Spring 1987

History and Social Science Seminar 1987 Syllabus

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HISTORY AND SOCIAL SCIENCE SEMINAR

History 450  Spring 1987  Dr. Samson

Description

This seminar combines a survey of historical writing and philosophies of history with a practicum in the methodology of research. This year's theme is "The Anatomy of Revolution in Church, State, and School." The course objectives are as follows:

1. To help students develop a conceptual framework for interpreting and evaluating historical data.
2. To promote the exercise of critical thinking and research skills.
3. To encourage students to affirm and apply Christian precepts by developing a consciously biblical understanding of history as the outworking of God's eternal purpose.

Requirements

1. Each student is responsible for all assigned readings as well as special individual or group assignments.
2. Each student is required to write an 18-30 page monograph on a topic approved by the professor. The topic must be selected and an outline approved by March 12. The preliminary report is due on April 9. Two copies of the final draft are due on April 23, plus a detachable 1-2 page abstract for distribution to other members of the class. One copy will be placed on reserve at the library. Papers will be presented and critiqued in class during the last two weeks.
3. Term papers must be typewritten, double-spaced, and kept in conformity with standard grammar, spelling, and punctuation. Kate Turabian's Manual for Writers should be consulted.
4. Half of the final grade will be based on the term paper as reflected in the originality of the research, the quality of the writing, and the handling of sources. All sources are to be fully acknowledged.
5. Students will be tested on selected reading assignments and lecture material.
6. Each of the two short-answer and essay exams represents a quarter of the grade.
7. Regular attendance, consultations with the professor, and participation in class discussions is expected and will be reflected in the final grade. Students who miss more than four class sessions lose one full grade. Students who miss more than eight sessions fail the course.
8. Attendance at the special lecture series by Russell Kirk is strongly encouraged.

Reading

Recommended Purchases:
Cantor, Norman, and Richard Schneider. How to Study History.
Ramsdell, Charles W. "Lincoln and Fort Sumter."
Rosenstock-Huessy, Eugen (1). Out of Revolution.
Rushdoony, Rousas (1). Christianity and the State.
Winks, Robin W., ed. Historian as Detective.
Study Packet:
Chilton, David (1). "Objective Theology of the Covenant."
   (2). "James H. Billington's 'Fire in the Minds of Men.'"
Jordan, James (1). "Interpreting the Historical Books of Scripture"
Kuehnelt-Leddihn, Erik von (1). Leftism, chs. 5-7, Appendix.
Montgomery, Zachary. "Political Poison in the Public School Books."
North, Gary (1). "Capturing the Robes."
   (2). "R. J. Rushdoony's 'The One and the Many.'"
Sayers, Dorothy. "Lost Tools of Learning."

Reserve Desk:
Barzun, Jacques. Teacher in America.
Bebbington, D. W. Patterns in History.
Berman, Harold. Law and Revolution.
Billington, James. Fire in the Minds of Men.
Blumenfeld, Samuel. N.E.A.: Trojan Horse in American Education.
Carr, Edward Hallett. What Is History?
Chilton, David (3). Paradise Restored.
Fitzgerald, Frances. America Revised.
Kuehnelt-Leddihn, Erik von (2). The Timeless Christian.
   (4). The Dominion Covenant: Genesis, Appendix A.
Rushdoony, Rousas (2). The Messianic Character of American Education.
   (3). The One and the Many.
Samson, Steven. Crossed Swords.
Schlossberg, Herbert. Idols for Destruction.

Audio-Visual Room:
Dodd, Norman. "Foundations."
   "A Search for Truth."
I. Introduction (January 29-February 10)
   A. What Is History? (February 3)
   B. The Life of the Mind (February 5)
   C. The Modern Epistemological Kaleidoscope (February 10)

   Required: Bebbington, ch. 1; Cantor, chs. 1-8 (February 3);
   Barzun, ch. 21; Sayers; Rosenstock 1, pp. 397-406; Brooks,
   ch. 4 (February 5); North 1, 3; Montgomery; Combee;
   Kirk 1; Singer (February 10).
   Optional: Carr, ch. 1; Berman, pp. 94-127; Kuehnelt 2, ch. 3;
   Rushdoony 2, chs. 1-3; Kirk 2; Hollander; Carr, ch. 1.

II. Historical Investigation (February 12-24)
   A. Roots of the Modern Order (February 12)
   B. Sources of History (February 17)
   C. Evidence and Interpretation (February 19)
   D. Historical Revisionism (February 24)

   Required: Samson, ch. 1; Rosenstock 1, chs. 1-3 (February 12);
   Littlefield; Winks, Introduction and chs. 5, 18 (February
   17); Winks, chs. 1, 4, 11, 22 (February 19); Ramsdell;
   Shafarevich; Kuehnelt 1 (February 24).
   Optional: Dodd; Fitzgerald, pp. 7-70; Winks, ch. 2.

First Exam: Thursday, February 26

III. Philosophy of History (March 3-March 12)
   A. Varieties of History
   B. The Clerical Revolution
   C. Rise of Nationalism
   D. The Future as History

   Required: Nash, ch. 1; Cantor, ch. 13; Rosenstock 1, ch. 8
   (March 3); Rosenstock 1, chs. 9-10 (March 5); Chilton 2;
   Rosenstock 1, chs. 11-14 (March 10); Rosenstock 1, chs.
   15-19 (March 12).
   Optional: Nash, ch. 5; Berman, pp. 1-45; Billington, pp. 3-55;
   Bebbington, chs. 7-8; Rosenstock 2, pp. 135-64.
   Recommended: Second Midwest Christian Reconstruction
   Conference: Symposium on the Family, 502 West Euclid
   Avenue, Arlington Heights, IL 60004 (March 13-14).

IV. Reconstruction of a Christian World-View (March 24-April 2)
   A. Symbolic and Objective Theology (March 24)
   B. Political Theology (March 26)
   C. Historical Struggle of Church and State (March 31)
   D. Christians and the Modern State (April 2)

   Required: North 2; Chilton 1; Jordan 1-2; Rushdoony 3, ch. 1
   March 24); Rushdoony 1, chs. 1-14 (March 26); Rushdoony 1,
   chs. 15-28 (March 31); Rushdoony 1, chs. 29-40 (April 2).
Optional: Schlossberg, ch. 1; North 4; Chilton 3, chs. 3-7, Appendix B; Blumenfeld, chs. 20-21.

Second Exam: Tuesday, April 7

V. Writing and Presentation of Papers (April 9-May 8)

A. Progress Reports on Term Papers (April 14)
B. Scheduling of Presentations and Critiques (April 23)
C. Presentation of Papers and Critiques (April 28-May 7)

Required: Cantor, chs. 9-12.

Schedule: Class will not meet on April 9, 16, or 21 so that students may work on their essays. Bring the preliminary draft and give a brief progress report to the class on April 14. All papers are due on April 23. Presentations, critiques, and discussions will be scheduled for April 28-May 7.
History and Social Science Seminar

FIRST EXAM

Discuss two of the following in terms of the readings and with particular reference to the tension between nominalism and realism discussed in the essay on objective theology.

1. What is the nature of the recent paradigm shift in higher education? Discuss the character of the modern university and the evidences as well as consequences of what Bloom calls its "decomposition."

2. How has Christianity shaped the institutions of the modern West and how is this cultural heritage being threatened? What can be done? Use the third chapter of Out of Revolution as a point of departure.

3. As Dorothy Sayers sees it, what is the great defect in education today? How may it be remedied? Discuss some positive steps that we may take toward fostering intellectual creativity.
Gary North claims that "there is an alliance between professional historians and the manipulating Establishment." Evaluate this statement (pros and cons) while answering the following questions:

1. What does North mean by "unification through manipulation" as opposed to "unification through execution?"

2. What is the "conspiracy view of history" and how does it differ from "the Conspiracy's theology?"

3. How have conspirators set the intellectual agenda for the last seven decades? Example: the Progressive movement.

4. Identify specific ways North proposes to apply the principle of localism to a program of political reconstruction?
1. According to Jacques Barzun, truth in history rests not on possibility nor on plausibility but on **Probability**. A chain of probabilities is worth all the plausibility in the world.

   a. To illustrate, we might ask whether the following news item is plausible? "Thirty-six inmates of Rock Quarry State Prison broke their legs with ten-pound sledge hammers today in protest against working conditions." (New York Times, July 31, 1956) Who could concoct such a strange story? Yet an abundance of **documentary evidence** and the testimony of dozens of **independent witnesses** taken during a legislative investigation confirmed it. Truth is often stranger than fiction because truth does not have to be plausible.

2. It is the task of the historian to weigh and judge the accuracy and reliability of the evidence. This raises the epistemological question: How can we know? Since the historian is not a participant in the events, he only knows what others tell him. This is problematic because most people are poor observers; some are deliberate or unconscious liars. Two tools that we may use to gauge reliability are **consistency** and **corroboration**. Inconsistencies place the whole testimony into a doubtful light. Unsubstantiated reports are also readily dismissed, even though they may be true. Multiple witnesses or bits of evidence increase probability but each should be examined separately. Similarly, the Bible calls for the testimony of two witnesses to a crime and adds the further safeguard that false swearing will be punished. Although Jezebel succeeded in having Naboth killed, God's judgment finally paid her debt in full. But we see in a glass darkly. This returns us to probability. "Every observer's knowledge of the event doubtless contains some exact and some erroneous knowledge."
3. In studying history, we seek to uncover relationships of cause and effect. But we cannot isolate pure causes. At best we can discover some of the conditions or prerequisites that preceded or accompanied the event. "When Pascal said that if Cleopatra's nose had been shorter this would have changed the face of history (to say nothing of her own), he was pointing out that personality plays a role in History. He did not mean that Cleopatra's nose was the cause of Mark Antony's defeat at Actium: it was at best one of the antecedent conditions."

EVIDENCE AND VERIFICATION

in history rests not on
1. Love for freedom of our heart (p. 41)
   (a) Creation of mankind

2. Last change: we long for a new history of mankind (and justifying it), world history is an autobiography.

3. Calendar: historical, popular continuities. Liturgy is a means of compassing time. (Man is a time—building creature)
   (b) Final destination for evolution

4. The time of civil war is past because humanity
   (c) & prayer (economics is universal, just as religion in one form).

5. How is being replaced by revolution, class-consciousness of the soldier (e.g., Ernest Gougen).
   (d) War is abolished by using its machinery for universal purposes (emergency plans).

6. Man being treated as clay for other minds' dreams.
   (e) Vendettas have been abolished. Universal loyalty of man by Europe. The choice of a person. What is happening
February 11


- What great change was wrought by the first world war?
- What does the calendar tell us about history?
- Why is the time of national wars in Europe past? (p. 17)
- Why is war in the century, falling on the frightening aspect of civilization? How is it that man, it has increasingly been internal psychologists?

2. What was the peace of the land, not been restored?

- What are the European countries that have been threatened?
- What is the peace of the land? Why is it not been restored?
- What is happening to the free choice of profession? Private property? Freedom of the mind?
- Higher education? What do all these institutions have in common?

3. What lessons must progressives as well as conservatives learn?

David Chilton - "Objective Theology"
- What is the account? What are some Biblical examples of communal relationships?
- What is the condition of current members? What does Chilton mean by "objective theology"?
- What are realities and norms? How is the Chiltonian approach different?
- What have been some of the unfortunate consequences of a confusion between subjective and objective theology?

R. J. Rushdoony - "The One and the Many," chap. 102
- How is the problem of "One and the Many" to be resolved?
- How are freedom and order reconciled in the Augustinian-Calvinist view?
- What are the consequences of substitutionalism?

- What are the consequences for cultural motives?
- Why is there tension within each?
   a. What is the Western legal tradition? What is its principal characteristics?

5. Why do the prevailing Thucydides of law and history:
   a. what do the Thucydides have in common? Do they share a perspective? What is the渊源 of this tradition?
   b. What is the alternative? What is the prevailing legal positivism? Why is it thought compelling? Why is it
   c. What were the six revolutions? What were their
   d. How is this tradition facing its greatest crisis in
   e. How has the six characteristics of this tradition been altered by this crisis?

6. Robert Lamotte - "Christianity and the State"
   a. How was the divine right of monarchs manifested in the Middle Ages? How did Charles VI attempt to secure freedom from feudal rule?
   b. What is a concordat? What are its political and theological implications of Frederick the Great's view?
   c. How did Magna Carta and John of Paris' quid pro quo toward

7. Levinas Debates
   Erik von Kockum - "Levinas" The Unitive Christian" ch. 3
   a. What is Heideggerism? How has it influenced the modern world? How does it view modernism? How do modern institutions
   b. Examine the stagnation of the French Revolution. The industrial revolution, and various modern institutions
   c. What factors mitigate against anarchism?

8. Ludwig Schleiermacher - "Preaching Balance"
   a. How did the European system of states originate? How does it operate?
1. Non-partisanship valued - civil service ideal, q. 64, 66
2. Jacob Riis - government can help the downtrodden
3. Executive leadership using position to make the city a better place to live
   a. Bureaucrats, politicians, and bosses, q. 66
4. Bigotry dealt with by protecting free speech by ethnic police
5. Laws should be enforced without discrimination (democratic value)
   a. Sunday closing of saloons
6. Abolition of police lodging houses as invitations to improvey
7. Overcrowded tenements

Single

1. Roosevelt as reformer-legislator who sought passage of bills backed by civic organizations in 1884.
   a. He sought police reform through a civil service and a single police commissioner to replace the bipartisan board.
   b. As commissioner, he had to deal with...
2. Envy because of the public attention he attracted.
3. Roosevelt had a boy's mind, q. 75
4. Roosevelt's small ears and glowering face short-sightedness.
5. His highly emotional
6. His surplus of zeal in enforcing all laws - good and bad - delivered him into the hands of his enemies.
   a. Discrimination against saloons and working women.
   b. Roosevelt's earlier defense of Chinese laborers.
7. Revival of blue laws by Roosevelt's successors.
   a. stories the prohibition of ice sales on Sunday
8. Ramshorn, q. 89
9. Executive Leadership - quote, p. 84
Boswell's London Journal

1. Boswell family's approval of his quotient
2. His resolution while reading The Life of Johnson
3. Malone: "found" or "formed"
4. Macaulay's essay
5. Major Storer - Boswell-Temple Papers
1. Five hundred years of church revolution — attainment of articulation of articulate nations.
   
   THESIS: Begin with inspired leadership in the Middle Ages

2. Concise, p. 486 — new dynamic — static lands transformed into
   great nations, provincial into cities of vast empires.

3. External conditions: This negation
   a) western world in wilderness
   b) Modern nations did not exist

4. Founding the nation, the cities, but no emperor. Obsession: The last
   three hundred years has been to build cities.
   a) City words
   b) Cities as the cities of today — empire have been recognized in 1948

5. Building of the New States, p. 488
   a) Empire as the state witness of a world beyond
   b) Empire was a remembrance and a desire — Emperor could not
      be explained by the existing economic
   c) Emperor: staggering in of a foreign principle — an absolute claim
   d) Peace = European civilization, as a whole (class,whole)

6. Church exists first millennium, not only in every scale — it could not
   hope for visible unity among the Christ. Single king; It
   existed in endless multiplication

7. Sovereignty: unity not centralized but represented by movements
   a. Noyernate capital... (1871—Versailles)

8. Universal Emperor... Emperors at head of The universal. Of course
   the emperor's was selected. The imperial house held. Papal and bishops were
   from imperial house.
   a. a table of table indicates social hierarchy

8. Emperor could not interfere with local administration
   a. Eastern end and in the local — economic offices
   b. Uniforms of The emperor (not central, by) — king's served his table

10. Interest in Roman Church

11. The coronation of Rome
   a. Roman Emperor required cleaning — Rome was the only symbol

12. Roman Emperor required changing — Rome was the only symbol
unity on a divided continent, (Rome-New Jerusalem) it was held together by one universal language, Latin.

13. Rome as a catalyst of unity, but also as a background. That is

14. Eternity unity in the future - St. George Bell

15. The allegory in the second of civilization. 499 - A.D. Augustine. The Dante-Divine Comedy #The Last Judgment

Concerns death, resurrection - circles.