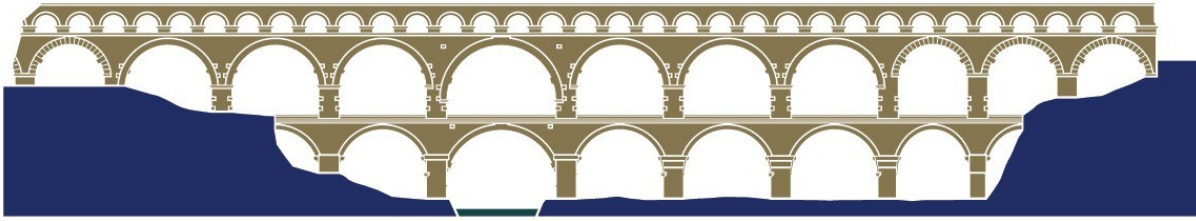


ACADEMY



FOR CLASSICAL TEACHERS



GreatHearts®

2022



“I felt an indefinable something that raised up my soul.”
Jean-Jacques Rousseau

In 1738, a young Jean-Jacques Rousseau visited the Pont du Gard, an aqueduct that the Romans built in the first-century AD that once carried water over 30 miles to Nîmes in southern France. Rousseau gushed over his experience, writing

“The echo of my footsteps under these immense vaults made me imagine that I heard the strong voices of those who had built them. I felt myself lost like an insect in that immensity. While making myself small, I felt an indefinable something that raised up my soul, and I said to myself with a sigh, ‘Why was I not born a Roman!’”

That same combination of humility and awe before the grand tradition of the past is what inspired our choice of the aqueduct as the symbol for the Academy for Classical Teachers. The symbolism is an homage to the ancient heritage that we seek to supply. Just as those ancient feats of engineering and ingenuity brought life-giving water into the city, so the

Academy seeks to connect people to the deep reservoirs of wisdom found in the liberal arts.

Over the past several years, the Academy has enjoyed significant growth. What started as a fountainhead of intellectual leisure among Great Hearts faculty during the Summer months has expanded to



include Fall and Spring offerings that reach over 300 participants in 12 states. Many outstanding friends have joined us in this effort, including ClassicalU, Cana Academy, Templeton Honors College, Arizona

State University, and the University of Dallas.

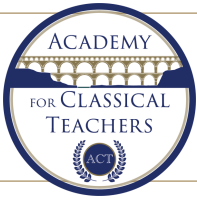
Bringing our liberal arts courses to a wider audience has also confirmed another sense in which the Academy serves—as a bridge that connects places and people. The Academy is committed to the unique human connection that happens through Socratic dialogue, and we have found that taking our courses online has allowed us to span greater

distances than ever before.

Finally, the content we study has also expanded across time and people through an intentional look at the Black Intellectual Tradition within the larger classical tradition. We have thus begun to glean the wisdom of W.E.B. Du Bois, Benjamin Banneker, Frederick Douglass, Phyllis Wheatley, and Anna Julia Cooper. We have also broadened our imagination to include the deeply meaningful work that classical educators do with students with disabilities. This work of bridge-building is just the beginning, and we look forward to collaborating with a broad panoply of colleagues in the classical education movement, with the aim of engaging in fruitful dialogue about the true, the good, and the beautiful.

Cheers!

Paul Weinhold, Academy Director



| Session 1 Course

Register online at www.greatheartsamerica.org/act



Online
June 6-24

Tues. & Thurs.

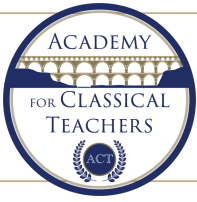
8–9:45 am (AZ)
10–11:45 am (CST)

Aristotle's *Metaphysics*

Leader: Andrew Ellison, Executive Director, Great Hearts San Antonio

Text: Aristotle's *Metaphysics*. Translated with Commentaries and Glossary by Hippocrates G. Apostle.

“There is a science which investigates being as being and the attributes which belong to it in virtue of its own nature. This is not the same as any of the so-called special sciences, for none of these others treats of being universally as being. They cut off a part of being and investigate the attribute of this part; this is what the mathematical sciences do, for instance...” (1003a20). The Unmoved Mover. Substance and accident. “All men by nature desire to know.” The Four Causes. Thirty key philosophical terms systematically defined. Theology and “first philosophy”. The foundational text of Western ontology, studied and revered by thinkers from Boethius to Aquinas to Heidegger. Now you tackle it in a month-long seminar on Aristotle’s monumental *Metaphysics*.



| Session 1 Course

Register online at www.greatheartsamerica.org/act



Online
June 6-24

Tues. & Thurs.

12 – 2 pm (AZ)

2 – 4 pm (CST)

Children's Literature

Leader: Dr. Kathryn Smith, Assistant Professor of Classical Education, Eastern University

Texts: Lang, Andrew. *The Blue Fairy Book*. Racehorse for Young Readers. 2019; Collodi, Carlo. *The Adventures of Pinocchio*; and Carroll, Lewis. *Alice in Wonderland*.

“Seek not that your sons and your daughters should not see visions, should not dream dreams; seek that they should see true visions, that they should dream noble dreams”
George MacDonald.

Aristotle's observation that all humans by nature desire to know means, of course, that children often come to class eager for stories that delight, inform, and ennoble. Their curiosity insatiable, their imaginations seeming limitless, children inhabit for a time that magical world of fairy that can be, at some times, fearful and at other times exhilarating. This course will explore the worlds of adventure and peril, good and evil, sadness and hope through staple fairy tales and children's stories.



| Session 1 Course

Register online at www.greatheartsamerica.org/act



Introduction to Aristotelian Logic

Leader: Dr. Benjamin Beier, Assistant Professor of Education, Hillsdale College

Online

June 6-24

Tues. & Thurs.

10 am – Noon (AZ)

Noon – 2 pm (CST)

Text: Aristotle. Selections in various handouts. Sullivan, Scott M. *An Introduction to Traditional Logic: Classical Reasoning for Contemporary Minds*. Second Edition. North Charleston, SC: Booksurge, 2005.

The contemporary, classical education movement in the United States has taken a keen interest in the trivium of grammar, logic, and rhetoric—the three liberal arts of language that have the potential to clarify our thoughts and refine our ability to express such thoughts in correct, clear, and persuasive words. Among these three arts, logic is perhaps the least examined and understood. In an effort to improve participants' understanding of logic, the course will study brief selections from Aristotle's treatises on logic (that are collectively referred to as his *Organon*) in combination with secondary treatments that provide a synthesis of Aristotelian logic. Moreover, logic is an art (ordered toward making arguments and like), and so we cannot be content merely to know about logic. The course, therefore, also will attend to how to make sound arguments and evaluate others' argumentation through the completion and discussion of logic exercises. In sum, participants who complete this course will deepen their understanding of Aristotle's view of logic and improve their ability to fashion definitions, divisions, statements, and arguments and to judge the quality of other's definitions, arguments, and so forth.



| Session 1 Course

Register online at www.greatheartsameric.org/act



Online
June 6-24

Mon. & Wed.

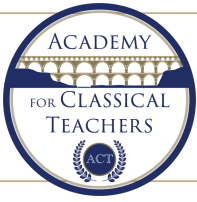
1 – 3:00 pm (AZ)
3 – 5:00 pm (CST)

Leadership and Liberal Education

Leader: Helen Hayes, VP of National Leadership Talent, Great Hearts Academies

Text: Selections from the following texts will be provided: Aristotle's *Nicomachean Ethics*, Plato's *Republic*, and Plutarch's *Parallel Lives*.

In many ways, school leadership involves a constant exercise in juggling priorities. Like all school leaders, the head of a classical school must think about student achievement, strong instruction, and the strength of the faculty. However, unique foundational considerations also operate in the life of the classical school leader. Where the primary field of study is the life well-lived, human flourishing, and the Good, the school leader must serve as a model of classical ethos, pathos, and logos. Beginning with a brief review of Aristotle's framework for ethics, this session will look at key areas of school function and the ways in which classical ethics operate, including faculty culture, student discipline, and developing a second tier of leaders on your campus. A focus of our work will be on ways in which leadership, as an activity, might appear to be in tension with key principles of liberal education.



| Session 2 Course

Register online at www.greatheartsamerica.org/act



Anna Julia Cooper

Leader: Dr. Anika Prather, Founder of The Living Water School and Lecturer at Howard University

Text: Cooper, Anna J., Charles C. Lemert, and Esme Bhan. *The Voice of Anna Julia Cooper*: including A voice from the South and other important essays, papers, and letters. Lanham, Md: Rowman & Littlefield, 1998.

Online

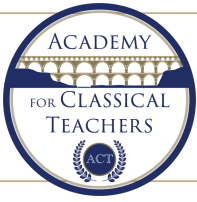
June 27 - July 18

Tues. & Thurs.

1 – 3 pm (AZ)

3 – 5 pm (CST)

Anna Julia Cooper, one of the most prominent African-American scholars in United States history, was an author, educator, and activist who advocated for classical education. This seminar will explore selections from *The Voice of Anna Julia Cooper*, which is an anthology of all of her writings (including *A Voice from the South*, poems, and letters not included in her only book. Seminar participants will pursue the question of what can we learn about bringing classical education to diverse students from the philosophy and practice of Anna Julia Cooper. Each session will involve seminar discussion about the readings as a path to discovering the relevance of classical education to the African American community. Further, the seminar will explore the importance of Cooper's thought today. Through reading and class discussions, we will go on a journey to understand the educational philosophy of this early Black classical educator.



| Session 2 Course

Register online at www.greatheartsamerica.org/act



Introduction to Machiavelli

Leader: Dr. John Peterson, Assistant Professor of Humanities, Graduate Director of American Studies, and Assistant Dean, University of Dallas

Texts: Machiavelli. *The Prince*. Translated by Harvey Mansfield. 2nd Edition. University of Chicago Press, 1998; *Discourses on Livy*. Translated by Leo Paul de Alvarez. Unpublished. Provided as PDF; and *Florentine Histories*. Translated by Laura Banfield and Harvey Mansfield. Princeton University Press, 1988.

“We shall not shock anyone, we shall merely expose ourselves to good-natured or at any rate harmless ridicule, if we profess ourselves inclined to the old-fashioned and simple opinion according to which Machiavelli was a teacher of evil.” Thus begins Leo Strauss’s famous study, *Thoughts on Machiavelli*, and thus most of us begin in our study of this thinker. To think him evil is to take him seriously; to take him as a mere satirist or political scientist is to deny the moral character of his teaching. No one became the founder of the modern world by being a mere satirist or political scientist, and the poet, diplomat, historian, and political philosopher Nicolò Machiavelli was no satirist or political scientist. We will read his most famous work, *The Prince*, in its entirety, along with selections from his most substantive writing, *Discourses on Livy* and a short selection from his *Florentine Histories*.

Online

June 27 - July 18

Tues. & Thurs.

11– 1 pm (AZ)

1 – 3 pm (CST)



Session 2 Course

Register online at www.greatheartsamerica.org/act



Renaissance Literature

Leader: Dr. Joshua Avery, Humane Letters Teacher, North Phoenix Preparatory Academy

Text: Greenblatt, Stephen, ed. *The Norton Anthology of English Literature: The 16th and the Early 17th Century*. 10th ed. New York: Norton, 2018. (Note that an earlier edition of this book is acceptable.)

Study of selections from English poetry, drama, and prose from the sixteenth and early seventeenth centuries. Students will closely read, discuss, and write about a variety of texts from the English Renaissance. Our aim will be twofold: (1) to appreciate each text on its own terms and (2) to locate and appreciate philosophical themes of special urgency for the Renaissance era. Authors covered will include More, Wyatt, Surrey, Tyndale, Calvin, Hooker, Hoby (as translator of Castiglione), Spenser, Sidney, Marlowe, Shakespeare, Donne, Jonson, Herbert, Vaughan, Marvell, and Milton. The course will include complete readings of *Utopia* and of *Paradise Lost*.

Online
June 27 - July 18

Mon. - Fri.

1:00 pm –

4:00 pm (AZ)

3:00 pm –

6:00 pm (CST)

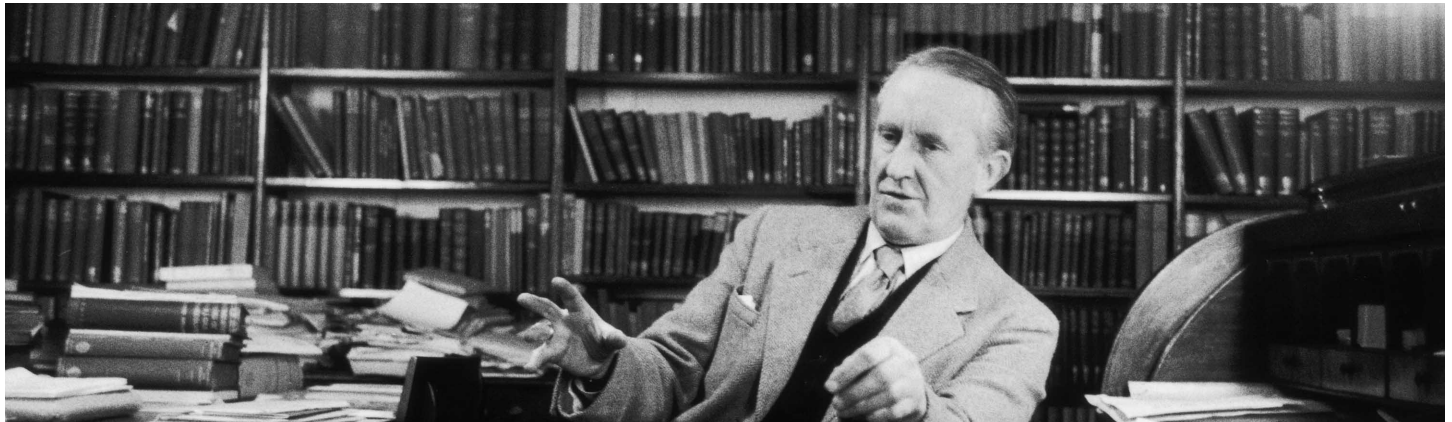


Participants in the three-week classes have the option of taking them for credit toward a Master's, MA, or Certificate in Classical Education at the University of Dallas. Those interested in this option should apply to UD before the end of the Spring semester. Students enrolled in a Classical Education program at UD are eligible to apply for special scholarships that can reduce the further cost of graduate credit.



| Session 2 Course

Register online at www.greatheartsamerica.org/act



Tolkien on Story, Myth, and Fairy Tales

Leader: Dr. Stephen Bain, Humane Letters Teacher, North Phoenix Preparatory Academy

Texts: Tolkien, J. R. R. "On Fairy-Stories". Tree and Leaf. HarperCollins Publishers, 2001; *Tales From the Perilous Realm*. Houghton Mifflin Harcourt, 2008; and *The Silmarillion*. Ed. Christopher Tolkien. Houghton Mifflin Company, 2004.

Online

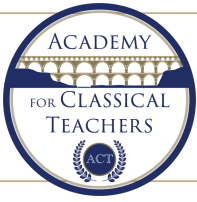
June 27 - July 18

Mon. & Wed.

10 – 12 pm (AZ)

12 – 2 pm (CST)

This course will examine Tolkien's theories on story, myth, and fairy tales, and observe how these theories manifest in some of his lesser known writings. It will also explore the foundations of Tolkien's own mythical world (his Legendarium). The course will read his essay "On Fairy Stories" as well as excerpts from *The Silmarillion*, and his short stories "Farmer Giles of Ham" and "Smith of Wooten Major."



Asynchronous Course

Register online at www.greatheartsamerica.org/act



Math for Every Teacher

Leader: Mr. Jake Tawney, Chief Academic Officer, Great Hearts Academies

Online

June 1— August 31

Asynchronous



CLASSICALU

Text: Selected online readings are included with the course.

In this course, veteran mathematics teacher and leader Jake Tawney provides a clear and engaging introduction to the beauty of Mathematics. This course does not propose a specific curriculum. It does, however, present a list of “those things from mathematics you should have learned but probably didn’t.” In the opening lessons of the course you will hear that truth is effusive. Upon its discovery truth demands to be shared, and the mathematical proof is the medium through which mathematical truth is communicated. There are certainly no results in this course that Jake Tawney claims as his own, and many of the mathematical proofs are centuries old. These proofs represent, in a small way, some of the best that has been said within the discipline of mathematics.

This course is made available to the Academy for Classical Teachers through a generous partnership with Classical U, an online teacher-training platform that provides a clear path toward mastery for classical educators seeking to understand the classical tradition of education and teach with excellence.



Asynchronous Course

Register online at www.greatheartsamerica.org/act



Online

June 1— August 31

Asynchronous



CLASSICALU

Essential Music

Leader: Dr. Carol Reynolds, Former Associate Professor of Music History, Meadows School of the Arts, Southern Methodist University.

Text: Selected online readings are included with the course.

Dr. Carol Reynolds provides critical context in this course for teaching music classically. She covers a history, perspective and understanding of music that will integrate it with your other studies and unpack its significance for human well-being. Learn how to approach music instruction in ways that will shape and bless your students in this essential course.

This course is made available to the Academy for Classical Teachers through a generous partnership with Classical U, an online teacher-training platform that provides a clear path toward mastery for classical educators seeking to understand the classical tradition of education and teach with excellence.



Asynchronous Course

Register online at www.greatheartamerica.org/act



Online

June 1— August 31

Asynchronous



CLASSICALU

The Seven Liberal Arts

Leaders: Andrew Kern, Founder and President of the CiRCE Institute and Dr. Christopher Perrin, Chief Executive Officer, Classical Academic Press

Text: Selected online readings are included with the course.

Why are the liberal arts called “liberal?” Why are they called “arts?” How did they originate to be come the core of any “liberal” education? In this course, master classical educator Andrew Kern (along with Christopher Perrin) presents an insightful survey of the seven liberal arts—explaining their origin, history and significance in the classical tradition of education. Both Andrew and Christopher also describe the way in which the liberal arts are the “liberating” arts that foster true human freedom and capacity that equip people for vocations of every kind. Teachers will also enjoy the discussions between Andrew and Christopher as they discuss the meaning and significance of the liberal arts.

This course is made available to the Academy for Classical Teachers through a generous partnership with Classical U, an online teacher-training platform that provides a clear path toward mastery for classical educators seeking to understand the classical tradition of education and teach with excellence.



Hybrid Course

Register online at www.greatheartsamerica.org/act



Hybrid Online

July 5 – 28

Tues., Wed., &
Thurs.

9:00 am –

12:00 pm (AZ)

11:00 am –

2:00 pm (CST)



City, Nation, and Globe: Debating Forms of Community

Leader: Dr. Trevor Shelley, Instructor & Assistant Director of Graduate Studies, School of Civic and Economic Thought and Leadership, Arizona State University

Texts: Pierre Manent, *A World Beyond?* (Princeton U Press, 2013), *Natural Law and Human Rights* (U Notre Dame Press, 2020), *Democracy without Nations?* (ISI Press, 2013); Niccolò Machiavelli, *Discourses on Livy*, Trans. Harvey Mansfield and Nathan Tarcov (U Chicago Press, 1998); Shakespeare, *Antony and Cleopatra* (Signet Mass Market Paperback, 1998); Xenophon, *Education of Cyrus*, Trans. Wayne Ambler (Cornell U Press, 2001)

This course examines ancient and modern texts of political philosophy to engage numerous debates over the forms of political community. Questions and topics include—but are not limited to—the advantages and disadvantages of different political forms; the underlying motivations for, and dynamics of, various political bodies; the things that hold communities and peoples together; the reasons forms persist, metamorphose, or collapse; and the drive toward human unity or unification. The course is largely based on the work of Pierre Manent, from whom we will read, while also reading from classical authors such as Aristotle, Plutarch, and Machiavelli.

* Note that the dates for this course are unique due to ASU's summer schedule, and that it is a hybrid course in which participants may choose to attend either in-person or online.

Participants in the three-week classes have the option of taking them for credit toward an MA in Classical Liberal Education and Leadership at ASU. Those interested in this option should apply to ASU before the end of the Spring semester. Students enrolled at ASU are eligible to apply for special scholarships that can reduce the further cost of graduate credit.



Condensed Course

Register online at www.greatheartsamerica.org/act



Master Course on Teaching History

Leader: Andrew Zwerneman, President of Cana Academy and author of *History Forgotten and Remembered*

Online

June 7-8

Text: Selected readings are included with the course.

Tues. & Wed.

8 am – 3 pm (AZ)

10 am – 5 pm (CST)

Andrew Zwerneman, President of Cana Academy and author of *History Forgotten and Remembered*, writes, “As a society, we are increasingly divided from our past, which is a significant part of why we are increasingly divided from one another. To put it another way: There is a real sense in which history has been forgotten; and, having forgotten our past, we have forgotten ourselves.” This two-day master course offers a practical, humane vision for teachers of history seeking to improve their craft.

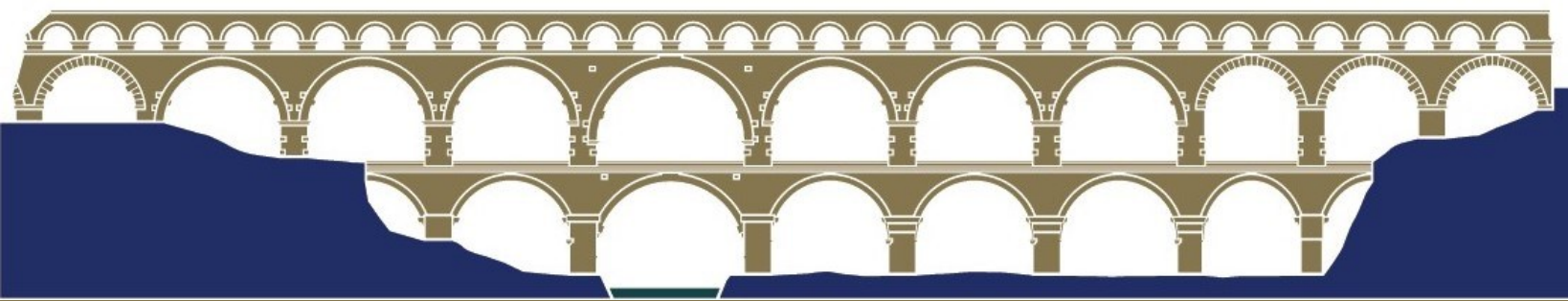


* Note that this course is a condensed, full day workshop that occurs for two days only over Zoom.

This course is made available to the Academy for Classical Teachers through a generous partnership with Cana Academy, an organization dedicated to studying, developing, and teaching the best ways for teachers to master their art.

“The task of the modern
educator is not to cut down
jungles but to irrigate
deserts.”

- C.S. Lewis



GreatHearts[®]

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