

# Humanities with Classical Education Concentration

## FACULTY

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In the United States, the classics of the Western canon were once considered the indispensable foundation for the moral, civic and aesthetic formation of prudent, engaged citizens. Today, classical charter schools and homeschoolers are returning to the great works of the tradition to restore this education to its proper place in American life.

The Classical Education program gives K–12 educators the opportunity to deepen their understanding of liberal education, ancient and modern, as well as of the literary works that shaped that tradition and the philosophical insights that grounded it. Students of the program will study the traditional trivium and quadrivium, confront the perennial dilemmas of education through the works of thinkers like Plato and Rousseau, and critically engage the history of liberal arts education. At the same time, students may acquire knowledge in areas of specialization, in which they teach or are interested. Teachers can gain up to 12 credits through a mentored apprenticeship, teaching at a classical school.

Students may choose between a Master of Arts or Master of Humanities with Classical Education Concentration and a Certificate in Classical Learning.

## ADMISSION REQUIREMENTS

Applicants should possess a bachelor's degree, but it is not necessary that it be in the humanities or related fields. Applications will be considered once the following items have been submitted:

- Online application form
- Application fee
- Statement of purpose (max. 750 words)
- Intellectual autobiography (max. 750 words)
- Sample of academic writing (max. 6000 words)\*
- Two letters of reference
- Official transcripts of previous college work

\* Note: Students who do not have recent academic work are welcome to submit syllabi, lesson plans, or other written work which demonstrates the applicant's thoughtfulness and suitability for graduate study.

## DEGREE REQUIREMENTS

### Certificate in Classical Learning (18 credits)

- 1) Required (6 credits)
  - Trivium or History of Liberal Arts Education or Classical Quadrivium
  - Philosophy of Education
- 2) Electives (9 to 12 credits)
  - World courses (Ancient, Medieval, Renaissance, Baroque, Modern, Recent)
  - Classical Education courses, such as Writing as Imitation, Teaching American

History, and Teaching Classical Children's Literature

- Specific content courses, which can be drawn from any program to which Humanities students have access (Art, Classics, Drama, Economics, Education, English, History, Human Sciences, Philosophy, Politics, Psychology, Theology, Comparative Literary Traditions, French, German, Italian, Spanish), such as:
  - Arthurian and Fairy Tales (well suited for K–7 English teachers)
  - Classical language courses
  - Political and American Studies courses such as *The Federalist Papers*, *Lincoln*, *Aristotle's Politics*, *Aristotle's Nicomachean Ethics*, *Plutarch/Augustine/Machiavelli*

3) Apprenticeship / practicum at a classical school (3 or 6 credits)

**Master of Humanities with Classical Education Concentration (36 credits, no thesis)**

1) Required (12 credits)

- Trivium or History of Liberal Arts Education or Classical Quadrivium
- Philosophy of Education
- Two World courses (Ancient, Medieval, Renaissance, Baroque, Modern, Recent)

2) Electives (12 to 18 credits)

- Another course from the list: Trivium or History of Liberal Arts Education or Classical Quadrivium
- Classical Education courses, such as *Writing as Imitation*, *Teaching American History*, and *Teaching Classical Children's Literature*
- Specific content courses, which can be drawn from any program to which Humanities students have access (Art, Classics, Drama, Economics, Education, English, History, Human Sciences, Philosophy, Politics, Psychology, Theology, Comparative Literary Traditions, French, German, Italian, Spanish), such as:
  - Arthurian and Fairy Tales (well suited for K–7 English teachers)
  - Classical language courses
  - Political and American Studies courses such as *The Federalist Papers*, *Lincoln*, *Aristotle's Politics*, *Aristotle's Nicomachean Ethics*, *Plutarch/Augustine/Machiavelli*

3) Apprenticeship / practicum at a classical school (6 to 12 credits)

4) A comprehensive, written examination on a series of questions that will be prepared in advance and determined for each student on the basis of the curriculum pursued.

**Master of Arts in Humanities with Classical Education Concentration (30 credits and thesis)**

The M.A. in Humanities includes all the requirements of the Master of Humanities with the additional stipulations:

1) Thesis (6 credits)

2) Reading knowledge of one foreign language

3) The comprehensive examination must be completed prior to submitting a thesis proposal.

## APPRENTICESHIP/PRACTICUM

The apprenticeship / practicum component entails a mentored teaching experience and is conducted in conjunction with the student's school of employment or home-schooling consortium. Students must find their own employment or consortium for the purposes of the apprenticeship / practicum.

## ADDITIONAL STIPULATIONS

- 1) Time limit: all requirements ordinarily must be met within six years of a student's initial registration in course work, excluding leaves of absence.
- 2) Transfer credits: refer to "Graduate School Policies" in the "Braniff Graduate School of Liberal Arts" section for transfer credit information.
- 3) University undergraduates may count Humanities World courses as part of a Humanities graduate degree only if they have taken them at the 6000 level and have not counted them toward the undergraduate degree.
- 4) Teachers on leadership tracks within their schools or networks may substitute up to 6 credits of coursework in Leadership for the practicum.
- 5) Teachers in classical Catholic schools may, in consultation with their academic advisor, take courses in the Catholic Teacher Certificate program.
- 6) No more than 6 hours taken at the Dallas Institute of Humanities and Culture may count toward the degree.

## LONG-DISTANCE LEARNING

To accommodate the work and living situations of teachers, we offer many courses online. All coursework in our degree and certificate programs can be completed entirely online. Moreover, we offer core courses face-to-face during the summer semesters. Room and board are available. Please contact [classical\\_ed@udallas.edu](mailto:classical_ed@udallas.edu) for details.

## COURSES

### World Courses

*World Courses and are devoted to studying certain principal works in the tradition of Western thought. Each course focuses on a specific epoch: Ancient, Medieval, Renaissance, Baroque, Modern, and Recent. Please see the entry for the regular Humanities program for further details about these courses.*

### Classical Education Courses

*Classical Education courses are open to all students eligible to take graduate level courses. However, these courses have been designed with a view to the needs of educators studying in the Classical Education program.*

**Trivium.** This course focuses on the trivium—the three arts of symbol, thought and communication—and its purpose is practical and philosophical: Students will master the arts of English (not Latin) grammar, traditional (not symbolic) logic and classical (not sophistic) rhetoric to have the tools of learning. The argument of the course is that the arts of language are essential—necessary, even if not sufficient—for liberal education itself.

**History of Liberal Arts Education.** What are the liberal arts, why are they important, and how are they practiced? How do they relate to moral education, vocational training, scientific research, religious formation, and citizenship? This course will examine the history of the liberal arts through the ages, from the ancients up to the present, to see how we got where we are, and to better understand where we stand in today's landscape of liberal and other forms of education—so that each student may better answer the question: What are we doing here?

**Philosophy of Education.** Consideration of themes such as the nature of the student and of the teacher, goals of education, curriculum and methodology, the nature and division of knowledge, education and the common good. Inquiry is cast in the light of more fundamental considerations such as the nature of the human person, of mind, of being and of the good, chiefly through the study of classical texts of the Western philosophical tradition (e.g., Plato's *Republic* and Rousseau's *Émile*). Attention given to contemporary issues in education in light of these prior inquiries.

**Writing as Imitation.** The fundamental notion is that great artists—painters, musicians, writers, athletes—have always learned the most fundamental lessons of their arts by imitating the masters who went before them, carefully and precisely learning the moves, gestures, structures, and voices of the great artists from the past. By imitating we learn micro- and macro-structures and slowly build up a repertoire. And yet imitation is not slavish copying, but a deep path to discovering one's own individual creativity.

**Teaching American History.** This course connects the trivium to American history through engagement with the American rhetorical tradition, focusing especially on the equality principle in the Declaration of Independence. It involves close reading and rhetorical analysis of great and influential speeches and documents from the Founding, Lincoln, and the twentieth century, and addresses both different theoretical approaches to American history and the history of American rhetoric, and practical approaches to teaching American history and rhetoric in the classroom.

**Teaching Classical Children's Literature.** In this course we will explore various works of classical children's literature and poetry from Aesop to E.B. White, focusing on analytical reading of the texts, understanding the historical and cultural contexts of the works, and classroom applications in the elementary school, including working with the various illustrations available for each text. Particular emphasis will be given to learning how to teach with the Socratic Method to involve children in the learning process and to stimulate reflecting about and analyzing literature.

**Classical Quadrivium.** In this course, students read classic works in each of the four mathematical arts known as the quadrivium—arithmetic, geometry, music, and astronomy—and discover the role that these arts have in a liberal education.

### **Specific Content Courses**

*As a part of their electives, students may also take graduate courses in any area of specialization open to normal Humanities students. Students enjoy considerable flexibility in selecting electives and should consult with the graduate director of the program to determine what courses to take.*