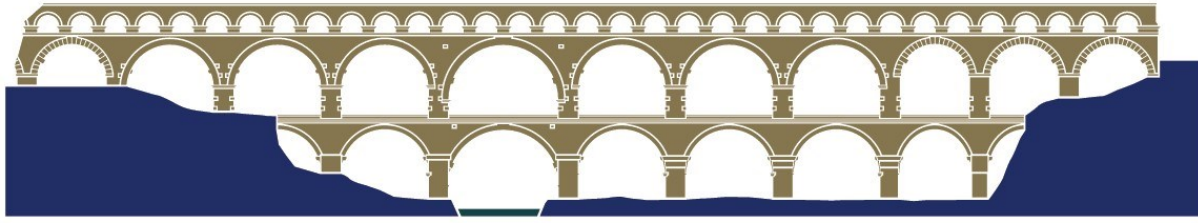


ACADEMY

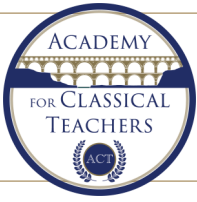


FOR CLASSICAL TEACHERS



GreatHearts[®]

2023



| Live Online Course

Register online at www.greatheartsamerica.org/act



Online

June 19 - 30

Mon., Wed., Fri.

10–Noon (AZ)

Noon–2 pm (CDT)

Augustine's *Confessions*

Leader: Dr. Eliot Grasso, Vice President and Tutor, Gutenberg College

Text: Augustine, Saint, and R. Pine-Coffin. [Confessions](#) (Penguin Classics). Later Printing, Penguin Classics, 1961.

Augustine of Hippo started out as an obscure North African who rose to the ranks of rhetor to the highest echelons of Roman political life. *Confessions* takes the reader on the journey from boy to man, from Platonist to Christian, from follower to leader in the intellectual tradition of the West. This course examines Saint Augustine's trajectory. In so doing, we will encounter the man, his ideas, his rhetoric, and his process in order to understand this key figure in the history of Western thought. In *Confessions*, Augustine unravels his own spiritual and intellectual journey while offering key insights into what it means to be human.



| Live Online Course

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Classics of Modern Empirical Science

Leader: Dr. Michael Ivins, Humane Letters Teacher, Great Hearts Academies

Online

June 5 - 16

Text: Faraday's [Experimental Researches in Electricity](#): The First Series.

Lavoisier - [Oxygen, Acids, and Water: Eight Chapters from the Elementary Treatise on Chemistry](#).

Mon., Wed., Fri.

12:30–2:30 (AZ)

2:30–4:30 (CDT)

The rise of modern science in the 17th century can be characterized by three essential features: an emphasis on direct observation, the development and employment of technology, and the mathematization of nature. Together with a fundamental shift in the aim of science from understanding the whole of nature and our place in it to the project of the “mastery and possession of nature” (René Descartes’ *Discourse on Method*, 1637), these three modes of understanding privileged by modern science have shaped our understanding of the world in ways we may not be entirely aware of. This makes the study of the tradition of the sciences as much a necessary part of our historical self-knowledge as the study of the humanities and even the facts of history.

In this series of seminars, we will read and discuss selections from great works in the sciences by authors who were primarily interested in what we can learn from the observation of nature through empirical and experimental means. We will begin by looking at selections from the *New Organon* (1620) by Sir Francis Bacon (1561-1626) which lays the foundation of what we now commonly refer to as “the scientific method” after which we will examine works of scientists who emphasized an experiential approach to practicing science; this examination will include reading selections from Antoine Lavoisier (1743-1794, chemist and biologist), Johann Wolfgang von Goethe (poet, biologist, and physicist, 1749-1832), and Michael Faraday (chemist and physicist, 1791-1867).



Live Online Course

Register online at www.greatheartsamerica.org/act



Online

June 13 - 29

Tues. & Thurs.

1:00 – 3:00 (AZ)

3:00 – 5:00 (CDT)

Philosophical Realism and the Moral Imagination

Leader: Dr. Reno Lauro, Classical Pedagogy and Curriculum Specialist, Coram Deo Academy

Text: Thomas Aquinas: [Basic Philosophical Writing: From the Summa Theologiae and The Principles of Nature](#). (Broadview Press)

Rene Descarte. [Discourse on Method and Meditations on First Philosophy](#), 4th Ed. (Hackett)

Martin Heidegger. [Basic Concepts](#). (Indiana UP)

What does it mean for a classical school to posit the knowability of the cosmos and the power of human reason, yet also to strive to cultivate the moral imagination through literature? In this course, we will explore philosophical realism in the Western tradition through seminal figures such as Aquinas, Descartes, and Heidegger. The course primarily deals with questions of First Philosophy, where Metaphysics and Epistemology constitute the family of inquiries central to our course: What is reality and how do we know it? What is the population of reality? Is all reality material? Finally, we will explore 20th century attempts to reclaim a classical understanding of literature (and the real) by T.S. Eliot, J.R.R. Tolkien, and C.S. Lewis. Our aim is to enliven the synthetic relationship among English-language arts, math, and science curricula in a classical classroom.



Live Online Course

Register online at www.greatheartsamerica.org/act



Online

June 6 - 24

Tues. & Thurs.

11 – 1 pm (AZ)

1 – 3 pm (CDT)

Grammar as a Key to Meaning

Leader: Dr. Kathryn Smith, Co-Director, MAT in Classical Education, Assistant Professor of Classical Education, Eastern University

Texts: Donnelly, Phillip J. [The Lost Seeds of Learning: Grammar, Logic, and Rhetoric as Life-Giving Arts](#). Classical Academic Press, 2011.

Grenon, Rachel. [Grammar: The Structure of Language](#). Bloomsbury, 2012.

Weinstein, Lawrence. [Grammar for a Full Life: How the Ways We Shape a Sentence can Limit or Enlarge Us](#). Lexigraphic Publishing, 2020.

The approach to grammar instruction in school need not be a tedium for either the teacher or the student. Unfortunately for some, the memory of such instruction has left them jaded or confused. According to Phillip Donnelly the main reason for this disappointment is the way in which grammar is presented as a merely descriptive and instrumental categorizing of words instead of a wondrous and lively insight into the basis of our shared communion with others. This seminar will look at grammar instruction in light of the essential connection between grammar and meaning that informs all human communication. While we will review its structural elements, we will also explore the nuances inherent in grammatical choices through examples from history, literature, science, mathematics, and philosophy.



| Live Online Course

Register online at www.greatheartamerica.org/act



Online

June 13 - 29

Tues. & Thurs.

9 am – 11 am (AZ)

11 am – 1 pm (CDT)

Nietzsche as Educator

Leader: Dr. Joshua Trevino, Former Teacher of Humane Letters, Great Hearts Academies

Text: Nietzsche, Friedrich. [Beyond Good and Evil](#). Translated by Walter Kaufmann. Vintage, 1989.

A classical education ought to teach reverence for the classical tradition, and yet classical education teaches us the limitations of tradition. And so, when it comes to a thoroughly untraditional thinker like Nietzsche, the classical school should view Nietzsche with a wary eye. Its first impression must be something like, “Nietzsche is evil.” Indeed, Nietzsche also thought of himself in the same way in light of his thorough education in the classical tradition, and he thought that this was the correct starting point. But in understanding the limitations of tradition, a thorough understanding of Nietzsche would have to go beyond this starting point. So this course will discuss the reasons why we ought not to teach Nietzsche at a classical school, but like all rules of prudence, we will then need to understand the exceptions to that moral imperative. Nietzsche as educator will be our guide to what education ought to be and what it is not.



Live Online Course

Register online at www.greatheartsamerica.org/act



Online

June 19-30

Mon., Wed., Fri.

1 – 3:00 pm (AZ)

3 – 5:00 pm (CST)

Re-Membering the Liberal Arts Tradition: Christine de Pizan

Leader: Joelle Hodge, Vice President of Operations, Sales, and Marketing, Classical Academic Press

Text: *The Selected Writings of Christine de Pizan*, Translated by Renate Blumenfeld-Kosinski and Kevin Brownlee, Edited by Renate Blumenfeld-Kosinski.

For this course, we will explore the lost voices of women in the liberal arts tradition, and in particular, the works of Christine de Pizan. The information we seek to recover and remember is “so far back, thrust away” in “remote” places that it requires a “drawing forth by some other man’s teaching” to enable us as a community of educators to think those thoughts again. Our first lesson will focus on a high-level overview of the importance of memory, and provide a survey of the many women who could be chosen for future exploration and discovery.

And then, we will spend the remainder of our sessions together working through some of the writings of Christine de Pizan. Christine’s accomplishments within the liberal arts tradition are many. She published the first illustrated children’s book (despite this honor usually being assigned to John Amos Comenius). She also participated in the first public literary debate, was the first woman in France (and possibly in Europe) to earn a living solely by writing, and was the first woman humanist of the French Renaissance. She is perhaps among the best women to highlight for a course like this because of the sheer volume of work she produced. Through her writings we can easily see not only who influenced her, but also witness how impactful her writings have been within the tradition. Sessions 2-6 of this course will allow us to explore several examples of her writing, and discuss the broader impacts of her works.



Live Online Course

Register online at www.greatheartsamerica.org/act



Learning the Secrets of English Verse

Leader: David J. Rothman, Author and Poet

Text: Rothman, David, and Susan Delaney Spear. [*Learning the Secrets of English Verse: The Keys to the Treasure Chest*](#) (Springer Texts in Education). 1st ed. 2022, Springer, 2022.

Online
June 5 - 16

Mon., Wed. & Fri.

10 am – 12 pm (AZ)

12 pm – 2 pm (CDT)

This class explores how to read, write, study and teach verse, the most fundamental of the magical things poets do with words. Why magical? Because verse is an expression of language that not only says things, but also does things. In prose, you can express any meaning language affords; you can use any word, any syntax, any figure of speech, and take up any subject, any image, any tone, even at times any rhythm. What you can't do in prose, however, is deploy verse techniques that poets argue endlessly over: meter, rhyme, stanza forms, lyrical forms (such as the sonnet, the limerick and sestina) and more. In this sense, the techniques of verse have more in common with promises, blessings and vows than with any kind of descriptive writing. And these techniques are key to understanding how poetry works, for they are language not only as object but also as action.

The better to grasp how verse works, in each week of the course we will read and imitate a major metrical form (including, at the end, free verse), looking at the history and structure of the form, great examples from the past and also from contemporary students striving to imitate them, and methods for teaching them to every level, from primary grades through AP classes. At the end of the course, you will have the basic tools to scan, discuss, teach and even how to compose every single major metrical form in English poetry. The goals are to enjoy poetry in what may be a new way, but also to acquire methods for teaching its music to as wide a range of students as possible.



Live Online Course

Register online at www.greatheartamerica.org/act



Shakespeare on Human Nature

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

Online

June 12 - 30

Mon. - Fri.

1:15 pm –

4:00 pm (AZ)

3:15 pm –

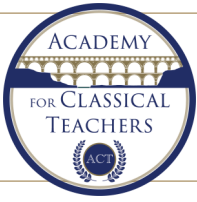
6:00 pm (CDT)

Text: Shakespeare, William. [The Riverside Shakespeare](#). 2nd ed. Ed. Dean Johnson. Boston, MA: Houghton Mifflin, 1997.

Shakespeare, widely acknowledged as the greatest imaginative writer in the history of the English language, has without question transfixed the Western imagination. Re-creations and new interpretations of Shakespeare's texts abound and will surely continue to do so. Our course, operating under the assumption that these texts carry philosophical wisdom intelligible to an alert reader, will involve carefully reading and discussing selections from the Shakespearean canon. Our overarching inquiry will regard how Shakespeare's art reveals truths about human nature in its manifold experiences and aspirations. What do his plays and poems teach us about politics, about spirituality and religion, about individualism in relation to community, and about representation itself? The course will require significant daily readings, regular oral participation, and the composition of an interpretive essay. Our texts will include the following: significant selections from the sonnets, *1 Henry IV*, *A Midsummer Night's Dream*, the *Tempest*, *Hamlet*, *King Lear*, and *Othello*.



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.



Asynchronous Course

Register online at www.greatheartsamerica.org/act



Math for Every Teacher

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

Online

Jan. 1–Aug. 31

Asynchronous

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.



CLASSICALU

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

Jan. 1–Aug. 31

Asynchronous



CLASSICALU

The Teacher's Playbook: Practical Pedagogy for Classical Educators

Leader: Jerilyn Olson, Chief People Officer, Great Hearts Academies

Text: Selected online readings are included with the course.

As Great Hearts has grown from one school of 140 students to 32 schools with over 20,000 students by 2021, Jerilyn has had the opportunity to capture the best practices of teachers across multiple contexts and share those practices with each new campus. Teachers are truly at the center of every school and teaching is the work of practical wisdom—it is neither a pure philosophical endeavor nor a utilitarian social science. Newer classical school teachers often find it difficult to visualize what good practice looks like in one's own particular context. Such teachers often hear talk about the Great Tradition, truth beauty goodness, and Platonic ideas but aren't sure what means in particular for planning tomorrow's lesson on fractions.

At the same time, practical teaching handbooks that are full of techniques and strategies aren't easily harmonized with a classical pedagogy. How can we know how and when employ techniques from these sources?

Using classical rhetorical ideas and real-life anecdotes, Jerilyn seeks to bring together the great philosophies of classical education with effective, practical methods that good teachers employ every day. In these sessions, Jerilyn lays out a vision for practice—a description of what good teaching might look like, and how teachers can organize their ideas around the framework of rhetoric. Along the way, she gives some advice for your ongoing journey in learning good pedagogy, practicing, and getting feedback. Toward the end, she also gives advice to leaders who seek to help guide and develop effective classical teachers.

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Asynchronous Course

Register online at www.greatheartsamerica.org/act



Teaching the Great Books

Leader: Joshua Gibbs, Humanities and Literature Teacher, Veritas School

Online

Jan. 1–Aug. 31

Asynchronous

Text: Selected online readings are included with the course.

In this course, Joshua Gibbs, upper-school humanities educator at the Veritas School in Richmond, Virginia, shares what he has learned over the course of 10 years about teaching the Great Books to upper-school students. He considers not only the character of teenage students and the challenges they face (such as acedia), but also the disposition appropriate to the teacher. Josh also addresses practical pedagogical issues: how to teach, how to read, how to create meaningful assignments and tests, how to manage parents, and how to create rhythms and traditions throughout the year that blend regularity and rhythm with the unexpected and surprise. This course also features several discussions between Josh and Dr. Christopher Perrin that will prompt further thought and discussion among those taking the course.



CLASSICALU

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Asynchronous Course

Register online at www.greatheartsamerica.org/act



Online

Jan. 1–Aug. 31

Asynchronous



CLASSICALU

Introduction to Classical Education

Leader: Dr. Christopher Perrin, Chief Executive Officer, Classical Academic Press

Text: Selected online readings are included with the course.

The renewal of classical education has grown significantly over the last two decades. However, even seasoned classical educators agree that it can still be difficult to answer the fundamental question: “What is classical education?” In this foundational course, Dr. Christopher Perrin provides a clear definition of classical education and then explores key questions, including:

What is classical education—how do we define it?

How should we talk about classical education? What words are fitting?

To what may we compare it? What images and analogies help us best understand classical education?

How do we classify it? What are the main elements of classical education?

What are the liberal arts and why are they called “liberal” and “arts”?

What is the history of classical education, and how does it compare with modern, progressive education?

Who are some of the great minds and writers that have influenced the development of classical education?

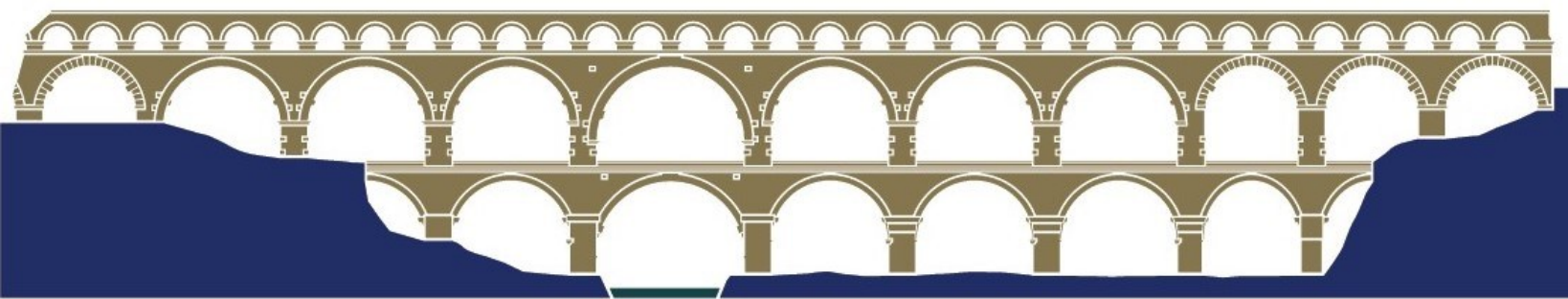
Why is a robust community so important for the development of a classical school or homeschool?

What are some of the various “flavors” of classical education that have existed in the past and that exist today?

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

- C.S. Lewis



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