

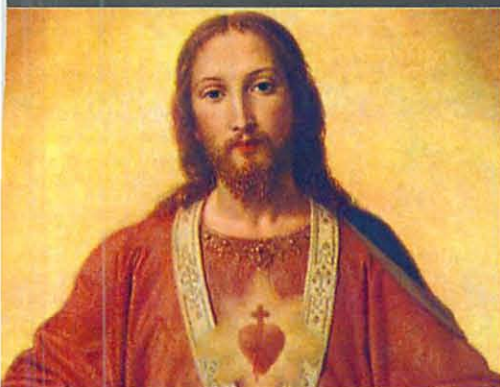




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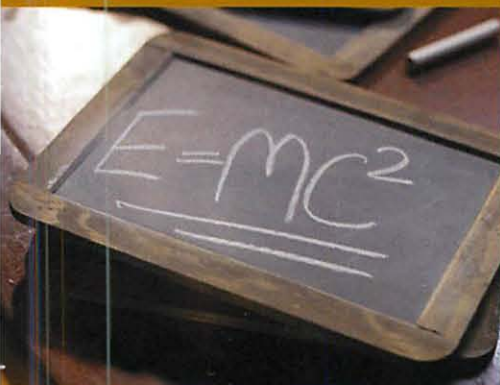
**The New Testament and
The Old Testament**
page 38 and 32



Building Great Sentences
page 8



**The Nature of Earth:
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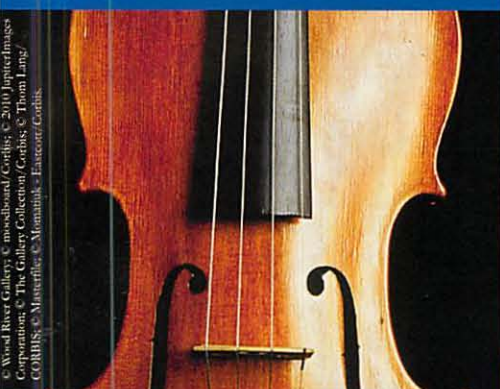
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PAGE 46



THE EARLY MIDDLE AGES
PAGE 49

Legendary Newsman Bob Schieffer Looks Forward to Traffic Tie-Ups

Bob Schieffer, broadcast dean of the Washington press corps, anchor of Face the Nation, and the man who revived The CBS Evening News after Dan Rather's retirement in 2005, is among our most loyal customers. Over the years he has taken dozens of The Great Courses. Schieffer recently took time to talk with journalist Christopher Connell about how he fits The Great Courses into a hectic schedule and the impact they make on his life. This is an excerpt from that interview.

"I feel like I've gone to graduate school since I discovered [The Great Courses]," Bob Schieffer said during a break from preparations for an evening's newscast.

"I must have acquired 50 or 60 courses over the years ... They were perfect for me because in all the years I was covering the Congress, it would take about a half hour to drive to work each morning from my home in Northwest Washington. I'd put one of these tapes on and get about half the lecture done on the way up to the Capitol, and finish at night on the drive home," he said. "I actually looked forward to traffic tie-ups because that would give me a chance to hear more of the lecture.

"I love the lectures on history. I love the lectures on philosophy and religion. There have just been some wonderful things," he said.

"**The Early Middle Ages** by a professor down at William and Mary was a fascinating one," he said. That course is taught by Philip Daileader. "I have sampled everything. I've done several courses on Shakespeare. I even took one on astronomy once."

Schieffer said two things motivated him to take so many of The Great Courses.

"I learned an enormous amount of information that I did not know about. But perhaps even more valuable has been that these lectures helped me to understand things that perhaps I already knew, but how to put them in a new light," he said.

"It's breathtaking the change that these lectures can make in your life. These courses literally changed my life in the sense that they caused me to have a better understanding of how we got from there to here in so many particular ways," he said.

**"It's breathtaking the change
that these lectures can
make in your life."**

—BOB SCHIEFFER

Former CBS News anchor and host of *Face the Nation*

Asked if he had any suggestions for The Great Courses, Schieffer did not miss a beat: "I just think more—do more of what they're doing," he said. "These courses just open up these new worlds for you. It's like going down a hallway, and there are all these doors. You open a door, and there's this whole new place that maybe you'd heard about vaguely—and then you discover why it is that people thought this was a special place."

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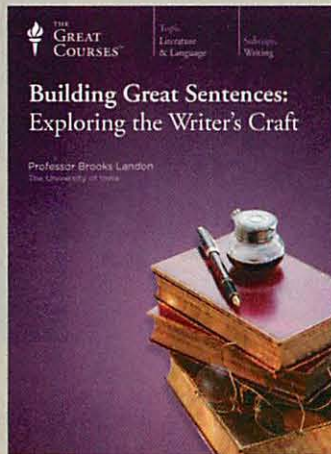


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SEE PAGE 47

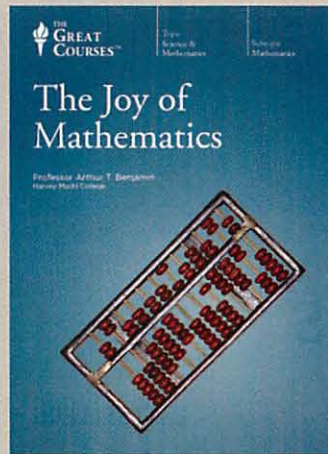


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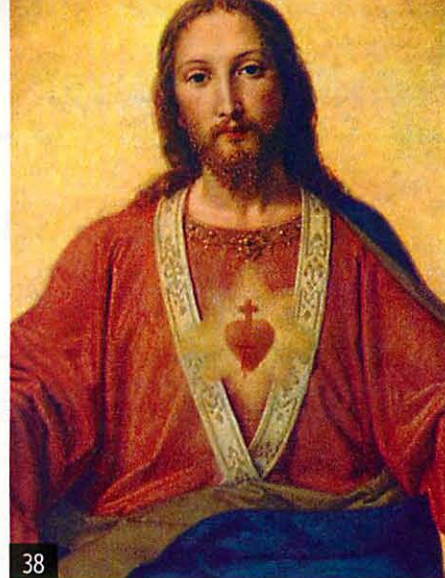
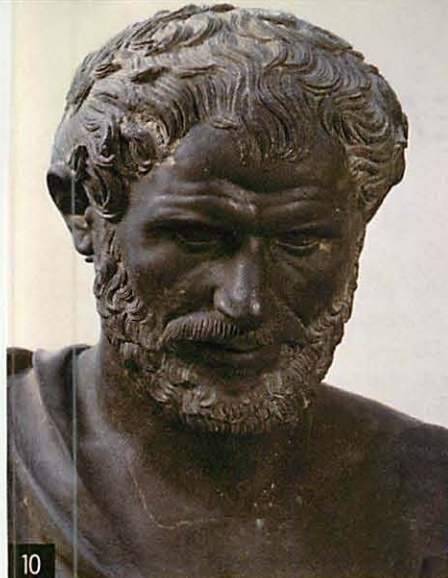


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Why we do it: Each of the more than 350 Great Courses goes on sale at least once a year. We put our most popular courses in this catalog to invite new customers to embark on an unparalleled intellectual journey.

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Dear Friend,

The Great Courses is a unique publisher. For more than 20 years, we've produced The Great Courses—college-level courses taught by only the most engaging professors that universities like Harvard, Stanford, Princeton, Vanderbilt, and Georgetown have to offer.

We've created a "university of the best" designed in careful collaboration with our customers. We identify the top 1% of college professors based on teaching awards, published evaluations, newspaper write-ups, and other sources. Only those professors who score highly on customers' reviews of auditions are chosen for The Great Courses.

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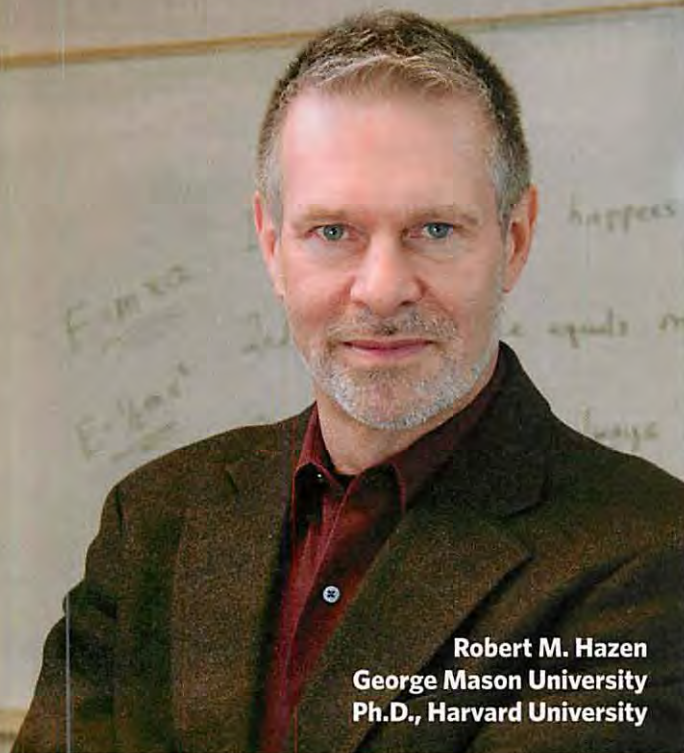
The only thing left is your decision. Here's the choice: Just say no to the "dead time" of radio chatter or junk television and embark instead on exciting intellectual adventures with The Great Courses—great learning experiences that will stay with you for the rest of your life.

Brandon C. Hidalgo
President and CEO

PRESIDENT'S PICK!



In **Building Great Sentences: Exploring the Writer's Craft**, a lively 24-lecture course taught by Professor Brooks Landon from The University of Iowa—one of the nation's top writing schools—you explore the myriad ways in which we think about, talk about, and write sentences. You discover insights into what makes for pleasurable reading. You also learn how you can apply these methods to your own writing. **Building Great Sentences: Exploring the Writer's Craft** is the President's Pick! We encourage you to check it out for yourself on page 8.



Robert M. Hazen
George Mason University
Ph.D., Harvard University

3. America's Top Professors

Who are the Great Professors? They are gifted scholars, enthusiasts, communicators—and, yes, entertainers. Everyone who has ever experienced the sheer joy of learning from one great teacher knows what we mean.

There are nearly 500,000 college professors in America. Since 1990, we have identified the top 1% of professors based on teaching awards, published evaluations of professors, newspaper write-ups of the best teachers on campus, and other sources. Only the top 1 in 5,000 college professors is chosen to be on The Great Courses faculty.

Each year, our professional recruiters travel the country—to colleges such as Harvard, Yale, Stanford, Dartmouth, Georgetown and more—and listen to hundreds from the top 1%. Of these, we select about 1 in 20 to give an audition lecture for The Great Courses. Each audition is then reviewed by hundreds of our customers.

Those who get a high score from our customers are invited to craft new courses. More than 15,000 of our customers have voted on audition lectures to select our faculty.

In the end, we select about 1 in 5,000 professors. In 20 years of searching, we have chosen more than 100 professors to make our courses. Why only these? We want only those professors who will make your time in the world of ideas a pleasure.

From Our Mailbox



A Way to Enjoy Traffic Jams

"[The Great Courses] have changed my life: I now enjoy insomnia, traffic jams, and being unable to find an appealing movie on Friday night."

—LUCILLE DAY, OAKLAND, CA

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—BARBARA FELS, HACKETTSTOWN, NJ

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In **Building Great Sentences: Exploring the Writer's Craft**, a lively 24-lecture course taught by Professor Brooks Landon from The University of Iowa—one of the nation's top writing schools—you explore the myriad ways in which we think about, talk about, and write sentences. You discover insights into what makes for pleasurable reading. You also learn how you can apply these methods to your own writing.

Building Great Sentences revives the sentence-oriented approach to studying writing. Unlike common nuts-and-bolts approaches to discussing writing, this course provides a greater context for what makes sentences great. You investigate how to recognize the mechanics of the sentences you read and write, you learn how language works on your thoughts and emotions, and you discover basic strategies to sharpen your ability to recognize great sentences and make your own writing more effective.

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Sale ends Thursday,
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Explore a Vast World of Sentences

In **Building Great Sentences**, you delve into the ways that literary and popular writers work with sentences:

- You encounter the three distinct methods of enhancing sentence kernels.
- You explore sentence constructions that make writing more complex and add exciting levels of suspense.
- You learn tactics that create balance and rhythm in sentences.

Professor Landon makes these writing methods clear and easy to apply to your own reading and writing habits. With the newfound knowledge gained from **Building Great Sentences**, you'll become more aware of why particular lines or passages in the poems, novels, or articles you read so enchant you.

Learn from the Masters

Building Great Sentences draws abundantly on examples from the work of brilliant writers who are masters in the craft of writing. Their novels, essays, and short stories are frequently cited to illustrate how sentences can tease, surprise, test, and satisfy you.

With its passionate approach to writing and reading, and its indulgence in the sheer joy of language, **Building Great Sentences** will change the way you read and write. It's a journey that gives you unique insights into the nature of great writing—it also teaches you how you can achieve some of this greatness yourself.



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|--|---|
| 1: A Sequence of Words | 14: Cumulative Syntax to Create Suspense |
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| 3: Propositions and Meaning | 16: The Mechanics of Delay |
| 4: How Sentences Grow | 17: Prefab Patterns for Suspense |
| 5: Adjectival Steps | 18: Balanced Sentences and Balanced Forms |
| 6: The Rhythm of Cumulative Syntax | 19: The Rhythm of Twos |
| 7: Direction of Modification | 20: The Rhythm of Threes |
| 8: Coordinate, Subordinate, and Mixed Patterns | 21: Balanced Series and Serial Balances |
| 9: Coordinate Cumulative Sentences | 22: Master Sentences |
| 10: Subordinate and Mixed Cumulatives | 23: Sentences in Sequence |
| 11: Prompts of Comparison | 24: Sentences and Prose Style |
| 12: Prompts of Explanation | |
| 13: The Riddle of Prose Rhythm | |

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SCIENCE & MATHEMATICS

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Humans have been having fun with mathematics for thousands of years. Along the way, they've discovered the amazing utility of this field—in science, engineering, finance, games of chance, and many other aspects of life.

This course of 24 half-hour lectures celebrates the sheer joy of mathematics, taught by an award-winning mathematician who is literally a magician with numbers. Professor Arthur T. Benjamin of Harvey Mudd College is renowned for his feats of mental calculation performed before audiences at schools, theaters, museums, conferences, and other venues.

Although racing a calculator to solve a difficult problem may seem like a superhuman achievement, Professor Benjamin shows that there are simple tricks that allow anyone to look like a math magician.

Professor Benjamin has another goal in this course: Throughout these lectures, he shows how everything in mathematics is connected—how the beautiful and often imposing edifice that has given us algebra, geometry, trigonometry, calculus, probability, and so much else is based on nothing more than fooling around with numbers.

A Math Course Designed for You

This course is especially well suited for

- Anyone attracted by Dr. Benjamin's promise of a joyful attitude to an often-imposing subject
- Anyone for whom high school and college math courses are a distant memory who would like to revisit these subjects to explore topics they skipped the first time
- Anyone now taking math who would like a big-picture perspective on the major areas of the field from a playful, joyous point of view

Be prepared to encounter strange equations, novel ways of thinking, and symbols and computational methods that may be new to you. But also prepare to sharpen your wits in ways you never thought possible.

LECTURE TITLES

- | | |
|------------------------------------|--|
| 1: The Joy of Math—The Big Picture | 13: The Joy of Trigonometry |
| 2: The Joy of Numbers | 14: The Joy of the Imaginary Number i |
| 3: The Joy of Primes | 15: The Joy of the Number e |
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$$1) \leq N^2 2^{8+\log N-2} C^{s+1} \binom{s+k}{s+1} \\ + 1 K^{-(s+1)} \leq N^3 \left[\frac{2eC(s+k)}{(s+1)K} \right]^{s+1} N^3 \\ \frac{s+k+1}{(s+1)K} \leq N^3 \left(\frac{4eC}{K} \right)^K \text{ IF } C \geq \frac{\log N}{2} \\ K=8eC, \text{ then this probability is } 9 \\ \text{st} = N^3 2^{-8eC} N_8 \leq N_2 \binom{s+\log N}{s-1} \\ 4e \leq N^3 - 4e N^2 \binom{s+\log N-2}{s-1} C \\ 9N^{-2} C^{s+1} \binom{s+k}{s-1} \leq N^2 2^{8+\log N-2} C \\ C^{s+1} \binom{s+k}{s+1} K^{-(s+1)} e^8 + 1 K^{-(s+1)} \leq N$$

Math is a challenging subject, but it pays immense rewards. Few people understand everything the first time through an unfamiliar domain of math. "But that's OK," says Dr. Benjamin. "You can re-wind me and have me explain it all over again! All of this material bears repeating, and I hope you get to enjoy it many times over."

"Mathematics is food for the brain," says Dr. Benjamin. "It helps you think precisely, decisively, and creatively and helps you look at the world from multiple perspectives. Naturally, it comes in handy when you're shopping around for the best bargain or trying to understand the statistics you read in the newspaper."

"But I hope that you come away from this course with a new way to experience beauty—in the form of a surprising pattern or an elegant logical argument. Many people find joy in fine music, poetry, and other works of art—and mathematics offers joys that I hope you, too, will learn to experience. If Elizabeth Barrett Browning had been a mathematician, she might have said, 'How do I count thee? Let me love the ways!'"

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Professor of Communication Studies David Zarefsky
Northwestern University

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Reasoning, tested by doubt, is argumentation. We do it, hear it, and judge it every day. We do it in our own minds, and we do it with others. What is effective reasoning? And how can it be done persuasively? These questions have been asked for thousands of years—yet some of the best thinking on reasoning and argumentation is very new and represents a break from the past.

Learn the Fundamentals of Sound Argumentation

This is equally a course in argument and in reasoning. This course teaches how to reason. It teaches how to persuade others that what you think is right. And it teaches how to judge and answer the arguments of others—and how they will judge yours.

Professor David Zarefsky's lectures are filled with examples of actual controversies, but his perspective takes us beyond individual disputes so we can see the structure of all disputes. This perspective orients us within any argument, so argumentation can be seen clearly as an exchange, and not just a flurry of words.

ORDER TODAY!

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In the course of crafting and criticizing arguments, we often forget what argument is *designed to do*. Nietzsche reminds us: "The most fundamental form of human stupidity is forgetting what we were trying to do in the first place."

One of the rewards of this course is that argument is disarmed when seen in the light of its repeating patterns. Professor Zarefsky's teaching style helps greatly in this regard. He is friendly, warm, articulate, authoritative, and, above all, clear.

Understand the Art and Form of Debate

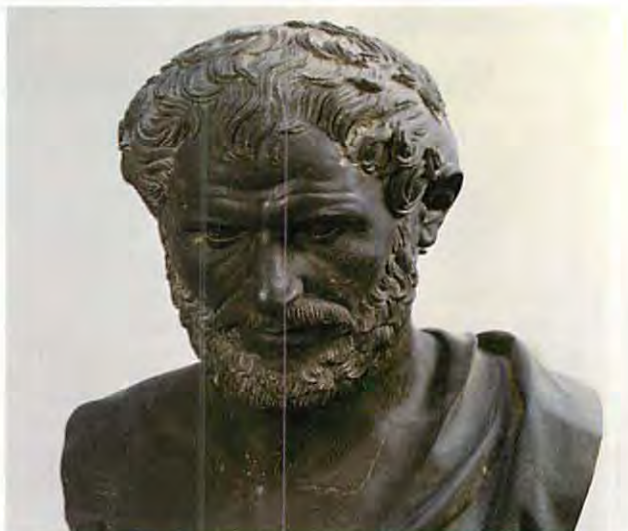
Professor Zarefsky draws on classical rhetoric reaching back to Aristotle and Cicero, and also on recent philosophers and logicians. Key concepts include these:

- Argumentation is mostly a social and cooperative enterprise by which we find truth and resolve conflict.
- Formal logic adds surprisingly little to argument and persuasion.
- Arguments and evidence fall into a handful of patterns—and the ways to use and defeat these patterns are also few and clear.

While they have common patterns, not all arguments are alike because the communities in which they are used have particular conventions for truth. Special attention is given to arguments in technical fields such as law, science, management, ethics, and religion.

These lectures offer a comprehensive guide to the learning, the methods, and the spirit of cooperative controversy, which make that culture both possible and even essential for the free, self-governing citizens of a democracy.

Far from being bad for civic harmony, says Professor Zarefsky, a healthy culture of argumentation is something we should celebrate in an uncertain world where we must strive to make the best decisions we can despite imperfect knowledge.



LECTURE TITLES

- | | |
|--|--|
| 1: Introducing Argumentation and Rhetoric | 12: Evaluating Evidence |
| 2: Underlying Assumptions of Argumentation | 13: Reasoning from Parts to Whole |
| 3: Formal and Informal Argumentation | 14: Reasoning with Comparisons |
| 4: History of Argumentation Studies | 15: Establishing Correlations |
| 5: Argument Analysis and Diagramming | 16: Moving from Cause to Effect |
| 6: Complex Structures of Argument | 17: Commonplaces and Arguments from Form |
| 7: Case Construction—Requirements and Options | 18: Hybrid Patterns of Inference |
| 8: <i>Stasis</i> —The Heart of the Controversy | 19: Validity and Fallacies I |
| 9: Attack and Defense I | 20: Validity and Fallacies II |
| 10: Attack and Defense II | 21: Arguments between Friends |
| 11: Language and Style in Argument | 22: Arguments among Experts |
| | 23: Public Argument and Democratic Life |
| | 24: The Ends of Argumentation |

ARGUMENTATION: THE STUDY OF EFFECTIVE REASONING, 2ND EDITION



"Great course—I learned important knowledge that will help me interact more effectively in everyday human discourse."

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This course is well suited to any format. The DVD version makes frequent use of on-screen text as well as charts and diagrams to enhance your learning experience.

HIGH SCHOOL

How to Become a SuperStar Student, 2nd Edition

Professor Michael Geisen
National Teacher of the Year

The number one problem facing many high-school students: They haven't been taught how to learn; how to develop the mindset and use the specific skills that can help them graduate with exemplary grades and an exemplary mind.

All learning takes is a mastery of research-proven strategies, including

- recognizing one's learning style, and tapping into its specific strengths;
- taking notes effectively to avoid missing out on what's being covered in class;
- knowing how to prioritize homework and out-of-class projects; and
- approaching tests with clear focus, preparation, and confidence.

Professor Michael Geisen, the United States of America's 2008 National Teacher of the Year, has spent his career showing thousands of students these and other skills. And with **How to Become a SuperStar Student, 2nd Edition**, he can give your own student the same vital skills that will carry him or her through high school, college, and well into the challenges of adult life. This highly engaging 12-lecture course is a commonsense and no-nonsense guide to learning, one that addresses the areas that students have the most difficulty with—and that parents show the most concern about.

A Ready Aid Designed for Any Student

Professor Geisen believes that success in school isn't just about being smart; it's about being a strong learner. He's designed **How to Become a SuperStar Student, 2nd Edition** to be a powerful reference tool for your student, whether he or she is

- struggling in a particular subject area and looking for a new way to approach it,
- getting by in class but looking for the boost that will turn him or her into an outstanding student, or
- making the grade already and seeking to strengthen his or her competitive edge.

Invaluable Tips for Your Student

Every lecture of **How to Become a SuperStar Student, 2nd Edition** is devoted to a specific aspect of the middle- and high-school learning experience. Here are three of the many subjects covered in these lectures.

- **Homework and studying:** Studying the same concepts in multiple locations—one's desk, a coffee shop—is better for retaining information.
- **Group projects:** One technique for achieving group consensus without voting is through the "I Narrow, You Choose" method, in which one group member narrows the list down to his or her top three choices, and another member selects one of those three.
- **Tests:** The amount of time for each study session should be limited to about 20 or 30 minutes of intense, uninterrupted study (as that's all the brain can handle). Then, a 5- or 10-minute activity break will help, as exercise is proven to help students think more clearly.

Plus—A Bonus Disc Designed Just for Parents

Every copy of **How to Become a SuperStar Student, 2nd Edition** comes complete with an additional six lectures, which Professor Geisen has designed specifically for the parents of middle- and high-school students. To help you become more involved and engaged in your student's education, this Parents' Guide covers foundational concepts and tips backed up by academic research, years of teaching experience, and input from other teachers, parents, and students.



"You're the person who knows your child best," Professor Geisen—a parent himself—remarks at the start of these additional lectures. "Therefore, you need to be an integral part of the process."

And you can start by giving your student the keys to success in learning with **How to Become a SuperStar Student, 2nd Edition**.

ORDER TODAY!
Sale ends Thursday,
August 25, 2011

LECTURE TITLES

- | | |
|---|---|
| 1: Understanding Your Unique Intelligence | 10: Delivering Dynamic Presentations |
| 2: Developing Effective Habits in Class | 11: Taking Control of Tests |
| 3: Working Cooperatively in Groups | 12: Finding Balance |
| Parents' Guide Bonus Disc | |
| 4: Managing Time and Organizing Spaces | 1: Managing Your Child's Education |
| 5: Taking Charge of Homework | 2: Understanding How We Learn |
| 6: Developing a Creative Mind | 3: Helping with Homework |
| 7: Thinking Critically | 4: Working with Teachers |
| 8: Diving into Research | 5: Preparing for College and the Future |
| 9: Writing Well | 6: Parenting with Balance |

HOW TO BECOME A SUPERSTAR STUDENT, 2ND EDITION



"This course focused my son's attention on good fundamentals and provided guidance I failed to learn until college."

—JOHN JAEGER, CONGERS, NY

SAVE \$160

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Available Exclusively on DVD

HISTORY—ANCIENT

The Foundations of Western Civilization

Professor of History Thomas F. X. Noble
University of Notre Dame

EDMUND P. JOYCE, C.S.C., AWARD FOR EXCELLENCE IN TEACHING
ROBERT M. CONWAY DIRECTOR OF THE MEDIEVAL INSTITUTE
FELLOWSHIP: NATIONAL ENDOWMENT FOR THE HUMANITIES

No other civilization has achieved the global impact of the West. From its humble beginnings in the great river valleys of Iraq and Egypt to the dawn of the modern world, the values, traditional customs, political systems, and religious beliefs of the West have not only stood the test of time but have come to dominate large portions of the globe and shape the history of humanity in profound ways.

The Foundations of Western Civilization presents 48 lectures on the people, places, ideas, and events that make up the vast and rich territory of Western civilization. Taught by award-winning Professor Thomas F. X. Noble of the University of Notre Dame, this broad and panoramic series will help you pull an enormous sweep of history together into one coherent framework. With this single course, you can discover the essential nature, evolution, and perceptions of Western civilization.

An Odyssey of Discovery

You begin with the latter stages of the Agricultural Revolution in Sumer where the first flowerings of Western civilization begin and end with the Age of Discovery

LECTURE TITLES

- | | |
|--|--|
| 1: "Western," "Civilization," and "Foundations" | 25: Late Antiquity—Crisis and Response |
| 2: History Begins at Sumer | 26: Barbarians and Emperors |
| 3: Egypt—The Gift of the Nile | 27: The Emergence of the Catholic Church |
| 4: The Hebrews—Small States and Big Ideas | 28: Christian Culture in Late Antiquity |
| 5: A Succession of Empires | 29: Muhammad and Islam |
| 6: Wide-Ruling Agamemnon | 30: The Birth of Byzantium |
| 7: Dark Age and Archaic Greece | 31: Barbarian Kingdoms in the West |
| 8: The Greek Polis—Sparta | 32: The World of Charlemagne |
| 9: The Greek Polis—Athens | 33: The Carolingian Renaissance |
| 10: Civic Culture—Architecture and Drama | 34: The Expansion of Europe |
| 11: The Birth of History | 35: The Chivalrous Society |
| 12: From Greek Religion to Socratic Philosophy | 36: Medieval Political Traditions, I |
| 13: Plato and Aristotle | 37: Medieval Political Traditions, II |
| 14: The Failure of the Polis and the Rise of Alexander | 38: Scholastic Culture |
| 15: The Hellenistic World | 39: Vernacular Culture |
| 16: The Rise of Rome | 40: The Crisis of Renaissance Europe |
| 17: The Roman Republic—Government and Politics | 41: The Renaissance Problem |
| 18: Roman Imperialism | 42: Renaissance Portraits |
| 19: The Culture of the Roman Republic | 43: The Northern Renaissance |
| 20: Rome—From Republic to Empire | 44: The Protestant Reformation—Martin Luther |
| 21: The Pax Romana | 45: The Protestant Reformation—John Calvin |
| 22: Rome's Golden and Silver Ages | 46: Catholic Reforms and "Confessionalization" |
| 23: Jesus and the New Testament | 47: Exploration and Empire |
| 24: The Emergence of a Christian Church | 48: What Challenges Remain? |



in Europe—the period when the foundations of the modern West come into view. The course focuses on where Western civilization finds its primary locus at any given moment. With a scope that covers roughly 3000 B.C. to A.D. 1600, and travels from the Middle East to the Americas, your learning covers vast amounts of territory and thousands of years.

Rich Historical Detail

This course is not the traditional dry review of battles and leaders offered by most Western surveys. Instead, Professor Thomas F. X. Noble walks you through history as it develops, assessing themes such as

- ecology, geography, and climate;
- government and economics;
- religion;
- work and leisure;
- philosophy;
- literature, art, and architecture; and
- virtues, values, and aesthetics.

By surveying Mesopotamia to modernity, and everything in between, you will pursue answers to the questions of what the West most essentially is or has been thought to be, and what makes it distinctive among other world civilizations.

THE FOUNDATIONS OF WESTERN CIVILIZATION



"Professor Noble's course made a fascinating subject 'come alive' over the span of his superb lecture series. Thank you indeed!"

—KENNETH BUELL, CINCINNATI, OH

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The DVD version is illustrated with about 400 images, including maps, portraits, photographs, drawings, and on-screen graphics.

FINE ARTS & MUSIC

From Monet to Van Gogh: A History of Impressionism

Professor of Art and Aesthetics

Richard Brettell

The University of Texas at Dallas

AMERICAN COORDINATOR FOR THE FRENCH REGIONAL
AND AMERICAN MUSEUM EXCHANGE

PAST MCDERMOTT DIRECTOR OF THE DALLAS MUSEUM OF ART

The Impressionists appeared in a period of upheaval. They saw the rebuilding of Paris, the rise of industrialism, the ruin of war. They displayed their works—paintings that were startlingly, even shockingly, new—in a series of exhibitions from 1874 to 1886. And by the 1890s this “loose coalition” of artists who rebelled against the formality of the French Academy created the most famous artistic movement in history.

Who were the Impressionists? What's the difference between a Manet and a Monet? How does a Pissarro landscape differ from one by Cézanne? Were they really as personally scandalous as the Establishment alleged? And why is Impressionism, a 19th-century phenomenon, still so appealing in the 21st?

Professor Richard Brettell creates a vivid, “virtual” museum through which to appreciate the genius and enduring accomplishments of the Impressionists: the men and women who forever changed art.

LECTURE TITLES

- | | |
|---|--|
| 1: The Realist and the Idealist | 14: Edgar Degas |
| 2: Napoleon III's Paris | 15: Gustave Caillebotte |
| 3: Baudelaire and the Definition of Modernism | 16: Mary Cassatt |
| 4: The Shock of the New | 17: Manet's Later Works |
| 5: The Painters of Modern Life | 18: Departures |
| 6: Pierre-Auguste Renoir | 19: Paul Gauguin |
| 7: Impressions in the Countryside | 20: The Final Exhibition |
| 8: Paris under Siege | 21: The Studio of the South—Van Gogh and Gauguin |
| 9: The First Exhibition | 22: Henri de Toulouse-Lautrec |
| 10: Monet and Renoir in Argenteuil | 23: The Nabis |
| 11: Cézanne and Pissarro in Pontoise | 24: <i>La Fin</i> |
| 12: Berthe Morisot | |
| 13: The Third Exhibition | |

FROM MONET TO VAN GOGH: A HISTORY OF IMPRESSIONISM



“Professor Brettell is an absolutely marvelous lecturer. I was enthralled with the course and can't wait to watch it again!”

—CAROL GORMLEY, OCEANSIDE, CA

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Course No. 7187 — 24 Lectures (30 Minutes/Lecture)

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PHILOSOPHY & INTELLECTUAL HISTORY

Consciousness and Its Implications

Distinguished Professor Emeritus Daniel N. Robinson
Oxford University and Georgetown University

PAST PRESIDENT OF TWO DIVISIONS OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION
LIFETIME ACHIEVEMENT AWARD FROM THE DIVISION OF HISTORY OF PSYCHOLOGY OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

It's as essential to human existence as water is to a fish, and yet every night we surrender it gratefully. As human beings, we recognize that we have it, but we can never be sure anyone else does. It has been the subject of debate for philosophers and scientists for millennia, but we've yet to pin down or even understand its true essence and purpose.

Join distinguished philosopher and psychologist Daniel N. Robinson as we explore fascinating questions that get to the heart of human identity in **Consciousness and Its Implications**. Over the course of 12 thought-provoking lectures, you probe the depths of this mysterious mental state from the perspectives of the philosopher, the psychologist, the scientist, and the doctor.

A master storyteller, Professor Robinson brings this fascinating topic vividly to life with real examples and striking anecdotes.

Throughout the lectures, Professor Robinson balances a range of viewpoints to plumb the depths of human nature. Using compelling examples, Professor Robinson weaves a riveting tale of the human condition that will change the way you think about your own mind. With Professor Robinson's expert guidance, you view this intriguing topic from all angles.

LECTURE TITLES

- | | |
|-----------------------------------|--|
| 1: Zombies | 8: Consciousness and Physics |
| 2: Self-Consciousness | 9: Qualia and the “Mary” Problem |
| 3: The “Problem” of Consciousness | 10: Do Computers Play Chess? |
| 4: The Explanatory Gap | 11: Autism, Obsession, and Compulsion |
| 5: Mental Causation | 12: Consciousness and the End of Mental Life |
| 6: Other Minds | |
| 7: Physicalism Refined | |

CONSCIOUSNESS AND ITS IMPLICATIONS



“The range and depth of Dr. Robinson's knowledge and his ability to share it clearly are astonishing.”

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This course works well in any format.

PHILOSOPHY & INTELLECTUAL HISTORY

No Excuses: Existentialism and the Meaning of Life

Professor of Business and Philosophy Robert C. Solomon
The University of Texas at Austin

STANDARD OIL OUTSTANDING TEACHING AWARD
TWO-TIME WINNER: PRESIDENT'S ASSOCIATES TEACHING AWARD
MEMBER: UT ACADEMY OF DISTINGUISHED TEACHERS

LECTURE TITLES

- | | |
|--|--|
| 1: What Is Existentialism? | 13: Nietzsche— <i>The Übermensch</i> and the Will to Power |
| 2: Albert Camus— <i>The Stranger</i> , Part I | 14: Three Grand Inquisitors—Dostoevsky, Kafka, Hesse |
| 3: Camus— <i>The Stranger</i> , Part II | 15: Husserl, Heidegger, and Phenomenology |
| 4: Camus— <i>The Myth of Sisyphus</i> | 16: Heidegger on the World and the Self |
| 5: Camus— <i>The Plague</i> and <i>The Fall</i> | 17: Heidegger on "Authenticity" |
| 6: Camus— <i>The Fall</i> , Part II | 18: Jean-Paul Sartre at War |
| 7: Søren Kierkegaard—"On Becoming a Christian" | 19: Sartre on Emotions and Responsibility |
| 8: Kierkegaard on Subjective Truth | 20: Sartre's Phenomenology |
| 9: Kierkegaard's Existential Dialectic | 21: Sartre on "Bad Faith" |
| 10: Friedrich Nietzsche on Nihilism and the Death of God | 22: Sartre's Being-for-Others and <i>No Exit</i> |
| 11: Nietzsche, the "Immoralist" | 23: Sartre on Sex and Love |
| 12: Nietzsche on Freedom, Fate, and Responsibility | 24: From Existentialism to Postmodernism |

The message of Existentialism, unlike that of many more obscure and academic philosophical movements, is about as simple as can be. It is that every one of us, as an individual, is responsible for what we do, for who we are, for the way we face and deal with the world, and ultimately, for the way the world is.

More than a half-century after it burst upon the intellectual scene, Existentialism still exerts a profound attraction for individuals driven to reexamine life's most fundamental questions of individual responsibility, morality, and personal freedom. This 24-lecture course will enrich your understanding of this movement, the visionary thinkers who pondered these questions, and the prominent role Existentialism plays in contemporary thought.

NO EXCUSES: EXISTENTIALISM AND THE MEANING OF LIFE



"Professor Solomon makes Existentialism not just accessible, but indispensable in living one's life."

—JOHN URSU, MINNEAPOLIS, MN

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RELIGION & THEOLOGY

Buddhism

Professor of Religion Malcolm David Eckel
Boston University

DIRECTOR OF THE CORE CURRICULUM, BOSTON UNIVERSITY
PAST DIRECTOR OF THE CENTER FOR THE STUDY OF WORLD RELIGIONS
AT HARVARD DIVINITY SCHOOL

A religion without a god? How could that be? And how could it have captured and captivated so many millions of people in so many countries for so many centuries?

In this course, you discover how, in its 2,500-year history, Buddhism has grown from a tiny religious community in northern India into a movement that spans the globe.

You view the astonishing vitality and adaptability of a tradition that has transformed the civilizations of India, Southeast Asia, Tibet, China, Korea, and Japan—and has now become a lively component in the cultures of Europe, Australia, and the Americas. And you are inspired to think in new ways about the secret of a serene and satisfying life.

The study of Buddhism offers great challenges to people who have grown up in the Western world. It does not share many of the central beliefs of Western religions, such as the concept of a single, omnipotent God, or that each human being has a permanent self that will continue in an afterlife.

LECTURE TITLES

- | | | |
|------------------------------------|--|--|
| 1: What is Buddhism? | 9: Theravada Buddhism in Southeast Asia | 17: The Schools of Tibetan Buddhism |
| 2: India at the Time of the Buddha | 10: Mahayana Buddhism and the <i>Bodhisattva</i> Ideal | 18: The Dalai Lama |
| 3: The Doctrine of Reincarnation | 11: Celestial Buddhas and <i>Bodhisattvas</i> | 19: The Origins of Chinese Buddhism |
| 4: The Story of the Buddha | 12: Emptiness | 20: The Classical Period of Chinese Buddhism |
| 5: All Is Suffering | 13: Buddhist Philosophy | 21: The Origins of Japanese Buddhism |
| 6: The Path to <i>Nirvana</i> | 14: Buddhist Tantra | 22: Honen, Shinran and Nichiren |
| 7: The Buddhist Monastic Community | 15: The Theory and Practice of the <i>Mandala</i> | 23: Zen |
| 8: Buddhist Art and Architecture | 16: The "First Diffusion of the <i>Dharma</i> " in Tibet | 24: Buddhism in America |

BUDDHISM



"This program was very informative. Dr Eckel is an outstanding instructor."

—LAWRENCE BERG, TUCSON, AZ

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HISTORY

From Yao to Mao: 5000 Years of Chinese History

Professor of History Kenneth J. Hammond
New Mexico State University

DIRECTOR OF THE CONFUCIUS INSTITUTE AT NEW MEXICO STATE UNIVERSITY
PAST PRESIDENT OF THE SOCIETY FOR MING STUDIES
EDITOR: THE HUMAN TRADITION IN PREMODERN CHINA

LECTURE TITLES

- | | | |
|--|--|--|
| 1: Geography and Archaeology | 13: Han Yu and the Late Tang | 25: The Rise of the Manchus |
| 2: The First Dynasties | 14: Five Dynasties and the Song Founding | 26: Kangxi to Qianlong |
| 3: The Zhou Conquest | 15: Intellectual Ferment in the 11 th Century | 27: The Coming of the West |
| 4: Fragmentation and Social Change | 16: Art and the Way | 28: Threats from Within and Without |
| 5: Confucianism and Daoism | 17: Conquest States in the North | 29: The Taiping Heavenly Kingdom |
| 6: The Hundred Schools | 18: Economy and Society in Southern Song | 30: Efforts at Reform |
| 7: The Early Han Dynasty | 19: Zhu Xi and Neo-Confucianism | 31: The Fall of the Empire |
| 8: Later Han and the Three Kingdoms | 20: The Rise of the Mongols | 32: The New Culture Movement and May 4 th |
| 9: Buddhism | 21: The Yuan Dynasty | 33: The Chinese Communists, 1921-1937 |
| 10: Northern and Southern Dynasties | 22: The Rise of the Ming | 34: War and Revolution |
| 11: Sui Reunification and the Rise of the Tang | 23: The Ming Golden Age | 35: China Under Mao |
| 12: The Early Tang Dynasty | 24: Gridlock and Crisis | 36: China and the World in a New Century |

In a world growing increasingly smaller, China still seems a far-away and exotic land, with secrets and mysteries of ages past, its history and intentions veiled from most Westerners.

For most of its 5,000-year existence, China has been the largest, most populous, wealthiest, and mightiest nation on Earth. And for us as Westerners, it is essential to understand where China has been in order to anticipate its future. This course answers this need by delivering a comprehensive political and historical overview of one of the most fascinating and complex countries in world history.

FROM YAO TO MAO: 5000 YEARS OF CHINESE HISTORY



"Intelligent, well-organized, challenging—an excellent introduction to the complex history of China."

—THOMAS BARLOON, SWISHER, IA

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DVD ~~\$374.95~~ **NOW \$69.95**

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Should I Buy Audio or Video?

The DVD version of this course contains hundreds of on-screen maps, pictures, and text.

PROFESSIONAL

The Art of Public Speaking: Lessons from the Greatest Speeches in History

Director of Liberal Studies John R. Hale
University of Louisville

PANHELLENIC TEACHER OF THE YEAR AWARD
DELPHI CENTER AWARD

Being able to speak in public is essential to success. You can have the most logical argument possible, but in order to truly teach, inform, persuade, or defend, you need to present your ideas with conviction and confidence.

Yet this is often easier said than done. Many of us have a deep fear of public speaking. Or we think it's just an intuitive talent that can't be learned. But according to award-winning Professor John R. Hale of the University of Louisville, a masterful public speaker who has delivered more than 1,000 speeches to all manner of audiences, that couldn't be further from the truth.

All it takes is confidence, practice, and the knowledge of time-tested techniques and strategies used by history's greatest public speakers—all of which you'll find in **The Art of Public Speaking: Lessons from the Greatest Speeches in History**. This 12-lecture course is your guide to the secrets of this essential skill, an insider's look at what makes history's enduring speeches so unforgettable, and an invaluable reference tool you can use any time you have to speak your mind.

LECTURE TITLES

- | | |
|--|--|
| 1: Overcome Obstacles—Demosthenes of Athens | 7: Build a Logical Case—Susan B. Anthony |
| 2: Practice Your Delivery—Patrick Henry | 8: Paint Pictures in Words—Tecumseh on Unity |
| 3: Be Yourself—Elizabeth I to Her Army | 9: Focus on Your Audience—Gandhi on Trial |
| 4: Find Your Humorous Voice—Will Rogers | 10: Share a Vision—Martin Luther King's Dream |
| 5: Make It a Story—Marie Curie on Discovery | 11: Change Minds and Hearts—Mark Antony |
| 6: Use the Power of Three—Paul to His People | 12: Call for Positive Action—Lincoln at Gettysburg |

THE ART OF PUBLIC SPEAKING



"Superb"

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This course works well in any format.

SCIENCE & MATHEMATICS

Our Night Sky

Professor Edward M. Murphy
University of Virginia

TEACHING TECHNOLOGY FELLOW, 2002-2003
ERNEST "BOOTS" MEAD HONORED FACULTY FELLOW, 2003-2004

For thousands of years, the star-filled sky has been a source of wonder, discovery, entertainment, and instruction. Even today, watching the sky has not lost its fascination. Equipped only with a pair of eyes or, at most, binoculars and a small telescope, you can behold marvels such as the Milky Way, the Perseid meteor shower, the four Galilean moons of Jupiter, and much more!

Best of all, the endlessly interesting sky is just overhead wherever you are. All you need to feel at home in its limitless expanse is **Our Night Sky**, a richly illustrated 12-lecture course that gives you an unrivaled tour around the sky while teaching you about the science, culture, technology, and pure pleasure of stargazing.

The Night Sky Planisphere

Included with this Course!

Along with this course you will receive the same Night Sky Planisphere Star Chart used by Professor Murphy throughout his lectures. This sturdy, easy-to-use star finder is an invaluable aid for locating major constellations and stars visible in the Northern Hemisphere.



LECTURE TITLES

- | | |
|---|--|
| 1: The Constellations and Their Stars | 6: Meteor Showers, Comets, Eclipses, and More |
| 2: Seeing and Navigating the Sky | 7: The Northern Sky and the North Celestial Pole |
| 3: Using Binoculars and Backyard Telescopes | 8: The Fall Sky |
| 4: Observing the Moon and the Sun | 9: The Winter Sky |
| 5: Observing the Planets with a Telescope | 10: The Spring Sky |
| | 11: The Summer Sky |
| | 12: The Southern Sky and the Milky Way |

OUR NIGHT SKY



"Excellent professor who loves what he teaches."

—WILLIAM PARKER, LAWRENCEVILLE, GA

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Course No. 1846 — 12 Lectures (30 Minutes/Lecture)

DVD ~~\$199.95~~ **NOW \$29.95**

Available Exclusively on DVD

SCIENCE & MATHEMATICS

Quantum Mechanics: The Physics of the Microscopic World

Professor of Physics Benjamin Schumacher
Kenyon College

2002 QUANTUM COMMUNICATION AWARD
FELLOW OF THE AMERICAN PHYSICAL SOCIETY

Quantum mechanics gives us a picture of the world that is so radically counter-intuitive that it has changed our perspective on reality itself, raising profound questions about concepts such as cause and effect, measurement, and information. Despite its seemingly mysterious nature, quantum mechanics has a broad range of applications in fields such as chemistry, computer science, and cryptography. It also plays an important role in the development and innovation of some of today's most amazing—and important—technologies, including lasers, transistors, microscopes, semiconductors, and computer chips.

Quantum Mechanics: The Physics of the Microscopic World gives you the logical tools to grasp the paradoxes and astonishing insights of quantum mechanics in 24 half-hour lectures designed specifically for nonscientists. No comparable presentation of this subject is so deep, so challenging, and yet accessible.

LECTURE TITLES

- | | |
|--|--|
| 1: The Quantum Enigma | 12: The Gregarious Particles |
| 2: The View from 1900 | 13: Antisymmetric and Antisocial |
| 3: Two Revolutionaries—Planck and Einstein | 14: The Most Important Minus Sign in the World |
| 4: Particles of Light, Waves of Matter | 15: Entanglement |
| 5: Standing Waves and Stable Atoms | 16: Bell and Beyond |
| 6: Uncertainty | 17: All the Myriad Ways |
| 7: Complementarity and the Great Debate | 18: Much Ado about Nothing |
| 8: Paradoxes of Interference | 19: Quantum Cloning |
| 9: States, Amplitudes, and Probabilities | 20: Quantum Cryptography |
| 10: Particles That Spin | 21: Bits, Qubits, and Ebits |
| 11: Quantum Twins | 22: Quantum Computers |
| | 23: Many Worlds or One? |
| | 24: The Great Smoky Dragon |

QUANTUM MECHANICS: THE PHYSICS OF THE MICROSCOPIC WORLD



"Quantum Mechanics is excellent!"

—BOB DUNLAP, FORT SMITH, AZ

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Course No. 1240 — 24 Lectures (30 Minutes/Lecture)

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Available Exclusively on DVD

BETTER LIVING

The Everyday Guide to Wine

Master of Wine Jennifer Simonetti-Bryan

CERTIFIED WINE EDUCATOR: SOCIETY OF WINE EDUCATORS
CONTRIBUTING EDITOR: PROFESSIONAL WINE REFERENCE 2007 EDITION
WINNER: WIESBADEN TASTING TROPHY—THE INSTITUTE OF MASTERS OF WINE

Fine wine. Unless you're a trained expert or a devoted aficionado, recognizing and appreciating a good bottle of wine can seem like an impossible task.

- How does a Riesling differ from a Sauvignon Blanc?
- What is the optimum temperature at which to serve red wine?
- What does the taste of a particular wine reveal about where—and how—it was grown?
- Which countries or regions are known for making the best types of wine, and why?

Questions like these are at the heart of any enjoyable encounter with wine, whether you're hosting a party, attending a wine tasting, shopping for wine as a gift, or enjoying a glass with dinner. Unlocking the secrets of wine—its varieties, its language, its history, the techniques for tasting it, and shopping for it—is the key to enriching your understanding of and appreciation for this rewarding experience.

But appreciating wine doesn't have to be difficult; in fact, learning how to taste and enjoy good wine is easier than you think. All it requires is a willingness to learn with **The Everyday Guide to Wine**, an authoritative and accessible guide to making sense of wine in all its delicious complexity. In 24 engaging lectures, acclaimed Master of Wine Jennifer Simonetti-Bryan—one of only 26 Americans to achieve this wine title, the world's highest and most difficult title to attain—gives you all the knowledge and tips you need to increase your confidence in trying, buying, and enjoying wine.

Master the Fundamentals of Wine

In **The Everyday Guide to Wine**, you'll get an entertaining and enlightening grasp on all the fundamentals of wine:

- **The Language of Wine:** Discover the meaning behind wine terminology including "tannins," "body," and "vintage."
- **The Basics of Winemaking:** Get a detailed explanation of the wine-making process, from the vineyard to the bottle.
- **The Varieties of Wine:** Explore the histories and characteristics of white, red, sparkling, fortified, and dessert wines. By the end of the course, you will be able to identify seven wines just by what you taste in the glass.
- **The World's Greatest Wine Regions:** Investigate the primary wine-making regions of the world and discover what makes each region unique.

Throughout the course, Ms. Simonetti-Bryan provides a list of wines for you to sample so when she describes a wine, you can taste along with her! Plus, in each lecture, she gives you pointed, expert advice on many subjects:

- what to look for when you shop for wine;
- which wines you should pair with which kinds of food;
- which kinds of wine to give as gifts; and
- classic strategies for choosing wine in restaurants.

Make Your Next Glass of Wine More Enjoyable

With **The Everyday Guide to Wine**, you'll be learning about wine from a master expert. In addition, the in-studio demonstrations and on-site visits provide an entertaining way to learn about all facets of the wine experience.

By the conclusion of this course, you will be able to understand your own palate much better; predict the wines you like; and make better buying decisions for yourself, your friends, or clients. And you'll have the knowledge and confidence to make every glass of wine more enjoyable.



LECTURE TITLES

- | | |
|--|---|
| 1: Why Learn about Wine? | 13: Wines of Northern Italy |
| 2: A Taster's Tool Kit | 14: Wines of Southern Italy |
| 3: Winemaking—
From Vineyard to Harvest | 15: The Tastes of Germany
and Austria |
| 4: Winemaking—
From Harvest to Bottle | 16: The Tastes of Spain
and Portugal |
| 5: The Whites—
Riesling to Chardonnay | 17: U.S. Regions—California |
| 6: The Reds—
Pinot Noir to Cabernet | 18: U.S. Regions—
Washington and Oregon |
| 7: Champagne and
Other Sparkling Wines | 19: Other U.S. Regions,
Mexico, and Canada |
| 8: Port, Sherry, and
Other Fortified Wines | 20: Sampling Argentina and Chile |
| 9: What to Drink with Dessert | 21: The Best of Australia
and Tasmania |
| 10: French Regions—
Bordeaux and Loire | 22: Wines of New Zealand
and South Africa |
| 11: French Regions—
Burgundy and Alsace | 23: Becoming a Knowledgeable
Wine Buyer |
| 12: French Regions—Rhône,
Languedoc, Provence | 24: Wine for Any Occasion
and Any Food |

THE EVERYDAY GUIDE TO WINE



"Great! Informative and very entertaining. Simonetti-Bryan has a delightful, effective presentation style."

—BONNIE DAHNK, WASHINGTON, DC

SAVE \$205

Course No. 9123 — 24 Lectures (30 Minutes/Lecture)

DVD ~~\$254.95~~ **NOW \$49.95**

Available Exclusively on DVD

BETTER LIVING

Lifelong Health: Achieving Optimum Well-Being at Any Age

Professor Anthony A. Goodman, M.D., F.A.C.S.
Montana State University

SURGEON, U.S. ARMY MEDICAL CORPS
FOUNDER, BROWARD SURGICAL SOCIETY
DIPLOMATE, AMERICAN BOARD OF SURGERY

A long and healthy life is a universal desire. So how can you achieve this goal?

Lifelong Health: Achieving Optimum Well-Being at Any Age is your essential reference guide to healthy living, packed with information and sound advice rooted in the latest scientific understanding of nutrition, physiology, and other related fields. In 36 lectures that have the feel of a personal chat with a knowledgeable and compassionate family physician, Professor of Medicine Dr. Anthony A. Goodman gives you a wealth of knowledge on which you can rely.

Explore the Fundamentals of Lifelong Health

As a subject, lifelong health is undeniably dynamic, changing as more and more scientific information comes to light. But according to Dr. Goodman, while the details may evolve over time, the fundamentals will always remain the same:

- **Eating right**, which involves knowing the effect of food on your body, creating a way of eating designed to give you the greatest possible amount of nutrition, and avoiding foods that may negatively affect your health
- **Moving** your body frequently, which enhances your personal fitness and prevents or reduces the effects of chronic illnesses
- **Strengthening mental health**, which helps you become more prepared to deal with the stresses of life, helps keep your mind sharp into advancing age, and leads you on the path to achieving emotional balance
- **Making smart lifestyle choices**, which include avoiding harmful habits such as smoking and excessive drinking, and practicing healthy ones, such as getting



the right amount of sleep and maximizing relationships with others, including your professional healthcare team

Only by learning how these fundamentals work can you then build upon them, crafting a personal plan for achieving lifelong health.

This idea is central to Dr. Goodman's approach in **Lifelong Health**, and like any caring and concerned physician, he explains these cornerstones clearly and thoughtfully. He structures the lectures of the course around six major themes:

- Aging
- Nutrition
- Movement
- Mental health
- Specific health issues
- General health choices

Taken together, these themes offer a well-rounded and engaging survey of the concepts, issues, and lessons in *lifelong health*. And while these lectures do touch on our latest scientific understanding about health issues, they're never bogged down in arcane terminology or complex scientific theories. These 36 lectures are designed to appeal to, and be understood by, everyone.

LECTURE TITLES

- | | |
|--|---|
| 1: A Personal Path to Lifelong Health | 20: Movement and Recreation—aka. Exercise |
| 2: The Cellular Biology of Aging | 21: The Physiology of Muscle |
| 3: The Physiology of Aging | 22: Resistance Training and Weight Training |
| 4: Myths of Aging—Magical Times and Places | 23: Aerobic and Anaerobic Exercise |
| 5: Myths of Aging—Magical Substances | 24: Exercise in Dealing with Injury and Disease |
| 6: Optimizing Health—Tests and Procedures | 25: Joy in Movement—Sports and Exercise Options |
| 7: Optimizing Health—Prevention | 26: Martial Arts and Yoga |
| 8: How We Look—Surgery and Skin-Care | 27: Mental Health and Stress Reduction |
| 9: The End of the Journey—Death and Dying | 28: Brain Physiology, Alzheimer's, and Dementia |
| 10: Health Advances on the Horizon | 29: Maintaining Your Mental Edge |
| 11: Nutrition—Choices for a Healthy Life | 30: Focus on Women's Health |
| 12: The Physiology of Nutrition | 31: Focus on Menopause |
| 13: The Role of Vitamins | 32: Focus on Men's Health |
| 14: The Role of Supplements | 33: Focus on Children's and Adolescents' Health |
| 15: Whole Foods for Optimum Health | 34: Healthy Choices in Your Daily Life |
| 16: The Good Fats | 35: Becoming an Educated Patient |
| 17: Sugar, Salt, Allergies, and Additives | 36: Here's to Your Healthy Life! |
| 18: The Physiology of Weight Management | |
| 19: Healthful Eating versus Fad Diets | |

LIFELONG HEALTH: ACHIEVING OPTIMUM WELL-BEING AT ANY AGE



"Professor Goodman presents a holistic approach to a wide-ranging number of health subjects. Best I've ever seen."

—JOHN EDWARDS, ANN ARBOR, MI

SAVE up to \$305

Course No. 1970 — 36 Lectures (30 Minutes/Lecture)

DVD ~~\$374.95~~ **NOW \$69.95**
CD ~~\$269.95~~ **NOW \$54.95**

Should I Buy Audio or Video?

The DVD version features hundreds of visuals to help explain medical concepts, including animations, graphics, and on-screen text.

BETTER LIVING

Nutrition Made Clear

Professor Roberta H. Anding

Baylor College of Medicine and Texas Children's Hospital

TEXAS DISTINGUISHED DIETITIAN AWARD

TEXAS DIETETIC ASSOCIATION MEDIA AWARD

JOHN P. MCGOVERN OUTSTANDING TEACHER OF THE YEAR AWARD

HOUSTON AREA DIETETIC ASSOCIATION'S TEXAS DISTINGUISHED DIETITIAN OF THE YEAR

Making smart eating choices is essential to living a healthy, happy, and successful life. Yet all too often, we're exposed to information and techniques that promise quick and easy results but can be harmful to your overall health: crash diets, experimental medications, ever-changing studies on what you should eat more or less of, and more. It can be confusing to dig through the mass of hype, myth, and misconceptions about good nutrition habits. So in the face of potentially misleading information and aids, where can you find the key to nutritional success?

The answer: in understanding the concepts, practices, and science behind good nutrition. Once you master the intricate—and undeniably captivating—interaction between what you eat and its effect on your body and mind, you unlock a powerful and scientifically proven tool to use in the quest for maintaining or improving your personal health.

Nutrition Made Clear is your opportunity to finally sort through nutrition misconceptions and replace them with hard science you can understand. In 36 in-depth lectures taught by dietitian and award-winning Professor Roberta H. Anding, you explore the fundamentals of good nutrition and get a practical and personal guide to applying these fundamentals to your unique lifestyle.

Your Prescription for Good Nutrition

As scientific knowledge and technology have rapidly advanced, we now know that everything you eat and drink has an effect on your mind and body. The essential elements and nutrients contained in food help you in a host of ways, including

- strengthening your immune system,
- optimizing the function of your brain,
- protecting you from illness and disease,
- and much more.

LECTURE TITLES

- | | |
|--|--|
| 1: Why We Eat What We Do | 19: The DASH Diet—A Lifesaver |
| 2: Sources of Nutrition Fact and Fiction | 20: Obesity—Public Health Enemy Number One |
| 3: Our Underappreciated Digestive Tract | 21: Healthy Weight Management |
| 4: It's All about the Calories! | 22: Metabolic Syndrome and Type 2 Diabetes |
| 5: Hydration—You Are What You Drink | 23: Dietary Approaches to Weight Management |
| 6: Not All Carbohydrates Are Created Equal | 24: Nutrition and Cancer Prevention |
| 7: Facts on Fiber | 25: Nutrition and Digestive Health |
| 8: Protein—An Indispensable Nutrient | 26: Prebiotics and Probiotics in Your Diet |
| 9: Fat, Fat Everywhere! | 27: Food Safety—It's in Your Hands |
| 10: Vitamins—Spotlight on C | 28: Demystifying Food Labels |
| 11: Vitamins A and K—Multitaskers | 29: Facts on Functional Foods |
| 12: Vitamin E—Fallen Hero; Vitamin D—Rising Star | 30: A Look at Herbal Therapy |
| 13: B Vitamin Basics | 31: Organic or Conventional—Your Choice |
| 14: The Major Minerals | 32: Fake or Real—Sugars and Fats |
| 15: The Highs and Lows of Sodium and Potassium | 33: Creating Your Own Personal Nutrition Plan |
| 16: Iron, Zinc, Selenium—Balance Is Everything | 34: Exercise and Nutrition—Partners for Life |
| 17: Cardiovascular Disease—What Are the Risks? | 35: The Future of Nutrition—Science and Trends |
| 18: A Heart-Healthy Lifestyle | 36: Nutrition Facts and FAQs |



Because of this invaluable knowledge, you now have the ability to achieve lasting personal health and wellness—more so than at any point in history. By eating right, increasing your physical activity, and reducing the risk of chronic illness through wise choices, you can stay healthy and active throughout your life.

Nutrition is an applied science, which means that its power lies not just in grasping the concepts behind it, but in applying those concepts to daily living. In the organized lectures of **Nutrition Made Clear**, you

- master the science behind digestion, protein, carbohydrates, fats, vitamins and minerals, calories, fiber, and other concepts;
- recognize what your personal daily requirements of each nutrient should be;
- find out how smarter nutritional choices can radically reduce your risk of developing serious health issues such as diabetes, obesity, and digestive disorders.

Professor Anding brings nutrition into your life and home, with lectures that teach you how to ensure lasting health.

NUTRITION MADE CLEAR



"Well-prepared and presented. A must see for anyone looking to transform their habits and become healthier."

—RICH HAAG, CLAYTON, NC

SAVE up to \$305

Course No. 1950 — 36 Lectures (30 Minutes/Lecture)

DVD ~~\$374.95~~ **NOW \$69.95**

CD ~~\$269.95~~ **NOW \$54.95**

Should I Buy Audio or Video?

This course is most fully appreciated on DVD. However, the Course Guidebooks reproduce all the essential diagrams used in the video version of the course.

BUSINESS & ECONOMICS

The Art of Critical Decision Making

Professor Michael A. Roberto
Bryant University

BRYANT UNIVERSITY OUTSTANDING M.B.A. TEACHING AWARD
HARVARD UNIVERSITY'S ALLYN A. YOUNG PRIZE FOR TEACHING IN ECONOMICS

Whether you're the head of a Fortune 500 company, a government agency, or an everyday household, you constantly make decisions important to you and those immediately around you. Not only do decisions affect your own life for good or ill, they can also affect the lives of your friends, your family, and your community.

ORDER TODAY!
Sale ends Thursday,
August 25, 2011

But making a good decision and avoiding a horrible one is not a chance act. It's a skill—one that can be learned, honed, and perfected. Now you can approach the critical decisions in your life using a more seasoned, educated eye with **The Art of**

Critical Decision Making, a fascinating 24-lecture course that explores how individuals, groups, and organizations make effective decisions and offers you tips and techniques to enhance the effectiveness of your own decision making. Taught by award-winning Professor Michael A. Roberto of Bryant University, this dynamic course is an engaging and practical guide to one of the most fundamental activities in your life.

Learn to Make Smarter Decisions

In this accessible course, Professor Roberto employs the case method used by America's most prestigious business schools. Designed to expose students to a breadth and depth of real-world examples and scenarios, the case method allows you to compare and contrast various situations as a way to refine your ability to distinguish between smart and poor decision making.

The Art of Critical Decision Making also offers you a toolbox of practical knowledge and skills that you can apply to various decisions in your everyday life and work. Among the many insights you discover are that

- a large part of making a good decision involves accurately defining the problem;
- framing a decision in terms of what may be lost usually causes us to take greater risks; and
- hidden problems are the true enemies of effective critical decision making.

Become a Better Critical Thinker

As you explore the intriguing process of making a good decision, you strengthen your grip on individual theories of decision making and the situations—both well known and relatively obscure—that illustrate them.

By the end of **The Art of Critical Decision Making**, you'll

- know the underlying psychological, social, and emotional components that influence decision making;
- be able to approach and weigh individual choices more effectively; and
- understand how to sidestep potential mistakes in the future.

This course may well contain the most important information you are ever likely to hear.



LECTURE TITLES

- | | |
|---|---|
| 1: Making High-Stakes Decisions | 14: The Curious Inability to Decide |
| 2: Cognitive Biases | 15: Procedural Justice |
| 3: Avoiding Decision-Making Traps | 16: Achieving Closure through Small Wins |
| 4: Framing—Risk or Opportunity? | 17: Normal Accident Theory |
| 5: Intuition—Recognizing Patterns | 18: Normalizing Deviance |
| 6: Reasoning by Analogy | 19: Allison's Model—Three Lenses |
| 7: Making Sense of Ambiguous Situations | 20: Practical Drift |
| 8: The Wisdom of Crowds? | 21: Ambiguous Threats and the Recovery Window |
| 9: Groupthink—Thinking or Conforming? | 22: Connecting the Dots |
| 10: Deciding How to Decide | 23: Seeking Out Problems |
| 11: Stimulating Conflict and Debate | 24: Asking the Right Questions |
| 12: Keeping Conflict Constructive | |
| 13: Creativity and Brainstorming | |

THE ART OF CRITICAL DECISION MAKING



"A rare achievement. A course that goes straight from the lectern to the meeting room. How I wish I had taken it 20 years ago!"

—RUSS FEE, HOMOSASSA, FL

SAVE up to \$205

Course No. 5932 — 24 Lectures (30 Minutes/Lecture)

DVD	\$254.95	NOW \$49.95
CD	\$179.95	NOW \$39.95

Should I Buy Audio or Video?
This course works well in any format.

PROFESSIONAL

The Art of Teaching: Best Practices from a Master Educator

Professor Patrick N. Allitt
Emory University

DIRECTOR OF EMORY COLLEGE'S CENTER FOR TEACHING AND CURRICULUM, 2004-2009
EXCELLENCE IN TEACHING AWARD, EMORY UNIVERSITY
APPOINTED TO THE N.E.H./ARTHUR BLANK PROFESSORSHIP
OF TEACHING IN THE HUMANITIES

Teaching is more than a job. It's a responsibility—one of the greatest responsibilities in civilized society. Teachers lay bare the mysteries of the world to us. They train our minds to explore, to question, to investigate, to discover. And they ensure that knowledge is not lost or forgotten but is instead passed on to future generations.

But teaching is no easy task. It's an art form; one that requires craft, sensitivity, creativity, and intelligence. Whether your classroom consists of 3 students or 300, it's important to be as effective and successful a teacher as possible, both for the education of your students and for your own professional and personal growth.

The Art of Teaching: Best Practices from a Master Educator, is designed to help you achieve new levels of success as a teacher. These 24 lectures will help you develop and enhance your teaching style; provide you with invaluable methods, tools, and advice for handling all manner of teaching scenarios; and open your eyes to how other teachers think about and approach this life-changing profession.

An invaluable aid, this course's insights are useful to a wide variety of teachers and people in other leadership positions:

- Current teachers at the college and high-school levels
- Aspiring teachers and teachers in training
- Corporate managers and trainers
- Public speakers

In addition, **The Art of Teaching** has value for anyone who's curious about how academic education in the 21st century works. While the examples used in this course are rooted in the world of academia, the concepts and principles they illustrate—

- lecturing,
- presenting,
- leading discussion groups,
- using technologies, and
- using creativity and innovation

—can be put to use in nearly every situation in which you're required to teach and lead.

Learn How to Teach from the Best of the Best

The Art of Teaching is delivered by award-winning Professor Patrick N. Allitt of Emory University, one of The Great Courses' most popular professors. A distinguished teacher with more than 30 years of classroom experience and former director of Emory College's Center for Teaching and Curriculum (designed to study and improve the art and craft of university teaching), he is the perfect instructor with whom to explore ways to become a great—or even greater—teacher.

What's more: He enhances his lectures with candid and illuminating interviews with an all-star group of veteran Great Courses professors, some of the brightest teachers in higher education. Not only do you hear what they have to say about their roles as teachers, you actually witness them applying their tools and techniques in lecture halls, seminar classes, and even one-on-one student coaching.



LECTURE TITLES

- | | |
|---|--|
| 1: Successful Teaching | 15: Coaching Students on Presentation Skills |
| 2: The Broad Range of Learners | 16: One-on-One Teaching |
| 3: Starting Out Right | 17: The Learner's Perspective |
| 4: The Teacher's Persona | 18: Exams, Evaluation, and Feedback |
| 5: Planning the Work | 19: Maintaining Your Enthusiasm |
| 6: The Teacher-Student Relationship | 20: Managing the Challenges of Teaching |
| 7: Dynamic Lecturing | 21: Creativity and Innovation |
| 8: Teaching with PowerPoint | 22: Myths, Lies, and Half-Truths |
| 9: Demonstrations, Old and New | 23: The Anatomy of a Great Teacher |
| 10: Teaching the Critical Skills | 24: Teaching and Civilization |
| 11: Engaging with Discussion, Part 1 | |
| 12: Engaging with Discussion, Part 2 | |
| 13: Cogent Thinking and Effective Writing | |
| 14: Teaching Revision and Editing | |

THE ART OF TEACHING: BEST PRACTICES FROM A MASTER EDUCATOR



"Highly interesting, very informative and pertinent to today's classroom. Thank you for this series."

—RUTH KIVI, MONTESANO, WA

SAVE \$205

Course No. 2044 — 24 Lectures (30 Minutes/Lecture)
DVD ~~\$254.95~~ **NOW \$49.95**

Available Exclusively on DVD

SCIENCE & MATHEMATICS

Meteorology: An Introduction to the Wonders of the Weather

Professor of Atmospheric and Oceanic Sciences Robert G. Fovell
University of California, Los Angeles

HARVEY L. EBY AWARD FOR THE ART OF TEACHING

Famed physicist Richard Feynman once said, "Anyone who has been in a thunderstorm has enjoyed it, or has been frightened by it, or at least has had some emotion. And in those places in nature where we get an emotion, we find there is generally a corresponding complexity and mystery about it."

In the world of weather, you don't have to look far for that complexity, that mystery, or that heart-pounding emotion.

Weather affects our lives each and every day. But meteorology—the study of weather—is also a grand puzzle. From the swirling winds to the transformation of water vapor into clouds, each meteorological event is a tremendously complex interaction of forces and factors. To grasp the mystery of these phenomena is to understand a remarkably complex system and, ultimately, to gain a glimpse into the way all complex systems work.

In **Meteorology: An Introduction to the Wonders of the Weather**, you embark on a fascinating foray into this complex and enthralling field of study. In 24 engaging lectures, you explore the often surprising, always intriguing workings of the weather, guided by expert atmospheric scientist and Professor Robert G. Fovell. Bringing together geography, chemistry, physics, and other scientific disciplines, the study of weather offers insights into the world around you while also providing an opportunity to grasp the complex interactions that make up our world's climate.

A Complex Subject Made Accessible

With Professor Fovell's guidance, you'll probe the reasons behind everyday phenomena and gain a comprehensive understanding of the dynamic relationships and physical laws that shape our planet's climate. Professor Fovell takes a practical approach to weather, providing explanations that draw on common sense and everyday experience to make intricate interactions clear and accessible.

The course opens with a series of lectures that introduce the fundamental concepts of meteorology:

- The structure of the atmosphere
- The impact of the Earth's shape and movement on weather
- The factors that drive winds and affect the ability of air to hold moisture
- The effect of solar radiation on the Earth and its atmosphere
- The processes that create clouds

In later lectures, you build on these fundamental concepts to develop a full understanding of large-scale weather events, such as tornadoes and hurricanes, and global climate patterns.

An Intriguing Glimpse into the Meteorologist's Art

You also delve into the art and science of meteorology, examining weather maps to see how meteorologists create a picture of conditions at any given moment and learn about advanced computer models that allow scientists to forecast how storms may develop over time.

You'll find no better guide than Dr. Fovell. An experienced instructor and noted meteorological researcher, Professor Fovell provides a comprehensive introduction to this fascinating field, using everyday examples, vivid demonstrations, and visual aids.



LECTURE TITLES

- | | |
|---|---|
| 1: Nature Abhors Extremes | 13: The Global Atmospheric Circulation |
| 2: Temperature, Pressure, and Density | 14: Fronts and Extratropical Cyclones |
| 3: Atmosphere—Composition and Origin | 15: Middle Troposphere—Troughs and Ridges |
| 4: Radiation and the Greenhouse Effect | 16: Wind Shear—Horizontal and Vertical |
| 5: Sphericity, Conduction, and Convection | 17: Mountain Influences on the Atmosphere |
| 6: Sea Breezes and Santa Anas | 18: Thunderstorms, Squall Lines, and Radar |
| 7: An Introduction to Atmospheric Moisture | 19: Supercells, Tornadoes, and Dry Lines |
| 8: Bringing Air to Saturation | 20: Ocean Influences on Weather and Climate |
| 9: Clouds, Stability, and Buoyancy, Part 1 | 21: Tropical Cyclones |
| 10: Clouds, Stability, and Buoyancy, Part 2 | 22: Light and Lightning |
| 11: Whence and Whither the Wind, Part 1 | 23: Prediction and Predictability |
| 12: Whence and Whither the Wind, Part 2 | 24: The Imperfect Forecast |

METEOROLOGY: AN INTRODUCTION TO THE WONDERS OF THE WEATHER



"Great course! Professor Fovell has a real knack for making complex weather dynamics comprehensible."

—JAMES VASSER, RANCHO CORDOVA, CA

SAVE \$205

Course No. 1796 — 24 Lectures (30 Minutes/Lecture)

DVD ~~\$254.95~~ **NOW \$49.95**

Available Exclusively on DVD

HISTORY

London: A Short History of the Greatest City in the Western World

Professor of History Robert Bucholz
Loyola University Chicago

SUJACK AWARD FOR TEACHING EXCELLENCE
TWO-TIME WINNER—HONORS PROGRAM FACULTY MEMBER OF THE YEAR AWARD
FELLOW OF THE ROYAL HISTORICAL SOCIETY

LECTURE TITLES

- | | |
|---|---|
| 1: There's No Place like London | 14: Johnson's London—All That Life Can Afford |
| 2: The Rise and Fall of Roman Londinium | 15: The Underside of 18 th -Century London |
| 3: Medieval London's Thousand-Year Climb | 16: London Confronts Its Problems |
| 4: Economic Life in Chaucer's London | 17: Life in Dickens's London |
| 5: Politics and Religion in Chaucer's London | 18: Two Windows into Victorian London |
| 6: London Embraces the Early Tudors | 19: Questions Postponed and the Great War |
| 7: Elizabeth I and London as a Stage | 20: London's Interwar Expansion and Diversions |
| 8: Life in Shakespeare's London—East | 21: The Blitz—The Greatest Target in the World |
| 9: Life in Shakespeare's London—West | 22: Postwar London Returns to Life |
| 10: London Rejects the Early Stuarts | 23: The Varied Winds of Change |
| 11: Life in Samuel Pepys's 17 th -Century London | 24: Millennial London—How Do You Like It? |
| 12: Plague and Fire | |
| 13: London Rises Again—As an Imperial Capital | |

No city has had as powerful and as enduring an impact on Western civilization as London. Now in the brilliant 24 lecture course **London: A Short History of the Greatest City in the Western World** you have the opportunity to discover the history of this magnificent metropolis. Oxford-trained historian and award-winning Professor Robert Bucholz takes you through London's history, from its birth as a Roman outpost in the 1st century C.E. to its current status as a 21st-century global village.

With its interdisciplinary approach to this great city—one that draws from court history, literature, sociology, urban planning, economics, and more—this course will undoubtedly delight and surprise you, regardless of your familiarity with this amazing city.

LONDON: A SHORT HISTORY OF THE GREATEST CITY IN THE WESTERN WORLD



"Anyone travelling to London should take this course."

—CAROL NAGEL, BRISTOL, CT

SAVE up to \$205

Course No. 8894 — 24 Lectures (30 Minutes/Lecture)

DVD ~~\$254.95~~ **NOW \$49.95**
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Should I Buy Audio or Video?

The DVD version features a wealth of visual elements to enhance your learning experience, including historical maps that show the evolution of London.

BUSINESS & ECONOMICS

Thinking Like an Economist: A Guide to Rational Decision Making

Professor of Economics Randall Bartlett
Smith College

TWO TIME WINNER OF ALL-COLLEGE TEACHING AWARD—SMITH COLLEGE
DISTINGUISHED PROFESSOR AWARD—SMITH COLLEGE

Economic forces are everywhere around you. You're made aware of that whenever you reach for your wallet, apply for a loan, shop for health care, or try to figure out the best credit card to carry. But that doesn't mean you need to passively accept whatever outcome those forces might press upon you. Instead, you can learn how to use a small handful of basic nuts-and-bolts principles to turn those same forces to your own advantage.

Making a few simple adjustments to the way you see things and act on them—learning to "think like an economist"—can give you newfound power and confidence in a surprising range of financial and personal situations that make up your daily life.

In the 12 lectures of **Thinking like an Economist: A Guide to Rational Decision Making**, award-winning Professor Randall Bartlett of Smith College presents some of the fundamental principles and concepts that shape the lenses through which economists view the world. By learning to identify the situations in which economics affects your life and how to wield the tools that can help you make the wisest choices in those situations, you'll enhance not only your understanding of daily life but your own success in living it.

LECTURE TITLES

- | | |
|---|--|
| 1: The Economist's Tool Kit—6 Principles | 8: The Economics of Information |
| 2: The Economist's Tool Kit—3 Core Concepts | 9: A Matter of Time—Predicting Future Values |
| 3: The Myth of "True Value" | 10: Think Again—Evaluating Risk in Purchasing |
| 4: Incentives and Optimal Choice | 11: Behavioral Economics—What Are We Thinking? |
| 5: False Incentives, Real Harm | 12: Acting like an Economist |
| 6: The Economics of Ignorance | |
| 7: Playing the Odds—Reason in a Risky World | |

THINKING LIKE AN ECONOMIST



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Change and Motion: Calculus Made Clear, 2nd Edition

Professor of Mathematics Michael Starbird
The University of Texas at Austin

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One of the greatest achievements of the human mind is calculus. It is one of the most fruitful strategies for analyzing our world ever devised. Calculus deserves a place in the pantheon of our accomplishments with Shakespeare's plays, Beethoven's symphonies, and Einstein's theory of relativity.

Calculus has made it possible to build bridges that span miles of river, travel to the moon, and even predict patterns of population change. In fact, most of the differences in the way we experience life now and the way we experienced it at the beginning of the 17th century emerged because of technical advances that rely on calculus. Calculus is a beautiful idea exposing the rational workings of the world; it is part of our intellectual heritage.

The Genius of Calculus Is Simple

Many of us exclude ourselves from calculus because we didn't continue in mathematics. This great achievement remains a closed door. Many of us have tried to understand calculus in the past and were frustrated—believing it to be beyond our grasp. This is not the case.

Award-winning Professor of Mathematics Michael Starbird is committed to correcting the bewildering way that the beauty of calculus was hidden from many of us in school. He firmly believes that calculus does not require a complicated vocabulary or notation to understand it. The deep concepts of calculus can be understood without the technical background required in calculus

courses. Frequently the technicalities in calculus courses completely submerge the striking insights that compose the true significance of the subject.

"For all its computational power," Professor Starbird asserts, "calculus is the exploration of just two ideas—the derivative and the integral—both of which arise from a commonsense analysis of motion. All a 1,300-page calculus textbook holds are those two basic ideas and 1,298 pages of examples, applications, and variations."

Expanding the Insight

Calculus originated in our desire to understand motion, which is change in position over time. Professor Starbird then explains how calculus has created powerful insight into everything that changes over time. Thus, the fundamental insight of calculus unites the way we see economics, astronomy, population growth, engineering, and more.

This series is not designed as a college calculus course; rather, it will help you see calculus around you in the everyday world. Every step is in English rather than "mathese." Formulas are important, certainly, but the course takes the approach that every equation is in fact also a sentence that can be understood, and solved, in English.

The purpose of these lectures is to explain the concepts of calculus and to help you see that calculus is a crowning intellectual achievement that intelligent people can understand, appreciate, and enjoy.



Calculus is one of the most influential ideas in human history, and its impact on our daily lives is incalculable. Economics, population growth, traffic flow, financial matters, electricity, cosmology, and many other topics are modeled and explained using the ideas and language of this mathematical field.

LECTURE TITLES

- | | |
|--|--|
| 1: Two Ideas, Vast Implications | 12: Buffon's Needle or π from Breadsticks |
| 2: Stop Sign Crime—The First Idea of Calculus—The Derivative | 13: Achilles, Tortoises, Limits, and Continuity |
| 3: Another Car, Another Crime—The Second Idea of Calculus—The Integral | 14: Calculators and Approximations |
| 4: The Fundamental Theorem of Calculus | 15: The Best of All Possible Worlds—Optimization |
| 5: Visualizing the Derivative—Slopes | 16: Economics and Architecture |
| 6: Derivatives the Easy Way—Symbol Pushing | 17: Galileo, Newton, and Baseball |
| 7: Abstracting the Derivative—Circles and Belts | 18: Getting off the Line—Motion in Space |
| 8: Circles, Pyramids, Cones, and Spheres | 19: Mountain Slopes and Tangent Planes |
| 9: Archimedes and the Tractrix | 20: Several Variables—Volumes Galore |
| 10: The Integral and the Fundamental Theorem | 21: The Fundamental Theorem Extended |
| 11: Abstracting the Integral—Pyramids and Dams | 22: Fields of Arrows—Differential Equations |
| | 23: Owls, Rats, Waves, and Guitars |
| | 24: Calculus Everywhere |

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What Are the Chances? Probability Made Clear

Professor of Mathematics Michael Starbird
The University of Texas at Austin

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Although the roll of a die is an individual random event, if repeated over and over, you will find that the results will start to exhibit patterns that can be analyzed and even predicted. This simple insight lies behind the incredibly useful and fascinating field of probability.

Probability is everywhere, and our understanding of how it works has led to significant breakthroughs in mathematics, finance, science, and even philosophy.

Now, in **What Are the Chances? Probability Made Clear**, award-winning Professor Michael Starbird helps you understand the random factors that lurk behind almost everything. By picking intriguing, useful, and entertaining examples, he makes probability come alive, even to nonmathematicians. By the end of these 12 stimulating half-hour lectures, you will understand and appreciate the fundamental concepts and fascinating applications of probability.

LECTURE TITLES

- | | |
|---|--|
| 1: Our Random World—
Probability Defined | 7: Options and Our Financial Future |
| 2: The Nature of Randomness | 8: Probability Where We
Don't Expect It |
| 3: Expected Value—
You Can Bet on It | 9: Probability Surprises |
| 4: Random Thoughts
on Random Walks | 10: Conundrums
of Conditional Probability |
| 5: Probability Phenomena of Physics | 11: Believe It or Not—
Bayesian Probability |
| 6: Probability Is in Our Genes | 12: Probability Everywhere |

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Meaning from Data: Statistics Made Clear

Professor of Mathematics Michael Starbird
The University of Texas at Austin

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FOR DISTINGUISHED COLLEGE OR UNIVERSITY TEACHING OF MATHEMATICS

Statistics—the collection and interpretation of data—is arguably the most useful of all branches of mathematics. Utilized in a variety of academic and real-world situations, statistics can help to determine issues of causality and even provide tools for the prediction and forecasting of future trends and events.

Meaning from Data: Statistics Made Clear sharpens your understanding of statistical concepts and shows how, properly used, they can extract meaning from data. In 24 half-hour lectures, you will explore the principles and methods that underlie the study of statistics.

These challenging yet accessible lectures assume no background in mathematics beyond basic algebra. Award-winning Professor Michael Starbird focuses on the logical foundations and underlying strategies of statistical reasoning, illustrated with plenty of examples. He walks you through the most important equations, but his emphasis is on the role of statistics in daily life, giving you a broad overview of how statistical tools are employed in risk assessment, college admissions, fraud investigation, and a host of other applications.

LECTURE TITLES

- | | |
|---|--|
| 1: Describing Data and Inferring Meaning | 12: Design of Experiments—Thinking Ahead |
| 2: Data and Distributions—
Getting the Picture | 13: Law—You're the Jury |
| 3: Inference—How Close? How Confident? | 14: Democracy and Arrow's
Impossibility Theorem |
| 4: Describing Dispersion or
Measuring Spread | 15: Election Problems and Engine Failure |
| 5: Models of Distributions—
Shapely Families | 16: Sports—Who's Best of All Time? |
| 6: The Bell Curve | 17: Risk—War and Insurance |
| 7: Correlation and Regression—
Moving Together | 18: Real Estate—Accounting for Value |
| 8: Probability—Workhorse for Inference | 19: Misleading, Distorting, and Lying |
| 9: Samples—The Few, The Chosen | 20: Social Science—Parsing Personalities |
| 10: Hypothesis Testing—Innocent Until | 21: Quack Medicine, Good
Hospitals, and Dieting |
| 11: Confidence Intervals—
How Close? How Sure? | 22: Economics—"One" Way to Find Fraud |
| | 23: Science—Mendel's Too-Good Peas |
| | 24: Statistics Everywhere |

MEANING FROM DATA: STATISTICS MADE CLEAR



"Dr. Michael Starbird is a wonderful professor who does a brilliant job of teaching statistics. I learned so much!"

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Elements of Jazz: From Cakewalks to Fusion

Professor Bill Messenger • *The Peabody Institute*

This course examines the evolution and history of one of America's great contributions to world culture: the music known as jazz. Beginning with the music and dance of the antebellum plantation, this music born from a slave culture would eventually spawn a musical industry that African American musicians would dominate for decades to come.

These lectures follow the story of jazz in its many shapes, including ragtime, the blues, swing music of the big band era, boogie-woogie, and big band blues. You

will also explore the rise of modern jazz forms, including bebop, cool, modal, free, and fusion jazz. These lectures on jazz's music and most important artists show how jazz continues to defy definition, category, and stagnation.

Taught by Professor Bill Messenger of The Peabody Institute, the lectures in this course are a must for music lovers. They will have you reaching deep into your own music collection and even going straight out to a music store to add to it.



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8 Lectures (45 Minutes/Lecture)

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The Life and Writings of C. S. Lewis

Professor Louis Markos • *Houston Baptist University*

This course investigates the works of 20th-century British literary scholar and author C. S. Lewis. What is it about this Oxbridge don and self-described "very ordinary layman of the Church of England" that touches millions of readers so deeply, making him the most widely read Christian spokesman of our time?

The lectures cover his spiritual autobiography, creative works, and scholarly reflections on pain and grief, love and friendship, prophecy and miracles,

and education and mythology. Among topics discussed in these sympathetic, deeply felt lectures are Lewis's Christian apologetics in *Mere Christianity*; ironic exploration of temptation, sin, and salvation in *The Screwtape Letters*; allegory in the science fiction *Space Trilogy*; and characters in his beloved children's series, *The Chronicles of Narnia*.

Professor Louis Markos has received teaching awards from the University of Michigan and Houston Baptist University.



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A History of Hitler's Empire, 2nd Edition

Professor Thomas Childers • *University of Pennsylvania*

How could Adolf Hitler and the Nazis have come to power in such a highly educated, industrially developed country, and in such a short time?

In this course, you see the staggering effect on Germany of its defeat in World War I and how this allowed extreme nationalist movements such as Nazism to thrive.

- What made the regime so popular?

- How were the Nazis able to seize control of the press, the radio, the courts, and the police with so little trouble?
- How did Hitler's obsession with the "Judeo-Bolshevist" conspiracy destroy him and almost take the civilized world down with him?

Professor Thomas Childers shows how Hitler conducted his war against the Jews to the very end and how, after so much death and destruction, his evil empire itself was finally destroyed by Allied might.



Course No. 805
12 Lectures
(30 Minutes/Lecture)

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Augustine: Philosopher and Saint

Professor Phillip Cary • *Eastern University*

Long before he was declared a saint by the Catholic Church, Augustine (A.D. 354–430) gained profound influence as a Church Father and a Christian Platonist philosopher—defending the doctrine of the Trinity, defining the epochal idea of religious grace, delving into the inner relationship between God and soul, and more.

Today Augustine is recognizable even to non-Christians as the most important Christian writer outside of the Bible. Yet Augustine was also a man—a rhetorician

trained in the Roman way whose life and discovery of his calling make for one of the most fascinating stories in the history of religious philosophy. This course paints a rich and detailed portrait of the life, works, and ideas of this remarkable figure who has profoundly shaped all of Western Christianity.

Professor Phillip Cary is Professor of Philosophy at Eastern University and the author of *Augustine's Invention of the Inner Self: The Legacy of a Christian Platonist*.



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LECTURE TITLES

- | | |
|---|--|
| 1: Palace to Museum—The Story of the Louvre | 7: De La Tour, Le Nain, and 17 th -Century Painting |
| 2: Leonardo and the Origins of the Collection | 8: Claude and Poussin—French Painters in Rome |
| 3: Italian Renaissance and Baroque Painting | 9: Watteau and Chardin |
| 4: Spanish School of Painting | 10: Boucher, Fragonard, and the Rococo in France |
| 5: Rubens and Flemish Painting; Early German | 11: Jacques-Louis David and His School |
| 6: Rembrandt, Vermeer, and Dutch Painting | 12: Delacroix and Ingres—The Great Dialectic |

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Understanding the Human Body: An Introduction to Anatomy and Physiology

Professor of Medicine Anthony A. Goodman, F.A.C.S.
Montana State University

FELLOW OF THE AMERICAN COLLEGE OF SURGEONS
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You live with your body 24 hours a day and it's the only one you'll ever get. But how well do you know it? These 32 lectures are your owner's manual to a remarkably complex, resilient, and fascinating structure: the human body. Aimed at the level of the interested layperson, the goal of this course is to help you understand how your body works and why it sometimes doesn't.

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- the cardiovascular system,
- the respiratory system,
- the nervous system,
- the digestive system,
- the endocrine system,
- the urinary system,
- the male and female reproductive systems,
- the musculoskeletal system, and
- the immune system.

LECTURE TITLES

- | | |
|---|--|
| 1: Cardiovascular System—Anatomy of the Heart | 17: Digestive System—Physiology of the Pancreas, Liver, and the Biliary Tree |
| 2: Cardiovascular System—Physiology of the Heart | 18: Digestive System—Anatomy of the Small Intestine, Colon, and Rectum |
| 3: Cardiovascular System—Anatomy of the Great Vessels | 19: Digestive System—Physiology of the Small Intestine, Colon, and Rectum |
| 4: Cardiovascular System—Physiology of the Great Vessels | 20: Endocrine System—The Pituitary and Adrenal Glands |
| 5: Respiratory System—Anatomy of the Lungs | 21: Endocrine System—Pancreas |
| 6: Respiratory System—Physiology of the Lungs | 22: Endocrine System—Thyroid and Parathyroid Glands |
| 7: Nervous System—Anatomy of the Brain | 23: Urinary System—Anatomy of the Kidneys, Ureters, and Bladder |
| 8: Nervous System—Physiology of the Brain | 24: Urinary System—Physiology of the Kidneys, Ureters, and Bladder |
| 9: Nervous System—Spinal Cord and Spinal Nerves | 25: Reproductive System—Male |
| 10: Nervous System—Autonomic Nervous System and Cranial Nerves | 26: Reproductive System—Female |
| 11: Nervous System—The Eyes | 27: Reproductive System—Physiology of Genetic Inheritance |
| 12: Nervous System—The Ears, Hearing, and Equilibrium | 28: Musculoskeletal System—Physiology and Physics of the Muscles |
| 13: Nervous System—Memory | 29: Musculoskeletal System—Anatomy of the Muscles |
| 14: Digestive System—Anatomy of the Mouth, Esophagus, and Stomach | 30: Musculoskeletal System—Bones |
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Dr. Goodman correlates the findings in anatomy with the functioning of the normal human body, its physiology. "The study of anatomy alone, without reference to both the normal and abnormal function of the human body, has little meaning," says Dr. Goodman. "However, when studied in the context of the exquisite and intricate relationships of anatomy to those normal processes that keep us alive and allow us to reproduce and evolve, it becomes a gripping page-turner."

Each lecture concentrates on a particular organ or organ system; for example, the heart. The following lecture then examines the physiology of the system, looking, for example, at a normally functioning heart. Finally, to make the connections even more meaningful, Dr. Goodman discusses the more common clinical problems that occur when something goes wrong (the pathology) of the organ or system. These clinical correlations make the course particularly valuable as they provide a more detailed understanding of many of the body's most common failures.

Please note: These lectures are intended to increase the understanding of the structure and function of the human body. They are in no way designed to be used as medical references for the diagnosis or treatment of medical illnesses or trauma. Neither The Great Courses nor Dr. Goodman can be responsible for any result derived from the use of this material.

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Understanding the Brain

Professor of Cell and Developmental Biology Jeanette Norden
Vanderbilt University School of Medicine

UNIVERSITY CHAIR OF TEACHING EXCELLENCE—VANDERBILT UNIVERSITY
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Everything that goes on inside your body and every interaction you have with the outside world is controlled by your brain. It allows you to cope masterfully with your everyday environment. It is capable of producing breathtaking athletic feats, sublime works of art, and profound scientific insights. It also produces the enormous range of emotional responses that can take us from the depths of depression to the heights of euphoria. And yet it weighs, on average, three pounds.

Considering everything the brain does, how can this relatively small mass of tissue possibly be the source of our personalities, dreams, thoughts, sensations, utterances, and movements?

Understanding the Brain, a 36-lecture course by award-winning Professor Jeanette Norden of Vanderbilt University School of Medicine, takes you inside this astonishingly complex organ and shows you how it works. With its combination of neurology, biology, and psychology, this course will help you understand how we perceive the world through our senses, how we move, how we learn and remember, and how emotions affect our thoughts and actions.

Solving the Mystery of the Brain

Recent decades have seen unparalleled advances in understanding how the brain does what it does. Scientists have performed amazing research by using tools such as PET scans to get a better grasp on deciphering the mysteries of how this important organ works.

Due to these technological advances, we can now pinpoint

- which areas of the brain are involved in language,
- where the deep chemistry of love is kindled, and
- where fear is generated.

What You Will Learn

Understanding the Brain provides you with an in-depth view of the inner workings of your brain.

- **The Structure of the Brain:** Lectures 1–11 cover the cellular structure and the overall layout of this intricate organ.
- **Brain and Mind:** Lectures 12–19 explore how the brain and mind are thought to be related by examining the sensory functions of sight, hearing, and bodily sensation.
- **Higher-Order Cognitive Functions:** Lectures 20–29 discuss the areas of the brain thought to be responsible for language, emotion, executive function, and cognition—abilities that, in large part, define us as humans.
- **Special Topics:** Lectures 30–36 look at several subjects of universal interest. Are the brains of males and females different? What is consciousness? And how can you understand the signs and symptoms of Alzheimer's disease?

Above all, you will come away from **Understanding the Brain** with a deeper knowledge of how the brain is organized—and a feeling of wonder and appreciation for all that it accomplishes.

Please note: These lectures are intended to increase the understanding of the structure and function of the human brain. They are in no way designed to be used as medical references for the diagnosis or treatment of medical illnesses or trauma. Neither The Great Courses nor Dr. Norden can be responsible for any result derived from the use of this material.



LECTURE TITLES

- | | |
|---|---|
| 1: Historical Underpinnings of Neuroscience | 18: The Motor System—Coordinated Movement |
| 2: Central Nervous System—Gross Organization | 19: Parkinson's Disease |
| 3: Central Nervous System—Internal Organization | 20: Language |
| 4: Central Nervous System—Subdivisions | 21: The Limbic System—Anatomy |
| 5: Cortex—Lobes and Areas | 22: The Limbic System—Biochemistry |
| 6: Cortex—Sensory, Motor, and Association Areas | 23: Depression |
| 7: Central Nervous System—Development | 24: The Reward System—Anatomy |
| 8: Central Nervous System—Cellular Organization | 25: The Reward System—Drugs |
| 9: Pathways and Synapses | 26: Brain Plasticity |
| 10: Neurotransmitters | 27: Emotion and Executive Function |
| 11: Stroke | 28: Processing of Negative Emotions—Fear |
| 12: The Visual System—The Eye | 29: Music and the Brain |
| 13: The Visual System—The Cortex | 30: Sexual Dimorphism of the Brain |
| 14: The Auditory System | 31: Sleep and Dreaming |
| 15: The Somatosensory System | 32: Consciousness and the Self |
| 16: Agnosias | 33: Alzheimer's Disease |
| 17: The Motor System—Voluntary Movement | 34: Risk Factors for Alzheimer's Disease |
| | 35: Wellness and the Brain—Effects of Stress |
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Geology is surprisingly intuitive, accessible, and concrete. At the same time, it has the excitement of a never-ending detective story, replete with clues to the complex past of our planet.

LECTURE TITLES

- | | | |
|---|--|-----------------------------------|
| 1: Origin of the Universe | 14: Mass Wasting—Gravity at Work | 25: Karst Topography |
| 2: Origin of the Solar System | 15: Mass Wasting Processes | 26: Groundwater Contamination |
| 3: Continental Drift | 16: Weathering | 27: Rock Deformation |
| 4: Plate Tectonics | 17: Soils and the Clay Minerals | 28: The Geologic Structures |
| 5: The Formation of Minerals | 18: Climate and the Type of Soils | 29: Faults and Joints |
| 6: Classification of Minerals | 19: Streams—The Major Agent of Erosion | 30: Earthquakes |
| 7: The Identification of Minerals | 20: Sculpting of the Landscape | 31: Damage from Earthquakes |
| 8: Kinds of Rocks | 21: Stream Erosion in Arid Regions | 32: Seismology |
| 9: Sedimentary Rocks | 22: Ice Sculpts the Final Scene | 33: The Formation of Mountains |
| 10: Metamorphic Rocks | 23: Groundwater | 34: Orogenic Styles |
| 11: Volcanic Activity | 24: The Production of Groundwater | 35: Economic Geology of Coal |
| 12: Phases of Volcanic Activity | | 36: Economic Geology of Petroleum |
| 13: The Hawaiian Islands and Yellowstone Park | | |

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LECTURE TITLES

- | | | | |
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| 1: The Nature of Science | 17: Atoms | 33: The Ultimate Structure of Matter | 49: The Discovery of DNA |
| 2: The Scientific Method | 18: The Bohr Atom | 34: The Nebular Hypothesis | 50: The Genetic Code |
| 3: The Ordered Universe | 19: The Quantum World | 35: The Solar System | 51: Reading the Genetic Code |
| 4: Celestial and Terrestrial Mechanics | 20: The Periodic Table of the Elements | 36: The Earth as a Planet | 52: Genetic Engineering |
| 5: Newton's Laws of Motion | 21: Introduction to Chemistry | 37: The Dynamic Earth | 53: Cancer and Other Genetic Diseases |
| 6: Universal Gravitation | 22: The Chemistry of Carbon | 38: The Plate Tectonics Revolution | 54: The Chemical Evolution of Life |
| 7: The Nature of Energy | 23: States of Matter and Changes of State | 39: Earthquakes, Volcanoes, and Plate Motions Today | 55: Biological Evolution—A Unifying Theme of Biology |
| 8: The First Law of Thermodynamics | 24: Phase Transformations and Chemical Reactions | 40: Earth Cycles—Water | 56: The Fact of Evolution—The Fossil Record |
| 9: The Second Law of Thermodynamics | 25: Properties of Materials | 41: The Atmospheric Cycle | 57: Charles Darwin and the Theory of Natural Selection |
| 10: Entropy | 26: Semiconductors and Modern Microelectronics | 42: The Rock Cycle | 58: Ecosystems and the Law of Unintended Consequences |
| 11: Magnetism and Static Electricity | 27: Isotopes and Radioactivity | 43: What Is Life? | 59: The Ozone Hole, Acid Rain, and the Greenhouse Effect |
| 12: Electricity | 28: Nuclear Fission and Fusion Reactions | 44: Strategies of Life | 60: Science, the Endless Frontier |
| 13: Electromagnetism | 29: Astronomy | 45: Life's Molecular Building Blocks | |
| 14: The Electromagnetic Spectrum, Part I | 30: The Life Cycle of Stars | 46: Proteins | |
| 15: The Electromagnetic Spectrum, Part II | 31: Edwin Hubble and the Discovery of Galaxies | 47: Cells—The Chemical Factories of Life | |
| 16: Relativity | 32: The Big Bang | 48: Gregor Mendel, Founder of Genetics | |

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Professor of Management Science Scott P. Stevens
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Modern game theory—the scientific study of interactive, rational decision making—has proven instrumental in helping us understand how and why we make decisions. It plays a crucial role in our lives and provides startling insights into all endeavors in which humans cooperate or compete, including biology, computer science, politics, agriculture, and, most importantly, economics.

For example, game theory

- has become an invaluable tool for economists, underpinning the theories of five Nobel Prize winners in economics;
- helps corporate decision makers through the alternatives of complex negotiations where thousands of jobs and billions of dollars may be at stake;
- plays a crucial role in international diplomacy and military strategy, influencing the fates of nations even when that influence may well be invisible to the uninitiated; and
- provides insights into the origins of human behaviors

You can even see game theory at work in the interactions you engage in every day, such as an obvious “game,” like buying a car, or a less obvious one, like trying to decide where to go on a Saturday night or how you ought to dress.

A basic working knowledge of this profoundly important tool can help us cut through an often confusing clutter of information—allowing us to make better decisions in our own lives or better understand the decisions facing other players in games. In **Games People Play: Game Theory in Life, Business, and Beyond**, award-winning Professor Scott P. Stevens of James Madison University has designed a course meant for anyone looking to gain that knowledge. In 24 insightful lectures, he presents you with the fundamentals of game theory in a manner that is both engaging and easy to understand.

The ideas that underlie game theory are everywhere, their practical applications appearing repeatedly. Professor Stevens explores several classic games, giving examples of them from casual life to business to international diplomacy.

- You see game theory at work in business, explaining the moves in the billion-dollar chess game between Boeing and Airbus over control of the market for medium-sized, medium-range jets.
- You see it used in war, exploring the choices that faced U.S. and Japanese commanders as each side decided how best to deploy its weapons: the waiting force of U.S. bombers and the Japanese convoy that knew it was the bombers' target.

Taught with relish and wit by a teacher as amiable and easy to understand as he is knowledgeable, **Games People Play** instills a new awareness of the games hidden at the core of the most complex arenas of corporate negotiations and foreign policy, as well as the most basic encounters of our daily lives.



LECTURE TITLES

- | | |
|--|---|
| 1: The World of Game Theory | 13: Whom Can You Trust?—Signaling and Screening |
| 2: The Nature of the Game | 14: Encouraging Productivity—Incentive Schemes |
| 3: The Real Life Chessboard—Sequential Games | 15: The Persistence of Memory—Repeated Games |
| 4: Life's Little Games—The 2 x 2 Classic Games | 16: Does This Stuff Really Work? |
| 5: Guessing Right—Simultaneous Move Games | 17: The Tragedy of the Commons |
| 6: Practical Applications of Game Theory | 18: Games in Motion—Evolutionary Game Theory |
| 7: A Random Walk—Dealing with Chance Events | 19: Game Theory and Economics—Oligopolies |
| 8: Pure Competition—Constant-Sum Games | 20: Voting—Determining the Will of the People |
| 9: Mixed Strategies and Nonzero-Sum Games | 21: Auctions and the Winner's Curse |
| 10: Threats, Promises, and Commitments | 22: Bargaining and Cooperative Games |
| 11: Credibility, Deterrence, and Compellence | 23: Game Theory and Business—Co-opetition |
| 12: Incomplete and Imperfect Information | 24: All the World's a Game |

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Professor Amy-Jill Levine
Vanderbilt University Divinity School

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As scripture or as the most inspirational piece of literature ever written, the Old Testament is a source of constant wonder, inspiration, and intrigue. It has meant more to more people than any other book in history. The cultural influence of this single work is in evidence all around you—in religion, politics, law, philosophy, art, and more. It is a narrative of divine action in history that is holy writ to Jews, Christians, and Muslims alike.

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The Old Testament was written thousands of years ago in ancient Israel by a variety of different authors. This inescapable fact means that modern readers are often intimidated by this venerable work. Lacking solid background information, they are confused by the organization of the Old Testament, do not fully understand the timeline of events, find it difficult to grasp the geography, and are puzzled by the massive cast of characters and the intricate relationships between them.

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various approaches to biblical research and interpretation can enrich your understanding of this inexhaustibly fruitful and powerful text. The method of the course is to discuss especially interesting or prominent passages from a cross-section of all the genres the Old Testament contains, using each passage as an example of how to apply a particular method of interpretation to the Bible. In doing so, Professor Levine

- discusses the events contained in the Old Testament in the context of the larger background of the ancient Near East as revealed by research in archaeology, cross-cultural studies, and comparative religion;
- brings biblical characters and passages to life and vividly reveals the magnificent artistry that suffuses the Old Testament;
- probes the content of the biblical books, exploring debates over their meaning and the historical and cultural situations they reflect and address.

This course serves as an excellent introduction to a foundational text for our civilization. Even if you know the Old Testament well, you will find this course enlightening. The goal of this academic course in biblical studies is to use the best available knowledge and research to give believers richer insight into the writings that form their spiritual bedrock.



LECTURE TITLES

- | | |
|--------------------------------------|--|
| 1: In the Beginning | 13: The Book of Judges, Part I |
| 2: Adam and Eve | 14: The Book of Judges, Part II |
| 3: Murder, Flood, Dispersion | 15: Samuel and Saul |
| 4: Abraham, Sarah, and Hagar | 16: King David |
| 5: Isaac | 17: From King Solomon to Preclassical Prophecy |
| 6: The Jacob Saga | 18: The Prophets and the Fall of the North |
| 7: Folklore Analysis and Type Scenes | 19: The Southern Kingdom |
| 8: Moses and Exodus | 20: Babylonian Exile |
| 9: The God of Israel | 21: Restoration and Theocracy |
| 10: Covenant and Law, Part I | 22: Wisdom Literature |
| 11: Covenant and Law, Part II | 23: Life in the Diaspora |
| 12: The "Conquest" | 24: Apocalyptic Literature |

THE OLD TESTAMENT



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- study the efforts of these ancient faiths to survive and thrive in a rapidly modernizing world;

LECTURE TITLES

Christianity (Luke Timothy Johnson, Emory University)

- 1: Christianity among World Religions
- 2: Birth and Expansion
- 3: Second Century and Self-Definition
- 4: The Christian Story
- 5: What Christians Believe
- 6: The Church and Sacraments
- 7: Moral Teaching
- 8: The Radical Edge
- 9: Catholic, Orthodox, Protestant
- 10: Christianity and Politics
- 11: Christianity and Culture
- 12: Tensions and Possibilities

Islam (John L. Esposito, Georgetown University)

- 1: Islam Yesterday, Today, and Tomorrow
- 2: The Five Pillars of Islam
- 3: Muhammad—Prophet and Statesman
- 4: God's Word—the Quranic Worldview
- 5: The Muslim Community—Faith and Politics
- 6: Paths to God—Islamic Law and Mysticism
- 7: Islamic Revivalism—Renewal and Reform

- 8: The Contemporary Resurgence of Islam
- 9: Islam at the Crossroads
- 10: Women and Change in Islam
- 11: Islam in the West
- 12: The Future of Islam

Judaism (Isaiah M. Gafni, Hebrew University)

- 1: What is Judaism?
- 2: The Stages of History
- 3: The Jewish Library
- 4: The Emergence of Rabbinic Judaism
- 5: Jewish Worship—Prayer and the Synagogue
- 6: The Calendar—A Communal Life-Cycle
- 7: Individual Life-Cycles
- 8: God and Man; God and Community
- 9: Philosophers and Mystics
- 10: The Legal Frameworks of Judaism—Halakha
- 11: Common Judaism—or a Plurality of Judaism?
- 12: Judaism and "Others"

Hinduism (Mark W. Muesse, Rhodes College)

- 1: Hinduism in the World and the World of Hinduism
- 2: The Early Cultures of India
- 3: The World of the Veda

- 4: From the Vedic Tradition to Classical Hinduism

- 5: Caste
- 6: Men, Women, and the Stages of Life
- 7: The Way of Action
- 8: The Way of Wisdom
- 9: Seeing God
- 10: The Way of Devotion
- 11: The Goddess and Her Devotees
- 12: Hinduism in the Modern Period

Buddhism (Malcolm David Eckel, Boston University)

- 1: Buddhism as a World Religion
- 2: The Life of the Buddha
- 3: "All is Suffering"
- 4: The Path to Nirvana
- 5: The Buddhist Community
- 6: Mahayana Buddhism—the Bodhisattva Ideal
- 7: Celestial Buddhas and Bodhisattvas
- 8: Emptiness
- 9: Theravada Buddhism in Southeast Asia
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LECTURE TITLES

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|---|---|
| 1: Introduction | 25: The End of Dynasty XVIII |
| 2: Prehistoric Egypt | 26: Mummification—How We Know What We Know |
| 3: Ancient Egyptian Thought | 27: What Mummies Tell Us |
| 4: Napoleon and the Beginnings of Egyptology | 28: Making a Modern Mummy |
| 5: The Rosetta Stone, and Much More | 29: Dynasty XIX Begins |
| 6: The First Nation in History | 30: Ramses the Great—The Early Years |
| 7: The Rise of the Old Kingdom | 31: Ramses the Great—The Later Years |
| 8: Sneferu, the Pyramid Builder | 32: The Exodus—Did It Happen? |
| 9: The Great Pyramid of Giza | 33: The Decline of Dynasty XIX |
| 10: The End of the Old Kingdom | 34: Dynasty XX—The Decline Continues |
| 11: The First Intermediate Period | 35: Ancient Egyptian Magic |
| 12: The Middle Kingdom—Dynasty XI | 36: Dynasty XXI—Egypt Divided |
| 13: The Middle Kingdom—Dynasty XII | 37: Dynasty XXII—Egypt United |
| 14: The Second Intermediate Period | 38: Dynasty XXV—The Nubians Have Their Day |
| 15: Joseph in Egypt | 39: Dynasty XXVI—The Saite Period |
| 16: The Beginning of the New Kingdom—The Fabulous XVIII th Dynasty | 40: Dynasty XXVII—The Persians |
| 17: Queen Hatshepsut | 41: Dynasties XXVIII to XXXI—The Beginning of the End |
| 18: Obelisks | 42: Alexander the Great |
| 19: Tutmosis III—King At Last | 43: The First Ptolemies |
| 20: The Fabulous XVIII th Dynasty Rolls On | 44: The Middle Ptolemies—The Decline |
| 21: Akhenaten the Heretic Pharaoh | 45: Animal Mummies |
| 22: The Discovery of Tutankhamen's Tomb | 46: Cleopatra's Family |
| 23: The Murder of Tutankhamen—A Theory | 47: Cleopatra—The Last Ptolemy |
| 24: Medicine—The Necessary Art | 48: The Grand Finale |



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- encounter fascinating personalities such as Tutankhamen, Ramses the Great, Cleopatra, and others.

In short, if you have ever been fascinated by ancient Egypt—if you have ever gazed at the pyramids with awe, stared at hieroglyphs with curiosity, or been struck by the beauty and otherworldliness of Egyptian art—you owe it to yourself to investigate this brilliant civilization. It's a learning experience that will surprise and reward you many times over.

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Professor of History and Classics and
Ancient Mediterranean Studies Garrett G. Fagan
The Pennsylvania State University

KILLAM POSTDOCTORAL FELLOWSHIP: UNIVERSITY OF BRITISH COLUMBIA IN VANCOUVER
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LECTURE TITLES

- | | | |
|---|--|---|
| 1: Introduction | 17: Governing the Roman Republic, Part I—Senate and Magistrates | 33: The Imperial Succession |
| 2: The Sources | 18: Governing the Roman Republic, Part II—Popular Assemblies and Provincial Administration | 34: The Julio-Claudian Dynasty |
| 3: Pre-Roman Italy and the Etruscans | 19: The Pressures of Empire | 35: The Emperor in the Roman World |
| 4: The Foundation of Rome | 20: The Gracchi Brothers | 36: The Third-Century Crisis |
| 5: The Kings of Rome | 21: Marius and Sulla | 37: The Shape of Roman Society |
| 6: Regal Society | 22: "The Royal Rule of Sulla" | 38: Roman Slavery |
| 7: The Beginnings of the Republic | 23: Sulla's Reforms Undone | 39: The Family |
| 8: The Struggle of the Orders | 24: Pompey and Crassus | 40: Women in Roman Society |
| 9: Roman Expansion in Italy | 25: The First Triumvirate | 41: An Empire of Cities |
| 10: The Roman Confederation in Italy | 26: Pompey and Caesar | 42: Public Entertainment, Part I—The Roman Baths and Chariot Racing |
| 11: The International Scene on the Eve of Roman Expansion | 27: "The Domination of Caesar" | 43: Public Entertainment, Part II—Gladiatorial Games |
| 12: Carthage and the First Punic War | 28: Social and Cultural Life in the Late Republic | 44: Roman Paganism |
| 13: The Second Punic (or Hannibalic) War | 29: Antony and Octavian | 45: The Rise of Christianity |
| 14: Rome in the Eastern Mediterranean | 30: The Second Triumvirate | 46: The Restoration of Order |
| 15: Explaining the Rise of the Roman Empire | 31: Octavian Emerges Supreme | 47: Constantine and the Late Empire |
| 16: "The Captured Conqueror"—Rome and Hellenism | 32: The New Order of Augustus | 48: Thoughts on the "Fall" of the Roman Empire |

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AUTHOR: *THE FOLDS OF PARNASSOS: LAND AND ETHNICITY IN ANCIENT PHOIS*

LECTURE TITLES

- | | |
|--|---|
| 1: Greece and the Western World | 14: The Athenian Empire |
| 2: Minoan Crete | 15: The Art of Democracy |
| 3: Schliemann and Mycenae | 16: Sacrifice and Greek Religion |
| 4: The Long Twilight | 17: Theater and the Competition of Art |
| 5: The Age of Heroes | 18: Sex and Gender |
| 6: From Sicily to Syria—The Growth of Trade and Colonization | 19: The Peloponnesian War, Part I |
| 7: Delphi and Olympia | 20: The Peloponnesian War, Part II |
| 8: The Spartans | 21: Socrates on Trial |
| 9: Revolution | 22: Slavery and Freedom |
| 10: Tyranny | 23: Athens in Decline? |
| 11: The Origins of Democracy | 24: Philip, Alexander, and Greece in Transition |
| 12: Beyond Greece—The Persian Empire | |
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Professor of History David Christian
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- Threshold 1—The Big Bang
- Threshold 2—The First Stars and Galaxies
- Threshold 3—The Creation of the Chemical Elements
- Threshold 4—The Creation of Earth and the Solar System
- Threshold 5—The Emergence of Life

LECTURE TITLES

- | | | |
|---|--|---|
| 1: What Is Big History? | 17: Life on Earth—Multi-celled Organisms | 35: Long Trends—Disease and Malthusian Cycles |
| 2: Moving across Multiple Scales | 18: Hominines | 36: Comparing the World Zones |
| 3: Simplicity and Complexity | 19: Evidence on Hominine Evolution | 37: The Americas in the Later Agrarian Era |
| 4: Evidence and the Nature of Science | 20: Threshold 6—What Makes Humans Different? | 38: Threshold 8—The Modern Revolution |
| 5: Threshold 1—Origins of Big Bang Cosmology | 21: <i>Homo sapiens</i> —The First Humans | 39: The Medieval Malthusian Cycle, 500-1350 |
| 6: How Did Everything Begin? | 22: Paleolithic Lifeways | 40: The Early Modern Cycle, 1350-1700 |
| 7: Threshold 2—The First Stars and Galaxies | 23: Change in the Paleolithic Era | 41: Breakthrough—The Industrial Revolution |
| 8: Threshold 3—Making Chemical Elements | 24: Threshold 7—Agriculture | 42: Spread of the Industrial Revolution to 1900 |
| 9: Threshold 4—The Earth and the Solar System | 25: The Origins of Agriculture | 43: The 20 th Century |
| 10: The Early Earth—A Short History | 26: The First Agrarian Societies | 44: The World That the Modern Revolution Made |
| 11: Plate Tectonics and the Earth's Geography | 27: Power and Its Origins | 45: Human History and the Biosphere |
| 12: Threshold 5—Life | 28: Early Power Structures | 46: The Next 100 Years |
| 13: Darwin and Natural Selection | 29: From Villages to Cities | 47: The Next Millennium and the Remote Future |
| 14: The Evidence for Natural Selection | 30: Sumer—The First Agrarian Civilization | 48: Big History—Humans in the Cosmos |
| 15: The Origins of Life | 31: Agrarian Civilizations in Other Regions | |
| 16: Life on Earth—Single-celled Organisms | 32: The World That Agrarian Civilizations Made | |
| | 33: Long Trends—Expansion and State Power | |
| | 34: Long Trends—Rates of Innovation | |



- Threshold 6—The Evolution of Humans
- Threshold 7—The Development of Agriculture
- Threshold 8—The Modern Revolution

Getting the Big Picture

While you may have heard parts of this story before in courses on geology, history, anthropology, biology, cosmology, and other scholarly disciplines, **Big History** provides more than just a recap. This course will expand the scope of your perspective on the past and alter the way you think about history and the world around you. Thanks to this grand perspective, you'll uncover the remarkable parallels and connections among disciplines that remain to be explored when you view history on a large scale.

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LECTURE TITLES

- | | |
|---|---|
| 1: Why We Study History | 20: The Spanish Empire and Latin America |
| 2: World War I and the Lessons of History | 21: Napoleon's Liberal Empire |
| 3: Hitler's Rise and the Lessons of History | 22: The British Empire in India |
| 4: World War II and the Lessons of History | 23: Russia and Empire |
| 5: Is Freedom a Universal Value? | 24: China and Empire |
| 6: Birth of Civilization in the Middle East | 25: The Empire of Genghis Khan |
| 7: The Trojan War and the Middle East | 26: Britain's Legacy of Freedom |
| 8: Ancient Israel and the Middle East | 27: George Washington as Statesman |
| 9: Ancient Greece and the Middle East | 28: Thomas Jefferson as Statesman |
| 10: Athenian Democracy and Empire | 29: America's Empire of Liberty—Lewis and Clark |
| 11: The Destiny of the Athenian Democracy | 30: America and Slavery |
| 12: Alexander the Great and the Middle East | 31: Abraham Lincoln as Statesman |
| 13: The Roman Republic as Superpower | 32: The United States and Empire |
| 14: Rome of the Caesars as Superpower | 33: Franklin Roosevelt as Statesman |
| 15: Rome and the Middle East | 34: A Superpower at the Crossroads |
| 16: Why the Roman Empire Fell | 35: The Wisdom of History and the Citizen |
| 17: Christianity | 36: The Wisdom of History and You |
| 18: Islam | |
| 19: The Ottoman Empire and Turkey | |

Do the lessons passed down to us by history, lessons whose origins may lie hundreds, even thousands, of years in the past, still have value for us today? And if they can, what is it that we should be learning?

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George Mason University

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FOUNDER AND EDITOR OF THE JOURNAL OF SOCIAL HISTORY

LECTURE TITLES

- | | |
|---|--|
| 1: What and Why Is World History? | 19: The Early Modern Period, 1450-1750 |
| 2: The Neolithic Revolution | 20: The World Economy, 1450-1750 |
| 3: What Is a Civilization? | 21: Transformations in Western Europe |
| 4: The Classical Period in World History | 22: The Rise of Russia |
| 5: Cultural Change in the Classical Period | 23: Asian Empires and a Shogunate |
| 6: Social Inequalities in Classical Societies | 24: The Long 19 th Century |
| 7: The Roman Empire and Han China | 25: Abolition of Slavery and Serfdom |
| 8: The Silk Road; Classical Period Contacts | 26: Modernization and Nationalisms |
| 9: The Decline of the Classical Civilizations | 27: Formation of Latin American Civilization |
| 10: The Postclassical Period, 500-1450 | 28: China and Japan—19 th -Century Pressures |
| 11: World Religions and Their Consequences | 29: The 20 th -21 st Centuries as a New Period |
| 12: The Impact of Islam | 30: The World Economy—Change and Continuity |
| 13: Postclassical Trade and Contacts | 31: An Age of Revolutions |
| 14: Postclassical Patterns of Imitation | 32: The United States in World History |
| 15: Western Civilization in World Context | 33: Contemporary Democracy |
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RELIGION & THEOLOGY

The New Testament

Professor of Religious Studies Bart D. Ehrman
The University of North Carolina at Chapel Hill

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Whether you consider it a book of faith or a cultural artifact, the New Testament is among the most significant writings that the world has ever known. The primary canon for over a billion Christians, this collection of books has had an incredible impact on the history and culture of the West. Yet, despite this importance, the New Testament is also among the most widely disputed and least clearly understood works in history.

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- draws on modern scholarship, recent archaeological discoveries, and careful literary analysis to trace the history of the New Testament and the early Christian faith community;
- brings impressive scholarly evidence to bear on the task of reconstructing the life of Jesus and the origins of Christianity;
- reviews key texts omitted from the New Testament.

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"The books of the New Testament," says Professor Ehrman, are "best understood when situated in their own historical context." His lectures lead you through each of the New Testament texts, helping you to a broader understanding of the canon:

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- The course examines the importance and context of Paul, the most significant figure in the rise of Christianity besides Jesus.
- Dr. Ehrman clearly orients you in the world of Greco-Roman pagan cults and the world of early Judaism—examining the beliefs, sacred spaces, liturgical practices, and distinguishing features of the religions surrounding the birth of Christianity.

The ultimate goal of this course is to help you come to a fuller appreciation and understanding of these books that have made such an enormous impact on the history of Western civilization and that continue to play such an important role for people today.



LECTURE TITLES

- | | |
|--|---|
| 1: The Early Christians and Their Literature | 13: The Acts of the Apostles |
| 2: The Greco-Roman Context | 14: Paul—The Man, the Mission, and the <i>Modus Operandi</i> |
| 3: Ancient Judaism | 15: Paul and the Crises of His Churches—First Corinthians |
| 4: The Earliest Traditions About Jesus | 16: Pauline Ethics |
| 5: Mark—Jesus the Suffering Son of God | 17: Paul's Letter to the Romans |
| 6: Matthew—Jesus the Jewish Messiah | 18: Paul, Jesus, and James |
| 7: Luke—Jesus the Savior of the World | 19: The Deutero-Pauline Epistles |
| 8: John—Jesus the Man from Heaven | 20: The Pastoral Epistles |
| 9: Noncanonical Gospels | 21: The Book of Hebrews and the Rise of Christian Anti-Semitism |
| 10: The Historical Jesus—Sources and Problems | 22: First Peter and the Persecution of the Early Christians |
| 11: The Historical Jesus—Solutions and Methods | 23: The Book of Revelation |
| 12: Jesus the Apocalyptic Prophet | 24: Do We Have the Original New Testament? |

THE NEW TESTAMENT



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We all know that beneath the surface of music lies the often mysterious realm of music theory—a complex syntax of structural and instrumental resources that composers may draw on. But for those of us who cannot read music, the details of this fascinating "language" of music theory have been out of our grasp—until now.

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- key signatures
- pitch
- mode
- melody
- meter
- timbre

And it shows you how to recognize these various components at work as you listen to your favorite music—all without requiring you to read a single note!

LECTURE TITLES

- | | |
|---------------------------|--|
| 1: The Language of Music | 10: Tonality, Key Signature, and the Circle of Fifths |
| 2: Timbre, Continued | 11: Intervals Revisited and Expanded |
| 3: Timbre, Part 3 | 12: Melody |
| 4: Beat and Tempo | 13: Melody, Continued |
| 5: Meter, Part 1 | 14: Texture and Harmony, Part 1 |
| 6: Meter, Part 2 | 15: Harmony, Part 2—Function, Tendency, and Dominance |
| 7: Pitch and Mode, Part 1 | 16: Harmony, Part 3—Progression, Cadence, and Modulation |
| 8: Pitch and Mode, Part 2 | |
| 9: Intervals and Tunings | |

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LECTURE TITLES

- | | | |
|--|---|--|
| 1: Bonhoeffer, <i>Letters and Papers from Prison</i> | 15: Shakespeare, <i>Othello, the Moor of Venice</i> | 27: Sir Thomas Malory, <i>Morte d'Arthur</i> |
| 2: Homer, <i>Iliad</i> | 16: Aeschylus, <i>Prometheus Bound</i> | 28: Johann Wolfgang von Goethe, <i>Faust</i> , Part 1 |
| 3: Marcus Aurelius, <i>Meditations</i> | 17: Aleksandr Solzhenitsyn, <i>The Gulag Archipelago</i> | 29: Johann Wolfgang von Goethe, <i>Faust</i> , Part 2 |
| 4: Bhagavad Gita | 18: Shakespeare, <i>Julius Caesar</i> | 30: Henry David Thoreau, <i>Walden</i> |
| 5: Book of Exodus | 19: George Orwell, <i>1984</i> | 31: Gibbon, <i>Decline and Fall of the Roman Empire</i> |
| 6: Gospel of Mark | 20: Vergil, <i>Aeneid</i> | 32: Lord Acton, <i>The History of Freedom</i> |
| 7: Koran | 21: Pericles, <i>Oration</i> ; Lincoln, <i>Gettysburg Address</i> | 33: Cicero, <i>On Moral Duties (De Officiis)</i> |
| 8: Gilgamesh | 22: Remarque, <i>All Quiet on the Western Front</i> | 34: Gandhi, <i>An Autobiography</i> |
| 9: Beowulf | 23: Confucius, <i>The Analects</i> | 35: Churchill, <i>My Early Life; Painting as a Pastime; WWII</i> |
| 10: Book of Job | 24: Machiavelli, <i>The Prince</i> | 36: Lessons from the Great Books |
| 11: Aeschylus, <i>Oresteia</i> | 25: Plato, <i>Republic</i> | |
| 12: Euripides, <i>Bacchae</i> | 26: John Stuart Mill, <i>On Liberty</i> | |
| 13: Plato, <i>Phaedo</i> | | |
| 14: Dante, <i>The Divine Comedy</i> | | |

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"It doesn't take an Einstein to understand modern physics," says Professor Richard Wolfson at the outset of this course on what may well be the most important subject in the universe.

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As Dr. Wolfson points out, the essence of Einstein's famous theory of relativity is summed up in a single, concise sentence: The laws of physics are the same for all observers in uniform motion. The same goes for quantum theory, which is based on the principle that the "stuff" of the universe—matter and energy—is not infinitely divisible but comes in discrete parts called quanta.

LECTURE TITLES

- | | | |
|--|---|---|
| 1: Time Travel, Tunneling, Tennis, and Tea | 9: Muons and Time-Traveling Twins | 17: Enter the Quantum |
| 2: Heaven and Earth, Place and Motion | 10: Escaping Contradiction—Simultaneity Is Relative | 18: Wave or Particle? |
| 3: The Clockwork Universe | 11: Faster than Light? Past, Future, and Elsewhere | 19: Quantum Uncertainty—Farewell to Determinism |
| 4: Let There Be Light! | 12: What about $E=mc^2$, and Is Everything Relative? | 20: Particle or Wave? |
| 5: Speed c Relative to What? | 13: A Problem of Gravity | 21: Quantum Weirdness and Schrödinger's Cat |
| 6: Earth and the Ether—A Crisis in Physics | 14: Curved Spacetime | 22: The Particle Zoo |
| 7: Einstein to the Rescue | 15: Black Holes | 23: Cosmic Connections |
| 8: Uncommon Sense—Stretching Time | 16: Into the Heart of Matter | 24: Toward a Theory of Everything |

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SCIENCE & MATHEMATICS

The Human Body: How We Fail, How We Heal

Professor of Medicine
Anthony A. Goodman M.D., F.A.C.S.
Montana State University

FELLOW OF THE AMERICAN COLLEGE OF SURGEONS
DIPLOMATE OF THE AMERICAN BOARD OF SURGERY

Your body is a fortress under constant assault from infectious diseases, parasites, environmental toxins, physical trauma, allergens, the cellular mutations that produce cancer, and more. Fortunately, the body's defenses are remarkably successful, and most of the time we are unaware of the drama taking place within us.

The intriguing details of this drama make up the field of pathophysiology—the study of the disruptions in a normal body's functions that are caused by disease or injury. Medical students get an exhaustive introduction to this subject early in their training. Yet few outside of the medical profession understand the story of how our bodies can fail and the marvelous ways they heal themselves.

The *Human Body: How We Fail, How We Heal* is designed to fill this information gap. In 24 half-hour lectures, you will explore the many ways the body meets the challenges of disease and injury with remarkable defenses and restorative powers.

Please note: These lectures are intended to increase the understanding of the structure and function of the human body. They are in no way designed to be used as medical references for the diagnosis or treatment of medical illnesses or trauma. Neither The Great Courses nor Dr. Goodman can be responsible for any result derived from the use of this material.

LECTURE TITLES

- | | |
|--|--|
| 1: How We Fail | 13: Malaria |
| 2: Cell Biology—Introduction and Definitions | 14: Schistosomiasis, Filariasis, Tapeworms |
| 3: Inflammation—Basic Principles | 15: Infectious Diseases—Treatment |
| 4: The Inflammatory Response | 16: Infectious Diseases—Triumph and Failure |
| 5: Inflammation—Clinical Manifestations | 17: Shock—Principles and Hypovolemic Shock |
| 6: The Immune Response | 18: Categories of Shock |
| 7: The Immune Response Continued | 19: Cancer—The Enemy Within |
| 8: Hypersensitivity and the Allergic Response | 20: Environmental Carcinogens |
| 9: Infectious Diseases—General Introduction | 21: Mechanisms of Carcinogenesis |
| 10: Bacteria | 22: Invasion, Metastasis, and Angiogenesis |
| 11: Viruses | 23: Treatment—Surgery, Radiation, Chemotherapy |
| 12: Spirochetes, Rickettsiae, Chlamydiae, Prions | 24: How We Heal |

THE HUMAN BODY: HOW WE FAIL, HOW WE HEAL



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Stress and Your Body

Professor of Neuroscience Robert Sapolsky
Stanford University

BING AWARD FOR TEACHING EXCELLENCE AT STANFORD
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MACARTHUR "GENIUS" FELLOWSHIP

Feeling stressed? You're not alone. Stress is an inherent aspect of life in the 21st-century world. Regardless of the cause, stress is bound to affect you at some point during your day or week.

And stress can have tremendous negative effects on your mental and physical health. Most Western diseases that slowly get us sick—heart disease, diabetes, stroke—are worsened by stress. Chronic illnesses like rheumatoid arthritis and depression often flare up during repeated instances of stress. This makes coping with stress a critical part of how well we live.

But take heart. Because once you understand the inner workings of our stress response system and its inextricable links to all aspects of your personal health, you'll find yourself in possession of powerful knowledge that will help you understand and better deal with this common aspect of your busy life.

Now, from one of the world's foremost researchers on stress and neurobiology comes **Stress and Your Body**—a fascinating 24-lecture course that guides you through the psychological and psychosocial stress that is a central part of everyday life in Western society. With the guidance of Dr. Robert Sapolsky, acclaimed Professor at Stanford University, you'll explore the nuts and bolts of the stress-response system and its various effects on your body.

LECTURE TITLES

- | | |
|--|--|
| 1: Why Don't Zebras Get Ulcers? Why Do We? | 13: Stress, Learning, and Memory |
| 2: The Nuts and Bolts of the Stress-Response | 14: Stress, Judgment, and Impulse Control |
| 3: Stress and Your Heart | 15: Stress, Sleep, and Lack of Sleep |
| 4: Stress, Metabolism, and Liquidating Your Assets | 16: Stress and Aging |
| 5: Stress, Overeating, and Your Digestive Tract | 17: Understanding Psychological Stress |
| 6: Stress and Growth—Echoes from the Womb | 18: Psychological Modulators of Stress |
| 7: Stress, Growth, and Child Development | 19: Stress and the Biology of Depression |
| 8: Stress and Female Reproduction | 20: Stress and the Psychology of Depression |
| 9: Stress and Male Reproduction | 21: Anxiety, Hostility, Repression, and Reward |
| 10: Stress and Your Immune System | 22: Stress, Health, and Low Social Status |
| 11: Stress and Cancer | 23: Stress Management—Clues to Success? |
| 12: Stress and Pain | 24: Stress Management—Approaches and Cautions |

STRESS AND YOUR BODY



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University of Oklahoma

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LECTURE TITLES

- | | | |
|--|---|---|
| 1: Hammurabi Issues a Code of Law (1750 B.C.) | 12: Bologna Gets a University (1088) | 25: Louis Pasteur Cures a Child (1885) |
| 2: Moses and Monotheism (1220 B.C.) | 13: Dante Sees Beatrice (1283) | 26: Two Brothers Take a Flight (1903) |
| 3: The Enlightenment of the Buddha (526 B.C.) | 14: Black Death—Pandemics and History (1348) | 27: The Archduke Makes a State Visit (1914) |
| 4: Confucius Instructs a Nation (553-479 B.C.) | 15: Columbus Finds a New World (1492) | 28: One Night in Petrograd (1917) |
| 5: Solon—Democracy Begins (594 B.C.) | 16: Michelangelo Accepts a Commission (1508) | 29: The Day the Stock Market Crashed (1929) |
| 6: Marathon—Democracy Triumphant (490 B.C.) | 17: Erasmus—A Book Sets Europe Ablaze (1516) | 30: Hitler Becomes Chancellor of Germany (1933) |
| 7: Hippocrates Takes an Oath (430 B.C.) | 18: Luther's New Course Changes History (1517) | 31: Franklin Roosevelt Becomes President (1933) |
| 8: Caesar Crosses the Rubicon (49 B.C.) | 19: The Defeat of the Spanish Armada (1588) | 32: The Atomic Bomb Is Dropped (1945) |
| 9: Jesus—The Trial of a Teacher (A.D. 36) | 20: The Battle of Vienna (1683) | 33: Mao Zedong Begins His Long March (1934) |
| 10: Constantine I Wins a Battle (A.D. 312) | 21: The Battle of Lexington (1775) | 34: John F. Kennedy Is Assassinated (1963) |
| 11: Muhammad Moves to Medina—The Hegira (A.D. 622) | 22: General Pickett Leads a Charge (1863) | 35: Dr. King Leads a March (1963) |
| | 23: Adam Smith (1776) versus Karl Marx (1867) | 36: September 11, 2001 |
| | 24: Charles Darwin Takes an Ocean Voyage (1831) | |

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Perhaps more than any other discipline, philosophy is best understood as a great conversation held across hundreds of years. All philosophers—and we are all philosophers or their followers—have the same eternal questions.

These 60 lectures, by Distinguished Georgetown Professor and member of the Oxford philosophy faculty Daniel N. Robinson, offer a comprehensive and authoritative introduction to the great philosophical ideas of the ages. This course



gives the student a sure guide and interpreter as the major themes within Western philosophy are presented and considered:

- What is the nature of the world?
- What can we know about it?
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- On what basis, philosophically, did we ever come to regard ourselves as outside the order of nature?

The great speculators of history have exhausted themselves on these problems and have bequeathed to us a storehouse of insights, some so utterly persuasive as to have shaped thought itself. In these coherent and beautifully articulated lectures you will hear the arguments of Plato and Aristotle, the Stoics and Epicureans, the Scholastic philosophers, the leaders of Renaissance thought, and modern thinkers such as Marx, Nietzsche, Freud, and others.

This extraordinary series covers more than 2,000 years of philosophical thought. Yet this course is much more than a collection of the thoughts of various geniuses; it links their concerns across centuries, thereby making their debates a part of our own.

This brilliant series is the best possible way to begin or further your study of philosophy.

LECTURE TITLES

- | | |
|--|---|
| 1: From the Upanishads to Homer | 33: France and the Philosophes |
| 2: Philosophy—Did the Greeks Invent It? | 34: <i>The Federalist Papers</i> and the Great Experiment |
| 3: Pythagoras and the Divinity of Number | 35: What is Enlightenment? Kant on Freedom |
| 4: What Is There? | 36: Moral Science and the Natural World |
| 5: The Greek Tragedians on Man's Fate | 37: Phrenology—A Science of the Mind |
| 6: Herodotus and the Lamp of History | 38: The Idea of Freedom |
| 7: Socrates on the Examined Life | 39: The Hegelians and History |
| 8: Plato's Search For Truth | 40: The Aesthetic Movement—Genius |
| 9: Can Virtue Be Taught? | 41: Nietzsche at the Twilight |
| 10: Plato's <i>Republic</i> —Man Writ Large | 42: The Liberal Tradition—J. S. Mill |
| 11: Hippocrates and the Science of Life | 43: Darwin and Nature's "Purposes" |
| 12: Aristotle on the Knowable | 44: Marxism—Dead But Not Forgotten |
| 13: Aristotle on Friendship | 45: The Freudian World |
| 14: Aristotle on the Perfect Life | 46: The Radical William James |
| 15: Rome, the Stoics, and the Rule of Law | 47: William James' Pragmatism |
| 16: The Stoic Bridge to Christianity | 48: Wittgenstein and the Discursive Turn |
| 17: Roman Law—Making a City of the Once-Wide World | 49: Alan Turing in the Forest of Wisdom |
| 18: The Light Within—Augustine on Human Nature | 50: Four Theories of the Good Life |
| 19: Islam | 51: Ontology—What There "Really" Is |
| 20: Secular Knowledge—The Idea of University | 52: Philosophy of Science—The Last Word? |
| 21: The Reappearance of Experimental Science | 53: Philosophy of Psychology and Related Confusions |
| 22: Scholasticism and the Theory of Natural Law | 54: Philosophy of Mind, If There Is One |
| 23: The Renaissance—Was There One? | 55: What makes a Problem "Moral" |
| 24: Let Us Burn the Witches to Save Them | 56: Medicine and the Value of Life |
| 25: Francis Bacon and the Authority of Experience | 57: On the Nature of Law |
| 26: Descartes and the Authority of Reason | 58: Justice and Just Wars |
| 27: Newton—The Saint of Science | 59: Aesthetics—Beauty Without Observers |
| 28: Hobbes and the Social Machine | 60: God—Really? |
| 29: Locke's Newtonian Science of the Mind | |
| 30: No matter? The Challenge of Materialism | |
| 31: Hume and the Pursuit of Happiness | |
| 32: Thomas Reid and the Scottish School | |

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The second half of the course covers macroeconomics, or studying the economy “from the top down.” Here you will examine the factors that help economists evaluate the economy on a national and global scale.

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LECTURE TITLES

- | | |
|--|---|
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| 2: Division of Labor | 20: Economic Growth |
| 3: Supply and Demand | 21: Unemployment |
| 4: Price Floors and Ceilings | 22: Inflation |
| 5: Elasticity | 23: The Balance of Trade |
| 6: The Labor Market and Wages | 24: Aggregate Supply and Aggregate Demand |
| 7: Financial Markets and Rates of Return | 25: The Unemployment-Inflation Tradeoff |
| 8: Personal Investing | 26: Fiscal Policy and Budget Deficits |
| 9: From Perfect Competition to Monopoly | 27: Countercyclical Fiscal Policy |
| 10: Antitrust and Competition Policy | 28: Budget Deficits and National Saving |
| 11: Regulation and Deregulation | 29: Money and Banking |
| 12: Negative Externalities and the Environment | 30: The Federal Reserve and Its Powers |
| 13: Positive Externalities and Technology | 31: The Conduct of Monetary Policy |
| 14: Public Goods | 32: The Gains of International Trade |
| 15: Poverty and Welfare Programs | 33: The Debates over Protectionism |
| 16: Inequality | 34: Exchange Rates |
| 17: Imperfect Information and Insurance | 35: International Financial Crashes |
| 18: Corporate and Political Governance | 36: A Global Economic Perspective |

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"And why should an understanding of concert music be worthwhile anyway? I would suggest a few reasons: "The skills one brings to listening to music—imagination; abstract, nonconcrete thinking; intuition; and instinctive reaction and trusting those instincts—have gone uncultivated in our educational system and culture for too long."

"Music, as a universal, nonverbal language, allows us to tap into the social, cultural, and aesthetic traditions of different cultures and historical eras. We become more aware of our shared humanity and the wisdom and vision of others."

"Music allows us to transcend our own world and partake in utterly different realities."

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"Music, like any pseudoscience, requires an adjectival palette by which we can isolate events that without proper terms we might not even be able to notice. It's an interesting question to what degree language allows us to perceive things that are not language-associated. I'm a strong believer that if you've got the right word to identify something, you can perceive it."

"I think my favorite pseudoscience when it comes to this kind of thing is wine-tasting, where one has to come up with an adjectival palette that is almost a cartoon unto itself. But silly as these phrases may be—'Oh, this has a hint of young tobacco, and old oak fragrant with raspberries'—silly as these terms are, they allow us to draw distinctions without which we may not be able to draw at all. So we will create a useful vocabulary."

Rich Context: Professor Greenberg teaches the powerful influence of social context on musical creation. Best-selling author James Collins, writing in *Inc.* magazine, explains: "The Greenberg series combines a history of Western civilization with a history of great music from ancient Greece to the 20th century. Greenberg's 48 lectures come alive with passion and knowledge."

"The course illustrates the interplay between societal change and innovation and offers a unique perspective on the acceleration of change wrought by the 20th century."

Professor Greenberg's lectures show how musical creativity has provided a vibrant means of expression for grand spiritual, intellectual, political, social, and economic forces throughout the history of our civilization.

Whether it's the profound influence of Lutheran spirituality on Bach, or the effect of the French Revolution on Beethoven (to give just two examples), you'll see how such forces have swirled through the lives of music's creators and listeners in various historical epochs.

You'll also grasp how these forces have stimulated the creation of musical masterpieces that are both transcendent works of art and compositions deeply rooted in their respective eras, telling us something central about the human condition in each one.



The Composers: The course examines the contributions of nearly every major composer—from Bach and Beethoven to Tchaikovsky, Stravinsky, and more. One of Professor Greenberg's aims is to make their music accessible, and, for this, we must accept that every one of them was human and no more. You will remember their music, and you will never forget the composers brought to life throughout the lectures.

The Music: Central to this course is great music itself. Using digitally recorded musical passages to illustrate his points, Professor Greenberg will take you inside magnificent compositions by Bach, Handel, Haydn, Mozart, Beethoven, Chopin, Verdi, Wagner, Brahms, Tchaikovsky, Stravinsky, and more. You have listened to many of the illustrative pieces all your life—you

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will never hear them the same way again after Professor Greenberg has opened them up. Look at the titles of the lectures in this course to see how much you'll learn.

About Your Professor

Professor Robert Greenberg holds degrees from Princeton University and the University of California, Berkeley, where he received a Ph.D. in Music Composition. He has composed more than 45 works and has lectured for many prestigious musical and arts organizations. He is music historian-in-residence with San Francisco Performances, the city's premier presenter of chamber music, instrumental and vocal recitals, jazz, and contemporary dance.

His awards include three Nicola de Lorenzo Prizes in composition; three Meet the Composer grants; and commissions from the Koussevitzky Foundation of the Library of Congress, and the Alexander String Quartet, among others.

LECTURE TITLES

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|--|--|
| 1: Music as a Mirror | 27: The Solo Concerto |
| 2: Sources—The Ancient World and the Early Church | 28: Classical-era Opera—The Rise of Opera Buffa |
| 3: The Middle Ages | 29: Classical-era Opera, Part 2—Mozart and the Operatic Ensemble |
| 4: Introduction to the Renaissance | 30: The French Revolution and an Introduction to Beethoven |
| 5: The Renaissance Mass | 31: Beethoven's Symphony no. 5 in C Minor, op. 67, Part 1 |
| 6: The Madrigal | 32: Beethoven's Symphony no. 5 in C Minor, op. 67, Part 2 |
| 7: An Introduction to the Baroque Era | 33: Introduction to Romanticism |
| 8: Style Features of Baroque-era Music | 34: Formal Challenges and Solutions in Early Romantic Music |
| 9: National Styles—Italy and Germany | 35: The Program Symphony—Berlioz's <i>Symphonie fantastique</i> , Part 1 |
| 10: Fugue | 36: The Program Symphony—Berlioz's <i>Symphonie fantastique</i> , Part 2 |
| 11: Baroque Opera, Part 1 | 37: 19 th -Century Italian Opera—Bel Canto Opera |
| 12: Baroque Opera, Part 2 | 38: 19 th -Century Italian Opera—Giuseppe Verdi |
| 13: The Oratorio | 39: 19 th -Century German Opera—Nationalism and Experimentation |
| 14: The Lutheran Church Cantata | 40: 19 th -Century German Opera—Richard Wagner |
| 15: Passacaglia | 41: The Concert Overture, Part 1 |
| 16: Ritornello Form and the Baroque Concerto | 42: The Concert Overture, Part 2 |
| 17: The Enlightenment and an Introduction to the Classical Era | 43: Romantic-era Musical Nationalism |
| 18: The Viennese Classical Style, Homophony, and Cadence | 44: Russian Nationalism |
| 19: Classical-era Form—Theme and Variations | 45: An Introduction to Early 20 th -Century Modernism |
| 20: Classical-era Form—Minuet and Trio: Baroque Antecedents | 46: Early 20 th -Century Modernism—Claude Debussy |
| 21: Classical-era Form—Minuet and Trio Form | 47: Early 20 th -Century Modernism—Igor Stravinsky |
| 22: Classical-era Form—Rondo Form | 48: Early 20 th -Century Modernism—Arnold Schönberg |
| 23: Classical-era Form—Sonata Form, Part 1 | |
| 24: Classical-era Form—Sonata Form, Part 2 | |
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| 26: The Symphony—Music for Every Person | |

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LECTURE TITLES

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| 1: A Grand Tour of the Cosmos | 36: Catastrophic Collisions | 68: Structure of the Milky Way Galaxy | 83: Einstein's Biggest Blunder? |
| 2: The Rainbow Connection | 37: The Formation of Planetary Systems | 69: Other Galaxies—"Island Universes" | 84: The Afterglow of the Big Bang |
| 3: Sunrise, Sunset | 38: The Quest for Other Planetary Systems | 70: The Dark Side of Matter | 85: Ripples in the Cosmic Background Radiation |
| 4: Bright Objects in the Night Sky | 39: Extra-Solar Planets Galore! | 71: Cosmology—The Really Big Picture | 86: The Stuff of the Cosmos |
| 5: Fainter Phenomena in the Night Sky | 40: Life Beyond the Earth | 72: Expansion of the Universe and the Big Bang | 87: Dark Energy—Quantum Fluctuations? |
| 6: Our Sky through Binoculars and Telescopes | 41: The Search for Extraterrestrials | 73: Searching for Distant Galaxies | 88: Dark Energy—Quintessence? |
| 7: The Celestial Sphere | 42: Special Relativity and Interstellar Travel | 74: The Evolution of Galaxies | 89: Grand Unification & Theories of Everything |
| 8: The Reason for the Seasons | 43: Stars—Distant Suns | 75: Active Galaxies and Quasars | 90: Searching for Hidden Dimensions |
| 9: Lunar Phases and Eerie Lunar Eclipses | 44: The Intrinsic Brightnesses of Stars | 76: Cosmic Powerhouses of the Distant Past | 91: The Shape, Size, and Fate of the Universe |
| 10: Glorious Total Solar Eclipses | 45: The Diverse Sizes of Stars | 77: Supermassive Black Holes | 92: In the Beginning |
| 11: More Eclipse Tales | 46: Binary Stars and Stellar Masses | 78: Feeding the Monster | 93: The Inflationary Universe |
| 12: Early Studies of the Solar System | 47: Star Clusters, Ages, and Remote Distances | 79: The Paradox of the Dark Night Sky | 94: The Ultimate Free Lunch? |
| 13: The Geocentric Universe | 48: How Stars Shine—Nature's Nuclear Reactors | 80: The Age of the Universe | 95: A Universe of Universes |
| 14: Galileo and the Copernican Revolution | 49: Solar Neutrinos—Probes of the Sun's Core | 81: When Geometry Is Destiny | 96: Reflections on Life and the Cosmos |
| 15: Refinements to the Heliocentric Model | 50: Brown Dwarfs and Free-Floating Planets | 82: The Mass Density of the Universe | |
| 16: On the Shoulders of Giants | 51: Our Sun's Brilliant Future | | |
| 17: Surveying Space and Time | 52: White Dwarfs and Nova Eruptions | | |
| 18: Scale Models of the Universe | 53: Exploding Stars—Celestial Fireworks! | | |
| 19: Light—The Supreme Informant | 54: White Dwarf Supernovae—Stealing to Explode | | |
| 20: The Wave-Particle Duality of Light | 55: Core-Collapse Supernovae—Gravity Wins | | |
| 21: The Color of Stars | 56: The Brightest Supernova in Nearly 400 Years | | |
| 22: The Fingerprints of Atoms | 57: The Corpses of Massive Stars | | |
| 23: Modern Telescopes | 58: Einstein's General Theory of Relativity | | |
| 24: A Better Set of Eyes | 59: Warping of Space and Time | | |
| 25: Our Sun, the Nearest Star | 60: Black Holes—Abandon Hope, Ye Who Enter | | |
| 26: The Earth, Third Rock from the Sun | 61: The Quest for Black Holes | | |
| 27: Our Moon, Earth's Nearest Neighbor | 62: Imagining the Journey to a Black Hole | | |
| 28: Mercury and Venus | 63: Wormholes—Gateways to Other Universes? | | |
| 29: Of Mars and Martians | 64: Quantum Physics and Black-Hole Evaporation | | |
| 30: Jupiter and Its Amazing Moons | 65: Enigmatic Gamma-Ray Bursts | | |
| 31: Magnificent Saturn | 66: Birth Cries of Black Holes | | |
| 32: Uranus and Neptune, the Small Giants | 67: Our Home—The Milky Way Galaxy | | |
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Renowned art historian and Professor William Kloss wants you to learn to see deeply into a work of art. To achieve this goal, he has designed the course to be more than a recitation of masterpieces and their makers, dates, materials, and his-



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- **Subject:** One can simply revel in the physical beauty of a work, but a much richer experience is available if one takes the trouble to understand what it is about.
- **Interpretation:** The way a subject is expressed in art is the artist's interpretation of that subject.
- **Style:** The artistic means of interpretation is the artist's style and includes setting, treatment of space, color, and so forth.
- **Context:** The context can be related to a personal moment, to contemporary political events, to a historical period, or to a long-term cultural influence.
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LECTURE TITLES

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2: Carolingian and Ottonian Art	18: Andrea Mantegna and Giovanni Bellini	34: Rembrandt
3: Romanesque Sculpture and Architecture	19: High Renaissance Painting in Venice	35: Poussin and Claude—The Allure of Rome
4: Gothic Art in France	20: The High Renaissance—Leonardo da Vinci	36: Baroque Painting in Spain
5: Gothic Art in Germany and Italy	21: The High Renaissance—Raphael	37: Louis XIV and Versailles
6: Giotto and the Arena Chapel—Part I	22: The High Renaissance—Michelangelo	38: French Art in the 18 th Century
7: Giotto and the Arena Chapel—Part II	23: Albrecht Dürer and German Renaissance Art	39: Neoclassicism and the Birth of Romanticism
8: Duccio and the <i>Maestà</i>	24: Riemenschneider and Grünewald	40: Romanticism in the 19 th Century
9: Sienese Art in the 14 th Century	25: Netherlandish Art in the 16 th Century	41: Realism—From Daumier to Courbet
10: The Black Death and the International Style	26: Pieter Bruegel the Elder	42: Manet and Monet—The Birth of Impressionism
11: Early Renaissance Sculpture in Florence	27: Mannerism and the Late Work of Michelangelo	43: Monet and Degas
12: Early Renaissance Architecture in Florence	28: Annibale Carracci and the Reform of Art	44: Renoir, Pissarro, and Cézanne
13: Masaccio and Early Renaissance Painting	29: Caravaggio	45: Beyond Impressionism—From Seurat to Matisse
14: Jan van Eyck and Northern Renaissance Art	30: Italian Baroque Painting in Rome	46: Cubism and Early Modern Painting
15: Northern Renaissance Altarpieces	31: Gian Lorenzo Bernini	47: Modern Sculpture—Rodin and Brancusi
16: Piero della Francesca in Arezzo	32: Peter Paul Rubens	48: Art between Two Wars—Kandinsky to Picasso

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LECTURE TITLES

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| 1: The Importance of the West | 18: The American Revolution | 34: The Great War Begins—1914-16 |
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| 3: Culture Is Destiny | 20: The French Revolution—1792-1803 | 36: The Russian Revolution—1917-22 |
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| 2: Christians Who Would Be Jews | 8: The Coptic Gospel of Thomas | 18: The Apocalypse of Peter |
| 3: Christians Who Refuse To Be Jews | 9: Thomas' Gnostic Teachings | 19: The Rise of Early Christian Orthodoxy |
| 4: Early Gnostic Christianity—Our Sources | 10: Infancy Gospels | 20: Beginnings of the Canon |
| 5: Early Christian Gnosticism—An Overview | 11: The Gospel of Peter | 21: Formation of the New Testament Canon |
| 6: The Gnostic Gospel of Truth | 12: The Secret Gospel of Mark | 22: Interpretation of Scripture |
| | 13: The Acts of John | 23: Orthodox Corruption of Scripture |
| | 14: The Acts of Thomas | 24: Early Christian Creeds |
| | 15: The Acts of Paul and Thecla | |
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| 2: Diocletian and the Crises of the Third Century | 14: Charlemagne |
| 3: Constantine the Great—Christian Emperor | 15: Carolingian Christianity |
| 4: Pagans and Christians in the Fourth Century | 16: The Carolingian Renaissance |
| 5: Athletes of God | 17: Fury of the Northmen |
| 6: Augustine, Part 1 | 18: Collapse of the Carolingian Empire |
| 7: Augustine, Part 2 | 19: The Birth of France and Germany |
| 8: Barbarians at the Gate | 20: England in the Age of Alfred |
| 9: Franks and Goths | 21: Al-Andalus—Islamic Spain |
| 10: Arthur's England | 22: Carolingian Europe—Gateway to the Middle Ages |
| 11: Justinian and the Byzantine Empire | 23: Family Life—How Then Became Now |
| 12: The House of Islam | 24: Long Shadows and the Dark Ages Revisited |

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LITERATURE & LANGUAGE

The Story of Human Language

Professor John McWhorter
Manhattan Institute

SENIOR FELLOW AT THE MANHATTAN INSTITUTE
PH.D. IN LINGUISTICS FROM STANFORD UNIVERSITY
AUTHOR: *THE POWER OF BABEL: A NATURAL HISTORY OF LANGUAGE*

Language defines humans as a species, placing us head and shoulders above even the most proficient animal communicators, but it also beguiles us with its endless mysteries. For example:

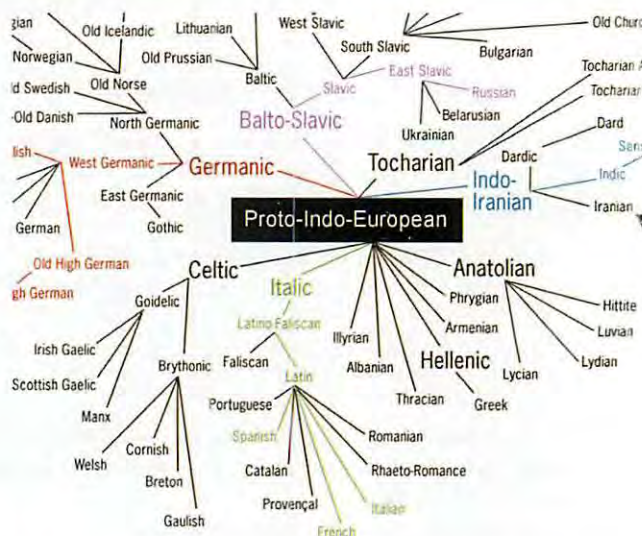
- How did different languages come to be?
- How does a language change, and when it does, is that change indicative of decay or growth?
- How does a language become extinct?

Dr. John McWhorter, one of America's leading linguists and a frequent commentator on network television and National Public Radio, addresses these and other questions as he takes you on an in-depth, 36-lecture tour of the development of human language, showing how a single tongue spoken 150,000 years ago has evolved into the estimated 6,000 languages used around the world today.

Discover a Fascinating Subject

For the past century linguistics has been one of the most exciting and productive fields in the social sciences. In the process of telling the story of language, Professor McWhorter introduces you to some of the current controversies in the discipline:

- Noam Chomsky has famously argued that the ability to use language is innately specified in the human brain. What is the evidence for and against this hypothesis?



- One of the most enticing ideas of 20th-century linguistics is that language determines the way we perceive the world. But is this really true?
- The popular media have widely reported that words from the world's first language have been reconstructed. You look at the reasoning in this work and objections to it.

You will learn that everything about a language is eternally and inherently changeable, from its word order and grammar to the very sound and meaning of basic words. You investigate such fascinating topics as

- language families;
- dialects, pidgins, and creoles;
- mechanisms responsible for language change;
- language mixture;
- and the differences in behavior between a language that is written and one that is merely spoken.

Language is indeed a powerful tool. With this course, you will be richly rewarded in investigating what linguists have learned about the origin and evolution of the marvelous gift of speech.

LECTURE TITLES

- | | |
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| 1: What Is Language? | 18: Dialects—Spoken Style, Written Style |
| 2: When Language Began | 19: Dialects—The Fallacy of Blackboard Grammar |
| 3: How Language Changes—Sound Change | 20: Language Mixture—Words |
| 4: How Language Changes—Building New Material | 21: Language Mixture—Grammar |
| 5: How Language Changes—Meaning and Order | 22: Language Mixture—Language Areas |
| 6: How Language Changes—Many Directions | 23: Language Develops Beyond the Call of Duty |
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LITERATURE & LANGUAGE

Classical Mythology

Professor of Classics Elizabeth Vandiver
Whitman College

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Classical Mythology is your introduction to the primary characters and most important stories of classical Greek and Roman mythology. Among those you will study are the accounts of the creation of the world in Hesiod's *Theogony* and Ovid's *Metamorphoses*; the gods Zeus, Apollo, Demeter, Persephone, Hermes, Dionysos, and Aphrodite; the Greek heroes, Theseus and Heracles (Hercules in the Roman version); and the most famous of all classical myths, the Trojan War.

You will explore such topics as mythology's influence on notions of life and death; its origins in prehistoric Greek culture; its impact on such writers as Shakespeare; and its influence on popular culture.

LECTURE TITLES

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| 1: Introduction | 10: Hermes and Dionysos | 18: The Terrible House of Atreus |
| 2: What Is Myth? | 11: Laughter-Loving Aphrodite | 19: Blood Vengeance, Justice, and the Furies |
| 3: Why Is Myth? | 12: Culture, Prehistory, and the "Great Goddess" | 20: The Tragedies of King Oedipus |
| 4: "First Was Chaos" | 13: Humans, Heroes, and Half-Gods | 21: Monstrous Females and Female Monsters |
| 5: The Reign of the Olympians | 14: Theseus and the "Test-and-Quest" Myth | 22: Roman Founders, Roman Fables |
| 6: Immortals and Mortals | 15: From Myth to History and Back Again | 23: "Gods Are Useful" |
| 7: Demeter, Persephone, and the Conquest of Death | 16: The Greatest Hero of All | 24: From Ovid to the Stars |
| 8: The Eleusinian Mysteries and the Afterlife | 17: The Trojan War | |
| 9: Apollo and Artemis | | |

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LECTURE TITLES

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| 1: Biology and Behavior—An Introduction | 13: What Do Genes Do? Microevolution of Genes |
| 2: The Basic Cells of the Nervous System | 14: What Do Genes Do? Macroevolution of Genes |
| 3: How Two Neurons Communicate | 15: Behavior Genetics |
| 4: Learning and Synaptic Plasticity | 16: Behavior Genetics and Prenatal Environment |
| 5: The Dynamics of Interacting Neurons | 17: An Introduction to Ethology |
| 6: The Limbic System | 18: Neuroethology |
| 7: The Autonomic Nervous System (ANS) | 19: The Neurobiology of Aggression I |
| 8: The Regulation of Hormones by the Brain | 20: The Neurobiology of Aggression II |
| 9: The Regulation of the Brain by Hormones | 21: Hormones and Aggression |
| 10: The Evolution of Behavior | 22: Early Experience and Aggression |
| 11: The Evolution of Behavior—Some Examples | 23: Evolution, Aggression, and Cooperation |
| 12: Cooperation, Competition, and Neuroeconomics | 24: A Summary |

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