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Vishal Mangalwadi: The Book that Made Your World Study Guide

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**VISHAL MANGALWADI:
THE BOOK THAT MADE YOUR WORLD
STUDY GUIDE, 2011-2012
Steven Alan Samson**

PROLOGUE

Study Questions

1. How did Dr. Arun Shourie's attack on Christianity assist the rise of the Bharatiya Janata Party (BJP)? What sort of backlash against missionaries resulted? What accounts for Dr. Shourie's ignorance? Why does the author ask: Must the sun set on the West? [In 2010, a conference held in Australia was titled: The Sun Rises in the West]. (xix-xxi)

Review

Arun Shourie

BJP

PART I: THE SOUL OF WESTERN CIVILIZATION

CHAPTER ONE: THE WEST WITHOUT ITS SOUL: FROM BACH TO COBAIN

Study Questions

1. NOTE: Grunge, also known as the Seattle sound, which emerged in the last half of the 1980s, drew on the hardcore punk and heavy metal movements. Nirvana's *Nevermind* (1991), which eventually sold 30 million albums, bumped Michael Jackson's *Dangerous* off the top of the charts in January 1992 and brought alternative rock to a mainstream audience. When **Kurt Cobain**, who became a major celebrity, committed suicide in 1994 (in a manner that resembled Ernest Hemingway's suicide in 1961), at least sixty-eight copycat suicides were attributed to his example. René Girard, who has explored the origins of religion and culture in primeval violence, would likely cite such a phenomenon as an example of "mimetic desire" leading to a "mimetic contagion." In some ways, a parallel form of imitation may be found in the Hindu practice of *Sati* (or suttee), in which a widow is burned alive on her husband's funeral pyre. This practice, which was largely stamped out by British colonial officials, is discussed in chapter 19. It was still practiced in Bali in the early 20th century.

Why is "never mind" a logical virtue for a nihilist? What is the presuppositional basis for the concept of *nirvana*? What accounts for the rapid rise of teenage suicide? Why is secular psychology a discipline in decline? What do the followers of **Sigmund Freud** and **Carl Jung** now recognize about their masters' own belief in the existence of the self? By the way, the 19C nihilist Max Stirner believed in the self to the exclusion of all else (*The Ego and His Own*). How did the Buddha deconstruct the Hindu idea of the soul? (3-6)

2. **Music After God's Death** What was the logical corollary to Friedrich Nietzsche's notion of the death of God? What have been some of the consequences of the rejection of the self? Through the influence of St. Augustine, how did the West escape the paralyzing influence of (Buddhist)

skepticism? Why did Cobain's music appeal to contemporary America? What is the significance of Zen *koans* and *mantras*? (6-10)

3. Why is music a natural part of life to the Western mind? How is this reflected at Oxford and Cambridge? How (and why) is music restricted in many countries? Why did Buddhism leave no discernible musical tradition? (10-12)
4. **Writing Music into the West's DNA** How did biblical teachings help develop the Western idea of a universe or cosmos? How did **St. Augustine** (who was a Platonist by training) understand the importance of music? What does loving God and loving one's neighbor entail (as opposed to the "never mind" virtue of the nihilist)? What were some of the fruits of St. Augustine's biblical philosophy of music? "The first organ of which any detailed record exists was built in Winchester Cathedral [according to the Cathedral's website] in the 10th century. It was a huge machine with 400 pipes, which needed two men to play it and 70 men to blow it, and its sound could be heard throughout the city." (12-15)
5. **Taking Music to the Masses** Why is **Martin Luther** important in the history of Western music? What were some of the fruits of his emphasis on the covenantal relationship with God in faith? How did he help the biblical worldview to become the soul of Western civilization? [Pitirim Sorokin, Christopher Dawson, Eugen Rosenstock-Huussy, Harold J. Berman, and David Gress pay close attention to the medieval period, as well]. What was **William Tyndale's** contribution? How did Luther's reforms in the church and university reflect the Jewish prophetic tradition? (15-18).
6. **The Flowering of Western Music** How did **Johann Sebastian Bach** reflect the Augustinian-Lutheran views of creation and music? (18-20)
7. **The Loss of "Tonality" in Western Music** Richard Wagner's extreme chromaticism in Tristan pointed toward the suspension of tonality that marked Arnold Schoenberg's later serialism, whose Gurrelieder shows his early debt to Wagner. Wagner and Nietzsche both owed a philosophical debt to Arthur Schopenhauer, who brought Eastern influences into Western philosophy. Claude Debussy and Erik Satie were both Rosicrucians. (20-22)
8. **The Amputation of the Soul** What are some of the reasons people give for rejecting the Bible? A tendency toward reductionism in modern positivism is one of the chief culprits in the "amputation of the soul." Pope Benedict XVI addressed this problem in his Regensburg Lecture. Jacques Barzun does not directly attribute the West's decadence to its loss of biblical faith but he still recognizes it as a spiritual problem. Today, the western educational machinery can make good robots but cannot even define a good man. Who are some of the West's saboteurs (many of whom are discussed in the book), according to George Orwell? How did **Malcolm Muggeridge** view the problem, even before he converted to the Christian faith? (22-23)

Review

Kurt Cobain	Buddhist concept of <i>nirvana</i>	<i>Atman</i>
teenage suicide	nihilism	Friedrich Nietzsche
St. Augustine	Winchester cathedral's pipe organ	
Martin Luther	William Tyndale	Johann Sebastian Bach
tonic vs. atonality	Richard Wagner	Claude Debussy
Malcolm Muggeridge		

PART II: A PERSONAL PILGRIMAGE

CHAPTER TWO: SERVICE: OR A TICKET TO JAIL?

Study Questions

1. What was the nature of the author's culture shock in January 1976? Why was it dangerous to live on a farm outside the village? Why did families bury their wealth? What caused the economic stagnation that prevailed? (27-28)
2. **Culture and Poverty** What kind of worldviews prevail in moribund (death-bound) cultures? The author and his wife understand that faith has to be modeled for others. Jesus, for example, emphasized doing His Father's will. This is a positive example of what Girard calls "mimetic desire." A negative example of mimetic desire is the commandments against coveting. Envy seeks to destroy what others enjoy. What kind of "faith" leads people to be vulnerable to exploitation (victimization) and oppression? The author makes note of Kerala state, which has a greater percentage of Christians than any other state in India and is the site of the first synagogue, first church, and first mosque in India. . According to Wikipedia, "Kerala has the highest Human Development Index in India, comparable with that of first world nations but with a much lower per capita income. The state has a literacy rate of 94.59 percent, also the highest in India. A survey conducted in 2005 by Transparency International ranked Kerala as the least corrupt state in the country." (28-29)
3. How did the author handle Ram Singh? Why did his relief work lead to conflict with the district authorities? Why did he stop his relief work? Why the author engage in civil disobedience when ordered to call off the prayer meeting? [Socrates similarly engaged in civil disobedience]. How did the author's imprisonment turn into a blessing? What sort of questions came to his mind during this period of enforced meditation? (30-37)

Review

dacoits
exploitation

why India stagnated
disaster relief

fear of envy (the evil eye)

CHAPTER THREE: QUEST: CAN BLIND MEN KNOW THE ELEPHANT?

Study Questions

1. **To Think or Not to Think** What did **David Hume** show about the limitations of logic? What had been **René Descartes** hope about reason in the mid-1600s? Was that hope still widely held three centuries later? What did the Buddha believe to be the source of ignorance? (39-42)
2. **Five Blind Men and an Elephant** Science traditionally emphasized the need for verification. But **Karl Popper**, among others, criticized the logical positivists' emphasis on scientific verifiability by admitting the importance of **falsifiability** and holding that non-falsifiable statements are meaningless. (42-43)
3. **Would Eyes Exist, If Light Did Not?** What did the author find wrong about some of his professors' assertions about God? What mistake was made by early Enlightenment philosophers, such as Descartes? Why cannot the intellect know anything without revelation? Why have the **Vedas** never been translated? As the author later notes, translations of the Koran (Qur'an) from the sacred Arabic text are regarded as inadequate by strict Muslims. (43-45)

Review

David Hume
Karl Popper

René Descartes
falsifiability

the Buddha
Vedas

CHAPTER FOUR: SELF: AM I LIKE DOG OR GOD?

Study Questions

1. What are the presuppositions of the school of psychology [pioneered a century ago by John B. Watson] known as **behaviorism**? **B. F. Skinner**, the pioneer of “operant conditioning,” inventor of the Skinner box, and author of *Walden II*, was its most famous exponent in the 1960s and 1970s. [There was also the prevailing school, known as behaviorism, at the University of Colorado political science department in the late 1960s]. How does the biblical view of the human self differ? What was the author’s epiphany? How do **production** and **creation** differ? What does **determinism** imply? How did Western civilization believe and act differently from traditional **fatalism**? (46-48)
2. How is language itself creative? What is *inspiration*? How does language make us human? [Before Helen Keller was Laura Bridgman, who was also taught to communicate]. How does Western science effectively differ from Indian mysticism? What does the author mean by saying that language is revelatory? What did **Albert Einstein** regard as the “eternal mystery of the world?” What did Tripathi believe about good and evil – and value judgments generally? Why are value judgments important? Why do some people reject them? (48-52)
3. What three types of value judgment does the author identify? Why is it important to make them? How did the Bible’s treatment of Jewish rulers differ from Indian folk history’s treatment? What did he find surprising as he considered the Bible’s authorship? What does the author mean by subaltern history? What does the Bible claim to be? What does it have to say to political science? (52-54)
4. How does **revelation** go beyond literature? Why has the Bible make it possible for the West to reform itself repeatedly? What reason did the Bible give the author for reading it? What testable hypothesis (or prediction) did the author discover? What preceded the Indian Renaissance begun by Raja **Ram Mohan Roy**? Where did India’s freedom begin, if not with Mahatma Gandhi? (54-56)

Review

behaviorism
determinism
Albert Einstein
revelation

B. F. Skinner
fatalism
three types of value judgment
Ram Mohan Roy

production vs. creation
Helen Keller
Bible’s claims

PART III: THE SEEDS OF WESTERN CIVILIZATION

CHAPTER FIVE: HUMANITY: WHAT IS THE WEST’S GREATEST DISCOVERY?

Study Questions

1. Why did the secular professors who taught the author that the West discovered human dignity during the Renaissance have an incomplete and misleading understanding? (59-60)
2. What did the author learn from the starvation and death of Sheela? How did **Ramakrishna** Paramhansa (mentor of Swamin Vivekananda) adapt a Buddhist teaching – *Anatman* – to Hinduism? In the *Bhagavad Gita*, how could the god Krishna encourage Arjuna to kill his cousins and teachers? [The pagan Greeks told tales of notorious cannibals, like Cronus and Polyphemus]. (60-65)
3. **Humanism** How were notions of human dignity and rights introduced into India? If the idea of not committing **infanticide** become “common sense” among the educated, studies show that it is still widespread. Adam Jones has written books on genocide and “gendercide.” What three competing worldviews were at work in Europe before 1500? What ideas typified the Greek cosmological worldview that influenced the scholastics? (65-67)
4. How did **nominalism** originate? What inspired the Renaissance’s new vision of man? Contrast this Renaissance view with Plato’s philosophy of Ideas. How did the **doctrine of creation** lead the nominalists reject the assumption of Greek Idealism? What basis did the humanists find for valuing human freedom? (67-69)
5. **The Renaissance Discovery of Man** What contributions did Coluccio Salutati, Lorenzo Valla, and **Pico della Mirandola** make to the Renaissance conception of human dignity? (69-70)
6. **The Incarnation: The Basis of Human Dignity** Why did the notion of human dignity fail to arise in Muslim culture? Why is the **Incarnation** the ultimate proof of man’s dignity? What is the significance of God’s descent, according to **Petrarch** [Francesco Petrarca, the father of humanism, who was known as the first tourist and the first mountain climber]? Why did the author’s neighbors understand Ruth’s compassionate impulse? (70-72)
7. **The Secular Myth** How did **Percy Bysshe Shelley**’s secular reworking of the **myth of Prometheus** create confusion over the origins of human dignity? [Shelley’s wife Mary wrote the original horror story, *Frankenstein*, which, like Karl Capek’s later robot, may have derived from the golem legend]. How have Marx’s, Nietzsche’s, and Freud’s embellishments of this myth helped shape subsequent history? It should be noted that in *Moses and Monotheism* Sigmund Freud speculated that Moses was an Egyptian monotheist who led a number of people to freedom, only to be killed by rebels, who, out of guilt, later joined with the Midianites and hoped he would return as a Messiah. (72-73)
8. America has certainly not escaped all the consequences of the secular myth. The counterculture of the 1970s bred the nihilism typified by Kurt Cobain and Ingrid Newkirk of PETA. Post-Marxist structuralists and post-structuralists like Barthes, Foucault, and Derrida held that our lives are culturally-determined and that individuality is an illusion. (74-74)
9. **Rebellious Compassion** Christ’s incarnation inspired many Christians to give up their comforts and risk their lives in serving others. The West became humane because Christ modeled what it is to be human. [cf. René Girard’s concept of mimetic desire]. But the rejection of the soul in the West makes human individuality and dignity an illusion.

Review

Ramakrishna	humanism	infanticide
nominalism	doctrine of creation	Pico della Mirandola
Renaissance conception of human dignity		Petrarch
Percy Bysshe Shelley	myth of Prometheus	

CHAPTER SIX: RATIONALITY: WHAT MADE THE WEST A THINKING CIVILIZATION?

Study Questions

1. What is the significance of the rise of the **schoolman** in the Middle Ages and the influence of a Biblical worldview? Why didn't printing reform China or Korea. One factor is that literacy remained hieratic (sacerdotal or priestly) in those cultures. In the West the printing press made the Bible more generally available, leading to more widespread literacy and the Reformation. How do the prayers of Buddhists and Christians typically compare? (77-79)
2. **A Mechanical Path to Salvation** How does the author illustrate "salvation by rotation" through **Maharishi Mahesh Yogi's Transcendental Meditation**? It should be noted that "rotation" is a good description of the cyclical view of time and history. What is the *Chain of Dependent Origination*? What is *maya*? What caused the Greek tradition of rationality to begin to die out? Plato's Academy was re-founded during Roman times and was closed by the Emperor Justinian in AD 529. How did the rhetoric of Sophists help undermine logic? According to Raoul Mortley, what role did the Jewish philosopher **Philo** play in saving **logos** from the attacks of skeptics? *Hypostatis* means substance and is a critical component of both Platonic and scholastic *realism* (which is the opposite of nominalism in the medieval Battle of the Universals). How have the implications of Christ's incarnation helped make the West different from India? What practical difference does it make to hold that God is Truth? How does the conception of time differ in the West and India? (79-83)
3. **The Light of Logic in the Dark Ages** How did **St. Augustine** and **Boethius** help save the intellect from the skeptics' attack? What was the institutional preserve (or protector) of rationality in the Middle Ages? What did spirituality mean for **John of Damascus**? (83-86)
4. **Mass Awakening of the European Mind** By what opposite means were moral and social reform pursued in early modern Europe? According to David Landes, what helped get Christians thinking for themselves? Here he is describing what Max Weber characterized as *The Protestant Ethic and the Spirit of Capitalism*. What did a reading of **William Tyndale** inspire Henry VIII to do (and then attempt to undo)? The later Authorized Version of the Bible (1611) removed the marginal notes that could be found in earlier editions, such as the Geneva Bible. What sparked a "bottom-up intellectual revolution?" The phrase *Guns, Germs, and Steel* (1997) is a reference to Jared Diamond's thesis supporting materialistic determinism to explain economic development. David Landes's book, *The Wealth and Poverty of Nations* (1998), does not make the same mistake. What does Cedric Cowing contend about the impact of the **Great Awakening** (beginning in America with **Jonathan Edwards**)? What did biblical revivals accomplish in Protestant countries? According to **Adam Smith**, what made the difference between poverty and prosperity? Identify some of the constituent parts of the rationality and ethos that have served as an engine for global development. Why, according to **Juan Bautista Alberdi**, did Argentina lag behind the Protestant countries? (86-90)
5. **Are We Witnessing The Closing of the American Mind?** The author warns against an "amputation of the soul" comparable to what the development economist P. T. Bauer called "the amputation of the time dimension." Osho (**Bhagwan Shree Rajneesh**), who was pronounced "genuinely evil" by Oregon Attorney Gen. David Frohnmayer, was a major conduit of Eastern spirituality currents to the United States before his deportation in 1985. He was a nihilist, but not a promoter of "Cobain's nihilism." Again, the "sex ritualized with Gnostic mumbo-jumbo" does not itself directly link Dan Brown with Rajneesh.

Review

schoolman (scholastic)
maya
Boethius
Great Awakening
Juan Batista Alberdi

Maharishi Mahesh Yogi
Philo and logos
John of Damascus
Jonathan Edwards
Bhagwan Shree Rajneesh (Osho)

Transcendental Meditation
St. Augustine
William Tyndale
Adam Smith

CHAPTER SEVEN: TECHNOLOGY: WHY DID MONKS DEVELOP IT?

Study Questions

1. Why in the midst of the water and electricity of Jinja in Uganda were women still carrying water on their heads? What is the role of the men? What comparisons did Mangalwadi make? What is **dharma**? Why does pollution kill far more people in technologically advanced, nonbiblical cultures? In the critique of technology, what should be regarded as the most blameworthy: the technology that is the fruit of the biblical worldview or the human heart and mind that have been delegated a portion of authority over God's creation? What premise did Lynn White, Jr. recognize at the foundation of the **humanitarian technology** that arose in the Middle Ages? Why did Chinese clock making not become an industry? Why did the use of the waterwheel for grinding grain not become widespread until the Middle Ages? (92-96)
2. **What Accelerated Western Technological Progress in the Western Middle Ages?** Identify four attributes that led **Ernst Benz** to conclude that the **biblical worldview** is the key to understanding Western technology. What did the destruction of classical **animism** by **biblical cosmology** mean for the development of technology? What role was played by Christian spirituality? How role was played by the moral activism of the Western Latin church in contrast to the contemplative emphasis of Eastern Greek Christianity? Why did Christian monks rather than Buddhist monks develop technology? What did the followers of **St. Benedict** understand about **work** and **toil**? "The spirit of St Benedict's Rule is summed up in the motto of the Benedictine Confederation: *pax* ("peace") and the traditional *ora et labora* ("pray and work')." His name was taken by Pope Benedict XVI. (96-99)
3. **"Applied Science" or "Applied Theology"?** What is misleading about the term "applied science"? What contribution did the chemist **Sir Alfred Mond** make in 1890? What was the chief glory of the later Middle Ages, according to White?
4. **The Fore-and-Aft Rig (Lateen Sail)** What brought to an end the use of galleys and slave labor aboard ship early in the Christian era? How is the **emancipation of slaves** bound up with the Bible and Christian theology? What kind of society does it take to develop technology that emancipates and empowers human beings? (100-101)
5. **The Wheeled Plow and the Horse** How serious a threat to Christian Europe was posed by **Islamic invasions**? What technological innovation gave birth to cooperative farming and made possible the three-field system of cultivating that strengthened Europe's economic foundations? What **three inventions** made the horse useful for agricultural purposes? (101-03)
6. **The Water Mill, the Windmill, and the Crank** Where did the idea develop of harnessing water and wind energy for human emancipation from the drudgery of toil? (103-04)

7. **The Wheelbarrow and the Flywheel** How is the wheelbarrow a labor-saving device? What is the purpose of a flywheel? What is significant about the work of the Benedictine monk **Theophilus**? (105)
8. **The Pipe Organ and the Mechanical Clock** Although the science began in India, what roles were played by **William of Auvergne** and medieval monks in the invention of mechanical clocks? (106-07)
9. **Eyeglasses** When and where were eyeglasses invented? Why did monks become their immediate patrons? How did **Fra Giordano** in 1306 bear witness to the invention of invention (eyeglasses were reinvented by Fra Alessandro da Spina because the earlier inventor did not share his secrets)? **Eilmer of Malmesbury** (where Thomas Hobbes lived) is remembered for both his glider flight and twice witnessing Halley's comet. (107-08)
10. **God Made Adam a Living Soul** What is **technology** and what makes it the essence of man? Why did **monasticism** (as opposed to asceticism) develop in the Middle Ages? How was manual work regarded by Brahmins (as well as aristocrats generally)? What was the chief concern of Theophilus's book? What is significant about the *Didascalicon* of **Hugh of St. Victor**? What three specific defects in humans did he believe the Bible revealed? (108-11)
11. **Lessons from the Taj Mahal** How high were taxes in the 1620s in the time of Shah Jahan? What made extortion by tax collectors inevitable? What was the character of the political system as a "pyramid of power?" (111-14)

Review

Lynn White Jr.	humanitarian technology	four attributes of Ernst Benz
destruction of classical animism	St. Benedict	Alfred Mond
emancipation of slaves	threatened posed by Islamic invasions	
wheeled plow	three-field system	three inventions using horse-power
flywheel	Theophilus	mechanical clock
William of Auvergne	eyeglasses	Fra Giordano
Eilmer of Malmesbury	technology	monasticism
Hugh of St. Victor	extortion and the political system	

PART IV: THE MILLENNIUM'S REVOLUTION

CHAPTER EIGHT: HEROISM? HOW DID A DEFEATED MESSIAH CONQUER ROME?

Study Questions

1. Why do we expect and demand that "civilized" nations send their troops only to liberate the oppressed, not to exploit them? What is the biblical definition of heroism? What did **Jacques Ellul** believe about the nature of the **Crusades**?

"[I]n Islam there was an indissoluble correlation between religious law and political power. . . . Every political head in Islam is also the ruler of believers. There is no separation of church and political powers. The political head is the religious head. He is the representative of Allah. His political and military acts, etc., are inspired.

"Now this is all familiar in Europe. The king or emperor does not merely claim to be the secular arm of the church but the one who has spiritual power. He wants to be recognized that he personally is chosen by God, elected by the Almighty. He needs a prophetic word and the power to work miracles. His word and person have to be sacred.

"In tandem with this great importance of the political power there is, of course, the importance and glorification of war as a means of spreading the faith. Such a war is a duty for all Muslims. Islam has to become universal.

"In conclusion, let me make it clear that I have not been trying to excuse what the Europeans did. I have not been trying to shift the 'blame,' to say Muslims, not the Christians, were the guilty party. My purpose is to try to explain certain perversions in Christian conduct. I have found a model for them in Islam. Christians did not invent the holy war or the slave trade. Their fault was to imitate Islam. Sometimes it was imitation by following the example of Islam. Sometimes it was inverse imitation by doing the same thing in order to combat Islam, as in the Crusades. Either way, the tragedy was that the church completely forgot the truth of the gospel. It turned Christian ethics upside down in favor of what seemed to be very obviously a much more effective mode of action, for in the twelfth century and later the Muslim world offered a dazzling example of civilization. The church forgot the authenticity of the revelation in Christ in order to launch out in pursuit of the same mirage." – Jacques Ellul, *The Subversion of Christianity*, chapter 5.

The literature about atrocities committed by conquistadors should be read with a critical eye. The account of Bartolomé de las Casas is part of the "black legend" that was promoted by European and English propagandists against Spain. How were the evils of colonialism mitigated in 19C India? Why is it impossible to think of an American president ruling Afghanistan? What are the **classical and medieval ideas** of the hero? (119-22)

2. **A Different Kind of Hero** What was the nature of the problems the author and his family had with the local authorities? What weapons did they use to resist? (122-26)
3. **The Classical Hero** How did **Alexander the Great**, **Augustus Caesar**, and Napoleon embody the virtues of the classical Greco-Roman hero? Correction: Augustus (Octavian) did not have Cicero killed and argued against his murder; Marc Antony was the guilty party. (126-27)
4. **The Medieval Hero** What were the sources of the ideals informed the concept of **chivalric virtue**? What role was played by the virtue of **loyalty**, wandering minstrels and troubadours, and the concept of **courtesy**? What was the medieval hero's goal in life? What was the role of tournaments? How did the **Truce and Peace of God** develop in the 11-12C? What were some of the Church's other weapons against medieval heroes? Besides **excommunication** and interdicts for individuals (Pope Gregory VII released Emperor Henry IV's subjects from obedience to him), entire kingdoms (such as Norway) could be placed under interdiction because of the behavior of kings. What did **Thomas Aquinas** think of chivalry? What action was taken by the **Council of Clermont** in the early 12C? (127-29)
5. **Religious Chivalry** How was chivalry ritualized by the Church, and to what purpose? How was courtesy transformed into **gentillesse** (the virtue of a gentleman or knight) in *Sir Gawain and the Green Knight*? How would you characterize the origins, missions, and destinies of the **Knights Templars** and the **Teutonic Knights**? What were the inherent flaws in the conception of Christian chivalry? How was this idea undermined by the *Devotio Moderna* and the work of **Thomas à Kempis**? (129-31)
6. **Modern Heroism** How did the ambitions of Albert of Brandenburg and the sale of indulgences lead to the confrontation with **Martin Luther**? What was the purpose for nailing the 95 theses on the door of the Castle Church of Wittenberg? How did Luther's willingness to be tried for heresy before the emperor help redefine heroism? (131-34)

7. **The Bible Redefines Heroism** How was **John Milton's** *Paradise Lost* a paradigm-altering force? What was the implication of Lucifer's embodiment of classical heroism? What is the nature of Jesus's love? What does **prime minister** mean? An example of a servant who became a king may be seen in the elevation by the pope of Pepin the Short, who like his father Charles Martel was majordomo (master of the household), to be king. How did **the cross** change Western consciousness from within? (134-36)

Review

Jacques Ellul	Crusades	classical hero
Alexander the Great	Augustus Caesar	medieval hero
chivalric virtue	loyalty	courtesy
Truce and Peace of God	excommunication	Thomas Aquinas
Council of Clermont	<i>gentillesse</i>	Knights Templars
Teutonic Knights	Thomas à Kempis	Martin Luther
John Milton	prime minister	the cross

CHAPTER NINE: REVOLUTION: WHAT MADE TRANSLATORS WORLD CHANGERS?

Study Questions

1. How did **William Tyndale** break the Constitutions of Arundale, leading ultimately to his being burned as a heretic? Identify the final sources of cultural authority that, at one time or another, have prevailed in Western civilization. (137-38)
2. **The Roman Phase** Octavian (later Augustus), the nephew of Julius Caesar (*pontifex maximus* (Pope), *proconsul*, and dictator of Rome), took revenge on the leading families for Caesar's murder and made himself the Lord and Savior (his titles) as the sole repository of political and religious authority. In fairness, Octavian argued against Marc Antony's demand for Cicero's proscription, but acquiesced. What puzzled Pontius Pilate about Jesus? What challenge did the claims of Jesus pose to Rome? His was a claim to sovereignty based on truth, not might, philosophy, or myth. In what sense was pagan Rome tolerant? Caligula became emperor in 37 but was murdered four years later; Nero acceded to the throne in 54 after the murder of Claudius. (139-40)
3. **The Papal Phase** How were the early local bishops, such as St. Cyprian, selected? What is the significance of the alleged Donation of Constantine? What did **Lorenzo Valla** demonstrate? (141-43)
4. **The Biblical Phase** What did **John Wycliffe** say about the teachers' of man's traditions? What prompted Wycliffe to take up the pen against the papal sword? The Reformers have been accused of promoting nationalism against the universal Church, but given the division of Christendom into territorial kingdoms it is difficult to imagine how the promotion of reform could have occurred otherwise than by the support of secular rulers. Such support was critical in several cases and every reform effort was accompanied by political revolution. What made these Reformers revolutionaries? [Eugen Rosenstock-Huessy's *Out of Revolution* analyzed the impact of a series of clerical, then secular revolutions, that had shaped a thousand years of European history]. What made England "a three-tiered literary hierarchy?" How was an intellectual elite built around St. **Jerome's** Latin **Vulgate** Bible? What is the nature of elitism? How is the Bible a philosophy of freedom? How did the Bible translators strive toward the creation of a classless society? What did Henry Knighton, a canon at the abbey in Leicester and a chronicler of English

history, think of Wycliffe's work? How was the modern world born out of such theological controversies? What were the social implications of Wycliffe's proposal to translate the Bible into English? (143-47).

5. **Desiderius Erasmus** What kind of reform did Erasmus propose instead of a crusade against the Turks? Why did he wish to make the Bible available to common people and to engage in scholarly corrections of Jerome's errors? What was the significance of his translation of *Resipiscite* as "be penitent" rather than "do penance?" (147-49)
6. **Martin Luther** The context for what followed is that a sectarian schism split Christendom. Four decades after Luther posted the theses, a tenuous peace was established in Germany through the Peace of Augsburg (1555), but France fell into a series of eight civil wars during the following decade, culminating in the War of the Three Henrys (1587-1589). During the same period the Dutch fought a War for Independence against Catholic Spain, followed by the Thirty Years War (1618-1648), which decimated large parts of Germany. The Peace of Westphalia (1648-1649) introduced a secular "solution" to the wars of religion, even though confessional states remained. The rise of Rationalism and the Enlightenment further weakened the cultural grip of Christianity, culminating in a second hammer blow: the French Revolution (1789-1815). The rise of nationalism and national revolutions in the 19C culminated in the third great hammer blow: the First World War (1914-1918). At the outset, it was not unprecedented for Luther's translation of the New Testament into the people's language to fix the standard for modern German. The oldest book (fourth century) book in Armenian is a Bible. Most colonial publications in America were religious in character. Later, Congress authorized the importation of Bibles in 1777 and certified the accuracy of the Aitken Bible and commended him for it in 1782. Luther's standardized German was to become the *lingua franca* of theological scholarship. Latin had served until then as a sacred or hieratic language; it was the *esoteric* language of the political and clerical elite. The King's English, as an expression, refers to the later King James or Authorized Version of the Bible (1611), which represented an effort to establish royal authority over the translation of the Bible. Marginal notes, with the potential for making invidious political comparisons and commentary, were disallowed. (149)

NOTE: This convergence of the realms of politics and religion is inescapable. As Pierre Manent notes in *Democracy without Nations?*: "politics and religion always and necessarily overlap in some measure, since both are modes of 'communion.' . . . The hesitation to admit the religious character, or coefficient, of present-day divisions often flows from a feat of aggravating them, of rendering them unmanageable by transforming them into 'wars of religion.'" (49)

7. **William Tyndale** Why did Cambridge become England's gateway to Reformation ideas? How serious a problem was biblical illiteracy? Why was Tyndale's translation seen as a threat? What does *ekklesia* mean? What were its great watchwords? Where so presbyters derive their earthly authority? What are some of the fruits of Tyndale's revolution? Schisms within the Tudor family helped shape the English Reformation and give it time to take firm root under Elizabeth. Unfortunately, the Church of England became a national church governed by its own intellectual elite. (149-53)

What follows may be understood in the context of a family feud that coursed through England for the rest of the century. Henry wanted to divorce Catherine of Aragon on the grounds of consanguinity, who had been his late brother's wife, even though she gave birth to a daughter, Mary. Henry appealed to the Pope for a divorce, but the Pope happened to have his hands full with Catherine's nephew, Charles V, the Holy Roman Emperor and King of Spain, who had attacked Rome. Finding himself snubbed by the Church hierarchy, Henry, whom the Pope had earlier named Defender of the Faith for his scholarly tract against Luther, retorted by having Parliament make him the supreme head of the Church of England, which then permitted him to divorce Catherine and marry Anne Boleyn, who produced a daughter, Elizabeth. Anne was subsequently executed for treason and Henry's third wife bore him a son, Edward, before she died. The Protestant Edward acceded to the throne of the death of his father a decade later. He

was succeeded after his untimely death five years, following a power struggle in which the 17 year old Lady Jane Grey (Henry's grandniece) was executed, by the Catholic Mary, who married Philip II, the son of Charles. Philip became the King of Spain when his father retired to a monastery. The Protestant daughter, Elizabeth, was spared the axe and succeeded Mary in 1558. Elizabeth was succeeded by James Stuart, the son of Mary, Queen of Scots, in 1603. Members of the Stuart family reigned for more than a century afterwards, except during the eleven-year Cromwellian Interregnum.

8. **The Geneva Bible** Tyndale's translation became the foundation of a translation completed by the Marian exiles in Geneva. Its marginal study notes, authored by John Knox among others, strove to articulate "the Bible's nonhierarchical, egalitarian ethos of freedom." This is the Bible brought to America by the Pilgrims (Separatist refugees from James's reign) as well as the later Puritan emigrants to America during the reign of Charles I.
9. **The King James Bible** Why did James opposed the Geneva Bible? What politico-theological doctrine did James defend in print? What word is absent from the King James Bible? [But, except as a proper name, *tyrannos* is not present in the original Greek of the New Testament, either; Dan. 6:22 and 11:36 use the standard word for king]. How did the linguist/translators promote globalization? (155-57)

Review

William Tyndale	Augustus	St. Cyprian
Lorenzo Valla	John Wycliffe	St. Jerome
Vulgate Bible	elitism	Henry Knighton
Desiderius Erasmus	Martin Luther	Cambridge
simony	<i>ekklesia</i>	Mary Tudor
Geneva Bible	James I	

PART V: THE INTELLECTUAL REVOLUTION

CHAPTER TEN: LANGUAGES: HOW WAS INTELLECTUAL POWER DEMOCRATIZED?

Study Questions

1. Why did **Margaret Thatcher** believe that the Judeo-Christian must be taught in schools? What does democracy require? How was it once possible for Britons to have invited a foreign monarch and a German aristocrats to become king? (161-62)
2. **Latin** When St. Jerome translated the Bible into Latin, did he continue the tradition of translating The Bible into the **vernacular** (common language)? Why did vernacular translations cease for a thousand years and only the aristocracy and clergy were educated? What were the consequences of this **linguistic caste system**? How did translator-reformers empower the people? What made "government of the people" and the free market possible? (162-64)
3. **Transforming India** How did the author's interest in the Bible and its translation into the vernacular get started? What role did Bible translators like Rev. Henry Martyn play in developing Urdu and Hindi? Was Sanskrit a vernacular language? How was the key to reading Brahmi script discovered? Why were **Ashoka's** efforts to unify India unsuccessful? What are the consequences of *Shoontya*? Why did Persian become the court language of the Mogul emperors? Why were the Classists and the British East India Company uninterested in educating

a class of Indians in the vernacular? Why did Mahatma Gandhi and Rabindranath Tagore decide that Hindi was to be the vernacular of an independent India? What was Rev. S. H. Kellogg's accomplishment? What did the **Serampore Trio** (William Carey, Joshua Marshman, and William Ward) accomplish? Why did they choose Bengali rather than English as the medium of instruction at the college? (164-70)

4. **The Bible and Nationalism** How did the Bible create the modern idea of the **nation-state**? What was wrong with the German nationalism that led to two world wars? Why is it easier to appreciate nationalism in India and Pakistan? What service does the sovereign nation-state perform? How has national identity played a pivotal role in the Bible's narrative? What happened when tribal identity overrode national identity under one God? Why cannot we understand English poets such as Tennyson, Cowper, and Blake without understanding Jewish nationalism? What qualities were required of Biblical nationalism? How do the examples of Daniel, Jeremiah, and Nehemiah differ sharply from what some mosques today teach in Britain? How did the self-critical culture of the Old Testament inspire English poets and the West more generally? What were the assumptions of Indian polytheism? How does it divide people? How did Bible translators help create a new national identity for modern India? (170-77)

Review

Margaret Thatcher vernacular	St. Jerome linguistic caste system	Latin Vulgate democratizing language
Henry Martyn and Urdu sanskrit	role of Bible translators in developing Hindi from the dialect of Tulsidas Ashoka	<i>Shoontya</i>
Akbar	Hindustani (Hindi, Urdu)	Serampore Trio
William Carey	idea of the nation-state	Sunnis
Shiites	Jewish nationalism	repentant nationalism
Daniel	Jeremiah	Nehemiah
William Blake	Abraham and Joseph	self-critical culture of the Old Testament
Indian polytheism vs. Biblical monotheism		<i>dharma</i> of each caste
Madhusudan Dutt		

CHAPTER ELEVEN: LITERATURE: WHY DID PILGRIMS BUILD NATIONS?

Study Questions

1. What bearing has the Bible had on the "Indian Renaissance," which includes the work of **Rabindranath Tagore**? No. 57 of Tagore's *Gitanjali* reads:

Light, my light, the world-filling light, the eye-kissing light, heart-sweetening light!
 Ah, the light dances, my darling, at the centre of my life; the light strikes, my darling, the chords of my love; the sky opens, the wind runs wild, laughter passes over the earth.
 The butterflies spread their sails on the sea of light. Lilies and jasmynes surge up on the crest of the waves of light.
 The light is shattered into gold on every cloud, my darling, and it scatters gems in profusion.
 Mirth spreads from leaf to leaf, my darling, and gladness without measure. The heaven's river has drowned its banks and the flood of joy is abroad.

Ruth apRoberts makes the same claim about the centrality of the Bible to English literature. How did **John Bunyan's** Pilgrim differ from **Homer's** heroes? Identify five ways in which the Bible stories differ from all others. What difference did **Erich Auerbach** find between Homer's Odysseus and Abraham? How do the biblical heroes differ from those of Indian and Greco-

Roman myths? What makes the Bible's message distinctive as a source of nation-building literature? How does the Bible's narrative help make sense of evil? What does the Bible contribute to the transformation and development of character? How has this last trait of the Biblical narratives become an essential feature of modern literature and art? What did **Meenakshi Mukherjee** discover in the **picaresque tradition** (novels developed as a series of episodic adventures that involved engaging rogues or vagabonds, like *Don Quixote*)? How does Auerbach distinguish the Bible from Homeric poems? (178-83)

2. **Early English Literature** Who was **Caedmon**, as described by **Venerable Bede**? (183-84) Caedmon's Hymn is all that we have left of his work, here translated from his Northumbrian dialect:

Now [we] must honour the guardian of heaven,
the might of the architect, and his purpose,
the work of the father of glory — as he the beginning of wonders
established, the eternal lord.
He first created for the children of men
heaven as a roof, the holy creator
Then the middle earth, the guardian of mankind
the eternal lord, afterwards appointed
the lands for men, the Lord almighty.

3. **Renaissance English Literature** Although Louise Cowan's professors made Shakespeare out to be a free thinker, more recent books on **William Shakespeare** tend to argue over what kind of Christian faith shaped his sensibilities. What in *Hamlet* convinced her he was overtly Christian? (184-85)
4. **The Classical Influence of Greece and Rome** For all of their imaginative brilliance, in what respect did the worldview of the classical writers fail? Was the classical culture capable of meaningful self-criticism? The centrality of journeys in developing plot is a persistent Western theme (as it is also in picaresque novels). Yet the "martyrs' experience confirmed the biblical worldview that sinful humans are incapable of building a just city without divine help." How did Christian writers like **Augustine**, **Dante**, and **John Bunyan** redirect the Homeric journey home in the *Odyssey* into a spiritual journey? What did the most famous of the journeying sects, the Pilgrims, believe? What did **Jacques Barzun**, whose *From Dawn to Decadence* (2000) was a bestseller when the author was 93, discover about the Biblical influence on our culture? Who was **John Lilburne** and what ideas did he promote? (185-90)
5. **Literature in the Secular West** The work of both the poet **Alfred, Lord Tennyson** and the art critic **John Ruskin** "was imbued with a religious sensibility." How is this illustrated in the secular twentieth century by such novelists as **John Steinbeck** (his title *Grapes of Wrath* provides another illustration) and **Stephen King**? What directions have Western writers pursued since the 1960s? How do they illustrate William Butler Yeats lament that "Things fall apart; the centre cannot hold"? Their process philosophy leaves them nothing outside the moment.

Review

Rabindranath Tagore	John Bunyan	Homer
why the Bible had unique authority over European literature		Erich Auerbach
unfolding worldview of biblical history		transformation and development of character
picaresque tradition in the European novel		Meenakshi Mukherjee
Venerable Bede	Caedmon	William Shakespeare
<i>Hamlet</i>	<i>fatalism of the ancients</i>	Dante Alighieri's <i>The Divine Comedy</i>
John Bunyan's <i>Pilgrims Progress</i>		Jacques Barzun on "The Pilgrims as Democrats"
John Lilburne	Alfred Lord Tennyson	John Ruskin
John Steinbeck's <i>East of Eden</i>	Stephen King's <i>The Green Mile</i>	

CHAPTER TWELVE: UNIVERSITY: WHY EDUCATE YOUR SUBJECTS?

Study Questions

1. How did modern education spread around the world? Why was no institution of higher learning established at Allahabad by Hindus, Buddhists, or Muslims before Christianity arrived? What was the motive behind the establishment of Muir Central College (now University of Allahabad) in 1873? (194-97)
2. **Charles Grant (1746-1823)** How did India become one of the world's leading centers for education? (198-200)
3. **William Wilberforce (1759-1833)** Why was the House of Lords opposed to sending missionary-educators to India? What was the **Clapham Sect**? How did Charles Grant use his position as chairman of the East India Company? What service did Henry Martyn render to India? (200-01)
4. **William Carey (1761-1834)** The Serampore Trio from the English Baptist Missionary Society established the college in 1818 on territory held by Denmark and received a royal charter for incorporation from the Danish king in 1827. Fort William was a British fort in Calcutta. (201-02)
5. **Raja Rammohun Roy (1772-1833)** The language controversy pitted the Anglicists against the orientalist, who wished to promote India's classical languages rather than the vernaculars (the common tongues). Roy, a Sanskrit scholar, opposed British sponsorship of a system of education based on Sanskrit and proposed a liberal education instead. **Alexander Duff** stated an England language school in Calcutta. (202-03)
6. **Charles Trevelyan (1807-86)** Brother-in-law of Lord Macaulay, Trevelyan proposed a system of education that would encourage a permanent alliance but also lead to independence. His service in India early and late in life was interrupted by long service as an administrator in Britain, where he was in charge of the Irish relief policy for many years. (203-04)
7. **Lord Macaulay (1800-59)** Macaulay, as secretary to the East India Company's board, opposed keeping the people "ignorant in order to keep them submissive" and advocated instruction in European knowledge. In 1835, he recommended English education to Indians who could then refine the vernaculars. Later, Duff, Macaulay, and Trevelyan proposed the establishment of universities. The **Sepoy mutiny** in 1857 (Fort William was the site of the infamous "Black Hole" at) led the British Crown to take over state-funded education controlled by liberal rather than evangelical Protestants who uprooted the spiritual essence of the Bible and promoted "only its intellectual and social fruit." Contrary to the liberal Protestant view, the "Bible has a uniquely 'this world' spirituality." But it was a watered-down biblical education that produced a class of educated Indians. **Allan Octavian Hume** inspired the establishment of the **Indian National Congress**, which was eventually led by graduates of Allahabad University. (204-08)
8. **The Bible and European Education** In *The Rise of Universities*, **Charles Haskins** contended: "Universities, like cathedrals and parliaments, are a product of the Middle Ages. The Greeks and the Romans, strange as it may seem, had no universities in the sense in which the word has been used for the past seven or eight centuries. They had higher education, but the terms are not synonymous. Much of their instruction in law, rhetoric, and philosophy it would be hard to surpass, but it was not organized into the form of permanent institutions of learning." The Royal Library of Alexander was established in the 3C BC. **St. Augustine** produced the most influential syllabus for medieval education. **Cassiodorus** had an alternative syllabus that divided secular

and sacred learning. **Boethius** attempted to translate all Greek learning into Latin but his promotion of Aristotle resulted in his an authoritarian influence on the medieval church. R. W. Southern noted the spread of Biblical imagery into the common culture but also wrote that simultaneously “in the twelfth century this sequence of Biblical lessons had everywhere, inside and outside the monasteries, been thoroughly disturbed by the interjection of special lessons for a large number of saints’ days.” (*The Making of the Middle Ages*, p. 217) Mangalwadi asks why “the Bible, an Asian book, retain its hold over the Western mind” and answers that medieval education was a religious enterprise and that the Bible is a unique library. (208-11)

9. **The Reformation of Education** Modern education began with **Martin Luther’s** “open Letter to the Christian Nobility.” Why did Luther toss **canon law** out of the curriculum? What did he wish to place at its center? How did the state get involved in education? What drove the engine of Europe’s literacy? The **John Dewey** quotation is from 1922. By 1934 he had changed his tone in *A Common Faith*. His secular purpose, however, was always evident. His was a kind of secularized Unitarianism that sought to take over the precinct of an earlier evangelical Christian culture, as should be evident in “My Pedagogical Creed” (1897). To what did **John Amos Comenius** liken medieval schools? What was the purpose of his biblical philosophy, **Pansophia**? Comenius, whose influence on the education of his day was immense and who outlined a system of education that extended from kindergarten to university, drew on the work of **Francis Bacon** and **René Descartes**. (211-15)
10. **Turkey** What did **Mary Mills Patrick** accomplish for women’s education? (215)
11. **Korea** What did **Mary F. Scranton** accomplish with **Ewha**? (216)
12. **Beyond the Elite** What were the nature, purpose, and accomplishments of the Sunday School movement launched by **Robert Raikes**? (216-17)
13. **Restoring Humjan Dignity to the Deaf and the Blind** What was the **typholocomium** in 4C Jerusalem? Who was **Louis Braille** and how was his invention spread? What did **Charles-Michel de l’Épée** and **Thomas Gallaudet** accomplish?
14. **Secular Education** What purpose did education based on the Bible’s worldview have? What are some of the consequences of the larger culture’s rejection of the Bible? (218-19)

Review

Charles Grant	William Wilberforce	Clapham Sect
William Carey	Raja Rammohun Roy	Alexander Duff
Charles Trevelyan	Lord Macaulay	Great Awakening
Sepoy Mutiny	liberal Protestant takeover of state-funded education	
Allan Octavian Hume	Indian National Congress	Augustine on the sciences
Cassiodorus	Boethius	Luther’s appeal to Christian nobility
John Dewey	<i>pallikudam</i>	John Comenius
<i>Pansophia</i>	Mary Mills Patrick	Ewha
Mary F. Scranton	Robert Raikes	Sunday school movement
typholocomium	Charles-Michel de l’Épée	Thomas Gallaudet

CHAPTER THIRTEEN: SCIENCE: WHAT IS ITS SOURCE?

Study Questions

1. “People only toil for treasures if they *believe* that such labor might lead to rich rewards.” Cultures that worship nature seek to use magic to magic to manipulate the unseen powers, but magicians

do not seek any **laws of nature**. According to **Thomas Sprat**, what was the objective of the Royal Society of Science? (220-22)

2. What is the **paradox** upon which science rests? What does it need more than Aristotelian logic? What two opposing beliefs must science reject? What led to the flowering of the scientific perspective in Europe?

Review

science rests on a paradox	René Descartes	Alfred North Whitehead
Joseph Needham	Galileo Galilei vs. Aristotle	John Paul II on Galileo
Richard Lewontin	Origen	allegorical method
Peter Harrison on the scientific revolution		Biblical God as presupposition
Islam's failure to develop empirical science		metaphysical Necessitarianism
M. B. Foster	Albert the Great	William of Ockham
Ockham's razor	biblical doctrine of creation	Francis Bacon
Willis Glover on nominalism	banishment of final causation	

PART VI: WHAT MADE THE WEST THE BEST?

CHAPTER FOURTEEN: MORALITY: WHY ARE SOME LESS CORRUPT?

Review

Transparency International	Peter Eigen on corruption	Heidelberg Catechism
Treaty of Utrecht and slavery	Robert Walpole	James Hanway
William Lecky	John Wesley	George Whitefield
Great Awakening	Charles Wesley	Clapham Sect

CHAPTER FIFTEEN: FAMILY: WHY DID AMERICA SURGE AHEAD OF EUROPE?

Review

Alexis de Tocqueville	monogamy	Keshab Chandra Sen
Rome's demographic decline	Quintus Metellus Macedonicus	celibacy
Martin Luther	Andreas Carlstadt	priesthood of all believers
assumptions behind the biblical principle of marriage		

CHAPTER SIXTEEN: COMPASSION: WHEN DID CARING BECOME MEDICAL COMMITMENT?

Review

Friedrich Nietzsche	takeover of Red Cross by a secular ideology	
Hippocrates	infanticide	Emperor Augustus

compassion of Jesus
philosophy of self-love
monasteries and universities
Ida Scudder

Justin Martyr
St. Basil
Thomas Sydenham
reasons for stagnation of Indian medical tradition

Augustine on the two cultures
hospital
Indian medical inventions

CHAPTER SEVENTEEN: TRUE WEALTH: HOW DID STEWARDSHIP BECOME SPIRITUALITY?

Study Questions

World's Fair, 1851
horse-driven reaper
Max Weber
biblical work-ethic
Adam Smith
what wealth accumulation requires
good stewardship
Adm. Zheng He
Tokugawa Ieyasu
Meiji
impact of Holland on Japan

Crystal Palace
Sam Higginbottom
Thomas Aquinas
West's economic progress
self-interest
Bartolomeo de Pacioli
enhancing Chinese prestige
persecution of Christians
W. Edwards Deming
doctrine of vocation (calling)

Cyrus McCormick
Hebrew ideal: dignity of labor
Richard Baxter
Francis Bacon
danger of saving money
factory system
double-entry bookkeeping system
Russian bankruptcy
Rangakusha
aging population
Bill Gates

CHAPTER EIGHTEEN: LIBERTY: WHY DID FUNDAMENTALISM PRODUCE FREEDOM?

Study Questions

1. **Background** *Encyclopaedia Britannica*: "The origin of the name [Huguenot] is uncertain, but it appears to have come from the word *aignos*, derived from the German *Eldgenosen* (confederates bound together by oath), which used to describe, between 1520 and 1524, the patriots of Geneva hostile to the duke of Savoy. The spelling Huguenot may have been influenced by the personal name Hugues, 'Hugh'; a leader of the Geneva movement was one Besancon Hugues (d. 1532)." The French Wars of Religion began in 1562 with the **Massacre of Vassy**, when the Duke of Guise (the former Grand Chamberlain of France) attacked and set fire to a barn that was being used for Huguenot church services. After the duke's assassination during the Siege of Orleans the following year, his young son Henry I gradually emerged as the Catholic leader and, in 1576, founded the Catholic League and joined forces with Philip II of Spain. Admiral **Gaspard de Coligny** was the Huguenot leader during the 1560s. The wars entered a new phase with the wedding of the Huguenot king Henry III of Navarre, a descendant of Louis IX, to the French king's sister. The Huguenot leaders gathered in Paris for the celebrations. Following a botched assassination attempt on Adm. De Coligny, the queen mother launched the **St. Bartholomew's Day Massacre** to finish the job on August 24-25, 1572. The pogrom spread through the country and eventually killed tens of thousands, as did the later War in the Vendée (1793-94) during the French Revolution. Henry's life was spared when he converted to Catholicism, but he renounced Catholicism a decade later. As the senior agnate to the French throne under the old Salic law, King Henry III of France nevertheless made him his heir in 1584. The Duke of Guise meanwhile made a bold bid to become king, which led to the War of the Three Henrys, the assassination of the duke (at the king's orders) and the king (by an agent of the Catholic League). Navarre succeeded to the throne as Henry IV in 1589, adopted Catholicism to pacify the country, and was assassinated by a Catholic fanatic in 1610). (334-35)

2. **Myth of Greek Democracy** Who is responsible for the myth that democracy was the source of the Greek victory in the Persian Wars? Who exposed it as a myth? **Machiavelli's "Polybian Republicanism"** refers to the work of Polybius's mixed government and anacyclosis theories. Modern Fascism drew on Machiavelli's example. What were some of the effects of **Hellenization**? How does a constitutional republic differ from Greek democracy? What were some of the powerful philosophical implications that set the Hebrews apart? What are the most important pillars of modern democracy? **Henry de Bracton** is quoted as saying: "Not under man, but under God and law." What is the foundation of the Doms of King **Alfred the Great** and the **Magna Carta** of 1215? What is the legitimate source of human rule? Why did **Islam** fail to produce liberty? (335-40)
3. **The Rule of Elders** How did the 70 Hebrew **elders** differ from the wise men and counselors of medieval kings? (340-41)
4. **Division of Powers** How did the Roman republic differ in its government from the biblical principle? Julius Caesar's first public office in his *cursus honorum* was that of *pontifex maximus*, an elective religious office that was later transformed into the papacy when Christian emperor Gratian renounced the title passed down to all emperors by Augustus. How long did persecution of Christians by Roman emperors persist? What are some examples of Christian resistance to Christian kings? How did Ambrose, the archbishop of Milan, bring Emperor **Theodosius** to repentance? How did Pope **Gregory VII** humble Holy Roman emperor **Henry IV**? What grounds for dismissal from office (*disseisin*) did **Manegold of Lautenbach** establish (actually nearly a decade after this incident)? How did the Church through officers like Archbishop **Stephen Langton** help institutionally restrain the abuse of power? Article 39 of *Magna Carta* reads: "No freemen shall be taken or imprisoned or disseised or exiled or in any way destroyed, nor will we go upon him nor send upon him, except by the lawful judgment of his peers or by the law of the land." [No freeman shall be arrested or imprisoned or deprived of his freehold or outlawed or banished or in any way ruined, nor will we take or order action against him, except by the lawful judgment of his equals and according to the law of the land]. (341-44)
5. **Henry de Bracton** began systematizing English common by the mid-13C. The House of Commons was founded in 1258 and the **Model Parliament** was held in 1295. **Catherine de' Medici**, who was orphaned before she was one month old, was truly her father's daughter. She was famous for her extravagant court festivals ("magnificences" that were precursors of later operas and ballets) and her patronage of all the arts in the tradition of her father-in-law, Francis I. As queen mother, she had taken steps toward religious toleration, against the Guise family, but turned against the Huguenots after the Surprise of Meaux (1568) and praised the Duke of Alba's reign of terror in the Netherlands. She consented to her daughter marrying a Protestant prince but she appears to have been involved in the plot against the Huguenots after the first assassination attempt against Coligny. Certainly the massacre illustrates kind of advice Machiavelli had given her father nearly six decades earlier. (344-45)
6. **The Trilogy of Freedom** *Francogallia* by **François Hotman** held that a king is created by he people and merely a magistrate for life. He contended that the "royal majesty" is an attribute of the Three Estates assembly rather than the monarch, who was the presiding officer. *The Right of Magistrates* by **Theodor Beza** (Calvin's successor) held that kings may be deposed by **lesser magistrates** and also laid the intellectual groundwork for the idea of unalienable human rights. The anonymous *Vindiciae contra tyrannos* (Defense of Liberty against Tyrants) is perhaps the most influential work in developing a theology of Christian resistance. (345-48)
7. **The Huguenots' Political Influence** Through the influence of **John Knox** the defeat of Queen Mary's forces in 1573 led to a period of political democracy in Scotland, although her son, James V (later James I of England) became a proponent of divine right of kings. (348-50)
8. **Modern Political Thought** *Lex, Rex* by **Samuel Rutherford** became the great English addition to the Trilogy of Freedom. John Milton further developed Puritan political theory and **John**

Locke, a Puritan pastor's son, brought it into the mainstream of intellectual history. **Jean-Jacques Rousseau** secularized certain Huguenot ideas but helped spawn the French Revolution, which turned against Christianity. **Robert C. Winthrop**, a descendent of John Winthrop, the founder of the Massachusetts Bay Colony, echoed **Edmund Burke** in the quotation from his speech on the Bible. (351-53)

9. **Slavery in South Africa** Pierre Simond was South Africa's first published writer (1704) for his book of versified psalms. The *apartheid* system was instituted by the Nationalist government in 1948 and abolished in 1994.

Review

St. Bartholomew's Day Massacre	Machiavelli	effects of Hellenization
Henry de Bracton	Manegold of Lautenbach	<i>pactum</i>
Stephen Langton	François Hotman	Theodore Beza
<i>Vindiciae contra Tyrannos</i>	<i>twofold covenant</i>	John Locke
Jean-Jacques Rousseau		

PART VII: GLOBALIZING MODERNITY

CHAPTER NINETEEN: MISSION: CAN STONE AGE TRIBES HELP GLOBALIZATION?

CHAPTER TWENTY: THE FUTURE: MUST THE SUN SET ON THE WEST?

Review

<i>sati</i> (suttee)	relativism	fatalism
Jonathan Edwards	George Whitefield	Daniel Elazar

APPENDIX: THE BIBLE: IS IT A FAX FROM HEAVEN?

Review

canonization	Marcion
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