

GREAT BOOKS COURSES

GREAT BOOKS PROGRAM COURSES Course Title	Sequence/ Semester	Course No.
Great Books of the Ancient Greeks I	1	401I
Great Books of the Ancient Greeks II	2	401II
Great Books of the Ancient Romans	3	402I
Great Books of the Ancient Romans to the Early Middle Ages	4	402II
Great Books of the High Middle Ages to the Renaissance	5	403I
Great Books of the Renaissance to the Enlightenment	6	403II
Great Books of the Enlightenment to the Modern Era	7	404I
Great Books of the Modern Era	8	404II

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 syllabi for each course. The headings/topics covered below are in **RED**.

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 us 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 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 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 syllabus 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 must participate in the weekly, online, live-audio discussion seminars. These are led by two moderators and usually last 125 minutes (we very often 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. 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 related 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 teachers. As learning experiences they 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 attacks nor 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, 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 digorge 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.

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

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 of an idea, thoughtful consideration and studious reflection – these are elements of great value and result in learning of the sort we all appreciate and which may help society. Students will be exposed to these in the discussions and will gradually be expected to add these skills – 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. 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* (in the boxes provided in the Guides below each such question [students may expand their answers on additional paper if they wish, but this is not required]) 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 1,800 words (about 6 pages) each. These will be graded for content as well as for English language arts, including grammar, syntax, spelling, vocabulary and style. These essays together constitute twenty-five percent (25%) 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 conducted by one or both of the moderators. 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.

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.

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	25%	25%	25%	25%	25%	25%	25%	25%	25%
Study Guides	25%	25%	25%	25%	25%	25%	25%	25%	25%
Essays	25%	25%	25%	25%	25%	25%	25%	25%	25%
Oral Exam	25%	25%	25%	25%	25%	25%	25%	25%	25%
Total %s	100%	100%	100%	100%	100%	100%	100%	100%	100%

[The above %s are for the College and A.A.Tracks: High School Track %s are: 1/3rd Seminar Participation; 1/3rd Essays; 1/3rd Oral Exam]

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

(Includes All In-Class and Out-of-Class Study)

Great Books Readings	6.-8.
Live Seminar (125 minutes per week; 50 minutes per “hour”)	2.5
Study Guides (Reading and Weekly Answers)	4-5- 6.
Poetry	.5
Essays/Oral Exams (averaged)	1.
Estimated Total Weekly Study Hours	15.5-18.

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 (not rushed), thoughtful 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 thus successfully completed. However no college credit would ordinarily be recommended in this mode of study, though exceptional circumstances might 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 definitively 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 many 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. Students unable to make their assigned class may attend a different class with permission, which is ordinarily granted.

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 free 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 Great Books Study Guide, and the Study Guide itself for this semester. Study Guides are shipped without charged to enrolled Great Books Program college track students. The Study Guides and books may also 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.

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 financial 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 commit their time for the entire year), and because this is based on the number of students signed up initially, no tuition refunds for any monies *paid* are allowed (however students on a payment plan may cease payment upon 72-hour notice with no further financial obligation – see Tuition/Credit above). So please carefully read over the program description, student comments, *etc.* and ask us any questions you may have before enrolling and paying any tuition. 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 well with our software but occasionally 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 test their Mac or 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, or any sort of discrimination hereafter prohibited by law, in the administration of its educational policies, admissions policies, and other school-administered programs. Being an online program, we really have no reason to discriminate regarding our students – we want *everyone* to learn from the wisdom of the Great Books. The Great Books Program is an Equal Opportunity employer.

AMERICAN COUNCIL ON EDUCATION ALTERNATIVE COLLEGE CREDIT HOUR RECOMMENDATIONS

For each semester: “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 ACE college credit hour recommendation formats*).

Course Title	Alternative Conventional College Subject Titles	1st Year		2nd Year		3rd Year		4th Year		Total
		Ancient Greeks I	Ancient Greeks II	Ancient Romans	Romans to Early Medieval	High Medieval to Renaissance	Renaissance to Enlighten- ment	Enlighten- ment to Modern Era	Modern Era	Hours
Great Books Program	Literature	6	6	6	6	6	6	6	6	48
	or Liberal Arts	6	6	6	6	6	6	6	6	48
	or Great Books	6	6	6	6	6	6	6	6	48
	or split as follows:									
	Literature	3	3	3	3	3	3	3	3	24
	& Philosophy	3	3	3	3	3	3	3	3	& 24
	or Critical Thinking	3	3	3	3	3	3	3	3	or 24

GREAT BOOKS TIMELINE AND CHRONOLOGICAL ORDER

Literature is one of the most important elements of any advanced culture. As Mortimer Adler often pointed out, the great Western classics are so precisely because they build on the work of their predecessors – earlier great works – preserved either in oral tradition (such as Homer and Hesiod relied upon), or earlier books. This reliance and referencing of earlier works, over time has created a chain of classics, interrelated and inter-connected. Adler’s colleague Robert M. Hutchins referred to this chain of classics as the *Great Conversation* since it is much like a conversation between the authors, discussing great and profound ideas. The influence on

Western culture of this book-preserved conversation is incalculable. Together with Western cult (worship), music and art, it has shaped and defined Western civilization.

Fortunately the greatest classics of Western culture have all been translated into English and most other languages, allowing students to read them in their mother tongues. We will not go into the relative merits of reading them in their native tongues – there are obvious advantages to this on several levels – we endorse the practice for those able or willing to learn to do so.

Because the aforementioned chain of books is a conversation, as with any conversation the best place to start is at the beginning – when the conversation just begins – rather than to attempt to jump in later hoping to catch the thread. In Western literature the beginning is Homer's *Iliad* and *Odyssey* (Hesiod, Homer's near contemporary, provides some helpful related material). From there the thread is fairly easy to follow through the centuries, right down through the ages to our day. This allows students to join the conversation at the beginning, and follow it through time to the present where it is being added to and acted upon. Of course there are side conversations – that are often helpful and enlightening, but the main thread can be fairly easily followed by the mutual interplay of the works – the references to the earlier great works relied upon, argued about or discussed, in works that have survived the tests of time and talent.

There have been a variety of lists of such classics made by various scholars over time. Through roughly the 1600's or so those lists nearly all substantially agree on which books ought to be included. From that period forward disagreement gradually increases and subjective evaluations increase. That cannot be avoided. Some of the modern lists we discussed in another article, but let it suffice here to note that Mortimer Adler picked a list of about 500 books to include in his list (the one used by Britannica in its *Great Books of the Western World* set) – far too many for even the best student to read in four years of secondary or tertiary formal education.

Following the lead of John Erskine, who at Columbia University began the Great Books movement of the early 20th century soon after headed by Adler until his passing in 2001, we promote the idea of students reading one great book a week (or a substantial portion thereof if the book is especially difficult or long). Doing this for 30 weeks per academic year results in a list of roughly 120 books over four years. After reviewing the readings lists of the colleges with Great Books programs (of varying lengths), and various Great Books publisher's lists, we selected the 120 most influential books (c. 80% from Adler's list) and organized them in rough chronological order so that the thread of the conversation could be followed through the centuries. Classroom experience has proven this to be a sensible, practical approach to reading the greatest classics in a four-year program equivalent to any college or university interdisciplinary great books program.

Adler had to deal with some commercial and also aesthetic considerations and so his list skipped nearly eight centuries (from Augustine's death in 430 AD to Thomas Aquina's *Summa* (written 1265-74 AD) without containing one book from that entire period. That unavoidably damages

the chronological and historical flow – though one cannot deny the quality of the works from that period (the early Middle Ages following the barbarian invasions of Europe) does not quite measure up to the other periods. Nevertheless, to remedy that lacunae we departed from Adler’s list by adding Boethius’ *Consolation of Philosophy*, lives of Charlemagene, the *Qu’ran*, Maimonides’ *Guide to the Perplexed*, Bede’s *History*, crusade accounts and parts of the Arthuriad. We believe this not only serves to preserve the chronological and historical flow, but helps students comprehend the whole conversation and history of the West better.

We occasionally depart a little from a strict chronological order (such as reading Chaucer before Dante) due to the practical considerations of varying the kinds of readings students do, completing certain major works before summer breaks, connecting closely related books together, *etc.* Thus Shakespeare is parceled out into two or sometimes three semesters, though his works were written closely in time. Philosophical works can sometimes be tough going for students, so we intersperse plays and narrative-type works slightly out of chronological order to make the going easier.

The results and reading order of the approach described above, profitably used by students for over thirteen years in our Great Books Program, are listed in the *Table of Contents* for each semester’s Study Guides. This brings us to our list of reading following this chart. We divided the roughly 120 selections into a typical semester college format, covering 8 semesters (*i.e.*, 4 years of study), each with about 15 books. Because we followed a rough chronological order, we were easily able to group the books into semesters, named as follows (the dates are approximations):

Semester	CHRONOLOGICAL PERIODS COVERED BY EACH COURSE Great Books Program Course Titles	Approximate Dates of the Works Read	Approximate Historical Period
1	Great Books of the Ancient Greeks I	750 BC ¹ – 404 BC ²	Ancient Greece ³
2	Great Books of the Ancient Greeks II	404 BC – 322 BC ⁴	Ancient Greece
3	Great Books of the Ancient Romans	19 BC ⁵ – 270 AD ⁶	Ancient Rome ⁷
4	Great Books of the Ancient Romans to Early Middle Ages	313 AD ⁸ - 1321 AD ⁹	Early Middle Ages ¹⁰
5	Great Books of the High Middle Ages to the Renaissance	1265 AD ¹¹ - 1580 ¹²	High Middle Ages ¹³
6	Great Books of the Renaissance to the Enlightenment	1400 ¹⁴ - 1659 ¹⁵	Renaissance ¹⁶
7	Great Books of the Enlightenment to the Modern Era	1637 ¹⁷ - 1776 AD ¹⁸	Enlightenment ¹⁹
8	Great Books of the Modern Era	1804 ²⁰ - Present	Modern Era ²¹

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- 1 Aproximate date of Homer's *Iliad* and *Odyssey* and Hesiod's *Theogony*. According to the ancient Greek, Eratosthenes, the Trojan War took place from 1194-1184 BC, which roughly corresponds with archaeological evidence of a catastrophic burning of Troy VIIa.
- 2 End of Peloponnesian Wars and death of Alcibiades, ends the Athenian Golden Age.
- 3 Ancient Greece is the period from about 750 BC to 146 BC and the Roman conquest of Greece after the Battle of Corinth. Classical Greece flourished at the center of this period during the 5th to 4th centuries BC.
- 4 Death of Alexander the Great – 323BC/Death of Aristotle 322 BC
- 5 Death of Virgil – *Aeneid*.
- 6 Death of Plotinus
- 7 Founding of Rome – *Ab Urbe Conita* (or a.u.c.) April 21, 753 BC; 476 AD Fall of Rome – last Western Roman Emperor.
- 8 Edict of Milan
- 9 Death of Dante
- 10 The Early Middle Ages is conventionally the period from the Fall of Rome (476 AD) to about 1000 AD.
- 11 Thomas Aquinas writes the *Summa Theologicae* 1265-74 AD.
- 12 Montaigne's *Essays* published
- 13 Roughly the period from 1000-1500 AD. Reconquest of Spain 1492; Columbus discovers New World 1492; Fall of Constantinople 1493 AD; Luther's 95 *Theses* begins Reformation period 1517 – these events generally began the end of the Middle Ages.
- 14 Chaucer's *Canterbury Tales*
- 15 Death of Pascal (author of *Pensees*)
- 16 Roughly the period between the Middle Ages and the Enlightenment – includes Shakespeare.
- 17 Descartes' *Discourse on Method* – philosophy departs from Medieval Scholastic natural realism.
- 18 US Declaration of Independence 1776;
- 19 Generally, the period from Descartes's *Method* (1637) to the French Revolution (1789) or the Napoleonic Wars (1804-15). The term is taken from Kant's essay "*Answering the Question: What is Enlightenment?*" (1784).
- 20 1805 Goethe's *Faust*; the Napoleonic Wars begin and Kant dies (1804).
- 21 In the two centuries following 1800 and the Enlightenment, world income increased 10-fold, world population increased 6-fold, and the income of the common man began a sustained growth not long checked until the 1970's 3rd world debt crisis which spread to the 1st and 2nd world nations by 2007 AD.

CLASS READINGS (See Current Year on Website)

YEAR 1 – 2012-2013 (Dates Will Change Year to Year)

Great Books Program

First Year – The Ancient Greeks

Week	First Semester	Week	Second Semester
<i>NOTA BENE:</i>	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: Intro to the Great Books & Socratic Discussion. The Great Conversation, Adler</i>	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)
5	<i>The Odyssey</i> – Homer (Sept. 27,28; Oct. 2,3)	22	<i>Republic</i> – Plato (Feb. 19,20,21,22)
		23	<i>Republic</i> – Plato (Feb. 26,27,28; Mar. 1)
		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>Alcestris</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. 15,16,20,21)	31	<i>Aristides, Alexander</i> – Plutarch (Apr. 23,24,25,26)
13	<i>Histories*</i> – Herodotus (Nov.	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)
		34	Oral Exams (May 13-31)

	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)	20	<i>Confessions</i> – Augustine (Feb. 7,8)
5	Plutarch: Romulus, Numa Pomulus, Coriolanus, Caesar		

	(Sept. 27,28)	21	<i>Consolation of Philosophy</i> – Boethius (Feb. 14,15)
6	<i>Conquest of Gaul</i> – Caesar (Oct. 4,5)	22	<i>City of God*</i> – St. Augustine (Feb. 21,22)
7	Plutarch : <i>Cato the Younger, Antony, Brutus, Cicero</i> (Oct. 11,12)	23	<i>City of God*</i> – St. Augustine (Feb. 28, Mar. 1)
8	<i>On Friendship, On Duties</i> , – Cicero (Oct. 18,19)	24	Qu’ran*, Muhammed (Mar. 7,8)
9	<i>Annals*</i> – Tacitus (Oct. 25,26)	25	<i>History of the English People</i> – Bede [Mar. 13,14)
10	<i>On the Nature of Things*</i> – Lucretius (Nov. 1,2)	26	<i>Sir Galahad</i> – Tennyson ; <i>Sir Gawain and the Green Knight</i> (Mar. 21,22)
11	<i>Discourses*</i> - Epictitus ; <i>Meditations*</i> – Marcus Aurelius (Nov. 8,9)	27	<i>Spring Break</i> - Mar. 24 – 30)
12	<i>Almagest</i> - Ptolemy <i>On the Natural Faculties</i> – Galen (Nov. 15,16)	28	<i>Spring Break</i> – (Mar. 31 – Apr. 6)
13	Thanksgiving break (Nov. 22,23)	29	<i>Memoirs of the Crusades; Crusade of St. Louis</i> – Al-Makrisi (Apr. 11,12)
		30	<i>Imitation of Christ</i> – a’ Kempis (Apr. 18,19)
		31	<i>The Divine Comedy</i> –

14	<i>On the Natural Faculties</i> – Galen (Nov. 29,30)	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> – Genesis, Job (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. 13,19)	19	<i>The Taming of the Shrew</i> – William Shakespeare (Jan. 31,Feb.1)
4	Aquinas * (Sept.	20	<i>Coriolanus</i> - Shakespeare

	20,26)		(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)
13	<i>Essays*</i> - Montaigne (Nov. 28,29)	29	<i>Leviathan*</i> – Hobbes – (Apr. 10,11)
		30	<i>Paradise Lost</i> – Milton

14	<i>Don Quixote*</i> – Cervantes (Dec. 5,6)	(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)
<i>*Selections Only</i>		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	<i>The Brothers Karamazov</i> – 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, Gettysburg Address; Emancipation Proclamation</i> - Abraham Lincoln (Mar. 17)
10	<i>An Enquiry Concerning Human Understanding</i> *, <i>Treatise of Human Nature</i> *, <i>Dialogues Concerning Natural</i>	26	<i>Walden, Civil Disobedience</i> - Henry David Thoreau (Mar. 24)
		27	<i>The Adventures of Huckleberry Finn</i> – Mark Twain – (March 31)
		28	<i>The Origin of Species</i> * - Charles Darwin (April 7)

	<i>Religion*</i> - David Hume (Nov. 4)	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)
		33	<i>My Antonia</i> - Willa Cather (May 12)
13	Thanksgiving (Nov. 25)	34	Oral Exams (May 16 – 31)
14	<i>U.S. Declaration of Independence, Articles of Confederation, & 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)		<i>*Selections Only</i>

GREAT BOOKS PROGRAM GENERAL TOPICS BY CATEGORY

TRANSCENDENTAL: Beauty Being Good and Evil Same and Other Truth

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

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

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

OVERALL PROGRAM OBJECTIVES

Throughout all 4 years of the program students will show an increased facility to:

1. Converse with intelligent people (other students and authors of great books) in an intelligent way.
 2. Read chiefly for understanding, instead of chiefly for entertainment or enjoyment.
 3. Identify the chief topic of conversation or dramatic theme of a work.
 4. Identify subordinate topics or themes of a work, and the order in which they appear.
 5. Read, write, and orally converse about a work in the way that does not wander off the topic at hand and is able to identify the chief definitions and arguments authors use to organize and subordinate their reasoning when constructing their compositions.
 6. Reason in a logically coherent way.
 7. Engage in online discussions as an independent learner in a logically coherent way on their own, without need of direction from a class tutor.
- Show an increased ability accurately to summarize how an author composed a work as a whole by ordering topics, definitions, and arguments in relation to the author's chief topic of discussion.

LOCATION: Cyberspace/Distance Education (via live-audio internet, and email correspondence); see Contact page for contact information.

INDIVIDUAL COURSE SYLLABI (matters not covered above for all 8 Great Books Courses)

Western Civilization Foundation's
GREAT BOOKS COURSES

GREAT BOOKS PROGRAM COURSES Course Title	Sequence/ Semester	Course No.	Page Number
Great Books of the Ancient Greeks I	1	401I	26
Great Books of the Ancient Greeks II	2	401II	27
Great Books of the Ancient Romans	3	402I	29
Great Books of the Ancient Romans to the Early Middle Ages	4	402II	30
Great Books of the High Middle Ages to the Renaissance	5	403I	31
Great Books of the Renaissance to the Enlightenment	6	403II	32
Great Books of the Enlightenment to the Modern Era	7	404I	33
Great Books of the Modern Era	8	404II	35

Course Title: **Great Books of the Ancient Greeks I**

Course Number: 401I

Length of course in hours and 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).

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 prerequisite 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. After this and throughout all 4 years of the program, in their course work, students will show an increased facility to:

1. Converse in class with other students in an increasingly intelligent way related to assigned readings.

2. Display increased mastery of writing skills, including use of correct grammar and punctuation in preparation of writing assignments.
3. Increase their ability to articulate arguments with precision in a logically coherent way in classroom discussions and writing assignments.
4. Show increasing improvement in classroom discussion and writing assignments in their ability to follow an argument in a text by being able to identify the chief and subordinate topics or dramatic themes in a reading in the order in which these appear in a work.
5. Demonstrate increasing improvement in their classroom discussions and writing assignments in their ability to subordinate topics, definitions, and arguments an author uses to compose a work.
6. Display increasing facility to read, write, and orally converse about a work in the way that sticks to the topic at hand.
7. Engage in online discussions, and write, as an independent learner in a logically coherent way on their own, without need of assistance from a tutor.
8. Have students improve their ability accurately to summarize how an author composed a work as a whole by ordering topics, definitions, and arguments in relation to the author's chief topic of discussion.

Learning Outcomes: Upon completion of the course, the student will be able to: discuss, reference and in varying measure understand the specific works studied; better exercise the liberal arts of reading, writing, speaking, listening and critical thinking; have a deeper understanding of the persisting questions of human existence; integrate the contributions of various disciplines studied towards understanding such questions; have a more broadly-based liberal education derived from the period works studied; investigate careers and pursue 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.

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Course Title: **Great Books of the Ancient Greeks II**

Course Number: 401II

Length of course in hours and weeks: 116 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).

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. After this and throughout all 4 years of the program, in their course work, students will show an increased facility to:

1. Converse in class with other students in an increasingly intelligent way related to assigned readings.
2. Display increased mastery of writing skills, including use of correct grammar and punctuation in preparation of writing assignments.
3. Increase their ability to articulate arguments with precision in a logically coherent way in classroom discussions and writing assignments.
4. Show increasing improvement in classroom discussion and writing assignments in their ability to follow an argument in a text by being able to identify the chief and subordinate topics or dramatic themes in a reading in the order in which these appear in a work.
5. Demonstrate increasing improvement in their classroom discussions and writing assignments in their ability to subordinate topics, definitions, and arguments an author uses to compose a work.
6. Display increasing facility to read, write, and orally converse about a work in the way that sticks to the topic at hand.
7. Engage in online discussions, and write, as an independent learner in a logically coherent way on their own, without need of assistance from a tutor.
8. Have students improve their ability accurately to summarize how an author composed a work as a whole by ordering topics, definitions, and arguments in relation to the author's chief topic of discussion.

Learning Outcomes: Upon completion of the course, the student will be able to: discuss, reference and in varying measure understand the specific works studied; better exercise the liberal arts of reading, writing, speaking, listening and critical thinking; have a deeper understanding of the persisting questions of human existence; integrate the contributions of various disciplines studied towards understanding such questions; have a more broadly-based liberal education derived from the period works studied; investigate careers and pursue 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.

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Course Title: Great Books of the Ancient Romans

Course Number: 402I

Length of course in hours and 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).

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, beginning with Virgil, 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]]. After this and throughout all 4 years of the program, in their course work, students will show an increased facility to:

1. Converse in class with other students in an increasingly intelligent way related to assigned readings.
2. Display increased mastery of writing skills, including use of correct grammar and punctuation in preparation of writing assignments.
3. Increase their ability to articulate arguments with precision in a logically coherent way in classroom discussions and writing assignments.
4. Show increasing improvement in classroom discussion and writing assignments in their ability to follow an argument in a text by being able to identify the chief and subordinate topics or dramatic themes in a reading in the order in which these appear in a work.
5. Demonstrate increasing improvement in their classroom discussions and writing assignments in their ability to subordinate topics, definitions, and arguments an author uses to compose a work.
6. Display increasing facility to read, write, and orally converse about a work in the way that sticks to the topic at hand.
7. Engage in online discussions, and write, as an independent learner in a logically coherent way on their own, without need of assistance from a tutor.
8. Have students improve their ability accurately to summarize how an author composed a work as a whole by ordering topics, definitions, and arguments in relation to the author's chief topic of discussion.

Learning Outcomes: Upon completion of the course, the student will be able to: discuss, reference and in varying measure understand the specific works studied; better exercise the liberal arts of reading, writing, speaking, listening and critical thinking; have a deeper understanding of the persisting questions

of human existence; integrate the contributions of various disciplines studied towards understanding such questions; have a more broadly-based liberal education derived from the period works studied; investigate careers and pursue 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.

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Course Title: **Great Books of the Ancient Romans to the Early Middle Ages**

Length of course in hours and 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).

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

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. After this and throughout all 4 years of the program, in their course work, students will show an increased facility to:

1. Converse in class with other students in an increasingly intelligent way related to assigned readings.
2. Display increased mastery of writing skills, including use of correct grammar and punctuation in preparation of writing assignments.
3. Increase their ability to articulate arguments with precision in a logically coherent way in classroom discussions and writing assignments.
4. Show increasing improvement in classroom discussion and writing assignments in their ability to follow an argument in a text by being able to identify the chief and subordinate topics or dramatic themes in a reading in the order in which these appear in a work.
5. Demonstrate increasing improvement in their classroom discussions and writing assignments in their ability to subordinate topics, definitions, and arguments an author uses to compose a work.
6. Display increasing facility to read, write, and orally converse about a work in the way that sticks to the topic at hand.
7. Engage in online discussions, and write, as an independent learner in a logically coherent way on their own, without need of assistance from a tutor.

8. Have students improve their ability accurately to summarize how an author composed a work as a whole by ordering topics, definitions, and arguments in relation to the author's chief topic of discussion.

Learning Outcomes: Upon completion of the course, the student will be able to: discuss, reference and in varying measure understand the specific works studied; better exercise the liberal arts of reading, writing, speaking, listening and critical thinking; have a deeper understanding of the persisting questions of human existence; integrate the contributions of various disciplines studied towards understanding such questions; have a more broadly-based liberal education derived from the period works studied; investigate careers and pursue 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.

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Course Title: **Great Books of the High Middle Ages to the Renaissance**

Course Number: 403I

Length of course in hours and 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).

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. After this and throughout all 4 years of the program, in their course work, students will show an increased facility to:

1. Converse in class with other students in an increasingly intelligent way related to assigned readings.
2. Display increased mastery of writing skills, including use of correct grammar and punctuation in preparation of writing assignments.
3. Increase their ability to articulate arguments with precision in a logically coherent way in classroom discussions and writing assignments.
4. Show increasing improvement in classroom discussion and writing assignments in their ability to follow an argument in a text by being able to identify the chief and subordinate topics or dramatic themes in a reading in the order in which these appear in a work.

5. Demonstrate increasing improvement in their classroom discussions and writing assignments in their ability to subordinate topics, definitions, and arguments an author uses to compose a work.
6. Display increasing facility to read, write, and orally converse about a work in the way that sticks to the topic at hand.
7. Engage in online discussions, and write, as an independent learner in a logically coherent way on their own, without need of assistance from a tutor.
8. Have students improve their ability accurately to summarize how an author composed a work as a whole by ordering topics, definitions, and arguments in relation to the author's chief topic of discussion.

Learning Outcomes: Upon completion of the course, the student will be able to: discuss, reference and in varying measure understand the specific works studied; better exercise the liberal arts of reading, writing, speaking, listening and critical thinking; have a deeper understanding of the persisting questions of human existence; integrate the contributions of various disciplines studied towards understanding such questions; have a more broadly-based liberal education derived from the period works studied; investigate careers and pursue 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.

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Course Title: Great Books of the Renaissance to the Enlightenment

Course Number: 403II

Length of course in hours and weeks: 16 weeks: weekly seminars begin from the third week of January (see weekly schedule) through the last week of May 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).

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. After this and throughout all 4 years of the program, in their course work, students will show an increased facility to:

1. Converse in class with other students in an increasingly intelligent way related to assigned readings.

2. Display increased mastery of writing skills, including use of correct grammar and punctuation in preparation of writing assignments.
3. Increase their ability to articulate arguments with precision in a logically coherent way in classroom discussions and writing assignments.
4. Show increasing improvement in classroom discussion and writing assignments in their ability to follow an argument in a text by being able to identify the chief and subordinate topics or dramatic themes in a reading in the order in which these appear in a work.
5. Demonstrate increasing improvement in their classroom discussions and writing assignments in their ability to subordinate topics, definitions, and arguments an author uses to compose a work.
6. Display increasing facility to read, write, and orally converse about a work in the way that sticks to the topic at hand.
7. Engage in online discussions, and write, as an independent learner in a logically coherent way on their own, without need of assistance from a tutor.
8. Have students improve their ability accurately to summarize how an author composed a work as a whole by ordering topics, definitions, and arguments in relation to the author's chief topic of discussion.

Learning Outcomes: Upon completion of the course, the student will be able to: discuss, reference and in varying measure understand the specific works studied; better exercise the liberal arts of reading, writing, speaking, listening and critical thinking; have a deeper understanding of the persisting questions of human existence; integrate the contributions of various disciplines studied towards understanding such questions; have a more broadly-based liberal education derived from the period works studied; investigate careers and pursue 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.

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Course Title: **Great Books of the Enlightenment to the Modern Era**

Course Number: 404I

Length of course in hours and 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).

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. After this and throughout all 4 years of the program, in their course work, students will show an increased facility to:

1. Converse in class with other students in an increasingly intelligent way related to assigned readings.
2. Display increased mastery of writing skills, including use of correct grammar and punctuation in preparation of writing assignments.
3. Increase their ability to articulate arguments with precision in a logically coherent way in classroom discussions and writing assignments.
4. Show increasing improvement in classroom discussion and writing assignments in their ability to follow an argument in a text by being able to identify the chief and subordinate topics or dramatic themes in a reading in the order in which these appear in a work.
5. Demonstrate increasing improvement in their classroom discussions and writing assignments in their ability to subordinate topics, definitions, and arguments an author uses to compose a work.
6. Display increasing facility to read, write, and orally converse about a work in the way that sticks to the topic at hand.
7. Engage in online discussions, and write, as an independent learner in a logically coherent way on their own, without need of assistance from a tutor.
8. Have students improve their ability accurately to summarize how an author composed a work as a whole by ordering topics, definitions, and arguments in relation to the author's chief topic of discussion.

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

Learning Outcomes: Upon completion of the course, the student will be able to: discuss, reference and in varying measure understand the specific works studied; better exercise the liberal arts of reading, writing, speaking, listening and critical thinking; have a deeper understanding of the persisting questions of human existence; integrate the contributions of various disciplines studied towards understanding such questions; have a more broadly-based liberal education derived from the period works studied; investigate careers and pursue 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.

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Course Title: **Great Books of the Modern Era**

Course Number: 404II

Length of course in hours and weeks: 116 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).

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. After this and throughout all 4 years of the program, in their course work, students will show an increased facility to:

1. Converse in class with other students in an increasingly intelligent way related to assigned readings.
2. Display increased mastery of writing skills, including use of correct grammar and punctuation in preparation of writing assignments.
3. Increase their ability to articulate arguments with precision in a logically coherent way in classroom discussions and writing assignments.
4. Show increasing improvement in classroom discussion and writing assignments in their ability to follow an argument in a text by being able to identify the chief and subordinate topics or dramatic themes in a reading in the order in which these appear in a work.
5. Demonstrate increasing improvement in their classroom discussions and writing assignments in their ability to subordinate topics, definitions, and arguments an author uses to compose a work.
6. Display increasing facility to read, write, and orally converse about a work in the way that sticks to the topic at hand.
7. Engage in online discussions, and write, as an independent learner in a logically coherent way on their own, without need of assistance from a tutor.
8. Have students improve their ability accurately to summarize how an author composed a work as a whole by ordering topics, definitions, and arguments in relation to the author's chief topic of discussion.

Learning Outcomes: Upon completion of the course, the student will be able to: discuss, reference and in varying measure understand the specific works studied; better exercise the liberal arts of reading, writing, speaking, listening and critical thinking; have a deeper understanding of the persisting questions of human existence; integrate the contributions of various disciplines studied towards understanding

such questions; have a more broadly-based liberal education derived from the period works studied; investigate careers and pursue 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.

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