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 I, 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

Evidence and verification in history rests not on
1. We are made by each thing of our heart: (p. 54)
   Thematic creation of mankind

2. Great changes are long for a new history of mankind
   (a new psychology, world history as an autobiography).

3. Calendar's history in popular custom: liturgy is
   a means of conserving time. (Man is a time-binding fate)

4. The time of national wars is past because humanity,
   as a super-being (economics is universal, just as
   religion was once). National wars have been replaced
   by coalitions, by civil war.

5. How it is being replaced by revolutions, class-consciousness
   of the soldiers (e.g., Ernest Jünger). War is abolished
   by using its machinery for internal purposes (emergency
   armies).

6. Man being treated as clay for other man's desires.
   Vendettas have been abolished. Universal loyalty of
   man by Europe. Peace of the 19th century. How is
   happening
February 11

1. Ferdinand Hessey - "The Revolution," chs. 1-3
   a. What change was wrought by the first World War?
   b. What does the calendar tell us about history?
   c. Where is the horse at national wars in Europe? (p. 17)
   d. Why is the horse at national wars in Europe? (p. 17)
   e. Why is war in the century taking on the frightening aspect of civil war? How is the machinery of war increasing by internal engines?
   f. What has the peace of the land not been restored?
   g. What has been the influence of Europe on America?

2. What are some ways in which these have been the same?
   a. What is the nature of these same institutions in the same?
   b. What is the nature of these same institutions in the same?
   c. What is the nature of these same institutions in the same?
   d. What is the nature of these same institutions in the same?
   e. What is the nature of these same institutions in the same?
   f. What is the nature of these same institutions in the same?
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   v. What is the nature of these same institutions in the same?
   w. What is the nature of these same institutions in the same?
   x. What is the nature of these same institutions in the same?
   y. What is the nature of these same institutions in the same?
   z. What is the nature of these same institutions in the same?

3. What lessons must progressives as well as conservatives learn?
   a. What is the present? What are some biblical examples of community relations?
   b. What is the condition of community members? What does Chilton mean by "objective theology"?
   c. What is the condition of community members? What does Chilton mean by "objective theology"?
   d. What is the condition of community members? What does Chilton mean by "objective theology"?
   e. What is the condition of community members? What does Chilton mean by "objective theology"?
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   x. What is the condition of community members? What does Chilton mean by "objective theology"?
   y. What is the condition of community members? What does Chilton mean by "objective theology"?
   z. What is the condition of community members? What does Chilton mean by "objective theology"?

4. What has been the result of the interfaith consequences of a confusion between subjective and objective theology?
4. Harold J. Berman - "Law and Revolution: Introduction"
   a. What is the Western legal tradition? What is its principal characteristics?
   b. What are the six revolutions? What were their common characteristics?
   c. Why is the intellectual tradition of law and history so central to our appreciation of this tradition? What are the alternative views of the prevailing legal positivism? Why is it helpful to think of law in functionally different ways?
   d. What were the six revolutions? What were their common characteristics?
   e. Why is this tradition facing its greatest crisis in the 20th century? How did this crisis originate?
   f. How have the six characteristics of this tradition been affected by the crisis?

5. R. J. Rushmer - "Christianity and the State"
   a. How was the divine right of monarchs manifested in the Middle Ages? How did Henry VIII attempt to secure freedom from the Church?
   b. What was the controversy? What are the political and theological implications of Frederick the Great's views?
   c. How did Muscovy and John of Paris' conflict toward unitary views?
   d. How did the sixteenth movement aid nationalism?
   e. What are the modern parallels to the Inquisition?
   f. How did Napoleon the Apostate seek to cripple Christianity?
   g. What is the common conclusion of the positivist (materialist) and the idealist (realist) view of man?

6. Leckie's Debate
   b. What is romanticism? How has it affected the modern world? How have romantic movements been secularized?
   c. Examine the dynamics of the French Revolution. The Industrial Revolution, and various modern institutions in light of romantic practices and motives. What is the missing element (39) in modern forms and what replaces it?
   d. What factors militate against anarchy in a European system as it was organized? How does it operate?
   e. "Precis Kaleidoscope"
Roosevelt

1. Non-partisanship valued — civil service ideal, p. 64
2. Jacob Riis - government can help the disadvantaged
3. Executive leadership making position to make city a better place to live
   a. Required checks and balances, p. 66
4. Big city 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幾個
7. Overcrowded tenements

Single

1. Roosevelt as reformist began labor who sought passage of bills backed by civic organizations in 1884.
   a. The 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. Eager because of the public attention he attracted.
3. Roosevelt had a beguiling mind, p. 75
4. Roosevelt's small ears and glancing fathom short-sightedness.
5. His nightly excursions
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 workers' groups
   b. Roosevelt's earlier defense of German beer drinkers.
7. Removal of blue laws by Roosevelt's enemies
   a. Stories of prohibition of ice sales on Sunday
8. ~Mauchland, p. 89
9. Executive leadership — quote, p. 84
Boswell's London Journal

1. Boswell family disapproval of his quit-right maneuvers
2. His resolution while writing The Life of Johnson
3. Mallock: "bound" or "bundled"?
4. Macaulay's essay
5. Mango Stones — Boswell-Temple Papers
1. Five hundred years of civilizational revolution — outcome: creation of articulate nations.

**Thesis**: Begin with inspired leadership in the Middle Ages

2. Caves Are, p. 486 — new dynamic; static leads to transformed into great nations, provinces into empires.

3. External conditions: This negative
   a) Western world in degeneration
   b) Medievals had not yet

4. Pundocracy: The nation, its cities, but no emperor. Obsession: The last
   Thucydides has been to build cities.
   a) City gods
   b) Cities are the cities of today — empire have been reconciled 1848

5. Building of the Renaissance began, p. 488
   a) Emperor as the state within of a world beyond
   b) Empire was a remembrance and a desire — Emperor could not be explained by the existing economic
   c) Emperor: stepping from a foreign principle — an absolute claim
   d) Petrol = European civilisation = a brother (ch lion)

6. Church: its first millennium was only human scale — it could not have been entirely in contact with the theme. But: it existed in endless multiplication

7. Modern Christianity: unity not centralised but expressed by movement.
   a) Nuremberg capital (1814 Versailles)

8. House of Habsburg — Emperor as lord of The universe. Organizations were served of the imperial house held. Pope and此基础上 were the two

9. Empire could not interfere with local administration
   a) Eastern and in their local economic offices

10. Unity was of the emperor (not centralism, by) — kings served his table

11. Interest in economy of the church

12. The corruption of Rome

13. Papal authority required cleaning — Rome was the only symbol of
13. Rome as a catalyst of unity, but also as a background that is
    vanishing. 11. 494


15. The allegorical representation of civilization: 7. 499 and Augustine
    in "Dante-Divine Comedy." The last judgment
    concerns current revision - circles.