



SCHOLÉ ACADEMY  
CLASSICAL ACADEMIC PRESS

# Western History

Dr. Christi Seaward

Yearlong Course

2023-2024

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## ELIGIBLE STUDENT:

**Grades 9-12 welcome.** This course is designed for 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:** This course is the equivalent of one high school credit.

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## REQUIRED TEXTS:

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

[\*Magna Carta\*](#)

“[A Modest Proposal](#),” Swift

[\*Meditations on First Philosophy\*](#), Descartes

[\*A Tale of Two Cities\*](#), Dickens

[\*The Social Contract\*](#), Rousseau

[\*On Liberty\*](#), Mill

[\*The Communist Manifesto\*](#), Marx & Engels

[\*Second Treatise on Government\*](#), Locke

[\*The Wealth of Nations\*](#) (excerpts), Smith

[\*Democracy in America\*](#) (excerpts), de Tocqueville

[\*Animal Farm\*](#), Orwell

[\*Beyond Good and Evil\*](#), Nietzsche

[\*Self-Reliance\*](#), Emerson

\* 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.

## COURSE SCHEDULE

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### ORIENTATION SESSION:

An orientation session will be held the week of August 28, 2023.

### CLASS SESSION DATES:

Class days and times will be Tuesdays and Thursdays: 12:30 - 1:45 PM (EST)

Class begins Tuesday, September 5, 2023. Class ends on Thursday, May 23, 2024.

Consult the Scholé Academy [academic calendar](#) for details concerning scheduled, school-wide breaks.

### OFFICE HOURS:

Dr. Seaward is available outside of scheduled class times! During “Office Hours” students may raise questions, seek assistance, or review class material. This can happen via email or a meeting in the Zoom classroom. Dr. Seaward will do her best to respond within 24-48 hours; please keep in mind that she may not respond immediately to messages after 5 p.m. EST or on weekends.

## COURSE DESCRIPTION

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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.

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 take dialectical notes, 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:

- Engage actively with others through discussion and debate, practice respectful listening and thoughtful speaking, and construct logical arguments as they synthesize ideas
- Grow in critical reading skills and learn to analyze primary documents by asking questions and comparing sources
- Progress in writing ability, particularly in the realm of persuasive essays, succinct response papers, and expository summaries
- Broaden their breadth of knowledge and understanding in regards to people and events of the Enlightenment and Industrial Age

- Recognize attributes and behaviors of human nature recurrent throughout history

## COURSE MAP

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### QUARTER 1

1. *The English and Their History*, Tombs (selections)
2. [\*The Magna Carta\*](#)
3. “[\*A Modest Proposal\*](#),” Swift
4. [\*Meditations on First Philosophy\*](#), Descartes

### QUARTER 2

1. [\*A Tale of Two Cities\*](#), Charles Dickens (1859)
2. [\*The Social Contract\*](#), Rousseau

### QUARTER 3

1. [\*On Liberty\*](#), John Mill (1859)
2. [\*The Communist Manifesto\*](#), Marx
3. [\*Second Treatise on Government\*](#), Locke

### QUARTER 4

1. [\*The Wealth of Nations\*](#) (excerpts), Smith
2. [\*Democracy in America\*](#) (excerpts), DeTocqueville
3. [\*Animal Farm\*](#), George Orwell
4. [\*Beyond Good and Evil\*](#), Nietzsche (excerpts)
5. [\*Self-Reliance\*](#), Emerson

Assignments may include: preparing for discussions, dialectical notes, response questions, contemplation exercises, presentations, comparison charts, informal debate, exams

## STUDENT EXPECTATIONS: THE *IMAGO DEI*

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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 Civilization 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 dialectical 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 notes 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 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 Canvas 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 Canvas assignment window. **Photographs of completed assignments will not be accepted as they are incredibly difficult to read.**

### **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.

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### **STUDENT GRADING AND EVALUATION**

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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 Civilization 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.

Rubrics will be used to both explain and assess assignments. Rubrics are helpful aids in determining goals and measuring success. Traditional percentage grades will be provided and posted on the British Literature Canvas page. Students and parents will be able to access the grade page on Canvas. Additionally, Dr. Seaward will offer transcripts to parents upon completion of the course.

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### **STUDENT EVALUATION : MASTERY PORTRAIT**

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Ideally, Western Civilization 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 praiseworthy 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.

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### STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

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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

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### STUDENT EVALUATION: ACADEMIC INTEGRITY

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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.

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### THE VIRTUAL CLASSROOM:

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Scholé Academy uses the free online "virtual classroom" software provided by Zoom. The live, interactive nature of our courses is foundational and **we require cameras to be on during all class sessions**. The virtual classroom will provide students with interactive audio 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. Courses will be managed through our learning management system, Canvas. 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 Canvas.

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.

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.

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### ABOUT THE INSTRUCTOR

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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 daughters in college. 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. This is her second year teaching at Scholé Academy, and she is enjoying the model of restful learning. 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, watching sumo wrestling, and the pleasure of reading.

*Please note: While this syllabus addresses details specific to this course, it is not extensive. Parents should also read the Student-Parent Handbook located on [scholeacademy.com](http://scholeacademy.com) and be familiar with the ideas, policies, and procedures outlined*