



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Classics of Christendom History

(yearlong,) 2021-2022



ELIGIBLE STUDENTS:

Grades 11-12

Classics of Christendom History is for the students who:

- reads at or above a tenth-grade level.
- composes paragraphs and basic essays with confidence.
- uses a planner and tracks assignment progress.
- listens, take notes, and is willing to engage in group discussion.
- types sufficiently well to transcribe paragraphs without frustration.
- possesses basic computer skills—browsing, accessing assignments, scanning, e-mailing, and managing files without significant help from parents.

Class Dates: Wednesday, September 7, 2021 through Wednesday, May 27, 2022

Class Times: Monday & Wednesday 11:00-12:15 (Eastern Time)

Instructor: Rhea Bright

Email: rbright.scholeacademy@gmail.com

Office Hours: Wednesday 8:30-9:30 a.m. and 1:45-3:30 p.m. ET

COURSE DESCRIPTION

The *Classics of Christendom History* course introduces high school students to some of the great texts of the Middle Ages, Renaissance, and Reformation which have influenced the development of both Christian culture and the secular west. While studying these texts, students explore the ideas, events, and figures that molded societies from the Middle Ages through the Reformation.

This course focusses on history, but we look at that history largely through primary texts of the period we are studying. Some external sources are used to provide additional and helpful reference material to put our readings in context. Students are asked to examine these texts for their wisdom and virtue, noting the ways in which the author's ideas interact with those of others and contribute to what we call western civilization.

Occasionally, the teacher will present additional historical context through brief lectures, but otherwise classes are seminar-style discussions on the classical texts. Students are assessed for their interest, participation, and diligence during discussions, as well as by means of short response papers and essays.

This class is paired with our high school course *Classics of Christendom Literature*, taught by the same teacher and scheduled back-to-back with that course in a block. Students who take both courses receive a discount. This course may also be taken as a stand-alone history study.

COURSE MAP

QUARTER 1

1. The collapse of the Roman Empire and the Barbarian invasions
2. Monasticism and the Rule of St Benedict
3. **Primary Texts:**
 - a. Augustine, *City of God*
 - b. *Life of St Benedict*
 - c. *Rule of St Benedict*

QUARTER 2

1. Conversion of Britain
2. Byzantium and the Iconoclast Controversy
3. The growth and spread of Islam
4. East-west friction
5. **Primary Texts:**
 - a. Bede
 - b. *On the Divine Images*

QUARTER 3

1. Crusades
2. High Middle Ages: Romanesque and Gothic architecture, Castles, the rise of towns, Universities and Scholasticism
3. Renaissance: politics
4. **Primary Texts:**
 - a. *Chronicles of the Crusades*
 - b. *The Summa of the Summa*
 - c. Machiavelli, *The Prince*

QUARTER 4

1. Renaissance: art
2. Reformation
3. Counter-reformation
4. **Primary Texts:**
 - a. *Lives of the Artists*
 - b. Foxe's *Book of Martyrs*

REQUIRED COURSE TEXTS:

Most of these texts are in translation. Students will need the posted translation and ISBN. Digital versions are not acceptable – **student require printed texts**. They will need their own text (not a family library copy) as they will be expected to annotate and mark up the text.

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| 1. <i>Penguin Historical Atlas of the Medieval World</i> | 978-0141014494 |
| 2. Augustine, <i>City of God</i> | 978-0140448948 |
| 3. <i>Early Christian Lives</i> | 978-0140435269 |
| 4. The Rule of St. Benedict | 978-0814612729 |
| 5. Bede, <i>Ecclesiastical History of the English People</i> | 978-0199537235 |
| 6. John Damascene, <i>On the Divine Images</i> | 978-0881412451 |
| 7. <i>Chronicles of the Crusades</i> | 978-0140449983 |
| 8. Peter Kreeft, <i>The Summa of the Summa</i> | 978-0898703009 |
| 9. <i>Atlas of the European Reformations</i> | 978-1451499698 |
| 10. Machiavelli, <i>The Prince</i> | 978-0140449150 |
| 11. Vasari, <i>Lives of the Artists</i> | 978-0199537198 |
| 12. Foxe, <i>The Book of Martyrs</i> | 978-0199236848 |

SCHEDULE

CLASS SESSIONS DATES:

Classes will take place on Monday & Wednesday 11:00-12:15 (ET) for 32 weeks.

Orientation: Monday August 30.

Semester 1:

September 8, 13, 15, 20, 22, 27, 29

October 4, 6, 11, 13, 18, 20, 25, 27

November 1, 3, 8, 10, 15, 17, 29 [Thanksgiving Break: Nov. 22-26]

December 1, 6, 8, 13, 15 [Christmas Break: Dec. 20-Jan. 7]

January 10, 12, 17, 19

Semester 2:

January 24, 26, 31

February 2, 7, 9, 21, 23, 28 [Winter Break: Feb. 14-18]

March 2, 7, 9, 14, 16, 21, 23, 28, 30

April 4, 6, 18, 20, 25, 27 [Holy Week Break: April 11-15]

May 2, 4, 9, 11, 16, 18, 23, 25

** Any classes canceled by the instructor (due to illness or emergency) will be made up at an alternate time designated by the instructor. .*

EXPECTATIONS OF STUDENTS

1. Students are expected to come to class prepared: with reading assignments completed and contemplated, all materials present, and ready to actively participate.
2. Students are expected to be engaged: listening carefully, asking and answering questions, and thinking about the matters under discussion.
3. Students are expected to take notes on important and relevant content in an organized way so those notes can be consulted for assignments and assessments.
4. Students are expected to submit written assignments on time, completed neatly and thoroughly.
5. Students are expected to act responsibly: to let the teacher know if he or she will be absent and seek a way to make up for the lost class; to keep up with all reading and writing assignments, and ask for guidance and direction from the teacher whenever necessary.
6. Students are expected to be respectful to their teacher, their classmates and the material.
7. Students are expected to submit their work by scanning it and uploading it into the Schoology assignment window.

STUDENT MASTERY

Assessment of students is made in light of the following goals:

1. That they gain knowledge about the events, people and ideas of Europe from late antiquity to the Renaissance and Reformation.
2. That they understand the issues that lead to transformation of civilizations, by entering into the argument of each text with respect and enthusiasm.
3. That they know the names and roles of key figures.
4. That they appreciate the beauty of medieval and renaissance art and architecture.
5. That they develop the habits of reading with care, listening with attention and writing summaries.
6. That they organize, develop, and express their thoughts on assigned subjects in essay format.

ASSIGNMENTS

Reading Assignments:

Students will be given a reading assignment for each class, often accompanied by a few questions intended to direct the student to what is most important in the reading for the purposes of this course. The most important part of being a student is learning how to be a student, so we read with a goal to understanding the author's purpose and argument before commenting on it. Thus, students can expect to spend about as much time preparing for class as they spend in class. Students will be asked to mark key terms in the text as they read, identify the main point or argument of the reading and write a summary sentence or two in their commonplace journals before coming to class. There will, however, be many times when we read aloud in class and discuss the reading as we progress through it. This is especially helpful with more difficult readings, or to assist the students as they begin a new reading.

Class Discussion and Note-taking:

Class time will be spent drawing out the essential meaning of the readings through Socratic discussion. The reading will be discussed by all present. The teacher will provide any necessary background, history, clarification and assistance to the understanding of the argument or key points. Students will be directed to take additional notes as necessary.

Commonplace Journal:

At the end of each class, student will be directed to write a paragraph summarizing one or two of the main points of the reading and discussion in a commonplace journal. This journal will become a helpful tool for the student to write essays on assigned topics. Whenever possible, there will be some time at the end of class given to the students to work on this. Journal entries should be sent to Mrs. Bright by noon the next day for comment and approval.

Writing Assignments:

At the end of each text, student will write an essay or other type of composition on that text. At the end of each semester, students may be asked to write a longer essay on a topic that requires tracing a theme or idea over multiple readings. The purposes of the writing exercises are both to practice and improve writing skills and also to think deeply about important ideas. Students will be given clear instructions about what is expected, and will receive feedback on the content of the composition and on their spelling, grammar, writing style and clarity.

GRADING

The *Classics of Christendom History* through Scholé Academy is intended to invite students to read, to think, to question and to express their thoughts orally and in writing. These are activities that do not always lend themselves to quantifiable assessment. Nonetheless, we also recognize the need or desire for grades, so traditional numeric or letter grades will be provided and readily accessed on the *Classics of Christendom History* Schoology page. Additionally, Scholé will provide a transcript of that grade to the requesting parent at the end of the year.

Student grades will be comprised of:

1. Daily Summaries: 30%
2. Class Participation: 20%
3. Writing Assignments: 50%

ACADEMIC DISHONESTY

Students will sometimes take assessment tests and/or quizzes privately at home. Students are on their honor to abide by [Scholé Academy's Learning Philosophy](#) which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook.

Additionally, plagiarism is a serious and punishable offense. Proper citation of all sources is essential to the academic endeavor. Remember to cite any source if the information is not common knowledge or is an opinion obtained through any source. A plagiarized assignment will result in a failing grade. Students should consult their chosen style manual (see Student Expectations above) for specific direction on obtaining, quoting and paraphrasing sources.

THE VIRTUAL CLASSROOM:

We will be using the free online “virtual classroom” software provided by Zoom, one of the leading companies that provides such software. The virtual classroom will provide students with interactive audio, text chat and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](#) section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email. They will submit their work to the *Anglican Foundations* Schoology assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR

Rhea Bright has taught at the middle school, upper school and university level. She taught Ancient & Medieval Humanities at the University of Central Oklahoma from 2000 to 2009. From 2009 to 2019, she began teaching at Providence Hall in Oklahoma City, which became The Academy of Classical Christian Studies. There she taught literature, history, philosophy, Latin, Bible, and logic. She also served as Chair of Humanities.

She holds a B.A. from the University of King's College in Halifax, Nova Scotia, and an M.A. in Classics from Dalhousie University, also in Halifax. King's Foundation Year Program, an early integrated great books curriculum, and the Dalhousie Classics department formed and nurtured what became a life-long love of the classics and a deep appreciation of the contribution of the ancient world to whatsoever is good and true and beautiful in the Christian west. She also has a Bachelor of Education from Acadia University in Wolfville, N.S.

Rhea is married to Father Patrick Bright, a priest ordained in the Anglican Church of Canada, who served for over 24 years at All Souls' Episcopal Church in Oklahoma City, and is now retired from full-time ministry. Together they raised five sons, who are scattered across Canada and the United States. Rhea and Patrick have returned to Canada, and are now enjoying life in her grandparents' 170-year-old house in rural Nova Scotia.