

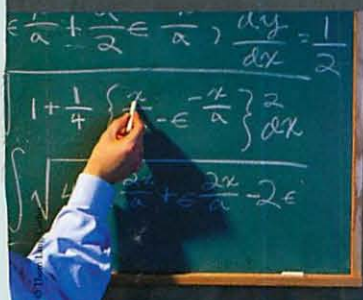




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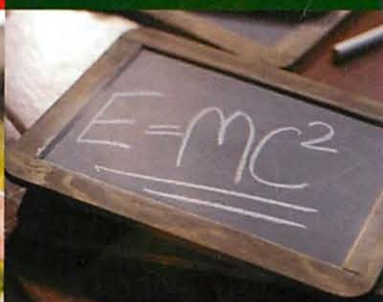
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THE EARLY MIDDLE AGES  
PAGE 49

# 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."



# Spring 2012 Featured Courses

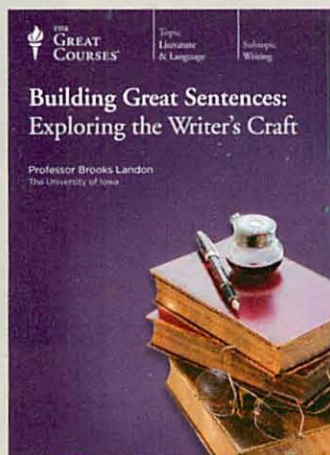


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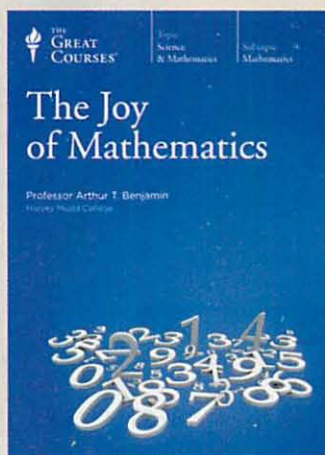


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Humans have been having fun with mathematics for thousands of years. This course of 24 half-hour lectures celebrates the sheer joy of mathematics, taught by an award-winning mathematician who is literally a magician with numbers. Taught by Professor Arthur T. Benjamin, Harvey Mudd College. **Save \$215.**

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# Contents

- 2 Legendary Newsman Bob Schieffer
- 3 Spring 2012 Featured Courses
- 6 The Great Deals
- 6 The Joy of Learning
- 6 President's Pick!
- 7 America's Top Professors
- 7 From Our Mailbox

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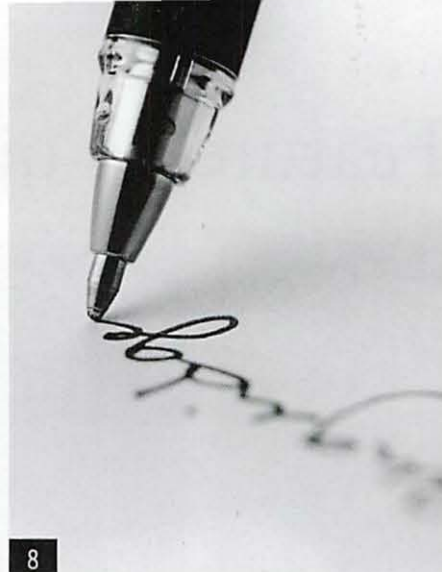
—Los Angeles Times

"I've never made a secret of the fact that I consider the products from The Great Courses to be the best value in college-level education today."

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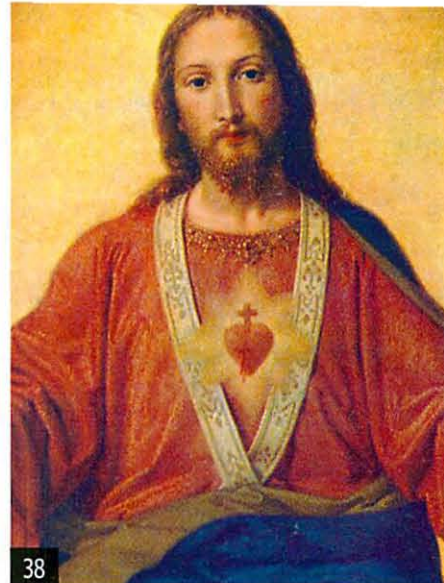
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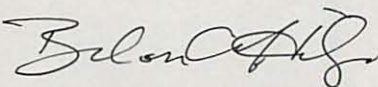
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In **Building Great Sentences: Exploring the Writer's Craft**, a lively 24-lecture course taught by Professor Brooks Landon from The University of Iowa—one of the nation's top writing schools—you explore the myriad ways in which we think about, talk 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: Exploring the Writer's Craft** is the President's Pick! We encourage you to check it out for yourself on page 8.



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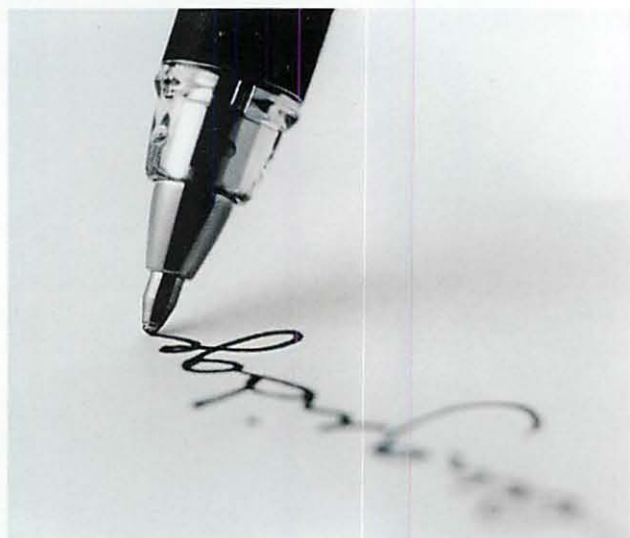
- You encounter the three distinct methods of enhancing sentence kernels.
- You explore sentence constructions that make writing more complex and add exciting levels of suspense.
- You learn tactics that create balance and rhythm in sentences.

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.

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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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| 9: Coordinate Cumulative Sentences             | 22: Master Sentences                      |
| 10: Subordinate and Mixed Cumulatives          | 23: Sentences in Sequence                 |
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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.

$$1) \leq N^2 2^{8+\log N-2} C^{s+1} \binom{s+K}{s+1}$$

$$+ 1/K^{-(s+1)} \leq N^3 \left[ \frac{2eC(s+K)}{(s+1)K} \right]^{s+1} N^3$$

$$\frac{s+K+1}{(s+1)K} \leq N^3 \left( \frac{4eC}{K} \right)^K \text{ IF } C \geq \frac{\log N}{2}$$

$K=8eC$ , then this probability is 9

$$\text{st} = N^3 2^{-8eC} N_8 \leq N_2 \binom{s+10}{s}$$

$$4e \leq N^3 - 4e N^2 \binom{s+\log N-2}{s-1} C$$

$$N^{-2} C^{s+1} \binom{s+K}{s-1} \leq N^2 2^{8+\log N-2}$$

$$C^{s+1} \binom{s+K}{s+1} K^{-(s+1)} e^8 + 1/K^{-(s+1)} \leq N$$

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 rewind 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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| 7: The Joy of Higher Algebra           | 19: The Joy of Approximating with Calculus |
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## PHILOSOPHY &amp; INTELLECTUAL HISTORY

# Argumentation: The Study of Effective Reasoning, 2<sup>nd</sup> Edition

Professor of Communication Studies David Zarefsky  
Northwestern University

PAST PRESIDENT OF THE NATIONAL COMMUNICATION ASSOCIATION  
13-TIME HONOREE OF NORTHWESTERN'S  
ASSOCIATED STUDENT GOVERNMENT HONOR ROLL FOR TEACHING  
DISTINGUISHED SCHOLAR AWARD

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!

Sale ends Thursday,  
February 16, 2012

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

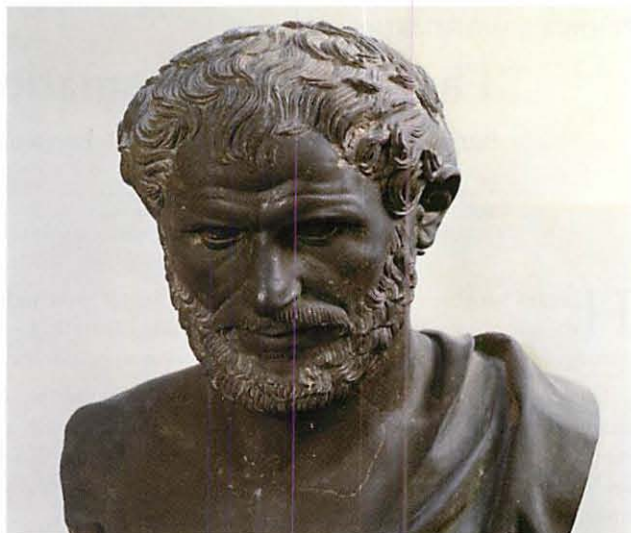
Professor Zarefsky draws on classical rhetoric reaching back to Aristotle and Cicero, and also on recent philosophers and logicians. Key concepts include these:

- 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, 2<sup>ND</sup> EDITION



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

—RUSSELL COWGILL, ORINDA, CA

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### Should I Buy Audio or Video?

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, 2<sup>nd</sup> 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, 2<sup>nd</sup> 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, 2<sup>nd</sup> 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.

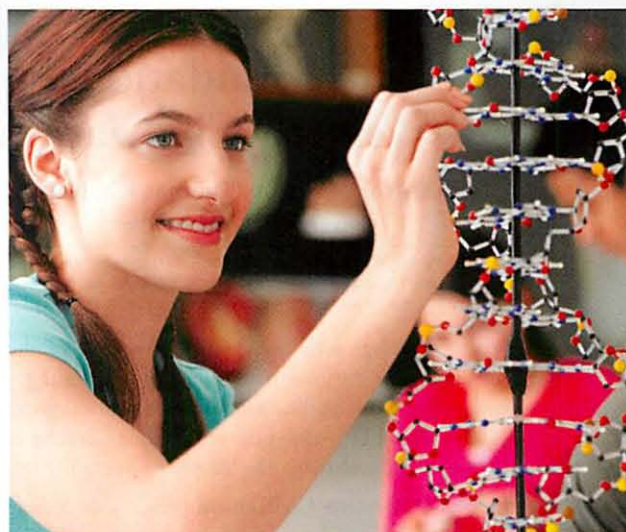
### Invaluable Tips for Your Student

Every lecture of **How to Become a SuperStar Student, 2<sup>nd</sup> 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, 2<sup>nd</sup> 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, 2<sup>nd</sup> Edition**.

**ORDER TODAY!**  
Sale ends Thursday,  
February 16, 2012

#### 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                     |
| <b>Parents' Guide Bonus Disc</b>          |   |
| 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, 2<sup>ND</sup> EDITION



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## 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 &amp; 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 19<sup>th</sup>-century phenomenon, still so appealing in the 21<sup>st</sup>?

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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## SCIENCE &amp; 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.

## 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



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## PHILOSOPHY &amp; 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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Should I Buy Audio or Video?

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## RELIGION &amp; 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

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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Should I Buy Audio or Video?

This course works well in any format.



## 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. 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.

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.

## LECTURE TITLES

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

## THE EVERYDAY GUIDE TO WINE



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## 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 |

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## SCIENCE &amp; MATHEMATICS

# Optimizing Brain Fitness

Professor Richard Restak

*The George Washington University School of Medicine  
and Health Sciences*

GEORGETOWN UNIVERSITY MEDICAL SCHOOL'S LINACRE MEDAL FOR HUMANITY AND MEDICINE  
COMMENTARY FOR NPR, THE DISCOVERY CHANNEL, THE TODAY SHOW

With its up to 500 trillion synaptic connections, your brain is easily the most powerful machine in the world. These connections are what create your thoughts, what drive your emotions, and what control your behaviors. Even more incredibly: This amazing machine is constantly changing through a process known as brain plasticity. And you can take advantage of this process to improve and enhance your brain's jaw-dropping powers—at any age.

Brain plasticity, the secret to optimizing your brain's fitness, is one of the most revolutionary discoveries in neuroscience. While it was traditionally thought that our brains were fully formed by adulthood, the truth is that our life experiences continually shape and mold our brains in fascinating ways. With every new problem you solve and every new insight you learn, you're strengthening a range of functions involved in your brain's fitness. In fact, optimal brain fitness is the gateway to improvement in a range of areas, including

- memory;
- attention and focus;
- learning and creativity;
- sensory acuity and fine motor skills; and
- multitasking and prioritizing.

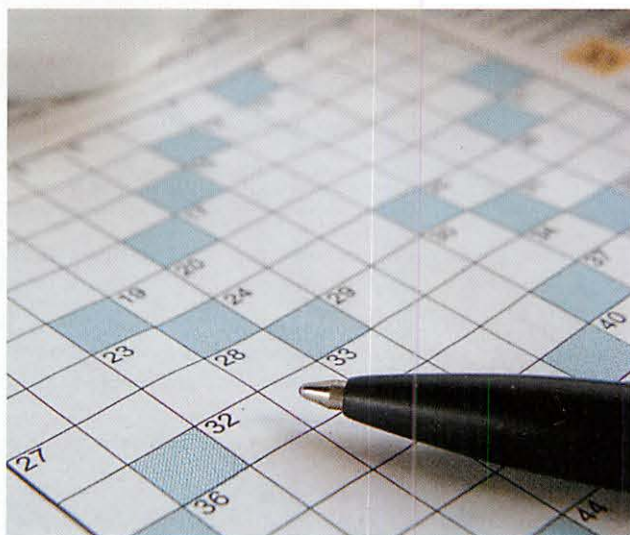
Now, discover the secrets to increasing and expanding your brain's power to meet everyday challenges and enhance the quality of your life with **Optimizing Brain Fitness**, an engaging 12-lecture course that shows you how to take advantage of the basic principles of brain operation and build the brain you want to live with for the rest of your life. Delivered by Dr. Richard Restak, an award-winning teacher, practicing neurologist, and professor at The George Washington University School of Medicine and Health Sciences, these lectures are packed with vital information and research-based exercises you can perform every day to tap into your hidden mental potential.

## Explore Your Brain's Most Important Functions

Professor Restak, who has spent his career studying and educating patients and everyday people about the mysteries of the human brain, likens our brain circuits to friendships. Those that are maintained and enriched will endure, while those that are neglected will disappear.

**Optimizing Brain Fitness** centers on the idea that your brain is a continual work in progress, one whose development—from childhood to adulthood to advanced age—depends on the best possible use of your brain's most important everyday functions. You explore many functions in these lectures, with a strong focus on three in particular.

- **Attention:** Optimal attention skills open the door to top-notch performance in math, reading, and auditory and visual memory. They provide you with the basis for learning what to focus on and what to ignore, and they also coordinate the brain networks that involve sensation, movement, emotions, and thought.
- **General memory:** The natural extension of attention, general memory facilitates the formation, activation, and retention of neurological circuits that contribute to your brain's optimal functioning. Memory is the bedrock of superior brain health and serves as the basis of your personal identity.
- **Working memory:** Working memory is linked with your IQ and is the first brain function to decline as you age. It is central to your ability to manipulate stored information and can easily be improved by practicing a series of simple exercises.



You'll also spend time delving into the neurology of motor skills, visual-spatial thinking, creativity, and more.

## Engage in a Wealth of Delightful Exercises

Professor Restak proves that exercising your brain doesn't have to be a burden or a chore. Rather, it can be an exciting and eye-opening way to explore how the brain works and to discover your own brain's potential.

Dr. Restak has designed **Optimizing Brain Fitness** with exercises, challenges, practice problems, and tests that will improve your brain's essential functions. Rooted in the startling new findings emerging from groundbreaking experiments and detailed research studies, his course is the perfect way to maintain or improve the health of the most important organ in your body.

### LECTURE TITLES

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1: How Your Brain Works             | 8: Putting Your Senses to Work      |
| 2: How Your Brain Changes           | 9: Enlisting Your Emotional Memory  |
| 3: Care and Feeding of the Brain    | 10: Practicing for Peak Performance |
| 4: Creativity and the Playful Brain | 11: Taking Advantage of Technology  |
| 5: Focusing Your Attention          | 12: Building Your Cognitive Reserve |
| 6: Enhancing Your Memory            |                                     |
| 7: Exercising Your Working Memory   |                                     |

### OPTIMIZING BRAIN FITNESS



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## SCIENCE &amp; MATHEMATICS

# The Secrets of Mental Math

Professor of Mathematics Arthur T. Benjamin  
Harvey Mudd College

2000 MAA DEBORAH AND FRANKLIN TEPPER HAIMO NATIONAL AWARD  
FOR DISTINGUISHED COLLEGE OR UNIVERSITY TEACHING OF MATHEMATICS  
2006-2008 MAA GEORGE PÓLYA LECTURER

**Q**uick: What's  $25 \times 45$ ? How about  $742 \times 300$ ? Or  $4821 \div 9$ ? Most of us, when faced with math problems like these, reach for a calculator or a pen.

But imagine if you could perform these and other seemingly difficult—but surprisingly easy—calculations *right in your head*.

Seems like an impossible feat? It's not.

One key to improving and expanding your math potential—whether you're a corporate executive or a high-school student—lies in the powerful ability to perform mental math calculations. Solving basic math problems in your head is a gateway to success in understanding and mastering higher mathematical fields such as algebra, statistics, and calculus. It's a skill that offers other lifelong benefits, including

- giving you a competitive edge in school or at work;
- keeping your mind active and sharp at any age;
- improving your performance on standardized tests; and
- learning to solve problems by using a variety of methods.

Mental mathematics also is valuable in your everyday life, such as when shopping for groceries or figuring out how much to tip at a restaurant.

And perhaps the best part? Learning how to do mental math can be fun—especially when you're learning in the company of Professor Arthur T. Benjamin of Harvey Mudd College, one of the most engaging and entertaining members of The Great Courses faculty. **The Secrets of Mental Math**, his exciting 12-lecture course, guides you through the essential skills, tips, and tricks for improving and enhancing your ability to solve a range of mathematical problems right in your head.

## Mental Math—Made Simple

Performing calculations in your head, according to Professor Benjamin, is all just a process of breaking down a large problem into simpler and simpler problems until it's finally reduced to a single answer.

Assuming no detailed knowledge of mathematics, Professor Benjamin has designed **The Secrets of Mental Math** to be accessible to anyone looking to tap into or strengthen his or her mental calculating skills.

In the first part of the course, you focus on specific strategies for performing the basic nuts-and-bolts operations of mental mathematics.

- Adding any two numbers up to three digits
- Subtracting any two numbers up to three digits
- Multiplying any two numbers up to two digits
- Dividing any number by a number up to two digits

Once you've gotten these four fundamental operations down, you then branch out into some interesting directions that continue to hone your mental math skills. Among the exciting skills you'll develop are

- how to find approximate answers using the art of "guesstimation";
- how to quickly find squares and square roots; and
- how to do rapid pencil-and-paper mathematics in ways seldom taught.

And his accompanying course guidebook is filled with additional problems you can use to practice your newfound skills.



Learning with Professor Benjamin is like having an encouraging and supportive coach right by your side. It's this same teaching method that has won him a host of prestigious awards from the Mathematical Association of America, including the Deborah and Franklin Tepper Haimo Award for Distinguished College or University Teaching of Mathematics.

So prepare yourself for an unforgettable adventure in mental mathematics. Enjoyable, eye-opening, and immensely rewarding, **The Secrets of Mental Math** makes basic math quicker and easier than ever before.

### LECTURE TITLES

- |                                    |                                |
|------------------------------------|--------------------------------|
| 1: Math in Your Head!              | 7: Intermediate Multiplication |
| 2: Mental Addition and Subtraction | 8: The Speed of Vedic Division |
| 3: Go Forth and Multiply           | 9: Memorizing Numbers          |
| 4: Divide and Conquer              | 10: Calendar Calculating       |
| 5: The Art of Guesstimation        | 11: Advanced Multiplication    |
| 6: Mental Math and Paper           | 12: Masters of Mental Math     |

### THE SECRETS OF MENTAL MATH



"Professor Benjamin is a superior teacher!"  
—WILLIAM GARNER, YARDLEY, PA

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## LITERATURE &amp; LANGUAGE

# Analysis and Critique: How to Engage and Write about Anything

Professor Dorsey Armstrong  
Purdue University

EDITOR-IN-CHIEF, ARTHURIANA

AUTHOR, SIR THOMAS MALORY'S MORTE DARTHUR: A NEW MODERN ENGLISH TRANSLATION BASED ON THE WINCHESTER MANUSCRIPT

For thousands of years, writing has been a powerful way for us to share our distinct thoughts and ideas through the power of words. But all writing is at its most effective when it's built on the fundamental critical and analytical skills that transform your writing from "good" to "great."

Regardless of your subject, goal, or occasion, these skills are the heart of effective writing. They include the ability to

- organize your thoughts into a coherent piece;
- make a persuasive argument rooted in facts; and
- make responsible use of research materials.

You'll find the secrets to these and other methods in the 24 accessible lectures of **Analysis and Critique: How to Engage and Write about Anything**. Delivered by Professor Dorsey Armstrong of Purdue University, this course immerses you in the elements of successful writing. With its engaging literary and everyday examples, inspirational prompts, and unforgettable insights, **Analysis and Critique** makes the perfect reference guide for both professional and casual writers.

## LECTURE TITLES

- |   |   |
|---|---|
| 1: How to Write about Anything            | 14: Writing and Leadership                      |
| 2: How to Be an Effective Reader          | 15: The Rules of Rhetoric                       |
| 3: How Literature Can Help                | 16: Invention and Arrangement                   |
| 4: Shaping Your Voice                     | 17: Ethos and Pathos                            |
| 5: Knowing Your Reader                    | 18: Finding What You Need                       |
| 6: The Art of the Essay—How to Start      | 19: Using What You Find                         |
| 7: How to Organize an Argument            | 20: Getting Started—Writing First Drafts        |
| 8: Supporting Your Argument               | 21: Editing—Finding What's Wrong                |
| 9: Finishing Strong                       | 22: Rewriting—Fixing What's Wrong               |
| 10: The Uses of Poetry                    | 23: Avoiding Common Errors in Grammar and Usage |
| 11: Poetic Diction and Syntax             | 24: The Power of Words                          |
| 12: Drama—Writing Out Loud                |   |
| 13: What You Can Learn from Autobiography |   |

## ANALYSIS AND CRITIQUE: HOW TO ENGAGE AND WRITE ABOUT ANYTHING



"Professor Dorsey Armstrong is truly delightful!"

—ANNE AMBLER, SILVER SPRING, MD

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## SCIENCE &amp; MATHEMATICS

# Experiencing Hubble: Understanding the Greatest Images of the Universe

Professor David M. Meyer  
Northwestern University

CHARLES DEERING MCCORMICK PROFESSORSHIP OF TEACHING EXCELLENCE  
CODIRECTOR, CENTER FOR INTERDISCIPLINARY EXPLORATION AND RESEARCH IN ASTROPHYSICS

For two decades, the Hubble Space Telescope has been amassing discoveries that rival those of history's greatest scientists and explorers, making it the most important and productive scientific instrument ever built.

Hubble's location high above the blurring effects of the atmosphere gives it an unrivaled vantage point for investigating phenomena throughout the cosmos. More than half-a-million images reveal never-before-seen features of planets, stars, and galaxies with breathtaking clarity that sets Hubble apart from all other telescopes.

Now is a good time to assess Hubble's accomplishments, as it enters the third decade of its operational life, by studying a carefully chosen sample of its landmark images in a visual feast that includes many of the greatest recent discoveries in astronomy.

**Experiencing Hubble** is just such an overview, drawing on one noted astronomer's Top 10 list to take you on a dazzling voyage of discovery.

## LECTURE TITLES

- |   |   |
|---|---|
| 1: The Rationale for a Space Telescope      | 7: The Sombrero Galaxy—An Island Universe   |
| 2: Comet Shoemaker-Levy 9 and Jupiter       | 8: Hubble's View of Galaxies Near and Far   |
| 3: The Sagittarius Star Cloud               | 9: The Antennae Galaxies—A Cosmic Collision |
| 4: The Star Factory inside the Eagle Nebula | 10: Abell 2218—A Massive Gravitational Lens |
| 5: The Cat's Eye Nebula—A Stellar Demise    | 11: The Hubble Ultra Deep Field             |
| 6: The Crab Nebula—A Supernova's Aftermath  | 12: Hubble's Legacy and Beyond              |

## EXPERIENCING HUBBLE: UNDERSTANDING THE GREATEST IMAGES OF THE UNIVERSE



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## 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 AWARDJOHN 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

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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 &amp; 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,  
February 16, 2012.

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!"

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## 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 21<sup>st</sup> century works. While the examples used in this course are rooted in the world of academia, the concepts and principles they illustrate—

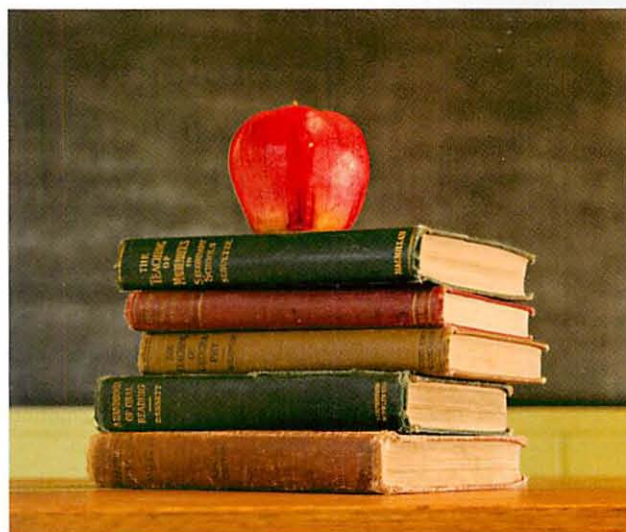
- lecturing,
- presenting,
- leading discussion groups,
- using technologies, and
- using creativity and innovation

—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."

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## SCIENCE &amp; 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                  |

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## SCIENCE &amp; MATHEMATICS

# Understanding the World's Greatest Structures: Science and Innovation from Antiquity to Modernity

Professor Stephen Ressler  
United States Military Academy at West Point

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FOR OUTSTANDING ACHIEVEMENT IN ENGINEERING COMMUNICATIONS  
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Your world is filled with structures that have stood the test of time and give character to the cities and landscapes in which they're located. But while structures such as the Giza pyramids, Brunelleschi's dome, and the Brooklyn Bridge are visual spectacles in and of themselves, they are just as important for the way they were designed as for the way they look.

Now, experience the engineering genius that makes these works possible with *Understanding the World's Greatest Structures: Science and Innovation from Antiquity to Modernity*—a marvelous learning experience that reveals the stories and engineering behind the most famous structures from thousands of years of history. Award-winning Professor Stephen Ressler of the United States Military Academy at West Point, a civil engineer and a nationally honored leader in engineering education, takes you on a fascinating and richly illustrated tour that deftly blends history and science. Using stunning 3-D animations that re-create and allow you to take apart individual pieces of great structures, this course is an engaging learning experience that will change the way you think about the buildings around you.

## LECTURE TITLES

- |  |  |
|--|--|
| 1: Learning to See and Understand Structure    | 14: How Iron and Science Transformed Arch Bridges  |
| 2: The Science of Structure—Forces in Balance  | 15: Suspension Bridges—The Battle of the Cable     |
| 3: Internal Forces, Stress, and Strength       | 16: Suspension Bridges—The Challenge of Wind       |
| 4: From Wood to Steel—Properties of Materials  | 17: Great Cantilever Bridges—Tragedy and Triumph   |
| 5: Building Up—Columns and Buckling            | 18: The Rise of Iron- and Steel-Framed Buildings   |
| 6: Building Across—Beams and Bending           | 19: The Great Skyscraper Race                      |
| 7: Trusses—The Power of the Triangle           | 20: The Beauty and Versatility of Modern Concrete  |
| 8: Cables and Arches—The Power of the Parabola | 21: Amazing Thin Shells—Strength from Curvature    |
| 9: Loads and Structural Systems                | 22: Vast Roof Systems of Iron and Steel            |
| 10: Egypt and Greece—Pyramids to the Parthenon | 23: The Incredible Lightness of Tension Structures |
| 11: The Glory of Rome in Arches and Vaults     | 24: Strategies for Understanding Any Structure     |
| 12: The Rise and Fall of the Gothic Cathedral  |  |
| 13: Three Great Domes—Rome to the Renaissance  |  |

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## BUSINESS &amp; ECONOMICS

# The Art of Conflict Management: Achieving Solutions for Life, Work, and Beyond

Professor Michael Dues  
The University of Arizona

COAUTHOR, *THE PRACTICE OF ORGANIZATIONAL COMMUNICATION*  
COAUTHOR, *BOXING PLATO'S SHADOW: AN INTRODUCTION TO THE STUDY OF HUMAN COMMUNICATION*

Conflict is everywhere. Whether it is learning that your spouse has an entirely different kind of vacation in mind than you do or that your boss's idea of your job differs from your own, conflict is an inevitable aspect of human relationships.

Handled badly, conflict can do real harm, both to you and the people you care about most. It can cripple your career and the businesses you work for. And it can leave its scars on your community and even your nation.

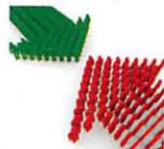
Handled *well*, however, conflict can be extraordinarily useful. If you have the skills needed to identify and resolve conflict, it can help you build deeper, stronger relationships.

The Art of Conflict Management is an opportunity for you to *gain* those essential skills in 24 lectures brimming with practical tips, tools, and techniques.

## LECTURE TITLES

- |   |   |
|---|---|
| 1: Why Conflict Management Matters            | 14: Dynamic Patterns in Close Relationships     |
| 2: The Adversary System                       | 15: Disruptions in Close Relationships          |
| 3: Morton Deutsch and the Concept of Win-Win  | 16: How Management Theories Affect Conflict     |
| 4: Perception, Perspective, and Punctuation   | 17: The Manager's Role in Dealing with Conflict |
| 5: Managing Multiple and Conflicting Emotions | 18: Getting Professional Help with Conflict     |
| 6: Multiple, Complex, and Changing Goals      | 19: Helping Others Manage Conflict              |
| 7: Power—How Much We Need and How to Use It   | 20: Moral and Cultural Conflicts                |
| 8: Conflict Styles                            | 21: Managing Moral Conflicts—Success Stories    |
| 9: Dysfunctional Conflict Strategies          | 22: Managing Conflict's Aftermath               |
| 10: Principled Negotiation                    | 23: Teaching Our Children about Conflict        |
| 11: Preparing and Arranging to Negotiate      | 24: Conflict Management—A Success in Progress   |
| 12: Negotiating Conflict Resolutions          |   |
| 13: Listening in Conflict                     |   |

## THE ART OF CONFLICT MANAGEMENT: ACHIEVING SOLUTIONS FOR LIFE, WORK, AND BEYOND



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## Change and Motion: Calculus Made Clear, 2<sup>nd</sup> 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 17<sup>th</sup> 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.

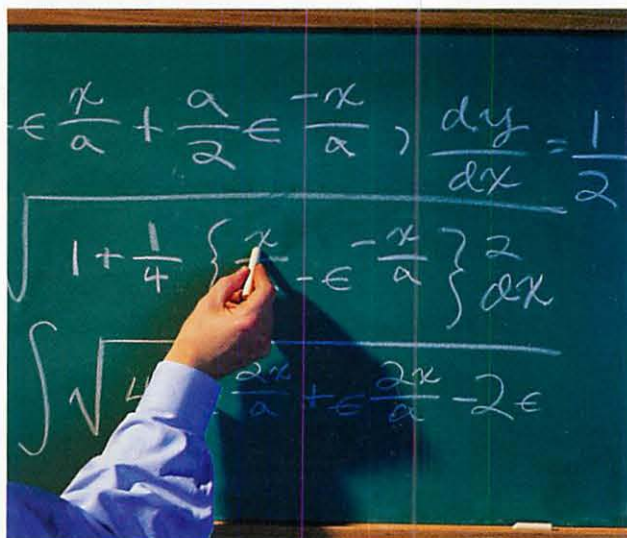
"For all its computational power," Professor Starbird asserts, "calculus is the exploration of just two ideas—the derivative and the integral—both of which arise from a commonsense analysis of motion. All a 1,300-page calculus textbook holds are those two basic ideas and 1,298 pages of examples, applications,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

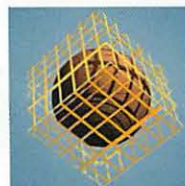


Calculus is one of the most influential ideas in human history, and its impact on our daily lives is incalculable. Economics, population growth, traffic flow, financial matters, electricity, cosmology, and many other topics are modeled and explained using the ideas and language of this mathematical field.

#### LECTURE TITLES

- |  |  |
|--|--|
| 1: Two Ideas, Vast Implications  | 12: Buffon's Needle or $\pi$ 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  
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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—<br>Probability Defined | 7: Options and Our Financial Future            |
| 2: The Nature of Randomness                 | 8: Probability Where We<br>Don't Expect It     |
| 3: Expected Value—<br>You Can Bet on It     | 9: Probability Surprises                       |
| 4: Random Thoughts<br>on Random Walks       | 10: Conundrums<br>of Conditional Probability   |
| 5: Probability Phenomena of Physics         | 11: Believe It or Not—<br>Bayesian Probability |
| 6: Probability Is in Our Genes              | 12: Probability Everywhere                     |

### WHAT ARE THE CHANCES? PROBABILITY MADE CLEAR



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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—<br>Getting the Picture | 13: Law—You're the Jury                            |
| 3: Inference—How Close? How Confident?            | 14: Democracy and Arrow's<br>Impossibility Theorem |
| 4: Describing Dispersion or<br>Measuring Spread   | 15: Election Problems and Engine Failure           |
| 5: Models of Distributions—<br>Shapely Families   | 16: Sports—Who's Best of All Time?                 |
| 6: The Bell Curve                                 | 17: Risk—War and Insurance                         |
| 7: Correlation and Regression—<br>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<br>Hospitals, and Dieting |
| 11: Confidence Intervals—<br>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



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## Elements of Jazz: From Cakewalks to Fusion

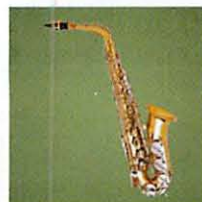
Professor Bill Messenger • *The Peabody Institute*

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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Professor Louis Markos • *Houston Baptist University*

This course investigates the works of 20<sup>th</sup>-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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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?

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- 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.



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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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In **Museum Masterpieces: The Louvre**, expert art critic and historian Richard Brettell takes you on an unforgettable journey through one of the world's greatest museums. This 12-lecture series explores some of the most beautiful and renowned examples from the museum's remarkable collection of European paintings from the late medieval period through the early 19th century, including masterworks by Raphael, Caravaggio, Leonardo da Vinci, Watteau, Rubens, and Vermeer.

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### LECTURE TITLES

- |   |   |
|---|---|
| 1: Palace to Museum—The Story of the Louvre   | 7: De La Tour, Le Nain, and 17th-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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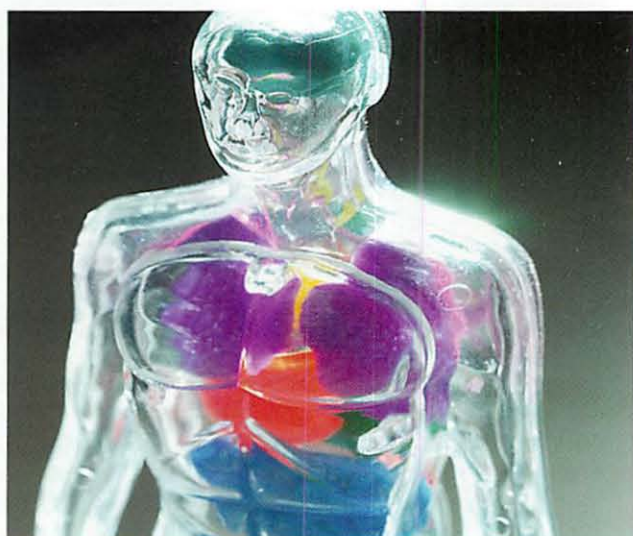
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- the respiratory system,
- the nervous system,
- the digestive system,
- the endocrine system,
- the urinary system,
- the male and female reproductive systems,
- the musculoskeletal system, and
- the immune system.

### 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   |
| 15: Digestive System—Physiology of the Mouth, Esophagus, and Stomach      | 31: Immune System—Anatomy and Physiology                                     |
| 16: Digestive System—Anatomy of the Pancreas, Liver, and the Biliary Tree | 32: The Biology of Human Cancer  |



## A Gripping Page-Turner

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  
TEACHING EXCELLENCE AWARD—VANDERBILT UNIVERSITY SCHOOL OF MEDICINE  
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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.

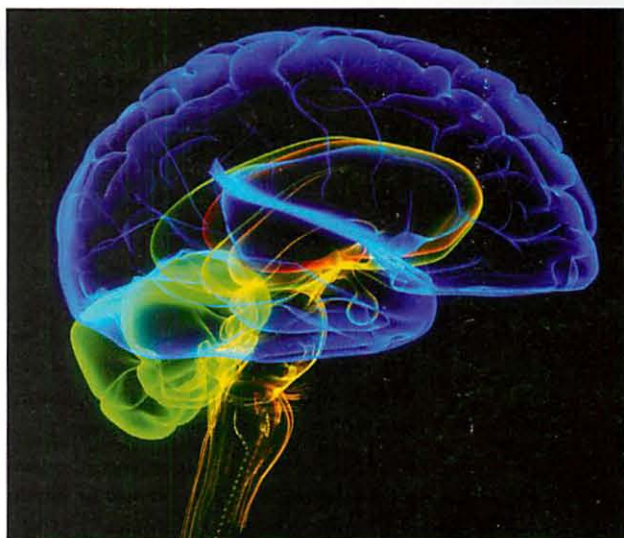
### What You Will Learn

**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    |
|   | 36: Neuroscience—Looking Back and Looking Ahead |

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## The Nature of Earth: An Introduction to Geology

Professor of Geology John J. Renton  
West Virginia University

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OUTSTANDING TEACHER AWARD—WEST VIRGINIA UNIVERSITY FOUNDATION

Wherever you live or travel, geology is everywhere. Wouldn't you like to know how to read the rocks and landscape; how to make sense of debates over natural resources; and how to appreciate the "deep time" that governs a geologist's sweeping perspective?

These 36 half-hour lectures are your initiation into the geological world that lies just outside your door. **The Nature of Earth: An Introduction to Geology** introduces you to physical geology, the study of Earth's minerals, rocks, soils, and the processes that operate on them through time.

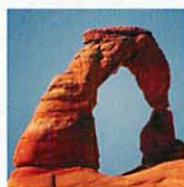
No other science deals more practically with the world on which we live, telling us when to add lime to soil; where to find gold, oil, and other valuable minerals; what kinds of structures are safest in an earthquake zone; and why some volcanoes are deadlier than others.

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 Sculpting 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 |  |                                   |

### THE NATURE OF EARTH: AN INTRODUCTION TO GEOLOGY



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### LECTURE TITLES

- |   |  |   |  |
|---|--|---|--|
| 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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## Games People Play: Game Theory in Life, Business, and Beyond

Professor of Management Science Scott P. Stevens  
James Madison University

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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                      |

### GAMES PEOPLE PLAY: GAME THEORY IN LIFE, BUSINESS, AND BEYOND



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## The Old Testament

Professor Amy-Jill Levine  
Vanderbilt University Divinity School

PAST CHAIR OF THE DEPARTMENT OF RELIGION AT SWARTHMORE COLLEGE  
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EDITORIAL BOARD: JOURNAL OF BIBLICAL LITERATURE

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.

### Gain Insight into a Foundational Text

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.

**ORDER TODAY!**  
Sale ends Thursday,  
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Now in the 24 lectures of **The Old Testament**, award-winning Professor Amy-Jill Levine of Vanderbilt University Divinity School provides lively and learned commentary that thoughtfully explores selected passages from the Old Testament. She provides clear examples of how

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.

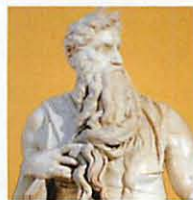
This course serves as an excellent introduction to a foundational text for our civilization. Even if you know the Old Testament well, you will find this course enlightening. The goal of this academic course in biblical studies is to use the best available knowledge and research to give believers richer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



"Dr. Levine is a phenomenal lecturer. She is articulate, very knowledgeable, and humorous in her presentations. I am very glad that I got to experience these lectures!"

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In this series you will

- become familiar with the essential aspects of the five religions, including its origins, scriptures, beliefs, rituals, and basic history;
- expand your traditional understanding of what religion is;
- gain extensive insight into how religions compare, contrast, and interact with one another;
- study the efforts of these ancient faiths to survive and thrive in a rapidly modernizing world;



- add a wealth of perspectives and information to your understanding of your own faith.

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**Great World Religions, 2<sup>nd</sup> Edition** will enable you to view religion in its totality, as a unified, integrated human activity. It will deepen the way you think about human civilization and psychology by examining some of the characteristics that religions share, including

- rites of passage,
- purification ceremonies,
- tendencies toward mysticism,
- belief in superhuman figures who can save or serve as a model for humans, and
- conflicts between conservative, liberal, and radical groups of believers.

Each of the five parts of this course is taught by an award-winning professor who specializes in and has an intellectual and personal passion for the faith that they cover. Nowhere else will you find such an enlightening, authoritative, and comprehensive review of religion in such a convenient and simple format.

#### 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
- 10: Buddhism in Tibet
- 11: Buddhism in China
- 12: Buddhism in Japan

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# The History of Ancient Egypt

Egyptologist and Senior Research Fellow Bob Brier  
Long Island University

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Ancient Egyptian civilization is so amazing that it is sometimes difficult to grasp:

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- **Consider its mystery.** Egypt was the most advanced of any ancient civilization. Yet, even after deciphering the hieroglyphs, Egypt remains one of the most mysterious—their civilization was extraordinary and yet so “other” from what we live today.

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Taught by world-renowned Egyptologist Bob Brier, this course will introduce you to the splendor of ancient Egypt. Scarabs, mummies, obelisks, sphinxes, pharaohs—

### LECTURE TITLES

- |   |   |
|---|---|
| 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 <sup>th</sup> 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 <sup>th</sup> 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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|---|--|---|
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| 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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## LECTURE TITLES

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| 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 |
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- 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 <sup>th</sup> 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      |   |
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- Threshold 6—The Evolution of Humans
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| 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 <sup>th</sup> -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 <sup>th</sup> -Century London | 24: Millennial London—How Do You Like It?             |
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### 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 <sup>th</sup> 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 <sup>th</sup> |
| 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             |

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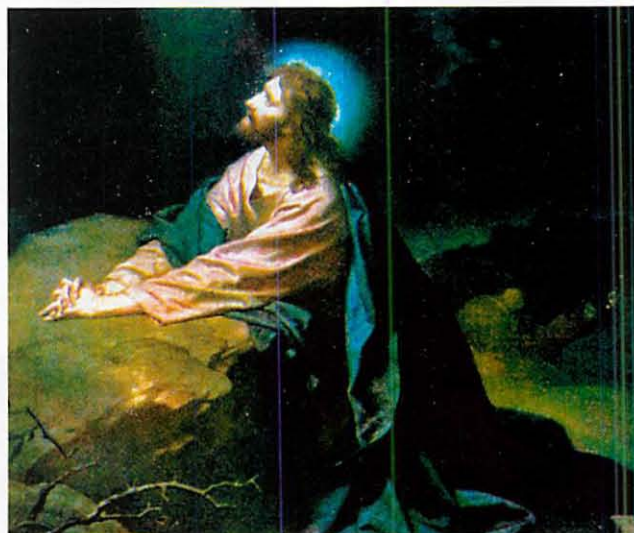
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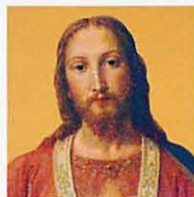
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## LECTURE TITLES

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| 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                                      |
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| 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 |
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| 2: The Cellular Biology of Aging           | 13: The Role of Vitamins                    | 25: Joy in Movement—Sports and Exercise Options |
| 3: The Physiology of Aging                 | 14: The Role of Supplements                 | 26: Martial Arts and Yoga                       |
| 4: Myths of Aging—Magical Times and Places | 15: Whole Foods for Optimum Health          | 27: Mental Health and Stress Reduction          |
| 5: Myths of Aging—Magical Substances       | 16: The Good Fats                           | 28: Brain Physiology, Alzheimer's, and Dementia |
| 6: Optimizing Health—Tests and Procedures  | 17: Sugar, Salt, Allergies, and Additives   | 29: Maintaining Your Mental Edge                |
| 7: Optimizing Health—Prevention            | 18: The Physiology of Weight Management     | 30: Focus on Women's Health                     |
| 8: How We Look—Surgery and Skin-Care       | 19: Healthful Eating versus Fad Diets       | 31: Focus on Menopause                          |
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| 11: Nutrition—Choices for a Healthy Life   | 22: Resistance Training and Weight Training | 34: Healthy Choices in Your Daily Life          |
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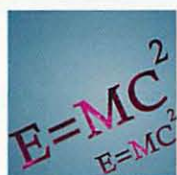
Relativity and quantum physics touch the very basis of physical reality, altering our commonsense notions of space and time, cause and effect. Both have reputations for being bewilderingly complex. But the basic ideas behind relativity and quantum physics are simple and comprehensible.

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 &amp; MATHEMATICS

# The Human Body: How We Fail, How We Heal

Professor of Medicine Anthony A. Goodman  
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                                |

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## BETTER LIVING

## Stress and Your Body

Professor of Biology, Neurology, and Neurosurgery

Robert Sapolsky  
Stanford UniversityBING AWARD FOR TEACHING EXCELLENCE AT STANFORD  
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Feeling stressed? You're not alone. Stress is an inherent aspect of life in the 21<sup>st</sup>-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 life in Western society. 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 Oklahoma25 AWARDS FOR TEACHING EXCELLENCE  
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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: Mao Zedong Begins His Long March (1934)     |
| 9: Jesus—The Trial of a Teacher (A.D. 36)          | 20: The Battle of Vienna (1683)                 | 33: The Atomic Bomb Is Dropped (1945)           |
| 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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# The Great Ideas of Philosophy, 2<sup>nd</sup> Edition

Distinguished Professor Emeritus Daniel N. Robinson  
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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

## 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            |   |



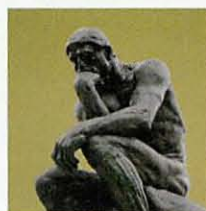
gives the student a sure guide and interpreter as the major themes within Western philosophy are presented and considered:

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Economic issues are active in our lives every day. However, when the subject of economics comes up in conversation or on the news, we can find ourselves longing for a more sophisticated understanding of the fundamentals of economics.

**Economics, 3<sup>rd</sup> Edition**, 36 lectures from the award-winning editor of the highly respected *Journal of Economic Perspectives*, will help you think about and discuss the economic issues that affect you and the nation every day—interest rates, unemployment, personal investing, budget deficits, globalization, and many more—with a greater level of knowledge and sophistication.

**Microeconomics**

The first 18 lectures focus on microeconomics, or looking at economics “from the bottom up.” You will study the behavior of individuals, households, and firms; and how they interact in markets for goods, labor, and saving and investment.

- Topics in microeconomics include these:
- How does supply and demand operate in the free market to determine the prices of the goods we buy and the salaries we are paid?
- How are interest rates determined? And what effects do they have on so many decisions we make—such as what house we will buy?
- How do businesses compete with one another? What is a natural monopoly? What role does government have to play in encouraging and regulating competition?

**Macroeconomics**

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.

Topics in macroeconomics include these:



- Common ways the government taxes and spends, and how these actions affect demand and supply in our economy
- The relationship between employment and inflation, and the thoughts of the two main schools of economic theory—the Keynesians and the neoclassicists
- International economics: What are the arguments for and against international trade? How are exchange rates determined and what do they really mean to us as individuals and the economy in general?

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If you complete this course and devote some thought to its subject matter, you'll be able to hold your own any time the discussion turns to economics, whether it's at your office, in the news, or at the dinner table.

**LECTURE TITLES**

- |  |   |
|--|---|
| 1: How Economists Think                        | 19: Macroeconomics and GDP                |
| 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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## FINE ARTS &amp; MUSIC

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## 3<sup>rd</sup> Edition

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*San Francisco Performances*

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This course can permanently enrich your life. With Professor Robert Greenberg as your teacher, you will hear and understand an entire language of unmatched beauty, genius, and power.

### Why Is Concert Music So Powerful?

How can concert music—once it is understood—so move our lives? Professor Greenberg explains in his introductory lecture: "Music—the most abstract and sublime of all the arts—is capable of transmitting an unbelievable amount of expressive, historical, and even philosophical information to us, provided that our antennas are up and pointed in the right direction. A little education goes a long way to vitalizing and rendering relevant a body of music that many feel is beyond their grasp.

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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.

"Last, but certainly not least, good music is fun to listen to, relatively inexpensive—we can do it by ourselves or with others—and there are any number of ways to expand our knowledge and appreciation of the art."

"Greenberg's **Great Music** gave me more intellectual joy than any single educational experience since possibly learning to read 45 years ago."

—DONALD SHERAK

### What You'll Learn: The Tools, the Times, the Composers, and Their Music

**Grammar:** Professor Greenberg gives you an outstanding grasp of musical forms, techniques, and terms—the grammatical elements that make you flu-



ent in the language of music. These are not dull concepts. Professor Greenberg alerts us to the need for them:

"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 20<sup>th</sup> 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 20<sup>th</sup> 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

"This is the definitive course against which all others should be compared. ...Bravo, Robert Greenberg & The Great Courses. This course deserves the highest recommendation I can give."

—H. MCFARLAND, *MIDWEST BOOK REVIEW*

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

- |  |  |
|--|--|
| 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 <sup>th</sup> -Century Italian Opera—Bel Canto Opera                |
| 12: Baroque Opera, Part 2                                      | 38: 19 <sup>th</sup> -Century Italian Opera—Giuseppe Verdi                 |
| 13: The Oratorio   | 39: 19 <sup>th</sup> -Century German Opera—Nationalism and Experimentation |
| 14: The Lutheran Church Cantata                                | 40: 19 <sup>th</sup> -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 <sup>th</sup> -Century Modernism           |
| 20: Classical-era Form—Minuet and Trio: Baroque Antecedents    | 46: Early 20 <sup>th</sup> -Century Modernism—Claude Debussy               |
| 21: Classical-era Form—Minuet and Trio Form                    | 47: Early 20 <sup>th</sup> -Century Modernism—Igor Stravinsky              |
| 22: Classical-era Form—Rondo Form                              | 48: Early 20 <sup>th</sup> -Century Modernism—Arnold Schönberg             |
| 23: Classical-era Form—Sonata Form, Part 1                     |  |
| 24: Classical-era Form—Sonata Form, Part 2                     |  |
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## LECTURE TITLES

- |  |   |  |  |
|--|---|--|--|
| 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               |  |  |
| 33: Pluto and Its Cousins                    |   |  |  |
| 34: Asteroids and Dwarf Planets              |   |  |  |
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The Smithsonian Associates, Smithsonian Institution

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The development of the arts in Europe from the Middle Ages to the modern era is an astonishing cultural achievement, from the breathtaking architecture of Gothic cathedrals to the daring visual experiments of the Cubist painters. We all have our favorite artists, periods, or styles from this immensely rich tradition, but how many of us truly know the full sweep of European art?

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- Picasso's *Les Femmes d'Alger*

You will also find works that are completely new to you. Plus you'll be introduced to lesser-known artists—names you've heard but never connected to specific works—and you'll understand why they deserve to be classed among the great masters.

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-



tory. He has created a guide to *looking*—an engaging demonstration of how you can view art with understanding and pleasure. Professor Kloss recommends that you focus on five elements:

- **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.
- **Emotion:** Emotion is a major factor both in the artist's creation of a work and in the viewer's response to it.

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### LECTURE TITLES

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| 1: Approaches to European Art                   | 17: Sandro Botticelli                                 | 33: Dutch Painting in the 17 <sup>th</sup> Century |
| 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 <sup>th</sup> 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 <sup>th</sup> Century    |
| 9: Sienese Art in the 14 <sup>th</sup> Century  | 25: Netherlandish Art in the 16 <sup>th</sup> 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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## HISTORY—MODERN

# Foundations of Western Civilization II: A History of the Modern Western World

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Starting with the Renaissance, the culture of the West exploded. Over the next 600 years, rapid innovations in philosophy, technology, economics, military affairs, and politics allowed what once had been a cultural backwater left by the collapse of the Roman Empire to dominate the world.

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riod between the 16<sup>th</sup> and 20<sup>th</sup> centuries. Professor Bucholz pauses at many points along the way to show how Western civilization was shaped by the low as well as the mighty, the practical as well as the artistic.

You get a larger understanding of the political, social, and cultural events that shaped Europe. You also explore the ramifications of these events on the rest of the world.

**Foundations of Western Civilization II** puts the history of the West into a cultural context as well, with looks into amazing works of art and culture that range from the King James Bible and Michelangelo's Sistine Chapel ceiling to Impressionist paintings and literature like Joyce's *Ulysses*.

Taught by an expert historian, **Foundations of Western Civilization II** is crucial to your understanding of this unprecedented period in history. In Professor Bucholz's words, the course is "a toolkit for any citizen of the West—essential for those of us who wish to become civilized and remain so."

## LECTURE TITLES

- |  |   |   |
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| 1: The Importance of the West                  | 18: The American Revolution                     | 34: The Great War Begins—1914-16                |
| 2: Geography Is Destiny                        | 19: The French Revolution—1789-92               | 35: Breaking the Deadlock—1915-17               |
| 3: Culture Is Destiny                          | 20: The French Revolution—1792-1803             | 36: The Russian Revolution—1917-22              |
| 4: Renaissance Humanism—1350-1650              | 21: The Napoleonic Empire—1803-15               | 37: The End of the War—1917-22                  |
| 5: Renaissance Princes—1450-1600               | 22: Beginnings of Industrialization—1760-1850   | 38: Recovery & Depression in the West—1919-36   |
| 6: The New World & the Old—1400-1650           | 23: Consequences of Industrialization—1760-1850 | 39: Totalitarian Russia—1918-39                 |
| 7: The Protestant Reformation—1500-22          | 24: The Liberal Response—1776-1861              | 40: Fascist Italy, Nazi Germany—1922-36         |
| 8: The Wars of Religion—1523-1648              | 25: The Romantic Response—1789-1870             | 41: The Holocaust—1933-45                       |
| 9: Rational & Scientific Revolutions—1450-1650 | 26: The Socialist Response—1813-1905            | 42: The Failure of Diplomacy—1935-39            |
| 10: French Absolutism—1589-1715                | 27: Descent of Man; Rise of Woman—1830-90       | 43: World War II—1939-42                        |
| 11: English Constitutionalism—1603-49          | 28: Nationalism—1815-48                         | 44: World War II—1942-45                        |
| 12: English Constitutionalism—1649-89          | 29: Nationalism—1848-71                         | 45: American Hegemony, Soviet Challenge—1945-75 |
| 13: War, Trade, Empire—1688-1702               | 30: Imperial Rivalry—1870-1914                  | 46: Rebuilding Europe—1945-85                   |
| 14: War, Trade, Empire—1702-14                 | 31: Industrial Rivalry—1870-1914                | 47: The New Europe—1985-2001                    |
| 15: War, Trade, Empire—1714-63                 | 32: The Alliance System—1872-1914               | 48: The Meaning of Western Civilization         |
| 16: Life Under the Ancien Régime—1689-1789     | 33: Decadence and Malaise—circa 1900            |   |
| 17: Enlightenment and Despotism                |   |   |

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In the first centuries after Christ, there was no "official" New Testament. Early Christians read and fervently followed many more scriptures than we have today.

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- that Christ never died at all.

What did these other scriptures say? Do they exist today? How could such ideas ever be considered Christian? If such beliefs were once common, why do they no longer exist? This course by an award-winning teacher and author addresses these fascinating questions with objectivity and rigor.

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- |   |                                   |   |
|---|-----------------------------------|---|
| 1: The Diversity of Early Christianity    | 7: Gnostics Explain Themselves    | 17: The Epistle of Barnabas               |
| 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   |   |
|   | 16: Forgeries in the Name of Paul |   |

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## HISTORY—MEDIEVAL

## The Early Middle Ages

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*The College of William & Mary*

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## LECTURE TITLES

- |   |   |
|---|---|
| 1: Long Shadows and the Dark Ages                 | 13: Rise of the Carolingians                      |
| 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      |

The study of the Early Middle Ages—the years from A.D. 300 to 1000—present us with some of the most challenging questions historians have ever had to tackle:

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## LITERATURE &amp; LANGUAGE

# The Story of Human Language

Professor John McWhorter  
Columbia University

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.

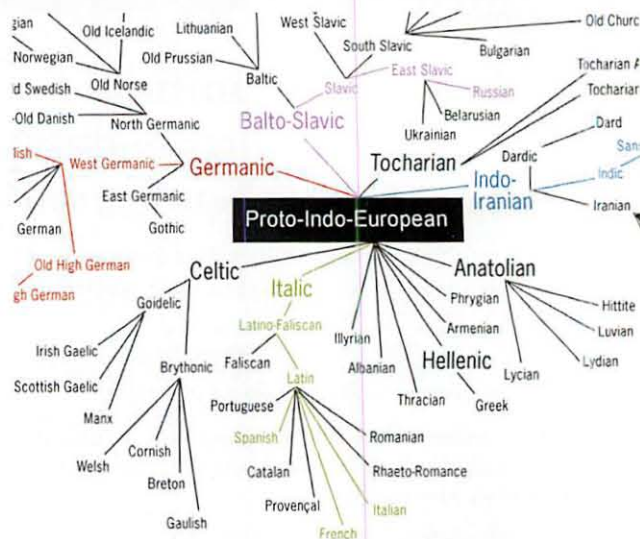
## Discover a Fascinating Subject

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 20<sup>th</sup>-century linguistics is that language determines the way we perceive the world. But is this really true?

### LECTURE TITLES

- |   |  |
|---|--|
| 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  |
| 7: How Language Changes—Modern English          | 24: Language Interrupted                       |
| 8: Language Families—Indo-European              | 25: A New Perspective on the Story of English  |
| 9: Language Families—Tracing Indo-European      | 26: Does Culture Drive Language Change?        |
| 10: Language Families—Diversity of Structures   | 27: Language Starts Over—Pidgins               |
| 11: Language Families—Clues to the Past         | 28: Language Starts Over—Creoles I             |
| 12: The Case Against the World's First Language | 29: Language Starts Over—Creoles II            |
| 13: The Case For the World's First Language     | 30: Language Starts Over—Signs of the New      |
| 14: Dialects—Subspecies of Species              | 31: Language Starts Over—The Creole Continuum  |
| 15: Dialects—Where Do You Draw the Line?        | 32: What Is Black English?                     |
| 16: Dialects—Two Tongues in One Mouth           | 33: Language Death—The Problem                 |
| 17: Dialects—The Standard as Token of the Past  | 34: Language Death—Prognosis                   |
|   | 35: Artificial Languages                       |
|   | 36: Finale—Master Class                        |



- 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.

### THE STORY OF HUMAN LANGUAGE



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## LITERATURE &amp; LANGUAGE

## Classical Mythology

Professor of Classics Elizabeth Vandiver  
Whitman College

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Classical mythology—the Greek and Roman stories of gods and heroes ranging from Athena to Zeus—has had a profound impact on Western civilization. It served as the religious structure for the earliest Western civilizations and left its mark on us today in a myriad of ways—from the names of the planets, to the subjects of many of our greatest works of art and literature, to molding our psychological motifs, and more.

**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.

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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.

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