

Modern History
St. Augustine's Enrichment Tutorial
Upper School III
Fall 2025, Wed. 10am & Fri., 1pm

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Objective: Never in the course of human events has it been more important to study history than it is in our era, for never has humanity been so lost and yet so self-assured. Massive changes have occurred in the last 300 years which it is absolutely vital to understand if we are to chart a better course personally and communally.

The purpose of this course is to provide you with a knowledge and understanding of the history, ideas, and culture of the modern world, disparate and fragmented as it has been. Much time will be spent identifying historical patterns, seeing connections between historical events and understanding the nature of an authentic human and Christian culture so that students develop their ability to see and love all that is true, good and beautiful.

We will review the consequences of the Protestant Revolution and the unravelling of the medieval synthesis by its wayward child, the Enlightenment, culminating in the French Revolution. By rejecting the unity of faith and reason, soul and body, church and state, truth and freedom, the Enlightenment created a profound imbalance and vacuum, which we have desperately tried to fill in many and unsuccessful ways, ultimately killing and enslaving hundreds of millions. While we will see many positive aspects of the modern world, the recurring theme is that of falling further and further from God, but we nonetheless learn the truth better through understanding our failures. This course will also help you develop the way of thinking and analyzing needed for reading and understanding historical sources.

Course Outline

DATE	TOPIC	HOMEWORK - due at start of class QR = "Questions for Review" at end of chapter EC = Extra Credit
Sept. 10	Reformation and Enlightenment overview/review	Read: Zehnder, <i>Light to the Nations</i> , introduction (pgs. 1-18) QR and pgs. 21-34
Sept. 12	Review: The Enlightenment and Enlightened Despots	Read: Zehnder, pgs. 34-38 QR (pg. 39) Zehnder, pgs. 41-52 QR , 1-2 (pg. 68) Coursepack, Johnson, <i>Intellectuals</i> (on Rousseau)
Sept. 17	Review: Enlightened Despots	Read: Zehnder, pgs. 53-66 QR 3-4 (pg. 68)
Sept. 19	The Church before the Revolution	Read: Zehnder, chap. 3. Focus on pgs. 69-79, 82-5 QR (1-5 pg. 90)
Sept. 24	French Revolution beginnings <i>Art and Architecture</i>	Read: Zehnder, pgs. 91-109
Sept. 26	French Rev. up to the September Massacres	Read: Zehnder, pgs. 110-118 Coursepack, <i>Declaration of the Rights of Man</i> , pgs. 1-2

Oct. 1	September Massacres, National Convention and the Execution of Louis XVI	Read: Zehnder, pgs. 123-29 Coursepack, pgs. 87-107, Warren Carroll on the Fr. Rev.
Oct. 3	Revolution/Reform in the rest of Europe	Read: Zehnder, pgs. 129-43 QR , pg. 145-46
Oct. 8	Review for Exam	QR , pg. 120 (old chapter – good review) Study!
Oct. 10	Midterm Exam	Study!
Oct. 15 & 17	Fall Break	Rest, work on your paper, finish reading <i>The Secret of the Curé of Ars</i>
Oct. 22	Jacobins, De-Christianization, The Vendée, the Reign of Terror, Napoleon, and the Directory <i>Art and Architecture</i>	Read: Zehnder, pgs. 147-60 Coursepack, Robbespiere's cult of the divine being speech, pgs. 3-4
Oct. 24	(Cont.)	Read: Zehnder, pgs. 161-71
Oct. 29	The Rise of Napoleon	Read: Zehnder, pgs. 177-89 QR , pgs. 173-4 Paper 1 due
Oct. 31	Napoleon's reign	Read: Zehnder, pgs. 189-202
Nov. 5	Napoleon's Wars	Read: Zehnder, chapter 8 (pgs. 205-33) QR , pgs. 203-4 & 236 (odd #s)
Nov. 7	The Fall of Napoleon Metternich and Europe after Napol.	Read: Zehnder, chapter 9 (pgs. 237-62) Coursepack, Metternich, pgs. 5-6
Nov. 12	Romanticism Saint John Vianney <i>Art and Architecture</i>	Read: Zehnder, pgs. 265-71 <i>The Secret of the Curé d'Ars</i> Paper 2 due
Nov. 14	Unrest, Reform and Revolution in Britain and Russia	Read: Zehnder, pgs. 271-89
Nov. 19	Revolution in France and Italy Catholic social teaching	Read: Zehnder, pgs. 293-310 QR , pgs. 264 & 291
Nov. 21	(Cont.) Pius IX	Read: Zehnder, pgs. 310-318
Nov. 26 & 28	Thanksgiving Break	Give thanks!
Dec. 3	America expands	Read: Coursepack, pgs. 42-62

Dec. 5	Civil War: Conflict over slavery and unity	Read: Coursepack, pgs. 63-86 Coursepack, Gettysburg Address & 14 th Amendment, pg. 21
Dec. 10	Review for exam	Timeline QR , pgs. 320-21 Study!
Dec. 12	Final Exam	Study!

Requirements: The requirements for this course consist of regular attendance, completing the assigned readings, class participation (questions, comments and answers to questions from the instructor), and completion of tests and quizzes. The grade for this course each semester will be broken down as follows:

Class participation:	10%	Papers (2)	15% each
Questions for Review:	15% total	Exams (2):	15% each
		Quizzes:	15% total

Books

Carroll, Warren H. *1917: Red Banners, White Mantle*. Front Royal, VA: Christendom Press, 1981. (spring semester)

Ghéon, Henri. *The Secret of the Curé of Ars*. (This can also be found in a volume called *Secrets of the Saints*, together with three other lives of the saints [Margaret Mary, John Bosco, and Therese], the latter two of which we'll read next semester)

Zehnder, Christopher. *Light to the Nations*, part II, *The Making of the Modern World*. Ignatius Press, 2011.

Coursepack – selections from other texts as well as short sections of important primary sources – provided by Dr. Brown on the first day of class.

Optional texts

Carroll, Ann. *Christ the King: Lord of History*. TAN books, 1994. Can be a helpful overview.

Farrow, John. *Damien the Leper*. (Any edition.)

Challenge (Honors) level: Those students/parents who would like to be challenged to a greater degree than the class as a whole can choose to take the class at a more advanced level. Transcripts could then appropriately list the class as an honors class. Challenge level students will have extra assignments and will be expected to know more, understand more deeply and be able to think and write more analytically. Students may opt to challenge themselves at a higher level at any time during the course.

Questions for Review: For some classes study questions at the end of the chapter are due. Be sure to answer the question completely, usually giving an explanation of 1-7 sentences rather than a single word or phrase.

Reading Quizzes: Short quizzes (3-6 questions) will be given randomly throughout the semester. They will cover the main ideas/facts only of the assigned readings for the day of the quiz and (less often) material covered in class during the previous class period.

Exams: Exams will be comprehensive, covering the reading, class lectures, art and architecture, geography, and class discussions. A study guide will be provided before each.

Papers: All papers should be typed, double spaced, 12 point, Times New Roman font with 1" margins. Instructions for each paper are as follows:

Paper 1 (due Oct. 27): Write a 3-4 page paper (5 pgs for challenge level) which *describes, explains and evaluates* the main events and elements of the French Revolution up to the end of the Terror. This will involve some careful analysis on your part to sort out the main ideas from the peripheral ones and capture the character of the Revolution.

A suggested outline: Page 1: *Brief* intro & What are the main causes of the Revolution and in particular how was it a creature of the Enlightenment?

Pages 2-3: Describe the course of the Revolution in outline, including a discussion of how and why it was really several revolutions. What were the main results for the Church and the lives of many people (at least in the short term)?

Page 4: Evaluate the Revolution. Describe some of the ways in which it was a travesty, but also explain why it was so popular among some people, especially at first, and any good goals/ideas that it initially had. What lessons can we learn today from the French Revolution (and the failures of the Enlightenment project that it embodies)?

Paper 2 (due Nov. 10): Write a 3-4 page paper (4-5 pgs for challenge level) which describes the person and life of Napoleon Bonaparte and explains his historical importance as presented in readings and discussed in class.

A suggested outline: Page 1: *Brief* intro & a biography of Napoleon up until he becomes the leader of France. A little discussion of his character as a person and why he emerged as such a dominant figure would be helpful here, too.

Next 1½ pages: A *summary* of Napoleon's life as leader of France. You cannot discuss everything, so identify about 4 main events or accomplishments. Be sure that you're looking at the big picture and the historical context.

Next 1 page (or possibly interwoven into the previous section): What was Napoleon's impact? That is, why is he and what he did important (for good or ill)?

Final ½ page: Evaluate. Certainly, Europe would never be the same after Napoleon, but what was good and what was bad about what he brought about, and why?

Challenge level paper: Write either a three-page report on the book, *Damien the Leper* (which focuses on relating the life of St. Damien of Molokai) OR a four-page research report on a topic of interest from the French Revolution to the mid 1800s. One or both assignments are extra credit for all students (one can be extra credit for challenge-level students).

Extra Credit paper(s): Write a 3 page summary, analysis, and evaluation of Farrow's *Damien the Leper*.