

2017 Catalog



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UNIVERSITY**

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☞ Welcome

Harrison Middleton University believes that the study of the liberal arts is both timeless and timely because they focus on the persisting questions of human existence, and they bear directly on the problems we face today. At a time when more and more adults are recognizing the benefits of lifelong learning, the *Great Books of the Western World* are a rich source of fundamental knowledge and unifying ideas.

Great Books are considered great because they speak to the reader in more than one way. The authors raise persistent human questions, and their different interpretations of those questions reveal a variety of independent yet complementary meanings. Whether the works are epic poems or political treatises, and whether the subject matter is scientific, historical, or philosophical, they are all linked together. Through the centuries, the great authors introduce, support, elaborate upon, respond to, and criticize each other. Thus, each author engages previous works and, in this sense, the authors of the great books converse with each other. The careful reader becomes an active participant in this conversation. As a student at Harrison Middleton University, you will learn to establish a set of questions that all authors can be interpreted as answering. By summarizing the multifaceted answers of authors to the various questions on one side of an issue or another, you will define and analyze the issues, themes and problems of Western civilization. The goal is not only to gain knowledge of the past, but also to reach for the best wisdom of all the ages, for our own enlightenment and for the understanding of contemporary problems.

☞ The Mission of the University

This mission statement guides all programs of the university:

Harrison Middleton University is a great ideas, great works, great conversations, distance-learning university that offers graduate education in the humanities with concentrations in imaginative literature, natural science, philosophy and religion, and social science. Harrison Middleton University promotes student-faculty scholarship through research, discussion, and the development of collaborative publications.

∞The History of Harrison Middleton University

Harrison Middleton University, established in 1998, offers graduate and non-degree education in the humanities, including: Master of Arts, Doctor of Arts, Doctor of Education, and a Continuing Education Diploma in the humanities.

The Arizona State Board for Private Postsecondary Education (www.azppse.gov) granted The College of the Humanities and Sciences, Harrison Middleton University a Regular Degree License Number D1146 April 1, 2003.

The College of the Humanities and Sciences, Harrison Middleton University is accredited by the Distance Education Accrediting Commission (DEAC) www.deac.org. The Distance Education Accrediting Commission is listed by the United States Department of Education (USDE) as a recognized accrediting agency. The Distance Education Accrediting Commission is recognized by the Council for Higher Education Accreditation (CHEA). The Commission awarded to Harrison Middleton University, which was initially accredited by DEAC as College of the Humanities and Sciences on January 10, 2003, its third consecutive renewal grant of accreditation. This renewal of accreditation was without conditions and is for a five-year period. Renewal of accreditation was granted following a regularly scheduled, comprehensive evaluation of the institution and a review of all programs being offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be considered for its next renewal of accreditation in January 2018.

The College of the Humanities and Sciences, Harrison Middleton University is an Arizona corporation whose directors are David Curd, Rebecca Fisher, and Michael Curd.

The initial funding for the development of Harrison Middleton University was contributed by Robert Franklin Curd, Jr. Harrison Middleton University is dedicated to the memory of Willis Speight Harrison and Arthur Middleton:

Willis Speight **Harrison** was a 1938 graduate of the School of Journalism University of North Carolina, where he served as the Editor of the Tar Heel. He also served as a Lieutenant Commander in the Pacific during World War II, winning the Legion of Merit for Valor. His career in journalism spanned over twenty-five years, primarily for the Toledo Blade and the Philadelphia Bulletin where he wrote for the editorial page. He was a member of the Society of Professional Journalists and a life member and former president of the National Conference of Editorial Writers. Mr. Harrison was a chess and Scrabble player, an avid reader of the classics, and an inspiration to many.

Arthur **Middleton** was a British American planter, legislator, signer of the Declaration of Independence, and one of the leaders in the controversies leading up to the American Revolution. After completing his education in England at various places, including St. John's College, Cambridge, Middleton returned to South Carolina in 1763 and was elected to the colonial legislature. In 1765, he became justice of the peace for Berkeley county and also was elected to the colonial legislature. In 1775-1776, he was a member of the Council of Safety, a committee that directed leadership for the colony's

preparations for revolution. He served on the legislative committee that drafted the South Carolina state constitution and was a delegate to the Continental Congress, where he signed the Declaration of Independence. Middleton was a member of the Continental Congress (1781-1783), the South Carolina legislature (1785-1786), and the original board of trustees of the College of Charleston.

Harrison Middleton University is a nonsectarian distance learning university. Consistent with the tenets that lie at the foundation of an institution of higher learning, Harrison Middleton University has a strong commitment to the principle of nondiscrimination. In its admission and employment practices, administration of educational policies, and other school-administered programs, Harrison Middleton University does not discriminate on the basis of race, color, gender, religion, age, marital status, national or ethnic origin, veteran status, condition of disability, or any other basis prohibited by applicable federal, state, or local laws.

🌀 *History of the Humanities*

The humanities consists of those branches of knowledge that concern themselves with human beings and their culture or with analytic and critical methods of inquiry derived from an appreciation of human values and of the unique ability of the human spirit to express itself. As a group of educational disciplines, the humanities are distinguished in content and method from the physical and biological sciences and, somewhat less decisively, from the social sciences. The humanities include the study of all languages and literatures, the arts, history, and philosophy.

The modern conception of the humanities has its origin in the Classical Greek *paideia*, a course of general education dating from the sophists in the mid-5th century BCE, which prepared young men for active citizenship in the polis, or city-state; and in Cicero's *humanitas* (literally, "human nature"), a program of training proper for orators, first set forth in *De Oratore* (Of the Orator) in 55 BCE. In the early Middle Ages the Church Fathers, including St. Augustine, himself a rhetorician, adapted *paideia* and *humanitas*—or the *bonae* ("good"), or *liberales* ("liberal"), arts, as they were also called—to a program of basic Christian education; mathematics, linguistic and philological studies, and some history, philosophy, and science were included.

The word *humanitas*, although not the substance of its component disciplines, dropped out of common use in the later Middle Ages but underwent a flowering and a transformation in the Renaissance. The term *studia humanitatis* ("studies of humanity") was used by 15th-century Italian humanists to denote secular literary and scholarly activities (in grammar, rhetoric, poetry, history, moral philosophy, and ancient Greek and Latin studies) that the humanists thought to be essentially humane and Classical studies rather than divine ones. In the 18th century, Denis Diderot and the French *Encyclopédistes* censured *studia humanitatis* for what they claimed had by then become its dry, exclusive concentration on Latin and Greek texts and language. By the 19th century, when the purview of the humanities expanded, the humanities had begun to take their identity not so much from their separation from the realm of the divine as from their exclusion of the material and methods of the maturing physical sciences, which tended to examine the world and its phenomena objectively, without reference to human meaning and purpose.

Contemporary conceptions of the humanities resemble earlier conceptions in that they propose a complete educational program based on the propagation of a self-sufficient system of human values. But they differ in that they also propose to distinguish the humanities from the social sciences as well as from the physical sciences, and in that they dispute among themselves as to whether an emphasis on the subject matter or on the methods of the humanities is most effectual in accomplishing this distinction. In the late 19th century the German philosopher Wilhelm Dilthey called the humanities "the spiritual sciences" and "the human sciences" and described them, simply, as those areas of knowledge that lay outside of, and beyond, the subject matter of the physical sciences. On the other hand, Heinrich Rickert, a turn-of-the-century Neo-Kantian, argued that it is not subject matter but method of investigation that best characterizes the humanities; Rickert contended that whereas the physical sciences aim to move from particular

instances to general laws, the human sciences are “idiographic”—they are devoted to the unique value of the particular within its cultural and human contexts and do not seek general laws.

(<http://academic.eb.com/levels/collegiate/article/41479#>)

∞ Accreditation

The College of the Humanities and Sciences, Harrison Middleton University is accredited by the Distance Education Accrediting Commission (DEAC) (formerly the Distance Education and Training Council (DETC)).

The Distance Education Accrediting Commission (DEAC) is listed by the United States Department of Education (USDE) as a recognized accrediting agency. DEAC’s scope of recognition by the Secretary of Education is the accreditation of postsecondary institutions in the United States that offer degree and/or non-degree programs primarily by the distance or correspondence education method up to and including the professional doctoral degree, including those institutions that are specifically certified by the agency as accredited for Title IV purposes. The Distance Education Accrediting Commission is recognized by the Council for Higher Education (CHEA). DEAC’s scope of recognition by CHEA is the accreditation of higher learning institutions in the United States and international locations that offer programs of study that are delivered primarily by distance (51 percent or more) and award credentials at the associate, baccalaureate, master’s, first professional and professional doctoral degree level.

The Distance Education Accrediting Commission (DEAC) is a private, non-profit organization that operates as a national accreditor of institutions that primarily offer distance education. Founded as the National Home Study Council in 1926, DEAC’s mission is assuring students high quality distance education through accreditation, peer review, and institutional improvement. The Distance Education Accrediting Commission is located at 1101 17th Street NW, Suite 808, Washington, D.C. 20036, Telephone 202.234.5100 / E-mail: info@deac.org.

DEAC’s goal is to ensure a high standard of educational quality in the distance education institutions it accredits by requiring compliance with its published standards, policies and procedures and by fostering continual self-improvement. DEAC is dedicated to ensuring a quality education for the more than 2 million students who annually study at its accredited institutions.

With its 91 years of history and its highly refined and federally recognized accreditation program, DEAC offers distance-learning institutions the most current, relevant and practical services for the 21st century. Visit their web site at www.deac.org.

What Accreditation Means

Accreditation is a private, voluntary, non-governmental peer-review process that reviews the educational quality of an institution or program. In the United States, accreditation is the primary means of assuring educational quality. Accreditation status confirms that an institution has voluntarily undergone a comprehensive self-study and peer examination that demonstrates the institution meets standards of accreditation. To receive accreditation, the institution must clearly demonstrate that it has established educational goals; offers formal, organized learning experiences and services that enable students to meet these stated goals; and that students and graduates have benefited from the learning experiences provided. Furthermore, accreditation assures that an institution operates on a sound financial basis, has approved programs of study, qualified instructors, adequate facilities and equipment, ethical recruitment and admission policies, engages in continual improvement through self-evaluation and planning, and promotes its programs truthfully.

DEAC accreditation is institutional. It covers all distance education and/or correspondence education programs offered by an institution.

∞ Curriculum

Harrison Middleton University curriculum is structured to be meaningful for personal and intellectual development. We have learned that the best avenue to achieving these goals is a carefully designed combination of great ideas, topics, subtopics, and general studies.

Harrison Middleton University offers the following programs:

- Master of Arts
- Doctor of Arts
- Doctor of Education
- Non-Degree Independent Studies
- Continuing Education Diploma in Humanities

The university offers a curriculum that engages students with the greatest books, ideas, authors, and events of Western civilization. Students at Harrison Middleton University acquire knowledge from the wisdom of thirty centuries contained in the works by world famous authors in imaginative literature, natural science, philosophy and religion, and social science. All programs at the university are discussion based; it is as if the students and Tutors at the university are participating with the great authors in a conversation on ideas and issues that have concerned people in every epoch and cover a whole range of humanities inquiries and interests. At Harrison Middleton University, with the guidance of an Instructional Team, students design a program of study by developing the courses that meet their personal interests. Because students enrolled in distance education programs tend to be self-directed, independent learners dedicated to the pursuit of knowledge, students find developing their own program of study very exciting.

Ideas, Topics, and Subtopics

Studying particular ideas, topics, and subtopics in depth is not only the best way for a student to develop a sophisticated knowledge of the subject matter, but also the best way to become conversant with the systems of analysis common to other bodies of subject matter and to many different endeavors. At Harrison Middleton University, students look back in history to find the most enlightening ideas, topics, and subtopics that interest them, and, with the guidance of an Instructional Team, design a program of study that will incorporate those ideas into an education that will yield them a lifetime of benefit.

The Great Conversation: The Cornerstone Course

All doctoral students are required to take The Great Conversation: The Cornerstone Course. Master's students using the *Great Books of the Western World* as their curriculum texts are also required to take The Great Conversation: The Cornerstone Course. This course is specially designed to ensure a student's success at Harrison Middleton University. As a result of this course, students gain a better understanding of the program and the concept of self-directed learning. The student develops the skills needed to create his or her program of study. The student learns how to best approach classic texts and the different disciplines of the humanities and sciences. The student also learns to write questions and identify passages for textual analysis, which helps evaluate the student's learning experience during the in-depth discussions with the Tutor. At the completion of The Great Conversation: The Cornerstone Course, with the aid of an Instructional Team, the student carefully designs a plan for his or her degree, focusing on a combination of ideas, topics, and subtopics.

How to Think about the Great Ideas Course

All Master of Arts Completion students as well as non-degree seeking students are required to take the How to Think about the Great Ideas course. This course is specially designed to ensure a student's success at Harrison Middleton University. As a result of this course, students gain a better understanding of the program and the concept of self-directed learning. The student develops the skills needed to create his or her program of study. The student learns how to best approach classic texts and the different disciplines of the humanities and sciences. The student also learns to write questions and identify passages for textual analysis, which helps evaluate the student's learning experience during the in-depth discussions with the Tutor. At the completion of the How to Think about the Great Ideas course, with the aid of an Instructional Team, the student carefully designs a plan for his or her program of study.

Discussion (Shared Inquiry – Oral Examinations)

At Harrison Middleton University, the heart of the curriculum is discussion. Discussion creates the most active of learning environments. Students participate in focused in-depth discussions on the selections, ideas, topics, and subtopics outlined in their program with Tutors, the teaching members at the university. All participants, students and Tutors alike, prepare for the discussions by bringing their own thought provoking interpretive questions with them. What ensues is a lively, demanding conversation that begins with a single question and continues on with increasingly insightful questions. With each question, opinion falls away, knowledge surfaces, and answers emerge. In this way, students and faculty join together to promote thoughtful inquiry and a productive exchange of ideas in order to reach a deeper, more informed understanding of the great books and great ideas of the Western world.

For additional understanding of the great books, great ideas discussion method used at Harrison Middleton University, it is recommended that students enroll in the Great Books Foundation's T100 Shared Inquiry Essentials Course or T110 Blended Shared Inquiry Essential Course. In these workshops, students gain experience in formulating interpretive questions and participating in discussion. For information about courses and workshops offered near you, call the Great Books Foundation at 1.800.222.5870 or visit the Great Books Foundation website (www.greatbooks.org).

Proctored Examinations

Adequate steps are taken by Harrison Middleton University to ensure that the degree candidate has personally fulfilled the degree requirements stipulated by the university. The student's achievement is assessed by an appropriate number of proctored examinations spaced throughout the program of study.

Proctoring is conducted by Harrison Middleton University. The process for conducting proctored examinations uses Skype and a web camera. Students need to ensure they have a Skype account (free account at minimum for computer to computer calls) and an appropriately working web camera which meets the minimum Skype account requirements. Students contact the assigned Tutor for the discussion using Skype. Once the discussion has started, the Tutor will capture a screen shot of the student and request the student verify his or her student identification number. This screen shot picture of the student and stated student identification number will be e-mailed to the Registrar to be compared with the government-issued identification provided by the student. The screen shot will then be placed in the student file.

This process will ensure that the student taking the proctored examination is the same person who enrolled in the program and that examination results will reflect the student's own knowledge and competence in accordance with stated educational objectives and learning outcomes. Harrison Middleton University uses valid government-issued color photo identification to confirm the identity of a student.

Writing Assignments (End-of-Course Essays – Written Examinations)

Writing is a natural extension of the interpretive process and enables students to synthesize, evaluate, and apply the knowledge they have acquired. Students' writing assignments include answering pre-reading questions, developing questions for discussion, and writing post-discussion analysis. Writing gives the student an opportunity to articulate points of view carefully and thoroughly.

Instructional Team

The Instructional Team is a committee comprised of a Mentor, Registrar, Tutors, and Portfolio Evaluators, who are responsible for all matters of instruction, including the approval of the student proposal for his or her program of study. The President and Vice President, Director of Education preside over the committee. The committee meets regularly throughout the year. By working with the Instructional Team, the student will discover how to pursue his or her own interests in relation to the curricular requirements of Harrison Middleton University. Each member of the Instructional Team has a specific role within the university:

- Mentors – Upon enrollment, each student is appointed a Mentor. The Mentor is the student’s primary contact at the university, and he or she provides the student with academic support from entry through graduation. The Mentor guides the student in designing his or her individual program of study. The Mentor helps to focus the student’s interests, educational goals and objectives into a cohesive program of study. Additionally, the Mentor monitors student progress throughout the program and ensures the student has the necessary resources to be successful. The Mentor also provides students with recommendations for publishing and conference opportunities based on his or her program of study.
- Registrar – The Registrar maintains all academic records, processes tuition and veterans benefits, provides procedural information, monitors student academic progress, records student grades, and responds to student questions related to student issues, excluding academic questions.
- Tutors – Discussions (oral examinations) are at the heart of the academic programs at Harrison Middleton University. It is the university’s philosophy that a student designs a program of study focusing on the ideas, topics, subtopics, and authors that he or she is interested in studying, and this philosophy is carried through to individual student discussions. The purpose of the discussion is to help the student explore, enrich, and further his or her understanding of a particular idea(s) or author(s). In order to provide students with a variety of tutoring styles, the university makes every attempt not to have an individual Tutor hold successive discussions with the same student in one course. The university provides the student an opportunity to design a personalized program of study; therefore, it is important to discuss the issues and interpretive questions most relevant or important to the student’s interest and goals for his or her program of study, rather than the Tutor’s area(s) of interest. Tutors do not lecture or drive the student discussions; instead they guide the students using follow-up questions to clarify responses, substantiate opinions with textual evidence, and keep students focused on their questions. During the discussion, the student expresses his or her ideas and synthesizes different viewpoints to reach a deeper, more informed understanding of the text(s).
- Portfolio Evaluators – All writing assignments, including end-of-course essays (written examinations), are reviewed and graded by Portfolio Evaluators. The Portfolio Evaluators remain anonymous to students, but provide detailed comments and recommendations for students to improve their academic writing skills. In most cases students are required to revise their end-of-course essays until they have earned a grade of “Outstanding” (A). It is the university’s philosophy that essay writing is an integral component of the student’s experience at the university. Not only is it an important adjunct to the discussions, it is a valuable exercise in itself. Essay writing offers the student a chance to articulate what he or she has learned in a more complete and coherent manner, or it can provide an opportunity to investigate further a particularly confusing issue or argument. The end-of-course essays enable students to engage more deeply and in a sustained way with an idea, an author, or several authors that they have read during their course or previous courses. Writing is an inherently self-reflexive, iterative, and cumulative process. Essay writing requires that students focus their thoughts, gather and evaluate evidence, and craft coherent and logical arguments that will stand on their own.

Great Authors

The 60 volumes of the *Great Books of the Western World* contain the works of 130 Great Authors, grouped into four categories:

Imaginative Literature

Aeschylus	Dickens	James, Henry	Rabelais
Aristophanes	Diderot	Joyce	Racine
Austen	Dostoevsky	Kafka	Shakespeare
Balzac	Eliot, George	Lawrence	Shaw
Beckett	Eliot, T.S.	Mann	Sophocles
Brecht	Euripides	Melville	Swift
Cather	Faulkner	Milton	Tolstoy
Cervantes	Fitzgerald	Molière	Twain
Chaucer	Goethe	O'Neill	Virgil
Chekhov	Hemingway	Orwell	Voltaire
Conrad	Homer	Pirandello	Woolf
Dante	Ibsen	Proust	

Philosophy and Religion

Aristotle	Calvin	James, William	Plato
Augustine	Descartes	Kant	Plotinus
Aurelius	Dewey	Kierkegaard	Russell
Bacon	Epictetus	Locke	Spinoza
Barth	Hegel	Lucretius	Whitehead
Bergson	Heidegger	Nietzsche	Wittgenstein
Berkeley	Hume	Pascal	

Social Sciences

Boswell	Huizinga	Mill, J.S.	Thucydides
Engels	Jay	Montaigne	Tocqueville
Erasmus	Jefferson	Montesquieu	Veblen
Frazer	Keynes	Plutarch	Washington
Gibbon	Levi-Strauss	Rousseau	Weber
Hamilton	Machiavelli	Smith, Adam	
Herodotus	Madison	Tacitus	
Hobbes	Marx	Tawney	

Mathematics and Natural Science

Archimedes	Euclid	Harvey	Nicomachus
Bohr	Faraday	Heisenberg	Planck
Copernicus	Freud	Hippocrates	Poincaré
Darwin	Galen	Huygens	Ptolemy
Dobzhansky	Galileo	Kepler	Schrodinger
Eddington	Gilbert	Lavoisier	Waddington
Einstein	Hardy, G.H.	Newton	Whitehead

✎ Additional Great Authors

The Bibliography of Additional Readings may be found in *The Syntopicon: An Index to the Great Ideas II*. It brings together in one place information about all the books and articles in the lists of Additional Readings at the ends of the 102 Great Idea chapters. Large and diverse as the number of works in the *Great Books* is, they do not exhaust the number of authors or books that have made signal contributions to the ideas of Western civilization. The Additional Readings provide a listing of other works on each idea, including additional works by *Great Books* authors as well as the works of hundreds of other authors who are not included in the original series. Selections may be available in many popular editions or collections such as Penguin Classics (<http://www.penguin.com/>). Prices vary by selection. Students can work with their Mentor to choose editions of harder-to-find texts not available in Penguin paperbacks. (Please be advised that some of the readings from the Bibliography of Additional Readings are rare or out of print and may not be available.) The following list is just a small selection of authors from the Bibliography of Additional Readings listed in the *Great Books of the Western World*:

Chinua Achebe	Étienne Gilson
Mortimer Adler	Thomas Hardy
Apollonius of Perga	Stephen Hawking
Margaret Atwood	Nathaniel Hawthorne
Pedro Calderon de la Barca	Victor Marie Hugo
Simone de Beauvoir	Carl Jung
Saul Bellow	Martin Luther King, Jr.
Franz Boas	Joseph Rudyard Kipling
Jorge Luis Borges	C.S. Lewis
Charlotte Brontë	Martin Luther
Emily Jane Brontë	Jacques Maritain
Martin Buber	Abraham Maslow
Albert Camus	Arthur Miller
Lewis Carroll	Maria Montessori
Rachel Carson	Toni Morrison
G.K. Chesterton	Pablo Neruda
Auguste Comte	Flannery O'Connor
Stephen Crane	Eugene Gladstone O'Neill
Sir Winston Churchill	José Ortega y Gasset
Daniel Defoe	Thomas Paine
John Dewey	Edgar Allen Poe
Emily Dickinson	Quintilian
Albert Einstein	Jean-Paul Sartre
Loren Eiseley	Sir Walter Scott
Mircea Eliade	Mary Shelley
Ralph Ellison	B.F. Skinner
Henry Fielding	Wole Soyinka
Francis Scott Key Fitzgerald	John Steinbeck
Joseph Fourier	Laurence Sterne
Robert Lee Frost	Bram Stoker
Carlos Fuentes	Edith Newbold Wharton
Federico García Lorca	Oscar Wilde
Gabriel García Márquez	Émile Zola

Great Ideas

The first two volumes of the *Great Books of the Western World* comprise the *Syntopicon, An Index to the Great Ideas*. Contained in these two volumes is an index of nearly 2,000 topics parceled out among 102 ideas. These volumes provide a subject-matter index to writings included in the *Great Books of the Western World*.

Volume 1

Angel
Animal
Aristocracy
Art
Astronomy and
Cosmology
Beauty
Being
Cause
Chance
Change
Citizen
Constitution
Courage
Custom and Convention
Definition
Democracy
Desire
Dialectic
Duty
Education
Element
Emotion
Eternity
Evolution
Experience
Family
Fate
Form
God
Good and Evil
Government
Habit
Happiness
History
Honor
Hypothesis
Idea

Immortality
Induction
Infinity
Judgment
Justice
Knowledge
Labor
Language
Law
Liberty
Life and Death
Logic
Love

Volume 2

Man
Mathematics
Matter
Mechanics
Medicine
Memory and Imagination
Metaphysics
Mind
Monarchy
Nature
Necessity and Contingency
Oligarchy
One and Many
Opinion
Opposition
Philosophy
Physics
Pleasure and Pain
Poetry
Principle
Progress
Prophecy
Prudence
Punishment

Quality
Quantity
Reasoning
Relation
Religion
Revolution
Rhetoric
Same and Other
Science
Sense
Sign and Symbol
Sin
Slavery
Soul
Space
State
Temperance
Theology
Time
Truth
Tyranny and Despotism
Universal and Particular
Virtue and Vice
War and Peace
Wealth
Will
Wisdom
World

*∞*Academic Calendar

The university is closed on the following holidays and on Sundays. However, students may continue to communicate with the university via e-mail and fax when the university is closed. General office hours are 9:00 am to 3:00 pm Pacific Time Monday through Friday. Tutors are available for discussion between 7:00 am and 7:00 pm Pacific Time Monday through Saturday. Students may enroll in and begin their program at Harrison Middleton University at any time throughout the year.

2017 Academic Calendar

January 2, 2017	New Year's Day (observed)
January 3-7, 2017	Winter Recess (continued)
January 14-16, 2017	Civil Rights Day Recess
February 18-20, 2017	Presidents' Day Recess
May 27-29, 2017	Memorial Day Recess
July 1-8, 2017	Summer Recess
September 2-4, 2017	Labor Day Recess
October 7-9, 2017	Columbus Day Recess
November 10-11, 2017	Veterans Day Recess
November 22-25, 2017	Thanksgiving Day Recess
December 23-30, 2017	Winter Recess
December 31, 2017	New Year's Eve

2018 Academic Calendar

January 1, 2018	New Year's Day
January 2-6, 2018	Winter Recess (continued)
January 13-15, 2018	Civil Rights Day Recess
February 17-19, 2018	Presidents' Day Recess
May 26-28, 2018	Memorial Day Recess
June 30–July 7, 2018	Summer Recess
September 1-3, 2018	Labor Day Recess
October 6-8, 2018	Columbus Day Recess
November 10-12, 2018	Veterans Day Recess
November 21-24, 2018	Thanksgiving Day Recess
December 22-30, 2018	Winter Recess
December 31, 2018	New Year's Eve

General Information

Off-Campus, Independent Study

Harrison Middleton University requires neither on-campus residence nor classroom attendance. All course requirements may be completed through focused, directed study programs under university supervision and review. Students at Harrison Middleton University are expected to demonstrate talent, motivation, and dedication.

Time Commitment for Degree

Students may enroll and begin their program at Harrison Middleton University at any time. Students may proceed through their program as quickly as desire, time, and ability permit. While university policy requires students to be enrolled in the master's program for a minimum of one year, personal time constraints and motivation will determine the individual completion schedule. The maximum time to complete each course is sixteen (16) weeks. Doctoral degree programs are completed in no fewer than two years and no more than 10 years from the date of initial enrollment. Doctoral students must comply with the five-year time limit for graduation after passing the comprehensive examination – second concentration.

Tax Deductible Educational Expense

While a personal accountant or Certified Public Accountant can best advise students regarding tax deductions, it is important to remember that the United States Code of Federal Regulations, Title 26, Section 1.162-5, Expenses for Education allows for personal income tax deduction of educational expenses including tuition, cost of travel, meals and lodging, etc., so long as they: 1) Maintain or improve skills required by the individual in his employment or other trade or business, or 2) Meet the express requirements of the individual's employer, or the requirements of applicable law or regulations, imposed as a condition to the retention by the individual of an established employment relationship, status, or rate of compensation.

Student Change of Address

It is the responsibility of the student to notify the university with regard to any change of physical address and/or e-mail address. All correspondence will be sent to the last address the university receives from the student.

Requesting Official Transcripts

To request an official transcript, complete the official transcript request form available on the www.hmu.edu website and submit it to Registrar@hmu.edu including a \$10.00 fee.

Student Privacy Rights

Harrison Middleton University honors the privacy of our students. In accordance with federal and state law, the university protects the confidentiality of education records and the rights of students to inspect and review these records. Specific student transcript information is not available for general statistical purposes. Information that the university collects may be released only upon written request by the student.

Harrison Middleton University does not sell or rent any personal data to any third parties. Federal law allows students to access their educational records and limits the ability of others to access those records. The law is called the Family Educational Rights and Privacy Act, or "FERPA." This law is also sometimes called "the Buckley Amendment," after Senator Buckley,

a sponsor of the original 1974 bill. Arizona has incorporated FERPA in its statute, [A.R.S. § 15-141](#), governing the right to review educational records.

Educational Records

FERPA applies to all records that fall within its broad definition of "educational records." Student educational records at Harrison Middleton University include all records directly related to a student that are maintained by or for Harrison Middleton University. Records can be in any medium, including handwritten notes, paper files, e-mail, electronic files, video, or audio files. The records are not limited to those in "official" files and include records maintained in any Harrison Middleton University office or file. With limited exceptions, a student can see every educational record Harrison Middleton University has that is directly related to that student during normal business hours and when requested in advance.

Statement of Non-Discrimination

Harrison Middleton University does not discriminate on the basis of race, color, gender, religion, age, marital status, national or ethnic origin, veteran status, condition of disability, or any other basis prohibited by applicable federal, state or local laws in the admission of students or the administration of its educational policies or programs.

Accommodations for Students with Disabilities

Harrison Middleton University is an Equal Opportunity Educational institution and is committed to providing access to students with disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990 (ADA).

Applicants, prospective students or current students with disabilities have the following rights and responsibilities:

- Have the right to equal access to all programs.
- Disability records will be maintained separately from academic records; disability records will be used solely to determine appropriate services.
- Have the responsibility to give advance notification of accommodations needed prior to the beginning of enrollment.
- Have the responsibility to submit both documentation of their disability and a request for services.
- Have the responsibility to initiate the request for services or accommodations; requests should be addressed to the Registrar; students must communicate to the Registrar of the university the nature of their disability and any necessary and reasonable accommodations to allow them full participation in programs.
- Students must meet the requirements of the academic program of study with or without reasonable accommodation.

Students are encouraged to disclose and submit a special needs request for any disability requiring accommodation immediately following enrollment and prior to starting classes. Once the university's review has been completed and reasonable accommodations have been

determined, an appropriate program start date can be determined. All students seeking accommodation under Section 504 of the Rehabilitation Act or the ADA must submit documentation of physical or mental disability from qualified medical or testing personnel. Expenses incurred in obtaining such documentation are the responsibility of the student.

English Language Requirement

Students are expected to be proficient in the oral and written use of the English language. International students are subject to the same admission requirements, fees, and responsibilities as domestic students. International students are reminded that Harrison Middleton University provides course materials and instruction only in English. Oral and written proficiency of the English language is presumed.

State Authorization

Pursuant with the U.S. Department of Education's regulation (34 C.F.R. § 600.9) regarding distance learning in the United States, Harrison Middleton University must obtain authorization from each state in which Harrison Middleton University distance learning programs are offered. The university must also comply with the distance learning regulations established by each state.

Arizona is a member of the State Authorization Reciprocity Agreement (SARA) and Harrison Middleton University is approved to participate in SARA by the AZ SARA Council. As such, Harrison Middleton University adheres to an established common set of standards for offering post-secondary distance education among member states, districts and territories. Participation in SARA is intended to make it easier for students to take distance education courses offered by postsecondary institutions based in another state. For more information about SARA, please visit <http://www.nc-sara.org/>.

Up-to-date state authorization information can be found on the Harrison Middleton University website: www.hmu.edu. Questions regarding Harrison Middleton University's authorization status in a particular state may be directed to the Registrar at Registrar@hmu.edu or 1.877.248.6724.

California Students

The Bureau for Private Postsecondary Education, PO Box 980818, West Sacramento, CA 95798-0818, (888) 370-7589, has established a Student Tuition Recovery Fund.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or

2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act."

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Admission Requirements

In recognition of the importance of ethical practices in the admissions process, Harrison Middleton University subscribes to the Statement of Principles of Good Practice in College Admission and Recruitment, which has been approved by the American Council on Education (ACE) and the American Association of College Registrars and Admissions Counselors (AACRAO).

Master of Arts Program

An applicant for the master's program must have a bachelor's degree from an institution accredited by an institutional accrediting agency recognized by the United States Secretary of Education or an institutional agency recognized by the Council of Higher Education Accreditation (CHEA) or its successors. Graduate Record Examination (GRE) and Miller Analogies Test (MAT) scores are not required for admission to the master's program.

Master's program applicants must submit the following:

- Application for admission, including student signature on the Honor Pledge.
- Application fee of \$50.00USD.
- Official transcripts from all previously attended colleges and universities mailed directly to the following address from the sending institution:
 - Harrison Middleton University
Attn: Registrar
1105 East Broadway Road
Tempe, AZ 85282
- Scanned color copy of a valid government-issued photo identification (e.g. driver's license or passport).
- Telephone interview – Upon submission of the application and official transcripts, the applicant will complete a telephone interview with the Dean.

Doctoral Programs

An applicant for the doctoral programs must have a master's degree from an institution accredited by an institutional accrediting agency recognized by the United States Secretary of Education or an institutional agency recognized by the Council of Higher Education Accreditation (CHEA) or its successors. Graduate Record Examination (GRE) and Miller Analogies Test (MAT) scores are not required for admission to the doctoral programs.

Doctoral program applicants must submit the following:

- Application for admission, including student signature on the Honor Pledge.
- Application fee of \$50.00USD.
- Official transcripts from all previously attended colleges and universities mailed directly to the following address from the sending institution:
 - Harrison Middleton University
Attn: Registrar
1105 East Broadway Road
Tempe, AZ 85282
- Scanned color copy of a valid government-issued photo identification (e.g. driver's license or passport).

- Two letters of academic recommendation – The letters of recommendation should be written by persons competent to judge the applicant’s probable success in a doctoral program. These letters are generally written by the applicant’s former professors who are able to give an in-depth evaluation of the applicant’s strengths and weaknesses with respect to academic work. Additional recommendations may come from employers or supervisors who are familiar with the applicant’s work experience. All letters of academic recommendation must be written in letter format and must be submitted to the university by the authors either through mail or e-mail.
- Academic writing sample – minimum of five paragraphs on one of the 102 Great Ideas listed in the catalog and on the website.
- Telephone interview – Upon submission of the application and official transcripts, the applicant will complete a telephone interview with the Dean.

Official Transcripts

To be considered official, transcripts must be mailed to Harrison Middleton University directly from the Registrar’s office of the institution the applicant attends or has attended or from other appropriate official agencies.

Technology Requirement

In order to fulfill the requirements of the Harrison Middleton University course curriculum all students are expected to have, or have access to: 1) a personal computer; 2) an e-mail account that will accept all e-mails, including attachments, from the domain name hmu.edu; 3) a word processor program such as Microsoft Word; 4) a telephone and the ability to call a toll-free telephone number in the United States (may also use a voice-over-IP service like Skype); 4) a Skype account; and 5) an appropriately working web camera. All students will receive e-mail from an “Important Student Announcements” e-mail list, to include an annual Family Educational Rights and Privacy Act (FERPA) notification and other important announcements. Students are required to subscribe to this e-mail list while enrolled at Harrison Middleton University.

Foreign Credential Evaluation

Applicants with non-U.S. educational credentials must first obtain a foreign credentials evaluation from Educational Credential Evaluators, Inc. (ECE), Post Office Box 92970, Milwaukee, WI 53202-0970, USA, telephone 414.289.3400, fax 414.289.3411, or another independent U.S. evaluation service approved by the university. Subject evaluations will be required for international applicants seeking to transfer graduate credit. Request forms and cost information are available at the ECE website (www.ece.org).

English Language Proficiency Assessment

Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following:

- Master’s Degree: A minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT), a 6.5 on the International English Language Test (IELTS) or 50 on the Pearson Test of English Academic Score Report;
- Doctoral Degree: A minimum score of 550 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 80 on the Internet Based Test (iBT), a 6.5 on the

International English Language Test (IELTS), or 58 on the Pearson Test of English Academic Score Report;

- A minimum grade of Level 3 on the ACT Compass English as a Second Language Placement Test;
- A minimum grade of Pre-1 on the Eiken English Proficiency Examination;
- A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge;
- A transcript indicating completion of at least 30 semester credit hours with an average grade of “B” or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the *International Handbook of Universities* where the language of instruction was English.

Admission Acceptance

Upon acceptance into a Harrison Middleton University program, students have a maximum of sixteen (16) weeks to enroll in the first course. If an enrollment agreement is not received within sixteen weeks of acceptance, students will need to re-apply to the program.

Enrollment

In order to enroll at Harrison Middleton University, an applicant must be accepted for admission and submit the enrollment agreement and enrollment fee. Applicants may accelerate the enrollment process by submitting the enrollment fee and the completed enrollment agreement with the application. However, this does not guarantee admission. Applicants who submit enrollment materials and are not eligible for admission will be refunded the full enrollment fee.

Denial of Admission

An applicant may be denied admission if Harrison Middleton University determines that the university is unable to meet the educational needs and objectives of the applicant. If an applicant is denied admission the application and enrollment fees will be refunded.

Auditing Classes

No provisions are made for auditing classes.

Financial Information – Master of Arts Program

Master of Arts Program

A master's degree requires completion of 36 credit hours. Depending upon the amount of transfer credit approved, a student may be required to take 18 to 36 semester hours in order to graduate.

Fees – Master of Arts Program

Application Fee

Every application for admission to Harrison Middleton University must be accompanied by a \$50.00 application fee. If the university does not accept the enrollment agreement, the fees will be refunded.

Enrollment Fee

Enrollment into a Harrison Middleton University master's program must be accompanied by a \$200.00 (one-time) enrollment fee. This fee is paid upon enrollment in the student's first course.

Technology Fee

Enrollment into a Harrison Middleton University master's program must be accompanied by a \$150.00 (one-time) technology fee. This fee is paid upon enrollment in the student's first course.

Shipping and Handling Fees

Shipping costs are the responsibility of the student and will vary according to the student's preferred shipping method and geographical location. With each shipment, students may choose delivery via U.S. mail book rate, first class, or priority mail; or United Parcel Service overnight, second-day or ground delivery.

Master of Arts Program Tuition Schedule

The per-course master's degree tuition rate is **\$325.00** per credit hour. Students pay per course and may take advantage of the interest-free course tuition payment plan. Payment is due upon enrollment. Tuition must be paid in U.S. currency by check, money order, or credit card.

Master of Arts Interest-Free Tuition Payment Plan

An applicant may choose Harrison Middleton University's interest-free course tuition payment plan. The example payment plans on the following page are based on 4-credit-hour courses. The acceptance of transfer credits will reduce the total cost of tuition.

Payment Plan: First Four-Credit Master of Arts Course

Payment Upon Acceptance	Enrollment Fee: \$200.00	}	\$675.00
	Technology Fee: \$150.00		
	First Credit: \$325.00		
Monthly Payments	Second Credit:		\$325.00
	Third Credit:		\$325.00
	Fourth Credit:		\$325.00
Total Tuition:			\$1,650.00

Payment Plan: Subsequent Four-Credit Master of Arts Courses

Payment Upon Enrollment	First Credit	\$325.00
Monthly Payments	Second Credit:	\$325.00
	Third Credit:	\$325.00
	Fourth Credit:	\$325.00
Total Tuition:		\$1,300.00

*Payments for each course must be made in full prior to enrolling in a subsequent course. Payments shall be accelerated if a student intends to graduate prior to completion of the payment schedule.

Other General Service Fees

Change in Program Curriculum Fee	\$50.00
Graduation Fee	\$100.00
Late Fee (On Monthly Payments)	\$5.00
Official Transcript Fee	\$10.00
Reactivation Fee	\$50.00
Omnibus Fee	\$100.00
Returned Check Fee	\$25.00

*Fees must be paid in U.S. currency by check, money order, or credit card.

Textbook Cost

The costs of textbooks are not included in the quoted tuition. Students may purchase textbooks from a vendor of their choice. Estimated cost of textbooks:

Master of Arts program	\$1,300.00
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The estimated textbook costs for students enrolling in the Master of Arts Completion Program will be lower than the estimate above because Master of Arts Completion Program students use Great Books Foundation anthologies and Great Books selections available in many popular editions or collections such as Penguin Classics (<http://www.penguin.com/>). For additional information, including a complete list of textbooks, contact the Registrar at Registrar@hmu.edu or 1.877.248.6724.

Financial Information – Doctoral Programs

Doctoral Programs

Harrison Middleton University offers a Doctor of Arts and a Doctor of Education. Doctor of Arts and Doctor of Education programs require completion of 60 credit hours of coursework.

Depending upon the amount of transfer credit approved, a student may be required to take 51 to 60 semester hours in order to graduate.

Fees – Doctoral Programs

Application Fee

Every application for admission to Harrison Middleton University must be accompanied by a \$50.00 application fee. If the university does not accept the enrollment agreement, the fees will be refunded.

Enrollment Fee

Enrollment into a Harrison Middleton University doctoral program must be accompanied by a \$200.00 (one-time) enrollment fee. This fee is paid upon enrollment in the student's first course.

Technology Fee

Enrollment into a Harrison Middleton University doctoral program must be accompanied by a \$150.00 (one-time) technology fee. This fee is paid upon enrollment in the student's first course.

Shipping and Handling Fees

Shipping costs are the responsibility of the student and will vary according to the student's preferred shipping method and geographical location. With each shipment, students may choose delivery via U.S. mail book rate, first class, or priority mail; or United Parcel Service overnight, second-day or ground delivery.

Doctoral Programs Tuition Schedule

The per-course doctoral tuition rate is **\$350.00** per credit hour. Students pay per course and may take advantage of the interest-free course tuition payment plan. Payment is due upon enrollment. Tuition must be paid in U.S. currency by check, money order, or credit card.

Doctoral Interest-Free Tuition Payment Plan

An applicant may choose Harrison Middleton University's interest-free course tuition payment plan. The example payment plans on the following page are based on 4-credit-hour courses. The acceptance of transfer credits will reduce the total cost of tuition.

Payment Plan: First Four-Credit Doctoral Course

Payment Upon Acceptance	Enrollment Fee: \$200.00	}	\$700.00
	Technology Fee: \$150.00		
	First Credit: \$350.00		
Monthly Payments	Second Credit:		\$350.00
	Third Credit:		\$350.00
	Fourth Credit:		\$350.00
Total Tuition:			\$1,750.00

Payment Plan: Subsequent Four-Credit Doctoral Courses

Payment Upon Enrollment	First Credit	\$350.00
Monthly Payments	Second Credit:	\$350.00
	Third Credit:	\$350.00
	Fourth Credit:	\$350.00
Total Tuition:		\$1,400.00

*Payments for each course must be made in full prior to enrolling in a subsequent course. Payments shall be accelerated if a student intends to graduate prior to completion of the payment schedule.

Other General Service Fees

Change in Program Fee	\$100.00
Change in Program Curriculum Fee	\$50.00
Comprehensive Examination Fee	\$350.00
Graduation Fee	\$100.00
Late Fee (On Monthly Payments)	\$5.00
Official Transcript Fee	\$10.00
Omnibus Fee	\$100.00
Reactivation Fee	\$50.00
Returned Check Fee	\$25.00

*Fees must be paid in U.S. currency by check, money order, or credit card.

Textbook Cost

The costs of textbooks are not included in the quoted tuition. Students may purchase textbooks from a vendor of their choice. Estimated cost of textbooks:

Doctor of Arts program	\$1,300.00
Doctor of Education program	\$1,400.00

For additional information, including a complete list of textbooks, contact the Registrar at Registrar@hmu.edu or 1.877.248.6724.

Refund Policy and Finance Information

Satisfaction Policy

If for any reason a student discontinues his or her studies, the university has established this liberal cancellation and refund policy for the student's protection. A student may terminate enrollment at any time by notifying the university in any manner (in writing is preferred).

Address: Harrison Middleton University
1105 East Broadway Road
Tempe, AZ 85282
Website: www.hmu.edu
Telephone: 1.877.248.6724
Facsimile: 1.800.762.1622

If Harrison Middleton University is notified of cancellation within five (5) calendar days after the day on which the enrollment agreement is accepted, an applicant requesting cancellation in writing within this time will be given a refund of all money paid to Harrison Middleton University.

From five (5) calendar days after the day on which the enrollment agreement is accepted and until the time the university receives the first completed lesson assignment from the student, upon cancellation, the university is entitled to a registration fee of \$75.00 or 20% of tuition, whichever amount is higher, not to exceed \$200.00.

After the university receives the first completed lesson assignment and until the student completes half of the course, if the student requests cancellation, the school shall be entitled to retain the registration fee and a charge which shall not exceed the following:

- a) Up to and including completion of the first 10% of the course, 10% of the tuition after deducting the registration fee.
- b) After completing more than 10% of the course and up to and including completion of 25% of the course, 25% of the tuition after deducting the registration fee.
- c) After completing more than 25% of the course and up to and including completion of 50% of the course, 50% of the tuition after deducting the registration fee.

If the student completes more than half of the course, the university shall be entitled to retain the total course tuition.

Sample Refund Calculations

Refund Calculation for the First Course in the Program

Student A enrolls in the HUM 701 course on January 1. This is the student's first course in the program and the student pays a \$200 enrollment fee, a \$150 technology fee, and the full tuition amount of \$1400.00. On February 1st the student requests cancellation from the program. The student has submitted two completed lesson assignments and has completed 33% of the course. The policy is the following:

After the university receives the first completed lesson assignment and until the student completes half of the course, if the student requests cancellation, the school shall be entitled to the registration fee and charge which shall not exceed the following:

c)After completing more than 25% of the course and up to and including completion of 50% of the course, 50% of the tuition after deducting the registration fee.

$$\begin{aligned} \$200 \text{ enrollment fee} + \$150 \text{ technology fee} + \$1400.00 \text{ tuition paid} &= \$1750.00 - \$200.00 \\ \text{registration fee} &= \$1550.00 \end{aligned}$$

$$50\% \text{ of } \$1550.00 = \$775.00$$

Harrison Middleton University charges the student the registration fee of \$200.00 and 50% of the remaining tuition (\$775.00). The total cost to the student is \$995.00.

The remainder is refunded to the student. $\$1750.00 \text{ total paid} - \$995.00 = \$755.00$ is refunded to the student.

Refund Calculation for Subsequent Courses in the Program

Student B enrolls in the HUM 705 course on January 1, and pays the full tuition amount of \$1400.00. On February 1st the student requests cancellation from the program. The student has submitted two completed lesson assignments and has completed 33% of the course. The policy is the following:

After the university receives the first completed lesson assignment and until the student completes half of the course, if the student requests cancellation, the school shall be entitled to the registration fee and charge which shall not exceed the following:

c)After completing more than 25% of the course and up to and including completion of 50% of the course, 50% of the tuition after deducting the registration fee.

$$\$1400.00 \text{ tuition paid} \times 50\% = \$700.00$$

Harrison Middleton University charges the student 50% of the tuition (\$700.00). The remainder is refunded to the student.

$\$1400.00 \text{ total paid} - \$700.00 = \$700.00$ is refunded to the student.

Term of Enrollment Agreements

Each enrollment agreement will have a fixed term of twenty-four (24) weeks stated on the agreement. After the term expires, no refund of tuition will be issued.

Federal Trade Commission Cancellation Notice

The applicant may cancel this contract and receive a full refund of all monies paid to date if cancellation is made in any manner (preferably in writing) to the Registrar and mailed/delivered to the institution at the address stated herein within five (5) calendar days after the date of signature.

Holder in Due Course Statement

Any holder of this consumer credit contract is subject to all claims and defenses which the debtor could assert against the seller of goods or services obtained pursuant hereto or with the proceeds hereof. Recovery hereunder by the debtor shall not exceed amounts paid by the debtor.

Returned Checks

A charge of \$25.00 will be made for all returned checks. Should a student have checks dishonored on two or more occasions, the university reserves the right to require payment by cashier's check, money order, or credit card.

Financial Aid

Though the primary responsibility for education financing rests with the student, we encourage applicants to explore any of the following avenues of financial assistance:

- Harrison Middleton University Interest-Free Tuition Payment Plan
- Employer Tuition Reimbursement Programs
- Private Scholarships
- Veteran's Educational Benefits: Harrison Middleton University is approved for Veterans' Educational Benefits. Eligible learners may apply for benefits by calling the VA Office for assistance at 1.800.827.1000 or visiting their website www.va.gov

The university does not process financial assistance through Pell Grants, government guaranteed student loans, etc.

Form 1098-T

Harrison Middleton University is not eligible to participate in the Department of Education's Federal Student Aid programs, and does not file Form 1098-T, Tuition Statement.

Loan Deferment

Harrison Middleton University does not participate in the Department of Education's Federal Student Aid programs, and is not eligible to process In-School Deferment Requests for student loan deferral.

Financial Probation and Suspension

It is Harrison Middleton University's policy that students' financial accounts must be current. If difficulties arise, appropriate arrangements must be made with the Registrar. Students who fail to complete satisfactory arrangements or who default on their financial arrangement are subject to financial suspension. No transcripts or other documents, including student study materials or grade reports, will be issued to students on financial suspension.

∞ Academic Regulations

Credit Hour Defined

Semester and quarter hours shall be equivalent to the commonly accepted and traditionally defined units of academic measurement in accredited institutions. Academic degree or academic credit-bearing distance learning courses are measured by the learning outcomes normally achieved through 45 hours of student work for one semester credit¹ or 30 hours of student work for one quarter credit². This formula is typically referred to as a Carnegie unit and is used by the American Council on Education in its Credit Recommendation Evaluative Criteria.

¹one credit/semester hour is 15 hours of academic engagement and 30 hours of preparation.

²one quarter hour credit is 10 hours of academic engagement and 20 hours of preparation.

Delta Epsilon Tau Honor Society

To recognize the academic achievements of students who study at a distance, the Distance Education Accrediting Commission in Washington, D.C. established the Delta Epsilon Tau International Honor Society. Delta Epsilon Tau (DETHS) is the only Honor Society that brings honor and earned recognition to those individuals who have worked diligently to acquire new knowledge and skills from an accredited distance learning institution. Harrison Middleton University joined the Delta Epsilon Tau Honor Society to help recognize the extraordinary high academic achievements and leadership of our outstanding students. Our Alpha of Arizona Chapter brings honor and earned recognition to those individuals who have worked diligently to acquire new knowledge and skills from an accredited distance learning institution (www.deths.org).

Harrison Middleton University Honor Code

As a student of a Distance Education Accrediting Commission accredited distance education university, I recognize that in the pursuit of my educational goals and aspirations I have certain responsibilities toward my fellow distance learners, my university, and myself. To fulfill these responsibilities, I pledge adherence to this Code of Conduct.

I will observe fully the standards, rules, policies, and guidelines established by the university, the Distance Education Accrediting Commission, the State Education Agency, and other appropriate organizations serving an oversight role for my university.

I will adhere to high ethical standards in the pursuit of my education, and to the best of my ability will:

- Conduct myself with professionalism, courtesy, and respect for others in all of my dealings with the university Tutors, Mentors, Portfolio Evaluators, administration, and other students.
- Present my qualifications and background truthfully and accurately for admission to the university.
- Observe the university policies and rules on submitting work, completing oral and written examinations, participating in discussions, and conducting research.
- Never turn in work that is not my own, or present another person's ideas or scholarship as my own.
- Never ask for, receive, or give unauthorized help on graded assignments or oral and written examinations.

- Never use outside books or papers that are unauthorized by the university's curriculum and instruction.
- Never divulge the content of assignments or oral and written examinations to fellow students.
- Never improperly use, destroy, forge, or alter my university's documents, transcripts, or other records.
- (When applicable) Never divulge my online username or password.
- Always observe the recommended study schedule for my program of studies.
- Always report any violations of this Code of Conduct to the appropriate institution official, and report any evidence of cheating, plagiarism (in all forms), or improper conduct on the part of any student of the university when I have direct knowledge of these activities.

Harrison Middleton University is an academic distance learning community. Its fundamental purpose is the pursuit of knowledge. Like all other communities, the university can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the university is the commitment to the principles of truth and academic honesty. Accordingly, the Honor Code is designed to ensure that the principle of academic honesty is upheld. While all members of the university share this responsibility, the Honor Code is designed so that special responsibility for upholding the principle of academic honesty lies with each student.

Any of the following acts, when committed by a student, shall constitute academic dishonesty:

Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

- Cheating of any kind.

Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- Falsification of any oral or written examination, record, assignment, or report.
- Representing oneself as another student for the purpose of taking an examination or allowing oneself to be represented by another for the same reason.
- Furnishing false or misleading information to school officials or on official records.
- Forging, altering, or misusing the school name, the name of school employees, documents, records, or identification.

Facilitating Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code.

- Collaborating with another student during an oral or written examination without permission.
- Collusion by obtaining or giving another student unauthorized assistance with coursework.
- Knowingly using, buying, selling, stealing, or soliciting contents of an oral or written examination, record, assignment, or report.
- Representing oneself as another student for the purpose of taking an examination or allowing oneself to be represented by another for the same reason.

- Using any technology to infringe upon the rights of others.
- Using technology (or verbally threatening to do so) to take any action that endangers or impairs the safety, health, life of freedom of any person affiliated with Harrison Middleton University.
- If it is determined by a student's Mentor, Tutor, Portfolio Evaluator, or any other staff member, that plagiarism has occurred, the student will receive a grade of XF (failure due to academic dishonesty).

Plagiarism: Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

- Plagiarism (in any form).
- Using material not authorized by the university's curriculum to complete an assignment or oral or written examination without permission.
- Knowingly using, buying, selling, stealing, or soliciting contents of an oral or written examination, record, assignment, or report.
- If plagiarism re-occurs, the student's enrollment at Harrison Middleton University may be suspended.

If it is determined that an act of academic dishonesty has occurred, a grade of XF is considered the normal sanction for students. The grade of XF is noted on the academic transcript as failure due to academic dishonesty. Lesser or more severe sanctions may be imposed when there are circumstances to warrant such consideration. Suspension or expulsion from the university may be imposed even for a first offense.

Students not conducting themselves in a professional and courteous manner in the educational environment or students who violate any policy of Harrison Middleton University may also be in breach of student responsibilities and subject to action up to and including dismissal from the university.

All students at Harrison Middleton University are expected to be honorable and observe standards of conduct appropriate to a community of scholars. The university promotes, as part of its mission and purpose, the development of men and women of strong character and responsibility. Honesty and dependable self-discipline are extremely important. Students must commit to satisfactorily completing all coursework within the required sixteen (16) week (maximum) per course time frame. The university expects students to actively pursue their studies and regularly submit coursework. Students also agree to fulfill all financial responsibilities to Harrison Middleton University.

Student Academic Conduct

Consistent with Harrison Middleton University's mission statement and Honor Code, it is the intent of the university that its students make satisfactory progress toward their degree objectives, and achieve academic success. If a student has special circumstances that make it impossible to complete a normal course load, the student must submit a request for course extension, academic extension, or leave of absence to the Registrar through the Assignments Mailbox. Below are the requirements to maintain satisfactory student progress throughout any program or certificate program at the university.

Satisfactory Student Progress

Harrison Middleton University encourages persistent efforts on the part of all students. To maintain an active standing, students must:

- Maintain a GPA of 3.00 on a 4.00 scale for graduate work completed at Harrison Middleton University
- Complete a minimum of one course within a sixteen (16) week period.
- The university expects each student to take full responsibility for his or her academic work and academic progress. The student, to progress satisfactorily, must meet all of the requirements for each course for which he or she is enrolled. Students are expected to regularly submit coursework to meet the sixteen (16) week time frame and pursue their individual studies with diligence.

Course Extension

If for personal, professional, or financial reasons a student will be unable to complete a course within sixteen (16) weeks, the student will need to notify his or her Mentor and submit, for approval, a Request for Course Extension in writing to the Registrar including a date when he or she anticipates being able to successfully complete the course. Students can be granted a maximum of two course extensions per calendar year which do not exceed six (6) weeks per request. Once the request has been approved by the university, the student will be notified in writing. If a student will need more than an additional six weeks, then he or she will need to submit a request for an Academic Extension or a Leave of Absence. Receiving a course extension in no way suspends any financial obligations students may have to the university.

Academic Extension

Occasionally students encounter personal challenges or difficulties while enrolled at Harrison Middleton University that prevent them from completing all course requirements within a sixteen (16) week period. Under these circumstances, it is the student's responsibility to notify his or her Mentor and submit, for approval, a Request for Academic Extension in writing to the Registrar indicating his or her petition for a 6 week - 6 month extension in order to complete all course requirements. Additional documentation may be requested. Once the request has been approved by the university, the student will be notified in writing. If a student will need more than an additional six months, then he or she will need to submit a request for a Leave of Absence. Receiving an academic extension in no way suspends any financial obligations students may have to the university.

Leave of Absence

A student may receive a leave of absence by notifying his or her Mentor and submitting, for approval, a Request for Leave of Absence in writing to the Registrar. The request must state the reason and the expected date of return. Additional documentation may be requested. Once the request has been approved by the university, the student will be notified in writing. Receiving a leave of absence in no way suspends any financial obligations students may have to the university. Students who decide not to return to the university must formally withdraw their registration.

Harrison Middleton University requires documentation supporting a request for a medical leave of absence from the treating healthcare provider. The supporting medical documentation should include a basis for the medical leave and support the time period required for recovery.

Academic Probation and Suspension

When a student's cumulative grade point average falls below 3.00 or the student has failed to make satisfactory progress within ten (10) weeks in a course, probation occurs. A student on academic probation has a maximum of an additional sixteen (16) weeks to raise the cumulative average above the minimum standard, either by completing additional courses or repeating courses bearing inadequate grades, or completing the required coursework within the sixteen (16) week time frame. When a course is repeated, the original grade is replaced by the subsequent course grade. The cost for repeating a course is determined by the tuition schedule outlined in the Financial Information section of the current university catalog. Academic suspension will follow only if a student is unable to return to satisfactory progress within sixteen (16) weeks. Suspended students may apply for readmission to the university after a period of one year. Receiving an academic probation or suspension in no way suspends any financial obligations students may have to the university.

Inactive Status

In the event the university fails to receive any coursework from a student within a ten (10) week period, he or she will be placed on inactive status. To return to active status, the student must submit a Request for Reactivation form accompanied by a \$50.00 reactivation fee within the sixteen (16) weeks following inactive status notification. Inactive status in no way suspends any financial obligations students may have to the university.

If an inactive student chooses not to return to active status within sixteen (16) weeks, the process for withdrawal from the program will be initiated by the university. Students desiring to return to their studies must be re-evaluated and will be subject to any changed academic requirements, tuition increases, and policy changes in force at the time of re-enrollment.

Dismissal of Delinquent Students

The university reserves the right to request at any time the withdrawal of a student who cannot or does not maintain the required standard of scholarship, or whose continuance in the university would be detrimental to his or her health, or the health of others, or whose conduct is not satisfactory to the authorities of the university. Additional information regarding the dismissal of delinquent students may be found in the Student Academic Conduct section.

Admission and Enrollment – Change of Programs or Concentrations

An applicant is admitted to a specific program of study and cannot change programs or concentrations without first securing the written approval of the Dean. Students must request a change of program or concentration in writing including an essay discussing the reason for the change and including an updated program of study. The Change in Program Fee is \$100, and the Change in Program Curriculum Fee is \$50. Students must receive approval prior to continuing with their studies. Specific questions regarding a program should be directed in writing to the Dean.

Withdrawal from the University

Students seeking to officially withdraw from Harrison Middleton University should notify the university and request any applicable tuition refund. Students may notify the university in any manner. The withdrawal procedure is as follows:

- The student may notify the university in any manner (in writing is preferred) of his or her intent to withdraw from a program and request a refund of applicable tuition.

- Refunds, if any, will be according to the stated university policy as outlined in the Financial Information section.
- All remaining balances, subject to any offset for refund, must be paid in full at the time of withdrawal.
- The withdrawal will become official when the student receives final written notification from the Registrar.

Student Grievance Procedure

Harrison Middleton University strives to provide excellent liberal arts programs and student services. Should an issue be brought to our attention, Harrison Middleton University will take appropriate action to seek resolution. Students are encouraged to pursue our internal resolution process for any complaints before contacting external sources for resolution.

If a student feels that he or she has been treated unfairly or unjustly by an employee, Tutor, Mentor, Portfolio Evaluator, or Registrar with regard to an academic process such as grading, testing, or assignments, the student must submit a written statement of the grievance to the Director of Education. The written statement of the grievance must be submitted within seven calendar days of the action occurring and include any relevant supporting documentation. The individual filing the grievance will receive notification from the Director of Education confirming receipt of the grievance within five calendar days.

The Director of Education is the final authority on all academic matters. If a student has a grievance on the basis of race, color, gender, religion, age, marital status, national origin, physical disability, veteran's status, any other basis prohibited by applicable federal, state, or local laws or any other matter, the student should contact the Director of Education at e-mail: Information@hmu.edu or by mail to:

Harrison Middleton University
 Director of Education
 1105 East Broadway Road
 Tempe, AZ 85282

The student's grievance will be assessed within 30 days.

Arizona State Board for Private Postsecondary Education Grievance Procedure

If a complaint cannot be resolved after exhausting Harrison Middleton University's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education (pursuant to Arizona Administrative Code Rule R4-39-403). The student must contact the State Board for further details:

Arizona State Board for Private Postsecondary Education
 1400 West Washington Street, Room 260
 Phoenix, AZ 85007
 Telephone: 602.542.5709
 Website: www.azppse.gov

SARA Complaint Resolution Process

The Arizona SARA Council has jurisdiction over Arizona SARA-approved institutions including Harrison Middleton University in relation to non-instructional complaints. Instructional

complaints, such as grade grievances, are not reviewed by the Council and should not be submitted for review. Prior to registering a non-instructional complaint with the Arizona SARA Council, the student/complainant must complete Harrison Middleton University's and the Arizona State Board for Private Postsecondary Education's complaint process, as listed above. Non-instructional complaints may be submitted to <http://azsara.arizona.edu/complaint-process>. Once a complaint is received by the Arizona SARA Council, the Council will determine jurisdiction of the complaint. If the complaint falls within the jurisdiction of the Arizona SARA Council, the Council will review the information provided and determine if further investigation and follow-up are necessary.

For distance education students who are residents of states outside of Arizona, consumer inquiries may be directed to the consumer agencies listed online at: <http://www.hmu.edu/consumer-protection-agencies>.

Distance Education Accrediting Commission Complaint Resolution Process

Harrison Middleton University is accredited by the Distance Education Accrediting Commission (DEAC). Students may also file a grievance or complaint with the Distance Education Accrediting Commission through their Online Complaint System, which enables individuals to file a complaint directly from the DEAC website. The complaint form may be found at www.deac.org/Student-Center/Complaint-Process.aspx. All complaints should be submitted using this form. For those who cannot access the Internet, written complaints will be accepted provided they include the complainant's name and contact information and a release from the complainant(s) to DEAC. Where circumstances warrant, the complainant may remain anonymous to the institution, but all identifying information must be given to DEAC.

Written complaints must contain the following: the basis of any allegation of noncompliance with DEAC standards and procedures; all relevant names and dates and a brief description of the actions forming the basis of the complaint; copies of any available documents or materials that support the allegations; a release authorizing DEAC to forward a copy of the complaint, including identification of the complaint(s) to the institution. In cases of anonymous complaints or where the complainant requests for his or her name to be kept confidential, DEAC considers how to proceed and whether the anonymous complaint sets forth reasonable and credible information that an institution may be in violation of DEAC's standards and whether the complainant's identity is not necessary to investigate.

Distance Education Accrediting Commission (DEAC)
(Formerly the Distance Education and Training Council (DETC))
1101 17th Street NW, Suite 808
Washington, D.C. 20036
Telephone: 202.234.5100
Facsimile: 202.332.1386
Website: www.deac.org

Job Placement Disclaimer

Harrison Middleton University does not guarantee job placement, advancement, or continued employment to graduates upon program/course completion or upon graduation. The university does not provide any occupational assistance.

Term Dates

All programs are designed to comply with Harrison Middleton University's admission policy allowing students to begin their program of study at any time. A student's term begins upon enrollment in a program and culminates with graduation. Term length will vary depending on the program selected and the desire and motivation of the particular student. Individual courses must be completed within a maximum of sixteen (16) weeks. For students who are currently enrolled in a course during the summer or winter recesses, an additional week will be allowed to complete the current course.

Time Limitation

Though students determine their lesson completion goals and set their own study schedules, Harrison Middleton University expects students to actively pursue their studies and regularly submit coursework. Once registered for any course, students have a maximum of sixteen (16) weeks to finish all course requirements. For students who are currently enrolled in a course during the summer recess, an additional week will be added to the course completion deadline. For students who are enrolled in a course during the winter recess, an additional two weeks will be added to the course completion deadline.

Grading System

Harrison Middleton University uses the following system of grading:

A	Outstanding	4.00
B	Commendable	3.00
C	Average	2.00
D	Deficient, minimal pass	1.00
F	Failure	0.00
P	Pass	-
XF	Failure Due to Academic Dishonesty	0.00

Pass (P): students earn hours for a "P" grade, but the grade is not used for computing students' GPA.

Grades are recorded for completed classes and study materials only. Incomplete coursework will not be recorded.

Grade Point Average

The academic standing of a student is expressed in terms of a grade point average (GPA). A grade point average is computed by dividing the total number of grade points earned at Harrison Middleton University by the total number of hours attempted at Harrison Middleton University.

Graduation

All degrees are conferred when the program is satisfactorily completed.

Student Records and Transcripts

Each student's record will be made available, upon written request by the student, to employers and other duly authorized persons. Only official written transcripts bearing the school seal will be issued. A \$10.00 transcript fee must accompany each request. A separate fee is required for each transcript recipient. Harrison Middleton University will not honor transcript requests of any

student having past-due financial obligation to the university. Transcripts from other institutions found in admission files cannot be reproduced for student use. These transcripts must be obtained directly from the other institutions.

Requirements and Timetable

Although detailed criteria are given under the specific degree descriptions, the following general requirements also apply:

- Upon completion of the first course, an Instructional Team will be assigned to the student.
- If, for any reason, the course listed in a program cannot be followed or the student wishes to suggest an alternative course more suited for his or her particular needs, a Change in Program Curriculum request must be submitted to the university.

A degree is granted in accordance with the catalog in effect at the time of enrollment. Sixty (60) days prior to the student's planned graduation date, the candidate must:

- File an Intent to Graduate form accompanied by the \$100 Graduation Fee.
- Satisfy all outstanding financial obligations to the university.

Transfer Credit

Transfer credit may be accepted subject to the provisions found under Policy for Awarding Transfer and Extra-Institutional Learning Credit. Courses accepted for transfer credit must be relevant to the program of study and equivalent in both content and degree level. Harrison Middleton University accepts credit from courses in which the student has earned a grade of "B" or better from an institution accredited by an institutional accrediting agency recognized by the United States Secretary of Education or an institutional agency recognized by the Council of Higher Education Accreditation (CHEA) or its successors. However, due to considerable differences in course content and instructional quality of work done at other colleges or universities, Harrison Middleton University does not consider grade points or hours attempted for work completed at other institutions. Therefore, transfer credit neither raises nor lowers a student's grade point average.

The acceptance of transfer credits between institutions lies within the discretion of the receiving college or university. Credits earned at other institutions may or may not be accepted by Harrison Middleton University. Likewise, credits earned at Harrison Middleton University may or may not be accepted by another institution depending upon its own programs, policies, and regulations. Students planning to complete credit elsewhere before applying to Harrison Middleton University are advised to contact the Admissions Office and verify the acceptability of credits from that institution. Likewise, any student relying on Harrison Middleton University credit for transfer to or enrollment in another institution is urged to check with that institution prior to enrollment at Harrison Middleton University.

Graduate Transfer Credit Policy

Students pursuing a Master of Arts may transfer up to 18 credit hours from an approved institution(s) which satisfy the subject matter and curriculum requirements of the student's chosen program at Harrison Middleton University.

Students pursuing a Doctor of Arts or Doctor of Education may transfer up to 9 credit hours from an approved institution(s) which satisfy the subject matter and curriculum requirements of the student's chosen program at Harrison Middleton University.

Students can request to transfer credits when submitting their proposed program of study during The Great Conversation: The Cornerstone Course or the How to Think about the Great Ideas course. Students must provide appropriate documentation of the successfully completed course(s). Appropriate documentation includes official transcripts mailed from the institution directly to the Harrison Middleton University Registrar and a copy of the institution's catalog, syllabus, or course outline which includes summary information about the course(s) requested for transfer. The student's program tuition will be reduced upon acceptance of transfer credits.

Harrison Middleton University's transfer credit policy is fair and equitable. Students may appeal a transfer credit decision by submitting a written statement to the Director of Education. The Director of Education is the final authority on all academic matters. Submit the appeal to the Director of Education at e-mail: Information@hmu.edu or by mail to:

Harrison Middleton University
Director of Education
1105 East Broadway Road
Tempe, AZ 85282

The appeal will be assessed within 30 days.

Limits on Awarding Transfer and Extra-Institutional Credit for Graduate Students

A student enrolled in a master's program must complete a minimum of eighteen (18) credit hours at Harrison Middleton University in order to earn a degree.

A student enrolled in a doctoral program must complete a minimum of fifty-one (51) credit hours at Harrison Middleton University in order to earn a degree.

Harrison Middleton University does not accept experiential learning credits through Portfolio Assessment for transfer into a graduate program. Harrison Middleton University reserves the right to accept or reject any or all academic credits offered for transfer.

Faculty Conflict of Interest Policy

All faculty members of Harrison Middleton University must be committed to conducting themselves in accordance with the highest standards of integrity and ethics. This includes identification of the potential for conflicts of interest and the assurance that participation by faculty in such activities does not improperly affect the university.

A conflict of interest occurs when a faculty member is in a position to advance his or her own interests or that of his or her family or others, to the detriment of Harrison Middleton University. Faculty members are required to disclose a situation which may constitute an actual or potential conflict of interest.

Intellectual Property Policy

Harrison Middleton University owns all proprietary rights, including patent, copyright, trade secret, and trademark rights to all Harrison Middleton University materials provided in conjunction with enrollment. No portion of the materials may be copied or otherwise duplicated, nor may the materials be distributed or transferred to any other person or entity. The materials are for the use of the individual student in a Harrison Middleton University course or program. Any other use of the materials violates the enrollment agreement.

Policy for Awarding Transfer and Extra-Institutional Learning Credit

Recognition of Prior Learning

Harrison Middleton University defines extra-institutional learning as learning that is attained outside of accredited postsecondary education institutions. Students bring with them a wealth of learning from work experience, and participation in formal courses sponsored by associations, businesses, government, industries, the military, and unions.

Harrison Middleton University recognizes the prior learning of admitted students by awarding credit for transfer courses completed at an accredited institution and documented through official transcript when the credit is applicable to the student's program at Harrison Middleton University.

Faculty Role

Harrison Middleton University evaluates extra-institutional learning and awards credit only in subject-matter fields covered by the curriculum of Harrison Middleton University programs. All recognition for transfer credit is evaluated by the Office of Admissions under the direction of qualified faculty.

Credit for Training Programs

The American Council on Education's (ACE) National Guide to College Credit for Workforce Training contains ACE credit recommendations for formal courses or examinations offered by various organizations, from businesses and unions to the government and military. Credit recommendations are accepted subject to the student's program requirements and the Policy on Awarding Transfer and Extra-Institutional Credit.

Foreign Credentials

Harrison Middleton University welcomes applications from individuals with credentials from non-U.S. institutions. Such applicants must first obtain an independent foreign credentials evaluation from Education Credential Evaluators, Inc. (ECE), Post Office Box 514070, Milwaukee, WI 53203-3470, USA, telephone 414.289.3400, fax 414.289.3411, or another independent U.S. evaluator approved by the university. Request forms and cost information are available at the ECE website (www.ece.org). Subject evaluations will be required for individual transfer courses.

Military Training

Any military training which is applicable to a program at Harrison Middleton University will be accepted for transfer credit based on the recommendations of the American Council on Education (ACE) as outlined in the Military Guide to the Evaluation of Educational Experiences in the Armed Services. To be official, all required forms must be sent directly to Harrison Middleton University from the issuing authority.

DD Form 295, Application for the Evaluation of Learning Experiences during Military Services, is available to active-duty service members, reservists, and National Guard members from military education officers. The form must be certified by an authorized commissioned officer or his or her designee in order to be official. Veterans are required to submit a DD Form 214, Armed Forces of the United States Report of Transfer or Discharge. If the veteran does not have

a copy of the DD Form 214, one can be obtained, together with other in-service training records, from the General Services Administration, National Personnel Records Center (Military Personnel Records), 9700 Page Avenue, St. Louis, MO 63132. The veteran may request service records by submitting U.S. Government Standard Form 180, which is available from a state veterans affairs office, the Veteran's Administration, or the National Personnel Records Center. The Joint Services Transcript (JST) is a computerized transcript system that produces official transcripts for eligible service members upon request by combining a service member's military education and job experience with descriptions and college credit recommendations developed by the American Council on Education (ACE). Army, Coast Guard, Marine Corps, and Navy: Active Duty, Reserve and Veterans are eligible for an official transcript through JST. Information is available at the JST website <https://jst.doded.mil> or e-mail jst@doded.mil.

Master of Arts Program

Master of Arts Program Curriculum

Graduates of the Master of Arts program will be able to think, speak, read, and write about vital ideas of the humanities and the Western cultural tradition with confidence and sophistication, demonstrating intellectual maturity and initiative that can be applied to a range of future endeavors. The master's program consists of 36 credit hours with emphasis in imaginative literature, natural science, philosophy and religion, and social science. The program includes readings which may be selected from the *Great Books of the Western World*, other works by authors listed in the Bibliography of Additional Readings which may be available in many popular editions or collections, the *Annals of America*, and Great Books Foundation anthologies. This is a distance education program and students are never required to attend an on-campus class.

Master of Arts – Program of Study

The Master of Arts program consists of 36 graduate credit hours:

The Great Conversation: The Cornerstone Course	4 credit hours
Core Program	28 credit hours
The Capstone Course (project, practicum, or thesis)	4 credit hours
Total Program Credits:	36 credit hours

It is the philosophy of Harrison Middleton University to provide the opportunity for a student to study the subjects that interest him or her. The Master of Arts program consists of 36 graduate credit hours, which include The Great Conversation: The Cornerstone Course, 28 credit hours of core coursework, and The Capstone Course. Students at Harrison Middleton University design a program of study focusing on the subjects or authors that interest them. There are a variety of ways to design a Master of Arts program. Students may choose to do an in-depth study of an idea from one of the disciplines of imaginative literature, natural science, philosophy and religion, or social science, or to do an in-depth study of specific authors. Additionally, students may complete a study of primary source documents from Great Books Foundation publications, or choose to study a combination of the three.

During the first course, The Great Conversation: The Cornerstone Course or the How to Think about the Great Ideas course, the student, with the guidance of the Instructional Team, will make the decisions concerning his or her program of study to meet the curricular requirements of the university. **The selected capstone project must align with all federal regulations and the student's home-state rules regarding state authorization. Please contact the Registrar for additional information.**

Master of Arts Completion Program

Graduates of the Master of Arts Completion Program will be able to think, speak, read, and write about vital ideas of the humanities and the Western cultural tradition with confidence and sophistication, demonstrating intellectual maturity and initiative that can be applied to a range of future endeavors. The Master of Arts Completion Program is designed for highly motivated individuals who have completed 6-18 graduate credits at an appropriately accredited institution

and seek to finish their master's degree. This is a distance education program and students are never required to attend an on-campus class.

Master of Arts/Master of Arts Completion – Program Objectives

A Master of Arts signifies that the recipient has passed an integrated course of study in one or more of the humanities. Upon successful completion of the Master of Arts program, students will have met the following objectives:

- Design, implement, and complete a self-directed graduate program of study of the great works in the liberal arts.
- Demonstrate facility with the Shared Inquiry methodology by formulating interpretive questions and taking part in course discussions.
- Think critically about great ideas in Western thought and engage in rigorous discussion about fundamental questions of human existence.
- Demonstrate a thorough and interdisciplinary knowledge of Western cultural history in their fields of choice.
- Evaluate and synthesize the major literature, theories, practices, problems, and ethical issues discussed in their coursework.
- Communicate effectively with clarity and sophistication in written and oral form in a variety of settings; utilize logical coherence and consistency, and the proper use of evidence and citations, in order to explore their fields of choice.
- Present evidence of significant intellectual inquiry in the form of a capstone project and its defense.

Master of Arts/Master of Arts Completion – Program Outcomes

- Written assignments—In preparation for each discussion, the student will formulate original interpretive questions and select passages for textual analysis that explore the course text(s), considering multiple possibilities of meaning in a way that is relevant to the student's area of interest.
- Discussions—The student will participate in Shared Inquiry discussions, answering and elaborating upon his or her interpretive questions in order to further develop initial thoughts and reactions, clarify ideas, and build a network of interpretive possibilities.
- Essays—For each course, the student will compose an end-of-course essay that demonstrates graduate-level writing skills, an understanding of the course text, and an original interpretive stance on some aspect of that text.
- Capstone project—The student will propose, plan, and execute a capstone project that applies the knowledge and skills acquired in coursework to a project of interest, making a tangible contribution to his or her field of choice.

- Capstone defense—The student will present an oral or written capstone defense to the members of his or her Instructional Team, demonstrating the merit of the project itself as well as proficiency in the necessary communication skills.

Master of Arts Course Descriptions

HUM 501 The Great Conversation: The Cornerstone Course (Required)

The Great Conversation: The Cornerstone Course is the first course a graduate student completes at Harrison Middleton University. The course is specially designed to guide the student through the process of developing an Individualized Program of Study for a graduate degree. First, students are introduced to the interpretive process used at the university by learning how to write effective factual, interpretive and evaluative questions and how to identify passages for textual analysis. This process prepares students for in-depth discussions of course texts (which include *The Great Conversation: A Reader's Guide to the Great Books of the Western World*, *How to Read a Book*, *The Syntopicon* Volume 1, *The Syntopicon* Volume 2, *The Shared Inquiry Handbook*, and *Will of the People: Readings in American Democracy*). Students who have a previous degree from Harrison Middleton University review the interpretive process. Next, students learn how to utilize the *Great Books of the Western World* in order to get the most out of their graduate studies. Finally, students—with the guidance of an Instructional Team—design the courses for their Individualized Program of Study. Students are encouraged to design a program that meets their personal educational goals. Students will design courses focusing on authors, ideas, topics, or subtopics that interest them. All courses at the university are reading and discussion based, but students may choose to design a course that permits additional intensive reading and conferencing in a specialized area, or students may design a course that includes a field or travel component (for example, attending workshops or conferences, engaging in fieldwork, or conducting field research). As the culminating assignment in The Great Conversation: The Cornerstone Course, the graduate student will submit the proposal for the Individualized Program of Study to the Instructional Team for approval. (4 credit hours)
Prerequisite: None.

HUM 501A How to Think about the Great Ideas: From the Great Books of Western Civilization (Required for the Master of Arts Completion Program)

How to Think about the Great Ideas: From the Great Books of Western Civilization is the first course a graduate student completes at Harrison Middleton University. The course is specially designed to guide the student through the process of developing an Individualized Program of Study for a graduate degree. First, students are introduced to the interpretive process used at the university by learning how to write effective factual, interpretive, and evaluative questions and how to identify passages for textual analysis. This process prepares students for in-depth discussion of course texts (which include *How to Think about the Great Ideas: From the Great Ideas of Western Civilization*, *How to Read a Book*, *The Shared Inquiry Handbook*, and *Will of the People: Readings in American Democracy*). Students will demonstrate effectively engaging in discussion using the Shared Inquiry process and writing interpretive questions for different selections. Next, students learn how to utilize the Great Books Foundation anthologies, the *Annals of America*, the *Great Books of the Western World*, and other works by authors listed in the Bibliography of Additional Readings, in order to get the most out of their graduate studies. Finally, students design the courses for their Individualized Program of Study with the guidance of an Instructional Team. Students will design courses focusing on authors, ideas, topics, or subtopics that interest them. All courses at the university are reading and discussion based, but students may choose to design a course that permits additional intensive reading and conferencing in a specialized area, or students may design a course that includes a field or travel component (for example attending workshops or conferences, engaging in fieldwork, or conducting field research). As the culminating assignment in How to Think about the Great

Ideas: From the Great Books of Western Civilization, the graduate student will submit the proposal for the Individualized Program of Study to the Instructional Team for approval. (4 credit hours) Prerequisite: None.

HUM 502 Capstone Course (Required)

The Capstone Course is the culminating experience at the university. It allows the graduate student to demonstrate her or his personal knowledge of the authors, ideas, topics, and subtopics studied in the program. The student begins this course by designing and submitting a proposal for his or her capstone project. A student may choose to write a thesis, design a practicum, or plan a project. A thesis is a written account of a sustained inquiry into an idea, theme, or issue of interest to the student. A practicum entails a supervised practical application of the knowledge acquired in the program of study. A project requires applying skills acquired as a result of the student's studies and might include writing a novel, creating a work of art, or writing a substantial essay based on fieldwork relating to the student's program of study. **The selected capstone project must align with all federal regulations and the student's home-state rules regarding state authorization. Please contact the Registrar for additional information.** Upon completion of the thesis, practicum, or project, the graduate student will make a presentation with oral and written components to members of his or her Instructional Team. (4 credit hours)

For a full List of Curriculum and Texts, refer to page 67.

∞ **Doctoral Programs**

Doctor of Arts - Program Overview

In keeping with Harrison Middleton University's commitment to promote excellence in education and its desire to create highly trained scholars and professionals who have a broad, interdisciplinary perspective, the university offers a Doctor of Arts program. Students design their own program of study and choose interdisciplinary doctoral coursework from the fields of imaginative literature, natural science, philosophy and religion, and social science.

Through the exploration of imaginative literature, primary texts in the natural sciences, philosophical and religious tracts, and works in the social sciences, students at Harrison Middleton University develop and hone their capacities to analyze, interpret and criticize complex works within their areas of interest. The emphasis on interdisciplinary systems of knowledge—in combination with a supportive distance learning program that encourages personal and social development—also helps to foster intellectual vitality, confidence, independent thinking, leadership, and flexibility. This is a distance education program and students are never required to attend an on-campus class.

About the Doctor of Arts Program

The Doctor of Arts degree gives students the opportunity to pursue advanced scholarly study of interdisciplinary content areas that can be utilized in a variety of situations. The program offers students the opportunity to pursue their self-designed studies in such a way as to enhance their breadth of applicable knowledge in the four concentrations of imaginative literature, natural science, philosophy and religion, and social science.

Graduates of the Doctor of Arts program will be able to think, speak, read, and write about vital ideas of the humanities and the Western cultural tradition with confidence and sophistication, make an original contribution to the body of knowledge in their field of choice, and demonstrate intellectual maturity and initiative that can be applied to a range of future endeavors.

This program of study requires students to complete 60 credit hours of graduate credit beyond the master's degree level. The Doctor of Arts program of study is designed by the student in consultation with the student's Instructional Team and the Dean. The student submits her or his proposal for the Doctor of Arts program to the university and it is approved by the student's Instructional Team and the Dean. All doctoral students may earn a Master of Arts upon successfully completing the first concentration comprehensive examination and 36 graduate credits from Harrison Middleton University.

The Doctor of Arts degree at Harrison Middleton University is unique in the way our program is delivered—entirely at a distance—and because of the flexible and individualized opportunities, students are able to create their program of study. In this way, the manner in which the student fulfills the degree requirements can be tailored to each student's educational and career goals.

Doctor of Arts – Program of Study

Harrison Middleton University's Doctor of Arts program is based on the belief that primary source documents provide unique opportunities for the past to be explored. The coursework portion of the Doctor of Arts degree at Harrison Middleton University is primarily organized around the *Great Books of the Western World* and the educational philosophies espoused by Mortimer Adler, Robert Hutchins, and Clifton Fadiman, among others, as well as the Board of

Directors of the *Encyclopaedia Britannica* and the *Great Books of the Western World* Committee of Consultants.

The Doctor of Arts program consists of *The Great Conversation: The Cornerstone Course* (4 credit hours), 48 credit hours of coursework divided into two 24-credit-hour blocks consisting of readings from the *Great Books of the Western World* including syntopical readings on topics, sub-topics, references, cross-references, and additional readings from the Bibliography of Additional Readings, and lastly, the Doctoral Capstone Course (8 credit hours). The capstone course proposal requires the creation of a significant original work. The work must be an original contribution to knowledge and demonstrate the student's proficiency as an independent investigator. The doctoral capstone proposal must be approved by the student's Instructional Team and the Dean. **The selected capstone project must align with all federal regulations and the student's home-state rules regarding state authorization. Please contact the Registrar for additional information.**

By using a combination of primary source documents from the *Great Books of the Western World*, as well as other primary source documents from Great Books Foundation publications, the *Annals of America*, additional readings from the Bibliography of Additional Readings, and great art, the Doctor of Arts student will craft a program of study rich in primary sources crucial to the study of the great ideas. Using these primary source documents, the program of study focuses on extensive research activity on one or a combination of the great ideas: art, animal, aristocracy, art, astronomy and cosmology, beauty, being, cause, chance, change, citizen, constitution, courage, custom and convention, definition, democracy, desire, dialectic, duty, education, element, emotion, eternity, evolution, experience, family, fate, form, God, good and evil, government, habit, happiness, history, honor, hypothesis, idea, immortality, induction, infinity, judgment, justice, knowledge, labor, language, law, liberty, life and death, logic, love, man, mathematics, matter, mechanics, medicine, memory and imagination, metaphysics, mind monarchy, nature, necessity and contingency, oligarchy, one and many, opinion, opposition, philosophy, physic, pleasure and pain, poetry, principle, progress, prophecy, prudence punishment, quality, quantity, reasoning, relation, religion, revolution, rhetoric, same and other, science, sense, sign and symbol, sin, slavery, soul, space, state, temperance, theology, time, truth, tyranny and despotism, universal and particular, virtue and vice, war and peace, wealth, will, wisdom, and world.

In essence, the program of study embraces the concept that one's natural intellectual curiosity should guide learning, the notion that learning is a life-long pursuit for wisdom, and the idea that such wisdom can be furthered by the interdisciplinary study of the greatest works of the last 3,000 years in imaginative literature, natural science, philosophy and religion, and social science.

Doctor of Arts – Program Objectives

Upon successful completion of the Doctor of Arts program, students will have met the following objectives:

- Design, implement, and complete a self-directed doctoral program of study of the great works in the liberal arts.
- Demonstrate facility with the Shared Inquiry methodology by formulating interpretive questions and taking part in course discussions.

- Think critically about great ideas in Western thought and engage in rigorous discussion about fundamental questions of human existence.
- Demonstrate a thorough and interdisciplinary knowledge of Western cultural history in their fields of choice.
- Evaluate, synthesize, and articulate the major literature, theories, practices, problems, and ethical issues discussed in their coursework.
- Communicate effectively with clarity and sophistication in written and oral form in a variety of settings; utilize logical coherence and consistency, and the proper use of evidence and citations, in order to explore their fields of choice.
- Present evidence of significant intellectual inquiry, original thought, and interdisciplinary knowledge in the form of a capstone project and its defense.

Doctor of Arts – Program Outcomes

- Written assignments—In preparation for each discussion, the student will formulate original interpretive questions and select passages for textual analysis that explore the course text(s), considering multiple possibilities of meaning in a way that is relevant to the student's area of interest.
- Discussions—The student will participate in Shared Inquiry discussions, answering and elaborating upon his or her interpretive questions in order to further develop initial thoughts and reactions, clarify ideas, and build a network of interpretive possibilities.
- Essays—For each course, the student will compose an end-of-course essay that demonstrates graduate-level writing skills, an understanding of the course text, and an original interpretive stance on some aspect of that text.
- Comprehensive exams—The student will participate in two rounds of comprehensive oral examinations with a panel of faculty members, demonstrating facility with the concepts and texts relevant to his or her program of study as a result of both advance preparation and spontaneous analysis in response to prompting.
- Capstone project—The student will propose, plan, and execute a capstone project that applies the knowledge and skills acquired in coursework to a project of interest, making an original contribution to his or her field of choice.
- Capstone defense—The student will present an oral or written capstone defense to the members of his or her Instructional Team, demonstrating the merit of the project itself as well as proficiency in the necessary communication skills.

Doctor of Arts Degree Program Flowchart

HUM 701: The Great Conversation: The Cornerstone Course (4 credit hours)



Doctor of Arts program of study proposal approved by Instructional Team



Concentration One: Graduate coursework based on primary source readings selected by the student from the *Great Books of the Western World*, including syntopical readings on topics, sub-topics, references, cross-references and additional readings from the Bibliography of Additional Readings. (24 credit hours)



Oral Comprehensive Examination – Part One (Covering Concentration One)



Concentration Two: Graduate coursework based on primary source readings selected by the student from the *Great Books of the Western World*, including syntopical readings on topics, sub-topics, references, cross-references and additional readings from the Bibliography of Additional Readings. (24 credit hours)



Oral Comprehensive Examination – Part Two (Covering Concentration Two)



Formation of Faculty Advisory Committee and Appointment of Chair



Doctor of Arts Capstone Course proposal approved by Instructional Team:
Scholarly Paper, Applied Project, or Pedagogical Training Proposal



**HUM 702: Doctoral Capstone Course: Scholarly Paper,
Applied Project, or Pedagogical Training (8 credit hours)**



Final Presentation or Oral Examination

Doctor of Arts - Oral Comprehensive Examinations

Doctoral students complete two oral comprehensive examinations. Doctor of Arts students, upon completion of the first concentration of twenty-four credit hours, will schedule their first oral comprehensive examination. Upon completion of the second concentration of twenty-four credit hours, students schedule the second oral comprehensive examination. Requiring students to complete two separate oral comprehensive examinations spaced throughout their program ensures a higher success and completion rate. This allows students to set short-term benchmark goals which are attainable within a rigorous doctoral program.

Doctor of Education - Program Overview

The Doctor of Education 60-credit-hour program explores the great idea of education and offers students a grounding in historical, social, and philosophical literature. Prospective students must demonstrate superior scholarship in the field of education. The program is appropriate for educational practitioners seeking relevant and advanced study that will make them more thoughtful teachers and better informed decision makers. Students study both classic and leading contemporary thought taken from educational and philosophical literature. The program draws on intellectual sources and scholarly disciplines, including curriculum theory, history, law, and philosophy. This is a distance education program and students are never required to attend an on-campus class.

About the Doctor of Education Program

Graduates of the Doctor of Education program will be able to think, speak, read, and write in a broad manner about the field of education and related topics, demonstrating a breadth of knowledge, intellectual maturity and initiative can be applied to a range of future endeavors.

This program of study requires students to complete 60 credit hours of graduate credit beyond the master's degree level. The Doctor of Education program consists of a cohesive interdisciplinary curriculum specifically tailored to the needs and career goals of the individual student. All doctoral students may earn a Master of Arts upon successfully completing the first comprehensive examination and 36 graduate credits from Harrison Middleton University.

The Doctor of Education degree at Harrison Middleton University is unique in the way our program is delivered—entirely at a distance—and because of the flexible and individualized opportunities, students are able to create their program of study. In this way, the manner in which the student fulfills the degree requirements can be tailored to each student's educational and career goals.

Doctor of Education – Program of Study

This first required course for the Doctor of Education program, *The Great Conversation: The Cornerstone Course*, is specially designed to guide the student through the process of designing her or his program of study. Students are introduced to the interpretive process used at the university by learning how to write effective higher order evaluative questions which prepares students for the in-depth discussions that follow in this course and throughout their studies in the doctoral program. Students learn how to best utilize Encyclopedia Britannica's 60-volume set of the *Great Books of the Western World* in order to get the most out of their doctoral studies research. Finally, students choose the additional coursework and begin the preliminary work towards planning the appropriate legal research in preparation for designing the applied project.

At the heart of the curriculum at Harrison Middleton University is discussion. In *The Great Conversation: The Cornerstone Course*, the student participates in a series of one-to-one discussions in which he or she will discuss the learning objectives and the expected outcomes for the Doctor of Education program he or she is designing. These discussions are in-depth conversations, based on specific readings, which explore the history of education in Western culture and the significant issues concerning education today.

The best way for students to develop a sophisticated knowledge of education is through a careful examination of ideas, topics, and subtopics discussed by the greatest minds of Western culture across the past twenty-five centuries. By using a combination of primary source documents from

the *Great Books of the Western World* and legal documents – federal and state laws, regulations and rules – the Doctor of Education program ensures that students acquire the breadth of knowledge that is the hallmark of an excellent liberal arts education while exploring the current educational environment. Some of the topics and subtopics students explore include: the means and ends of education, the ideal of the educated person, the education of women, the disadvantages of being educated, the kinds of education (physical, moral, liberal, professional, religious), the training of the body and the cultivation of bodily skills (gymnastics, manual work), the formation of a good character (virtue, a right will: the cultivation of aesthetic taste), the possibility and limits of moral education (knowledge and virtue), the influence of the family in moral training, the role of the state in moral education (law, custom, public opinion), the effect upon character of arts (poetry, music, and other arts: the role of history and examples), the improvement of the mind by teaching and learning, the profession of teaching (the relation of teacher and student), the means and methods of teaching, the nature of learning (its several modes), the order of learning (the organization of the curriculum), the emotional aspect of learning (pleasure, desire, interest), learning apart from teachers and books (the role of experience), the acquisition of techniques (preparation for the vocations, arts, and professions), religious education, God as teacher (divine revelation and inspiration), the teaching function of the church (of priests and prophets), education and the state, the educational responsibility of the family and the state, the economic support of educational institutions, the political regulation and censorship of education, the training of the prince (the statesman, the citizen, the proletariat: aristocratic and democratic theories of education), and historical and biographical observations concerning the institutions and practices of education.

No idea stands as an isolated, self-contained entity. In addition to a comprehensive study on topics and subtopics concerning education, Doctor of Education program students expand their research and study by exploring the interrelationships between ideas, for example, the relationship between education and citizen, constitution, democracy, and government and state. This provides the most intensive and detailed research.

Students select readings from the *Great Books of the Western World*, which contain the works of 130 authors and include 517 selections. As large and diverse as the number of works in the *Great Books of the Western World* is, they do not exhaust the number of authors or books that have made a contribution to the ideas of Western civilization. Students may also explore the works of authors from an extensive list of additional readings. The authors raise persistent human questions, and their different interpretations of those questions reveal a variety of independent yet complementary meanings. Whether the works are epic poems or political treatises, and whether the subject matter is scientific, historical, or philosophical, they are all linked together. Through the centuries, the great authors introduce, support, elaborate upon, respond to, and criticize each other. Students at Harrison Middleton University explore different facets of an idea as it is discussed by various authors. For example, students will find that Dewey was influenced by Aristotle, Plato, Ptolemy and Copernicus. Tocqueville cites nineteen other authors.

In addition, students are required to do comprehensive legal research in preparation for designing the applied project. After completing the coursework and the legal research, students are required to report their findings and propose recommendations for addressing an issue or problem in an office memorandum of law. Upon approval, students then execute their plan for an applied project.

Doctor of Education – Program Objectives

Upon successful completion of the Doctor of Education program, students will have met the following objectives:

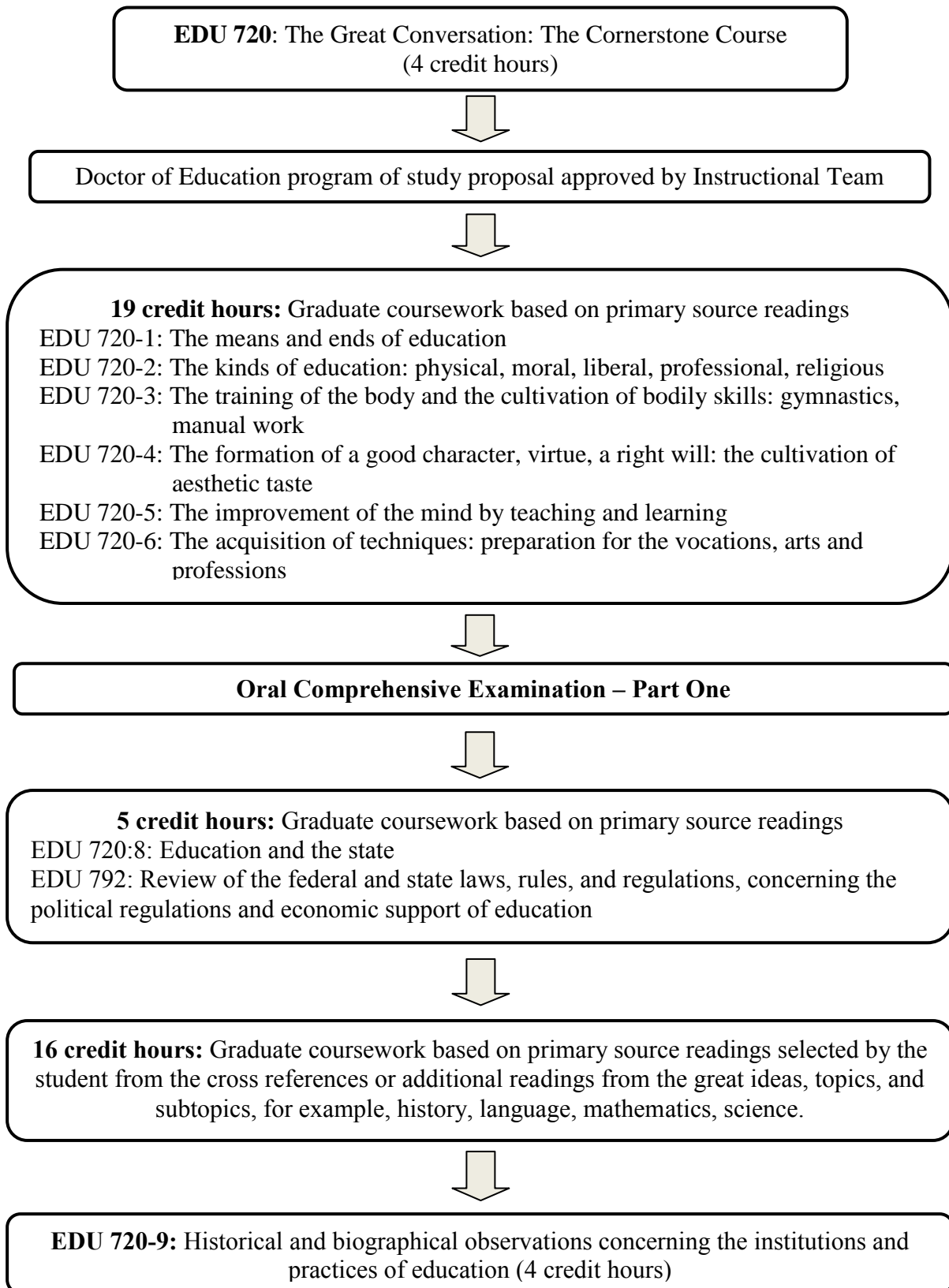
- Design, implement, and complete a self-directed doctoral program of study in the great idea of education and the great works in liberal arts
- Demonstrate facility with the Shared Inquiry methodology by formulating interpretive questions and taking part in course discussions
- Think critically about great ideas in Western thought and engage in rigorous discussion about fundamental questions of education and human existence
- Demonstrate a coherent and comprehensive knowledge of today's education and the state, the educational responsibility of the family and the state, the economic support of educational institutions, and the political regulation and censorship of education.
- Evaluate, synthesize and articulate the major literature, theories, practices, problems, and ethical issues discussed in their coursework
- Communicate effectively with clarity and sophistication in written and oral form in a variety of settings; utilize logical coherence and consistency, and the proper use of evidence and citations, in order to develop a unique, creative, and feasible solution to a specific educational problem.
- Present evidence of sustained and significant intellectual inquiry in the form of extensive legal research of the applicable education laws and regulations, both federal and state, and as a result of that research apply solutions to a specific educational problem.

Doctor of Education – Program Outcomes

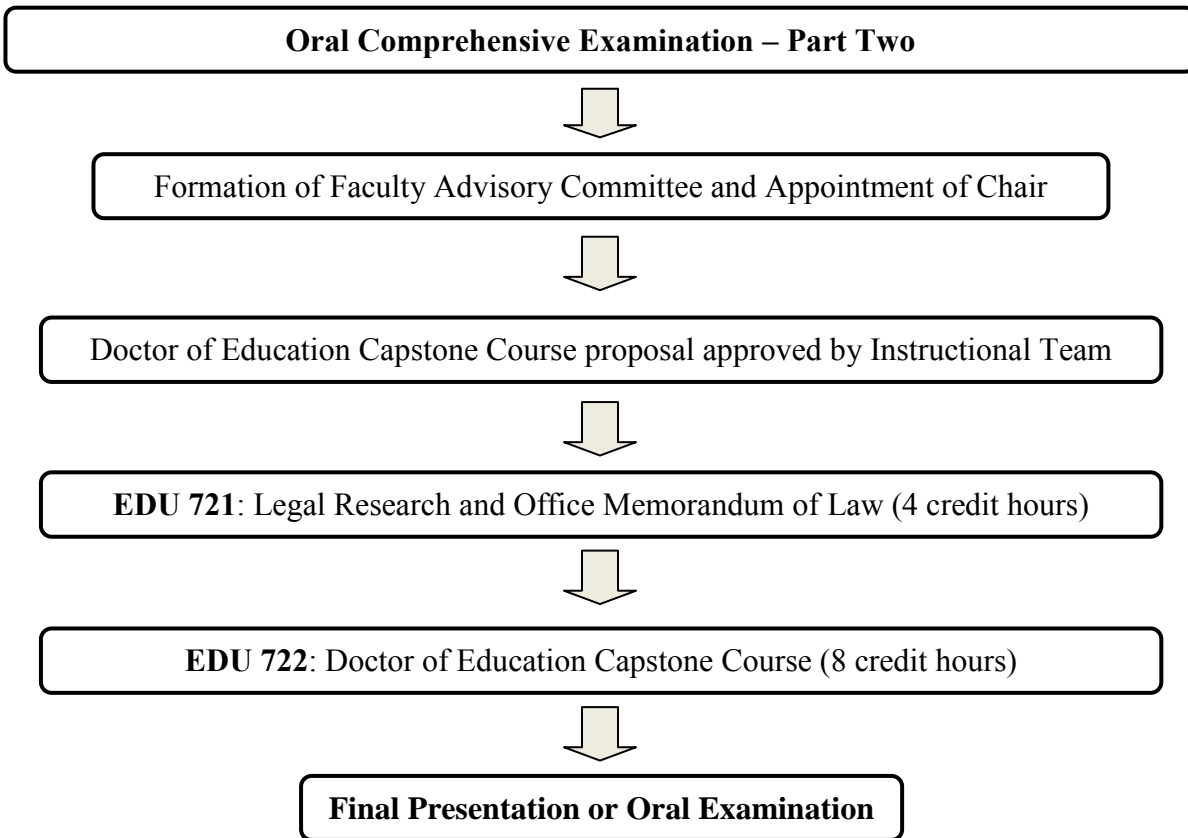
- Written assignments – in preparation for each discussion, the student will formulate original interpretive questions and select passages for textual analysis that explore the course text(s), considering multiple possibilities of meaning in a way that is relevant to the study of education.
- Discussions – The student will participate in Shared Inquiry discussions, answering and elaborating upon his or her interpretive questions in order to develop initial thoughts and reactions, clarify ideas, and build a network of interpretive possibilities.
- Essays – For each course, the student will compose an end-of-course essay that demonstrates graduate-level writing skills, an understanding of the course text(s), and an original interpretive stance on some aspect of those texts.
- Comprehensive examinations – The student will participate in two rounds of comprehensive oral examinations with a panel of faculty members, demonstrating facility with the concepts and texts relevant to his or her program of study as a result of both advance preparation and spontaneous analysis in response to prompting.

- Office Memorandum of Law – The student will conduct extensive legal research of the court cases, laws, regulations, and rules both federal and state; write a legal opinion sharing the findings of the research; and finally, plan, develop, conduct, interpret, and apply the research to an applied project which will propose a solution to a significant educational issue or problem.
- Capstone project – The student will propose, plan, and execute an applied project that applies the knowledge and skills acquired in coursework to a project of interest, making an original contribution to the field of education.
- Capstone project defense – The student will present an oral or written capstone project defense to the members of his or her Instructional Team, demonstrating the merit of the project itself as well as proficiency in the necessary communication skills.

Doctor of Education Degree Program Flowchart



Doctor of Education Degree Program Flowchart (continued)



The Instructional Team meets at the end of each calendar month to approve proposed Doctor of Education programs of study. To be considered for final approval, the student's proposed program of study must be received prior to the monthly Instructional Team meeting.

When the program of study is filed, the Instructional Team is appointed by the Dean.

Each complete topic and minimum of two subtopics of a Great Idea studied at the graduate level is equivalent to four (4) credit hours of coursework. Each complete Volume of the *Great Books of the Western World* studied at the graduate level is equivalent to four (4) credit hours of coursework.

Doctor of Education - Oral Comprehensive Examinations

The Doctor of Education program consists of sixty (60) credit hours beyond the master's degree. The Doctor of Education program includes The Great Conversation: The Cornerstone Course (4 credit hours), twenty-eight (28) credit hours of prescribed courses in education, sixteen (16) credit hours of student-designed courses, four (4) credit hours for legal research and office memorandum of law, and eight (8) credit hours for the Capstone Course. Doctoral students also complete two oral comprehensive examinations. Doctor of Education students, upon completion of the first nineteen credit hours of prescribed courses, will schedule their first oral comprehensive examination. Upon completion of the remaining twenty-five credit hours, students schedule the second oral comprehensive examination. By requiring students to complete two separate oral comprehensive examinations spaced throughout their program ensures a higher success and completion rate. This allows students to set short-term benchmark goals which are attainable within a rigorous doctoral program.

Doctor of Arts Course Descriptions

HUM 701 The Great Conversation: The Cornerstone Course (Required)

The Great Conversation: The Cornerstone Course is the first course a doctoral student completes at Harrison Middleton University. The course is specially designed to guide the student through the process of developing an Individualized Program of Study for the Doctor of Arts degree. First, students are introduced to the interpretive process used at the university by learning how to write effective factual, interpretive, and evaluative questions and how to identify passages for textual analysis. This process prepares students for in-depth discussion of course texts (which include *The Great Conversation: A Reader's Guide to the Great Books of the Western World*, *How to Read a Book*, *The Syntopicon* Volume 1, *The Syntopicon* Volume 2, *The Shared Inquiry Handbook*, and *Will of the People: Readings in American Democracy*). Students will demonstrate effectively engaging in discussion using the Shared Inquiry process and writing interpretive questions for different selections. Next, students learn how to utilize the *Great Books of the Western World* in order to get the most out of their graduate studies. Finally, students design the courses for their Individualized Program of Study with the guidance of an Instructional Team. Students will design courses focusing on authors, ideas, topics, or subtopics that interest them. All courses at the university are reading and discussion based, but students may choose to design a course that permits additional intensive reading and conferencing in a specialized area, or students may design a course that includes a field or travel component (for example attending workshops or conferences, engaging in fieldwork, or conducting field research). As the culminating assignment in The Great Conversation: The Cornerstone Course, the doctoral student will submit the proposal for the Individualized Program of Study to the Instructional Team for approval. (4 credit hours) Prerequisite: None.

HUM 702 Capstone Course (Required)

The Capstone Course is the culminating experience at the university. It allows the graduate student to demonstrate her or his personal knowledge of the authors, ideas, topics, and subtopics studies in the program. The student begins this course by designing and submitting a proposal for his or her capstone project. A student may choose to write a thesis, design a practicum, or plan a project. A thesis is a written account of a sustained inquiry into an idea, theme, or issue of interest to the student. A practicum entails a supervised practical application of the knowledge acquired in the program of study. A project requires applying skills acquired as a result of the student's studies and might include writing a novel, creating a series of works of art, or writing a substantial essay based on fieldwork relating to the student's program of study. **The selected capstone project must align with all federal regulations and the student's home-state rules regarding state authorization. Please contact the Registrar for additional information.** Upon completion of the thesis, practicum, or project, the graduate student will make a presentation with oral and written components to members of his or her Instructional Team. (8 credit hours)

Doctor of Education Course Descriptions

EDU 720 The Great Conversation: The Cornerstone Course (Required)

The Great Conversation: The Cornerstone Course is the first course a graduate student completes at Harrison Middleton University. The course is specially designed to guide the student through the process of developing an Individualized Program of Study for the Doctor of Education degree. First, students are introduced to the interpretive process used at the university by learning how to write effective factual, interpretive, and evaluative questions and how to identify passages for textual analysis. This process prepares students for in-depth discussion of course texts (which include *The Great Conversation: A Reader's Guide to the Great Books of the Western World*, *How to Read a Book*, *The Syntopicon Volume 1*, *The Syntopicon Volume 2*, *The Shared Inquiry Handbook*, and *Will of the People: Readings in American Democracy*). Students will demonstrate effectively engaging in discussion using the Shared Inquiry process and writing interpretive questions for different selections. Next, students learn how to utilize the *Great Books of the Western World* in order to get the most out of their graduate studies. Finally, students design sixteen credit hours for their Individualized Program of Study with the guidance of an Instructional Team. Students will design courses focusing on authors, ideas, topics, or subtopics that interest them. All courses at the university are reading and discussion based, but students may choose to design a course that permits additional intensive reading and conferencing in a specialized area, or students may design capstone project focusing on a current problem within education. As the culminating assignment in The Great Conversation: The Cornerstone Course, the doctoral student will submit the proposal for the Individualized Program of Study to the Instructional Team for approval. (4 credit hours) Prerequisites: None.

EDU 720-1: The means and ends of education (Required)

Students will study the subtopics and authors contained within this topic under the Great Idea Education. The subtopics include: the ideal of the educated person, the education of women, and the disadvantages of being education. The authors for this course include Aristophanes, Euripides, Plato, Aristotle, Lucretius, Epictetus, Aurelius, Plotinus, Augustine, Aquinas, Hobbes, Rabelais, Erasmus, Montaigne, Shakespeare, Cervantes, Bacon, Descartes, Spinoza, Milton, Moliere, Locke, Hume, Swift, Rousseau, Smith, Gibbon, Kant, Mill, Boswell, Hegel, Tocqueville, Goethe, George Eliot, Twain, Marx, Tolstoy, Ibsen, William James, Dewey, Whitehead, Veblen, Weber, Huizinga, and Levi-Strauss. (5 credit hours)

EDU 720-2: The kinds of education: physical, moral, liberal, professional, religious (Required)

Students will study the authors contained within this topic under the Great Idea Education. The authors for this course include Plato, Aristotle, Epictetus, Augustine, Calvin, Montaigne, Bacon, Descartes, Pascal, Hegel, Austen, Marx, Barth, Weber, and Shaw. (1 credit hour)

EDU 720-3: The training of the body and the cultivation of bodily skills: gymnastics, manual work (Required)

Students will study the authors contained within this topic under the Great Idea Education. The authors for this course include Aristophanes, Plato, Aristotle, Hippocrates, Plotinus, Virgil, Plutarch, Rabelais, Montaigne, Swift, Rousseau, Gibbon, Hegel, Darwin, William James, Veblen, and Proust. (1 credit hour)

EDU 720-4: The formation of a good character, virtue, a right will: the cultivation of aesthetic taste (Required)

Students will study the subtopics and authors contained within this topic under the Great Idea Education. The subtopics include: the possibility and limits of moral education: knowledge and virtue, the influence of the family in moral training, the role of the state in moral education: law, custom, public opinion, the effect upon character of poetry, music, and other arts: the role of history and examples. The authors for this course include Old Testament, Apocrypha, New Testament, Euripides, Aristophanes, Thucydides, Plato, Aristotle, Lucretius, Epictetus, Aurelius, Plotinus, Virgil, Plutarch, Tacitus, Augustine, Aquinas, Dante, Chaucer, Hobbes, Montaigne, Shakespeare, Cervantes, Bacon, Descartes, Spinoza, Milton, Pascal, Moliere, Racine, Locke, Swift, Diderot, Montesquieu, Rousseau, Gibbon, Kant, Mill, Boswell, Hegel, Nietzsche, Tocqueville, Dickens, Twain, Darwin, Tolstoy, Dostoevsky, William James, Freud, Whitehead, Veblen, Huizinga, Proust, and Cather. (5 credit hours)

EDU 720-5: The improvement of the mind by teaching and learning (Required)

Students will study the subtopics and authors contained within this topic under the Great Idea Education. The subtopics include: the profession of teaching: the relation of teacher and student, the means and methods of teaching, the nature of learning: its several modes, the order of learning: the organization of the curriculum, the emotional aspect of learning: pleasure, desire, interest, and learning apart from teachers and books: the role of experience. The authors for this course include Homer, Aeschylus, Aristophanes, Plato, Aristotle, Galen, Nicomachus, Lucretius, Epictetus, Plutarch, Tacitus, Ptolemy, Augustine, Aquinas, Dante, Chaucer, Hobbes, Rabelais, Erasmus, Montaigne, Gilbert, Harvey, Bacon, Descartes, Milton, Pascal, Moliere, Locke, Berkeley, Hume, Swift, Rousseau, Smith, Kant, Mill, Boswell, Lavoisier, Hegel, Nietzsche, Goethe, George Eliot, Dickens, Twain, Dostoevsky, Tolstoy, William James, Dewey, Whitehead, Wittgenstein, Planck, Waddington, Veblen, Weber, Levi-Strauss, and Hardy. (5 credit hours)

EDU 720-6: The acquisition of techniques: preparation for the vocations, arts, and professions (Required)

Students will study the authors contained within this topic under the Great Idea Education. The authors for this course include Plato, Aristotle, Hippocrates, Lucretius, Plutarch, Rabelais, Moliere, Smith, Gibbon, Kant, Mill, Tocqueville, Goethe, Austen, Darwin, Marx, Freud, Dewey, Whitehead, Veblen, Tawney, and Weber. (2 credit hours)

EDU 720-7: Religious education (Optional)

Students will study the subtopics and authors contained within this topic under the Great Idea Education. The subtopics include: God as teacher: divine revelation and inspiration and the teaching function of the church, of priests and prophets. The authors for this course include Old Testament, Apocrypha, New Testament, Plato, Epictetus, Augustine, Aquinas, Dante, Chaucer, Calvin, Hobbes, Montaigne, Bacon, Milton, Pascal, Locke, Smith, Gibbon, Kant, Mill, Boswell, Hegel, Austen, Tolstoy, Dostoevsky, Veblen, and Joyce. (4 credit hours)

EDU 720-8: Education and the state (Required)

Students will study the subtopics and authors contained within this topic under the Great Idea Education. The subtopics include: the educational responsibility of the family and the state, the economic support of educational institutions, the political regulation and censorship of education, and the training of the prince, the statesman, the citizen, the proletariat: aristocratic, and democratic theories of education. The authors for this course include Apocrypha,

Aristophanes, Thucydides, Plato, Aristotle, Aurelius, Virgil, Plutarch, Tacitus, Augustine, Aquinas, Machiavelli, Hobbes, Rabelais, Montaigne, Shakespeare, Cervantes, Bacon, Milton, Swift, Montesquieu, Rousseau, Smith, Gibbon, Federalist, Mill, Boswell, Hegel, Tocqueville, Marx, Marx and Engels, Freud, Veblen, Weber, and Orwell. (4 credit hours)

EDU 792: Review of the federal and state laws, rules, and regulations, concerning the political regulations and economic support of education (Required)

For this course, students will need to research the following based on their states of residence:

- Curriculum standards
- Financial rules, laws, regulations, and codes

For one of the following:

- Public school (either elementary, secondary, or postsecondary)
- Private school (either elementary, secondary, or postsecondary)
- Charter school (either elementary, secondary, or postsecondary)

Additionally, students are introduced to those aspects of legal writing and the legal system which are relevant to their capstone project. (1 credit hour)

EDU 720-9: Historical and biographical observations concerning the institutions and practices of education (Required)

Students will study the authors contained within this topic under the Great Idea Education. The authors for this course include Aristophanes, Thucydides, Plato, Aristotle, Aurelius, Plutarch, Augustine, Hobbes, Rabelais, Erasmus, Montaigne, Cervantes, Bacon, Descartes, Milton, Moliere, Swift, Diderot, Montesquieu, Rousseau, Smith, Gibbon, Mill, Boswell, Hegel, Tocqueville, Goethe, George Eliot, Dewey, Whitehead, Hardy, Veblen, Weber, Huizinga, Levi-Strauss, Joyce. Additional texts include *Democracy in Education*, *Interest and Effort in Education*, and *The School and Society* by John Dewey, and *The Montessori Method* by Maria Montessori. (4 credit hours)

EDU 721: Legal Research and Office Memorandum of Law (Required)

Students will conduct extensive legal research of the court cases, laws, regulations, and rules both federal and state; write a legal opinion sharing the findings of the research; and finally, plan, develop, conduct, interpret, and apply the research to an applied project which will propose a solution to a significant educational issue or problem. (4 credit hours)

EDU 722: Capstone Course (Required)

The Capstone Course is the culminating experience at the university. It allows the graduate student to demonstrate her or his personal knowledge of the authors, ideas, topics, and subtopics studied in the program. The student begins this course by designing and submitting a proposal for his or her capstone project. The student will complete legal research which will culminate in a legal opinion. The student will then begin work on the approved capstone project. Finally the student will plan, develop, conduct, interpret, and apply the research from the legal opinion to a unique capstone project which will propose a solution to a current, significant educational issue or problem. **The selected capstone project must align with all federal regulations and the student's home-state rules regarding state authorization. Please contact the Registrar for additional information.** Upon completion of the project, the graduate student will make a presentation with oral and written components to members of his or her Instructional Team. (8 credit hours)

Curriculum and Texts

The following courses may be taken at the master's level. The Great Books anthologies may be used for supplemental reading at the doctoral level. (For a full list of doctoral courses, refer to page 76).

The educational objectives vary by program. The Master of Arts educational objectives are included on page 46. The Doctor of Arts educational objectives are included on page 52. The Doctor of Arts educational objectives are included on page 58.

The Great Books Reading and Discussion Program: First Series – Book I and Reader Aid

This course includes the following selections: *Rothschild's Fiddle*, Chekhov; *On Happiness*, Aristotle; *The Apology*, Plato; *Heart of Darkness*, Conrad; *Conscience*, Kant; *Alienated Labour*, Marx; *Genesis*, Bible; *Civilization and Its Discontents*, Freud; and *The Social Contract*, Rousseau. (3 credit hours) Prerequisite: None.

The Great Books Reading and Discussion Program: First Series – Book II and Reader Aid

This course includes the following selections: *The Moral Sense of Man and the Lower Animals*, Darwin; *Othello*, Shakespeare; *Of Justice and Injustice*, Hume; *The Power of the Majority*, Tocqueville; *Individual Freedom*, Simmel; and *Antigone*, Sophocles. (3 credit hours) Prerequisite: None.

The Great Books Reading and Discussion Program: Second Series – Book I and Reader Aid

This course includes the following selections: *The Crito*, Plato; *The Virtues*, Dewey; *Iphigeneia at Aulis*, Euripides; *Politics*, Aristotle; *Notes from the Underground*, Dostoevsky; and *Exodus*, Bible. (3 credit hours) Prerequisite: None.

The Great Books Reading and Discussion Program: Second Series – Book II and Reader Aid

This course includes the following selections: *Origin of Government*, Hobbes; *Billy Budd, Sailor*, Melville; *Wealth of Nations*, Smith; *Antony and Cleopatra*, Shakespeare; and *The Knight of Faith*, Kierkegaard. (3 credit hours) Prerequisite: None.

The Great Books Reading and Discussion Program: Second Series – Book III and Reader Aid

This course includes the following selections: *The Persian Wars*, Herodotus; *Of Civil Government*, Locke; *Gulliver's Travels*, Swift; and *Civil Disobedience*, Thoreau. (3 credit hours) Prerequisite: None.

The Great Books Reading and Discussion Program: Third Series – Book I and Reader Aid

This course includes the following selections: *Habits and Will*, Dewey; *On Liberty*, Mill; *Hamlet*, Shakespeare; *Mark*, Bible; and *History of the Peloponnesian War*, Thucydides. (3 credit hours) Prerequisite: None.

The Great Books Reading and Discussion Program: Third Series – Book II and Reader Aid

This course includes the following selections: *What is War?*, Clausewitz; *Uncle Vanya*, Chekhov; *On Evil*, Maimonides; *The Iliad*, Homer; and *Principles of Government*, Montesquieu. (3 credit hours) Prerequisite: None.

The Great Books Reading and Discussion Program: Third Series – Book III and Reader Aid

This course includes the following selections: *The Canterbury Tales*, Chaucer; *Agamemnon*, Aeschylus; *The Beast in the Jungle*, James; *The Prince*, Machiavelli; and *The Death of Ivan Ilych*, Tolstoy. (3 credit hours) Prerequisite: None.

The Great Books Reading and Discussion Program: Fourth Series – Book I and Reader Aid

This course includes the following selections: *The Indestructibility of Our Inner Nature*, Schopenhauer; *Medea*, Euripides; *The Spirit of Capitalism*, Weber; *The Misanthrope*, Molière; and *The Decline and Fall of the Roman Empire*, Gibbon. (3 credit hours) Prerequisite: None.

The Great Books Reading and Discussion Program: Fourth Series – Book II and Reader Aid

This course includes the following selections: *Job*, Bible; *Utilitarianism*, Mill; *Caesar and Cleopatra*, Shaw; *The City of God*, Augustine; and *Symposium*, Plato. (3 credit hours) Prerequisite: None.

The Great Books Reading and Discussion Program: Fourth Series – Book III and Reader Aid

This course includes the following selections: *Of Experience*, Montaigne; *Rameau's Nephew*, Diderot; *The Tempest*, Shakespeare; *The Federalist*, Hamilton, Jay, and Madison; and *The Overcoat*, Gogol. (3 credit hours) Prerequisite: None.

The Great Books Reading and Discussion Program: Fifth Series – Book I and Reader Aid

This course includes the following selections: *Ecclesiastes*, Bible; *Oedipus the King*, Sophocles; *On Dreams*, Freud; *The Metamorphosis*, Kafka; and *Faust*, Part One, Goethe. (3 credit hours) Prerequisite: None.

The Great Books Reading and Discussion Program: Fifth Series – Book II and Reader Aid

This course includes the following selections: *First Principles of Morals*, Kant; *A Simple Heart*, Flaubert; *Of Personal Identity*, Hume; *Thus Spoke Zarathustra*, Nietzsche; and *The Inferno*, Dante. (3 credit hours) Prerequisite: None.

The Great Books Reading and Discussion Program: Fifth Series – Book III and Reader Aid

This course includes the following selections: *Reflections on the Revolution in France*, Burke; *The Education of Henry Adams*, Adams; *King Lear*, Shakespeare; *On Tragedy*, Aristotle; and *The Republic*, Plato. (3 credit hours) Prerequisite: None.

Great Conversations I

This course includes the following selections: *The Epic of Gilgamesh*, Anonymous; *Prometheus Bound*, Aeschylus; *Of Friendship and Of Solitude*, Montaigne; *Pensées*, Pascal; *Self-Reliance*, Emerson; *Out of the Cradle Endlessly Rocking*, Whitman; "Democracy in America," Tocqueville; *An Enemy of the People*, Ibsen; *The Value of Science*, Poincaré; *Thoughts for the Times on War and Death*, Freud; *The Secret Sharer*, Conrad; *The Theory of the Leisure Class*, Veblen; *The Stages of Life*, Jung; *Tell Me a Riddle*, Olsen; *Boys and Girls*, Munro; Discussion

Guide for *Narrative of the Life of Frederick Douglass, and American Slave*, Douglass; and Discussion Guide for *Seize the Day*, Bellow. (4 credit hours) Prerequisite: None.

Great Conversations II

This course includes the following selections: *The Story of Samson* – Judges 13-16, Bible; Selected Poems, Donne; *Meditations One and Two*, Descartes; *The Nose*, Gogol; *The Grand Inquisitor*, Dostoevsky; *The Fall of the House of Usher*, Poe; *Bartleby the Scrivener: A Story of Wall Street*, Melville; *Goblin Market*, Rossetti; *Physics and World Philosophy*, Planck; *The Playboy of the Western World*, Synge; *Planning and Democracy*, Hayek; *Distributive Justice*, Rawls; *Guests of the Nation*, O'Connor; *Which New Era Would That Be?*, Gordimer; *What We Talk About When We Talk About Love*, Carver; Discussion Guide for *Frankenstein*, Shelley; and Discussion Guide for *Eichmann in Jerusalem*, Arendt. (4 credit hours) Prerequisite: None.

Great Conversations III

This course includes the following selections: *The Pardoner's Tale*, Chaucer; *An Enquiry Concerning Human Understanding*, Hume; *A Defence of Poetry*, Shelley; *The Unknown Masterpiece*, de Balzac; *Second Epilogue to War and Peace*, Tolstoy; *The Man Who Would Be King*, Kipling; *Six Characters in Search of an Author*, Pirandello; *The Open Boat*, Crane; *Death in the Woods*, Anderson; *The Garden of Forking Paths*, Borges; Introduction to the *Second Sex*, de Beauvoir; *An Interest in Life*, Paley; Selected Poems, Szymborska; *The Body of the Condemned*, Foucault; *Interpreter of Maladies*, Lahiri; Discussion Guide for *The Prince*, Machiavelli, and Discussion Guide for *Jane Eyre*. (4 credit hours) Prerequisite: None.

Great Conversations IV

This course includes the following selections: *Meno*, Plato; *Life of Nicias*, Plutarch; *To Perpetual Peace, a Philosophical Sketch*, Kant; *The Chilean Earthquake*, von Kleist; *Where I Lived, and What I Lived For*, Thoreau; Selection from *Culture and Anarchy*, Arnold; "Selection" from *Pragmatism: A New Name for Some Old Ways of Thinking*, James; *Major Barbara*, Shaw; *The Darling*, Chekhov; *First Snow on Mount Fuji*, Kawabata; *The Lottery*, Jackson; Selected Poems, Mueller; *The Smallest Woman in the World*, Lispector; *Lava Cameo*, Boland; and *The Things They Carried*, O'Brien. (4 credit hours) Prerequisite: None.

Great Conversations V

This course includes the following selections: *Hekabe*, Euripides; Selected Poems, Keats; *Ethan Brand*, Hawthorne; *The Criterion of a Good Form of Government*, Mill; *Masks*, Santayana; *Philosophy and Knowledge*, Russell; *The Man Who Loved Islands*, Lawrence; *Anthropology and the Abnormal*, Benedict; *The Hell Screen*, Ryunosuke; *The Children of the Light and The Children of the Darkness*, Niebuhr; *Why Write?*, Sartre; *Bright and Morning Star*, Wright; *Human Personality*, Weil; *A Still Moment*, Welty; and *To Room Nineteen*, Lessing. (4 credit hours) Prerequisite: None.

Great Conversations VI

This course includes the following selections: *On Tranquility of Mind*, Seneca; *The New Organon*, Francis Bacon; *A Letter Concerning Toleration*; John Locke; *Discourse Seven*, Joshua Reynolds; *The Rubáiyát of Omar Khayyám*, Edward Fitzgerald (trans.); *Rabbi Ben Ezra*, Robert Browning; *The Lifted Veil*, George Eliot; *The Man That Corrupted Hadleyburg*, Mark Twain; *On the Advantage and Disadvantage of History for Life* (selection), Friedrich Nietzsche; *The Devil Baby at Hull House*, Jane Addams; *The Man Who Could Work Miracles*, H.G. Wells; *Mario the Magician*, Thomas Mann; *The Daughters of the Late Colonel*, Katherine Mansfield; *R.U.R.*,

Karel Čapek; *My Confession*, Mary McCarthy; *Holy Week*, Deborah Eisenberg. (4 credit hours)
Prerequisite: None.

Talking Service: Readings for Civic Reflection

This course includes the following selections: *A Bed for the Night*, Brecht; *The Lamb and the Pinecone*, Neruda; *Theme for English B*, Hughes; Selection from *Reveries of the Solitary Walker*, Rousseau; *Fellowship*, Kafka; *Earliest Impressions*, Addams; and *A Gift of Love*, King. (1 credit hour). Prerequisite: None.

The Civically Engaged Reader

This course includes the following selections: *Politics*, Aristotle; *Waiting for the Barbarians*, Cavafy; *I Shall Not Beg for My Rights*, Turner; *The Boy Without a Flag*, Rodriguez; *They'll Say, "She Must Be from Another Country,"* Dharker; *Fellowship*, Kafka; *Earliest Impressions*, Addams; *He Sits Down on the Floor of a School for the Retarded*, Nowlan; *The Theory of Moral Sentiments*, Smith; *Democracy in America*, Tocqueville; *The Souls of Black Folk*, Du Bois; *Theme for English B*, Hughes; *Recitatif*, Morrison; *Mending Wall*, Frost; *Luella Miller*, Freeman; *Dry Dock*, Sutherland; *Saving the Crippled Boy*, Beatty; *The Eleventh*, Barbusse; *The Moral Equivalent of War*, James; *The Subjective Necessity of Social Settlements*, Addams; *The Drum Major Instinct*, King; *The Book of Ruth*; *Specimen Days*, Whitman; *The Lovers of the Poor*, Brooks; *What We Don't Talk About When We Don't Talk About Service*, Davis; *Where Were We*, Eggers; *The Reveries of the Solitary Walker*, Rousseau; *The Sweetness of Charity*, Angelou; *The Lamb and the Pinecone*, Neruda; *The Gospel of Wealth, Part 1*, Carnegie; *Self-Reliance*, Emerson; *Compassion: The Wish-Fulfilling Jewel*, Rinpoche; *A Bed for the Night*, Brecht; *Four Traditions of Philanthropy*, Lynn and Wisely; *Mishneh Torah*, Maimonides; *If All Who Have Begged Help*, Akhmatova; *The Wife of His Youth*, Chesnutt; *II Samuel*, Chapters 11-12; *The Destructors*, Greene; *The Helmsman*, Kafka; *The Lesson*, Bambara; *The Use of Force*, Williams; *The Autobiography of Benjamin Franklin*, Franklin; *The Ones Who Walk Away from Omelas*, Le Guin; *The History Teacher*, Collins; *Second Inaugural Address*, Lincoln; and *The Minister's Black Veil*, Hawthorne. (4 credit hours) Prerequisite: None.

The Will of the People: Readings in American Democracy

This course includes the following selections: *Declaration of Independence*; *The Constitution of the United States of America*; *The Federalist Papers*; *Farewell Address*, George Washington; *Declaration of Sentiments and Resolutions*, Seneca Falls Convention; *Emancipation Proclamation*, *Gettysburg Address*, and *Second Inaugural Address*, Abraham Lincoln; *Address to the First Annual Meeting of the American Equal Rights Association*, Sojourner Truth; *The United States of American v. Susan B. Anthony*; *Let America Be America Again*, Langston Hughes; and *Letter from Birmingham Jail*, Martin Luther King, Jr. (3 credit hours). Prerequisite: None.

The Seven Deadly Sins Sampler

This course includes the following selections: *A Rose for Emily*, Faulkner; *Good Country People*, O'Connor; *Roman Fever*, Wharton; *Smokers*, Wolff; *Mary Postgate*, Kipling; *Hairball*, Atwood; *The House with the Mezzanine*, Chekhov; *Shiloh*, Mason; *The Rocking-Horse Winner*, Lawrence; *The Inherited Clock*, Bowen; *Fat*, Carver; *Famine*, Xu Xi; *Not a Good Girl*, Klass; and *For the Relief of Unbearable Urges*, Englander. (4 credit hours) Prerequisite: None.

Even Deadlier

This course includes the following selections: *La Grande Bretèche*, Balzac; *The Old Gentleman*, Hwang; *Krakatau*, Shepard; *Weekend*, Weldon; *Torch Song*, Cheever; *My First Two Women*, Gordimer; *Babylon Revisited*, Fitzgerald; *The Custard Heart*, Parker; *A Woman of Fifty*, Maugham; *My Wife is a White Russian*, Tremain; *Theft in a Pastry Shop*, Calvino; *Fat People*, Lurie; *Nuns at Luncheon*, Huxley; and *Cowboys Are My Weakness*, Houston. (4 credit hours) Prerequisite: None.

The Evil and the Guilty

This course includes the following selections: *After the Ball*, Tolstoy; *On Evil, Guilt, and Power*, Nietzsche; *Moosbrugger*, Musil; *The Sorcerer's Apprentice*, Johnson; *Stavrogin's Confession*, Dostoevsky; *The Rime of the Ancient Mariner*, Coleridge; Questions for *Coup de Grâce*, Yourcenar; and Questions for *Philadelphia Fire*, Wideman. (4 credit hours) Prerequisite: None.

Happiness and Discontent

This course includes the following selections: *The Highest Good*, Aristotle; *A River Sutra*, Mehta; *The Three Lives of Lucie Cabrol*, Berger; *Happiness*, Lavin; *Endless Mountains*, Price; *As You Like It*, Shakespeare; *Poetry*, Dickinson; Questions for *Middlemarch*, Eliot; and Questions for *An Imaginary Life*, Malouf. (4 credit hours) Prerequisite: None.

Identity and Self-Respect

This course includes the following selections: *The Fire Next Time*, Baldwin; *Apology*, Plato; *A Real Life*, Munro; *A Room of One's Own*, Woolf; *A Dull Story*, Chekhov; *The Love Song of Alfred J. Prufrock*, Eliot; Questions for *Emma*, Austen; and Questions for *Invisible Man*, Ellison. (4 credit hours) Prerequisite: None.

Living with the Past

This course includes the following selections: *Overture*, Proust; *The Rat Man*, Freud; *The Island*, Herling; *Momik*, Grossman; *An American Childhood*, Dillard; *Ode: Intimations of Immortality*, Wordsworth; *Diving into the Wreck*, Rich; *For the Union Dead*, Lowell; Questions for *Song of Solomon*, Morrison; and Questions for *One Hundred Years of Solitude*, Márquez. (4 credit hours) Prerequisite: None.

Love and Marriage

This course includes the following selections: *The Spinoza of Market Street*, Singer; "Either/Or," Kierkegaard; *Emöke*, Skvorecký; *Tom-Tit-Tot and Caporushes*, Steel; *Patriotism*, Mishima; *Symposium*, Plato; *Sonnet 116*, Shakespeare; *The Applicant*, Plath; *Marriage*, Corso; *To Be in Love*, Brooks; Questions for *To the Lighthouse*, Woolf; and Questions for *Lolita*, Nabokov. (4 credit hours) Prerequisite: None.

Order and Chaos

This course includes the following selections: *The Overcoat*, Gogol; "Bhagavad-Gita," Troth, von Rezzori; *The Bacchae*, Euripides; *Everything That Rises Must Converge*, O'Connor; *Lapis Lazuli*, Yeats; *Sunday Morning*, Stevens; *Design*, Frost; *The Armadillo*, Bishop; Questions for *The Master and Margarita*, Bulgakov; and Questions for *Things Fall Apart*, Achebe. (4 credit hours) Prerequisite: None.

Parent and Child

This course includes the following selections: *The Continuing Silence of a Poet*, Yehoshua; *Gwen and Somewhere*, Kincaid; *Iphigeneia at Aulis*, Euripides; *Barn Burning*, Faulkner; *New African*, Lee; *Letter to His Father* and *The Judgment*, Kafka; *Among School Children* and *A Prayer for My Daughter*, Yeats; *A Letter from Brooklyn*, Walcott; *The Lost Children*, Jarrell; *Exclusive*, Olds; Questions for *Persuasion*, and Questions for *Billiards at Half-Past Nine*, Böll. (4 credit hours) Prerequisite: None.

Politics, Leadership, and Justice

This course includes the following selections: *Second Inaugural Address*, Lincoln; *Letter from Birmingham Jail*, King; *Sorrow-Acre*, Dinesen; *Kongi's Harvest*, Soyinka; *The Melian Dialogue*, Thucydides; *Julius Caesar*, Shakespeare; *Longing, Oz*; *Poetry*, Lao-tzu; Questions for *Age of Iron*, Coetzee; and Questions for *Paradise of the Blind*, Huong. (4 credit hours) Prerequisite: None.

Modern American Poetry

This course highlights more than forty American poets, including Walt Whitman, Emily Dickinson, Robert Frost, William Carlos Williams, E.E. Cummings, Langston Hughes, Gwendolyn Brooks, Allen Ginsberg, Anne Sexton, Sylvia Plath, Ray A. Young Bear, Rita Dove, Gary Soto, and Li-Young Lee. Each group of poems is preceded by thoughts from the poet on the art of poetry, as well as biographical information. The anthology also includes an introductory section, "How to Read a Poem," which provides guidelines, models, and advice for reading and discussing poetry, as well as a later section on meter and a glossary of terms. (4 credit hours) Prerequisite: None.

Short Story Omnibus

This course is a collection of nineteenth and twentieth century short stories, novellas and graphic stories by writers ranging from Honoré de Balzac to John Updike. Storytelling is a universal human tradition, used to convey knowledge and make-believe entertainment, as well as imparting truth and hypotheses about the world around us. While the idea of short story is a more recent addition to the literary tradition, its format allows for endless experimentation in terms of plot, character, setting, and voice. The short stories included in this volume include: "A Passion in the Desert" by Honoré de Balzac, "The Black Cat" by Edgar Allan Poe, "The Real Thing" by Henry James, "A Lady with a Dog" by Anton Chekhov, "The Yellow Wallpaper" by Charlotte Perkins Gilman, "Her First Ball" by Katherine Mansfield, "Indian Camp" by Ernest Hemingway, "The Diver" by V.S. Pritchett, "Gimpel the Fool" by Isaac Bashevis Singer, "The Wall" by Jean-Paul Sartre, "The Country Husband" by John Cheever, "The Ledge" by Lawrence Sanders, "Looking for Mr. Green" by Saul Bellow, "Sonny's Blues" by James Baldwin, "Argument and Persuasion" by Donald Hall, "The Professor's Houses" by Ursula K. Le Guin, "Lost in the Funhouse" by John Barth, "Tomorrow and Tomorrow and So Forth" by John Updike, "Cathedral" by Raymond Carver, "The Man from Mars" by Margaret Atwood, "The Pubilist at Rest" by Thom Jones, "Greasy Lake" by T. Coraghessan Boyle, "The Baby" by Mary Gordon, "The Collectors" by Rohinton Mistry, and "You're Ugly, Too" by Lorrie Moore. Also included in the anthology are Sudden Fiction works: "The Country Where Nobody Ever Grew Old and Died" by William Maxwell, "Wants" by Grace Paley, "A City of Churches" by Donald Barthelme, "True Love" by Don Shea, "Bullet" by Kim Church, "The Doctor" by Ann Hood, "Blind Fish" by Melanie Rae Thon, "My Date with Neanderthal Woman" by David Galef, and "After Caravaggio's Sacrifice of Isaac" by Rachel Cusk, as well as the Novellas "Benito Cereno" by Herman Melville and "Tom Outland's Story" by Willa Cather and Graphic Stories "Flies on

the Ceiling” by Jaime Hernandez, “Palestine (Chapter One)” by Joe Sacco and “A Happy Death” (from *Fun Home*) by Alison Bechdel. (4 credit hours) Prerequisite: None.

Science Fiction Omnibus

This course is a collection of twentieth century science fiction works by writers ranging from E.M. Forster to Ursula K. Le Guin. The best science fiction writers projected a future in which the impact on humanity of scientific and technological change was fully realized and worked out. The 18 stories and novellas in the Omnibus include: *The Machine Stops* by E.M. Forster; *The Veldt* by Ray Bradbury; *The Star* by Arthur C. Clarke; *The Voices of Time* by J.G. Ballard; *The Ship Who Sang* by Anne McCaffrey; *Harrison Bergeron* by Kurt Vonnegut; *The Streets of Ashkelon* by Harry Harrison; *The Days of Perky Pat* by Phillip K. Dick; *Vaster Than Empires and More Slow* by Ursula K. Le Guin; *As Simple As That* by Zenna Henderson; *The Bicentennial Man* by Isaac Asimov; *Houston, Houston, Do You Read?* by James Tiptree Jr.; *Ender’s Game* by Orson Scott Card; *Bloodchild* by Octavia Butler; *Promises to Keep* by Jack McDevitt; *Face Value* by Karen Joy Fowler; *Even the Queen* by Connie Willis; *Mortimer Gray’s History of Death* by Brian Stableford. (4 credit hours) Prerequisite: None.

The Nature of Life: Readings in Biology

This course includes the following selections: *Novum Organum*, Bacon; *Conclusion to On the Origin of Species*, *Struggle for Existence*, *The Descent of Man*, and *Natural Selection*, Darwin; *Experiments in Plant Hybridization*, Mendel; *An Introduction to the Study of Experimental Medicine*, Bernard; *The Snout*, Eiseley; *Silent Spring*, Carson; *Ecce Homo!* and *Rats*, Lorenz; *The Double Helix*, Watson; *The Selfish Gene*, Dawkins; *Why Big Fierce Animals Are Rare*, Colinvaux; *Just in the Middle*, Gould; *The Diversity of Life*, Wilson; and *Life from Scum*, Margulis. (4 credit hours) Prerequisite: None.

Keeping Things Whole: Readings in Environmental Science

This course includes the following selections: *Rules for the Direction of the Mind*, Descartes; *Katahdin*, Thoreau; *Death of a Pine*, Thoreau; *Man and Nature*, Marsh; *The Biosphere*, Vernadsky; *The Climax Concept*, Clements; *The Ecosystem*, Tansley; *The Land Ethic*, Leopold; *Odyssey*, Leopold; *The Economics of the Coming Spaceship Earth*, Boulding; *The Tragedy of the Commons*, Hardin; *The Closing Circle*, Commoner; *The World’s Biggest Membrane*, Thomas; *Intricacy*, Dillard; *The Recognition of Gaia*, Lovelock; *The End of Nature*, McKibben; *The Words Nature, Wild, and Wilderness*, Snyder; *Water Songs*, Williams; *The Politics of Wilderness* and *the Practice of the Wild*, Grumbine; *Cutover*, Grover; and *Dimensions of Deformity*, Miller. (4 credit hours) Prerequisite: None.

What’s the Matter? Readings in Physics

This course includes the following selections: *The Uncertainty of Science*, Feynman; *The Science of Nature* and *Moving Things*, Aristotle; *Falling Bodies and Projectiles*, Galileo; *Forces, Laws of Motion, Time, Space, and Motion*, *Rules of Doing Philosophy*, Newton; *On Light*, Newton and Young; *Heat and Friction*, Thompson; *The Mechanical Equivalent of Heat*, Joule; *Entropy: The Running-Down of the Universe*, Eddington; *Induction of Electric Currents* and *On the Physical Lines of Magnetic Force*, Faraday; *The Science of Electromagnetism*, *Electricity and Electromotive Force*, and *A Dynamical Theory of the Electromagnetic Field*, Maxwell; *Extending the Theories of Physics*, Planck; *The Special Theory of Relativity* and *The General Theory of Relativity*, Einstein; $E=mc^2$, Einstein; *Quantum Uncertainty*, Gamow; *Quantum Behavior*, Feynman; *The Copenhagen Interpretation of Quantum Theory*, Heisenberg; *Quantum Perplexity and Debate*, Polkinghorne; *The Origin of the Universe* and *Beautiful Theories*:

Symmetry and Mathematics, Weinberg; *Why Physics Is the Easiest Science: Effective Theories*, Kane; *Metaphor in Science*, Lightman; *Black Holes and Predictable Worlds*, Hawking; and *The Scientist's Responsibilities*, Einstein. (4 credit hours) Prerequisite: None.

The Plan of Chicago

The Plan of Chicago - Centennial Edition is a re-production of the original 1909 *Plan* by The Commercial Club of Chicago. *The Plan* was “built on the premise that large and farsighted plans are essential to combine economic opportunity with social well-being and the preservation of our natural surroundings.” This text provides great insight into the balance and relationship between economic development and conservation of the natural environment. Similar to modern city planning documents, *The Plan* covers some history of city planning in ancient and modern times, the history of development of Chicago including the park system, transportation, streets within the city, the heart of Chicago and finally the 1909 *Plan of Chicago*. (3 credit hours) Prerequisite: None.

Consuming Interests: Great Ideas in Economics

This course includes the following selections: *Ethics and the Economic Interpretation*, Frank H. Knight; *Of Money*, David Hume; *Of Restraints upon the Importation from Foreign Countries*, Adam Smith; Selected Essays, Thomas Robert Malthus; *Of the Demand or Market for Products*, Jean-Baptiste Say; *On Machinery*, David Ricardo; *That Which Is Seen, and That Which Is Not Seen*, Frédéric Bastiat; *Principles of Political Economy (selection)*, John Stuart Mill; *The Fetishism of Commodities and the Secret Thereof*, Karl Marx; *Why Lombard Street Is Often Very Dull, and Sometimes Extremely Excited*, Walter Bagehot; *Application of the Laws of Demand and Supply to the Special Problem of Wages*, Fleeming Jenkin; *The Substance of Economics*, Alfred Marshall; *Industrial Exemption and Conservatism*, Thorstein Veblen; *Transactions*, John R. Commons; *The Civilization of Capitalism*, Joseph A. Schumpeter; *The General Theory of Employment (selection)*, John Maynard Keynes; *The Road to Serfdom (selection)*, Friedrich Hayek; *Political Aspects of Full Employment*, Michael Kalecki; *The Social Responsibility of Business*, Milton Friedman; *Perspectives on Theory*, Hyman P. Minsky. (4 credit hours) Prerequisite: None.

Standing Down: From Warrior to Civilian

This course includes works of fiction, nonfiction, poetry, essays and memoirs that speak to the past experiences, concerns, and aspirations of those who have served in the military and made the often-difficult transition back into civilian life. There are forty-four selections that span more than 2500 years ranging from Homer's *Iliad* to personal accounts by members of the United States Armed Forces who have recently served in Iraq and Afghanistan. The readings touch on many conflicts including the American Civil War, World War I, World War II, the Vietnam War and the wars in Iraq and Afghanistan. Some of the most prominent topics represented in the readings include caretaking, civilians and war, combat, confronting the enemy, family relationships, grieving, heroism, homecoming, honor and memorializing, nature of war, patriotism, telling stories, war in the media, women and war, and wounds. (4 credit hours) Prerequisite: None.

Immigrant Voices: 21st Century Stories

This course includes eighteen contemporary short stories written by immigrants to the United States. Immigrant Voices presents a cross-section of new voices and ideas about the immigrant experience. Within the text, the readings have been divided into three sections, “Coming Over”, “Being Here”, and “Going Back”. This course includes the following selections: *Letting Go to*

America, M. Evelina Galang; *Absence*, Daniel Alarcón; *Mother the Big*, Porochista Khakpour; *The Bees, part 1*, Aleksander Hemon; *Grandmother's Garden*, Meena Alexander; *Otravida*, *Otravez*, Junot Díaz; *Wal-Mart Has Plantains*, Sefi Atta; *Fischer vs. Spassky*, Lara Vapnyar; *The Stations of the Sun*, Reese Okyong Kwon; *Echo*, Laila Lalami; *No Subject*, Carolina De Robertis; *The Science of Flight*, Yiyun Li; *Hot Air Balloons*, Edwidge Danticat; *Home Safe*, Emma Ruby-Sachs; *SJU-ATL-DTW (San Juan-Atlanta-Detroit)*, Lawrence La Fountain-Stokes; *Diógenes*, Pablo Helguera; *Bamboo*, Eduardo Halfon; *Encrucijada*, Roberto G. Fernández. (4 credit hours) Prerequisite: None.

Imperfect Ideal: Utopian and Dystopian Visions

This course includes twenty-three selections that represent utopian and dystopian visions. The text challenges readers to address many of the perennial questions regarding how human society should be structured and governed and what kinds of communities are most conducive to human fulfillment, both privately and in the civic arena. The selections are divided into six thematically related sections: What Else Belongs?; The Yearning Remains; The Best Life Possible; Of Which He Is a Citizen; Our Incomplete State; and Unrest in the Soul. (4 credit hours) Prerequisite: None.

Counterparts

This course includes ten pairs of readings that engage with each other in a variety of ways, but are always closely related to some idea or concern they have in common. In this sense, they are counterparts; the selections in each pair fit into the same forum of discussion and speak to each other with a common vocabulary of ideas that not only allows, but strongly encourages rewarding exchanges of opinions between each of them and their readers. They often conflict with each other but they do so in such a way that promotes, rather than prevents, productive debate. The selections in *Counterparts* represent many genres including fiction, nonfiction, poetry, and essay. Among the issues explored by the writers are the ethics of biological experimentation (Hawthorne and Bernard); romantic love and self-interest (Andersen and Gardam); patriotism and the realities of armed combat (Horace and Owen); the politics and sociology of education for women (Ruskin and Friedan); and the nature of liberal and conservative political positions (Dworkin and Hayek). (4 credit hours) Prerequisite: None.

Her Own Accord: American Women on Identity, Culture and Community

This course includes twenty-seven selections by contemporary American women addressing the unique and important ways in which gender informs their lives. This collection explores issues on identity, family, relationships, work and politics. The works include a variety of speeches, memoirs, short stories, essays, and poetry. (4 credit hours) Prerequisite: None.

Curriculum and Texts (continued)

Syntopicon I

The term “Syntopicon” means a collection of topics. In *The Syntopicon: An Index to the Great Ideas I* and *The Syntopicon: An Index to the Great Ideas II*, there are nearly 3,000 topics parceled out among 102 ideas. The *Syntopicon* consists of three main parts: the 102 idea-chapters, a Bibliography of Additional Readings, and an Inventory of Terms. *Syntopicon I* contains Chapters 1-50 of the Great Ideas: Angel to Love. The 102 chapters and the Inventory of Terms, taken together, are the tools the reader uses to participate in the great conversation across the centuries within the context of each idea. The 102 chapters comprise the heart of the *Syntopicon*. Each chapter has five parts: an introductory essay; an outline of topics; references to relevant works in the *Great Ideas*; cross-references to other chapters; and a list of additional readings.

Syntopicon II

The term “Syntopicon” means a collection of topics. In *The Syntopicon: An Index to the Great Ideas I* and *The Syntopicon: An Index to the Great Ideas II*, there are nearly 3,000 topics parceled out among 102 ideas. The *Syntopicon* consists of three main parts: the 102 idea-chapters, a Bibliography of Additional Readings, and an Inventory of Terms. *Syntopicon II* contains Chapters 51-102: Man to World. The 102 chapters and the Inventory of Terms, taken together, are the tools the reader uses to participate in the great conversation across the centuries within the context of each idea. The 102 chapters comprise the heart of the *Syntopicon*. Each chapter has five parts: an introductory essay; an outline of topics; references to relevant works in the *Great Ideas*; cross-references to other chapters; and a list of additional readings. For the convenience of the reader, the authors and titles in all 102 lists are compiled into a single alphabetical list in the Bibliography of Additional Readings in the *Syntopicon* Volume 2. The Bibliography provides authors’ full names, complete book titles, and dates of publication. *Syntopicon* Volume 2 also contains an Inventory of Terms, an alphabetically arranged glossary offering an additional 2,000 other concepts on which to draw.

The Annals of America and the Annals of American History

The *Annals of America* and the *Annals of American History* provide the opportunity to explore and study the rich and varied history of the United States through a variety of selections including, but not limited to speeches, historical accounts, memoirs, poems, images, and multimedia. Materials that can be related by common subject matter include: American democracy; arts and leisure; business and industry; race, gender and diversity; education; exploration and expansion; family and daily life; government and law; labor; national character; religion; and war and peace. The *Annals of American History* is an online resource while the *Annals of America* is a 22-volume hard copy set.

- Volume 1 1493-1754 Discovering a New World
(4 credit hours) Prerequisite: None
- Volume 2 1755-1783 Resistance and Revolution
(4 credit hours) Prerequisite: None
- Volume 3 1784-1796 Organizing the New Nation
(4 credit hours) Prerequisite: None
- Volume 4 1797-1820 Domestic Expansion and Foreign Entanglements
(4 credit hours) Prerequisite: None
- Volume 5 1821-1832 Steps Toward Equalitarianism

- (4 credit hours) Prerequisite: None
- Volume 6 1833-1840 The Challenge of a Continent
(4 credit hours) Prerequisite: None
- Volume 7 1841-1849 Manifest Destiny
(4 credit hours) Prerequisite: None
- Volume 8 1850-1857 A House Dividing
(4 credit hours) Prerequisite: None
- Volume 9 1858-1865 The Crisis of the Union
(4 credit hours) Prerequisite: None
- Volume 10 1866-1883 Reconstruction and Industrialization
(4 credit hours) Prerequisite: None
- Volume 11 1884-1894 Agrarianism and Urbanization
(4 credit hours) Prerequisite: None
- Volume 12 1895-1904 Populism, Imperialism, and Reform
(4 credit hours) Prerequisite: None
- Volume 13 1905-1915 The Progressive Era
(4 credit hours) Prerequisite: None
- Volume 14 1916-1928 World War and Prosperity
(4 credit hours) Prerequisite: None
- Volume 15 1929-1939 The Great Depression
(4 credit hours) Prerequisite: None
- Volume 16 1940-1949 The Second World War and After
(4 credit hours) Prerequisite: None
- Volume 17 1950-1960 Cold War in the Nuclear Age
(4 credit hours) Prerequisite: None
- Volume 18 1961-1068 The Burdens of World Power
(4 credit hours) Prerequisite: None
- Volume 19 1969-1973 Détente and Domestic Crises
(4 credit hours) Prerequisite: None
- Volume 20 1974-1976 The Challenge of Interdependence
(4 credit hours) Prerequisite: None
- Volume 21 1977-1986 Opportunities and Problems at Home and Abroad
(4 credit hours) Prerequisite: None
- Volume 22 1984-Present: Coming Together or Coming Apart
(4 credit hours) Prerequisite: None

The Great Conversation: A Reader's Guide to the Great Books of the Western World

The Great Conversation contains Contents of *Great Books of the Western World*; A Chronology of the Great Authors; *The Great Conversation Revisited*, Mortimer J. Adler; *The Contributions of the 20th Century*, Clifton Fadiman; *The Great Conversation* (excerpts), Robert M. Hutchins; Suggestions to Readers of the Great Books; The Author-to-Author Index; The Author-to-Idea Index; Ten Years of Reading in the Great Books; and The Great Ideas.

The following courses may be taken at the master's or doctoral level.

Volume 3 Homer

Enormously influential on the culture of the ancient Greeks and the subsequent development of the Western cultural canon, Homer's epic poems *The Iliad* and *The Odyssey* are the focus of this

course. The *Syntopicon* cites Homer in no less than fifty-one of the great ideas, and students of this volume will find it to be a timeless depiction of the human condition. (4 credit hours)

Volume 4 Aeschylus, Sophocles, Euripides, Aristophanes

This course concentrates on selected plays from Aeschylus, Sophocles, Euripides, and Aristophanes. Plays included in the course include *Agamemnon*, *Oedipus the King*, *Antigone*, *The Medea*, *The Trojan Women* and *Lysistrata*, among others. These Greek plays provide the cultural framework to examine the sense of shared identity among all Greek city-states and people. (4 credit hours)

Volume 5 Herodotus, Thucydides

This course concentrates on selected works of Herodotus and Thucydides. This course examines the era of the Persian and Peloponnesian wars and classical Athens as described in Herodotus' *The History* and Thucydides' *The History of the Peloponnesian War*. (4 credit hours)

Volume 6 Plato

This course concentrates on selected works of Plato, which include *The Republic*, *Charmides*, *Lysis*, *Laws*, *Timaeus*, *Crito*, *Symposium*, *Apology* and *Laches*, among others. This course offers insight into the dialogic structure of Platonic argumentation and gives insight into the depths of reflection opened up by Socrates and Plato—one of the most important teacher-student pairings in the history of Western culture. (4 credit hours)

Volume 7 Aristotle I

This course concentrates on selected works of Aristotle, which include *Categories*, *On Interpretation*, *Logic*, *On Dreams*, *Physics*, *On the Heavens* and *Metaphysics*. It is important for any student to grasp the Aristotelian view of the natural world. (4 credit hours)

Volume 8 Aristotle II

This course concentrates on selected works of Aristotle, which include Aristotle's *History of Animals*, *On Poetics*, *Rhetoric*, *Nicomachean Ethics*, and *Politics*. This course can be taken either to continue the investigation of Aristotelian thought begun in PHLR 407 Aristotle I, or as a stand-alone course. (4 credit hours)

Volume 9 Hippocrates, Galen

This course concentrates on selected works of Hippocrates and Galen. Hippocrates was a well-known practitioner and teacher of medicine. For succeeding generations, Hippocrates was considered the ideal physician, as evidenced in the works of Galen, who never lost sight of the Hippocratic teachings. Course readings include Hippocrates' *The Oath*, *The Law* and *On the Sacred Disease* and Galen's *On the Natural Faculties*. (4 credit hours)

Volume 10 Euclid, Archimedes, Nicomachus

This course concentrates on selected works of Euclid, Archimedes, and Nicomachus of Gerasa. Through the works of Euclid, Archimedes, and Nicomachus, fundamental ideas and principles that make mathematics such a wondrous and powerful way of thinking come to life. With the study of the thirteen books of Euclid's *Elements*, Archimedes' writings and Nicomachus' *Introduction to Arithmetic*, students learn "why things are" in mathematics. (4 credit hours)

Volume 11 Lucretius, Epictetus, Marcus Aurelius, Plotinus

This course concentrates on selected works of the philosophers Lucretius, Epictetus, Marcus Aurelius, and Plotinus. In this course the student will consider Lucretius' *The Way Things Are*, Epictetus' *The Discourses*, Marcus Aurelius' *The Meditations* and Plotinus' *The Six Enneads*. (4 credit hours)

Volume 12 Virgil

This course concentrates on selected works of Virgil, the most celebrated poet of his day and author of *The Aeneid*, the great epic of the Trojan War. In addition to *The Aeneid*, students consider Virgil's *The Eclogues* and *The Georgics*. (4 credit hours)

Volume 13 Plutarch

This course concentrates on the works of Plutarch, an ancient Greek biographer noted for his ethical insights. This course explores Plutarch's major work, *The Lives of the Noble Grecians and Romans*. Students learn of Plutarch's historical biographies of important historical figures such as Romulus, Pericles, Pompey, Lycurgus, Marcus Cato, Aristides, Caesar and Alexander. (4 credit hours)

Volume 14 Tacitus

This course concentrates on selected works of P. Cornelius Tacitus, an important early Roman historian. The course includes the study of his works, *The Annals* and *The Histories*. (4 credit hours)

Volume 15 Ptolemy, Copernicus, Kepler

This course concentrates on selected works of early Western scientists. The course explores the history of astronomy, including the contributions made by Ptolemy, Nicolas Copernicus, and Johannes Kepler. The works studied include Ptolemy's *The Almagest*; Nicolas Copernicus' *On the Revolutions of the Heavenly Spheres*, and selections from Johannes Kepler's *Epitome of Copernican Astronomy* and *The Harmonies of the World*. (4 credit hours)

Volume 16 Augustine

This course concentrates on selected works of Saint Augustine, which include *The Confessions*, *The City of God*, and *On Christian Doctrine*. Through this course the student will discover how Augustine gained profound influence as both a Church father and a Christian Platonist philosopher. (4 credit hours)

Volume 17 Aquinas I

This course concentrates on *The Summa Theologica*, Saint Thomas Aquinas's major work. Thomas Aquinas was one of the true giants of Christian thought, and of Western philosophy in general. (4 credit hours)

Volume 18 Aquinas II

This course continues to concentrate on *The Summa Theologica*, Saint Thomas Aquinas's major work. This course offers the opportunity to gain a deeper understanding of the rich intellectual legacy of the philosopher and theologian, Thomas Aquinas. Students may take this course either as a continuation of the study of Thomas Aquinas in Volume 17 Aquinas I, or as a stand-alone course. (4 credit hours)

Volume 19 Dante, Chaucer

This course concentrates on selected works of Dante Alighieri and Geoffrey Chaucer. Students investigate Dante's *The Divine Comedy*—the epic journey through the intricate byways of Hell, Purgatory, and Paradise—in its entirety. Moreover, the course considers Geoffrey Chaucer's *Troilus and Criseyde*, and the *Canterbury Tales* in its entirety—works in which Chaucer gives the fullest measure of brilliance to both comedy and tragedy alike. (4 credit hours)

Volume 20 Calvin

This course concentrates on selections from *Institutes of the Christian Religion* by John Calvin, one of the greatest leaders and theologians of the Protestant Reformation. (4 credit hours)

Volume 21 Machiavelli, Hobbes

This course concentrates on selected works of Nicolò Machiavelli, the Italian political philosopher of the Renaissance, and Thomas Hobbes, a seventeenth-century British political philosopher. This course explores Machiavelli's influential *The Prince*, and Hobbes' crucial work *Leviathan, or Matter, Form, and Power of a Commonwealth Ecclesiastical and Civil*. (4 credit hours)

Volume 22 Rabelais

This course concentrates on selected works of François Rabelais, a French writer of the sixteenth century known for his grotesque and bawdy humor. This course explores his famous *Gargantua and Pantagruel*. (4 credit hours)

Volume 23 Erasmus, Montaigne

This course concentrates on selected works of Desiderius Erasmus, the scholarly writer, editor, and translator, and Michel Eyquem de Montaigne, who established the informal essay as a major literary form. The selected works explored in this course include Erasmus' *Praise of Folly* and Montaigne's *The Essays*. (4 credit hours)

Volume 24 Shakespeare I

This course concentrates on selected works of William Shakespeare, his works being among the most breathtaking and endlessly fascinating works ever written or performed. The selections in this course include *King Henry the Sixth*, *The Comedy of Errors*, *The Taming of the Shrew*, *Romeo and Juliet*, *The Merchant of Venice*, *Much Ado About Nothing*, *Julius Caesar*, *As You Like It*, *Love's Labour's Lost*, *The Life of King Henry the Fifth* and *A Midsummer-Night's Dream*. (4 credit hours)

Volume 25 Shakespeare II

This course continues the examination of William Shakespeare's dramatic works. This course may be taken either as a continuation of Shakespeare I or as a stand-alone course. Plays explored in this course include *Twelfth Night*, *Hamlet*, *The Merry Wives of Windsor*, *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, *The Tempest* and *All's Well That Ends Well*. (4 credit hours)

Volume 26 Gilbert, Galileo, Harvey

This course concentrates on selected works of William Gilbert, Galileo Galilei, and William Harvey, all late sixteenth- and early seventeenth-century natural scientists. The selected works include Gilbert's *On the Loadstone and Magnetic Bodies*, Galileo's *Dialogues Concerning the Two New Sciences*, and Harvey's *On the Motion of the Heart and Blood in Animals*, *On the Circulation of the Blood*, and *On the Generation of Animals*. (4 credit hours)

Volume 27 Cervantes

This course concentrates on Miguel de Cervantes' famous novel, *The History of Don Quixote de la Mancha*, widely regarded as the first novel ever written. Students will read the entire novel, an important feat for any liberally educated student. (4 credit hours)

Volume 28 Bacon, Descartes, Spinoza

This course concentrates on selected works of the philosophers Francis Bacon, René Descartes, and Benedict de Spinoza. Readings in this course include: Bacon's *Advancement of Learning*, *Novum Organum* and *New Atlantis*; Descartes' *Rules for the Direction of the Mind*, *Discourse on the Method*, *Meditations on First Philosophy*, *Objections Against the Meditations and Replies*, and *The Geometry*; and Spinoza's *Ethics*. (4 credit hours)

Volume 29 Milton

This course concentrates on selected works of John Milton, which include *Paradise Lost*, *English Minor Poems*, *Samson Agonistes*, and *Areopagitica*. (4 credit hours)

Volume 30 Pascal

This course concentrates on selected works of Blaise Pascal, one of the greatest mathematical and scientific geniuses of the seventeenth century, who is also famous for his philosophical views. The selected works include *The Provincial Letters*, *Pensées*, *Treatise on the Arithmetical Triangle*, *On Geometrical Demonstrations*, *Account of the Great Experiment Concerning the Equilibrium of Fluids*, and *Correspondence with Fermat on the Theory of Probabilities*. (4 credit hours)

Volume 31 Molière, Racine

This course concentrates on selected works of Molière and Jean Racine, both seventeenth-century French authors. The selected works from Molière include: *The School for Wives*, *The Critique of the School for Wives*, *Tartuffe*, *Don Juan*, *The Miser*, *The Would-be Gentleman*, and *The Would-be Invalid*. Racine's *Berenice* and *Phaedra* are also considered in this course. (4 credit hours)

Volume 32 Newton, Huygens

This course concentrates on selected works of Isaac Newton, who brought the foundations of physics into the form that remains the starting point today for every student of science, and Christiaan Huygens, the mathematician, astronomer and scientific researcher. The selected works include Newton's *Mathematical Principles of Natural Philosophy*, and *Optics*, as well as Huygens' *Treatise on Light*. (4 credit hours)

Volume 33 Locke, Berkeley, Hume

This course concentrates on selected works of the philosophers John Locke, George Berkeley, and David Hume. Locke's writings that are included in this course include: *An Essay Concerning Human Understanding*, *Concerning Civil Government*, *Second Essay*, and *A Letter Concerning Toleration*. Berkeley's *Principles of Human Knowledge* and Hume's *An Enquiry Concerning Human Understanding* are also covered in this course. (4 credit hours)

Volume 34 Swift, Voltaire, Diderot

This course concentrates on selected works of three important Enlightenment authors—Jonathan Swift, Voltaire, and Denis Diderot. Swift's *Gulliver's Travels*, Voltaire's *Candide*, and Diderot's *Rameau's Nephew* are all considered in this course. (4 credit hours)

Volume 35 Montesquieu, Rousseau

This course concentrates on selected works of Charles de Secondat, Baron of Montesquieu, a French political philosopher, and Jean Jacques Rousseau, one of the leading figures of Enlightenment philosophy. The selected works include Montesquieu's *The Spirit of Laws*, and Rousseau's *Discourse on the Origin of Inequality*, *Discourse on Political Economy* and *The Social Contract*. (4 credit hours)

Volume 36 Adam Smith

This course concentrates on the works of Adam Smith, a Scottish scholar of the eighteenth century whose ideas about economics led to the growth of modern capitalism. The work explored in this course is a work that has profoundly affected the course of world history—*An Inquiry into the Nature and Causes of the Wealth of Nations*. (4 credit hours)

Volume 37 Gibbon I

This course concentrates on the major work of the historian Edward Gibbon. The course concentrates on the first forty chapters of his fundamental work, *The Decline and Fall of the Roman Empire*. (4 credit hours)

Volume 38 Gibbon II

This course continues to concentrate on the Edward Gibbon's *The Decline and Fall of the Roman Empire*. In this course, the student focuses on the last thirty chapters of this important historical work. This course may be taken after having studied Gibbon I or as a stand-alone course. (4 credit hours)

Volume 39 Kant

This course concentrates on the works of Immanuel Kant, an eighteenth-century German Philosopher and a giant of philosophical modernity. The course focuses on his three best-known works: *Critique of Pure Reason*, *Critique of Practical Reason*, and *Critique of Judgment*. Other readings in this course include Kant's *Fundamental Principles of the Metaphysics of Morals*, *General Introduction to the Metaphysics of Morals*, and *The Science of Right*. (4 credit hours)

Volume 40 American State Papers, Federalist, J.S. Mill

This course concentrates on fundamental political documents and philosophers of the late eighteenth and nineteenth centuries. Readings for this course include *The Declaration of Independence*, *The Articles of Confederation*, and *The Constitution of the United States of America*, as well as *The Federalist* by Alexander Hamilton, James Madison and John Jay. Finally, the course considers John Stuart Mill's *On Liberty*, *Representative Government*, and *Utilitarianism*. (4 credit hours)

Volume 41 Boswell

This course concentrates on the work of James Boswell, a Scottish author of the eighteenth century. This course explores the selection Boswell is best known for, his biography *The Life of Samuel Johnson LL.D.* (4 credit hours)

Volume 42 Lavoisier, Faraday

This course concentrates on selected works of Antoine Laurent Lavoisier and Michael Faraday, two of the founders of modern science. The selected works include Lavoisier's *Elements of Chemistry* and Faraday's *Experimental Researches in Electricity*. (4 credit hours)

Volume 43 Hegel, Kierkegaard, Nietzsche

This course concentrates on selected works of the three philosophers, Georg Wilhelm, Friedrich Hegel, Søren Kierkegaard, and Friedrich Nietzsche. Students read Hegel's *The Philosophy of Right* and *The Philosophy of History*, as well as Kierkegaard's *Fear and Trembling* and Nietzsche's *Beyond Good and Evil*. (4 credit hours)

Volume 44 Tocqueville

This course concentrates on the first impartial study of institutions in the United States, found in the works of Alexis de Tocqueville. The course concentrates on *Democracy in America*, one of the best accounts of the early United States and of the nature and character of its democracy. (4 credit hours)

Volume 45 Goethe, Balzac

This course concentrates on selected works of Johann Wolfgang von Goethe and Honorée de Balzac. Goethe, a German author of the late eighteenth and early nineteenth centuries, greatly influenced European literature. Balzac, a French author of the early nineteenth century, portrayed the complexity of the society of France in his time. The selected works include both parts of Goethe's *Faust* and Balzac's *Cousin Bette*. (4 credit hours)

Volume 46 Austen, George Eliot

This course concentrates on selected works of Jane Austen—known for her witty irony and perceptive comments about people and their social relationships—and George Eliot, the pen name of Mary Ann Evans, who was one of the greatest and most learned of Victorian novelists. The selected works include Austen's *Emma* and Eliot's *Middlemarch*. (4 credit hours)

Volume 47 Dickens

This course concentrates on Charles Dickens' *Little Dorrit*, a classic text from one of the most popular novelists and entertainers of the nineteenth century. *Little Dorrit* has been praised for its great artistry, subtlety, and fully developed plots. (4 credit hours)

Volume 48 Melville, Twain

This course concentrates on selected works of two of the most important American authors of the nineteenth century, Herman Melville and Mark Twain. The selected works include Melville's *Moby Dick, or The Whale*, and Twain's *Adventures of Huckleberry Finn*. (4 credit hours)

Volume 49 Darwin

This course concentrates on the two most important writings of the natural scientist and proponent of evolutionary theory, Charles Darwin. These writings, *The Origin of Species by Means of Natural Selection* and *The Descent of Man and Selection in Relation to Sex*, are of supreme importance to the understanding of contemporary science. (4 credit hours)

Volume 50 Marx

This course concentrates on selected works of Karl Marx and Friedrich Engels, German scholars of the nineteenth century and co-founders of Marxism, the fundamental theory of Communism. The selected works include Marx's *Capital* and Marx's and Engels' *Manifesto of the Communist Party*. (4 credit hours)

Volume 51 Tolstoy

This course concentrates on the work of Leo Tolstoy, the nineteenth-century Russian author. This course explores his novel *War and Peace*. (4 credit hours)

Volume 52 Dostoevsky, Ibsen

This course concentrates on selected works of Fyodor Mikhailovich Dostoevsky, a Russian author, and Henrik Ibsen, a Norwegian playwright. Both of these nineteenth-century authors are known for treating social and political themes in their works. This course explores Dostoevsky's *The Brothers Karamazov* as well as several of Ibsen's most important plays, including *A Doll's House*, *The Wild Duck*, *Hedda Gabler*, and *The Master Builder*. (4 credit hours)

Volume 53 William James

This course concentrates on selected works of William James, the American philosopher and psychologist of the late nineteenth and early twentieth centuries. This course explores his major work *The Principles of Psychology*. (4 credit hours)

Volume 54 Freud

This course concentrates on selected works of Sigmund Freud, a physician in Vienna, Austria in the late nineteenth and early twentieth centuries. Freud is most famous for having founded psychoanalysis and for developing the theory of the Oedipus complex. This course explores the major works of Sigmund Freud, including: *The Origin and Development of Psychoanalysis*, *Selected Papers on Hysteria*, *The Interpretation of Dreams*, *Instincts and Their Vicissitudes*, *A General Introduction to Psychoanalysis*, *Beyond the Pleasure Principle*, and *Civilization and Its Discontents*. (4 credit hours)

Volume 55 Twentieth Century Philosophy and Religion

This course investigates the fundamental texts of twentieth-century philosophical and religious thought. Students read a variety of texts in this course, including: William James' *Pragmatism*, Henri Bergson's *An Introduction to Metaphysics*, John Dewey's *Experience and Education*, Alfred North Whitehead's *Science and the Modern World*, Bertrand Russell's *The Problem of Philosophy*, Martin Heidegger's *What Is Metaphysics?*, Ludwig Wittgenstein's *Philosophical Investigations*, and Karl Barth's *The Word of God and the Word of Man*. (4 credit hours)

Volume 56 Twentieth Century Natural Science

This course concentrates on selected works from the twentieth century concerning theory and investigation in the natural sciences. Texts considered in this course include: Henri Poincaré's *Science and Hypothesis*, Max Planck's *Scientific Autobiography and Other Papers*, Alfred North Whitehead's *An Introduction to Mathematics*, Albert Einstein's *Relativity: The Special and the General Theory*, Sir Arthur Eddington's *The Expanding Universe*; Niels Bohr's *Selections from Atomic Theory and The Description of Nature*; G.H. Hardy's *A Mathematician's Apology*; Werner Heisenberg's *Physics and Philosophy*; Erwin Schrodinger's *What is Life?*; Theodosius Dobzhansky's *Genetics and the Origin of Species*, and C.H. Waddington's *The Nature of Life*. (4 credit hours)

Volume 57 Twentieth Century Social Science I

This course concentrates on selected works from important twentieth-century economists. Readings in this course include Thorstein Veblen's *The Theory of the Leisure Class*, R.H. Tawney's *The Acquisitive Society*, and John Maynard Keynes' *The General Theory of Employment, Interest and Money*. (4 credit hours)

Volume 58 Twentieth Century Social Science II

This course concentrates on works from important twentieth-century social scientists. Course readings include writings in anthropology, history, and sociology; course texts include: selections from James George Frazer's *The Golden Bough*, selections from Max Weber's *Essays in Sociology*, Johan Huizinga's *The Waning of the Middle Ages*, and selections from Claude Levi-Strauss's *Structural Anthropology*. A student may take this course after having studied Twentieth Century Social Sciences I or as a stand-alone course. (4 credit hours)

Volume 59 Twentieth Century Imaginative Literature

This course concentrates on some of the most influential works of imaginative literature in the twentieth century. Readings for this course include: Henry James' *The Beast in the Jungle*, Bernard Shaw's *Saint Joan*, Joseph Conrad's *Heart of Darkness*, Anton Chekhov's *Uncle Vania*, Luigi Pirandello's *Six Characters in Search of an Author*, Marcel Proust's "Swann in Love" from *Remembrance of Things Past*, Willa Cather's *A Lost Lady*, Thomas Mann's *Death in Venice*, and James Joyce's *A Portrait of the Artist as a Young Man*. (4 credit hours)

Volume 60 Twentieth Century Imaginative Literature II

This course also concentrates on some of the most influential works of imaginative literature in the twentieth century. Readings for this course include: Virginia Woolf's *To the Lighthouse*, Franz Kafka's *The Metamorphosis*, D.H. Lawrence's *The Prussian Officer*, T.S. Eliot's *The Waste Land*, Eugene O'Neill's *Mourning Becomes Electra*, F. Scott Fitzgerald's *The Great Gatsby*, William Faulkner's *A Rose for Emily*, Bertolt Brecht's *Mother Courage and Her Children*, Ernest Hemingway's *The Short Happy Life of Francis Macomber*, George Orwell's *Animal Farm*, and Samuel Beckett's *Waiting for Godot*. This course may be taken after having studied Twentieth Century Imaginative Literature I or as a stand-alone course. (4 credit hours)

Omnibus Courses

Omnibus courses are used on a tutorial basis. The general nature of the work required for a particular Omnibus course is consistent, but subject matter varies. The omnibus courses include: Applied Project, Conference and Workshop, Continuing Education, Dissertation, Field Work, Internship, Practicum, Pro-Seminar, Reading and Conference, Reading and Film, Research, Research Methods, Seminar, Special Topics, and Thesis. Please note an Omnibus Course fee may apply.

Continuing Professional Education

Harrison Middleton University offers continuing education units in humanities for continuing professional education courses and programs designed by Harrison Middleton University as well as from several partner organizations. Applicants for CEUs taken from partner organizations will be asked to provide a certificate of completion for the course(s) taken. The course length and content will be assessed by Harrison Middleton University before units are awarded. Please see www.hmu.edu/continuing-education-programs/ for the latest professional continuing education courses being offered at Harrison Middleton University.

Continuing education units are also available for students who want to enhance their academic skills for postsecondary education and/or to prepare for the General Education Development tests.

Languages

Language, one of the 102 Great Ideas included in the *Syntopicon*, is integral to studying the liberal arts and great books. As described by Mortimer Adler, “Some of the great books are expositions of logic or rhetoric. None is a treatise on grammar. But they all plainly exemplify, even where they do not expound, the special refinements of the arts of language; and many of them, especially the works of science, philosophy, and theology, and even some of the poetical works, deal explicitly with the difficulties of discourse, and the devices that have been used to overcome them. Language is their instrument, and they are consciously critical in its use” (vol. 1, 725).

In addition to the study of the Great Idea of Language, Harrison Middleton University offers languages through the Rosetta Stone program for continuing education units:

ARAB 101: Arabic Level One	FRE 101: French Level One
ARAB 201: Arabic Level Two	FRE 201: French Level Two
ARAB 301: Arabic Level Three	FRE 301: French Level Three
CHI 101: Chinese Level One	FRE 401: French Level Four
CHI 201: Chinese Level Two	FRE 501: French Level Five
CHI 301: Chinese Level Three	GER 101: German Level One
DAN 101: Danish Level One	GER 201: German Level Two
DUT 101: Dutch Level One	GER 301: German Level Three
DUT 201: Dutch Level Two	GER 401: German Level Four
DUT 301: Dutch Level Three	GER 501: German Level Five
AME 101: English (American) Level One	GRE 101: Greek Level One
AME 201: English (American) Level Two	GRE 201: Greek Level Two
AME 301: English (American) Level Three	GRE 301: Greek Level Three
AME 401: English (American) Level Four	HEB 101: Hebrew Level One
AME 501: English (American) Level Five	HEB 201: Hebrew Level Two
BRI 101: English (British) Level One	HEB 301: Hebrew Level Three
BRI 201: English (British) Level Two	HIN 101: Hindi Level One
BRI 301: English (British) Level Three	HIN 201: Hindi Level Two
FIL 101: Filipino (Tagalog) Level One	HIN 301: Hindi Level Three
FIL 201: Filipino (Tagalog) Level Two	IND 101: Indonesian Level One
FIL 301: Filipino (Tagalog) Level Three	IRI 101: Irish Level One

IRI 201: Irish Level Two	RUS 301: Russian Level Three
IRI 301: Irish Level Three	SPA 101: Spanish (Latin America) Level One
ITA 101: Italian Level One	SPA 201: Spanish (Latin America) Level Two
ITA 201: Italian Level Two	SPA 301: Spanish (Latin America) Level Three
ITA 301: Italian Level Three	SPA 401: Spanish (Latin America) Level Four
ITA 401: Italian Level Four	SPA 501: Spanish (Latin America) Level Five
ITA 501: Italian Level Five	SPA 101: Spanish (Spain) Level One
JPN 101: Japanese Level One	SPA 201: Spanish (Spain) Level Two
JPN 201: Japanese Level Two	SPA 301: Spanish (Spain) Level Three
JPN 301: Japanese Level Three	SPA 401: Spanish (Spain) Level Four
KOR 101: Korean Level One	SPA 501: Spanish (Spain) Level Five
KOR 201: Korean Level Two	SWA 101: Swahili Level One
KOR 301: Korean Level Three	SWE 101: Swedish Level One
LAT 101: Latin Level One	SWE 201: Swedish Level Two
LAT 201: Latin Level Two	SWE 301: Swedish Level Three
LAT 301: Latin Level Three	THI 101: Thai Level One
PAS 101: Pashto Level One	TUR 101: Turkish Level One
PER 101: Persian Level One	TUR 201: Turkish Level Two
PER 201: Persian Level Two	TUR 301: Turkish Level Three
PER 301: Persian Level Three	VTN 101: Vietnamese Level One
POL 101: Polish Level One	VTN 201: Vietnamese Level Two
POL 201: Polish Level Two	VTN 301: Vietnamese Level Three
POL 301: Polish Level Three	WEL 101: Welsh Level One
POR 101: Portuguese Level One	
POR 201: Portuguese Level Two	
POR 301: Portuguese Level Three	
RUS 101: Russian Level One	
RUS 201: Russian Level Two	

If students would like to obtain undergraduate college credit, they may take the College-Level Examination Program (CLEP) exams currently available for Spanish, French, and German (<http://clep.collegeboard.org/exam>).

Continuing Education Diploma Program

The Continuing Education Diploma Program provides an opportunity for a student not seeking a degree to study in-depth specific ideas and authors in a liberal arts and sciences educational setting. The program consists of 30 continuing education units in humanities with emphasis in imaginative literature, natural science, philosophy and religion, and social science. The program includes reading and discussion which may be selected from Great Books Foundation anthologies, the *Annals of America*, the *Great Books of the Western World*, and other works by authors listed in the Bibliography of Additional Readings which may be available in many popular editions or collections.

Fees – Continuing Education Diploma Program

Application Fee

Every application for admission to Harrison Middleton University must be accompanied by a \$50.00 application fee. If the university does not accept the enrollment agreement, the fees will be refunded.

Enrollment Fee

Enrollment into the Harrison Middleton University Continuing Education Diploma Program must be accompanied by a \$50.00 (one-time) Continuing Education enrollment fee. This one-time fee is paid upon enrollment in the student's first course.

Technology Fee

Enrollment into Harrison Middleton University's Continuing Education Diploma Program must be accompanied by a \$150.00 (one-time) technology fee. This fee is paid upon enrollment in the student's first course.

Continuing Education Diploma Program Tuition Schedule

The diploma program rate is **\$95.00** per continuing education unit (CEU). Students pay by the course. Payment is due upon enrollment. For courses completed with an external organization, the rate is **\$75.00** per continuing education unit (CEU). Tuition must be paid in U.S. currency by check, money order, or credit card.

∞ Harrison Middleton University Tutors ∞

Marcus Conley

B.A., Arizona State University
M.A., University of Nottingham
Ph.D., University of Nottingham

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E.J.D., Concord Law School

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M.S., Naval Postgraduate School
Ph.D., Arizona State University

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∞ Harrison Middleton University Adjunct Tutors ∞

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Author

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Ph.D., Arizona State University

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Fellowship

Samuel H. Kress Travel Fellowship in the
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Tutor (2003): Imaginative Literature,
Natural Science

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Executive Director of Creative
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Foundation

Tutor (2016): Imaginative Literature

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Graduate Diploma in Oenology, The
University of Adelaide

Founder and Owner, Sand-Reckoner
Vineyards

Tutor (2013): Natural Science

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M.S., Northwestern University
Ph.D., Northwestern University

Stanley G. Harris Sr. Professor of
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and Professor, Department of
Diagnostic Radiology, Rush University
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Tutor (2016): Natural Science, Social
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Ana Kennedy (Emeritus)

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Tutor (2004): Natural Science, Social
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Certificate in International
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Lauren Guthrie
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Director of Finance

B.S., Arizona State University

U.S. Navy