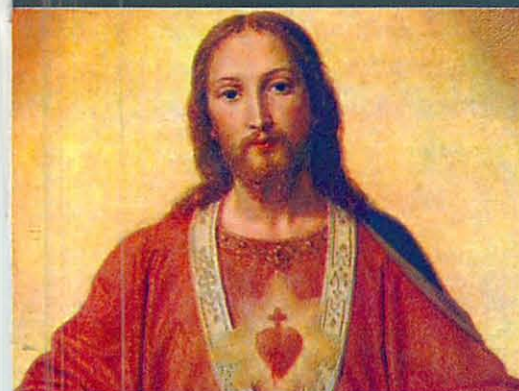


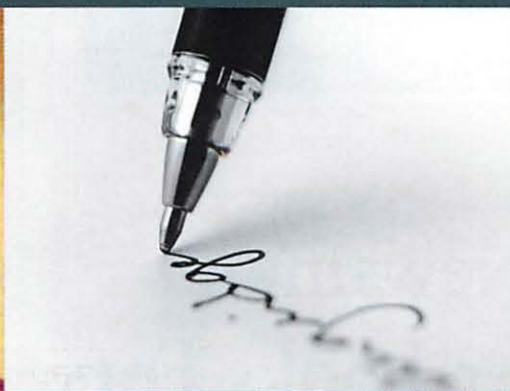


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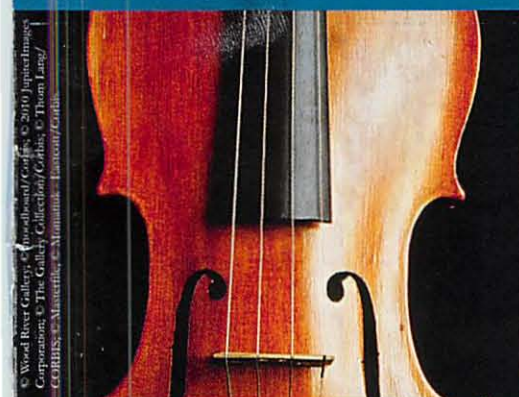
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THE EARLY MIDDLE AGES  
PAGE 39

# Legendary Newsman Bob Schieffer Looks Forward to Traffic Tie-Ups

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

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

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

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

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

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

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

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

---

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

—BOB SCHIEFFER

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

---

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



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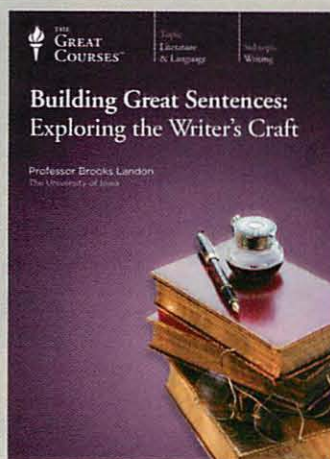


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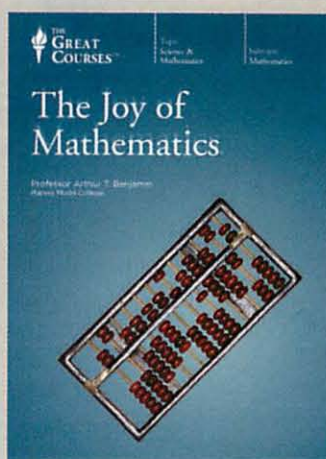


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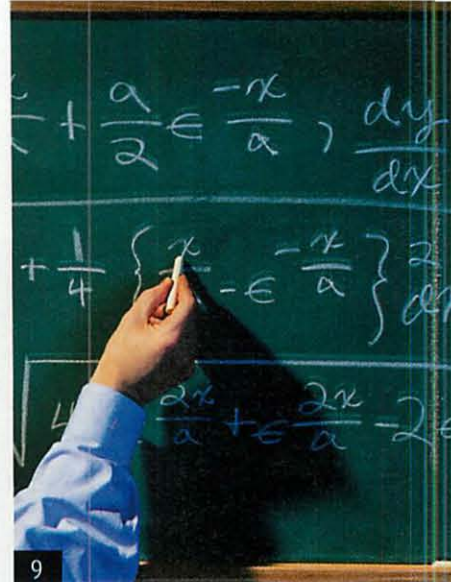
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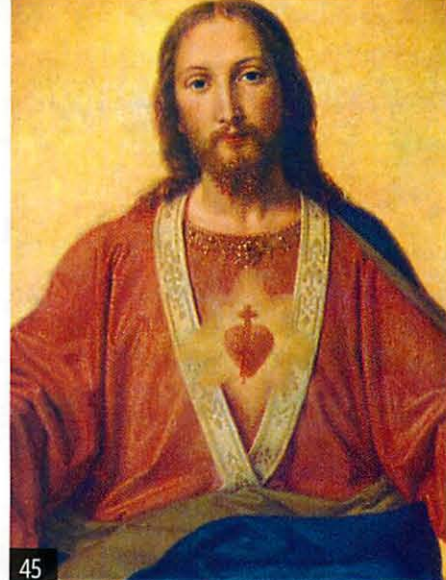
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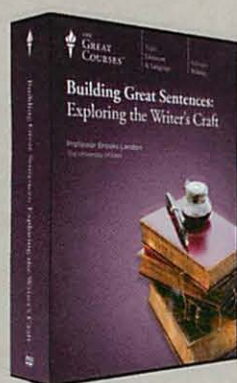
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Calculus has made it possible to build bridges that span miles of river, travel to the moon, and even predict patterns of population change. In fact, most of the differences in the way we experience life now and the way we experienced it at the beginning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

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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.

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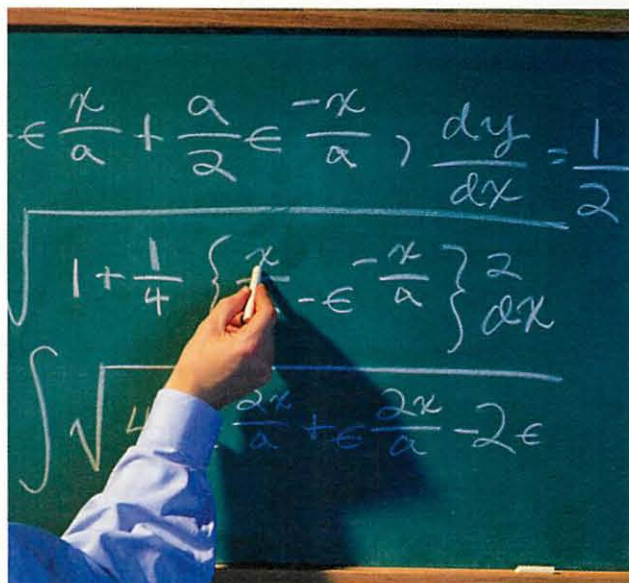
"For all its computational power," Professor Starbird asserts, "calculus is the exploration of just two ideas—the derivative and the integral—both of which arise from a commonsense analysis of motion. All a 1,300-page calculus textbook holds are those two basic ideas and 1,298 pages of examples, applications,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

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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.

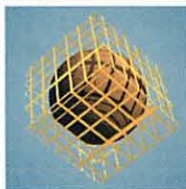


Calculus is one of the most influential ideas in human history, and its impact on our daily lives is incalculable. Economics, population growth, traffic flow, financial matters, electricity, cosmology, and many other topics are modeled and explained using the ideas and language of this mathematical field.

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| 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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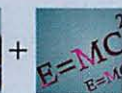
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## LECTURE TITLES

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

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# Einstein's Relativity and the Quantum Revolution: Modern Physics for Non-Scientists, 2<sup>nd</sup> Edition

Professor of Physics Richard Wolfson  
Middlebury College

WINNER OF THE PERKINS AWARD FOR OUTSTANDING TEACHING

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

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, in fact, simple and comprehensible by anyone.

As Professor 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.

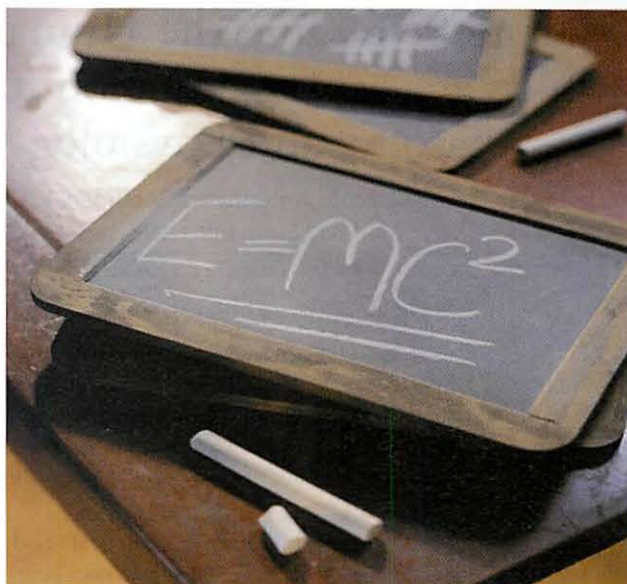
## From Aristotle to the "Theory of Everything"

Professor Wolfson begins with a brief overview of the evolution of theories of physical reality starting with Aristotle and culminating in Newtonian or classical physics. He carefully sets up the discussion of modern physics by examining the quandaries and failures that were present in Newtonian physics.

Professor Wolfson then takes you through the exact same thought experiments that Einstein engaged in to arrive at his theories of special relativity and general relativity, and the landmark equation  $E=mc^2$ . At the end of this process, you will truly understand the theory of relativity. It's a mind-stretching experience that will dazzle you and forever change the way you think about the universe around you.

Dr. Wolfson then investigates the quantum world. He shows how inquiry into matter at the atomic and subatomic scales led to quandaries that are solved—or at least clarified—by quantum mechanics, a vision of physical reality so at odds with our experience that it nearly defies language. His brilliant, insightful explanations of this complex subject will leave you with a clear understanding of what we know today and where we are headed in the future.

Bringing relativity and quantum mechanics into the same picture leads to hypotheses about the origin, development, and possible futures of the entire universe, and the possibility that physics can produce a "theory of everything" to account for all aspects of the physical world.



## LECTURE TITLES

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

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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.

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# Understanding the Human Body: An Introduction to Anatomy and Physiology

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

FELLOW OF THE AMERICAN COLLEGE OF SURGEONS  
DIPLOMATE OF THE AMERICAN BOARD OF SURGERY  
FOUNDER OF THE BROWARD SURGICAL SOCIETY

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

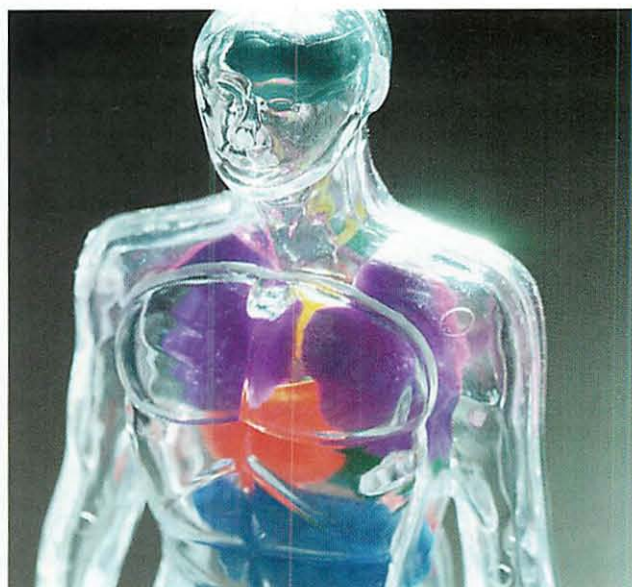
Your guide is Dr. Anthony A. Goodman—surgeon, professor, and writer—who takes you step by step through the major systems of the body. Using detailed illustrations and life-sized models, Dr. Goodman gives clear descriptions of structure (anatomy) and function (physiology).

All the major systems of the body are covered, including

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

## LECTURE TITLES

- |   |  |
|---|--|
| 1: Cardiovascular System—Anatomy of the Heart                             | 17: Digestive System—Physiology of the Pancreas, Liver, and the Biliary Tree |
| 2: Cardiovascular System—Physiology of the Heart                          | 18: Digestive System—Anatomy of the Small Intestine, Colon, and Rectum       |
| 3: Cardiovascular System—Anatomy of the Great Vessels                     | 19: Digestive System—Physiology of the Small Intestine, Colon, and Rectum    |
| 4: Cardiovascular System—Physiology of the Great Vessels                  | 20: Endocrine System—The Pituitary and Adrenal Glands                        |
| 5: Respiratory System—Anatomy of the Lungs                                | 21: Endocrine System—Pancreas  |
| 6: Respiratory System—Physiology of the Lungs                             | 22: Endocrine System—Thyroid and Parathyroid Glands                          |
| 7: Nervous System—Anatomy of the Brain                                    | 23: Urinary System—Anatomy of the Kidneys, Ureters, and Bladder              |
| 8: Nervous System—Physiology of the Brain                                 | 24: Urinary System—Physiology of the Kidneys, Ureters, and Bladder           |
| 9: Nervous System—Spinal Cord and Spinal Nerves                           | 25: Reproductive System—Male   |
| 10: Nervous System—Autonomic Nervous System and Cranial Nerves            | 26: Reproductive System—Female   |
| 11: Nervous System—The Eyes   | 27: Reproductive System—Physiology of Genetic Inheritance                    |
| 12: Nervous System—The Ears, Hearing, and Equilibrium                     | 28: Musculoskeletal System—Physiology and Physics of the Muscles             |
| 13: Nervous System—Memory   | 29: Musculoskeletal System—Anatomy of the Muscles                            |
| 14: Digestive System—Anatomy of the Mouth, Esophagus, and Stomach         | 30: Musculoskeletal System—Bones   |
| 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.

## UNDERSTANDING THE HUMAN BODY: AN INTRODUCTION TO ANATOMY AND PHYSIOLOGY



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# What Are the Chances? Probability Made Clear

Professor of Mathematics Michael Starbird  
The University of Texas at Austin

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

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

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

## LECTURE TITLES

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

## WHAT ARE THE CHANCES? PROBABILITY MADE CLEAR



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# Meaning from Data: Statistics Made Clear

Professor of Mathematics Michael Starbird  
The University of Texas at Austin

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FOR DISTINGUISHED COLLEGE OR UNIVERSITY TEACHING OF MATHEMATICS

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

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

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

## LECTURE TITLES

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

## MEANING FROM DATA: STATISTICS MADE CLEAR



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

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# The Joy of Mathematics

Professor of Mathematics Arthur T. Benjamin  
Harvey Mudd College

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

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

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

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

## ORDER TODAY!

Sale ends Thursday,  
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### 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.

$$1) \leq N^2 2^{8+\log N-2} C^{5+1} \binom{S+K}{S+1}$$

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

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

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

$$\text{rst} = N^3 2^{-8eC} N_8 \leq N_2 \binom{S+1}{S-1}$$

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

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

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

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!'"

### LECTURE TITLES

- |  |  |
|--|--|
| 1: The Joy of Math—<br>The Big Picture | 14: The Joy of the<br>Imaginary Number $i$ |
| 2: The Joy of Numbers                  | 15: The Joy of the Number $e$              |
| 3: The Joy of Primes                   | 16: The Joy of Infinity                    |
| 4: The Joy of Counting                 | 17: The Joy of Infinite Series             |
| 5: The Joy of Fibonacci Numbers        | 18: The Joy of Differential Calculus       |
| 6: The Joy of Algebra                  | 19: The Joy of Approximating with Calculus |
| 7: The Joy of Higher Algebra           | 20: The Joy of Integral Calculus           |
| 8: The Joy of Algebra Made Visual      | 21: The Joy of Pascal's Triangle           |
| 9: The Joy of 9                        | 22: The Joy of Probability                 |
| 10: The Joy of Proofs                  | 23: The Joy of Mathematical Games          |
| 11: The Joy of Geometry                | 24: The Joy of Mathematical Magic          |
| 12: The Joy of Pi                      |  |
| 13: The Joy of Trigonometry            |  |

### THE JOY OF MATHEMATICS



"Professor Benjamin did an outstanding job explaining mathematics. Now I see there really is a joy to it."

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# Meteorology: An Introduction to the Wonders of the Weather

Professor of Atmospheric and Oceanic Sciences

Robert G. Fovell

University of California, Los Angeles

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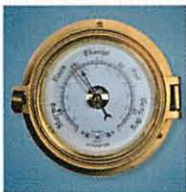
**In Meteorology: An Introduction to the Wonders of the Weather**, you embark on a fascinating foray into this complex and enthralling field of study. In 24 engaging lectures, you explore the often surprising, always intriguing workings of the weather, guided by expert atmospheric scientist and Professor 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.

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.

## LECTURE TITLES

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

## METEOROLOGY: AN INTRODUCTION TO THE WONDERS OF THE WEATHER



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

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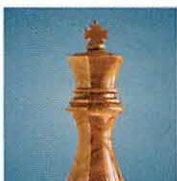
**Modern game theory**—the scientific study of interactive, rational decision making—has proven instrumental in helping us understand how and why we make decisions. It plays a crucial role in our lives and provides startling insights into all endeavors in which humans cooperate or compete, including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

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.

## LECTURE TITLES

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

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



"Very useful information presented in a thoroughly understandable manner."

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# The Nature of Earth: An Introduction to Geology

Professor of Geology John J. Renton  
West Virginia University

OUTSTANDING TEACHER AWARD—EBERLY COLLEGE OF ARTS AND SCIENCES  
OUTSTANDING TEACHER AWARD—WEST VIRGINIA UNIVERSITY FOUNDATION

The drama of geology is all around you. Have you ever been to Yellowstone National Park? If so, you have stood on a catastrophe in the making. The central region of the park is inside a collapsed volcanic crater that pulses with the hidden energy of magma deep below that will eventually explode in an eruption surpassing any in recorded history.

Or have you ever driven in the rolling hills of the Piedmont region that extends from New Jersey to Alabama? Then you have crossed the core of an ancient mountain range that once rivaled the Himalayas. Now almost completely eroded away, these peaks were created 300 million years ago in the collision of tectonic plates that formed the supercontinent of Pangaea.

Or have you ever noticed something as simple as tipped fence posts or leaning retaining walls? If so, then you have witnessed one of the most powerful and irresistible agents of geologic change, the ubiquitous force of gradual erosion called mass wasting.

**Intuitive, Accessible, Concrete, and Exciting**  
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 where to dig a well; when to add lime to soil; how gold, oil, and other valuable minerals are formed and where to find them; what kinds of structures are safest in an earthquake zone; and why some active volcanoes are deadlier than others—far deadlier.

Geology also unlocks the history that lies hidden in the land all around us—in a piece of marble, a hillside, a handful of sand, the rock layers of a road cut, or the jagged peaks of a mountain range.

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.

## Lessons for a Lifetime

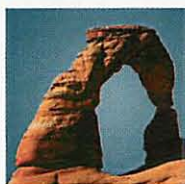
In his introductory lecture, Professor Renton reads an e-mail he received from a former student of more than 30 years ago who marvels: "Hardly a week passes that something doesn't cause me to think about your classes. Though I never became a geologist," the correspondent writes, "I often draw upon what you lectured about. I can explain to my daughter why this beach has sand and that beach has rocks, or how it is that rivers' courses are the way they are. Well, she thinks I'm pretty bright. But in fact, I'm just passing on what I got from Physical Geology."



## LECTURE TITLES

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

## THE NATURE OF EARTH: AN INTRODUCTION TO GEOLOGY



"What Carl Sagan did for the cosmos, Professor Renton does for the physical Earth."

—JOSEPH ABUCEWICZ, ATKINSON, NH

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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  
ROBERT J. GLASER DISTINGUISHED TEACHER AWARD

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?

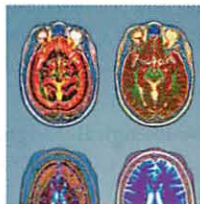
Above all, you will come away from **Understanding the Brain** with a deeper knowledge of how the brain is organized—and a feeling of wonder and appreciation for all that it accomplishes.



## 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 |

## UNDERSTANDING THE BRAIN



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**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.



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

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

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

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

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

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

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

## LECTURE TITLES

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

## THE HUMAN BODY: HOW WE FAIL, HOW WE HEAL



"Excellent course! I highly recommend it for all who value their health."

—PETER BRANOFF, FARMINGTON HILLS, MI

**SAVE \$215**

Course No. 1564 — 24 Lectures (30 Minutes/Lecture)

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# Biology and Human Behavior: The Neurological Origins of Individuality, 2<sup>nd</sup> Edition

Professor of Neuroscience Robert Sapolsky  
Stanford University

BING AWARD FOR TEACHING EXCELLENCE AT STANFORD  
STANFORD ASSOCIATED STUDENTS OUTSTANDING TEACHING AWARD  
MACARTHUR "GENIUS" FELLOWSHIP

When are we responsible for our own actions, and when are we in the grip of biological forces beyond our control? This intriguing question is the scientific province of behavioral biology, a field that explores interactions between the brain, mind, body, and environment that have a surprising influence on how we behave—from the people we fall in love with, to the intensity of our spiritual lives, to the degree of our aggressive impulses. In short, it is the study of how our brains make us the individuals that we are.

**Biology and Human Behavior: The Neurological Origins of Individuality, 2<sup>nd</sup> Edition**, is an interdisciplinary approach to this fascinating subject. Starting at the level of how a single neuron works, you carefully build upward to examine how millions of neurons in a particular region of the brain operate together to produce a wide range of behaviors. You will investigate how the human brain is sculpted by evolution, shaped by genes, modulated by hormones, and otherwise influenced.

## LECTURE TITLES

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

## BIOLOGY AND HUMAN BEHAVIOR: THE NEUROLOGICAL ORIGINS OF INDIVIDUALITY, 2<sup>ND</sup> EDITION



"Neuroscience in a bottle!  
Jaw-droppingly fascinating."

—JOYCE BERNHEIM, PORTLAND, OR

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Should I Buy Audio or Video?

This course works well in any format. The DVD version includes more than 150 images and graphics.



# Quantum Mechanics: The Physics of the Microscopic World

Professor of Physics Benjamin Schumacher  
Kenyon College

2002 QUANTUM COMMUNICATION AWARD  
FELLOW OF THE AMERICAN PHYSICAL SOCIETY

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

**Quantum Mechanics: The Physics of the Microscopic World** gives you the logical tools to grasp the paradoxes and astonishing insights of quantum mechanics in 24 half-hour lectures designed specifically for nonscientists and taught by award-winning Professor Benjamin Schumacher of Kenyon College.

No comparable presentation of this subject is so deep, so challenging, and yet accessible. **Quantum Mechanics** is generously illustrated with diagrams, demonstrations, and experiments and is taught by a professor who is both a riveting lecturer and a pioneer in the field, for Professor Schumacher is an innovator in the exciting new discipline of quantum information.

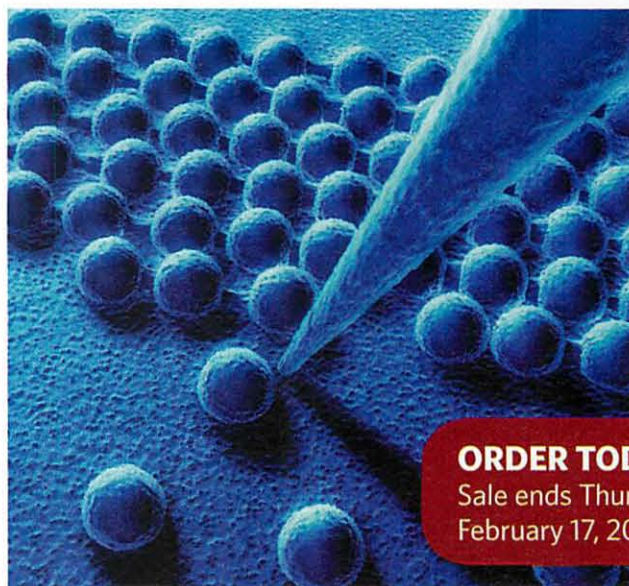
## Clear, Enlightening, and Thorough

**Quantum Mechanics** begins by exploring the origin of quantum mechanics and its golden age of discoveries in the early 20<sup>th</sup> century before taking you deeply into the key concepts and methods of the discipline. Then Professor Schumacher rounds out the course with a discussion of selected topics, including the potentially revolutionary applications of quantum cryptography and quantum computing. Throughout, he adheres to the following very helpful ground rules, tailored to give those without any previous preparation in math and physics a clear, enlightening, and thorough introduction to quantum mechanics:

- You learn the real theory of quantum mechanics, not a superficial popularization.
- You focus on understanding the fundamental principles.
- You use thought experiments, or hypothetical examples, as a tool for probing quantum phenomena.
- You learn rudimentary symbols and rules that allow you to calculate the outcome of various quantum experiments.

## Intensely Interesting

Lucid, witty, and intensely interesting, Dr. Schumacher's lectures are illustrated with scores of insightful graphics. You are also introduced to a celebrated visual aid used by physicists themselves: the Feynman diagram, made famous by Nobel Prize-winner Richard Feynman as a cartoon-like shorthand for keeping track of quantum particles as they ceaselessly interact, change their identities, and even move backward through time!



**ORDER TODAY!**  
Sale ends Thursday,  
February 17, 2011

## LECTURE TITLES

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

## QUANTUM MECHANICS: THE PHYSICS OF THE MICROSCOPIC WORLD



"What Carl Sagan did for the cosmos Professor Renton does for the physical Earth."

—JOSEPH ABUCEWICZ, ATKINSON, NH

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# The Art of Critical Decision Making

Professor of Management Michael A. Roberto  
Bryant University

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

Whether simple or complex, private or public, decisions are an essential part of your life.

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. Mastering the art of critical decision making is the key to improving your life at home, at work, or in your community. When you understand the necessary components of a smart decision, and when you know the underlying psychological, social, and emotional components that influence decision making—you can make sounder choices that produce better results.

Now you can learn to approach the critical decisions in your life with 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.

## LECTURE TITLES

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

## THE ART OF CRITICAL DECISION MAKING



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

—RUSS FEE, HOMOSASSA, FL

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

# 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



"Excellent professor who loves what he teaches."

—WILLIAM PARKER, LAWRENCEVILLE, GA

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

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Available Exclusively on DVD

## The Night Sky Planisphere

Included with this Course!

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





# Nutrition Made Clear

Professor Roberta H. Anding

Baylor College of Medicine and Texas Children's Hospital

TEXAS DISTINGUISHED DIETITIAN AWARD  
TEXAS DIETETIC ASSOCIATION MEDIA AWARD

JOHN P. MCGOVERN OUTSTANDING TEACHER OF THE YEAR AWARD  
HOUSTON AREA DIETETIC ASSOCIATION'S TEXAS DISTINGUISHED DIETITIAN OF THE YEAR

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

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

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

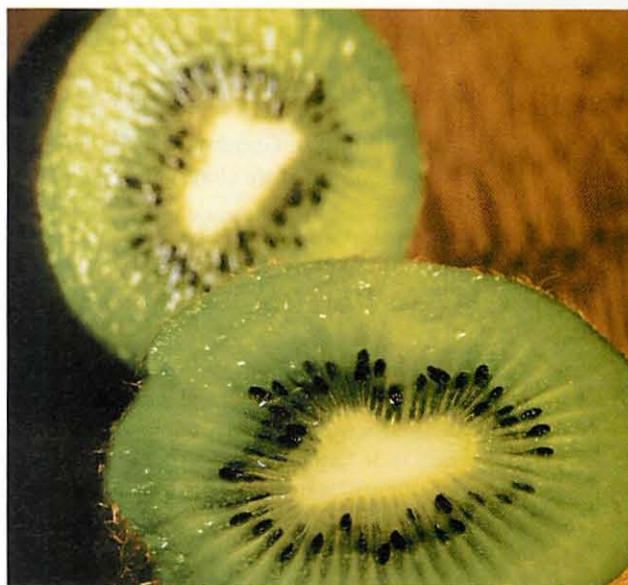
## Your Prescription for Good Nutrition

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

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

### LECTURE TITLES

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

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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.



# Lifelong Health: Achieving Optimum Well-Being at Any Age

Professor Anthony A. Goodman, M.D., F.A.C.S.

Montana State University

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

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

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

## Explore the Fundamentals of Lifelong Health

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

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

## LECTURE TITLES

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



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

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

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

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

## LIFELONG HEALTH: ACHIEVING OPTIMUM WELL-BEING AT ANY AGE



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

—JOHN EDWARDS, ANN ARBOR, MI

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



# The Everyday Guide to Wine

Master of Wine Jennifer Simonetti-Bryan

CERTIFIED WINE EDUCATOR: SOCIETY OF WINE EDUCATORS

CONTRIBUTING EDITOR: PROFESSIONAL WINE REFERENCE 2007 EDITION

WINNER: WIESBADEN TASTING TROPHY—THE INSTITUTE OF MASTERS OF WINE

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

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

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

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

## Master the Fundamentals of Wine

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

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

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

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

## Make Your Next Glass of Wine More Enjoyable

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

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



### LECTURE TITLES

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

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# How to Listen to and Understand Great Music,

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Professor Robert Greenberg  
San Francisco Performances

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NPR'S WEEKEND ALL THINGS CONSIDERED

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.

"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 fluent 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 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.

"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*

### 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                     |  |
| 25: Classical-era Form—Sonata Form, Part 3                     |  |
| 26: The Symphony—Music for Every Person                        |  |

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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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## The Life and Writings of C. S. Lewis

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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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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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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- 4: Spanish School of Painting
- 5: Rubens and Flemish Painting: Early German
- 6: Rembrandt, Vermeer, and Dutch Painting

- 7: De La Tour, Le Nain, and 17<sup>th</sup>-Century Painting
- 8: Claude and Poussin—French Painters in Rome
- 9: Watteau and Chardin
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# Understanding the Fundamentals of Music

Professor Robert Greenberg  
*San Francisco Performances*

WINNER: THREE NICOLA DE LORENZO PRIZES IN COMPOSITION  
WINNER: THREE "MEET THE COMPOSER" GRANTS  
RESIDENT COMPOSER AND MUSIC HISTORIAN FOR  
NPR'S WEEKEND ALL THINGS CONSIDERED

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

This course is designed to help you "speak" the language of Western music. It teaches you how to understand how certain musical effects are achieved. It explains, brilliantly, the often-intimidating language of music theory, including such concepts as:

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

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

## From Monet to Van Gogh: A History of Impressionism

Professor of Art and Aesthetics  
Richard Brettell  
*The University of Texas at Dallas*

FOUNDING AMERICAN DIRECTOR OF 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 had 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 the art of painting.

### LECTURE TITLES

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

### UNDERSTANDING THE FUNDAMENTALS OF MUSIC



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### 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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# A History of European Art

Professor William Kloss

The Smithsonian Associates, Smithsonian Institution

FULBRIGHT SCHOLAR

SERVES ON THE COMMITTEE FOR THE PRESERVATION OF THE WHITE HOUSE

MEMBER: PORTRAIT ADVISORY PANEL FOR THE U.S. SENATE COMMISSION ON ART

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?

## An Unrivalled Collection of Masterpieces

*A History of European Art* is your gateway to this visually stunning story. In 48 beautifully illustrated lectures you will encounter all the landmarks you would expect to find in a comprehensive survey of Western art since the Middle Ages. Works such as:

- Giotto's frescoes in the Arena Chapel
- Van Eyck's *Ghent Altarpiece*
- Leonardo's *The Last Supper*
- Michelangelo's *David*
- Vermeer's *View of Delft*
- Van Gogh's *The Starry Night*
- 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.

### LECTURE TITLES

- |   |   |  |
|---|---|--|
| 1: Approaches to European Art                   | 16: Piero della Francesca in Arezzo                   | 33: Dutch Painting in the 17 <sup>th</sup> Century |
| 2: Carolingian and Ottonian Art                 | 17: Sandro Botticelli                                 | 34: Rembrandt                                      |
| 3: Romanesque Sculpture and Architecture        | 18: Andrea Mantegna and Giovanni Bellini              | 35: Poussin and Claude—The Allure of Rome          |
| 4: Gothic Art in France                         | 19: High Renaissance Painting in Venice               | 36: Baroque Painting in Spain                      |
| 5: Gothic Art in Germany and Italy              | 20: The High Renaissance—Leonardo da Vinci            | 37: Louis XIV and Versailles                       |
| 6: Giotto and the Arena Chapel—Part I           | 21: The High Renaissance—Raphael                      | 38: French Art in the 18 <sup>th</sup> Century     |
| 7: Giotto and the Arena Chapel—Part II          | 22: The High Renaissance—Michelangelo                 | 39: Neoclassicism and the Birth of Romanticism     |
| 8: Duccio and the <i>Maestà</i>                 | 23: Albrecht Dürer and German Renaissance Art         | 40: Romanticism in the 19 <sup>th</sup> Century    |
| 9: Sienese Art in the 14 <sup>th</sup> Century  | 24: Riemenschneider and Grünewald                     | 41: Realism—From Daumier to Courbet                |
| 10: The Black Death and the International Style | 25: Netherlandish Art in the 16 <sup>th</sup> Century | 42: Manet and Monet—The Birth of Impressionism     |
| 11: Early Renaissance Sculpture in Florence     | 26: Pieter Bruegel the Elder                          | 43: Monet and Degas                                |
| 12: Early Renaissance Architecture in Florence  | 27: Mannerism and the Late Work of Michelangelo       | 44: Renoir, Pissarro, and Cézanne                  |
| 13: Masaccio and Early Renaissance Painting     | 28: Annibale Carracci and the Reform of Art           | 45: Beyond Impressionism—From Seurat to Matisse    |
| 14: Jan van Eyck and Northern Renaissance Art   | 29: Caravaggio  | 46: Cubism and Early Modern Painting               |
| 15: Northern Renaissance Altarpieces            | 30: Italian Baroque Painting in Rome                  | 47: Modern Sculpture—Rodin and Brancusi            |
|   | 31: Gian Lorenzo Bernini                              | 48: Art between Two Wars—Kandinsky to Picasso      |
|   | 32: Peter Paul Rubens                                 |  |



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 history. 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.

With more than 850 images of drawings, paintings, prints, sculptures, and architecture, this course provides you with a truly comprehensive tour of Western art that you will be hard-pressed to find outside the walls of an Ivy League university.

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"Greatly enhanced my appreciation of art. Better than courses at museums or colleges I have attended for much higher prices."

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# Building Great Sentences: Exploring the Writer's Craft

Professor of English Brooks Landon  
The University of Iowa

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DIRECTOR OF THE UNIVERSITY OF IOWA'S GENERAL EDUCATION LITERATURE PROGRAM

Great writing begins—and ends—with the sentence.

Whether two words ("Jesus wept.") or 1,287 words (a sentence in William Faulkner's *Absalom! Absalom!*), sentences have the power to captivate, entertain, motivate, educate, and, most importantly, delight. Understanding the variety of ways to construct sentences, from the smallest clause to the longest sentence, is important to enhancing your appreciation of great writing and potentially improving your own.

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.

## Explore a Vast World of Sentences

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

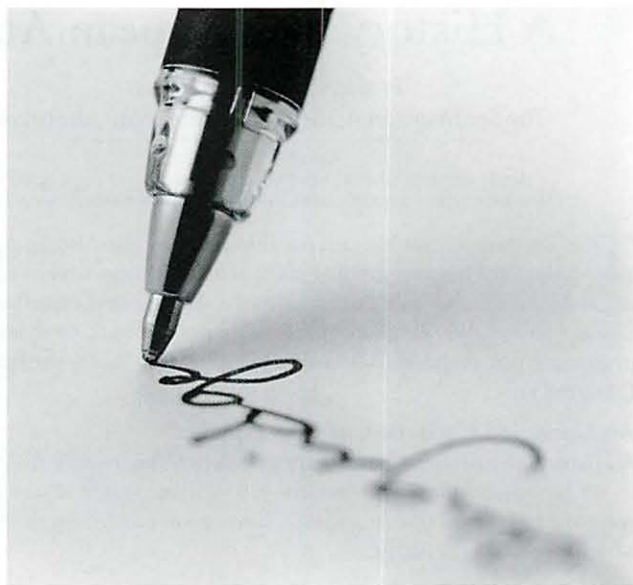
- You encounter the three distinct methods of enhancing sentence kernels.
- You explore sentence constructions that make writing more complex and add exciting levels of suspense.
- You learn tactics that create balance and rhythm in sentences.

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

## Learn from the Masters

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

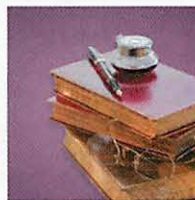
With its passionate approach to writing and reading, and its indulgence in the sheer joy of language, **Building Great Sentences** will change the way you read and write. It's a journey that gives you unique insights into the nature of great writing—it also teaches you how you can achieve some of this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



### LECTURE TITLES

- |  |   |
|--|---|
| 1: A Sequence of Words                         | 14: Cumulative Syntax to Create Suspense  |
| 2: Grammar and Rhetoric                        | 15: Degrees of Suspensiveness             |
| 3: Propositions and Meaning                    | 16: The Mechanics of Delay                |
| 4: How Sentences Grow                          | 17: Prefab Patterns for Suspense          |
| 5: Adjectival Steps                            | 18: Balanced Sentences and Balanced Forms |
| 6: The Rhythm of Cumulative Syntax             | 19: The Rhythm of Twos                    |
| 7: Direction of Modification                   | 20: The Rhythm of Threes                  |
| 8: Coordinate, Subordinate, and Mixed Patterns | 21: Balanced Series and Serial Balances   |
| 9: Coordinate Cumulative Sentences             | 22: Master Sentences                      |
| 10: Subordinate and Mixed Cumulatives          | 23: Sentences in Sequence                 |
| 11: Prompts of Comparison                      | 24: Sentences and Prose Style             |
| 12: Prompts of Explanation                     |   |
| 13: The Riddle of Prose Rhythm                 |   |

### BUILDING GREAT SENTENCES: EXPLORING THE WRITER'S CRAFT



"For many years I had heard good reports about the writing program at U. of Iowa but had never expected to benefit from it. My thanks to both you and Professor Landon for bringing it to me at my home."

— MARGERY ALBRIGHT, LEBANON, NH

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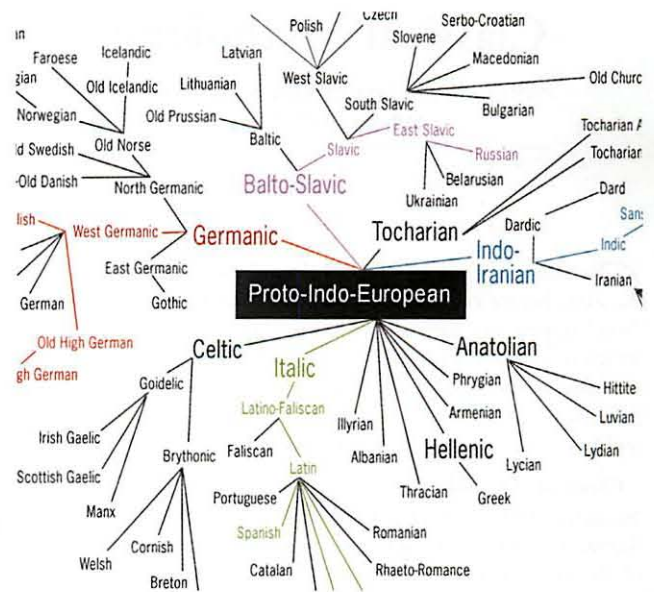


## LITERATURE &amp; LANGUAGE

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

- 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?

- 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?



- 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.

- 1: What Is Language?
- 2: When Language Began
- 3: How Language Changes—  
Sound Change
- 4: How Language Changes—  
Building New Material
- 5: How Language Changes—  
Meaning and Order
- 6: How Language Changes—  
Many Directions
- 7: How Language Changes—  
Modern English
- 8: Language Families—Indo-European
- 9: Language Families—  
Tracing Indo-European
- 10: Language Families—  
Diversity of Structures
- 11: Language Families—  
Clues to the Past
- 12: The Case Against the  
World's First Language
- 13: The Case For the World's First Language
- 14: Dialects—Subspecies of Species
- 15: Dialects—Where Do You Draw the Line?
- 16: Dialects—Two Tongues in One Mouth
- 17: Dialects—The Standard  
as Token of the Past
- 18: Dialects—Spoken Style, Written Style
- 19: Dialects—The Fallacy  
of Blackboard Grammar
- 20: Language Mixture—Words
- 21: Language Mixture—Grammar
- 22: Language Mixture—Language Areas
- 23: Language Develops Beyond  
the Call of Duty
- 24: Language Interrupted
- 25: A New Perspective on  
the Story of English
- 26: Does Culture Drive Language Change?
- 27: Language Starts Over—Pidgins
- 28: Language Starts Over—Creoles I
- 29: Language Starts Over—Creoles II
- 30: Language Starts Over—  
Signs of the New
- 31: Language Starts Over—  
The Creole Continuum
- 32: What Is Black English?
- 33: Language Death—The Problem
- 34: Language Death—Prognosis
- 35: Artificial Languages
- 36: Finale—Master Class

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# Classical Mythology

Professor of Classics Elizabeth Vandiver  
Whitman College

AMERICAN PHILOLOGICAL ASSOCIATION EXCELLENCE IN TEACHING AWARD  
NORTHWESTERN UNIVERSITY DEPARTMENT OF CLASSICS  
EXCELLENCE IN TEACHING AWARD  
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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.

## LECTURE TITLES

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

## CLASSICAL MYTHOLOGY



"I loved this course! Professor Vandiver makes mythology relevant and accessible."

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## LECTURE TITLES

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

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# How to Become a SuperStar Student

Professor Tim McGee  
Worland High School, Worland, Wyoming

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When a high school student has trouble learning a subject, the problem may lie not in the teacher's ability or the student's IQ. Instead, it is often simply because the student has never been taught how to learn.

From the high school in Worland, Wyoming, comes a steady stream of honor students. They win scholarships. Get into top universities. Why—are they smarter than other kids? No. They have been shown how to become SuperStar students by an acclaimed SuperStar teacher, Tim McGee. Dr. McGee has found that many bright kids have trouble retaining what they read and get tangled up when trying to do writing assignments. So he teaches two simple yet powerful techniques that will give students an edge.

What do his Worland honor students have in common? A whole set of basic learning skills that most high school students are never taught:

- Developing an attitude toward learning that yields results
- Keeping a learning journal and developing study habits that pay off
- Using annotation to change ordinary reading to active reading
- Learning how to take and use notes to prepare for exams
- Discovering how to draft and edit the formal essay

These lectures show how to build a foundation of achievement that will last a lifetime.

## LECTURE TITLES

- |  |   |
|--|---|
| 1: A Philosophy of Learning—The Right Attitude     | 8: The Research Paper—A Demonstration     |
| 2: The Learning Journal and Effective Study Habits | 9: The Well-Rounded High School Student   |
| 3: Annotation and Active Reading                   | 10: After High School—An Educational Plan |
| 4: Class Notes and Exam Preparation                | 11: Helping Your Children Learn           |
| 5: Jam Writing and Informal Writing                | 12: Helping Your Children Achieve Success |
| 6: The Formal Essay—Drafting and Editing           |   |
| 7: The Master Schedule—Planning for Success        |   |

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# 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 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.

Teaching requires craft, sensitivity, creativity, and intelligence. It's important to be an effective and successful teacher, 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.

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## LECTURE TITLES

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

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

### LECTURE TITLES

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

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



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In the regional, restless, and shifting history of continental Europe, the Roman Empire stands as a towering monument to scale and stability. At its height, the Roman Empire, unified in politics and law, stretched from the sands of Syria to the moors of Scotland, and it stood for almost 700 years. The cultural debt that we in the west owe to Rome is incalculable. The living legacy of Rome remains a fascinating presence all around us, in our art, architecture, engineering, language, literature, law, and religion.

Now, in this remarkable 48 lecture tour-de-force by acclaimed Professor Garret G. Fagan of The Pennsylvania State University you see how a small village of shepherds and farmers rose to tower over the civilized world of its day and left an indelible mark on history.

## Trace the Rise and Fall of the Roman Empire

Rome's span was vast, both in physical size and the length of time in which it dominated its world. As such, it can be a difficult topic to approach. In this course, Professor Fagan carefully guides you through this complex and rich history, not simply covering the politics and wars of Ancient Rome, but bringing to life the deeper story of the Empire. You will learn about famous events and personalities such as



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- Rome's expansion to control the entire Mediterranean;
- the assassination of Julius Caesar and the rise of Augustus;
- daily life in Ancient Rome—including religion, Roman cities, slavery, Roman family life, and the role of women in the Empire;
- gladiatorial games, chariot racing, and other entertainment;
- the fall of the Western Empire and the survival of the Byzantine Empire for another millennium.

## An Unparalleled Opportunity

If you've ever been captivated by ancient Rome—in the ruins of the coliseum and the forum, in the plays of Shakespeare, or in contemporary novels, films, or television—then these lectures are for you. Comprehensive, accessible, entertaining, informative, and spellbinding, this course is the rare opportunity to experience a full university program on the history of this vital and engaging subject by an acclaimed professor who has been studying the subject his entire professional career. If you are a beginner to the subject, you will find no better introduction; if you are already well-versed in the history of Ancient Rome, you will find a vast trove of additional insights and analysis of the history and culture of this all-important influence on our modern world.

### LECTURE TITLES

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

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## LECTURE TITLES

- |  |   |
|--|---|
| 1: Greece and the Western World                              | 13: The Persian Wars                            |
| 2: Minoan Crete  | 14: The Athenian Empire                         |
| 3: Schliemann and Mycenae                                    | 15: The Art of Democracy                        |
| 4: The Long Twilight   | 16: Sacrifice and Greek Religion                |
| 5: The Age of Heroes   | 17: Theater and the Competition of Art          |
| 6: From Sicily to Syria—The Growth of Trade and Colonization | 18: Sex and Gender                              |
| 7: Delphi and Olympia  | 19: The Peloponnesian War, Part I               |
| 8: The Spartans  | 20: The Peloponnesian War, Part II              |
| 9: Revolution  | 21: Socrates on Trial                           |
| 10: Tyranny  | 22: Slavery and Freedom                         |
| 11: The Origins of Democracy                                 | 23: Athens in Decline?                          |
| 12: Beyond Greece—The Persian Empire                         | 24: Philip, Alexander, and Greece in Transition |

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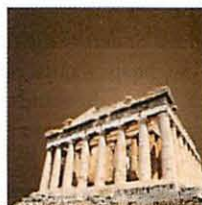
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## LECTURE TITLES

- |  |   |
|--|---|
| 1: Why Study Battles? What Is War?               | 13: The Athenian Expedition to Sicily           |
| 2: The Problem of Warfare's Origins              | 14: The March of the Ten Thousand               |
| 3: Sumer, Akkad, and Early Mesopotamian Warfare  | 15: Macedonian Military Innovations             |
| 4: Egyptian Warfare from the Old to New Kingdoms | 16: Alexander's Conquest of Persia              |
| 5: The Battles of Megiddo and Kadesh             | 17: The Legions of Rome                         |
| 6: The Trojan War and Homeric Warfare            | 18: The Battles of Cannae and Zama              |
| 7: The Assyrian War Machine                      | 19: Legion versus Phalanx—Six Pitched Battles   |
| 8: The Sieges of Lachish and Jerusalem           | 20: The Sieges of Alesia and Masada             |
| 9: A Peculiar Institution? Hoplite Warfare       | 21: Caesar's World War                          |
| 10: The Battle of Marathon                       | 22: The Battle of the Teutoburg Forest          |
| 11: The Battle of Thermopylae                    | 23: Catastrophe at Adrianople                   |
| 12: Naval Warfare and the Battle of Salamis      | 24: Reflections on Warfare in the Ancient World |

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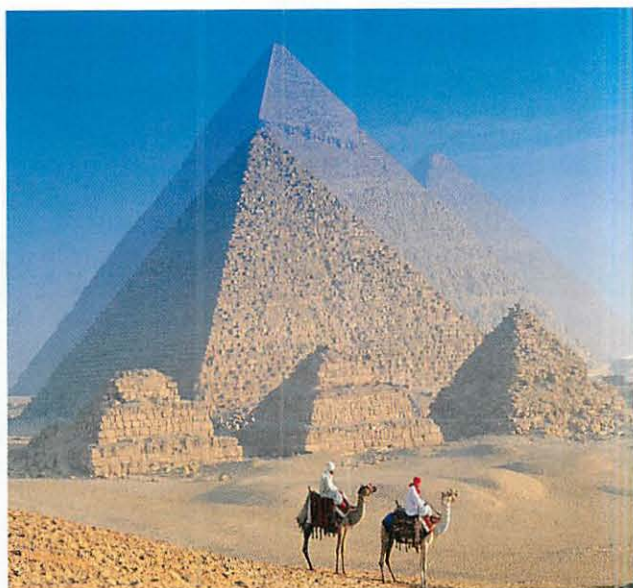
In this course you will

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

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

### LECTURE TITLES

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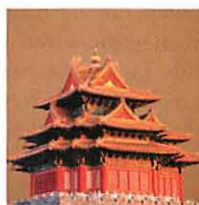
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| 1: Geography and Archaeology                   | 13: Han Yu and the Late Tang                             | 25: The Rise of the Manchus                          |
| 2: The First Dynasties                         | 14: Five Dynasties and the Song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

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

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

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# The Early Middle Ages

Professor of History Philip Daileader  
The College of William and Mary

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## LECTURE TITLES

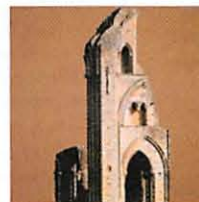
- |   |   |
|---|---|
| 1: Long Shadows and the Dark Ages                 | 14: Charlemagne                                   |
| 2: Diocletian and the Crises of the Third Century | 15: Carolingian Christianity                      |
| 3: Constantine the Great—Christian Emperor        | 16: The Carolingian Renaissance                   |
| 4: Pagans and Christians in the Fourth Century    | 17: Fury of the Northmen                          |
| 5: Athletes of God                                | 18: Collapse of the Carolingian Empire            |
| 6: Augustine, Part 1                              | 19: The Birth of France and Germany               |
| 7: Augustine, Part 2                              | 20: England in the Age of Alfred                  |
| 8: Barbarians at the Gate                         | 21: Al-Andalus—Islamic Spain                      |
| 9: Franks and Goths                               | 22: Carolingian Europe—Gateway to the Middle Ages |
| 10: Arthur's England                              | 23: Family Life—How Then Became Now               |
| 11: Justinian and the Byzantine Empire            | 24: Long Shadows and the Dark Ages Revisited      |
| 12: The House of Islam                            |   |
| 13: Rise of the Carolingians                      |   |

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:

- Why did the Roman Empire fall?
- Why did the ancient world give way to the medieval world?
- How did Christian monotheism become the dominant religion in Europe?

This 24-lecture series by Professor Philip Daileader—four-time winner of Harvard University's Certificate of Distinction in Teaching—investigates the "Dark Ages" of the Western world. You'll discover how a bizarre culture, a mix of Romans and Barbarians with alien practices (infanticide, polygyny, marriage).

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# Big History: The Big Bang, Life on Earth, and the Rise of Humanity

Professor of History David Christian  
Macquarie University

MEMBER—AUSTRALIAN ACADEMY OF THE HUMANITIES  
MEMBER—ROYAL HOLLAND SOCIETY OF SCIENCES AND HUMANITIES  
D.PHIL, OXFORD UNIVERSITY

**Big History: The Big Bang, Life on Earth, and the Rise of Humanity** offers a unique opportunity to traverse the sweeping expanse of cosmic history—13.7 billion years of it—starting with the big bang and traveling through time and space to the present moment. Over the course of 48 thought-provoking lectures, you synthesize insights from disciplines as diverse as cosmology, geology, anthropology, biology, and history to assemble a grand picture of what we know about the history of everything.

## Eight Thresholds of Complexity

Taught by Professor David Christian of Macquarie University—a pioneer in the field of Big History—this course is based on the intriguing organizing principle of thresholds. Each threshold marks a point in history when something truly new appeared and forms never before seen began to arise:

- Threshold 1—The Big Bang
- Threshold 2—The First Stars and Galaxies
- Threshold 3—The Creation of the Chemical Elements
- Threshold 4—The Creation of Earth and the Solar System
- Threshold 5—The Emergence of Life
- Threshold 6—The Evolution of Humans
- Threshold 7—The Development of Agriculture
- Threshold 8—The Modern Revolution

## LECTURE TITLES

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



## Getting the Big Picture

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

"To understand ourselves," says Professor Christian, "we need to know the very large story, the largest story of all." And that, perhaps, is one of the greatest benefits of **Big History**: It provides a thought-provoking way to help us understand our own place within the Universe.

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# A Brief History of the World

Provost and Professor of History Peter N. Stearns  
George Mason University

SMITH AWARD FOR TEACHING AND EDUCATIONAL SERVICE  
FAST VICE PRESIDENT OF THE AMERICAN HISTORICAL ASSOCIATION, TEACHING DIVISION  
FOUNDER AND EDITOR OF THE JOURNAL OF SOCIAL HISTORY

## LECTURE TITLES

- |   |  |
|---|--|
| 1: What and Why Is World History?               | 19: The Early Modern Period, 1450-1750                               |
| 2: The Neolithic Revolution                     | 20: The World Economy, 1450-1750                                     |
| 3: What Is a Civilization?                      | 21: Transformations in Western Europe                                |
| 4: The Classical Period in World History        | 22: The Rise of Russia   |
| 5: Cultural Change in the Classical Period      | 23: Asian Empires and a Shogunate                                    |
| 6: Social Inequalities in Classical Societies   | 24: The Long 19 <sup>th</sup> Century                                |
| 7: The Roman Empire and Han China               | 25: Abolition of Slavery and Serfdom                                 |
| 8: The Silk Road; Classical Period Contacts     | 26: Modernization and Nationalisms                                   |
| 9: The Decline of the Classical Civilizations   | 27: Formation of Latin American Civilization                         |
| 10: The Postclassical Period, 500-1450          | 28: China and Japan—19 <sup>th</sup> -Century Pressures              |
| 11: World Religions and Their Consequences      | 29: The 20 <sup>th</sup> -21 <sup>st</sup> Centuries as a New Period |
| 12: The Impact of Islam                         | 30: The World Economy—Change and Continuity                          |
| 13: Postclassical Trade and Contacts            | 31: An Age of Revolutions  |
| 14: Postclassical Patterns of Imitation         | 32: The United States in World History                               |
| 15: Western Civilization in World Context       | 33: Contemporary Democracy   |
| 16: The Mongol Years                            | 34: Contemporary Cultural Change                                     |
| 17: Civilizations in the Americas and in Africa | 35: Gender in Contemporary World History                             |
| 18: The World in 1450                           | 36: Globalization and World History                                  |

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

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Loyola University Chicago

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## LECTURE TITLES

- |   |   |
|---|---|
| 1: There's No Place like London                             | 14: Johnson's London—All That Life Can Afford         |
| 2: The Rise and Fall of Roman Londinium                     | 15: The Underside of 18 <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?             |
| 12: Plague and Fire   |   |
| 13: London Rises Again—As an Imperial Capital               |   |

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

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

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

These 60 lectures, by Distinguished Georgetown Professor and member of the Oxford philosophy faculty Daniel N. Robinson, offer a comprehensive and authoritative introduction to the great philosophical ideas of the ages. This course gives the student a sure guide and interpreter as the major themes within Western philosophy are presented and considered:

## LECTURE TITLES

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



- What is the nature of the world?
- What can we know about it?
- How should we behave?
- What is the best kind of life?
- How should we govern ourselves, and each other?
- On what basis, philosophically, did we ever come to regard ourselves as outside the order of nature?

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

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## 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.

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

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

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

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

## LECTURE TITLES

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

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## LECTURE TITLES

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

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

Award-winning Professor J. Rufus Fears believes that not only can we learn from history—but we must. In **The Wisdom of History**, he draws on decades of experience as a world-renowned scholar and classical historian to examine the patterns of history.

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Two crucial forces, science and religion, helped shape Western civilization and continue to interact in our daily lives. What is the nature of their relationship? When do they conflict, and how do they influence each other in pursuit of knowledge and truth?

Contrary to prevailing notions that they must perpetually clash, science and theology have actually been partners in an age-old adventure. This course covers both the historical sweep and philosophical flashpoints of this epic interaction.

Professor Lawrence M. Principe unfolds a surprisingly cooperative dynamic in which theologians and natural scientists share methods, ideas, aspirations, and a tradition of disputational dialogue.

This traditional relationship of science and religion is too often obscured by the divisive, hot-headed rhetoric and the gross oversimplifications we often see in today's headlines. Long before the shouting and the sloganeering, scientists and theologians pursued a unity of truth, and most theologians have agreed with the advice of Galileo's colleague, Cardinal Baronio, that the Bible "tells us how to go to heaven, not how the heavens go."

## LECTURE TITLES

- |  |  |
|--|--|
| 1: Science and Religion                  | 8: Natural Theology and Arguments from Design  |
| 2: The Warfare Thesis                    | 9: Geology, Cosmology, and Biblical Chronology |
| 3: Faith and Reason—Scripture and Nature | 10: Darwin and Responses to Evolution          |
| 4: God and Nature—Miracles and Demons    | 11: Fundamentalism and Creationism             |
| 5: Church, Copernicus, and Galileo       | 12: Past, Present, and Future                  |
| 6: Galileo's Trial                       |  |
| 7: God the Watchmaker                    |  |

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# Philosophy of Religion

Professor Emeritus of Philosophy James Hall  
University of Richmond

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## LECTURE TITLES

- |   |   |   |
|---|---|---|
| 1: What is Philosophy?                        | 13: Why Cosmological Argument is Said to Fail   | 26: Groundless Faith is Irrelevant to Life      |
| 2: What is Religion?                          | 14: How Teleological Argument Works             | 27: God is Beyond Human Grasp, But That's O.K.  |
| 3: What is Philosophy of Religion?            | 15: How Teleological Argument Works (continued) | 28: Transcendental Talk is "Sound and Fury"     |
| 4: How is the Word "God" Generally Used?      | 16: Why Teleological Argument is Said to Fail   | 29: Discourse in an Intentionalist Paradigm     |
| 5: How Do Various Theists Use the Word "God"? | 17: Divine Encounters Make Argument Unnecessary | 30: Evaluating Paradigms                        |
| 6: What is Knowledge?                         | 18: Divine Encounters Require Interpretation    | 31: Choosing and Changing Paradigms             |
| 7: What Kinds of Evidence Count?              | 19: Why is Evil a Problem?                      | 32: Language Games and Theistic Discourse       |
| 8: What Constitutes Good Evidence?            | 20: Taking Evil Seriously                       | 33: Fabulation—Theism as Story                  |
| 9: Why Argue for the Existence of God?        | 21: Non-Justificatory Theodicies                | 34: Theistic Stories, Morality, and Culture     |
| 10: How Ontological Argument Works            | 22: Justifying Evil                             | 35: Stories, Moral Progress, and Culture Reform |
| 11: Why Ontological Argument is Said to Fail  | 23: Justifying Natural Evil                     | 36: Conclusions and Signposts                   |
| 12: How Cosmological Argument Works           | 24: Justifying Human Evil                       |   |
|   | 25: Evidence is Irrelevant to Faith             |   |

Does God exist? Who or what made this world? Was it made at all? And if it wasn't made, how did it get here? How did we get here? What do these answers mean as you and I decide how we will live? Questions such as these have tantalized and perplexed our species since the first moment we thought to ask them.

This course invites you on an intellectual journey to explore the questions of divine existence, not from the standpoint of theology, but as an issue of epistemology, the classic branch of philosophy that concerns itself with knowledge theory.

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# Questions of Value

Professor of Philosophy Patrick Grim  
State University of New York at Stony Brook

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ELECTED TO THE ACADEMY OF TEACHERS AND SCHOLARS

Our lives are filled with everyday questions of fact and finance. But the really fundamental questions of our lives, says Professor Patrick Grim, are questions of neither fact nor finance. The really fundamental questions are questions of *value*. These are the deep questions that apply to every aspect of our lives.

What is it that gives something genuine value? What things are really worth striving for? What is it that makes life worth living? Are there values that transcend cultural differences? Can we have ethical values without religion? If the universe operates in terms of deterministic laws, how can there be real choice? Is all value subjective?

**Questions of Value** is a course for anyone who has ever felt the tug of such questions or who wants to fine-tune their ability to see how deeper questions of ethics and values apply to the choices that make up their lives. Professor Grim has placed the accent on individual choice and has not shied away from controversy.

## LECTURE TITLES

- |  |   |   |
|--|---|---|
| 1: Questions of Value                          | 9: How Do We Know Right from Wrong?             | 17: A Genealogy of My Morals                  |
| 2: Facts and Values                            | 10: Cultures and Values—Questions of Relativism | 18: Theories of Punishment                    |
| 3: Lives to Envy, Lives to Admire              | 11: Cultures and Values—Hopi, Navajo, and Ikt   | 19: Choice and Chance                         |
| 4: Foundations of Ethics—Theories of the Good  | 12: Evolution, Ethics, and Game Theory          | 20: Free Will and Determinism                 |
| 5: Foundations of Ethics—Theories of the Right | 13: The Objective Side of Value                 | 21: Images of Immortality                     |
| 6: Thoughts on Religion and Values             | 14: Better Off Dead                             | 22: Ethical Knowledge, Rationality, and Rules |
| 7: Life's Priorities                           | 15: A Picture of Justice                        | 23: Moralities in Conflict and in Change      |
| 8: The Cash Value of a Life                    | 16: Life's Horrors                              | 24: Summing Up                                |

## QUESTIONS OF VALUE



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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  
CHAUTAUQUA INSTITUTE LECTURER  
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

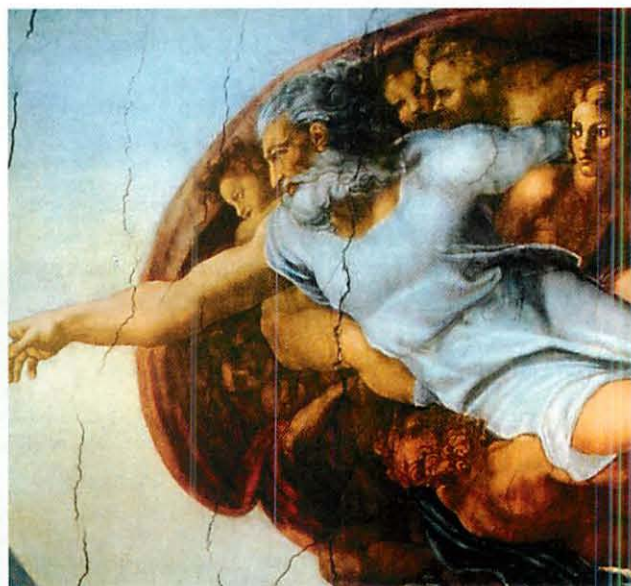
The Old Testament was written thousands of years ago in ancient Israel by a variety of different authors. This inescapable fact means that modern readers are often intimidated by this venerable work. Lacking solid background information, they are confused by the organization of the Old Testament, do 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.

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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# The New Testament

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

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

Now, in the 24 lectures of **The New Testament**, *New York Times* best-selling author and Professor of Religious Studies Bart D. Ehrman delivers a carefully reasoned understanding of this work. Using a historical, research-based approach, he

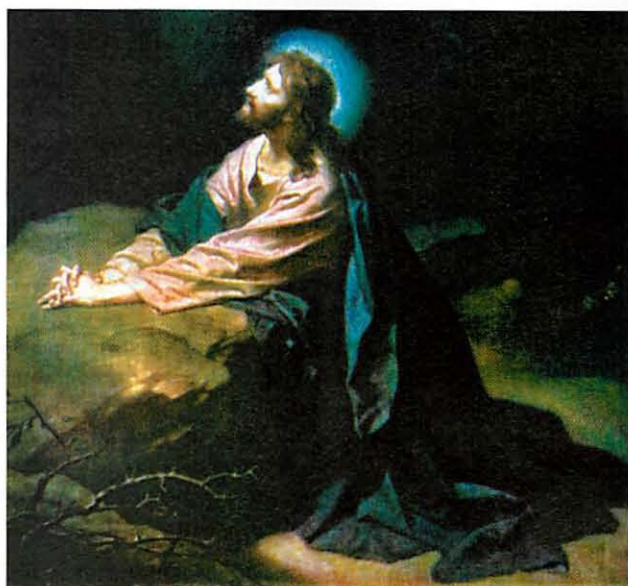
- introduces you to the individuals and communities who created the letters and books of the New Testament, and helps you understand the original audience they were created for;
- draws on modern scholarship, recent archaeological discoveries, and careful literary analysis to trace the history of the New Testament and the early Christian faith community;
- brings impressive scholarly evidence to bear on the task of reconstructing the life of Jesus and the origins of Christianity;
- reviews key texts omitted from the New Testament.

## Enjoy a Historical Approach

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

- The four canonical gospels are our principal sources for knowing about the life and teachings of Jesus, but they are also major literary works in their own right. This course contrasts the varied portrayals of Jesus in the Gospels, each with its own perspective on who Jesus was and why his life and death matter.
- The course examines the importance and context of Paul, the most significant figure in the rise of Christianity besides Jesus.
- Dr. Ehrman clearly orients you in the world of Greco-Roman pagan cults and the world of early Judaism—examining the beliefs, sacred spaces, liturgical practices, and distinguishing features of the religions surrounding the birth of Christianity.

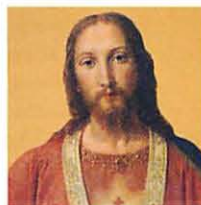
The ultimate goal of this course is to help you come to a fuller appreciation and understanding of these books that have made such an enormous impact on the history of Western civilization and that continue to play such an important role for people today.



## LECTURE TITLES

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

## THE NEW TESTAMENT



"Dr. Ehrman is an outstanding teacher. I learned more from this course than I did in all the years that I attended Sunday school."

—ALMA BROWN, WASHINGTON, DC

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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;
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### LECTURE TITLES

#### Christianity (Luke Timothy Johnson, Emory University)

- 1: Christianity among World Religions
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- 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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# Lost Christianities: Christian Scriptures and the Battles over Authentication

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*The University of North Carolina at Chapel Hill*

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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.

Relying on these writings, some Christians believed

- that there were 2, 12, or as many as 30 gods;
- that a malicious deity created the world;
- that Christ's resurrection had nothing to do with salvation;
- 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.

## LECTURE TITLES

- |   |                                   |   |
|---|-----------------------------------|---|
| 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 |   |

## LOST CHRISTIANITIES: CHRISTIAN SCRIPTURES AND THE BATTLES OVER AUTHENTICATION



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## Buddhism

Professor of Religion Malcolm David Eckel  
*Boston University*

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PAST DIRECTOR OF THE CENTER FOR THE STUDY OF WORLD RELIGIONS  
AT HARVARD DIVINITY SCHOOL

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

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

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

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

Share Professor Malcolm David Eckel's fascination with Buddhism as a remarkable, lively, and challenging religious tradition.

## 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 Bodhisattva Ideal  | 18: The Dalai Lama                           |
| 3: The Doctrine of Reincarnation   | 11: Celestial Buddhas and Bodhisattvas           | 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 Nirvana             | 14: Buddhist Tantra                              | 22: Honen, Shinran and Nichiren              |
| 7: The Buddhist Monastic Community | 15: The Theory and Practice of the Mandala       | 23: Zen                                      |
| 8: Buddhist Art and Architecture   | 16: The "First Diffusion of the Dharma" in Tibet | 24: Buddhism in America                      |

## BUDDHISM



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

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Macalester College

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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.

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- 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?

## 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         |



## 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?

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.

## ECONOMICS, 3<sup>RD</sup> EDITION



“The course material was very informative and understandable, and the lecturer's presentation was excellent. I now have a much better understanding and increased knowledge of the subject.”

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

Professor of Communication Studies David Zarefsky  
Northwestern University

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

## Learn the Fundamentals of Sound Argumentation

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

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

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

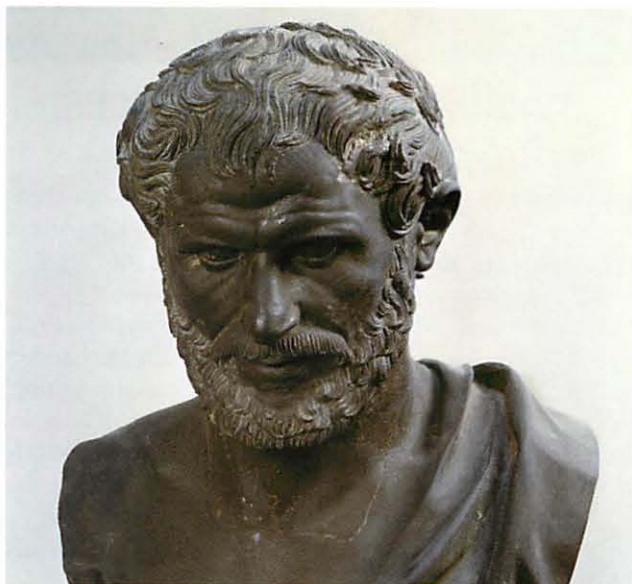
Professor Zarefsky draws on classical rhetoric reaching back to Aristotle and Cicero, and also on recent philosophers and logicians. Key concepts include these:

- 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            |

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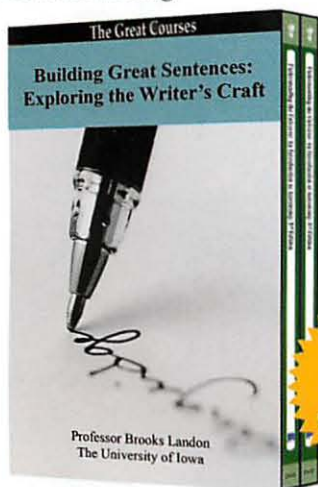


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