

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.'"
 Combee, Jerry. Democracy at Risk, pp. 14-31.
 Jordan, James (1). "Interpreting the Historical Books of Scripture"
 _____ (2). "Symbolism: A Manifesto."
 Kuehnelt-Leddihn, Erik von (1). Leftism, chs. 5-7, Appendix.
 Littlefield, Henry. "The Wizard of Oz: Parable on Populism."
 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.
 Brooks, Van Wyck. The Flowering of New England.
 Carr, Edward Hallett. What Is History?
 Chilton, David (3). Paradise Restored.
 Fitzgerald, Frances. America Revised.
 Hollander, Paul. "Intellectuals and Conformity in American
 Society," The World & I, January 1987, pp. 545-554.
 Kirk, Russell (1). "Traditions of Thought and the Core Curriculum,"
 in Content, Character and Choice in Schooling.
 _____ (2). "Two Strong Reactionary Men of Letters," The
 World & I, January 1987, pp. 535-544.
 Kuehnelt-Leddihn, Erik von (2). The Timeless Christian.
 Nash, Ronald. Ideas of History, vol. I.
 North, Gary (3). "Epistemological Crisis of American Universities,"
 in North, ed. Foundations of Christian Scholarship, pp. 3-24.
 _____ (4). The Dominion Covenant: Genesis, Appendix A.
 Rosenstock-Huessy, Eugen (2). The Christian Future.
 Rushdoony, Rousas (2). The Messianic Character of American
 Education.
 _____ (3). The One and the Many.
 Samson, Steven. Crossed Swords.
 Schlossberg, Herbert. Idols for Destruction.
 Shafarevich, Igor. "Socialism in Our Past and Future," in
From Under the Rubble, ed. Alexander Solzhenitsyn.
 Singer, C. Gregg. "The Problem of Historical Interpretation,"
 in North, ed. Foundations of Christian Scholarship, pp. 53-73.

Audio-Visual Room:

- Dodd, Norman. "Foundations."
 _____ . "A Search for Truth."

Schedule

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 discuss 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."
[Gottfried, Hollander, North, Barzun, Hillman]
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.
[Koch, North, Barzun]
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.
[Machin, Barzun]

ESSAY EXAM

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?

EVIDENCE AND VERIFICATION

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

th in history rests not on

Rosin stone

1. We are made by each leg of an hour + (p. 4)
Theme: creation of mankind
2. Great change: we long for a new history of mankind
(= new paradigm). World history is an autobiography.
3. Calendar: Holidays are popular creations. Life is a means of ^{compressing} time. (Man is a time-binding animal) ^{annual summation - Carlyle's idea}
4. The time of national wars is past because frontiers are paper thin (economics is universal, just as religion was once). Nationalism has been replaced by evolution, by civil war.
5. War is being replaced by revolution, class-consciousness of the soldier (cf. Ernst Jünger). War is abolished by using its machinery for internal purposes (emergency plans).
6. Man being treated as clay for other man's dreams. Vendettas have been ^{rehabilitated}. Universal loyalties of early Europe. ^{Three or four} Free choice of a profession. What is happening

February 11

1. ~~Evans~~ ~~Richter~~ Hesse - Out of Revolution, chs. 1-3

- a. ~~How does the longing for a new history of mankind~~
- b. What great change was wrought by the first world war?
- c. What does the calendar tell us about history?
- d. Why is the time of national wars in Europe... past? (p. 17)
- e. Why is war in this century taking on the frightening aspect of civil war? How is the archiving of war increasingly ^{being} ~~used~~ ^{used} for internal purposes?
- f. Why has the "peace of the land" not been restored?
- g. What ^{elements} ~~elements~~ of European ^{tradition} ~~tradition~~ has been threatened? What ^{is} ~~is~~ the "peace of the land"? Why has 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?
- h. What ~~are~~ the lessons most progressive ~~as well as~~ as well as conservative learn?

Venerable

2. David Chilton, "Objective Theology"

- a. What is the covenant? What are some biblical examples of covenantal relationships?
- b. What is the condition of covenant membership? What does Chilton mean by "objective theology"?
- c. What are realism and nominalism? How do they differ in various areas of doctrine? How is a traditional approach different?
- d. What have been some of the unfortunate consequences of a confusion between subjective and objective theology?

3. R. J. Rushdoony, "The One and the Many", chs. 1-2

- a. How is the problem of the one and the many to be resolved?
- b. How are freedom and order reconciled in the Augustinian-Calvinist view?
- c. What are the consequences of subordinationism? (p. 16)
- d. What are Dooyeweerd's four actual motives? What are the tensions within each?
- e. Why is there no dialectical tension in the Christian view?

4. Harold J. Berman - "Law and Revolution" Introduction
- What is the Western legal tradition? ~~What is its principal characteristic?~~ ^{What is its principal characteristic?} ~~What is its principal characteristic?~~ ^{What is its principal characteristic?}
 - Why do the prevailing theories of law and history present obstacles to an appreciation of this tradition? What are the alternative ^{legal theories} positions? ~~Why is historicism "blind"?~~ Why is Anglo-American historicism an obstacle to ~~understanding~~ ^{understanding}?
 - What were the six revolutions? ^{or elements} What were their common characteristics?
 - Why is this tradition facing its greatest crisis in the 20th century? How did this crisis originate?
 - How has each of the five characteristics of this tradition been affected by the crisis?

5. R.J. Roddery, "Christianity and the State"
- How was the divine right of monarchs manifested in the middle Ages? How did Gregory VII attempt to secure freedom ^{from the church} for the state?
 - What is a corporation? ^{How has the state produced the church?} What are the political and theological implications of Frederick the Great's view?
 - How did Mosaic and John of Paris' point toward nationalism?
 - How did the conciliar movement aid nationalism?
 - What are some of the modern parallels to the lay vision?
 - How did Julian the Apostate seek to erode Christianity?
 - What is the common conclusion of the positivist (communitist) and the idealist (realist) view of man?

6. Ludwig Dehio
- Erik von Kuehnelt-Leddihn "The Mindless Christian" ch. 3
- What is monkasticism? ^{The answer.} How has it ~~affected~~ ^{affected} the modern world? How has monastic ^{life} institutions been secularized?
 - Examine the reformation, the French Revolution, the Industrial Revolution, and various ~~the~~ modern institutions in light of monastic practices and motives. What is the missing element (39) ~~in~~ ⁱⁿ its secular forms and what replaces it?
 - What factors militate against monasticism?

7. Ludwig Dehio, "Precarious Balance"
- How did the European system of states originate? How does it orient?

Why is the state a type of The absolute + contractual central government? How did it originate? Why is the state a type of The absolute + contractual central government? How did it originate? Why is the state a type of The absolute + contractual central government? How did it originate?

Roosevelt

1. Non-partisanship valued - civil service ideal, p. 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. Requested checks and balances, p. 66
4. Bigotry dealt with by protecting free speech by ethnic police
5. Law should be enforced without discrimination (democratic in here)
 - a. Sunday closing of saloons
6. Abolition of police lodging houses as invitations to immorality
7. Overcrowded tenements

Pringle

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 the rest of the board to deal with
2. Envy because of the public attention he attracted
3. Roosevelt had a boy's mind, p. 75
4. Roosevelt's small ears and gleaming teeth - short-sightedness.
5. His highly excursions
 - a. His surplus of zeal in enforcing all laws - good or bad - delivered him into the hands of his enemies.
 - b. Discrimination against saloons and workmen
 - c. Roosevelt's earlier defense of German beer drinkers.
2. Revival of blue laws by Roosevelt's enemies
 - a. stories of prohibition of ice sales on Sunday
8. Rainier law, p. 83
9. Executive leadership - quote, p. 84

Boswell's London Journal

1. Boswell family disapproval of his postgraduate ways
2. His condition while writing *The Life of Johnson*
3. Malware: "banned" or "banned"?
4. Macaulay's essay
5. Major Stone — Boswell-Temple papers

Golden Byzantium

Rosenstock, ch. 9

1. Five hundred years of classical revolution — outcome: creation of articulate nations.

THESES = Byzantine inspired leadership in the Middle Ages

2. Core Area, p. 486 — new dynamic — static lands transformed into great nations, poured into citizens of vast empires.

3. External conditions: Two negatives

a) Western world no longer united

b) Modern nations did not exist

4. Paradox: no nation, no cities, but an emperor. Obsession w/ The last thousand years has been to build cities.

a) City walls

b) nations are the cities of today — empire has been re-created 17. 488

5. Building of The New Jerusalem, p. 488

a) Emperor 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 order

c) Emperor — stepping in of a foreign principle — an absolute claim

d) ^{← power belonging to past and future} Polis = European civilizations as a whole (Christ, in body)

6. Church enters first millennium was on bygone sides — it could not hope for visible unity or center until the return of the King. It existed in endless multiplication

7. Migratory court — unity not centralized but represented by movement.
a. No permanent capital. (Law XIV — Versailles)

8. Household economy — Emperor as head of the household. Dignitaries were servants of the imperial household. Popes and Bishops were the spiritual dignitaries.

*

a. order at table indicates social hierarchy
— Image of last Supper

9. Emperor could not interfere with local administration

a. Fatherhood and sonship bond — economic offices

10. Uniqueness of the emperor (not central) — King seated his table

11. Interest in reform of the church

12. ~~Temporary~~ The corruption of Rome

13. ~~Rome~~ Rome required cleaning — Rome was the only symbol of

unity in a divided continent, (Name = New Jerusalem) it was held together by one universal language, Latin.

13. Rome as a catalyst of unity, but also only a background that is missing, p. 494

* 14. Economic unity of the future — cf. George Akerlof

15. The alignment of the secret of civilization, p. 499 — cf. Augustine

16. Dante — Divine Comedy with the Last Judgment
Concerns Great Revolution — circles