

WESTERN HISTORY: ENLIGHTENMENT TO INDUSTRIAL AGE SYLLABUS 2022-2023

ELIGIBLE STUDENTS

9th-12th grade students who possess general historical knowledge of the Middle Ages through the Renaissance and who are able to read attentively, follow writing rubrics, and practice note-taking in class and independently.

Please note: Students who complete this course will earn 1 high school credit by reading 16 works (essays, excerpts, and books) written during the Enlightenment and Industrial ages and completing corresponding projects.

Class Dates: Tuesday, September 6, 2022, through Friday, May 26, 2023

Class Times: Tuesdays & Thursdays: 12:30 - 1:45 PM (EST)

Office Hours: by request

Instructor: Dr. Christine Seaward

E-mail: school email

***** Please Note:** Although this syllabus presents the plan for the course, I reserve the right to change course materials and/or the course schedule in order to best meet the needs of the students.

***** Please Note:** * Scholé classes will not meet: 9.6 (Labor Day), 11.22-26 (Thanksgiving), 12.20-1.7 (Christmas break), 2.14-2.18 (winter break), 4.11-4.15 (Holy Week/Easter)

WESTERN HISTORY COURSE MAP QUARTER 1

1. *The English and Their History*, Tombs (selections)

2. *The Magna Carta*

3. *Meditations on First Philosophy*, Descartes

Assignments may include: taking notes, response questions, text analysis, annotations, discussion questions, contemplation exercises

QUARTER 2

1. *The Communist Manifesto*, Marx

2. *On Liberty*, John Mill (1859)

3. *A Tale of Two Cities*, Charles Dickens (1859)

4. Assignments may include: taking notes, annotations, discussion questions, informal debate, semester exam

QUARTER 3

1. *Second Treatise on Government*, Locke

2. "A Modest Proposal," Swift

3. *The Wealth of Nations* (excerpts), Smith

4. *Self-Reliance*, Emerson

Assignments may include: taking notes, discussion questions, informal debate, critical analysis, comparison chart, presentation

QUARTER 4

1. *Democracy in America* (excerpts), DeTocqueville
 2. *Animal Farm*, George Orwell
 3. *Beyond Good and Evil*, Nietzsche (excerpts)
- Assignments may include: critical analysis, response questions, final exam

REQUIRED COURSE TEXTS

The English and Their History, (excerpts), Tombs *

Magna Carta

Meditations on First Philosophy, Descartes

The Communist Manifesto, Marx & Engels

On Liberty, Mill

A Tale of Two Cities, Dickens

Second Treatise on Government, Locke

"A Modest Proposal," Swift

The Wealth of Nations (excerpts), Smith

Self-Reliance, Emerson

Democracy in America (excerpts), de Tocqueville

Animal Farm, Orwell

Beyond Good and Evil, Nietzsche

***** Please Note:** Most texts are in the public domain and will be made available to the students. *The English and Their History* is the only text students must purchase; hard copies can easily be purchased at used book stores or on Amazon.com. Readings and assignments may be changed according to the instructor's judgment to best serve the class.

OPTIONAL COURSE TEXTS

The following may be helpful to the ambitious student who desires to pursue a deeper understanding of concepts throughout the course:

How to Read a Book, Adler

The Great Ideas: A Syntopicon

From Dawn to Decadence, Barzun

COURSE DESCRIPTION

This course will trace the transformation of culture beginning with the early Enlightenment and ending with the late Industrial Age. It will investigate the relationships between ideas, institutions, and practices; consider the roles of science and reason in promoting the Age of Enlightenment; analyze components of the American and French Revolutions; follow burgeoning thought throughout the Western world; recognize the influence of the Enlightenment on the Industrial Age; and examine the interplay between philosophical, political, religious, scientific, intellectual, technological and social ideas vital to the advancement of these eras. The primary sources studied will present themes and ideas that require active reading and discussing, in which the class will partake together.

Using tracts, essays, books, and treatises, the teacher will guide the class in contemplating questions of purpose and perspective. Studying influential writings will further students' abilities

to make connections and follow the progression of ideas throughout a changing culture. Students will derive satisfaction from the deep commitment of hard work and serious inquiry, leading to an enhanced capacity for responsible citizenship. Students will be expected to create outlines, write essays, expound on thesis statements, and debate informally with their peers. Additionally, participants will practice rhetorical skills through presentations and essays.

Throughout the year, students will:

1. engage actively with others through discussion and debate, practice respectful listening and thoughtful speaking, and construct logical arguments as they synthesize ideas;
2. grow in critical reading skills and learn to analyze primary documents by asking questions and comparing sources;
3. progress in writing ability, particularly in the realm of persuasive essays, succinct response papers, and expository summaries;
4. broaden their breadth of knowledge and understanding in regards to people and events of the Enlightenment and Industrial Age;
5. recognize attributes and behaviors of human nature recurrent throughout history

STUDENT EXPECTATIONS: THE IMAGO DEI

Students have the privilege of reflecting the image of God in this class in the following ways:

1. Students will be active and purposeful

Students reflect the active and purposeful nature of God when making a commitment to engage. Students will be following the sequence of study contained in Western History and will engage by reading all assigned texts and completing all assignments. **Reading load is roughly 30-60 pages per week.** Regular assignments will include outlines, notes, questions, short response papers, essays, and debates. Students should be willing to participate in class discussions through active listening, asking and answering questions, and building the conversation with informed contributions. All students are expected to be prepared with readings and assignments completed, and students should expect to engage with others during class time.

2. Students will be rational

Students will reflect the rational nature of God by employing reason, thinking logically, and seeking order out of chaos. Students should bring accumulated knowledge to the text, implementing critical questioning as demonstrated in class by the teacher. Rather than glossing over challenging concepts and phraseology, they should determine the passage's purpose and employ careful reading practices. A single attentive reading may not suffice and students should be prepared to reread as needed. Students should practice analytical reading and demonstrate persistence as they encounter difficult texts. Students will make connections between readings and follow the progression of ideas throughout changing culture. They will hone their analytical reading skills by asking pertinent questions such as: *What is the purpose of the writing? What bias does the author demonstrate? How did this text influence events in history, both immediately and in the long term? How does this writing contribute to the chronological timeline of Western History?*

Students should employ organizational techniques that increase success: notes taken during class, annotations while reading, connecting ideas, and striving to retain significant factual information.

Students should take notes during lectures and discussions and maintain an orderly system of outlines and assignments. The order in which events occur is central to their effect on society and culture, and students should strive for historical accuracy in recounting events.

3. Students will be creative

Students will reflect the creative nature of God by completing various assignments: presentations, debates, speeches, and written assignments. Students will have opportunities to take delight in what they are learning, and they are encouraged to express themselves creatively within the guidelines of the assignment.

4. Students will be moral

Students will reflect the moral nature of God by exhibiting their moral nature in class. This means that students will follow several principles for discussion in the virtual classroom. Students will be mindful of their peers during dialectic periods and strive to maintain a balance between reflective listening and thoughtful responding. Compassion is evidenced through gracious conversation even as disagreements occur. Honoring others in a Socratic setting allows the guests (students) to restfully seek understanding in the realm of truth. Learning more about a subject and building a scholarly community are the goals of classroom discussions.

5. Students will be both free and responsible

Students will reflect the free and responsible nature of God. Students are responsible for attending and participating in all class sessions. Students are expected to complete readings, watch or attend lectures, and complete assignments on time, requesting help from the teacher as needed. It is the student's responsibility to obtain any missed work. Students shall be adept at using a keyboard and submitting assignments; they should be familiar with the required technology and take ownership in their academic pursuits. All assignments will be due in the appropriate Schoology Assignment folder prior to the start of class each day. Late assignments will not receive full credit. Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window. Photographs of completed assignments will not be accepted as they are incredibly difficult to read.

Students who have not submitted their homework to the appropriate Schoology assignment folder prior to the start of class may not be permitted to join the live class session. Those students will be invited into a separate Zoom breakout room to work privately until they have completed the day's assignment. After they have completed their homework submission, they will be permitted to rejoin the class in session. A day spent in a breakout room will constitute an absence from class.

6. Students will be faithful

Students will reflect the faithful nature of God by being faithful to manage their time and by their faithfulness to pursue the Good, True, and Beautiful. Students will determine appropriate pacing measures in order to thoroughly complete all readings. They will seek quiet, unpressured opportunities to pursue the texts, increase in knowledge by conducting research if necessary, look up new vocabulary, and ask questions. Students will be faithful to actively take notes and discern the concepts most important to the goal of the discussion and assignment. Students will

provide adequate time to write, study, and polish assignments. In all assignments, students will be faithful to seek the Good, True, and Beautiful.

STUDENT EVALUATION: GRADING

Scholé Academy courses aim to be restful, but we also recognize the need to provide grades for students who will be using this course as part of their prepared college transcript. It is a delicate balance to achieve restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery of this discipline.

The study of Western History is a key component in upper school education. As students wrestle with difficult texts and extract pertinent meaning, they not only develop a chronological understanding of history but also recognize themes of humanity. Students will examine events within their historical context and respond through presentations, papers, and debates. Student assessment will focus on clarity of written expression, completeness of outlines and notes, proficiency on exams, and effort. Students' level of achievement will be measured with both traditional and Latin designations: *magna cum laude* (with great praise); *cum laude* (with praise); *satis* (sufficient, satisfactory), and *non satis* (not sufficient).

Ideally, every average student working diligently should do praiseworthy work (*cum laude*). Those who excel beyond this expectation will be the *magna cum laude* students. Adequate, but not praiseworthy, work will be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

MASTERY PORTRAIT

Ideally, Western history students can recognize cause and effect, are beginning to think rhetorically, and are able to compare and weigh ideas. They are developing analytical abilities and are learning how to examine contradicting philosophies. Additionally, they are practicing methods utilized in debate as they defend their own and others' ideas. These skills promote continued growth as independent thinkers.

- At the completion of this course *cum laude* students will be able to articulate significant events within the Enlightenment and Industrial Age, including the factors that influenced thinkers of the day. They will be able to recall a chronological timeline and rightly order people and events.
- Additionally, they will be prepared to explain how ideas influence action, how rhetoric drives the populace, and how leaders are empowered to work for good or ill. Using evidence from the course, they will display an understanding of the most powerful ideas that contributed to the Industrial Age.
- Further, students will have gained prominent questioning skills that enable them to probe difficult texts. They will be able to collect and synthesize information, draw conclusions and expound on facts.
- Finally, they will articulate the importance of historical study and display competence in sorting through the vast information available. They will understand the philosophical views of the time period and contrast them with those valued by Christians.

ASSIGNMENTS

Dr. Seaward will communicate with students regarding assignment feedback and grading, and assignments will be posted on the learning management system.

Student's grades will be comprised of:

Written Assignments: 35% of the grade

- Discussion questions, contemplations, notes, annotations

Class Participation: 35% of the grade

- Discussion, attentive focus, engaged involvement

Assessments: 30% of the grade.

- Presentations, projects, debates, speeches, exams

ACADEMIC DISHONESTY

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 directions 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 provide 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 Western History learning management system (access granted after enrollment is secured).

THINGS TO REMEMBER WITH ONLINE EDUCATION

Online learning can be enjoyable, but students are encouraged to experience screen-free time! Meeting with a friend face to face, taking walks outside, playing an outdoor game, and watching neighborhood critters will balance and enhance online education. There are also endless opportunities to be distracted when learning online. Websites are designed to grab people's attention. Giving focused attention is difficult, so in order to be fully present with online learning, turn off distractions, and practice self-control. This will foster the best educational experience possible.

ABOUT THE INSTRUCTOR

Dr. Seaward was born and raised in central California. She received her B.A. in Liberal Arts and earned her elementary teaching credential at California State University, Stanislaus before becoming an Air Force wife in 1992. During the nomadic years of military life, she lived in various places: Oklahoma, Colorado, South Korea, Japan, Hawaii, and Florida. She is blessed to be a wife and mother of two teenage girls. Dr. Seaward has served as the President of the Protestant Women of the Chapel at Hickam AFB, Hawaii. She has also served as a group and administrative leader in Bible Study Fellowship. She completed her M.A. in Humanities from California State University, Dominguez Hills, and her Ph.D. in Humanities with a concentration in Literature from Faulkner University where the *Great Books* program changed the way she viewed education. Dr. Seaward has taught high school English in a traditional Christian school. She also taught a course on Aquinas and Dante and served as the faculty adviser for the student book club at Kepler Education. She is a long-time admirer of C.S. Lewis, and she continues to grow in her appreciation for the *Great Books of the Western World*. She enjoys supporting her daughters, taking long walks with her husband, following sumo wrestling, and the pleasure of reading.