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## History and Social Science Seminar Study Guide

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Assignment for Tuesday, Feb. 2, 1988: What is History?

Required: Bebbington, Patterns in History, ch. 1 (on reserve)  
Cantor, How to Study History, chs. 1-8

Special Assignments: (each reading is assigned to two students for discussion)

1. E. H. Carr, What Is History? ch.1
  - a. What differences separate the empirical theory of knowledge of early British philosophy and its common sense view of history from the modern skeptical view?  
Consider: a) relationship of subject and object, b) the character of facts.
  - b. What two extremes can a historian fall into?
2. Carl Becker, "What Is Evidence" in The Historian as Detective.
  - a. What everyday facts of life support the view that history is an imaginative creation rather than an accurate record of actual events as they occurred?
  - b. What is the relationship between the professional historian and Mr. Everyman?
3. Herbert Schlossberg, Idols for Destruction, ch. 1.
  - a. In what ways does history serve a religious purpose as an idol? What are the religious presuppositions of historicism, determinism, the idea of progress, and the myth of the seamless web?
  - b. What are the characteristics of a Christian view of history?
4. Edmund Wilson, To The Finland Station, pp. 1-34
  - a. Identify three ways Michelet applied Vico's "new science of history" concept to his own work.
  - b. How does Michelet's progressive nationalism express a religious outlook?
5. Russell Kirk, "Regaining Historical Consciousness" and "The Perversity of Recent Fiction" in Reclaiming a Patrimony.
  - a. What do Kirk and Lukacs mean by "historical consciousness"?
  - b. What is the importance of the "moral imagination"? How may bad history (or other literature) corrupt good morals?

Assignment for Thursday, Feb. 4, 1988: The Life of the Mind

Required: Dorothy Sayers, "The Lost Tools of Learning", in A Matter of Eternity (on reserve)

J. Gresham Machen, "The Importance of Christian Scholarship", in Education, Christianity, and the State

Special Assignments: (each reading is assigned to two students for discussion)

1. Van Wyck Brooks, The Flowering of New England, ch. 4.
2. Jacques Barzun, The Teacher in America, ch. 21.
3. Eugen Rosenstock-Huussy, Out of Revolution, pp. 397-406: "Teaching as a Public Trust".
4. Paul Hollander, "Intellectuals and Conformity in American Society," World & I, January, 1987 pp. 545-54.
5. Allan Bloom, "The University", in The Closing of the American Mind, pp. 243-56.

Assignment for Tuesday, Feb. 9, 1988: The Modern Epistemological Kaleidoscope

Required: Gary North, "Epistemological Crisis of The Modern University," in Foundations of Christian Scholarship

Special Assignments:

1. Jacques Barzun, House of Intellect, ch. 1
2. Allan Bloom, Closing of the American Mind, pp. 25-43
3. Ibid., pp. 47-67
4. Ibid., pp. 336-56.
5. National Review, October 9, 1987, pp. 34-53: "Campus 1987" (p. 30 is related).

HISTORY AND SOCIAL SCIENCE SEMINAR

Thursday, Feb. 11: Roots of the Modern Order

Required: Eugen Rosenstock-Huussy, Out of Revolution, chs. 1-3  
David Chilton, "Objective Theology"

Special Assignment:

1. R. J. Rushdoony, The One and The Many, chs. 1-2
2. Harold J. Berman, Law and Revolution, Introduction
3. R. J. Rushdoony, Christianity and the State, pp. 85-88, 116-140
4. Erik von Kuehnelt-Leddihn, Timeless Christian, ch. 3
5. Ludwig Dehio, Precarious Balance, pp. 19-42

Part II Historical Investigation

Tuesday, Feb. 16: Sources of History

Required: Cantor, chs. 9-10  
Winks, The Historian as Detective, Introduction

Special Assignment:

1. Winks, ch. 4
2. Winks, ch. 5

Thursday, Feb. 18: Evidence and Interpretation

Required: Winks, ch. 11; 22

Part III Philosophies of History

Tuesday, Feb. 23: Varieties of History, Part I

Required: Cantor, ch. 13  
Bebbington, Chs. 2-3

Special Assignment:

1. Nash, I, ch 7 Spengler
2. Nash, I, ch. 8 Toynbee
3. Nash, I, ch. 1 Augustine
4. Nash, I, ch. 9 Latourette, Niebular

Thursday, Feb. 25: Varieties of History, Part II

Required: Bebbington, chs. 4-6

1. Nash, I, ch. 3 Kant
2. Nash, I, ch. 4 Herder
3. Nash, I, ch. 5 Hegel
4. Nash, I, ch. 6 Marx and Engels

Tuesday, March 1: EXAM

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Thursday, March 3: Early Christendom

Required: Bebbington, ch. 7-8  
Rosenstock, ch. 8

Special Assignment:

1. Rosenstock, 9
2. Rosenstock, 10

Tuesday, March 8: Heresy and Revolution

Required: Kuehnelt-Leddihn, Leftism, ch. 5-7  
Chilton on Billington

Special Assignment:

1. Kuehnelt-Leddihn, ch. 1-4
2. Shafarevich, Socialist Phenomenon, pp. 18-46
3. Ibid., pp. 46-79

Thursday, March 10: The Modern Age, Part I

Required: Johnson, Modern Times, ch. 1

Special Assignment:

1. Otto Scott, The Other End of the Lifeboat, pp. 3-45
2. Kuehnelt-Leddihn, ch. 13
3. H. G. Wells, Anticipations, pp. 303-343.
4. Dostoevsky, Brothers Karamazov, "The Legend of the Grand Inquisitor"

Tuesday, March 15: The Modern Age, Part II

Required: Johnson, ch. 2

Special Assignment:

1. Otto Scott, pp. 46-104
2. Kuehnelt-Leddihn, ch. 14
3. Marañon, Liberal in the Looking-Glass, pp. 40-71
4. William H. McIlhany, The Tax Exempt Foundations, ch. 3

Thursday, March 17: The Modern Age, Part III

Required: Johnson, ch. 18

Special Assignment:

1. Otto Scott, pp. 105-159
2. Johnson, ch. 14
3. Ibid., ch. 16
4. Kuehnelt-Leddihn, ch. 18

Tuesday, March 22: Christian Reconstruction

Required: Russell Kirk, Decadence and Renewal in the Higher Learning, pp. 293-339  
Kuehnelt-Leddihn, Portland Declaration

Special Assignment:

1. David Chilton, Paradise Restored, pp. 15-82
2. James Jordan, Sociology of the Church, pp. 3-50
3. James Jordan, pp. 83-123
4. R. J. Rushdoony, "Religion of Revolution" and "Strategy of Fabian Socialism"

Thursday, March 24: SECOND EXAM

1. Dorothy Sayers, "The Lost Tools of Learning"
  - a. Are we better educated today or is it merely that our intellectual childhood is prolonged? Identify some symptoms of educational deficiency in face of mass propaganda we encounter almost daily.
  - b. What is the great defect in our education today? How may it be remedied?
2. J. Gresham Machen, "The Importance of Christian Scholarship"
  - a. How does Machen compare with Sayers on the subject of methodology and content? Do their analyses seem to dovetail--or are they contradictory?
  - b. What is the proper place of philosophy in Christian education?
3. Van Wyck Brooks, "George Ticknor's Wanderjahre"
  - a. Describe the intellectual regimen of Gottingen and its results.
4. Jacques Barzun, "To a Young Man Who---"
  - a. What is bohemianism? What factors make the contradiction between business and intellectual life so disruptive? Why do scientists have it easier?
  - b. How does a person become truly educated?  
Why is a classical education useful for scholarship?  
What must be done?
5. Rosenstock-Huessy, "Why Teaching Is a Public Trust"
  - a. What was the purpose of the public professor? (You might compare what he says about the English chancellor, 266-74; the concordat, 541-45.)  
Why did this institution favor systematic thinking?
  - b. Why was the German professor given such esteem? How did the German civil service reflect this tradition?
6. Paul Hollander, "Intellectuals and Conformity in American Society"
  - a. In what way are intellectuals the new clerics, or clergy?
  - b. How has the intellectual community been corrupted? Identify some of the stereotypical attitudes that have taken the place of critical thinking.
7. Allan Bloom, "The University"
  - a. Why is the university (an "unpopular" institution) important in a democracy? How may it maintain openness?
  - b. What weaknesses of the democratic mind does it counteract? How?

## HISTORY AND SOCIAL SCIENCE SEMINAR

1. Gary North, "The Epistemological Crisis of American Universities"
  - a. What is the root problem and what are some of its manifestations? How does the new left differ from the old left? Identify some of the manifestations of an intellectual paradigm shift during the Vietnam War?
2. Jacques Barzun, "The Three Enemies of the Intellect"
  - a. Why is intellect envied? What is the real problem of intellectuals today?
  - b. What is philanthropy? What has made it become an enemy of intellect, along with art and science?
3. Allan Bloom, "Our Virtue"
  - a. What is "our virtue?" How has the moral goal of our educational system changed? What sort of intolerance has been bred by it? What are some manifestations of it in civic education and social science?
  - b. How has the intention of the founders regarding minorities been reversed? Why does "openness" result in conformism? What is the effect of historicism and cultural relativism?
4. Allan Bloom, "The Clean Slate"
  - a. How has the character of the American student changed between the 1950s and the 1980s? What background did earlier generations of students bring with them?
  - b. What are some of the attacks aimed at our country's founding heritage? Identify some signs of the decline of religion in primary learning. What is the cause? What are the consequences?
5. Allan Bloom, "Liberal Education" and "Decomposition of the University"
  - a. What does today's university stand for?
  - b. What are some of the ways today's universities are seeking to restore requirements? Why has the Great Books approach been resisted by the faculty?
  - c. Why did Cornell fail to resist the student revolutionaries?
6. "Campus 1987"
  - a. What do Bloom and Hirsch have to tell us about the state of the American mind today?
  - b. What are the new liberal taboos of today? The liberal cant?
  - c. What make Emerson, Nietzsche, and Freud so dangerous?



February 11

1. Eugen Rosenstock-Huussy: Out of Revolution, chs. 1-3
  - a. What great change was wrought by the First World War?
  - b. What does the calendar tell us about history?
  - c. Why is "The time of national wars in Europe...past"? (p. 17)
  - d. Why is war in this century taking on the frightening aspect of civil war? How is the machinery of war increasingly manipulated for internal purposes?
  - e. What venerable European traditions have been threatened? What 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?
  - f. What lessons must progressives as well as conservatives learn?
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 Trinitarian 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 cultural 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
  - a. What is the Western legal tradition? What are its principal characteristics?
  - b. Why do the prevailing theories of law and history pose serious obstacles to an appreciation of this tradition? What are the alternative legal theories to the prevailing legal positivism? Why is historicism "blind"? Why is Anglo-American insularity an obstacle to understanding?
  - c. What were the six revolutions? What were their common characteristics or elements?
  - d. Why is this tradition facing its greatest crisis in the 20th century? How did this crisis originate?
  - e. How has each of the ten characteristics of this tradition been affected by the crisis?

5. R. J. Rushdoony, "Christianity and the State"
  - a. How was the divine right of monarchs manifested in the Middle Ages? How did Gregory VII attempt to secure freedom for the faith?
  - b. What is a corporation? How has the state parodied the church? What are the political and theological implications of Frederick The Great's view?
  - c. How did Marsilius and John of Paris point toward antinomianism?
  - d. How did the conciliar movement aid nationalism?
  - e. What are some of the modern parallels to the Inquisition?
  - f. How did Julian the Apostate seek to cripple Christianity?
  - g. What is the common conclusion of the positivist (nominalist) and the idealist (realist) view of man?
6. Erik von Kuehnelt-Leddihn, "The Timeless Christian", ch. 3
  - a. What is the purpose of monasticism? How has it affected the modern world? How has monasticism been secularized?
  - b. Examine the Reformation, the French Revolution, the Industrial Revolution, and various modern institutions in light of monastic practices and motives. What is the missing element (39) in its secular forms and what replaces it?
  - c. What factors militate against monasticism?
7. Ludwig Dehio, "Precarious Balance"
  - a. How did the European system of states originate?
  - b. What were the characteristics of Venice's maritime empire? What later empire did it resemble?
  - c. Why was France the prototype of the absolutist continental national power state? How did Spain differ in its development?
  - d. Why was the battle for Italy also the death struggle of the Italian system of free states? How was the balance of power game played and what did this mean for Christian unity?