

GREAT BOOKS PROGRAM SYLLABI

The information immediately following is applicable to all eight semesters (*i.e.* 8 courses) of the Great Books Program, followed by an individual syllabus for each course. The headings/topics covered below are in **RED**. The seminar schedule and reading list is at the bottom of this syllabus.

ASSESSMENT CRITERIA

The Great Books seminars are routinely conducted by two (2) moderators. This has several advantages beside the obvious one of drawing on the learning and experience of two, rather than one, moderators. Additionally, we sometimes substitute moderators from different classes or even bring in outside moderators who are often from major universities or colleges with wide experience in the classics, literature, philosophy or other related areas. This wealth of knowledge makes for an enriching experience and also allows the moderators to trade notes on the students (particularly by the two regular moderators) – to obtain various perspectives and opinions regarding the assessment of individual students. This enhances the evaluation and reduces the possibility of individual bias in assessment.

Your moderators will grade you through a mix of continuous assessment (a combination of seminar participation and written work submitted weekly throughout the semester) and oral examination at the conclusion of the semester. Following are the assessment means, methods and percentages utilized by the moderators.

Caveat: As Einstein well said, “*Not everything that counts can be counted, and not everything that can be counted counts.*” Learning in the humanities does not lend itself to numerical quantification, nevertheless, students often want to have some idea of what is expected of them and how it is determined, at least in outline, so we have prepared this for that purpose and for use by colleges or universities into which our students may transfer.

READINGS/POETRY- all students are required to read the weekly assigned reading (including the weekly poem) as a prerequisite for participation in the weekly seminar discussion. *There is no grade for this element as it is an assumed preparation and is necessary if a student is going to answer satisfactorily the questions contained in the weekly writing assignments and, in addition, satisfactorily participate in classes.*

SEMINARS – all students seeking college credit recommendation must participate in the weekly, online, live-audio discussion seminars. These are usually led by two moderators and usually last 125 minutes (we commonly go over the 120 minute mark for about 5 minutes or so). Your class time will be at the same time each week, barring exceptional circumstances. If you are unable to attend your regular class you may, with permission, attend another class doing the same reading. Following are elements of the seminars which will give you a better idea of what the moderators are evaluating as they learn with you in the seminars:

Prerequisite Reading – students are expected and required to have read the assigned weekly reading and poem. *Failure to do so will inevitably result in poor performance in writing, in class discussion, and in oral exams.*

Attendance – students may miss up to three (3) seminars a year (*i.e.* over a two semester period beginning in September and ending in May). Exceptional circumstances may allow for reasonable exceptions.

Participation/Performance Expectations – students are expected to be courteous, considerate, interested and reasonably serious (though the classes are very often punctuated with humor and laughter). The classes, since they conform to the natural human desire to learn and derive pleasure from that, are generally fun and enjoyable learning experiences for students and moderators (on occasion, even fairly often there are what we call “golden moments” of real, sometimes profound, insight and growth that are memorable, exciting and very intellectually stimulating). As learning experiences the classes are necessarily focused, so introduction of completely irrelevant topics or digressions is not permitted. However, students are free (and are encouraged) to introduce comments relating the reading to contemporary life, their lives and experiences, or previous readings. The classes also need to be safe emotionally – that is, we do not allow any unkindness, biting sarcasm, personal verbal attacks or disruptive behavior. The moderators lead the classes and their instructions are meant to be listened to and followed.

Effort – students will be expected to make a genuine effort to listen carefully, to share their reflections or thoughts about the reading by speaking, and to draw conclusions from the discussions. However, students are all different and no uniform standard is expected: some students are naturally reticent, some loquacious, some witty, some dry. Temperaments vary as well. The moderators are skilled at conducting these seminars, most with many years’ experience doing so, recognize these differences and take them into account in evaluating students. It is not who speaks the most nor who dominates the conversation that will obtain the better grades. Rather, it is who makes the best effort and grows in good intellectual habits, even if little is said by that student.

Growth/Development – students are expected to learn something from these classes and readings, in fact, they are expected to learn a great deal (as detailed in the individual course syllabi following). But they are not expected to develop primarily their short-term memories, stuff them with unrelated factoids and trivia and disgorge them onto tests, to be followed a few months later by near total forgetfulness of what was studied. No, rather we expect students to gain understanding of the topics read about and discussed. As Dr. Adler noted, “*What is memorized is easily forgotten, what is understood is never forgotten.*” We have listed the most commonly discussed topics covered, below. Students are expected to learn to compare and contrast the different ideas and themes of the works studied, to distinguish the views of the different great authors, and to be able to evaluate and synthesize those ideas into their own view, whether it be new, original or adopts the view, in whole or in part, of one or more of the authors read. In general, the topics discussed are the ideas that every human must struggle with in life, not narrow vocational topics. Yet the conclusions students make in considering such ideas often form the basis for future vocational decisions!

Rhetorical skills – students will be expected gradually to improve their learning skills: reading, listening, speaking, logic, debate, proper diction, pronunciation, coherence, analysis, synthesis. No student has all of these perfectly developed. We do not expect

that. Nor are these the primary objectives of the course. We do expect students gradually to improve these skills, which, happily, is accomplished almost unconsciously by participation in the seminars each week. Like steel on steel, minds and rhetorical skills are sharpened by discussion. However, this is not a debate class, it is a learning class conducted in an attitude of mutual inquiry – a community learning together. Even the moderators are expected to learn from the readings and seminars – to alter their views and evaluations of ideas when new insight leads to a new synthesis. They are not simply lecturers and the students mere information sponges. Rather, the great books are the teachers and the discussions the joint exploration and discovery of the ideas contained therein, leading to advances – however insignificant or life-changing – in the penetration of truth.

Insight – Einstein said: “*I have little patience for scientists who take a block of wood, look for its thinnest part, and drill a number of holes where the drilling is easy.*” Insight, penetration and evaluation of an idea, thoughtful consideration and studious reflection – these are elements of great value and result in learning of the deeper/higher sort we all appreciate and which may also help society as a whole. Students will be exposed to these elements in the discussions and will gradually be expected to add these skills, intellectual habits – according to their natural capabilities - to the others.

Integration – Each semester of the program builds on the previous semester and prepares for the subsequent one. Like building blocks, or better, the increasingly higher spirals of the eagle as it soars upwards, students are expected gradually to integrate the higher portions of the programs with the lower. In fact, all of the program is recommended for both lower and upper division college credit as all of it is related and follows the chronological sequence of human intellectual discovery. The analysis and new synthesis of ideas over the generations will be observed. Nevertheless, the courses do stand alone, being separate readings, and so may be taken individually/independently of the other courses with great profit.

STUDY GUIDES - we have prepared eight (8) excellent, semester, Great Books Study Guides, one for each course of the Program. These Study Guides contain related poetry selections as well as summaries, context notes, *Things to Think About While Reading the Book*, *Study Questions*, *Questions on Language and Form* and *Reflection Questions*. Students are expected to read the entire Study Guide selection accompanying the Great Books reading and answer the *Study Questions*, *Reflection Questions* and *Questions on Language and Form* and either email, fax or snail-mail their answers in so that they arrive no later than on the day before the regularly scheduled seminar. The moderators may require that some students submit their answers a day earlier (*i.e.* two days before the seminar).

ESSAYS – students will be required to submit two (2) essays per semester of 1,500-1,800 words (about 5-6 pages) each. These will be graded primarily for content, but also for English language arts, including grammar, syntax, spelling, vocabulary and style. These essays together constitute ten percent (10%) of the semester grade.

ORAL EXAMS - At the conclusion of the semester, students will be given an oral exam in the live-audio internet format of the seminars. These usually last from 30-45 minutes and are usually conducted by one external (*i.e.*, not the class moderator) moderator. They are individually scheduled. The questions are generally syntopical, *i.e.*, asking the student to compare or contrast

an idea contained in more than one reading from that semester, to analyze it in its parts, and to offer their own evaluation of the idea, integrating all they have read from the various authors on it their own synthesis, whether this be original to them, or an adaptation or adoption of one or more they have read.

EXTRA WORK – students may request extra work in the form of essays to attempt to raise any grade in the course, including the final grade. However, any proposed extra work must be approved in advance by a moderator. It is up to the moderator to allow this, or not, in each case. Any extra work must be approved, completed and submitted within ninety (90) days of the last seminar of that class.

OPTIONAL THESIS PAPER – Great Books Program students may earn an additional one (1) credit hour per course for completion of an optional thesis paper based on a critical, syntopical reading (*i.e.*, utilizing analysis of textual materials in identifying, extracting, and understanding philosophical and rhetorical definitions and arguments) of at least three (3) of the course readings concerning one or more of the 103 “Great Ideas” (listed below), setting forth the different statements and arguments of the various authors selected concerning the idea(s), analyzing their definitions and similarities and/or differences concerning the idea, evaluating those differences and either reconciling their differences concerning the idea under discussion or setting forth a novel, synthesized position concerning the idea. Students who have completed a thesis paper in one Great Books courses are encouraged to expand that paper in future Great Books courses (by adding 20-25 pages per course) including syntopically reading at least three additional authors from each subsequent semester. A student who submitted a thesis paper for each Great Books course would have a corpus of 160-200 pages upon completion of the Great Books Program.

The thesis paper(s) must be a minimum of 20 pages in length (and no more than 25), single-spaced, 1” margins on all sides, 12 point Times New Roman font, utilizing Chicago style formatting (see details [here](#); other formatting requires approval). Pagination is to be in Arabic numerals starting with 1 for the verso of the title page. To be considered, the paper must be approved in advance by one of the course Moderators and submitted complete at least one (1) week prior to the last scheduled class for the course that semester. Analysis, synthesis, content and mastery in the presentation of the idea(s) shall count for 4/5ths of the grade for the paper, style and form for 1/5th. The paper will carry a weight of one-seventh (1/7th) of the course grade for the semester (reducing the other grade elements proportionately). Two Moderators will serve as a grading jury for the thesis paper, one of whom shall be external to the course that semester.

THE 103 GREAT IDEAS

A Syntopical Approach to The Great Books, By Category

TRANSCENDENTAL		
Beauty	Being	Good and Evil
Same and Other	Truth	

POLITICS		
Aristocracy	Citizen	Constitution
Custom and Convention	Democracy	Equality
Family	Government	Justice
Labor	Liberty	Monarchy
Oligarchy	Progress	Punishment
Revolution	Slavery	State
Tyranny And Despotism	War and Peace	
ETHICS		
Beauty	Being	Courage
Desire	Duty	Equality
Good and Evil	Happiness	Honor
Justice	Prudence	Same and Other
Sin	Temperance	Truth
Virtue and Vice	Wealth	Wisdom
LIBERAL ARTS		
Definition	Dialectic	Hypothesis
Idea	Induction	Language
Logic	Mathematics	Reasoning
Rhetoric		

METAPHYSICS		
Angel	Being	Cause
Chance	Change	Equality
Eternity	Fate	Form
God	Infinity	Matter
Metaphysics	Nature	Necessity and Contingency
One And Many	Opposition	Principle
Quality	Quantity	Relation
Same and Other	Space	Time
Universal and Particular	World	
ANTHROPOLOGY AND PSYCHOLOGY		
Animal	Desire	Emotion
Experience	Habit	Immortality
Judgment	Knowledge	Life and Death
Love	Man	Memory and Imagination
Mind	Opinion	Pleasure And Pain
Prophecy	Sense	Sign and Symbol
Soul	Will	
PHYSICS		
Astronomy and Cosmology	Cause	Chance
Element	Infinity	Mathematics
Matter	Mechanics	Nature
Quality	Quantity	Relation
Space	Time	World
SUBJECTS		
Art	Education	Evolution
History	Language	Law
Logic	Mathematics	Mechanics
Medicine	Metaphysics	Philosophy
Physics	Poetry	Religion
Rhetoric	Science	Theology

STUDENT ASSESSMENT/EVALUATION PERCENTS BY METHOD

GREAT BOOKS PROGRAM	1 st Year		2 nd Year		3 rd Year		4 th Year		% of Grade
	Ancient Greeks I	Ancient Greeks II	Ancient Romans	Romans to Early Medieval	High Medieval to Renaissance	Renaissance to Enlightenment	Enlightenment to Modern Era	Modern Era	
GB Readings/ Poetry	Required for grade	Required for grade	Required for grade	Required for grade	Required for grade	Required for grade	Required for grade	Required for grade	Required for grade
Seminar Participation	30%	30%	30%	30%	30%	30%	30%	30%	30%
Study Guides	30%	30%	30%	30%	30%	30%	30%	30%	30%
Essays	10%	10%	10%	10%	10%	10%	10%	10%	10%
Oral Exam	30%	30%	30%	30%	30%	30%	30%	30%	30%
Total %s	100%	100%	100%	100%	100%	100%	100%	100%	100%

An optional Thesis paper would count for 1/7th of the course grade and accordingly reduce each of the foregoing percentages by 1/7th (14%).

WEEKLY STUDY HOURS FOR THE GREAT BOOKS COURSES (College Track)

(Includes All In-Class and Out-of-Class Study, except the optional Thesis paper)

Great Books Readings	6.-8.
Live Seminar	2.5
Study Guides (Reading and Weekly Answers)	4.5 – 6.
Poetry	.5
Essays/Oral Exams	1.
Estimated Total Weekly Study Hours	18

The above hours are range estimates for C-A students, doing the Great Books readings, weekly Online Classes (seminars), weekly Study Guide Questions, Essays, Poetry readings and Oral Exams at an unhurried pace. The time spent on each of the six components of the program will, of course, vary student-to-student as well. The readings are generally shorter and less difficult the first year, longer and more difficult as the program progresses and the student's reading ability increases, so the time remains similar. Rapid readers and/or writers can reduce the time some, as noted by the range, but this is not a speed reading course, to the contrary, it requires much reflection to do properly and get the most out of the program. Nevertheless reading and writing rates do vary, so the above are estimates [50 minute hours generally used].

GRADING SCALE

We utilize the following conventional grading scales, at the option of the student or school at which we offer the Great Books Program: the letter grade (A to F); the 4.0 scale; the 100 point scale; the pass/fail option.

<u>LETTER GRADE</u>	<u>4.0 SCALE</u>	<u>100 PT. SCALE</u>	<u>PASS/FAIL</u>
A+	4.0	100	Pass
A (Excellent)	4.0	95	Pass
A-	3.67	90	Pass
B+	3.33	89	Pass
B (Good)	3.0	85	Pass
B-	2.67	80	Pass
C+	2.33	79	Pass

C (Satisfactory)	2.0	75	Pass
C-	1.67	70	Pass
D+	1.33	69	Pass (no college credit recommendation)
D (Marginal)	1.0	65	Pass (no college credit recommendation)
D-	.67	60	Pass (no college credit recommendation)
F (Failing)	.0	0-59	Fail

F - If a student receives an F (failing) for a semester grade, that student must either repeat that semester (with repeat tuition) or drop out of the program.

D – While the Program allows students to proceed to the next course level with any grade above an F (*i.e.* D- or better), the American Council on Education does not recommend college credit for any course (semester) completed with less than a C (whether it be a C-, C or C+) grade. If a student elects to repeat a course there is repeat tuition cost.

INDEPENDENT STUDY – some students may not be interested in the college credit requirements nor be able to attend or participate in the weekly discussion groups. Such students may enroll in the program, do the readings, study guides and essays only, and receive high school level credit for the courses. However no college credit would ordinarily be recommended in this mode of study, though exceptional circumstances may be considered.

WITHDRAWAL - the “W” grade is available, upon request, within the first calendar month of classes only (*i.e.* either September or January depending on the start date) ; withdrawals (W’s) are permanent grades.

INCOMPLETES – if a student quits the seminars or does not submit required work after the first calendar month of class an “I” for incomplete will be recorded; incompletes (“I”) may be converted to a letter grade by completing the semester’s work within any of the next two (2) years offering the same course, but not thereafter.

ATTENDANCE - required at weekly seminars: Students may miss three (3) seminars per year (*i.e.* over two semesters) and they may not miss their oral exams (exceptions have rarely been made and only for very exceptional cases). Missing more than thirty (30) minutes of any seminar, except for excusable cause, shall be counted as a missed seminar.

WAITING LIST – once a class fills (usually a maximum of 22 students per class), we begin taking names for the next class. If a sufficient number of students sign up (usually about 15 minimum) then we open that next class, and so on. Until a class is opened we reserve the right to cancel the class and refund the tuition paid, in full. Signing up is on a first-come-first-serve basis and a number of our classes in the past have filled up, leaving names on the waiting list. So if you are sure you wish to sign up we advise you to do so as soon as you have made that decision.

CLASS TIMES – the regular weekly time for the seminars will be posted online. That time will remain the same for that particular class for the entire semester (and usually for the entire year). Sometimes we open several class times and students may select which class to join for the

semester. We reserve the right to change the class time before the start of the semester, but if we do and the student does not like or cannot attend the new time they are entitled to a full tuition refund.

TRANSFERS – because our program is designed to be chronologically sequential, beginning students ordinarily start with the Ancient Greeks I. Students may not transfer into the program except from a similar four-year great books program, and then only into the equivalent year. Transfers into the online program from independent study with us may be made if oral/essay examination of the transfer candidate demonstrates an equivalent grasp of the material.

PRIVACY POLICY - All information (of any type whatsoever) provided to the program is considered strictly confidential and will not be shared with any other persons or entities without the prior permission of the student, except at the request of the student, unless we are required to share such information by law or to accrediting or college credit recommendation services, without giving prior notice to the student.

TUITION/CREDIT – our tuition rates may change from time to time, and are subject to change without notice, so please review them online. However, once paid they are good for that entire semester, of course. We do not offer credit, but we have switched from a yearly (*i.e.* two semesters) to a semester basis, and offer monthly payment plans. Students on payment plans may withdraw at any time upon three days (*i.e.*, 72 hour) written (*e.g.* email) notice to us without any further financial obligation from that point forward.

REFUNDS – since the program must contract with our moderators at the beginning of each year for the entire academic year (who must commit their time for the entire year), and because this is based on the number of students signed up initially, no tuition refunds are allowed. So please carefully read over the program description, student comments, etc. and ask us any questions you may have before signing up. However, in the event we either cancel a class or change a class time then the student is entitled to a full tuition refund. Macintosh computers generally work but sometimes do not work with our online live-audio discussion software, so to be assured of ability to participate in the discussions students with Macs must have access to another computer; no refund will be given for students who fail to arrange access to a non-Mac and want a refund for that reason. It's easy to check in advance to make sure they work with our software.

DISMISSAL POLICY - While we have not had a single instance necessitating the following policy in many years of operation, like all educational institutions we reserve the right to dismiss students for improper behavior, either by the student, their siblings or their parents. Reasons would include (but are not limited to): persistent incivility (including unkindness, persistent use of biting sarcasm, personal verbal attacks) or rudeness to our staff or other students; disorderly, disruptive or abusive behavior; failure to observe class rules, instructions by moderators, and/or decorum online; harassment of other students or staff in any manner; use of inappropriate language either online or in correspondence to us; misuse of the software program we utilize or of other class materials; yelling or shouting at staff or other students. The Program moderators and/or directors reserve the sole and exclusive right to determine when and if any of these policies have been violated, leading to dismissal (or suspension) of the related student(s), or to decide whether a warning (or suspension) is merited in advance of any dismissal (or suspension),

or not. In the event of a dismissal for violation of this policy, there will be no refund of any amounts paid for enrollment or tuition fees for any student dismissed, regardless of when paid. This includes any online discussion group tuition, enrollment, books, materials or other fees. Any services paid for with such forfeited enrollment fees and/or tuition would be terminated. If the parents are the cause for the dismissal (or suspension), we reserve the right to dismiss (or suspend) any/all of their children, as circumstances seem best to dictate to us. We reserve the right not to accept tuition and enrollments for the same reasons. Again, this has not happened and we hope it will never be necessary. This policy exists in order to enable those conducting the program to maintain its pleasant and encouraging educational environment, if faced with this sort of problem.

NON-DISCRIMINATION POLICY - The Great Books Program complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, gender, creed, marital status, age, disabled or Vietnam-era veteran, or disability as defined by applicable state and/or federal regulations or statutes, or national or ethnic origin in the administration of its educational policies, admissions policies, and other school-administered programs. The Great Books Program is an Equal Opportunity employer.

ACE ALTERNATIVE COLLEGE CREDIT HOUR RECOMMENDATIONS

For each course: “In the lower division baccalaureate/associate degree category or in the upper division baccalaureate degree category, 6 semester hours in Liberal Arts, Literature or Great Books which also may be delineated as 3 credit hours in Literature and 3 credit hours in Philosophy or Critical Thinking” (see below chart for an overview of these optional formats).

[illegible]

2012-13 CLASS SCHEDULE/READINGS

YEAR 1 – 2012-2013			
Great Books Program			
First Year – The Ancient Greeks			
Week	First Semester	Week	Second Semester
NOTA BENE:	Reading before the second class: <i>Theogony</i> – Hesiod ; <i>Prometheus Bound</i> – Aeschylus	17	<i>Peloponnesian War</i> * Thucydides (Jan. 15,16,17,18)
1	<i>Orientation:</i> (Aug. 30, 31; Sept. 4,5) Intro to the Great Books & Socratic Discussion. <i>The Great Conversation</i> , Adler	18	<i>Peloponnesian War</i> * – Thucydides (Jan. 22,23,24,25)
2	<i>Theogony</i> – Hesiod <i>Prometheus Bound</i> – Aeschylus (Sept. 6,7.11.12)	19	<i>Fragments</i> * - Presocratic Philosophers (Jan. 29,30,31; Feb. 1)
3	<i>The Iliad</i> – Homer (Sept. 13,14,18,19)	20	<i>Ion, Meno</i> – Plato (Feb. 5,6,7,8)
4	<i>The Iliad</i> – Homer (Sept. 20,21,25,26)	21	<i>Gorgias</i> – Plato (Feb. 12,13,14,15)
		22	<i>Republic</i> – Plato (Feb. 19,20,21,22)
		23	<i>Republic</i> – Plato (Feb. 26,27,28; Mar. 1)

5	<i>The Odyssey</i> – Homer (Sept. 27,28; Oct. 2,3)	24	<i>Symposium</i> – Plato (Mar. 5,6,7,8)
6	<i>The Odyssey</i> – Homer (Oct. 4,5,9,10)	25	<i>Apology, Euthyphro</i> - Plato (Mar. 12,13,14,15)
7	<i>Agamemnon,</i> <i>Libation Bearers</i> – Aeschylus <i>Eumenides</i> – Aeschylus (Oct. 11,12,16,17)	26	<i>Crito, Phaedo</i> – Plato (Mar. 19,20,21,22)
8	<i>Trojan Women,</i> <i>Alcestis</i> – Euripedes (Oct. 18,19,23,24)	27	Spring Break, Mar. 24 – 30
9	<i>Aesop's Fables</i> – Aesop (Oct. 25,26,30,31)	28	Spring Break Mar. 31 – Apr. 6
10	<i>Oedipus Rex,</i> <i>Oedipus at Colonus</i> – Sophocles (Nov. 1,2,6,7)	29	<i>Poetics, On the Heavens*,</i> <i>On the Soul*</i> - Aristotle, (April 9,10,11,12)
11	<i>Antigone</i> – Sophocles, <i>Hippolytus</i> - Euripides (Nov. 8,9,13,14)	30	<i>Ethics*, Metaphysics*</i> – Aristotle {April 16,17,18,19)
12	<i>Histories*</i> – Herodotus (Nov.	31	<i>Aristides, Alexander</i> – Plutarch (Apr. 23,24,25,26)
		32	<i>The Oath, On Ancient</i> <i>Medicine, On Airs,</i> <i>Waters, Places</i> – Hippocrates (Apr. 30, May 1,2,3)
		33	<i>Elements, Euclid</i> (May 7,8,9,10)

	15,16,20,21)	34	Oral Exams (<i>May 13-31</i>)
13	Histories* – Herodotus (Nov. 27,28,29,30)		
14	<i>Lycurgus, Solon, Pericles, Alcibiades</i> – Plutarch (Dec. 4,5,6,7)	* <i>Selections Only</i>	
15	<i>Medea, Bacchae</i> – Euripedes (Dec. 11,12,13,14)		
16	Oral Exams (December 10 – 21)		

YEAR 2 – 2012-2013

Great Books Program

Second Year – Roman Readings

Week	First Semester	Week	Second Semester
1	<i>Aeneid</i> - Virgil (Aug. 30,31)	17	<i>New Testament</i> * (Jan. 17,18)
2	<i>Aeneid</i> - Virgil (Sept. 6,7)	18	<i>Apocalypse</i> (Book of Revelation)- John (Jan. 24,25)
3	Livy * (Sept. 13,14)	19	<i>Confessions</i> – Augustine (Jan. 31, Feb. 1)
4	Livy * (Sept. 20,21)		

5	Plutarch: <i>Romulus, Numa Pomulus, Coriolanus, Caesar</i> (Sept. 27,28)	20	<i>Confessions</i> – Augustine (Feb. 7,8)
6	<i>Conquest of Gaul</i> – Caesar (Oct. 4.5)	21	<i>Consolation of Philosophy</i> – Boethius (Feb. 14,15)
7	<i>Plutarch: Cato the Younger, Antony, Brutus, Cicero</i> (Oct. 11,12)	22	<i>City of God*</i> – St. Augustine (Feb. 21,22)
8	<i>On Friendship, On Duties</i> , – Cicero (Oct. 18,19)	23	<i>City of God*</i> – St. Augustine (Feb. 28, Mar. 1)
9	<i>Annals*</i> – Tacitus (Oct. 25,26)	24	Qu’ran*, Muhammed (Mar. 7,8)
10	<i>On the Nature of Things*</i> – Lucretius (Nov. 1,2)	25	<i>History of the English People</i> – Bede [Mar. 13,14)
11	<i>Discourses*</i> - Epictitus; <i>Meditations*</i> – Marcus Aurelius (Nov. 8,9)	26	<i>Sir Galahad</i> – Tennyson; <i>Sir Gawain and the Green Knight</i> (Mar. 21,22)
12	<i>Almagest</i> - Ptolemy <i>On the Natural Faculties</i> – Galen (Nov. 15,16)	27	Spring Break - Mar. 24 – 30)
		28	Spring Break – (Mar. 31 – Apr. 6)
		29	<i>Memoirs of the Crusades;</i> <i>Crusade of St. Louis</i> – Al-Makrisi (Apr. 11,12)

13	Thanksgiving break (Nov. 22,23)	30	<i>Imitation of Christ</i> – Kempis (Apr. 18,19)
14	<i>On the Natural Faculties</i> – Galen (Nov. 29,30)	31	<i>The Divine Comedy</i> – Dante (April 25,26)
15	<i>Enneads</i> * – Plotinus (Dec. 6,7)	32	<i>The Divine Comedy</i> – Dante (May 2,3)
16	<i>Old Testament</i> – <i>Genesis, Job</i> (Dec. 13,14)	33	<i>The Divine Comedy</i> – Dante (May 9,10)
17	Oral exams; Dec. 10-21	34	Oral Exams (May 13-31)
*Selections Only			

YEAR 3 – 2012/2013

Great Books Program

Third Year – Medieval Readings

Week	First Semester	Week	Second Semester
1	<i>Canterbury Tales</i> (Aug. 30, Sept. 5) – Chaucer	17	<i>Comedy of Errors</i> , Shakespeare (Jan. 17,18)
2	<i>Canterbury Tales</i> (Sept. 6,12) – Chaucer	18	<i>A Midsummer's Night's Dream</i> ; Shakespeare (Jan. 24,25)
3	Aquinas * (Sept.	19	<i>The Taming of the Shrew</i> – William Shakespeare (Jan.

	13,19)		31, Feb. 1)
4	Aquinas* (Sept. 20, 26)	20	<i>Coriolanus</i> - Shakespeare (Feb. 6, 7)
5	Aquinas* (Sept. 27, Oct. 3)	21	<i>Julius Caesar</i> – Shakespeare (Feb. 13, 14)
6	<i>The Prince</i> – Machiavelli (Oct. 4, 10)	22	<i>Dialogues Concerning Two New Sciences*</i> – Galileo (Feb. 20, 21)
7	Aquinas* (Oct. 11, 17)	23	<i>The Merchant of Venice</i> - Shakespeare (Feb. 27, 28)
8	Aquinas* (Oct. 18, 24)	24	<i>Henry V</i> – Shakespeare (Mar. 6, 7)
9	<i>Utopia</i> – Sir Thomas More (Oct. 25, 31)	25	<i>Rules for the Direction of the Mind*</i> , <i>Discourse on Method*</i> , <i>Meditations-</i> Descartes (Mar. 13, 14)
10	<i>Praise of Folly</i> - Erasmus (Nov. 1, 7)	26	<i>The New Atlantis and Novum Organum*</i> - Bacon (Mar. 20, 21)
11	<i>On the Revolutions of the Heavenly Spheres*</i> – Copernicus (Nov. 15, 21)	27	<i>Spring Break</i> , (Mar. 24 – 30)
12	<i>Institutes of the Christian Religion*</i> - Calvin (15, 21)	28	<i>Spring Break</i> , (Mar. 31 – Apr. 6)
		29	<i>Leviathan*</i> – Hobbes –

13	<i>Essays</i> * - Montaigne (Nov. 28,29)	(Apr. 10,11)
14	<i>Don Quixote</i> * – Cervantes (Dec. 5,6)	30 <i>Paradise Lost</i> – Milton (Apr. 17,18)
15	<i>Don Quixote</i> * – Cervantes (Dec. 12,13)	31 <i>Paradise Lost</i> – Milton (Apr. 24,25)
16	Oral Exams – (Dec. 10 – 21)	32 <i>Pensees</i> * - Pascal (May 1,2)
*Selections Only		33 <i>Romeo & Juliet</i> – Wm. Shakespeare (May 8,9)
		34 Oral Exams – (May 13-31)

YEAR 4 – 2012/2013

Great Books Program

Fourth Year – Modern Readings

Week	First Semester	Week	Second Semester
1	<i>Hamlet</i> – Wm. Shakespeare (Sept. 2)	17	<i>Critique of Pure Reason</i> *, <i>Fundamental Principles of the Metaphysics of Morals</i> * - Immanuel Kant (Jan. 20)
2	<i>Othello</i> – William Shakespeare (Sept. 9)	18	<i>Faust</i> – Goethe , (Jan. 27)

3	<i>MacBeth</i> – William Shakespeare (Sept. 16)	19	<i>Philosophy of Right*</i> , <i>The Philosophy of History*</i> – Georg Hegel (Feb. 3)
4	<i>King Lear</i> – William Shakespeare (Sept. 23)	20	<i>War and Peace*</i> – Tolstoy (Feb. 10)
5	<i>The Tempest</i> - William Shakespeare (Sept. 30)	21	<i>War and Peace</i> - Tolstoy (Feb. 17)
6	<i>Tartuffe</i> - Moliere ; <i>Phaedra</i> , Racine (Oct. 7)	22	The Brothers Karamazov – Fyodor Mikailovich Dostoevsky (Feb. 24)
7	<i>Gulliver's Travels</i> - Jonathan Swift (Oct. 14)	23	<i>The Brothers Karamazov</i> - Fyodor Mikailovich Dostoevsky (Mar. 3)
8	<i>Essay Concerning Human Knowledge*</i> , <i>Second Essay on Civil Government*</i> , <i>Letter on Toleration*</i> - John Locke (Oct. 21)	24	<i>Wealth of Nations*</i> – Adam Smith ; <i>Communist Manifesto</i> - Karl Marx (Mar. 10)
9	<i>Essay Concerning Human Knowledge*</i> , <i>Second Essay on Civil Government*</i> , <i>Letter on Toleration*</i> – John Locke (Oct. 28)	25	<i>1st & 2nd Inaugural Addresses</i> , <i>Gettysburg Address</i> ; <i>Emancipation Proclamation</i> - Abraham Lincoln (Mar. 17)
10	<i>An Enquiry</i>	26	<i>Walden</i> , <i>Civil Disobedience</i> - Henry David Thoreau (Mar. 24)
		27	<i>The Adventures of Huckleberry Finn</i> – Mark

	<i>Concerning Human Understanding*</i> , <i>Treatise of Human Nature*</i> , <i>Dialogues Concerning Natural Religion*</i> - David Hume (Nov. 4)	Twain – (March 31)
		28 <i>The Origin of Species*</i> - Charles Darwin (April 7)
		29 <i>Nineteen Eighty Four</i> - George Orwell (April 14)
11	<i>The Social Contract*</i> , <i>On the Origin of Inequality*</i> – Jean-Jacques Rousseau (Nov. 11)	30 Spring Break (Apr. 18 – 22)
		31 Spring Break (Apr. 25 – 29)
12	<i>The Federalist Papers*</i> ; – Q 105, Art. 1 – Aquinas (Nov. 18)	32 <i>Relativity: The Special and General Theory</i> - Einstein (May 5)
13	Thanksgiving (Nov. 25)	33 <i>My Antonia</i> - Willa Cather (May 12)
		34 Oral Exams (May 16 – 31)
14	<i>U.S. Declaration of Independence</i> , <i>Articles of Confederation</i> , & <i>Constitution</i> (Dec. 2)	
15	<i>Democracy in America*</i> , - De Tocqueville ; <i>Representative Government*</i> , J.S. Mill (Dec. 9)	
16	<i>Emma</i> - Jane Austen	

(Dec. 16)	
Oral Exams (Dec. 9 – 23)	*Selections Only

INDIVIDUAL SYLLABI FOR EACH COURSE/SEMESTER

Course #401I Title: Great Books of the Ancient Greeks I

Course Materials: Students will need either to purchase, borrow or download the books assigned for the weekly readings (see *Reading List* below for book list). These are all great classics and may be obtained from your library or on the internet, or may be purchased from the bookstore at greatbooksacademy.org (where you may also view the editions we recommend [but do not require]). Additionally, students will need to read the weekly poem contained in the semester Study Guide, and the Study Guide itself for this semester. The Study Guides and books may be obtained from the bookstore, internet address above. Students will also need access to a personal computer with modem for internet access, and any simple microphone (usually \$10-20) for use with their computer.

Location(s) course is offered: Cyberspace/Distance Education (via live-audio internet, and email correspondence); includes independent study; see Contact page for contact information.

Length of course in hours and weeks (e.g., 30 hours for 15 weeks): 16 weeks: weekly seminars begin the first week of September through the third week of December (see weekly schedule) each year. Oral semester exams are scheduled individually in late December. Including the 2-hour weekly live online seminar, students may study approximately 15.5-18 hours per week (see course syllabus for an estimated student study hours chart with a time breakdown).

Implementation date of presented / current curricula (e.g., May 2010): September, 2000 - Present

Prerequisite(s): It is recommended that students be good readers and complete the earlier courses in this sequential four year program (however, as this is the first of the eight courses, there is no such recommendation regarding completing earlier Great Books courses for it).

Course Objective: The course objective is to familiarize students with the great ideas contained in the original works by the greatest ancient Greeks, chronologically, beginning with the works of Homer, which are seminal to classical and Western civilization (see course syllabus for specific titles studied). Authors of the works studied this semester include: Homer, Hesiod, Aeschylus, Euripedes, Sophocles, Aesop, Herodotus and Plutarch.

Learning Outcomes: Upon completion of the course, the student will be able to: discuss, reference and in varying measure understand the specific works studied; engage in philosophical, poetic, and rhetorical reading, writing, speaking, reasoning, textual interpretational, and conversational skills through critical, syntopical reading (, *i.e.*, analysis of textual materials involving skill development in textually identifying, extracting, and understanding philosophical and rhetorical definitions and arguments within the wider context of a general poetic and aesthetic appreciation of philosophical, historical, poetry and prose, and scientific work as great literature) and discussions of Great Books; evaluate and synthesize ideas found across several readings by different authors; have a deeper understanding of the persisting questions of human existence through philosophical conversation with students about highly intellectual materials; integrate the contributions of various disciplines studied towards understanding such questions; have a more broadly-based liberal education derived from the period works studied; more easily consider alternative careers and career changes by being exposed to several disciplines; take part in the ongoing intellectual dialogue about the great ideas contained in the most influential books of Western civilization, often called the Great Conversation, by which contemporary life is knowingly or unknowingly governed; and function more effectively as a member of a democratic society with independent judgment.

Instruction: Major topics covered in the course inevitably are those which have been of enduring interest to great authors throughout classical and Western civilization even to our day, often called “the great ideas,” such as: justice and freedom; intelligence and character; war and peace; happiness and wisdom. Methods of instruction include extensive reading, oral and written testing for grading, short and long essay preparation, and weekly online classroom participation in discussions with other students who have read the same text that week (see **Assessment Criteria**, above).

.....

Course #401II Title: Great Books of the Ancient Greeks II

Course Materials: Students will need either to purchase, borrow or download the books assigned for the weekly readings (see *Reading List* below for book list). These are all great classics and may be obtained from your library or on the internet, or may be purchased from the bookstore at greatbooksacademy.org (where you may also view the editions we recommend [but do not require]). Additionally, students will need to read the weekly poem contained in the semester Study Guide, and the Study Guide itself for this semester. The Study Guides and books may be obtained from the bookstore, internet address above. Students will also need access to a personal computer with modem for internet access, and any simple microphone (usually \$10-20) for use with their computer.

Location(s) course is offered: Cyberspace/Distance Education (via live-audio internet, and email correspondence); includes independent study; see Contact page for contact information.

Length of course in hours and weeks (e.g., 30 hours for 15 weeks): 16 weeks: weekly seminars begin the third week of January through the last week of May (see weekly schedule) each year. Oral semester exams are scheduled individually in late May. Including the 2-hour weekly live

online seminar, students may study approximately 15.5-18 hours per week (see course syllabus for an estimated student study hours chart with a time breakdown).

Implementation date of presented / current curricula (e.g., May 2010): January, 2001 - Present

Prerequisite(s): It is recommended that students be good readers and complete the earlier courses in this sequential four year program.

Course Objective: To familiarize students with the great ideas contained in the original works written by the greatest ancient Greeks (not covered in the first semester course) which are foundational to classical and Western civilization (see course syllabus for specific titles studied). Authors of the works studied this semester include: Thucydides, the Pre-Socratics [Thales, Anaximenes, Anamimander, Pythagoras, Heraclitus, Parmenides, Melissus, Zeno, Empedocles, Anaxagoras, Leucippus, Democritus, Plato, Aristotle, Plutarch, Hippocrates and Euclid.

Learning Outcomes: Upon completion of the course, the student will be able to: discuss, reference and in varying measure understand the specific works studied; engage in philosophical, poetic, and rhetorical reading, writing, speaking, reasoning, textual interpretational, and conversational skills through critical, syntopical reading (, *i.e.*, analysis of textual materials involving skill development in textually identifying, extracting, and understanding philosophical and rhetorical definitions and arguments within the wider context of a general poetic and aesthetic appreciation of philosophical, historical, poetry and prose, and scientific work as great literature) and discussions of Great Books; evaluate and synthesize ideas found across several readings by different authors; have a deeper understanding of the persisting questions of human existence through philosophical conversation with students about highly intellectual materials; integrate the contributions of various disciplines studied towards understanding such questions; have a more broadly-based liberal education derived from the period works studied; more easily consider alternative careers and career changes by being exposed to several disciplines; take part in the ongoing intellectual dialogue about the great ideas contained in the most influential books of Western civilization, often called the Great Conversation, by which contemporary life is knowingly or unknowingly governed; and function more effectively as a member of a democratic society with independent judgment.

Instruction: Major topics covered in the course inevitably are those which have been of enduring interest to great authors throughout classical and Western civilization even to our day, often called “the great ideas,” such as: justice and freedom; intelligence and character; war and peace; happiness and wisdom. Methods of instruction include extensive reading, oral and written testing for grading, short and long essay preparation, and weekly online classroom participation in discussions with other students who have read the same text that week (see **Assessment Criteria**, above).

.....

Course # 402I, Title: Great Books of the Ancient Romans

Course Materials: Students will need either to purchase, borrow or download the books assigned for the weekly readings (see *Reading List* below for book list). These are all great classics and may be obtained from your library or on the internet, or may be purchased from the bookstore at greatbooksacademy.org (where you may also view the editions we recommend [but do not require]). Additionally, students will need to read the weekly poem contained in the semester Study Guide, and the Study Guide itself for this semester. The Study Guides and books may be obtained from the bookstore, internet address above. Students will also need access to a personal computer with modem for internet access, and any simple microphone (usually \$10-20) for use with their computer.

Location(s) course is offered: Cyberspace/Distance Education (via live-audio internet, and email correspondence); includes independent study; see Contact page for contact information.

Length of course in hours and weeks (e.g., 30 hours for 15 weeks): 16 weeks: weekly seminars begin the first week of September through the third week of December (see weekly schedule) each year. Oral semester exams are scheduled individually in late December. Including the 2-hour weekly live online seminar, students may study approximately 15.5-18 hours per week (see course syllabus for an estimated student study hours chart with a time breakdown).

Implementation date of presented / current curricula (e.g., May 2010): September, 2001 - Present

Prerequisite(s): It is recommended that students be good readers and complete the earlier courses in this sequential four year program.

Course Objective: To familiarize students with the great ideas contained in the original works written by the greatest ancient Romans, which are foundational to classical and Western civilization (see course syllabus for specific titles studied). Authors of the works studied this semester include: Virgil, Livy, Plutarch, Julius Caesar, Cicero, Tacitus, Lucretius, Epictitus, Marcus Aurelius, Ptolemy, Galen, Plotinus, Moses [the last author, from an earlier age, influenced Roman civilization in this period].

Learning Outcomes: Upon completion of the course, the student will be able to: discuss, reference and in varying measure understand the specific works studied; engage in philosophical, poetic, and rhetorical reading, writing, speaking, reasoning, textual interpretational, and conversational skills through critical, syntopical reading (, *i.e.*, analysis of textual materials involving skill development in textually identifying, extracting, and understanding philosophical and rhetorical definitions and arguments within the wider context of a general poetic and aesthetic appreciation of philosophical, historical, poetry and prose, and scientific work as great literature) and discussions of Great Books; evaluate and synthesize ideas found across several readings by different authors; have a deeper understanding of the persisting questions of human existence through philosophical conversation with students about highly intellectual materials; integrate the contributions of various disciplines studied towards understanding such questions; have a more broadly-based liberal education derived from the period works studied; more easily consider alternative careers and career changes by being exposed to several disciplines; take part

in the ongoing intellectual dialogue about the great ideas contained in the most influential books of Western civilization, often called the Great Conversation, by which contemporary life is knowingly or unknowingly governed; and function more effectively as a member of a democratic society with independent judgment.

Instruction: Major topics covered in the course inevitably are those which have been of enduring interest to great authors throughout classical and Western civilization even to our day, often called “the great ideas,” such as: justice and freedom; intelligence and character; war and peace; happiness and wisdom. Methods of instruction include extensive reading, oral and written testing for grading, short and long essay preparation, and weekly online classroom participation in discussions with other students who have read the same text that week (see **Assessment Criteria**, above).

.....

Course #402II Title: Great Books of the Ancient Romans to the Early Middle Ages

Course Materials: Students will need either to purchase, borrow or download the books assigned for the weekly readings (see *Reading List* below for book list). These are all great classics and may be obtained from your library or on the internet, or may be purchased from the bookstore at greatbooksacademy.org (where you may also view the editions we recommend [but do not require]). Additionally, students will need to read the weekly poem contained in the semester Study Guide, and the Study Guide itself for this semester. The Study Guides and books may be obtained from the bookstore, internet address above. Students will also need access to a personal computer with modem for internet access, and any simple microphone (usually \$10-20) for use with their computer.

Location(s) course is offered: Cyberspace/Distance Education (via live-audio internet, and email correspondence); includes independent study; see Contact page for contact information.

Length of course in hours and weeks (e.g., 30 hours for 15 weeks): 16 weeks: weekly seminars begin the third week of January through the last week of May (see weekly schedule) each year. Oral semester exams are scheduled individually in late May. Including the 2-hour weekly live online seminar, students may study approximately 15.5-18 hours per week (see course syllabus for an estimated student study hours chart with a time breakdown).

Implementation date of presented / current curricula (e.g., May 2010): January, 2002 – Present

Prerequisite(s): It is recommended that students be good readers and complete the earlier courses in this sequential four year program.

Course Objective: To familiarize students with the great ideas contained in the original works written by the greatest ancient Romans (not covered in the previous course) and the greatest writers through the early Middle Ages, from Plotinus through Dante, which are foundational to Western civilization (see course syllabus for specific titles studied). Authors of the works studied

this semester include: the Evangelists Matthew and John, Augustine, Boethius, Muhammed, Bede, Tennyson, Al-Makrisi, a' Kempis and Dante.

Learning Outcomes: Upon completion of the course, the student will be able to: discuss, reference and in varying measure understand the specific works studied; engage in philosophical, poetic, and rhetorical reading, writing, speaking, reasoning, textual interpretational, and conversational skills through critical, syntopical reading (, *i.e.*, analysis of textual materials involving skill development in textually identifying, extracting, and understanding philosophical and rhetorical definitions and arguments within the wider context of a general poetic and aesthetic appreciation of philosophical, historical, poetry and prose, and scientific work as great literature) and discussions of Great Books; evaluate and synthesize ideas found across several readings by different authors; have a deeper understanding of the persisting questions of human existence through philosophical conversation with students about highly intellectual materials; integrate the contributions of various disciplines studied towards understanding such questions; have a more broadly-based liberal education derived from the period works studied; more easily consider alternative careers and career changes by being exposed to several disciplines; take part in the ongoing intellectual dialogue about the great ideas contained in the most influential books of Western civilization, often called the Great Conversation, by which contemporary life is knowingly or unknowingly governed; and function more effectively as a member of a democratic society with independent judgment.

Instruction: Major topics covered in the course inevitably are those which have been of enduring interest to great authors throughout classical and Western civilization even to our day, often called “the great ideas,” such as: justice and freedom; intelligence and character; war and peace; happiness and wisdom. Methods of instruction include extensive reading, oral and written testing for grading, short and long essay preparation, and weekly online classroom participation in discussions with other students who have read the same text that week (see **Assessment Criteria**, above).

.....

Course #403I Title: Great Books of the High Middle Ages to the Renaissance

Course Materials: Students will need either to purchase, borrow or download the books assigned for the weekly readings (see *Reading List* below for book list). These are all great classics and may be obtained from your library or on the internet, or may be purchased from the bookstore at greatbooksacademy.org (where you may also view the editions we recommend [but do not require]). Additionally, students will need to read the weekly poem contained in the semester Study Guide, and the Study Guide itself for this semester. The Study Guides and books may be obtained from the bookstore, internet address above. Students will also need access to a personal computer with modem for internet access, and any simple microphone (usually \$10-20) for use with their computer.

Location(s) course is offered: Cyberspace/Distance Education (via live-audio internet, and email correspondence); includes independent study; see Contact page for contact information.

Length of course in hours and weeks (e.g., 30 hours for 15 weeks): 16 weeks: weekly seminars begin the first week of September through the third week of December (see weekly schedule) each year. Oral semester exams are scheduled individually in late December. Including the 2-hour weekly live online seminar, student may study approximately 15.5-18 hours per week (see course syllabus for an estimated student study hours chart with a time breakdown).

Implementation date of presented / current curricula (e.g., May 2010): September, 2002 - Present

Prerequisite(s): It is recommended that students be good readers and complete the earlier courses in this sequential four year program.

Course Objective: To familiarize students with the great ideas contained in the original works written by the greatest authors in the High Middle Ages to the Renaissance, from Chaucer through Cervantes, which are foundational to Western civilization (see course syllabus for specific titles studied). Authors of the works studied this semester include: Chaucer, Aquinas, Machiavelli, Thomas More, Erasmus, Copernicus, Calvin, Montaigne, and Cervantes.

Learning Outcomes: Upon completion of the course, the student will be able to: discuss, reference and in varying measure understand the specific works studied; engage in philosophical, poetic, and rhetorical reading, writing, speaking, reasoning, textual interpretational, and conversational skills through critical, syntopical reading (, *i.e.*, analysis of textual materials involving skill development in textually identifying, extracting, and understanding philosophical and rhetorical definitions and arguments within the wider context of a general poetic and aesthetic appreciation of philosophical, historical, poetry and prose, and scientific work as great literature) and discussions of Great Books; evaluate and synthesize ideas found across several readings by different authors; have a deeper understanding of the persisting questions of human existence through philosophical conversation with students about highly intellectual materials; integrate the contributions of various disciplines studied towards understanding such questions; have a more broadly-based liberal education derived from the period works studied; more easily consider alternative careers and career changes by being exposed to several disciplines; take part in the ongoing intellectual dialogue about the great ideas contained in the most influential books of Western civilization, often called the Great Conversation, by which contemporary life is knowingly or unknowingly governed; and function more effectively as a member of a democratic society with independent judgment.

Instruction: Major topics covered in the course inevitably are those which have been of enduring interest to great authors throughout classical and Western civilization even to our day, often called “the great ideas,” such as: justice and freedom; intelligence and character; war and peace; happiness and wisdom. Methods of instruction include extensive reading, oral and written testing for grading, short and long essay preparation, and weekly online classroom participation in discussions with other students who have read the same text that week (see **Assessment Criteria**, above).

Course #403II Title: Great Books of the Renaissance to the Enlightenment

Course Materials: Students will need either to purchase, borrow or download the books assigned for the weekly readings (see *Reading List* below for book list). These are all great classics and may be obtained from your library or on the internet, or may be purchased from the bookstore at greatbooksacademy.org (where you may also view the editions we recommend [but do not require]). Additionally, students will need to read the weekly poem contained in the semester Study Guide, and the Study Guide itself for this semester. The Study Guides and books may be obtained from the bookstore, internet address above. Students will also need access to a personal computer with modem for internet access, and any simple microphone (usually \$10-20) for use with their computer.

Location(s) course is offered: Cyberspace/Distance Education (via live-audio internet, and email correspondence); includes independent study; see Contact page for contact information.

Length of course in hours and weeks (e.g., 30 hours for 15 weeks): 16 weeks: weekly seminars begin the first week of September through the third week of December (see weekly schedule) each year. Oral semester exams are scheduled individually in late December. Including the 2-hour weekly live online seminar, student may study approximately 15.5-18 hours per week (see course syllabus for an estimated student study hours chart with a time breakdown).

Implementation date of presented / current curricula (e.g., May 2010): September, 2004- Present

Prerequisite(s): It is recommended that students be good readers and complete the earlier courses in this sequential four year program.

Course Objective: To familiarize students with the great ideas contained in the original works written by the most influential authors in the Renaissance to the Enlightenment, from Shakespeare through Pascal, which are foundational to the ongoing dialogue of Western civilization (see course syllabus for specific titles studied). Authors of the works studied this semester include: Shakespeare (8 Plays), Galileo, Descartes, Bacon, Hobbes, Milton, and Pascal.

Learning Outcomes: Upon completion of the course, the student will be able to: discuss, reference and in varying measure understand the specific works studied; engage in philosophical, poetic, and rhetorical reading, writing, speaking, reasoning, textual interpretational, and conversational skills through critical, syntopical reading (, *i.e.*, analysis of textual materials involving skill development in textually identifying, extracting, and understanding philosophical and rhetorical definitions and arguments within the wider context of a general poetic and aesthetic appreciation of philosophical, historical, poetry and prose, and scientific work as great literature) and discussions of Great Books; evaluate and synthesize ideas found across several readings by different authors; have a deeper understanding of the persisting questions of human

existence through philosophical conversation with students about highly intellectual materials; integrate the contributions of various disciplines studied towards understanding such questions; have a more broadly-based liberal education derived from the period works studied; more easily consider alternative careers and career changes by being exposed to several disciplines; take part in the ongoing intellectual dialogue about the great ideas contained in the most influential books of Western civilization, often called the Great Conversation, by which contemporary life is knowingly or unknowingly governed; and function more effectively as a member of a democratic society with independent judgment.

Instruction: Major topics covered in the course inevitably are those which have been of enduring interest to great authors throughout classical and Western civilization even to our day, often called “the great ideas,” such as: justice and freedom; intelligence and character; war and peace; happiness and wisdom. Methods of instruction include extensive reading, oral and written testing for grading, short and long essay preparation, and weekly online classroom participation in discussions with other students who have read the same text that week (see **Assessment Criteria**, above).

.....
Course #404I Title: Great Books of the Enlightenment to the Modern Era

Course Materials: Students will need either to purchase, borrow or download the books assigned for the weekly readings (see *Reading List* below for book list). These are all great classics and may be obtained from your library or on the internet, or may be purchased from the bookstore at greatbooksacademy.org (where you may also view the editions we recommend [but do not require]). Additionally, students will need to read the weekly poem contained in the semester Study Guide, and the Study Guide itself for this semester. The Study Guides and books may be obtained from the bookstore, internet address above. Students will also need access to a personal computer with modem for internet access, and any simple microphone (usually \$10-20) for use with their computer.

Location(s) course is offered: Cyberspace/Distance Education (via live-audio internet, and email correspondence); includes independent study; see Contact page for contact information.

Length of course in hours and weeks (e.g., 30 hours for 15 weeks): 16 weeks: weekly seminars begin the third week of January through the last week of May (see weekly schedule) each year. Oral semester exams are scheduled individually in late May. Including the 2-hour weekly live online seminar, student may study approximately 15.5-18 hours per week (see course syllabus for an estimated student study hours chart with a time breakdown).

Implementation date of presented / current curricula (e.g., May 2010): September, 2004- Present

Prerequisite(s): It is recommended that students be good readers and complete the earlier courses in this sequential four year program.

Course Objective: To familiarize students with the great ideas contained in the original works written by the most influential authors in the Enlightenment to the Modern Era, from Locke through De Tocqueville and the American Federalist papers and Constitution, which are foundational to the ongoing dialogue of Western civilization (see course syllabus for specific titles studied). Authors of the works studied this semester include: Shakespeare (4 Great Tragedies and the *Tempest*), Moliere, Racine, Swift, Locke, Hume, Rousseau, Hamilton, Adams, Jefferson, De Tocqueville, Mill, and Austen.

Learning Outcomes: Upon completion of the course, the student will be able to: discuss, reference and in varying measure understand the specific works studied; engage in philosophical, poetic, and rhetorical reading, writing, speaking, reasoning, textual interpretational, and conversational skills through critical, syntopical reading (, *i.e.*, analysis of textual materials involving skill development in textually identifying, extracting, and understanding philosophical and rhetorical definitions and arguments within the wider context of a general poetic and aesthetic appreciation of philosophical, historical, poetry and prose, and scientific work as great literature) and discussions of Great Books; evaluate and synthesize ideas found across several readings by different authors; have a deeper understanding of the persisting questions of human existence through philosophical conversation with students about highly intellectual materials; integrate the contributions of various disciplines studied towards understanding such questions; have a more broadly-based liberal education derived from the period works studied; more easily consider alternative careers and career changes by being exposed to several disciplines; take part in the ongoing intellectual dialogue about the great ideas contained in the most influential books of Western civilization, often called the Great Conversation, by which contemporary life is knowingly or unknowingly governed; and function more effectively as a member of a democratic society with independent judgment.

Instruction: Major topics covered in the course inevitably are those which have been of enduring interest to great authors throughout classical and Western civilization even to our day, often called “the great ideas,” such as: justice and freedom; intelligence and character; war and peace; happiness and wisdom. Methods of instruction include extensive reading, oral and written testing for grading, short and long essay preparation, and weekly online classroom participation in discussions with other students who have read the same text that week (see **Assessment Criteria**, above).

.....
Course #404II Title: Great Books of the Modern Era

Course Materials: Students will need either to purchase, borrow or download the books assigned for the weekly readings (see *Reading List* below for book list). These are all great classics and may be obtained from your library or on the internet, or may be purchased from the bookstore at greatbooksacademy.org (where you may also view the editions we recommend [but do not require]). Additionally, students will need to read the weekly poem contained in the semester Study Guide, and the Study Guide itself for this semester. The Study Guides and books may be obtained from the bookstore, internet address above. Students will also need access to a

personal computer with modem for internet access, and any simple microphone (usually \$10-20) for use with their computer.

Location(s) course is offered: Cyberspace/Distance Education (via live-audio internet, and email correspondence); includes independent study; see Contact page for contact information.

Length of course in hours and weeks (e.g., 30 hours for 15 weeks): 16 weeks: weekly seminars begin the third week of January through the last week of May (see weekly schedule) each year. Oral semester exams are scheduled individually in late May. Including the 2-hour weekly live online seminar, student may study approximately 15.5-18 hours per week (see course syllabus for an estimated student study hours chart with a time breakdown).

Implementation date of presented / current curricula (e.g., May 2010): January, 2005 - Present

Prerequisite(s): It is recommended that students be good readers and complete the earlier courses in this sequential four year program.

Course Objective: To familiarize students with the great ideas contained in the great books written in the modern era, from Kant through Einstein, which are most influential in the ongoing dialogue of Western civilization (see course syllabus for specific titles and authors studied). Authors of the works studied this semester include: Kant, Goethe, Hegel, Tolstoy, Dostoevsky, Smith, Marx, Lincoln, Thoreau, Twain, Darwin, Orwell, Einstein, Cather.

Learning Outcomes: Upon completion of the course, the student will be able to: discuss, reference and in varying measure understand the specific works studied; engage in philosophical, poetic, and rhetorical reading, writing, speaking, reasoning, textual interpretational, and conversational skills through critical, syntopical reading (, *i.e.*, analysis of textual materials involving skill development in textually identifying, extracting, and understanding philosophical and rhetorical definitions and arguments within the wider context of a general poetic and aesthetic appreciation of philosophical, historical, poetry and prose, and scientific work as great literature) and discussions of Great Books; evaluate and synthesize ideas found across several readings by different authors; have a deeper understanding of the persisting questions of human existence through philosophical conversation with students about highly intellectual materials; integrate the contributions of various disciplines studied towards understanding such questions; have a more broadly-based liberal education derived from the period works studied; more easily consider alternative careers and career changes by being exposed to several disciplines; take part in the ongoing intellectual dialogue about the great ideas contained in the most influential books of Western civilization, often called the Great Conversation, by which contemporary life is knowingly or unknowingly governed; and function more effectively as a member of a democratic society with independent judgment.

Instruction: Major topics covered in the course inevitably are those which have been of enduring interest to great authors throughout classical and Western civilization even to our day,

often called “the great ideas,”such as: justice and freedom; intelligence and character; war and peace; happiness and wisdom. Methods of instruction include extensive reading, oral and written testing for grading, short and long essay preparation, and weekly online classroom participation in discussions with other students who have read the same text that week (see **Assessment Criteria**, above).

* * * * *