

SCHOLÉ ACADEMY

WESTERN HISTORY: ENLIGHTENMENT TO INDUSTRIAL AGE 2019-2020

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: Wednesday, September 4, 2019 through Friday, May 22, 2020 (32 weeks)

Class Times: Wednesdays & Fridays: 9:30-10:45 (EST)

Office Hours: by request

Instructor: Phaedra Shaltanis

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WESTERN HISTORY COURSE MAP

QUARTER 1

1. *The English and Their History*, Tombs (selections)
2. *A Short History of the United States* (excerpts), Remini
3. *The Magna Carta*
4. *Meditations on First Philosophy*, Descartes
5. Annotation and outlining skills
6. Presentations, critical analysis and persuasive papers

QUARTER 2

1. *The Communist Manifesto*, Marx
2. *On Liberty*, John Mill (1859)
3. *A Tale of Two Cities*, Charles Dickens (1859)
4. Response papers, critical analysis and comparison essay
5. Research project
6. 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
5. Debate
6. Response papers, critical analysis and presentations

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WESTERN HISTORY: ENLIGHTENMENT TO INDUSTRIAL AGE 2019-2020 QUARTER 4

1. *Democracy in America* (excerpts), DeTocqueville
2. *Animal Farm*, George Orwell
3. *Experience and Education*, Dewey
4. *Beyond Good and Evil*, Nietzsche
5. Expository essay, speech, timeline
6. Final exam

REQUIRED COURSE TEXTS

The English and Their History, Tombs

A Short History of the United States (excerpts), Remini

Magna Carta

Animal Farm, Orwell

The Communist Manifesto, Marx & Engles

A Tale of Two Cities, Dickens

On Liberty, Mill

Second Treatise on Government, Locke

A Modest Proposal, Swift

The Wealth of Nations (Excerpts), Smith

Self-Reliance, Emerson

Democracy in America (Excerpts), DeTocqueville

Experience and Education, Dewey (1938)

Beyond Good and Evil, Nietzsche

Meditations on First Philosophy, Descartes

Please Note: Many of the readings are public domain and readily available online.

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

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This course will trace the transformation of culture beginning with 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 student ability 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 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 such as: *What is the author's bias? What stake does he have in the matters discussed? Under what circumstances was the document written? Who is the intended audience? What was the effect of the written piece and how did it bring about change?*
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: EXECUTIVE FUNCTION SKILLS

Students enrolled in Western History will be expected to show development of Executive Function Skills, which are qualities and practices well suited for the growing student. Students should expect to advance in their reading, writing and speaking abilities as they utilize classic modes of thinking and discussing. They should aim for:

1. Productive Participation in Discussion

Students are mindful of their peers during dialectic periods and strive to maintain a balance between pensive listening and thoughtful responding. Compassion is evidenced through gra-

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scious conversation even as disagreements occur. Honoring others in a Socratic setting allows the guests (students) to restfully seek understanding in the realm of truth. They should be willing to join class discussion, ask questions, and supply answers. Further, they should approach class time as an opportunity to grow in self-knowledge as well as historical understanding. Thus, they should expect to engage with others during each class.

2. Self-Motivation

Students are able to determine appropriate pacing measures to thoroughly complete all readings. They are managers of their time, seeking quiet, unpressured opportunities to pursue the text; they increase in knowledge by conducting research if necessary, looking up new vocabulary, and asking questions. They are active in note taking and can discern the concepts most important to the goal of the discussion and assignment. They provide adequate time to write rough drafts, study for quizzes and tests, and polish assignments.

3. Careful and Intuitive Reading

Students should practice analytical reading and demonstrate persistence as they encounter difficult texts. They 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.

4. Organization and Responsibility

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 shall be adept at using a keyboard and submitting assignments; they should be timely and punctual; they should be familiar with the required technology and take ownership in their academic pursuits by monitoring their own progress.

STUDENT EXPECTATIONS IN ACTION

Students will be following the sequence of study contained in *Western History*, which includes reading all assigned texts and completing all assignments. Regular assignments will include outlines, notes, questions, short response papers, essays and debate. Students will remain on pace with the course schedule and thereby will be able to contribute to class discussion; they will submit all assignments on time, requesting help from the teacher as needed. They will make connections between readings and follow the progression of ideas throughout changing culture. Additionally, 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 will 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 all should engage during class time. They should take notes during lectures and discussions and maintain an orderly system of

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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.

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.

All assignments will be due into 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.

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's a delicate balance to achieve both 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 debate. Student assessment will focus on clarity of written expression, completeness of outlines and notes, proficiency on exams, and effort. I can assign the following grades to your student's level of achievement: *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. Students who do adequate but not praiseworthy work be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

Inasmuch as you might be fully on board with this grading method in theory, there will undoubtedly be the need to complete a college transcript with either a numeric or traditional letter grade. Traditional percentage grades will be provided and will be readily accessed on the *British Literature* Schoology page. Additionally, Mrs. Shaltanis will provide a transcript of that grade to the requesting parent at the end of the year.

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

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learning to 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, drawing conclusions and expounding on fact.
- 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

Mrs. Shaltanis will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. The teacher will provide students with more detailed information and access to the Western History course page.

Student's grades will be comprised of:

Written Assignments: 25% of the grade

Class Participation: 30% of the grade

Exams: 20% of the grade.

Additional Assignments-presentations, projects, debates, speeches: 25% of the grade

ACADEMIC DISHONESTY

Students will often take assessments 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.

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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 *Western History* Schoology assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR

Phaedra Shaltanis has taught in private and classical schools for over 20 years and is educating her four children in the classical tradition. After earning a BA in speech communication and K-12 education from Concordia University, Wisconsin, she began teaching high school Writing, Literature, Spanish and Art in Lutheran (LCMS) schools.

Her involvement with Scholé Academy includes teaching American Literature, British Literature, Western History, Rhetoric I, and *Well-Ordered Language Levels 1 and 2*. In her Dallas community, she currently directs a high school tutorial program, trains and mentors teachers, conducts seminars on classical education and provides fine art instruction at a classical high school. She believes students learn best through repetition, conversation and application, and she supports the classical model wholeheartedly.