**David Zarefsky**, *Owen L. Coon Professor Emeritus of Argumentation and Debate; Former Dean - School of Communication*

The Civil War era, generally from 1850 to 1877, was also known as the “golden age” of American oratory. Sometimes public debate helped to unite Americans; sometimes it sharpened already polarized conflicts. This lecture will examine samples of both, including Congressional debates from the Compromise of 1850 to the Civil Rights Act of 1875, campaign speeches from men such as Stephen Douglas and Salmon P. Chase, and the era's two greatest orators, Frederick Douglass and Abraham Lincoln. Finally, it will explore how the revival of the woman suffrage movement was a result of the Civil War era.

**Oct. 3 The Ethics of Access: Abortion in the U.S. Since the Dobbs Decision**  
**Katie L. Watson MD**, *Associate Professor of Medical Education, Medical Social Sciences, and Obstetrics and Gynecology; Core Faculty, Medical Humanities & Bioethics Graduate Program*

Professor Watson will make the ethical case for why access to abortion care should remain legal, based on the personhood of women, freedom of individual conscience in a pluralistic society, and economic and racial justice. Then, she will review current US abortion law, and share research documenting how it has changed the experience of abortion care for pregnant people and clinicians in ban states as well as in haven states like Illinois. Professor Watson is the author of *Scarlet A: The Ethics, Law and Politics of Ordinary Abortion* (OUP 2018), which the *New York Times* listed as one of ten books to better understand the abortion debate. At the end of the lecture, she will preview the new book she is working on—considering where the nation should aim to go next.

**Oct. 10            Game Theory: Thinking Strategically in Business,  
Law, Politics, and More**

**Ronald Braeutigam**, *Harvey Kapnick Professor  
Emeritus, Economics*

Game theory provides a framework that helps decision makers gain a competitive advantage when dealing with rivals in everyday life. In this session, Professor Braeutigam describes possible strategies and likely outcomes in three types of common games when rivals do not cooperate with each other: the prisoners' dilemma, repeated games, and sequential games. The discussion will compare the outcomes when rivals cooperate with those when they do not. The presentation will describe applications of game theory in several real-world settings, including business, law, politics, and sports.

**Oct. 17            Among All the Crises Today, Is the Climate Change  
Crisis the Most Pressing?**

**Kimberly Gray**, *Roxelyn & Richard Pepper Family Chair &  
Professor, Civil and Environmental Engineering*

When faced with so many acute events – a pandemic, wars, financial disasters – it is difficult to keep our eye on chronic events that assume an air of “creeping normalcy.” But is the rapidly changing climate still progressing in tiny, unnoticed increments? At what point will we no longer be able to deny the climate crisis? This talk will discuss the multitude of actions that are ready for the taking, if we so choose; what is in store for us if we don't?

**Oct. 24            Profits and Persecution: German Big Business and the  
Holocaust**

**Peter Hayes**, *Professor of History and German, Theodore  
Zev Weiss Holocaust Educational Foundation Professor of  
Holocaust Studies Emeritus*

In this talk, Peter Hayes traces the ways by which the German corporate world became deeply implicated in—and in many respects indispensable to—the Nazi regime's persecution, exploitation, and murder of Europe's Jews. He argues that these developments stemmed inexorably from decisions made and actions taken by the nation's leading corporate executives in 1933, at the very outset of Nazi rule.

**Oct. 31            Why War in the Ukraine Matters**

**William Reno**, *Professor, Political Science*

Ukrainian President Volodymyr Zelensky told the US Congress that security assistance to Ukraine is an “investment.” This session will assess Zelensky's claim, exploring the impact of this assistance on US competition with China, innovation in war, effects on a global system of alliances, nuclear deterrence, and the domestic politics of US defense and industrial policies. How and when the Russia-Ukraine war ends is unclear. Nevertheless, alongside the human tragedy of this war is real momentum for widespread changes in the US's place in the world and in how US policymakers and their allied partners think about defense.

**Nov. 7**                    **Blood Lines: Rethinking Extremist Violence**  
**Kevin Boyle**, *William Smith Mason Professor of American History*

Federal prosecutors have charged about a thousand people for their actions during the January 6, 2021 assault on the Capitol. More than two hundred of them – almost a quarter of the total – have been indicted alongside a relative or romantic partner: fathers with sons, husbands with wives, sisters with brothers, boyfriends with girlfriends. Other relationships run through the indictments too. The pair of roommates from Ohio who have known each other since they were kids. The three high school buddies from North Carolina. The three Marines from Camp Lejeune. The Florida man and his pastor. The electrician’s apprentice and his boss. Those relationships highlight a crucial component of the extremism pulsing through American public life. Extremist movements are ideological. Extremist violence is strikingly social, driven not by ideas alone but by the power of personal connections. This lecture gives the dynamic a history by moving from January 6 back to a horrific act of racial violence almost a century ago and up to the terrorist violence of the last twenty years, to show the continuity of political brutality’s underlying intimacy and to trouble our understanding of the profound dangers now facing the nation.

**Nov. 14**                    **From Local to Global: The Role of Press Freedom and Independent Journalism in Upholding Human Rights and the Rule of Law**  
**Juliet Sorensen**, *Clinical Professor of Law, Center for International Human Rights*

Although access to information is facilitated by digital communications, independent journalism and press freedom are under threat at home and around the world. This lecture examines the fourth estate through a rights-based lens.

**Nov. 21**                    **NO CLASS**

**Nov. 28**                    **The Outlook For U.S. Economic Leadership**  
**Robert Coen**, *Professor Emeritus, Economics*

America rose to a position of world economic leadership after World War II and sustained that reputation into this century. In recent years, however, major events are reshaping global economic prospects: uneven recovery from the financial crisis of 2008, Britain’s exit from the European Union, the Covid pandemic, a break in U.S.-Chinese relations, a brutal land war in Europe, pathbreaking advances in artificial intelligence and genetic engineering, ominous global warming and climate change, and more. It’s time to revisit the status of American economic leadership and to weigh its future.

**B. The Library in the West: A 5000-Year History**  
**Jeff Garrett, Librarian emeritus, Northwestern University**  
**Tuesdays, 1:00 – 2:30 p.m. Norris University Center**

The oldest libraries were shamans and storytellers. With the invention of writing, libraries could be gatherings of writings on bark or baked cuneiform tablets stored in baskets. Then came scrolls, then the Graeco-Roman invention of the codex book. In this course, we will start at the very beginning, with the cognitive preconditions for libraries. Then we move through centuries and civilizations, stopping to remember Alexandria, Roman, and medieval libraries, and then the astonishing monastery libraries of the Baroque. We conclude with a consideration of modern research libraries - Northwestern's will do! - and modern public libraries - why not Evanston's?

*NOTE: A supplementary reading list will be posted at [nualumnae.org](http://nualumnae.org) the week before class starts. Preparing is optional, but doing so will greatly enhance the lecture experience. On the left, click on Course B which will take you to the course summary. Scroll to the bottom to find the link to all materials.*

**Sep. 26 From Memory in the Body to Memory Outside It: Where Did Libraries Come From?**

It may come as a surprise to learn that the human brain has probably not evolved much over the last 50,000 years. Far from suggesting that we are stagnating as a species, however, *homo sapiens* has used the neural plasticity of its very large brain to continue evolving *culturally*. With the invention of language and then of writing, humans learned to preserve their stories of gods and heroes, their oaths, contracts, epitaphs, how to make things—passing all of this on from generation to generation. Over the millennia, this same memory enterprise has also brought forth the library: a piece of human technology, an extension of memory, one of the “things that make us smart.”

**Oct. 3 Egyptian, Mesopotamian, Greek, and Roman Libraries; Alexandria and Its Destruction**

The earliest libraries were held in the minds of chosen individuals and passed on orally. With the invention of writing, that changed: quantities of information far beyond what even the most memorious human mind could store were “exported” to quasi-permanent surfaces like tablets and papyrus. Clay tablets stored in baskets may have been in fact the first *physical* libraries. Papyrus in scrolls had numerous advantages over tablets, among them weight, capacity, and - in the right climate - durability. This led in time to the creation of small and then ever-greater libraries. We will look at the grandest of them all: the Library of Alexandria—also considering why and how (and by whom) it was destroyed.

**Oct. 10                    The Birth of the Codex Book; Libraries in the Middle Ages and Renaissance**

Binding tablets of clay, wood, or wax along their long sides with leather or string was a great technological advance made by the Greeks and popularized by the Romans. It achieved compactness for one, but also offered “random access” to information that scrolls could not provide. We examine the *armaria* (bookcases) where these codices—books as we know them—were housed, and how manuscript libraries became increasingly large and elaborate in the late Middle Ages and Renaissance.

**Oct. 17                    Splendid Libraries of the Baroque and the Enlightenment**

This session will mainly be a feast for the eyes. We will look (yes, actually, look) at some of the most beautiful libraries—many of them in monasteries—that existed in Europe, how they functioned without catalogs, why shelf order and ceiling frescoes were vitally important, why gaps on the shelf were not permitted, and why “books and things” (like globes and stuffed tortoises) were intermingled.

**Oct. 24                    The End of Monastic Book Culture and the Origins of Library Science**

Even in the Middle Ages, preserved archives represented enormous political power: the city of Messina successfully fought to keep its independence because it possessed (or so they claimed) a founding charter signed by Mary, mother of Jesus. Gradually, with the rise of the nation state, libraries and archives had to be made to serve the interests of the state. Starting with Henry VIII and ending in the early 19<sup>th</sup> century, nascent states, often employing appalling levels of violence, found ways to expropriate the huge intellectual power vested in ecclesiastical libraries. The destruction of medieval libraries was a cultural crime, but it turned out to be the birth moment of the modern library based on abstract principles of organization we would recognize today.

**Oct. 31                    Northwestern’s Schulze-Greenleaf Library: Its Origins in Berlin and How It Came to Evanston in the 1870s**

One such modern library was created by a newly founded university on the wooded shores of Lake Michigan: North-Western. In its first decades, the library lacked only one thing to be a success: actual books. Fortunately, one of its faculty, Daniel Bonbright, spending time in Paris on the eve of war with the Prussians, learned of the most important private library in Germany becoming available through, of all things, an estate sale. He had to act quickly and before war broke out - and he did - with the full support of the folks back in Evanston.



**Nov. 7                    The Modern Hybrid Library: The Google Book Project  
and Its Failure**

We will recap the history of Northwestern University's library since the 1870s and then look at three modern solutions to the exponential growth of libraries' physical holdings in a Northwestern context: microfilm, remote storage, and most recently digitization, specifically the fate of the most ambitious library project of the 21st century so far: Google Books. Finally, we will explore Northwestern's own contribution to knowledge organization: the first digital library catalog, NOTIS, which was Northwestern's gift to hundreds of research libraries in the United States and abroad.

**Nov. 14                  The American Public Library since (and often despite)  
Melvil Dewey**

The democratization of library access has been one of our country's lasting contributions to the evolution of libraries, a model we exported to the entire world, especially in the wake of the Second World War. We will dwell on several episodes in the history of Evanston's public library: the strange history of circulating piano rolls in the early 20th century; the creation and demise of Evanston's 5th Ward library, serving Evanston's redlined neighborhoods in the 1970s; and the current project to digitize the *Evanston Review* and other Evanston newspapers as a contribution to the restoration of our city's memory of itself—as well as a contribution to “digital desegregation.”

**Nov. 21                  NO CLASS**

**Nov. 28                  Libraries in Fiction and Film: *Chinatown* (1974);  
*The Name of the Rose* (1986); *What Dreams May Come*  
(1998); *The Matrix* (1999)**

What? You didn't know that there was a library in *The Matrix*? Hint: it's not a building, but it does provide very efficient telephone reference. Otherwise, the library in fiction and film is often just a trope or a meme - not a look into the future - but much worth considering anyway as a key to understanding how “the library” figures in the modern public imagination.

Jeff Garrett is former associate university librarian for special libraries at Northwestern and served as president of the Northwestern Emeriti Organization. He holds advanced degrees from UC Berkeley and the Ludwig-Maximilians-Universität in Munich. Research interests over the years have included cognitive aspects of library use, library history, and—especially—the monastic libraries of Austria and Germany. He is the author of over 60 scholarly and popular articles and book chapters, among them “*Missing Eco: On Reading The Name of the Rose as Library Criticism*” (1991); “*Why Burn a Library?*” (2009); and most recently, “*The Expropriation of Monastic Libraries in German-Speaking Europe, 1773–1817*” (2022). Since retiring, he has published grant-funded research on the state of international web archiving for the Center of Research Libraries in Chicago, worked (and still works) as a reference librarian for Evanston Public Library, and helped wife Nina open her independent bookstore, Bookends & Beginnings, which recently moved from Evanston's Bookman's Alley to Orrington Avenue.

**C. This Land and People: the American Environment in Historical Context**

**Keith Mako Woodhouse**, *Associate Professor, History*

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

In this course we will examine “the environment,” not as a passive backdrop to human history but as an active participant in that history. We will look at the ways in which human culture has been at once sustained and bound by nonhuman nature. We will trace this mutual relationship across the last several centuries of the place that came to be known as the United States, considering the ways in which people fed and clothed themselves, valued and transformed animals and landscapes, and harnessed energy for heat and movement and manufacturing, as well as how nonhuman processes defined and limited all of this human activity. The course will touch very briefly on the tail-end of the Pleistocene and then jump to the colonial period, but it will focus primarily on the nineteenth and twentieth centuries.

*NOTE: A supplementary reading list will be posted at [nualumnae.org](http://nualumnae.org) the week before class starts. Preparing is optional, but doing so will greatly enhance the lecture experience. On the left, click on Course C which will take you to the course summary. Scroll to the bottom to find the link to all materials.*

**Sep. 28 The Peopling and Unpeopling of the Americas**

Over many millennia, human interests and nonhuman processes led to the gradual peopling of the North and South American continents, and then over a few centuries the dramatic reduction of that human population. What caused these demographic swings? Population change in the Americas came about from the search for food and other resources, the desire to conquer and dispossess others, and the intentional and unintentional shuttling of biotic matter across vast oceans.

**Oct. 5 Nature and Nature’s Resources**

The relationship between people and the nonhuman world has often been, in one sense or another, an economic one. In the colonial era, the search for natural resources—from fish and beaver to tobacco and textiles—spurred both Native Americans and European colonizers, although in different ways. Natural resources sat at the center of a complicated web that connected imperial ambitions and material needs, social systems and political upheavals, the transformation of landscapes and the commodification of living beings.

### **Oct. 12            The Conquest of the West**

In the imaginations of many nineteenth century Euro-Americans, “the frontier” was an identifiable line that separated what they considered to be civilization from what they perceived to be savagery and wilderness. The imposition of this simple binary onto a complicated reality contributed to the dispossession and decimation of many Native American peoples and the wholesale refashioning of a broad swath of the continent. Among the many industries that made over the American West were farming, mining, logging, and railroads, but perhaps none was more consequential than the production and packing of beef.

### **Oct. 19            City in a Garden**

Cities have always been a part of “the environment.” In the late nineteenth and early twentieth centuries, the United States became an increasingly urban nation. Cities shaped their surrounding hinterlands, and the resources available in those hinterlands shaped the cities at their core. For those who lived in cities one of the most pressing concerns was what to do with the waste generated by urban industry and habitation. Perhaps no municipality in the U.S. confronted this problem more directly than did Chicago. The city’s solutions to its waste problems have had far-reaching consequences for Chicago, the Midwest, and in many ways the entire nation.

### **Oct. 26            Progress and Conservation**

As early twentieth century Americans took stock of an era defined by urbanization and industrialization, many sought to rein in an increasingly voracious use of natural resources. This project was often called “conservation” but that term could mean many different things, ranging from the ordered production and consumption of trees, water, and soil to the strict preservation of scenic landscapes. Even as conservationists achieved political victories, the nation approached one of the worst ecological disasters in human history: the Dust Bowl.

### **Nov. 2            The Age of the Automobile**

It is reasonable to wonder whether the internal combustion engine was the single most environmentally consequential invention of the last two centuries. The automobile is responsible not only for a significant share of carbon emissions but also for reshaping the American landscape around highways, suburbs, and automobility, as well as for the rise of the oil industry and its various subsidiaries. Cars were both a cause and a consequence of the mass-consumption society that emerged in the first decades of the twentieth century and reached its apotheosis in the 1950s, producing a world of plastic products, suburban neighborhoods, and endless hours on the road.

### **Nov. 9 Crisis and Environmentalism**

Just as the conservation movement emerged in response to turn-of-the-century urbanization and industrialization, so the environmental movement emerged in response to midcentury suburbanization and consumerism. Environmentalism was never a singular movement; it always encompassed varied and even contradictory impulses as well as distinct strategies. In the 1970s, many environmentalists focused on legislation and litigation and achieving gradual change through conventional reform, while others insisted that the environmental crisis was too urgent for standard democratic processes and required new tactics and ways of thinking. Across this varied political terrain, however, environmentalism was always concerned with how human beings used and abused the nonhuman world and suffered the consequences.

### **Nov. 16 Toxic Legacies**

In the twentieth century United States, the conveniences of modern life and the exigencies of modern war produced a growing load of synthetic chemicals that circulated through environments and bodies. Dichlorodiphenyl trichloroethane (DDT), which Rachel Carson made famous in *Silent Spring*, was just one among thousands of chemicals that saturated midcentury landscapes. Deciding what to do about these various chemicals, and balancing their many benefits against their considerable risks, were questions that reached to the very core of modern society.

### **Nov. 23 NO CLASS Thanksgiving**

### **Nov. 30 The Costs of Consumption**

The very systems that came to sustain twentieth century U.S. lifestyles also put those lifestyles at risk, in vastly inequitable ways. Some Americans suffered the consequences of environmental harm much more than did others, among them those who lived along the Mississippi River in southern Louisiana. How should environmental harms be distributed? How much harm could be tolerated? And was it possible to address environmental problems by simply buying the right products? The inevitable trade-offs of modern conveniences and environmental injuries are even less reconciled in the twenty-first century than they were in the twentieth.

**Keith Woodhouse** (Ph.D., University of Wisconsin, 2010) teaches courses for the History Department and the Environmental Policy and Culture program. His research interests are environmental history, intellectual history, political history, and the twentieth-century United States. He is the author of *The Ecocentrists: A History of Radical Environmentalism*, which focuses on the ideas and political and philosophical commitments that radical environmentalists held and what those commitments tell us about the relationship between the environmental movement and American political thought.

**D. *Hair to Hamilton: The History and Performance of Pop/Rock Musicals***

**Melissa Foster**, *Charles Deering McCormick Distinguished Professor of Instruction, Department of Theatre, School of Communication*

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

To survive and excel in today's performance industry, actors need to be increasingly multifaceted. The birth of the rock musical forever changed the landscape of the musical theatre stage, unleashing a theatrical vehicle of expression that mirrored, and continues to reflect the evolving landscape of history. The vocal demands of these shows are calling for extreme range, versatility, agility, and stamina. Singing in this genre is a specific skill set that needs practice and technical application. This course will explore how cultural and historical events influenced the sound of various genres of pop music in the USA and will discuss and examine the vocal styles/interpretations necessary for the performance of Pop/Rock Musicals in each genre. We'll link these musical genres to the Broadway stage, noting their application to specific shows and scores. *We also hope to include student performances and demonstrations, depending on availability.*

**Sep. 28                    Why do Fools Fall in Love?**

Doo Wop is a sub-genre of early R&B music born in the 1940s, peaking in the 1950s, and fading in the early '60s. Its sound is focused on vocal harmonies, sometimes sung a cappella, often using nonsense syllables and onomatopoeic sounds. How, where, and most importantly, why did Doo-Wop come onto the scene? Why did Americans relate to this music, and who were the stars of the era? Listening to artists from the Chords to the Crew Cuts, we will examine defining characteristics of the sound, as well as discuss Doo Wop's racial divide in the pre-Civil Rights era. This week will also explore the iconic musical theatre inspired by the doo-wop sound, including: *Jersey Boys, A Bronx Tale, Forever Plaid, and Little Shop of Horrors.*

**Oct. 5                    The 1950s: Stupid Cupid**

The US had just won World War II. The pride is palpable. How is that pride displayed? What is life like for different genders and different races? And how does this pride become the catalyst for the birth of rock and roll? This lecture will briefly explore the sounds of Rockabilly, Surf Rock, Stax, and then will take a deeper look at the Motown sound. Artists discussed will include: Elvis, The Beach Boys, Otis Redding, The Supremes and many others. Pandora's Box of Pop has been opened, and as we well know, there is no putting the lid back on and returning to the comfort of control.

### **Oct. 12                    You Can't Stop the Beat**

This week we will discuss the musicals that take their inspiration (and often storyline) from this decadently dense musical era, as well as further explore the specifics of the Motown Vocal Sound. Musicals discussed will include: *All Shook Up*, *The Buddy Holly Story*, *Hairspray*, *Bye Bye Birdie*, and *Catch Me If You Can*.

### **Oct. 19 and Oct. 26      Born To Be Wild**

The 1960s. Hippies. The Freedom Riders. LSD. Burning bras. The British Invasion. The Kent State massacre. The Living Room War. The Vietnam era is a time of immense change for the country, and for pop music. What is the Vietnam Era sound? Rock? Folk? How are they alike, and different? Over two weeks, we will delve into this tumultuous time period and the sounds that define it. Artists explored will include: Crosby Stills & Nash, The Mamas and the Papas, The Beatles, Jimi Hendrix, and others. Musical Theatre has embraced both the sounds and the stories of this era, which can be explored in musicals including: *The Who's Tommy*, *Hair*, *The Tina Turner Story*, *Pippin*, *Dogfight*, and *Jesus Christ Superstar*.

### **Nov. 2                      Dancing Queen**

What do you think of when you think of Disco? The rise and fall of this genre is one of the only eras that is neatly confined to a decade ~The 1970's. The sound of disco, the people of disco, the evolution of disco. We will explore this and more, looking at both the artists of disco, and the musicals of disco, including: *The Wiz*, *Kinky Boots*, *Mamma Mia!* and *Xanadu*.

### **Nov. 9                      Seasons of Love**

It's tricky to define R&B (Rhythm & Blues), because it incorporates numerous musical subgenres and the term has evolved over eight or so decades. It always refers to music originating from African American cultures, but developed into styles practiced by a diverse array of artists. How has the R&B sound shifted over time? How do we define the R&B sound? And how does riffing fit into the picture? Speaking of, how does one learn to riff? These questions, the artists, and the musicals that define the genre are the focus of this week's lecture.

### **Nov. 16                    Don't Sweat the Technique**

Rap just celebrated its 50th birthday. Born in a house party in 1973, Rap and Hip-hop is now the largest grossing musical genre. Today's pop music is, for all intents and purposes, hip-hop. The sound and the culture of hip-hop is vast. This class will explore hip-hop's cultural impact, as well as discuss groove, flow, and articulation. We will also examine rap in musicals, including: *Hamilton*, *Mean Girls*, *Spongebob SquarePants*, *Rent*, and *Bring it On*.

### **Nov. 23                    NO CLASS Thanksgiving**

**Nov. 30            Stick it to the Man**

If you look at today's music, you will hear that the emblematic sounds of previous genres have not disappeared but have rather become a medley of sounds that we call today's pop rock. What are these sounds? How can we identify them, both on the radio, and in musicals? With a look back, and a look at the present, we will finish the class by looking at the music and musicals of today's sound. Ample time will be allotted for questions from the cohort as well.

**Melissa Foster** is an educator, voice specialist, theater artist, researcher, and speaker. As a voice teacher, she specializes in musical theatre, pop styles, the history and performance of hip-hop, and opera/musical theater crossover. She simultaneously serves as a Faculty in Residence on Northwestern's campus, mentoring students via their residential experience. As a professional, Melissa travels the world as a highly requested vocal consultant, honored to work with a talented spectrum of performers, from co-teaching a sold out master class with opera legend Renee Fleming to working with NPR Tiny Desk hopefuls. Her latest book, *Hip-Hop: Rap and R&B, A Performers Guide*, is expected to hit shelves in the Fall of 2023. For more info and inspiring photos, visit her website: [melissafostervoice.com](http://melissafostervoice.com)

### Norris Covid Protocols

We will follow the Covid protocols established by Norris Center and Northwestern University. Check The Alumnae of Northwestern website for the most current information on COVID protocols. As of this printing, masks are **optional** in our lecture spaces. Individual professors may prefer audience masking, and this preference will be noted in their course and/or lecture descriptions. We are providing this information so that you may make an informed choice about masking if you plan to attend in-person.





## Audio Support

McCormick Auditorium, the Louis Room, and the Northwestern Room are equipped with hearing loop technology for those who have compatible hearing aids or implants. There are a limited number of headphones available upon request for those who need enhanced audio during the lectures.

## WAYS TO STAY IN CONTACT

The Alumnae of Northwestern University  
Continuing Education Program

### How to Join Our Mailing List:

If you would like to receive the quarterly course brochure by mail, go to either our website homepage: [nualumnae.org](http://nualumnae.org) or to the Continuing Education page and click on the button “Sign Up for the Mailing List” on the left hand side of the page. This will take you to an online form to complete. Hit “Submit” after completing the form.

**Voicemail:** (847) 604-3569


*(We will make every effort to return your call within 24 hours.)*

**On the Web:** [nualumnae.org](http://nualumnae.org)

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

**Like us on Facebook:** [nualumnae](http://nualumnae.org)



**Follow us on**  (formerly known as Twitter): [@nualumnae](https://twitter.com/nualumnae)

## ENROLLMENT DETAILS FALL 2023

Enrollment for all courses is accepted each quarter once the brochure has been posted on the website [nualumnae.org](http://nualumnae.org). We cannot provide advance notice of the posting.

### Pricing

- EACH 90 minute, 9-week course is \$225.00. The fee covers in-person attendance and grants access to each live-streaming in-person lecture and the weekly recording which is available for 6 days only following the lecture. For those attending in person, a registration card must be shown each time you enter.
- Course fees are not prorated; late registration requires payment of the full course price. Late registrants will NOT be able to access recordings from prior weeks if the links and passcodes have expired.
- There is no multi-course discounting.
- **In-person per diems are available:** \$30 per session by cash or check made payable to Northwestern University. Per diem students will not have access to lecture recordings. There are no online per diems.

### Attendance Options and Timing

- **In-person attendance:** To ensure receipt of materials for in-person attendance, enrollment must be completed by Friday, September 1, 2023. Materials will be mailed about two weeks before the courses begin. If one enrolls after Friday, September 1, 2023, materials will be held for pick up at Norris Center on the first day of the course.

The class entry card must be shown each week when entering the lecture hall. Those arriving without their card will be given a temporary card, ONE time only. Thereafter, a replacement entry card will be required for \$30.

- **Online/live stream attendance:** To access the live stream webinar, the TWO step enrollment process must be completed by midnight, Thursday, September 21. If you have not completed enrollment by Thursday, September 21, we cannot guarantee timely entry to the first sessions on Tuesday, September 26, the first day for Courses A and B or Thursday, September 28, the first day for Courses C and D.

## How to Enroll

- **In-person:** Enroll at the Norris Box Office located at the Information Desk across from the McCormick Auditorium south entrance in Norris Center. Check the Norris Box Office website for hours of operation: [northwestern.edu/Norris/services/box-office.html](http://northwestern.edu/Norris/services/box-office.html) After 4 p.m., campus parking is free.
- **Online:** Enroll at [nbo.universitytickets.com](http://nbo.universitytickets.com)

**New Students:** If this is your first Alumnae course ever, create an account profile as “General Public.”

- o Verify your email address. Typos or an unused email address will make it impossible to send you necessary information.
- o One needs to create an account profile once. If the system does not accept your email address, it is likely that you already have an account on the website. For assistance with issues creating an account, complete the Help Form on the Norris Box Office website. Do not create another account.

## Returning and New Students

- o Follow the steps to enroll. An email confirmation from **noreply@audienceview.com** verifies your **payment**.
- o If you do not receive a confirmation email, complete the Help Form on the Norris Box Office website to verify your enrollment.
- o No new enrollments will be accepted after 11:59 p.m. on October 10, 2023.

## Zoom Webinar Registration to access the live stream

- To view the live stream, you must take the additional step of registering for Zoom Webinar through the link(s) provided in your payment confirmation email. (Scroll down the email to find the link.) Each course has its own registration link.
- **Zoom will ask you to confirm your name and email. You only have to do this once each quarter for each course.** Then, you will receive a confirmation email (no-reply@zoom.us) containing information about joining the webinar.
- Reminder emails will be sent from Norris Virtual 24 hours and one hour before each session.
- If you do not see the email with the attendee link, check your spam, junk, trash, or deleted messages folders for an email from **Norris Virtual <noreply@zoom.us>**.
- Plan on “arriving” at the session at least 10 minutes before the session begins.
- Your link is specific to your email and may not be shared. Sharing your links may void your registration without refund.

**Access to Zoom Recordings**

- The recording link and passcode will be provided by email within 24 hours after the live session concludes. The email will come from Norris Virtual <Norris-virtual@northwestern.edu>.
- The recording will be available for six days following that week's session.
- Your recording link and passcode is specific to your email and may not be shared. Sharing your links may void your registration without refund.

For support from Norris Technical Services or from  
Norris Box Office,  
please fill out the form on our website  
[nualumnae.org/content/online-help-form](http://nualumnae.org/content/online-help-form)

**Please do not email professors regarding technical support.**

## POLICIES

**UNIVERSITY POLICY:** In order to respect copyrights, rights of publicity, and other intellectual property rights, we forbid the taking of photographs or the making of video or audio recordings of lectures and class materials.

### COURSE REFUNDS

If one withdraws from class **prior to the first class/webinar**,

- a \$10 cancellation fee must be purchased online and a full refund will be given to the credit card used for the initial purchase.
- If you have enrolled to attend in-person, the class entry card must be returned before the refund is issued.
- Send materials to:

**Alumnae Continuing Education  
P.O. Box 2789, Glenview, IL 60025**

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

- a \$10 cancellation fee must be purchased online.
- \$30 must be purchased online in addition to the cancellation processing fee if withdrawing after the first class.
- \$60 must be purchased online in addition to the cancellation processing fee if withdrawing after the second class.
- If you have enrolled to attend in-person, the class entry card must be returned before the refund is issued.
- Send materials to:

**Alumnae Continuing Education  
P.O. Box 2789, Glenview, IL 60025**

- **Thereafter, no refunds are given.**
- Credits are not given for future classes.
- A transfer, at no cost, to another class offered during the same quarter is an option. To request a transfer, complete the Help Form on the Norris Box Office website. Access to the live stream session and recording will depend on when the transfer is requested.

## Parking for In-person Attendance

*Busing from Ryan Field is no longer available.*

### *Parking options are:*

- **City of Evanston Public Parking:** Public parking garage located four blocks southwest of Norris Center, east of Chicago Avenue. It can be accessed from Clark Street or Church Street. (Church runs eastbound only.)
- **Sheridan Road:** Sheridan Road, south of campus, is metered parking.
- **Segal Visitors Center:** Pay-on-site parking is available 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 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.

# Notes



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

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*The Continuing Education Program of the Alumnae of Northwestern University is staffed by volunteer members as an educational project. All profits go to provide scholarships, fellowships, gifts and grants to the University.*

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