



TEACHER'S GUIDE

DAVE RAYMOND'S
Modernity



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Modernity

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HOW TO USE THIS CURRICULUM

INTRODUCTION

There are a number of different elements to this curriculum that make it quite unique. Once you see how everything works together, however, it should be fairly easy to teach.

The class is designed to fill two semesters. It covers 27 Lessons with the goal of completing one Lesson per week. Each Lesson is broken down into five different lectures (approximately 20 minutes each) with associated readings or assignments. You can assign one lecture a day or you can go through two or more lectures in one day. Your student will be the best gauge as to how much he or she can effectively cover at one time.

The materials for the class are: 1) video lectures, 2) a reader, 3) a notebook, 4) a portfolio (explained in the next section), and 5) a series of papers and projects (also explained next). There are PDF, MOBI and EPUB formats for the Reader; they are available via download at CompassClassroom.com/Modernity.

As the Teacher, please read through the following sections before starting the class. It might also be a good idea for your student to know what's in the Portfolio and Project Guide section.

You will also want to watch all five parts of Lesson 1 - Orientation. The entire curriculum is explained in detail there.

If after reading the Teacher's Guide and watching the Orientation videos you have more questions, feel free to contact us via our Web site compassclassroom.com.

Please note: the readings in the second semester of this series are often much longer than the readings in the first half. As the teacher, feel free to abridge any of the writings to more appropriately challenge your student.

Thank you for purchasing this series. We hope that you and your student learn many new things about Modernity.

SCOPE & SEQUENCE

One Lesson is normally completed per week. Use this chart to mark off what has been finished. Only exams, essays and projects are scored.

If an Assignment asks one or more questions, these are meant to be considered by the student as he or she reads the selection. You can also use these questions as a way to reflect upon the lesson with your student after the lesson and readings are complete.

Item	Complete	Portfolio	Score
Parents: Read Teacher's Guide			
Lesson 1.1			
Lesson 1.2			
Lesson 1.3			
Lesson 1.4			
Lesson 1.5 / Exam			
Portfolio (Watch and Create)			
Lesson 2.1			
Lesson 2.2			
Lesson 2.3			
Lesson 2.4			
Lesson 2.5 / Exam			
Lesson 2.6 / Project: Choose Reformational Masterwork & Begin Research			
(See below for more details)			
Lesson 3.1			
Lesson 3.2			

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Item	Complete	Portfolio	Score
Lesson 3.3			
Lesson 3.4			
Lesson 3.5 / Exam			
Lesson 4.1			
Lesson 4.2			
Lesson 4.3			
Lesson 4.4			
Lesson 4.5 / Exam			
Lesson 5.1			
Lesson 5.2			
Lesson 5.3			
Lesson 5.4			
Lesson 5.5 / Exam			
Lesson 6.1			
Lesson 6.2			
Lesson 6.3			
Lesson 6.4			
Lesson 6.5 / Portfolio Task			
Lesson 7.1			
Lesson 7.2			

Modernity | How to Use This Curriculum

Item	Complete	Portfolio	Score
Lesson 7.3			
Lesson 7.4			
Lesson 7.5 / Exam			
Project: Reformational Imitation Finished			
Lesson 8.1			
Lesson 8.2			
Lesson 8.3			
Lesson 8.4			
Lesson 8.5 / Exam			
Lesson 8.6 / Project: Choose Topic for Speech On Tradition Project			
(See below for more details)			
Lesson 9.1			
Lesson 9.2			
Lesson 9.3			
Lesson 9.4			
Lesson 9.5 / Exam			
Lesson 10.1			
Lesson 10.2			
Lesson 10.3			
Lesson 10.4			
Lesson 10.5 / Exam			

Modernity | How to Use This Curriculum

Item	Complete	Portfolio	Score
Lesson 11.1			
Lesson 11.2			
Lesson 11.3			
Lesson 11.4			
Lesson 11.5 / Exam			
Lesson 12.1			
Lesson 12.2			
Lesson 12.3			
Lesson 12.4			
Lesson 12.5 / Exam			
Lesson 13.1			
Lesson 13.2			
Lesson 13.3			
Lesson 13.4			
Lesson 13.5 / Exam			
Project: Give Speech On Tradition			
Lesson 14.1			
Lesson 14.2			
Lesson 14.3			
Lesson 14.4			

Modernity | How to Use This Curriculum

Item	Complete	Portfolio	Score
Lesson 14.5 / Exam			
Lesson 14.6 / Project: Choose Thesis Paper Topic & Begin Research			
(See below for more details)			
Lesson 15.1			
Lesson 15.2			
Lesson 15.3			
Lesson 15.4			
Lesson 15.5 / Exam			
Lesson 16.1			
Lesson 16.2			
Lesson 16.3			
Lesson 16.4			
Lesson 16.5 / Exam			
Project: Thesis Statement Completed			
Lesson 17.1			
Lesson 17.2			
Lesson 17.3			
Lesson 17.4			
Lesson 17.5 / Exam			
Lesson 18.1			

Modernity | How to Use This Curriculum

Item	Complete	Portfolio	Score
Lesson 18.2			
Lesson 18.3			
Lesson 18.4			
Lesson 18.5 / Exam			
Project: Outline of Paper Completed			
Lesson 19.1			
Lesson 19.2			
Lesson 19.3			
Lesson 19.4			
Lesson 19.5 / Exam			
Lesson 20.1			
Lesson 20.2			
Lesson 20.3			
Lesson 20.4			
Lesson 20.5 / Exam			
Lesson 21.1			
Lesson 21.2			
Lesson 21.3			
Lesson 21.4			
Lesson 21.5 / Exam			

Modernity | How to Use This Curriculum

Item	Complete	Portfolio	Score
Lesson 22.1			
Lesson 22.2			
Lesson 22.3			
Lesson 22.4			
Lesson 22.5 / Exam			
Project: Thesis Paper Finished			
Lesson 23.1			
Lesson 23.2			
Lesson 23.3			
Lesson 23.4			
Lesson 23.5 / Exam			
Lesson 23.6 / Project: Choose “Hour Project” Goal			
(See below for more details)			
Lesson 24.1			
Lesson 24.2			
Lesson 24.3			
Lesson 24.4			
Lesson 24.5 / Exam			
Lesson 25.1			
Lesson 25.2			
Lesson 25.3			

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Item	Complete	Portfolio	Score
Lesson 25.4			
Lesson 25.5 / Exam			
Lesson 26.1			
Lesson 26.2			
Lesson 26.3			
Lesson 26.4			
Lesson 26.5 / Exam			
Lesson 27.1			
Lesson 27.2			
Lesson 27.3			
Lesson 27.4			
Lesson 27.5 / Exam			
Project: Hour Project Complete			

PORTFOLIO AND PROJECT GUIDE

MODERNITY PORTFOLIO

The Modernity Portfolio is essentially a scrapbook or a visual textbook for the semester's lessons which shows the lessons that have been verbally discussed. Students should complete this with a great attention to craftsmanship and ownership of the material.

Portfolio entries should be completed for each lesson. Portfolios should be completed in a scrapbook, photo album, 3-ring binder, or a fine sketchbook. Portfolios must have a title page with the name of the class, the student's name, and the year or period of time during which they were completed. The paper used for each entry should be of durable quality such as card stock or a heavy drawing paper. Notebook and copier/printer paper should not be used.

Portfolio entries should be both visual and textual. Titles and captions should be used for all entries as well as pictures, photographs, maps, famous paintings, original artwork, articles, advertisements, poems, lyrics, quotes, etc. Each item of content should relate to the lesson discussed. Entries should have a **minimum of three items or one item of original artwork.**

Portfolios are graded upon completion, presentation, craftsmanship, and the following of directions.

REFORMATIONAL IMITATION PROJECT

For this project, students imitate and reproduce a work from a 17th or 18th century master in one of 4 ways:

1. Copy a work or a series of sketches by a master artist of the period such as Vermeer, Caravaggio, or Copley.
2. Copy a score from a master composer such as Bach, Haydn, or Beethoven.
3. Copy and illuminate a poem by a master poet such as Milton, Blake, or Coleridge.
4. Reconstruct a famous invention or device by a master scientist such as Pascal, Newton, Boyle, or any member of the Royal Society.

Students should first choose a project, master, and work to imitate and reproduce. They should then research their chosen work and begin the actual imitation. These imitations should accurately copy the form, details, and design of the original. If a long or epic work is chosen, students may obtain a teacher's approval to shorten the amount imitated.

This project should be completed by the end of the 7th lesson. Imitations are graded on craftsmanship, attention to detail, faithfulness to original design, and the following of instructions.

SPEECH ON TRADITION PROJECT

For this project, students write and deliver a speech on the value and necessity of tradition in our modern world. Tradition is simply defined as the passing on of culture and worldview through generations. Thus for Christians, traditions point to the essentials of our faith and not simply to man-made customs, although these often play a role in the transfer of traditions.

Students are to research and take notes on the importance of tradition from their history lectures and sources of their choice. Speeches must then be outlined, written, edited, and redrafted. Speeches must recommend tradition through the 3 classical modes of appeal: *ethos* (II Corinthians 10-12), *logos* (Romans 5:1-11, Ephesians 2) and *pathos* (Matthew 23, II Samuel 12:1-15). Speeches should be timed to last between 3-4 minutes and must be practiced well enough so that the student can deliver their speech with passionate appeal. These speeches should then be delivered before an audience.

This project should be completed by the end of the 12th lesson. Speeches are graded on the use of the 3 modes of appeal, speech content, the following of directions, passion, personal presentation, and the overall recommendation of tradition.

[Note: the next two projects are generally second semester items. Older students, however, may want to incorporate them into both semesters.]

RESEARCH AND THESIS PAPER

For this project, students are to write and present a research and thesis paper that demonstrates a knowledge of their chosen topic and an opinion or argument about their topic.

Students must first choose a topic of interest from the history of Modernity occurring between the era of Comenius and stretching to the present day. Topics should be thoroughly researched and a thesis statement with three proofs should be formed. Students must then write an outline and complete a written paper with a bibliography. Papers should be presented before an audience with an opportunity for questions to be asked of the student about their topic and thesis.

Papers should be between 3-10 pages based upon grade level and ability. Students should select a number of sources sufficient to cover their chosen topic. Papers must contain a bibliography, should be written in MLA format, and should average at least one citation (quote or reference) per paragraph.

This project should be completed by the end of the 21st lesson. Students should choose their topic and write their thesis statement by the end of the 16th lesson. Outlines should be completed by the end of the 18th lesson.

Research and thesis papers are graded upon having sufficient sources, thorough and accurate research, evaluation of the topic, completing the assigned number of pages, grammar, spelling, format, logic of argument, and overall style.

Possible topics include but are not limited to:

- *John Comenius and Christian Education*
- *René Descartes and the Proof of God's Existence*
- *Piracy and the Sacred/Secular Divorce*
- *The Royal Society and the Union of Faith and Science*
- *J. S. Bach and the Need for Accessibility and Beauty in Worship Music*
- *The French Revolution's Calendar and the Replacement of Christianity*
- *Napoleon's Character and Battle Tactics Versus Those of the Duke of Wellington*
- *The Industrial Revolution's Effects on the Home and Family*
- *Jane Austen and the Praise of Domestic Life*
- *Thomas Chalmers and Cultural Reformation in Modernity*
- *The Difference Between Simon Bolivar and George Washington*
- *Charles Dickens and the Loss of a Divine Christ*
- *Francis Galton, Modern Eugenics, and Abortion*

- *The Practical Beauty of Victorian Furnishings*
- *The Global Spread of Modern Medicine Through Western Missionaries*
- *Abraham Kuyper and Defining Worldviews*
- *Nationalism as the Cause of World War I*
- *Bauhaus Architecture and Diminished Humanity*
- *The State as Savior and Tyrant under Modern Dictators*
- *The Great Gatsby and the American 1920s*

THE HOUR PROJECT

To complete the year of Modernity, students craft a single project in a medium of their choice about any topic covered. Students should spend a required number of hours (30-40 hours is recommended) completing this project in order to attain a high level of quality and to create a project that is desirable to keep and display.

First, students must choose their project. Sample projects include, but are not limited to:

- *Portrait of John Comenius*
- *Play about the lives and thoughts of the Enlightenment philosophers*
- *Scale model of a ship from the Golden Age of Piracy*
- *Working recreation of Newton's telescope or a model of Kepler's heavenly spheres*
- *Reproduction of one of Vermeer's paintings*
- *Essay in the style of Samuel Johnson*
- *Musical composition based on a theme from Bach*
- *Newspaper with original content about the French Revolution imitating the language, philosophy, and advertisements of the day*
- *Reproduction of the Duke of Wellington's sword*
- *Recreation of a Napoleonic uniform or evening gown of the time*
- *Garden using the agricultural advancements of the Industrial Revolution*
- *Poem in imitation of the style of Coleridge or Wordsworth*
- *Novella about the life of Thomas Chalmers*

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- *Map showing Christendom's pre-Nationalism borders*
- *Reproduction of a Victorian furniture piece or stained glass*
- *Documentary on Social Darwinism and its affects on today's culture*
- *Sermon in the style of Charles Haddon Spurgeon*
- *Victorian meal*
- *Movie about World War I*
- *Illustrated children's book about the life of Winston Churchill*

Students must then carefully plan and execute their project, keeping a log of hours worked toward their project's completion. Projects must have stated goal from the beginning such as, "I will build a Victorian chair" or "I will create a 15-minute documentary about the Battle of the Bulge."

The Hour Project should be completed by the end of the 27th lesson. Students should choose their project and state their project goal by the end of the 23rd lesson.

Hour Projects are graded upon meeting the required number of hours, craftsmanship, ingenuity, appropriateness to the history of Modernity, and work ethic.

GRADING GUIDE

ON EXAMS

Grading is one of the most challenging tasks of the humanities teacher. Grading a simple question such as, “In what year was Napoleon defeated at Waterloo?” is easy and straightforward. But grading the question, “How could France endure an emperor so soon after its revolution?” is rather complex because it requires a careful consideration on the part of the teacher over a multitude of answers. The reason for this is that history is an art within the humanities which, as Harry L. Lewis once said, “teach[es] us what it means to be human.” A multitude of answers can therefore be given since different students have different perspectives.

That said, specific information is always provided in these history lessons. Furthermore, a principle, or main idea, is always referred to. The real art of the humanities teacher is to evaluate a student’s knowledge, understanding, and wisdom of a given subject. Such an evaluation looks like this:

A. Knowledge—Does the student know key people, places, dates, and events?

B. Understanding—Does the student understand how the idea or action of one person or people resulted in a specific event or culture later in history?

C. Wisdom—Can the student apply this knowledge and understanding to other periods of history, other subjects, and even his or her personal life?

When I grade my students according to this rubric, I ask several key questions of the student’s answers. First, I want to know, “Do the answers of the student show a work ethic matching their current maturity in the discipline of history?” No one starts in the same place as another. Every individual brings a unique experience and perspective to the table. Thus, not all students have the same abilities as each other when answering questions or performing tasks. However, all students can be graded against themselves, week-by-week. The goal is to see consistent improvement in students’ answers exam-by-exam and to evaluate their level of work ethic when they apply themselves to an assigned task or question.

Secondly, “How thorough is the answer of the student?” Consider whether or not the student has answered all parts of the question. Determine whether or not all required information has been included. Ask the student to augment answers that are vague or lacking in detail. After all, history is about specifics and is typically told through a narrative. Students should be able to retell the stories of the past as this is the key to enjoying history.

Thirdly, “Does the student show an ability to interact with and explain the principle through their answers?” This is the most difficult part to grade but is also the most rewarding. In the work of my students, I am constantly searching for an understanding of how Biblical principles work, whatever the subject, because this is the key to wisdom. In the answers of your students, you want to ask whether or not they understand the main idea and have connected it to the specific info contained in the lesson. If they have, encourage them to apply this in other areas of their life. If they have not, review the material or discuss it from a fresh perspective.

History is an art and cannot be mastered in any single lifetime. It is an art akin to a spiritual discipline since no matter the number of times we have heard a certain tale or learned a specific verse, we must return to it again and again lest we become forgetful and slip into the void of unfaithfulness. History teaches us to remember God’s mighty deeds and to hope because an infinite and merciful Yahweh has already ordained our days—past, present, and future.

ON THE READINGS

The readings have been carefully selected to create a fully-orbed program. These readings consist of speeches, first-hand accounts, sermons, letters, poems, and historical narratives. Each reading is also accompanied by a question or two about the selection in order to prompt a student’s critical thinking in each reading. Some readings are easily accessible to high school students and some are more challenging. Therefore, it is up to the discretion of the teacher whether or not to assign a reading, all of the reading, or to coach a student through part of the reading.

Please remember that these materials are designed to give a student a full course in modern history and may be seen as either core materials or supplemental.

ON PORTFOLIOS

The name of the game in portfolios is *craftsmanship*. When I grade portfolios, I am primarily interested in whether or not the student has created a visual scrapbook of high quality work and whether or not they have done this work consistently. Also, I only grade the weekly (or per lesson) portfolios on a quarterly basis. I find this to be a good measure and encouragement of a student's personal responsibility and time management. To be precise, here is my rubric for grading portfolios:

Portfolio Grade

1st Quarter

Requirements: Has the student met the required number of portfolio entries along with their assigned topics?

_____ out of 10 points

Consistency: Has the student shown diligence in regularly making entries with a variety of or a consistency in presentation methods? (i.e. prints, pictures, maps, original artwork, etc.) Has the student met the required items for each entry and included captions?

_____ out of 10 points

Craftsmanship: Has the student put purposeful effort into his/her work with a desire for artistic quality?

_____ out of 10 points

Presentation: Has the student arranged the material well and presented it in an attractive manner? Has the student followed all directions? (Binding? Paper quality? Title page?)

_____ out of 10 points

ON PROJECTS

Like portfolios, projects require diligence and craftsmanship. While each project is different, they can all be graded upon these two virtues. Additionally, I also require classroom presentations of my students for each project which contribute to their overall grade. This may or may not be feasible in your situation but is highly encouraged.

Here are my grading rubrics for each project in the Modernity year:

Reformational Imitation Project

Grading Sheet

Name _____

Date _____

Project

Research: Has the student researched his or her imitation and chosen a suitable subject? Has the student followed the project's instructions and deadlines?

_____ out of 20 points

Accuracy: How well has the student imitated the original in essential parts and details?

_____ out of 20 points

Craftsmanship: Of what quality is the project? How well executed is it?

_____ out of 20 points

Work Ethic: How industrious is the project? How ambitious is the project?

_____ out of 20 points

Presentation

Posture and Dress: How well does the student hold himself or herself? How well does the student present himself or herself in dress and posture?

_____ out of 5 points

Quality of Speech: How well does the student project his or her voice? How clear is the student's speech?

_____ out of 5 points

Eye Contact: How well does the student make eye contact with the audience?

_____ out of 5 points

Passion: How passionately and artfully has the student delivered his or her speech?

_____ out of 10 points

Speech On Tradition Project

Grading Sheet

Name _____

Speech _____

Date _____

Project

Research & Content: Has the student sufficiently researched tradition and its value? Does the student's speech contain appropriate and sufficient content to defend tradition?

_____ out of 20 points

Modes of Appeal: Has the student properly used *ethos*, *logos*, and *pathos* in his or her speech?

_____ out of 15 points

Craftsmanship: Of what quality is the speech? How well written is it?

_____ out of 20 points

Persuasion: How persuasive is the argument of the student in the defense of tradition?

_____ out of 20 points

Speech Presentation

Posture and Dress: How well does the student hold him or herself? How well does the student present themselves in dress and posture?

_____ out of 10 points

Quality of Speech: How well does the student project his or her voice? How clear is the student's speech?

_____ out of 5 points

Eye Contact: How well does the student make eye contact with the audience?

_____ out of 5 points

Thesis Paper Project

Grading Sheet

Name _____

Topic _____

Date _____

Research & Topic

Research: Has the student done sufficient research for his or her topic and pursued the topic to unique ends? Has the student met the required amount of sources?

_____ out of 20

Ownership: How well has the student engaged the topic and time period? How well has the student received and evaluated the worldview of the topic?

_____ out of 20

Work Ethic: How consistent has the student been in his or her work throughout the project's duration? Has the student met overall paper and page requirements?

_____ out of 15

Grammar & Format

Grammar & Spelling: How well has the student conformed to correct grammar and spelling?

_____ out of 5

Format: How well has the student followed MLA format?

_____ out of 5

Logic & Rhetoric of Argument

Logic: Does the student's argument follow a logical progression? How well has the student thought through his or her thesis statement and its connection to each proof and point?

_____ out of 10

Rhetoric: Of what quality is the style of writing? Does the student show a unique voice that reflects his or her own personality and calling?

_____ out of 10

Paper Presentation

Posture and Dress: How well does the student hold himself or herself? How well does the student present himself or herself in dress and posture?

_____ out of 5 points

Quality of Speech & Eye Contact: How well does the student project his or her voice? How clear is the student's speech? How well does the student make eye contact with the audience?

_____ out of 5 points

Speech Content: Does the student adequately tell his or her topic, thesis, and research? Is he or she able to converse about his or her topic and thesis?

_____ out of 5 points

Hour Project

Grading Sheet

Name _____

Date _____

Project

Hour Requirement: Has the student met the required number of hours?
_____ out of 20 points

Craftsmanship: Of what quality is the project? How well executed is it?
_____ out of 15 points

Ingenuity: How original and creative is the project? Does the student show ingenuity in the solving of problems?
_____ out of 15 points

Appropriateness: Does the project fit within the assigned time period? Does the project show an attention to learned principles? Has the student adequately researched his or her topic?
_____ out of 15 points

Work Ethic: How industrious is the project? How ambitious is the project?
_____ out of 15 points

Presentation

Posture and Dress: How well does the student hold him or herself? How well does the student present themselves in dress and posture?
_____ out of 5 points

Quality of Speech: How well does the student project their voice? How clear is the student's speech?
_____ out of 5 points

Eye Contact: How well does the student make eye contact with the audience?
_____ out of 5 points

Content of Speech: How well does the student describe their chosen project and its work? How well does the student articulate their vision for this project or this medium?
_____ out of 5 points

EXAM ANSWER KEY

Lesson 1

Lecture 1.5–Exam #1

1. **What is the meaning of *skole* or *ludus*?**

Both of these words, either *skole* in Greek or *ludus* in Latin, communicate the ideas of rest and play as part of education.

2. **What does this meaning tell us about the purpose of school or education?**

Education is not the rote memory of facts separated from their context, but the calling to rest in what God has done, is doing, and will do. The response to such a rest is the playfulness of a thankful, joy-filled heart. According to James Schall, "We respond to God best in the freest of our activities."

3. **For what reason do we pursue *wisdom* in education?**

We pursue wisdom to answer at least three basic questions: who God is, who we are, and how we are saved from the condition of sin. Knowing the answers to these questions puts all other educational goals in their proper place.

4. **For what reason do we pursue *delight* in education?**

We pursue delight in education because we are learning about God's created world. We can delight in His creation simply because He made it. As Arthur Quiller-Couch wrote, "The very best things in the world do not pay, for the simple reason that they are priceless."

5. **Explain 4 reasons why we study the past.**

To Show the Glory of an Infinite God: man is not the focus of all glory

To Show That All Things Fall Apart: sin has corrupted God's glorious creation.

To Show the Redemption of God: how He restores his people to righteousness.

To Know Our Own Past: to remember not to fear.

To Know Heroes: the faithful, sinning, repentant men and women who show God's grace.

To Know Villains: the unfaithful self-gratifiers who refuse to confess sin

To Avoid the Mistakes of the Past: sanctification makes us more and more like Christ; history shows us just how deep our sin goes and how deeply we need Him

To Know What it Means to be Human: in this world that God has made and in His larger story.

Lesson 2

Lecture 2.5–Exam #2

1. **Why does Comenius call this world “the Great Stage”?**

We are all covenantally connected to each other. Whatever happens to people around the world affects us all.

2. **Apart from geography, what is “the West”?**

Those nations and people who have adopted a biblical worldview.

3. **What is the soul of western civilization according to Vishal Mangalwadi? Why?**

The Bible. It has provided the basis for authority, logic, science, freedom, etc. within western thought.

4. **Define the term *modernity*.**

Modernus comes from the Latin word for “just now” or “present” and was originally used by the church to describe the future kingdom of Christ. Over time, it became a term to describe the advancement of technology and a better future based upon man’s achievements.

5. **Contrast at least 3 values or worldview categories of Christendom with those of Modernity.**

Christendom derives its authority from God whereas Modernity derives it from man himself. Christendom is structured by the family and the church whereas force is the structure of Modernity. In Christendom, ethics are determined by absolute truths whereas Modernity determines ethics by what is right to the majority or by relativism. Justice is a carrying out of the Scriptures and biblical principles in Christendom whereas justice is accomplishing the greater good in Modernity. Christendom’s continuity is maintained by God’s grace and the perseverance of the saints whereas Modernity is maintained by its own accomplishments, a type of works righteousness.

6. **Using at least 2 of its mottoes, briefly explain some of the core beliefs of the Reformation.**

Soli Deo Gloria argued that all things should be done for God's glory alone, that such glory is our purpose. *Sola Scriptura* said that the scriptures are alone sufficient for salvific knowledge. *Sola Fide* and *Sola Gratia* stated that we are saved by grace through faith alone and do not require good works for salvation. *Solus Christus* showed that Christ alone is our mediator and that a priesthood is not needed to attain forgiveness or to speak to God.

7. **What did the Peace of Augsburg allow within the Holy Roman Empire?**

Freedom of religion. Each principality of the empire could choose its own form of worship and theology.

8. **What various things sparked the Thirty Years War?**

Several things sparked the war, such as the division among Protestants and Catholics, the creation of the Protestant Union and the Catholic League, and the execution of the emperor's ambassadors in Prague.

9. **Who was Gustavus Adolphus? Why did he participate in the Thirty Years War?**

He was the king of Sweden and a devoted follower of the Reformation. He entered the war reluctantly in order to help the beleaguered Protestant states of the Holy Roman Empire.

10. **What was the outcome of the Thirty Years War?**

A return to the Peace of Augsburg, enormous death and depopulation throughout the Holy Roman Empire, and the loss of rights for minorities within Hapsburg-controlled lands.

11. **Who was John Amos Comenius? What were his contributions to education?**

He was a Czech/Moravian pastor, writer, and educator. He promoted the teaching of languages for thinking and worldview skills, taught from familiar objects and pictures, sought to educate the whole man, desired to make education seen as a pleasure, and advocated accessible education for all.

12. **List and define at least 4 contributions of the West.**

Logic: God, his word, and his world are logical and knowable.

Sanctity of Life: All people are made in God's image and are therefore valuable and sacred.

Original Sin: Man is fallen and must be ruled by a just government.

Incarnation: Original sin has been solved by God's assuming of human flesh.

Grace: Forgiveness is possible.

Heroes: Great men and women are defined by service and repentance.

Justice: Corruption must be actively fought.

Technology: Advances in technology are primarily to be used for helping others and alleviating the effects of the Fall.

Lex Rex: Government should be limited allowing the people to maintain as many rights as possible.

Science: God has made an orderly, good world that can be understood and appreciated through natural laws.

Family: The family and the marriage vow are the normal objects of life, along with a firm work ethic expressed through personal calling.

Compassion: Christians should be known by their generosity towards others.

Lesson 3

Lecture 3.5—Exam #3

1. **Explain the phrase *Ideas Have Consequences* in the context of the Enlightenment.**

An idea fully formed becomes a motivator of action. True assent means taking the implications of belief all the way home. There is a consequence to believing that “man is the measure of all things” and that the mind and achievements of man are unlimited: no creator, much less a savior, deserves the worship of mankind. [Students may supply one or more example of an Enlightenment idea and walk the reader through its application. Dave explicitly calls Rousseau's ideas the foundation of Robespierre's thoughts and deeds during the French Revolution.]

2. **For what reason(s) was Prometheus the symbol of the Enlightenment?**

Prometheus was a character in Greek mythology who gave the secret of fire to mankind against the wishes of the gods. For his treason he was eternally punished, but man now had an important bit of the secret knowledge of heaven. Many Enlightenment philosophers presented their ideas as a kind of liberty

from the “ancient, restrictive” belief in a god, elevating man’s reason to the level of God’s special revelation. Genesis tells another story: disobedience leads to the presence of sin, not a lack of knowledge.

3. List and define the "Trinity of Unbelief" in the Enlightenment.

Classical Humanism makes man’s reason the gauge against which truth is measured. Naturalism limits truth to the observable world alone. Individualism breaks the feudal relationships of community and responsibility that were drawn from Scriptural commands.

4. Define the philosophy of Nominalism which William of Ockham proposed.

Nominalism began with the idea that God is absolutely free, not contingent upon anyone else. However, Ockham emphasized God’s freedom above any of His other attributes (love, goodness, immutability). At least theoretically, then, God could change His from being a good, loving, unchangeable being. Absolute truths therefore do not ultimately exist in Ockham’s belief. This provides a simple basis in the Enlightenment for the emphasis on man’s own will.

5. List in detail the argument of René Descartes concerning doubt and his own existence.

Cogito ergo sum, or “I think, therefore I am” asserts that man must begin knowledge with self-knowledge. Man must first determine for himself the nature of existence before he examines the truth of anything around him. Furthermore, the posture of that exploration must be one of doubt, according to Descartes.

6. Define the philosophy of Baruch Spinoza.

Believed there was no god but the physical universe. God is the “indwelling, and not the transient cause of all things.” “Nothing in itself can be external to God,” so creation is elevated. *Deus sive Natura*, his phrase, meant that whether one speaks of “God or Nature,” one ultimately means the same thing. He also invalidated the Scriptures because of his belief that miracles violated natural law.

7. Define the philosophy of either Thomas Hobbes or John Locke.

Hobbes understood the natural state of man is struggle. The only real solution to this struggle in this life was for man to serve a greater good, with an absolute ruler. This is represented in his work as “Leviathan.”

Locke argued that man, being a creature of reason, should be able to govern himself. Called the father of modern empiricism. He disagreed with Descartes by saying we are a *tabula rasa*, a blank slate. We come to know God based on

our circumstances. If people were free to do what they want to do, they would be naturally good.

8. Define the philosophy of either David Hume or Francois Voltaire.

Hume is considered the father of skepticism. It is difficult to know if anything is true at all. Hume argued that we understand what we know (epistemology) based on experience. Cause and effect are the chief tools in discovering truth.

Voltaire (a pen-name) called the church “the infamous thing” and supported the idea of enlightened despots. Much like Plato’s philosopher kings of old, these men and women would be worthy to lead mankind on the basis of their knowledge, not their obedience to God.

9. How was the life and thinking of Jean-Jacques Rousseau the crowning achievement of the Enlightenment? Define his beliefs and life and explain how he was the natural result of the previous thinkers.

Rousseau believed that man was ultimately good and that society was the problem, not sin nature. He elevated the standing of the state and believed that man must be given entirely to the state or become a “noble savage” and live outside it in his naturally good and free existence. Therefore his lifestyle and illicit relationships intentionally broke the commands of Scripture.

10. How can a Christian pursue knowledge without making the same mistakes as did Enlightenment philosophers?

Answers will vary. The basic template is that while most of these men discovered something useful about the mind or the natural world, their elevation of man’s reason and will to deity meant that they left behind Scriptural teaching about sin, redemption, and sanctification.

Lesson 4

Lecture 4.5–Exam #4

1. Define the Sacred and Secular realms from a Biblical understanding.

Whereas secular has come to mean the absence of religion, it used to mean those realms of knowledge and activity outside the church proper. One fun example is Bach’s “Coffee Cantata” which was composed to celebrate the merits of that drink, in contrast to Bach’s sacred work which was composed for use in church worship. Both coffee and song can show the glory of God, but the Bible enjoins us to perform the latter on the Lord’s day in worship.

2. Why did Modernity divorce these two realms?

Modernity began the process whereby the state became the parent of the individual, replacing the family and the church. This eroded the responsibility modern man felt to his creator, and had the odd effect of sometimes forcing someone to be “free” from faith.

3. How does Tradition prevent the separation of the Sacred from the Secular?

Tradition reminds us of the old paths, the old remembrances, that Scripture commands us to keep in mind, lest we forget our salvation and the providence of God.

4. How did the piracy of early Modernity illustrate the divorce between the Sacred and the Secular?

War no longer needed to be justified by anything other than material gain.

5. Name 1 unique trait about one of the following pirates/privateers: Sir Francis Drake, William Kidd, Edward Teach.

Sir Francis Drake, although a privateer, was instrumental in saving England at the defeat of the Spanish Armada. William Kidd, a privateer, helped donate supplies to a church in America. Edward Teach was known as Blackbeard and kept lit cigars in his long hair and beard to frighten his enemies.

6. Name 3 unique traits about the rule of the Enlightened Despots Maria Theresa and Joseph II.

Maria had always feared a state that was too weak. She dramatically increased the bureaucracy, taxes, and standing armies. She revoked the constitution of Bohemia, and removed the rights of states in her realm and deposed elected governors in favor of her own choices.

Joseph II was quite intelligent and loved Enlightenment philosophy. Said that “The state is the greatest good for the greatest number of people.” He completely abolished slavery in European Hapsburg realms, established equal tax rates, and exercised religious tolerance. However, he did this at the cost of abolishing local governments and rulers to centralize power, and selected German as the single, unifying language of the empire.

7. Name 3 unique traits about the rule of one of the following Enlightened Despots: Frederick the Great or Catherine the Great.

Inheriting a Prussia that was already renowned for military prowess, he continued that reputation to conquer parts of Poland. Saw himself as benevolent, but that his goodness came from within him and was not affected by the fall. He established a state-sponsored school system. Believed that he might need to kill in order to make men realize their freedom.

German wife of Peter III. Kept a series of lovers while she favored with government positions. She was a constant reader. She multiplied the number of bureaucracies which simply took orders from her throne and enforced them across the 50+ districts she made. She expanded Russia through war to the Black Sea and Poland. Put down several of her own rebellions.

8. How did the rulers in questions 6 & 7 further divorce the Sacred from the Secular?

Answers will vary with detail, but the essential components of a correct answer will explore the use of the state as the arbiter of ultimate good, the expansion of government into realms heretofore left to the biblical family (education), and the lack of just war theory in the expansion of their empires.

Lesson 5

Lecture 5.5—Exam #5

1. Define the use of the title: “Royal Science.” How is science a matter for kings?

This week’s principle comes from Proverbs 25:2 “It is the glory of God to conceal a thing; but the honour of kings is to search out a matter.”

Rather than pit science against belief, Proverbs tells us that discovery and knowledge are intimately related to acts of God’s creativity and providence. To seek to understand God’s created order is to search as a king for honor and glory. These scientists in the main understood their task to be uncovering the awesome deeds of God in creation.

2. Why does the writer of Ecclesiastes say: “There is nothing better for a person than that he should eat and drink and find enjoyment in his toil?” What does this statement say about work?

This observation comes after the writer of the book has given himself every opportunity to discover life’s meaning on his own yet not found ultimate happiness. Pleasure alone does not satisfy; wealth does not satisfy, etc. These things all find their meaning if our ultimate satisfaction is found in relationship with God. Therefore, the proper attitude to all that is before us is to live a life that is fruitful and learn to find happiness in what he is given as a gift from God. Work is not salvation, nor is it a curse. Work, properly considered, is a way to see God’s faithfulness.

3. How did the scientists of the 17th century typically view creation and the universe?

They typically saw it as an orderly system.

4. What is the connection between science and humility?

A proper understanding of science should show us just how much we do not know. Knowledge should be humbling, as it is when we come to a knowledge of our need of a savior. Knowledge does not eliminate humility or faith.

5. List and define 3 results of a biblical worldview of science.

1. A Linear Sense of Time: history is not a cyclical slave of fate.

2. Observation and Experience: things can be known about the world around us.

3. Nature is Not a Force: it is a creation of God to bring Him glory. We should worship the creator rather than the creation.

4. A Rational Universe: God, being himself orderly and perfect, established order across the universe.

5. Harmony of Scripture and Reason: faith is not at war with science; it is the glory of kings to search out what God has hidden.

6. What did the invention of the microscope and the work of Antonie van Leeuwenhoek do specifically for our knowledge and wisdom?

Specifically, it proved that just as God's order exceeded our earth into the heavenly bodies, so too did it descend to those things too small for the naked eye to see. How wondrous!

7. What were the principal accomplishments of Nicolaus Copernicus?

Copernicus is most know for his model of the solar system which places the sun, and not the Earth, at the center of the solar system.

8. What were two chief inventions/advances of either Robert Hooke or Christopher Wren?

Robert Hooke: microscope and vacuum

Christopher Wren: architecture (after the great fire of London in 1666, he designed 52 churches!); telescopes, microscopes, submarines, and transparent beehives

9. What were the principle accomplishments of Gottfried Leibniz?

- improved Pascal's calculating machine by adding multiplication and division

- improved nail shafts by adding grips
- Frederick the Great called him "a whole academy in and of himself"
- wrote over 100,000 pages of notes
- wanted a museum of "everything"
- advanced knowledge of binary code
- believed "nature does not make jumps"

10. What were the principle accomplishments of Isaac Newton?

- invention of most powerful telescope of the day, even at 6 inches
- president of Royal Society after a while
- believed "God's works are done with simplicity"
- was humble: "If I have seen farther than others, it is because I have stood on the shoulders of giants"
- had a tremendous work ethic (had a hard time understanding trig so went back to Euclidean geometry; re-read Descarte's *Method* multiple times to make it stick, etc.)
- studied Galileo and gravity (tidal forces, distance of moon, path of comets), which led in 1846 to the discovery of Neptune
- further established Calculus (mathematics that was designed for a world that had been affected by the fall [time, differentials, variables])
- wrote the *Principia*
- wrote the *Opticks*
- established the Laws of Motion

Lesson 6

Lecture 6.5–Portfolio Task #6

1. **For this lesson, create a portfolio entry specifically about one or more of the works of art you viewed or heard in the lectures or Reader this week.**

Lesson 7

Lecture 7.5–Exam #7

1. **Explain the lesson's title: "The Devil Has No Stories."**

Satan, the devil, is no creator, for he was created by God himself. All he can do in rebellion is to attempt to corrupt that which is already created. In the garden of Eden, these were "good" things that God had made. The Fall was profound in its effect. Revolutions are poor shadows of the righteous reformations they mock.

2. **Why was the French Revolution ultimately a religious revolt?**

Ultimately, the French Revolution involved an upheaval of worldview. Worldview is religion externalized. All the changes (laws, calendar, property, life) of the French Revolution were due to the elevation of man's reason over and against the laws of God.

3. **What is mercy?**

Mercy is the withholding of judgment that is justly deserved. We are shown mercy by God when He withheld his judgment for sin in His people and instead applies that to His Son on the cross.

4. **How are mercy and the French Revolution connected?**

The French Revolution was the elevation of man's reason to the extreme. Feudal orders and their adherents were brutally crushed through deception and murder. As G.K. Chesterton wrote: "The modern world is full of the old Christian virtues gone mad. The virtues have gone mad because they have been isolated from each other and they are wandering alone. Thus some scientists care for truth, but their truth is pitiless without mercy. And thus some humanitarians care only for pity, but their pity—I am sorry to say—is often untruthful." The ultimate truth of the French Revolution was that man has no ability to be merciful in and of himself.

5. **How are revolutions and reformations different?**

Revolutions seek immediate solutions to a revolving set of circumstances. They rely on power, surprise, upheaval and the presence of a "strong man" or group. Reformations are another term for biblical sanctification: slow but steady movement toward righteousness; unflinching obedience to making the earth more like God's kingdom. The former is fleeting, the latter is lasting.

6. **What are the Estates General?**

They are the 3 classes or orders of society (Clergy, Nobility, Commoners) exploited as an organizing tool by revolutionaries to break down the feudal system. In late feudal France, laws were formalized by an equal vote of each of the three orders, even though their numbers were wildly uneven.

Revolutionaries sought to mobilize the ever-increasing Commoners against the Nobility by enlisting the aid of the Clergy at first, then cutting them off once they gained their legal objectives.

7. What did Louis XIV mean by “the state is myself?”

King Louis meant that all that was necessary for rule resided in him alone: wisdom, justice, and power. He needed no authority from God (called himself the Sun King) and no responsibility to his nobles or people.

8. How did the French Revolutionary calendar attempt to obliterate Christianity?

The revolutionaries knew that declaring time under the authority of man, or the state, would further remove allegiance to the Christian God who established created order from the beginning of time. Months were changed to chief characteristics of the ideal republic. 1792 was declared Year One, rather than God's creation or the incarnation of Christ. They instituted 12 months of 30 days and 3 weeks to maximize efficiency of the republic, and they removed Christian holidays.

9. Define the characters of Georges Danton or Jean Paul Marat by listing 2 traits about one of them.

Danton was called the voice of the people, and led the Committee of Public Safety which undermined the work of other revolutionaries. He believed one must always be pulling down the old ways, especially Christianity. Danton was tried by his compatriot Robespierre.

Marat was a great strategist of the Revolution, and eloquent man. He believed in feeding absurdities to the masses simply because they would believe them. He was murdered by a compatriot in his own bathtub, a scene captured in a famous painting.

10. How was Robespierre the height of folly in the French Revolution? Give a thoughtful answer with details.

Robespierre was a radical member of the Jacobin party who led the Revolution with his ideas and consistent distrust of fellow man. He lived a regulated life to ensure that no fault could be found in him. However, sin always returns home and Robespierre was sent to the guillotine he had helped to popularize.

Lesson 8

Lecture 8.5–Exam #8

1. **Define *apotheosis* and explain how Napoleon viewed himself in this way.**

Napoleon's only loyalty was to himself. He saw himself as the highest form of man, the ultimate elevation of man to the status of (near-)deity. This stands in stark opposition to the true *apotheosis* of Jesus Christ in the form of the God-man.

As Paul Johnson writes, "Bonaparte was a man who, when he was in the cradle, had been given gifts by the good fairy beyond the imaginations of most men. But she had denied him that most people, however, humble, take for granted. The ability to distinguish between truth and falsehood, right and wrong."

2. **Explain what C. S. Lewis meant by "men without chests."**

"We make men without chests and expect of them virtue and enterprise. We laugh at honor and are shocked to find traitors in our midst. We castrate and bid the geldings be fruitful" (C. S. Lewis).

Lewis's point is that we cannot expect virtue from those who have never cultivated it. The responsibility for one's actions is between one and God, but there is a tremendous necessity to train up the next generation in the way that it should go, according to Proverbs.

3. **How was Napoleon Bonaparte lacking in honor? List at least 3 examples.**

His unfaithfulness to spouse, pride (not trusting others); he was angry and impatient; he preferred war to peace; he was an adherent of universal brotherhood; he was a son of the Enlightenment (used force to accomplish desires).

4. **Narrate the early life and rise to prominence of Napoleon.**

Napoleon was a Corsican; his family fought for independence of Corsica. He joined British royal navy and displayed an incredible gift for mathematics (always calculated military things). He attended French military school but did not believe in the Revolution. He gained celebrity because all news of his military victories in the name of the revolution in Italy went back to Paris revolutionaries.

5. **How did Napoleon motivate his soldiers?**

He motivated his soldiers through the successful campaigns of his military genius, and a cult of celebrity he established around himself. He treated his soldiers like an extended family because he knew he needed their unfailing loyalty to achieve his goals.

6. For what reasons did Napoleon attempt to invade Jerusalem and what did his expedition to Egypt accomplish?

Napoleon attempted to invade Jerusalem because he knew the profound impact that would make on the worlds three great monotheistic faiths (Judaism, Christianity, and Islam). He wanted the significance as well as the strategic benefit of the Middle East. Ultimately, his expedition to Egypt yielded several artifacts—like the Rosetta Stone, which uncovered hieroglyphics—and still more military glory—at the Battle of the Pyramids, for example, the Egyptians lost 10,000 men to his 29).

7. How did Napoleon initially seize power as First Consul?

Bloodied by a council of 500 upon his return from campaigning in the Middle East, he then ordered his men to incarcerate them all and so became first consul of France. In 1802, he declared himself consul for life, and in 1804, emperor.

8. What is significant about the Battle of Trafalgar?

The Battle of Trafalgar (21 October 1805) was fought by the Royal Navy against the combined fleets of the French and Spanish Navies, during the Napoleonic Wars (1803–1815).

The battle was the most decisive naval victory of the war. Twenty-seven British ships led by Admiral Lord Nelson defeated thirty-three French and Spanish ships of the line under the French Admiral Villeneuve in the Atlantic off the southwest coast of Spain, just west of Cape Trafalgar. The Franco-Spanish fleet lost twenty-two ships, without a single British vessel being lost.

Nelson departed from traditional naval tactics. Nelson divided his smaller force into two columns directed perpendicularly against the enemy fleet, instead of a single line of battle parallel to the enemy.

9. How did Napoleon reorganize the structure and government of Europe? Why did he do this?

Napoleon destroyed the vestiges of feudalism by centralizing power to himself, organizing a common law code to replace the local laws in his empire, and forged an alliance with the church by restoring lands lost in the Revolution. He did this because it was the expedient way to consolidate his own power and ensure he could maintain the conquests his empire constantly needed for expansion.

10. Why did Napoleon fail in Russia in 1812?

Napoleon failed like other conquerors before him, and like Hitler after him, because he underestimated the Russian winter and the hardness of the local troops.

11. How was Napoleon finally defeated at the Battle of Waterloo?

Napoleon's ultimate downfall was his pride. Instead of instructing his generals in his overall plan, he kept his genius closely guarded. When his opponents lured him with a feint maneuver, his lack of communication led to his men falling into a trap.

Lesson 9

Lecture 9.5—Exam #9

1. What is the theological basis for technology used in dominion?

Adam was called to take dominion over the earth and so is mankind. Taking dominion requires the use of tools as servants since man, made in God's image, can sub-create and find better ways to accomplish godly goals. Additionally, this is akin to Chesterton's statement that the subways were the victory of Adam.

2. How did the Industrial Revolution negatively affect Western Culture? Give 3 examples.

- It devastated villages and community life by uprooting peoples according to jobs alone.

- It drastically altered the family by taking the father out of the home for work and changing the home from a place of production to a place of consumption.

- It often ruined callings by using skilled labor in unskilled positions.

- It made a mess of ethical standards when devoid of chivalry.

- It created urban ghettos.

3. Why was chivalry needed wherever the Industrial Revolution occurred?

Chivalry allows for a proper view of dominion—either for the Kingdom of Christ or the kingdom of this world—which was the impetus of the Industrial Revolution

4. Define chivalry's traits according to the lessons given in class.

Chivalry implies a deliberate covenant community like Mitford, Mayberry, Port William, or Hobbiton which is based upon things like manners, conversation, and hospitality.

Chivalry demands a slow and quiet life which acknowledges the command to be still and know God as God. Its value is measured in the quality of life.

Chivalry protects the individual and the minority like the shepherd who left the 99 sheep to seek the one lost sheep.

5. From what class or rank came the typical inventor of the Industrial Revolution?

The common class of merchants, laborers, and mechanics.

6. How was science turned into a quasi-religion during the Industrial Revolution?

Immanuel Kant and the poets proposed that uncreated energy was the source of all creation. Shelley proposed that science would lay all of nature bare and allow man control over winds and waves. Faraday concluded that only things which could be observed could be true. Babbage said that machines could potentially do anything designed by a creator.

7. In what ways did the Industrial Revolution radically change society between 1800 and 1900? Give at least 3 examples.

The Industrial Revolution introduced more change than all previous centuries combined:

- transition from hand tools to machines
- invention of rubber, battery, machine gun, zipper, etc, etc, etc
- Britain tripled in population as people flocked to cities
- cities dramatically grew
- creation of working class which labored for wages rather than calling

8. Name an inventor of the Industrial Revolution, describe his invention, and explain what benefit this brought to the masses.

Jethro Tull—seed drill—increased food production by limiting seed waste

Eli Whitney—cotton gin—increased cotton clothing production by efficient cleaning of cotton

John Deere — steel plow/franchised business — increased food production by plow resistant to rocks

Cyrus McCormick — mechanical reaper — increased food production by quick harvesting

John Kay — Flying Shuttle — increased cloth prod. by allowing only one man to operate loom

Edmund Cartwright — Power Loom — increased cloth prod. by 100 times

James Hargreaves — Spinning Jenny — allowed fast prod. of yarn via 8 spindles at once

Samuel Crompton — Spinning Mule — improved Spinning Jenny to make finer threads

Josiah Wedgwood — Pottery Innovations — set up mass production of pottery and heavily marketed through ads, catalogs, and buy one get one free

Richard Arkwright — Cloth Factory — used water wheel and steam power to increase cloth prod. 100 times

James Watt — Steam Engine — improved engine to make it workable and safe and more efficient

Robert Fulton — Steam Boat — allowed rapid transit on waterways — soon applied to railways

Samuel Morse — Telegraph — allowed rapid communication

9. **Name another inventor of the Industrial Revolution, describe his invention, and explain what benefit this brought to the masses.**

Use the list from #8.

10. **Name a third inventor of the Industrial Revolution, describe his invention, and explain what benefit this brought to the masses.**

Use the list from #8.

Lesson 10

Lecture 10.5—Exam #10

1. **How do the characters of the muse and the antiquary relate to the purpose of studying history?**

The muse recognizes the beauty of what God has made in past and present; the antiquary delights in deeds of Lord in past as well as current day. These are useful characters to make sense of the point of history: recognizing the providence of God (Phil. 4:8, Zech. 9:17, Ps. 27:4).

2. **Using details from his life, support the claim that Sir Walter Scott wrote “manly romances.”**

Scott wrote romances which means they were mostly concerned with praising places and things and people rather than glorifying the plot line. Scott's romances are concerned mostly with everyday affairs.

He takes his time to describe a scene, a room, an appearance of a person or a simple object. Abbotsford was his crowning achievement and is like a museum containing the great objects of the West's history.

3. **Characterize the writing of Jane Austen.**

Austen was largely concerned with personal character and showed it almost entirely through dialog. She is able to create complex characters and entire scenes strictly through her characters' speech.

4. **What were the key themes of the Romantic Poets' worldview? Name and define all three.**

A. Expressive (highlights emotions and mood of poet) versus Imitative (reflection of created world with standards at back of it)

B. Experience (personal experiences determine truth) versus Objectivity (Word interprets experiences)

C. Mused Genius (inspiration comes suddenly and via sensual experience) versus Steady Craftsmanship (great works produced by wisdom and long years of service)

5. **Describe the life and work of Samuel Taylor Coleridge or William Wordsworth.**

Coleridge and Wordsworth founded the Romantic movement in England. They lived in the Lake District and believed nature to hold the key to artistic inspiration and ultimate meaning. Coleridge struggled with an opium addiction but still wrote works of lasting impact. At the end of his life, he returned to faith. Wordsworth likewise became an anti-revolutionary in his later days after an early life outside of biblical covenants.

6. **Describe the life and work of Lord Byron, Percy Bysshe Shelley or John Keats.**

Byron was tall, muscular, dark & handsome. His work expresses a burden of the world on his own shoulders, a past sin that is never defined, dealt with.

Shelley was a radical in his poetry and life. He did not achieve fame in his lifetime, but appreciation for his work grew steadily after his early death.

Keats is known for his sensual imagery and the evocation of extreme emotion. He also died young and did not enjoy the fame he would earn posthumously.

[Students may also sample from various poetical works to provide support of these outlined themes.]

7. **To what extent were the Romantic poets searching for something which they never found?**

The Romantics ached for the greater beauty to which nature pointed. However, since they would not acknowledge God as the maker of creation and the giver of all good things, they attempted to make beauty a god in and of itself. Never finding complete satisfaction, they instead used their considerable talents to describe this endless quest.

8. **How should the Christian artist recover the significant contribution of the Romantics without falling prey to their melancholy?**

Answers will vary. Students should aim for a balance between using talent to describe and explore God's creation without praising it instead of God as the creator. God's handiwork declares his glory; worshipping the handiwork or man's ability to create something as wonderful will only lead to frustration and, ultimately, death.

Lesson 11

Lecture 11.5—Exam #11

1. **How did Modernity change the world for good and ill? Give two examples of each.**

Answers will vary, although the focus for this week's lectures fell on poverty and slavery. Modernity changed slavery by combining it with industrialization (plantations and colonies) and increasing the demand for it. Modernity also racialized slavery in a way not seen before in history.

2. **By what two and opposing means may someone change the negative aspects of Modernity?**

Revolution, a violent overthrow of existing circumstances, rule, and social order; and Reformation, a slow working out of the gospel in practical affairs such that all circumstances, rule, and social order is brought into line with God's eternal decree. The satisfaction of revolution is immediate and fleeting; reformation is harder going but lasting.

3. Paraphrase and explain this week's principle in your own words.

"Regardless of how large, your vision is too small. Let us then expand our hearts and our minds by dint of laboring in faith for the Spirit's Great Commission strategem" (Chalmers in 1827).

There is always work for the gospel to do in this world, and each Christian is called by Scripture to take part in that work. Although the problems seem insurmountable, we serve an infinite God whose plans far exceed our ability to comprehend their every component.

4. What were the "two great objects" which Wilberforce believed God set before him?

The suppression of the slave trade and the reformation of manners (behavior).

5. Narrate the life change of William Wilberforce and his eventual decision to pursue the end of slavery in all the British domains.

Wilberforce was an idle youth of easy wealth. He was apathetically destined for politics and won an MP position. He then took a vacation to the Riviera with a friend, Isaac Milner, who convinced him of a more fervent faith and a life of good deeds done out of love for Christ. Wilberforce then set himself to the task of abolishing the slave trade in the British empire after seeking further advice from his pastor John Owen, the writer of "Amazing Grace."

6. What is the primary lesson of William Wilberforce's pursuit of abolition over 50 years?

After one of his many defeats, Wilberforce told his supports (and himself), "let us not despair." The great lesson from his pursuit of abolition is the effective power of gospel-wrought reformation. Rather than seeking immediate overthrow of everything around him to achieve his goals, Wilberforce had faith that God would honor his labors to make the world more like God's kingdom. This meant that defeats were not repudiations of the effectiveness of the gospel, but an opportunity for sanctification of his person and, through his faithful work, the lives of others. Wilberforce knew that the gospel's answer to sin was to redeem both the victim and the perpetrator, so he worked for the freedom of slaves and the reformation of British law.

Wilberforce's constant battle to end the slave trade is a lesson in perseverance and dogged determination. He did what was right even in the face of an apathetic culture.

7. How was Thomas Chalmers lukewarm over much of his early life and early pastorate? How did he change?

Thomas Chalmers had natural intellectual and oratorical abilities. He was attracted to the Enlightenment and to mathematics but thought religion too stifling. He was proud as a tutor and an assistant math professor and apathetic as a pastor. He tried to force himself into being a good man and pastor but was eventually confronted with the gospel through the deaths of his brother and sister—both ardent believers who asked him to read the Psalms upon their death beds.

8. How did Thomas Chalmers conduct a great work of reform through the *Astronomical Discourses* and at St. John's Parish? Give at least 3 examples.

The *Astronomical Discourses* outsold the works of Chalmers's contemporaries, Jane Austen and Sir Walter Scott. This wide-reaching work presented the idea that science shows the handiwork of God and the smallness of man. God's astounding work can be found at the end of a telescope or a microscope. The *Astronomical Discourses* provided a concise link between faith and science and explained the nature of science as a humbling pursuit

Claiming that "gargantuanism and the care of souls cannot coexist," Chalmers sought to bring the gospel (and its natural reformation) to his parishes. For instance, at St. John's Parish: 800 of 2,000 families thought to have no experience with a church. He visited every house in his parish, which took him 2 years for one circuit. The use of deacons assigned to sections of the parish nearly eliminated the welfare budget of Glasgow. In 1830, he raised 60,000 pounds in penny subscriptions for the poor and needy. He planted 400 churches and 700 schools.

Other impacts: deacons and Chalmers enabled small businesses, he established Sunday School and night classes, he planted 62 churches in a single year, and he founded the Free Kirk of Scotland and New College, Edinburgh.

9. Describe the impact on missions as a result of the work of either William Wilberforce or Thomas Chalmers.

Although Wilberforce died just 60 hours after the passage of his final bill abolishing slavery in England, his work had opened countless doors for reform across the British empire. Students might point to the great debate in Parliament of 1793 in which it was discussed whether the British East India Company should be required to send missionaries to India. In addition, the Clapham Sect, of which Wilberforce was the acknowledged leader, sponsored

many missionary efforts. Charles Grant, who met Wilberforce in 1790, was sent by the East India Company to Bombay, India and later wrote a treatise that became the official state paper on slavery and *suttee* in India.

Chalmers had the tremendous personal impact of planting 400 churches and 700 schools through his “penny subscriptions.” His mentorship of the St. Andrews Seven led directly to the missions work of the other six men: Alexander Duff, John Urquhart, John Adam, Robert Nesbit, William Sinclair Mackay, and John Ewart. Their influence in later life, especially in India, was to be far beyond their wildest expectations.

10. **Choose one contemporary issue and discuss how a Christian reformer might apply the gospel to our fallen world. Be sure to contrast this approach to that of a revolutionary.**

Answers will vary. Students should acknowledge the very real problems brought on by sin. Rather than advocate a rapid change relying upon the wisdom of a few laws or powerful leaders, students should articulate a path that starts with applying the practical message of the gospel, motivated by a clear belief in the redemption of man and his efforts by the work of the Holy Spirit.

Lesson 12

Lecture 12.5–Exam #12

1. **Explain how this week’s principle describes a sharp contrast with the feudalism of Medieval Christendom.**

Nationalism replaced the trust-based system of obligations and mutual protection that had existed in Europe for over 1,000 years since the fall of Rome. It also changed the primary mode of identity from local communities, families, and faith, to politics (boundaries, ethnic groups)

Nationalism is not just patriotism, but the state itself ruling all of culture, being culture. Hence, “Nationalism is the marriage of the culture and the state.”

2. **List and briefly describe the four characteristics of nationalism.**

Nationalized Religion: supreme loyalty to the state.

Nationalized Law: all laws made uniform.

Nationalized Language: the unique accents and speech of a people are made uniform in favor of a single means of efficient communication.

Nationalized Symbolism: anthems promote a national identity around which to unify otherwise disparate people around the causes of the state.

3. Evaluate the claim that Simón Bolívar is “the South American Washington.”

Bolívar called for “an able despotism” in which a dictator is the only possible solution to political struggle. Unlike Washington, who repeatedly turned down greater honors, Bolívar took rule into his own hand by giving himself titles and enforcing them with military might.

4. How do Bolívar’s own words provide a serious critique of nationalism?

He retired in 1830 after 20-year rule, and died a few months later. On his deathbed, he acknowledged that revolution didn't accomplish anything. Indeed, there have been 26 constitutions in Venezuela since his rule!

5. Describe the rise of nationalism in either Italy or Germany.

In 1861, Italy unified, mostly due to reinvigorated nationalism as a result of Napoleon. Victor Emmanuel led unification efforts in Sardinia (Piedmont). France allied with Sardinia against Hapsburgs, and became a big state with help of revolutionary efforts of Mazzini and southern victories of Garibaldi. A deal was made to unify under king Emmanuel

In 1864, the first international communist workers' party formed.

In 1871, the nation of Germany officially formed, with Prussia playing lead state role. The Prussian military formed its core with the needle gun (5 rounds per minute, use of railway for military). In 1862, Otto von Bismarck unified Germany; loyal more to Prussia rather than Germany.

6. How was the Otto von Bismarck key to the unification of Germany?

Bismarck believed that “blood and iron” would unify Germany. In 1862 he unified the country, although he remained more loyal to a strong, militaristic Prussia than a homogeneous German state. He effectively paved the way for both a central German leader and a government built on conquest and military might.

7. Why is it fair to say that the main project of Friedrich Engels was to redefine history?

Engels redefined history as a struggle of class against class. Progress instead was the key to understanding history. The legacy of the church, repentant heroes, and historical events in the Christian creed were irrelevant insofar as they did not advance this paradigm of class warfare.

8. Narrate the life of either Friedrich Engels or Karl Marx.

Engels was the son of an industrialist and supporter of the revolution. He co-authored the Communist Manifesto with Marx and was Marx's sponsor. His fortune made through capitalism allowed all of this to happen in the first place.

Marx came from a Jewish-Christian family but denied the faith. He wrote the basic ideas of communism in his great work, the Communist Manifesto. Marx believed that the world could only have peace after a great apocalypse which would eradicate personal property. He wrote some 100+ articles with Engels, and his individual poetry, called "Savage Songs" included thoughts such as, "we are eternally chained to this marble block of being. we are apes of a cold god." Interestingly, Paul Johnson claimed Marx knew no working-class people except his housemaid (with whom he had a child and denied paternity). He famously claimed that "religion is the opiate of the masses."

9. What are the ten demands of Communism?

1. Abolition of Property
2. Heavy Progressive Income Tax
3. Abolition of Inheritance
4. Confiscation of Rights from Immigrants and Rebels
5. Centralization of Credit
6. Centralization of Communication and Transportation
7. Extension of Factories Owned by the State
8. Equal Liability of All to Labor
9. Combination of Agriculture with Manufacturing
10. Free Education in State-Run Schools

10. How must a Christian reformer reject the evils present in both Communism and Capitalism?

The Christian is to be warned against simply rejecting Communism and running to the embrace of unbridled Capitalism. There are ditches on both sides of the road. Man is fallen, and whereas altruism is impossible without sanctification, greed is a powerful motivator that can quickly forget the need for sanctification.

Lesson 13

Lecture 13.5–Exam #13

1. **Why did Lytton Strachey attack the Victorians? For what just reasons did he critique them?**

He despised their hypocrisy as sinners and criticized their view that force could solve all international problems.

2. **Define biblical manliness according the discussion on the principle and the quotation of John Buchan.**

Biblical manliness recognizes that true manliness is submission to God eternal, a recognition that we are His children and that we are His bride. Buchan compared it humility in the presence of the Unseen and argued that we often lack manliness from our pursuit of material pleasures.

3. **Explain and give examples of the Victorian value of domesticity and its art.**

The Victorians valued homewares, furniture, and houses that were both functional and beautiful. This can be seen in everything from their ornate home adornments to their busy wall-papers to their intricately designed stoves to their Houses of Parliament which have a home-like feel to their interior.

4. **Explain and give examples of another Victorian value.**

Work—They carried on the Puritan work ethic by doing incredible labors out of a love for the work itself, subscribing to the concept of personal calling, creating mass production and franchises, and starting more businesses than any previous time in British history.

Family—The Victorians valued the family as the center to their lives and innovated the concepts of the weekend, children’s literature, childhood innocence, cookbooks, and works on home décor.

Faith—Both their believers and their doubters knew the Scriptures. The Bible was valued as a tenet of Western culture and made accessible through simple tracts and the increase of global missions.

Duty—The Victorians valued obedience to an authority and a cause as can be seen in the poem, “The Charge of the Light Brigade,” and the Birkenhead Drill.

5. **In what ways did Queen Victoria and Prince Albert set a model by which the rest of Victorian culture could live?**

They had a happy marriage and 9 children and valued each other's company while Victoria often provided much care for the children personally. After Albert's death, she spent the remainder of her life in mourning and dedicated much in his memory. This trait of nostalgia was also highly influential.

6. Contrast the worldviews of William Gladstone and Benjamin Disraeli.

Both men were Christians. Gladstone believed in the use of government for the spread of Christian mercy and was a father to modern liberalism. Disraeli argued for a static conservatism and was a father of modern conservatism.

7. Briefly narrate the reforming work of either the Earl of Shaftesbury or Florence Nightingale.

The Earl of Shaftesbury served as an MP and alleviated the use of child laborers, unsafe working conditions, and derelict insane asylums through legal reforms.

Florence Nightingale improved the sanitation of a single Crimean War field hospital through proper ventilation, sewage removal, basic comforts of pillows and light, and vigilance in the care of her patients.

8. Who was Alfred, Lord Tennyson and how does his life and work portray a Christian virtue without Christ?

Tennyson was a British poet who became the national laureate. He had a dear desire for his family, duty, and the beauty of words but did not believe the gospel to be true since he had such a low view of Christians and the church.

9. Why is Charles Haddon Spurgeon remembered and what can we learn from him? Give at least 3 remarkable details about his life.

- preached 5 times per week to crowds of 20,000 and up
- regularly lectured to students
- wrote 50 personal notes a day
- read 500 pp. a day
- read Pilgrim's Progress 100 times, beginning at age 3
- never gave an altar call but led many to Christ
- wrote 100+ books
- began 60+ institutions such as orphanages and seminaries

- is highly quotable: "Of two evils, choose neither."

10. How is the Birkenhead Drill both a reminder of the problems of Victorianism and also of its heroism and nobility?

The troops aboard the Birkenhead were being sent to the colonial wars in Africa which were largely unjust. However, after the ship began to sink, each soldier obeyed orders to give the lifeboats to women and children first, fall in rank, and swim for the shore, not the lifeboats, lest they be capsized. It is a remarkable tale of self-sacrifice.

Lesson 14

Lecture 14.5—Exam #14

1. What does Samuel Johnson rebuke and call for in his quote serving as this week's principle?

Johnson rebuked the listless life of the believer who is content to simply pursue the gospel in comfort. He called for a larger vision of applying the gospel which implies a global view of missions and seeing beyond our own culture or identity group/cliq̄ue.

2. How is justification related to the word "come" in the New Testament?

The word "come" is used in the NT as an open invitation of grace and implies our already justified position before God based upon the work of Christ.

3. How is sanctification related to the word "go" in the New Testament?

The word "go" is used in the NT as a command to take this reality and to share it with others despite personal discomfort or fear. It implies a sanctification or a further reliance upon the same grace which justifies us in the first place. In other words, it requires us to grow in the grace by which we first were saved.

4. Describe the worldview of "God's Funeral" by giving examples of the lives and thoughts of famous atheists like Thomas Hardy, Morrison Swift, and Leslie Stephen.

Hardy argued that God was dead due to modern science and reason. He viewed human suffering as pointless. Morrison argued that religion had exhausted its usefulness and that we needed to focus on alleviating suffering in this world alone. Stephen argued that only those who did not take dogma seriously or literally were real teachers. He was also the father of Virginia Wolfe who committed suicide amidst a time that saw an increase in random suicides.

5. **Give at least 3 specific examples showing how the 19th century was the "greatest century of missions."**

- Bible translations increased from 60 to 537
- mission organization from 7 to over 100
- gospel access across the world from 25% to 51%
- increase in hospitals and orphanages and school/colleges
- decrease in or public opposition to infanticide, cannibalism, abortion, genocide, sati (widow immolation), etc.

6. **Define *Latitudinarianism* and explain its impact on Victorian missions.**

Latitudinarianism argued that the state and secular culture/business should reign unhindered from the work of missionaries who were required to be licensed in places such as India and often were forbidden from evangelism along with soldiers and merchants abroad. It made an improper distinction between the 3rd and 1st worlds based upon race and ethnicity rather than worldview or allegiance to Christ.

7. **What particular skills and motivations did William Carey possess which, in turn, made him well-suited for the mission field?**

- he was a great student of linguistics
- he loved India, geography, and the works of both David Brainerd and James Cook
- he had a vision for foreign missions when no one else did
- he logically and biblically argued for the reason of such missions, compiled data on mission fields, and argued that his success in language study could be duplicated by others.

8. **How did William Carey reform the culture of India? Give at least 4 examples.**

- translated Bible into Bengali and Sanskrit and parts of NT in 29 other languages
- made a Bengali and Sanskrit grammar
- established numerous churches
- established over 100 schools serving all castes

- began printing presses and newspapers
 - founded modern banking system of India
 - helped establish small businesses
 - founded great school at Semapore for the humanities and sciences
 - successfully lobbied for government banishment of sati (widow immolation) and infanticide
 - opposed the burning of lepers and euthanasia
9. **How did Hudson Taylor impact Chinese culture? Give at least 2 examples.**
- he adopted Chinese dress and customs
 - he trained indigenous pastors and missionaries
 - he relied upon local support for resources
 - founded the China Inland Mission which greatly grew the current Chinese church
10. **How did David Livingstone impact African culture? Give at least 3 examples.**
- discover and mapped Victoria Falls and the source of the Nile
 - opposed the slave trade present in Africa's interior with "Christianity, Commerce, and Civilization"
 - founded schools and churches
 - laid ground work for settlement of interior Africa and eventual liberation.

Lesson 15

Lecture 15.5—Exam #15

1. **Explain the following quotation by Richard Weaver:**

"Since the time of [Francis] Bacon the world has been running away from, rather than toward, first principles, so that, on the verbal level, we see fact substituted for truth."

The world has abandoned first principles because we prefer facts and statistics and data to life-changing truth. We have abandoned theology and our identity for the lie that the sciences can offer truth and salvation.

2. Define scientism.

The use of scientific information in moral and ethical decisions.

3. Why is scientism attractive to mankind?

We must worship something in creation or we will not worship the Creator. It is easier to believe that mankind can find a solution to the world's ills through science and applied technology than through grace which requires our complete submission.

4. Give three reasons showing how faith and a Christian worldview make good science possible.

A Christian worldview affirms:

- this world is real and measurable
- this world was made good
- this world is not God but is finite and understandable
- this world is orderly
- this world is fallen and things decay because of sin

Additionally, the scientific method arose out of a unique Christian worldview because it assumes that our opinions or hypotheses are not necessarily true must be rigorously tested and cross-examined.

5. What was H.G. Wells' opinion of the nature of science?

Science is god and we our god's priests. All the solutions to our problems are present in this world currently. We simply need to find them and those with 'superhuman' perception, aka scientists, are best suited to this task.

6. List the principle theory and work of two of the following men who contributed to scientism:

- Thomas Malthus
- Erasmus Darwin
- George Buffon
- Jean-Baptiste Lamarck
- Charles Lyell
- Alfred Wallace
- Herbert Spencer
- Francis Galton

Malthus — world population grows exponentially while food supply only grows arithmetically; he was a pastor and mathematician who wrote *Essay on Population* and argued for an end to charity and allowing the poor to die

Erasmus Darwin — argued for extensive age of earth and evolution through work *Zoonomia*; Renaissance man, wealthy doctor, member of Lunar Society, relative of Wedgewoods, student of Enlightenment

Buffon — French lawyer who wrote *Histoire Naturelle* and argued that there was no creator, no early mature life and that earth had existed for 75,000 years witnessing steady evolution

Lamarck — French soldier who became prof of zoology; wrote *Philosophie Zoologique* arguing for a chain of evolution as lesser life forms evolved into greater forms; coined terms *invertebrae* and *vertebrae*; argued for theory of adaptation: parents passed on evolved traits to offspring

Lyell — Scottish lawyer who wrote *Principles of Geology* arguing for uniformitarianism: the idea that all natural forces work at a steady constant rate over millennia and that the age of the earth can be measured to millions of years via geology and other means

Wallace — British polymath who studied the geography of different species and concluded that species evolved according to their environment

Galton — English writer and polymath who studied weather patters, codified fingerprinting, and fathered eugenics; he wrote *Hereditary Genius* and searched for the genetic makeup of genius; he used stats and questionnaires to gather info and used data as a supreme arbitrator of the truth

7. See #6 above.

8. For what principle reasons did Charles Darwin develop his theory of natural selection?

Darwin developed his theory of natural selection for several reasons such as his upbringing and family, his influence by Lamarck and Lyell, his reading of Malthus, his studies of animals in the Galapagos and their apparent micro-evolutions, his shock at the disparity between native tribes and 'civilized' peoples, and his atheism due to the loss of his daughter.

9. Define and explain the dangers of two of the following pseudo-sciences:

- Darwinism
- Social Darwinism
- Malthusianism
- Eugenics

Darwinism — all species evolve according to survival of the fittest. Man is not dependent upon a Creator and death is supreme in the creative process.

Social Darwinism — society is organized by the survival of the fittest. The rich and elite engineer society to eliminate and/or marginalize the perceived weaker peoples or races.

Malthusianism — population grows exponentially while food supplies grow arithmetically. The elite or fittest must protect society from the weak masses.

Eugenics — evolution can be steered and man can be custom designed through genetic engineering. Limits the reproductive rights or even life rights of select peoples to create a 'master race.'

10. See #9 above.

Lesson 16

Lecture 16.5—Exam #16

1. **What should religion or the faith be according to this week's principle and quotation by Abraham Kuyper?**

It should be something beyond the abstract and impractical. It should transform every sphere of life from politics to art to science to careers to relationships. It should reflect the reality that Christ claims every square inch as his.

2. **What does a Christian culture presuppose?**

It presupposes a love for Christ

3. **Explain the relationship between the Johnson quote, "To be happy at home is the end of all labor," and our perspective of current politics.**

Our ordinary lives and families often impact culture much more than politics. To be happy at home is a greater challenge than to face the goliath of secularism abroad.

4. **Contrast Calvinism and Modernism by graphing their worldview differences on God's relationship to man, man's relationship to man, and man's relationship to the world.**

Calvinism

God to Man— God enters into immediate relationship with the creature via Christ as the mediator.

Man to Man— All men are equal based upon *imago Dei* and the Fall.

Man to World— There is no distinction between the sacred and the secular. The prime distinction is between the Creator and His creation.

Modernism

God to Man— There is no God except evolution and science which potentially possess salvation through materialism.

Man to Man— All men are equal based upon a lack of distinctions between gender, faiths, truth, etc.

Man to World— The sacred is divorced from the secular and this physical world is the ultimate reality.

5. How did Kuyper deal with the Railroad strike as Prime Minister? How did he approach it principally?

He opposed the revolutionary spirit of discontent in the strike by passing laws to end the strike. He also argued against an unrestricted capitalism and was in favor of government oversight of safe working conditions based upon the principle of protecting human life.

6. According to Kuyper, what was the central problem of poverty?

The central problem was our failure to see the poor as our brothers and our personal comfort in materialism.

7. Define progressivism. How were progressives optimistic at the beginning of the 20th century?

Progressivism is the belief that things are progressively getting better based upon cultural norms. The French prime minister predicted that all war, famine, and disease would be obliterated by 1950. This view was not entirely uncommon although less degrees of it were more easily found.

8. What was Woodrow Wilson's view of the Constitution and the office of President?

He saw the constitution as antiquated and too restrictive on the office of president which he believed should have freer reign to make law apart from the constraints of the judicial and the legislative.

9. Who was Colonel Edward House, and what role did he serve in the Wilson presidency?

House was Wilson's chief advisor. He authored *Philip Dru*, a utopian novel about a dictator American president who brought about Marxism and liberalism to the US. House refused to take an office in the cabinet of Wilson and preferred to rule behind the scenes.

10. List and define at least four revolutionary changes of the Wilson presidency.

- Wilson ruled by Executive orders more than any previous president.
- Wilson sponsored the creation of a League of Nations to end nationalism and to create a New World Order.
- The XVII Amendment was ratified during Wilson's admin which allowed for direct election of US Senators and disrupted the original balance of power outlined by the Constitution.
- Wilson passed a series of Const. Resolves which allowed the president's orders to be free of judicial review.
- Wilson created the Federal Reserve to control the money supply, interest rates, and inflation. The power to appoint its head and board was granted to the president.
- The XVI Amendment was also ratified during Wilson's admin which allowed for a progressive federal income tax and federal property taxes. These granted federal rights over personal provision and personal property.

Lesson 17

Lecture 17.5–Exam #17

1. Why did historian Niall Ferguson refer to WWI as the pity of war?

The war was unnecessary and was the result of bankrupt ideologies like nationalism, scientism, and imperialism.

2. What is the connection between the abandoning of universals and WWI?

The abandoning of universals creates a world without transcending truth to explain our material and spiritual existence. As a result, we are left with only the material world and only man's authority which is likewise bankrupt in this fallen realm. This poor worldview led to the abandonment of principle seen so violently in the unnecessary nature of WWI.

3. Name three key changes WWI created in culture, warfare, and/or politics.

- enormous amount of casualties, especially civilian
- expansion of total warfare and genocide
- creation of first communist states
- creation or expansion of Middle Eastern crises
- expansion of nationalism
- wide-spread use of destructive, impersonal warfare

4. How did nationalism and imperialism cause WWI?

Nationalism created an environment of superiority amongst nations and of national jealousy for self-claimed territories. Imperialism partnered with this ideology to create a desire for ever-greater dominion over the globe. Furthermore, alliances were created along lines of convenience and profit rather than justice.

5. Name at least two additional causes of WWI. Explain how each cause is connected to the WWI.

- Enlightenment – the abandonment of first principles
- Piracy – the divorce of sacred from secular
- Napoleon – the creation of grudges and the push for man-centered power
- Victorianism – the pursuit of Christian culture divorced from Christ
- Scientism – the belief in racial superiority via survival of the fittest

6. Briefly narrate the domino effect the Archduke Ferdinand's assassination had upon the nations of Austro-Hungary, Serbia, Russia, Germany, France, and Britain.

The assassination of the archduke causes Austro-Hungary to demand immediate retribution from Serbia. Serbia agreed to all demands save one so A-H declared war on Serbia. Serbia activated their alliance with Russia and then A-H activated their alliance with Germany. Finally, Russia activated their alliance with France and Britain.

7. Of what nature and condition were the battlefields of the Western Front in Belgium and France where most of the heavy fighting occurred?

They were marked by trench warfare, barbed wire, poisonous gas, rotten cheese and rats, mud able to drown, and general Mordor-like conditions. They were Hell on earth.

8. **What was Churchill's strategy for Gallipoli, and how did the battle play out?**

Churchill wished to attack the Central Powers at their fringes. Gallipoli was near ancient Troy in the Dardanelles. However, his plan was only partially executed and the Turks put up a fierce resistance with the use of Jihad suicide soldiers. This demoralized the British forces.

9. **Describe the leadership of one of the following: Ferdinand Foch, Paul von Hindenburg, or Douglas Haig.**

Foch: leader behind lines, paper-pusher, pursued strategy of attrition

Hindenburg: German mastermind of *blitzkrieg*, half-tracks, RPG attacks, and innovation in battle weaponry and tactics

Haig: British commander on Western Front who broke through German lines using their tactic of *blitzkrieg*

10. **Describe the extraordinary war experiences of one of the following: Alvin C. York, Eddie Rickenbacker, Manfred von Richthofen, or Noel Mellish.**

York: TN native who almost single-handedly captured over 100 Germans

Rickenbacker: U.S. race car driver who was a fighter ace

Richthofen: German Red Baron who was fighter ace with 80 kills

Mellish: British chaplain who single-handedly rescued over 20 men on 3 days from under heavy fire in No Man's Land

Lesson 18

Lecture 18.5—Exam #18

1. **Explain what Richard Weaver means by, "Our task is much like finding the relationship between faith and reason for an age that does not know the meaning of faith."**

We live an age of great unbelief that relies upon statistics and science for ethical direction. In reality, faith or belief must be at back of reason. In other words, "I believe, therefore, I understand."

2. **How is this concept related to his idea that we must have right sentiment before reason or wonder before philosophy?**

We must love and believe aright if we are to think and reason aright. Belief precedes understanding.

3. **How does Mark Twain's quotation, "The path to hell is paved with good intentions," describe the work of Woodrow Wilson at Versailles?**

Wilson intended for a destruction of future wars but designed a system in which further wars and conflicts would thrive. He meant well but chose poor beliefs and actions.

4. **What was the attitude of the United States towards foreign wars prior to WWI? How was this reflected in our slow troop deployment?**

We were isolationist following the advice of Washington to stay out of foreign alliances and wars. It took us 6 months to deploy the first troops because we did not have a significant standing army.

5. **Why was the ceasefire or armistice of November 11th, 1918, not a German surrender?**

Germany had lost no major battles and agreed to a cease fire after the Kaiser abdicated. They were not vanquished by the allies.

6. **List and define five of Wilson's 14 points. Explain how each of your selections created a future problem.**

1. Entire World to recognize Open Peace: no entangling alliances, in order to prevent another domino effect.

- meant to force getting-along as if everyone had a similar worldview

- resulted in expansive spy and secret police networks—distrust behind the scenes of smiling, like backstabbing characters on a game show

2. Open Free Global Seaways: no dominance by one nation to control narrow passages like the Strait of Gibraltar

- some nations had historic fishing grounds (like Norway) which were ignored

- created opportunity for larger nations and companies to control the trade and shipping lines

- created loose conglomerates: 5 powers managed most of it (America, Great Britain, France, Japan, Holland)

3. Open Free Global Markets

- centralized global capital of financiers and credit in London, Milan, Berlin, New York, etc.

4. Enforced Arms Reductions: no innovations in weaponry

- maintained status quo

- intended to reduce international tension, but froze powers where they were; there was no chance for development except to do so secretly (like what Iran and N. Korea have since done)

- made some nations very resentful at being kept backward while it maintained superiority of the advanced nations

5. Enforced Colonial Reforms: restore national sovereignty of native peoples along with equal unbiased desires of colonial power

- series of revolutions happened throughout Europe, Asia, Africa, and S. America, creating the modern third world

6. Demand for Russian National Autonomy: prevent intervention between Reds and Whites (Wilson actually disobeyed this secretly by sending armies there)

- led to creation of the Soviet Union

7. Belgian National Sovereignty: had been swallowed by France and Germany

- used to create a buffer between France and Germany

- stirred up Belgian nationalism, which stirred up rebellions

8. French Border Restoration: restore borders to 1870 domain before Franco-Prussian war; gave Alsace Lorraine (the "mixed race") back to France (which is half German and half French)

- led to German resentment and French nationalism

9. Restore Italian Borders: gave breakaway region of Lombardy back to Italian nationalism (Italy was only 60 years old and Lombardy had broken off during WWI)

- forced nationalism

- Lombardy still trying to secede

10. Breakup of Hapsburg Lands into Austria, Hungary, Czechoslovakia, etc.

- led to German nationalism in Hapsburg dominions as the former heads desired union with a stronger force; did so in 1938

11. Balkan Reform: creation of Yugoslavia out of 6 different nations (Bosnia, Croatia, Serbia, Herzegovina, Macedonians, Kosovo)

- led to artificial covenant which does not work: upon its breakup in the early 90's these nations immediately declared war on each other for regional dominance and chance at genocide

12. Breakup of Ottoman Lands: done amongst "scientific" and "looks-good-on-paper" lines

- created nationalism in the Middle East, ignoring Islamic distinctives going all the way back to the Old Testament

13. Polish Autonomy: used as a Prussian buffer between Germany and Russia

- created problems with Poland to both Russia and Germany; Hitler and Stalin used the buffer in 1939 by agreeing to split Poland. This was never about the Polish people

14. Create a League of Nations: world government with enforcement powers

- created an informal globalism which had no real power or authority or understanding

7. Why were despots so easily able to gain power during this time, according to Winston Churchill?

Because of cowardice and the unwillingness to stop evil men from taking power. It was the age of living dangerously.

8. Briefly narrate the rise and violent takeover of one of the following despots: Vladimir Lenin, Benito Mussolini, or Mustafa Ataturk.

Lenin was a communist Bolshevik who led the party to dominion first in St. Petersburg and then throughout all of Russia against the royal family and democratic government. He successfully took power while his opponents argued amongst themselves. He was a brilliant strategist who understood that freedom unguarded was easy to take and also ruthlessly starved and executed the Kulaks.

Mussolini was an Italian fascist who led a revolution for control of Italy in the midst of discontent over Versailles. He successfully took over the industrial factories of Italy and made the trains run on time upon threat of death. He was a brilliant and energetic orator.

Ataturk was a WWI hero who led a political movement for a secular Turkey ruled by an Enlightenment based regime. He abolished the caliphate, ruled for 20 years, and sided with the Soviets for pragmatic reasons.

9. **Why were the Roaring Twenties not the Roaring Twenties? Give specific details as a part of your answer.**

Although it was the age of Hollywood, Jazz, the Charleston, and speakeasies, the Twenties were noted more for their normalcy and high rates of marriage and savings.

10. **Describe the quiet leadership of Calvin Coolidge and explain the significance of his presidency.**

Coolidge was a quiet man who believed that men discover laws, they do not make them. He believed that the business of America was business and cut the federal government significantly while modeling a life devoted to the domestic pleasures of home and fishing rather than political power.

Lesson 19

Lecture 19.5–Portfolio Task #19

1. **For this lesson, create a portfolio entry specifically about one or more of the works of art you viewed or sketched this week.**

Lesson 20

Lecture 20.5–Exam #20

1. **What is the “unholy trinity” that historian Paul Johnson claims has held Modernity hostage?**

This distortion of the biblical Trinity involves three powerful thinkers of Modernity.

- Karl Marx: chief end of man is economics; supports creation through evolution

- Sigmund Freud: chief end of man is the pursuit of sexuality; replaces Christ as the One who connects us to other people

- Nietzsche: chief end of man is the will to power; replaces the Holy Spirit as comforter: what we want to do provides our own comfort

2. What is distributism and how does it attempt to reshape economics?

Distributism was promoted by Chesterton, Belloc, and the Twelve Southern Agrarians. It did not involve re-distribution. The majority of people owned not just property, but the right to production of wealth, therefore a large number of entrepreneurs would be created like in medieval society or early America. It involved a love of the home economy, an understanding of where food came from. Personal property meant personal responsibility underscored by the Gospel.

3. Describe the core belief of economist Ludwig von Mises.

The government's primary job is to provide a sound money supply (not just trust), accurate weights and measures, and just standards.

4. Describe the core belief of economist John Maynard Keynes.

The government must keep up consumption level of WWI to keep up production. This necessitated an increase in the money supply, and an increase credit and deficits.

5. Contrast the theories of Keynes and von Mises.

- Money supply: increase versus allow market correction

- Businesses: bail out big businesses versus be allowed to fail

- Spending: Deficit spending versus development being debt-free

- Government: Stimulate consumption (demand management, government as chief customer) versus stimulate savings

6. List and explain five of FDR's New Deal acts, creations, or laws.

Emergency Banking Act (1933)

- passed within 40 minutes of debate, with only 1 copy available for reference

- released more currency from regional banks of Fed Reserve

Modernity | Exam Answer Key

- combined with a forced bank holiday to prevent run (permanently closed 2000 banks, losing holdings!)

Federal Deposit Insurance Corporation (FDIC) (1933)

- ensure deposits of banks
- meant to be a temporary measure, but made permanent in 1935 and government given fuller oversight over banks

Federal Emergency Relief Administration (1933)

- gave fed loans and grants to states
- created jobs using unskilled labor for fed projects
- fed produced things like canned foods and clothing and bedding

National Recovery Administration (1933)

- executive order
- controlled prices on several goods
- controlled wages through voluntary guilds to voluntarily set minimum wages and prices
- Hugh Johnson used "sock on the nose" and scare tactics to pressure
- actually increased the cost of business by 40%
- Supreme Court declared unconstitutional and Johnson booted

Civilian Conservation Corps (1933)

- executive order
- unskilled labor to build fed projects

Reconstruction Finance Corporation (1932)

- make loans from fed to banks, businesses, and railroads
- most of these loans never repaid
- RFC closed in 1957

Agriculture Adjustment Administration (1933)

- paid farmers to take land out of production
- kill off stock and produce
- fed bought extra produce
- financed by taxes put upon companies that financed the farm products
- ergo raised price of food during time of malnutrition and poverty
- declared unconstitutional
- would come back in 1938 as direct subsidies

Soil Conservation Act (1936)

- response to Dust Bowl drought
- from overplanting, loss of topsoil, came huge dust storms
- paid farmers to take land out of production and plant trees

Securities and Exchange Act (1934)

- created SEC
- regulated selling of stocks
- was a response to a real problem, but made the fed government a huge controller of Wall Street
- Joseph P. Kennedy founded his political dynasty after commercial success in SEC

Public Works Administration (1933)

- spend enormous amounts of money to build things
- 8.5 million people employed at 13 billion dollars building 122,000 buildings, 77,000 bridges, 285 airports, 660,000 miles of roads, 220,000 miles of sewers and storm drains

Tennessee Valley Authority (1933)

- provide electricity and flood control throughout the mid-south
- "neither fish nor fowl but it will taste awfully good to the people of the TN valley" FDR

Executive Order 6102 (1933)

- made it illegal to hoard gold
- designed to help the Fed issue more currency (had been required to keep 40% of all currency backed by gold at a time)
- \$20.67 per ounce v. \$10,000 fine and 5-10 years in prison
- then Fed determined price of gold was \$35 per ounce, making an enormous profit

Works Progress Administration (1935)

- designed to build roads, bridges, parks, schools
- spent \$13 billion of its \$5 billion budget

Social Security Act (1935)

- made SS a basic human right
- now accounts for over 1/3 of entire US budget

7. Briefly support the claim that the New Deal was unsuccessful in restoring America's economic independence.

Even Keynes believed New Deal didn't help that much compared to WWII: "Ah, here comes consumption!"

According to the Secretary of the Treasury, "After 8 years of this administration, we have as much unemployment as when we started, and an enormous debt to boot."

8. Narrate the rise to power of Stalin.

Stalin was born in Georgia, the son of alcoholic shoemaker father. He became Orthodox monk, but lost faith and turned to Communism. He was not a man of ideals like Lenin, but Nietzsche's will to power. He joined the Bolsheviks to gain power. Brutal, he gave orders to shoot whenever any (non-violent) resistance and began to create massive concentration camps. He used poison gas on his own people since, like Lenin, he identified himself with history which was "above all restraints." In 1923, when Lenin suffered a stroke and went in to a coma, Stalin formed a triumvirate of sorts with Kamenev & Zinovyev to oppose Trotsky. He faked photos of sharing life with Lenin to invoke Lenin for unity in the party. Using his influence in the Communist party, he exiled Trotsky in 1929, and murdered him eleven years later. Stalin's right hand man, Skryabin, was an extreme despot who helped begin cult of Stalin. Stalin

collectivized farms under state control for army feeding, which instead caused massive famine. The Red Army would shoot millions, with some 10-11 million not shot sent to concentration camps, and another 10 million died from famine. He even applied the same cleansing to the Red Army itself (90% of generals, 50% of other officers).

9. How were the effects of Stalin's rule a natural result of the seemingly peaceful *Communist Manifesto*?

Stalin simply applied the idealistic vision of the *Communist Manifesto* with brutal force and under the auspices of party loyalty.

10. Describe at least three significant steps of the Nazi party's rise to power.

Hitler planned for revolutionary takeover and redivision into 34 districts. Later, the Nazis would rush to burn all documentation that had carefully accrued of all activities. He believed the Nazis would provide common identity to various interest groups

- Hitler Youth
- Union of Nazi Lawyers
- Nazi Teachers Organization
- Order of German Women
- Nazi Physician League

Hitler was careful to work within the Weimar Republic, which was made fragile due to special interests, and an economy wasted by high inflation, unemployment [almost 40% in 1932]

In the 1932 election, the Nazi party gained huge number of seats, although Hindenburg refused to make Hitler chancellor.

When the Nazis found a Communist and beat him to death, claiming responsibility, they successfully created a coalition of fear.

Hitler was made chancellor in January of 1933. The Nazis controlled the police force.

In February of 1933, the Reichstag caught fire in an act of suspected arson, although the Nazis blamed the Communists of terrorism. Public outcry was used to restrict freedom of press, surveillance, and curfew.

By July of 1933, Germany was ruled by a single party system. The Nazis continued their plan to build concentration camps after consultation with

Stalin. Hitler let the police know they were one with him, and in 1933 formed the German SS (Schutzstaffel), who ended up in charge of executing the 11 million of the Holocaust.

In June 1934, Hindenburg died and Hitler assumed the role of president. Any supporters of the early "purity" or "Christian" call of Nazi party who were Catholic, etc. were silenced or sent to work camps. Hitler sent one wave of Jews to Israel, then realized he had a grander plan. The Final Solution began on November 9, 1938, with *Kristallnacht*. Nazi-led mobs threw debris through windows of Jewish shops. Furthermore, the Nuremberg Laws specified no marriage, travel, etc. of Jewish Germans.

Lesson 21

Lecture 21.5–Exam #21

1. **In an essay of at least 300 words, explain the life, work, and legacy of Arthur Quiller-Couch plus two of this week's other authors: G.K. Chesterton, Evelyn Waugh, Dorothy Sayers, C.S. Lewis, or J.R.R. Tolkien. Your essay must incorporate this week's principle and will be graded upon the following criteria:**

Incorporation of Principle: _____ out of 25

Historical Accuracy: _____ out of 25

Quality of Writing: _____ out of 25

Word Count & Penmanship: _____ out of 25

(Note: Essays may be typed or handwritten.)

Student essay responses will vary, but should emphasize how Sir Arthur Quiller-Couch's quotation prompted two of the other authors to leave a lasting legacy in literature: "With visions of redemption, I walk against the crowd."

Lesson 22

Lecture 22.5–Exam #22

1. **What is this week's principle, and why is it a necessary corrective to a humanistic study of history?**

This week's principle comes from Psalm 76:10, "Surely the wrath of man shall praise you. The remnant of wrath you will put on like a belt."

Wrath is an attribute of God's holiness, versus rage, which the Greeks summoned to succeed in battle. Wrath is necessary for God's mercy (propitiation). Therefore, even man's wrath shows who God is, and it is a warning against putting faith in our strength.

2. How did the Nazis use propaganda to conceal their true aims?

The Nazis were master propagandists. Hitler rigged his election to Fuhrer to validate his claim to power. He required the army to pledge an oath of loyalty to him personally, not the state. Joseph Goebbels bragged that the world did not know where the Nazis were going. Hitler was a gifted orator, who excelled in giving listeners an almost religious participation in something larger than themselves.

3. Briefly outline Hitler's rearmament strategy in 1935.

In 1935, Hitler rearms Germany by conscripting 500,000 men into the *Wehrmacht* (forbidden more than 1000 by the Versailles Treaty). He enlarged the *Kriegsmarine* (forbidden to add submarines), and enlarged the *Luftwaffe* (entirely forbidden). The Nazis took the *Saar* territory and remilitarized and occupied Rhineland. They also remilitarized and occupied Alsace-Lorraine.

4. Identify three of the following men in Hitler's inner circle:

- Hermann Goering
- Rudolf Hess
- Josef Goebbels
- Albert Speer
- Heinrich Himmler

Hermann Goering

- War hero in WWI, 22 kills as a fighter pilot
- early supporter of Hitler
- made president of the Reich and Luftwaffe

Rudolf Hess

- shared cell with Hitler in failed putsch
- helped edit speeches and *Mein Kampf*

- personally devoted to Hitler
- made Deputy Fuhrer
- in 1941 parachuted over Scotland in defection after Hitler committed to attack of Soviet Union

Josef Goebbels

- "The poisoned dwarf"
- propaganda over all media
- as late as 1945 was still promoting Nazi win!

Albert Speer

- applied Modernity through Hitler's view of racial purity to all things architecture
- helped increase Hitler's popularity through public works, such as the *Autobahn* and Volkswagen

Heinrich Himmler

- head of SS
- orchestrated the systematic murder of 11 million through the death camps during the Holocaust

5. Contrast the French and British defenses of their respective homelands.

The French were ill-equipped to defend against Nazi Germany. Their primary defense, the Maginot Line, was a static system of walls, tunnels, and artillery that was simply circumvented but the Nazi's *blitzkrieg* through the Ardennes. Their transportation technology was outdated, and they were forced to exist in two forms: the occupied North and the Vichy government South, a mere puppet state.

By contrast, Great Britain enjoyed the natural defense of the Atlantic Ocean. Although they lost much military equipment at Dunkirk, Britain's "finest hour" occurred when the Royal Air Force successfully defended London against a brutal firebombing campaign for 76 nights in a row (and 20,000 casualties). The cost was staggering: by 1940, the RAF had lost 500 of its 600 airplanes, and 100 pilots.

6. Support the claim that Operation Barbarossa was a failure.

Hitler ignored the warning of history: Napoleon had been defeated by the insurmountable Russian winter even more than by the Russian army. Although initially the Germans had secured a great deal of land against the Soviets surprised by the violated Soviet Non-Aggression Pact, when the Russians counter-attacked the Germans lost over 1 million casualties in a brutal stretch of fighting.

7. Why did the cultural worldview of Japan make its soldiers difficult adversaries for the Allies?

Shinto religion: previously the native religion which emphasized worship of the past through shrines, now coopted by nationalists in the government with involvement of emperor

Militaristic culture: Hirohito a divine figurehead; *Bushido* was the "way of the warrior"; *Junshi* was "following the lord in suicide"; in the 1920s and 1930s, there was a military officer attached to every high school and college class; every child trained in martial arts; a national uniform replaced regular dress

Ultimately, the number of Japanese surrenders was very small since most soldiers fought to the death.

8. What was the proximate cause of United States entry into WWII?

The devastating surprise attack of the Japanese against the U.S. naval base at Pearl Harbor, Hawaii on December 7, 1941.

9. How did economics and codes factor in Allied victories?

The U.S. won the war with the Allies before it ever engaged in fighting. The U.S. was able to match the entire production of Japan, Italy and Germany by the end of its first year in the war. At the end of the 2nd year, it had doubled the entire Axis production.

While the U.S. switched to Navajo code language by 1942, it had already cracked the German code system without revealing the breach. This allowed the Allies to feed incorrect information to their enemies as though it were correct. The most astounding result of this feint was the success of masking the D-Day invasion.

10. What characteristics did Dwight D. Eisenhower and George S. Patton bring to Allied campaigns in North Africa and Italy?

Eisenhower was an excellent administrator who played an important role in coordinating the various Allied forces.

Patton was an Olympic pentathlete and WWI tank commander who studied German Rommel's tactics and mastered other aspects of military history, like the Carthaginian invasion of Sicily.

Lesson 23

Lecture 23.5—Exam #23

1. What was “fortress Europe” and how did it affect Allied plans for victory?

Although the Allies achieved significant victories in the seas by designing special weapons to search and destroy Nazi U-boats, and in the air by outstripping plane production and engaging in 24/7 bombing campaigns, the mainland of Europe was massively fortified against invasion. All the commanders knew that the success of the war depended upon the single invasion at Normandy.

2. What were the three planned phases of allied assault on D-Day?

Phase 1: massive parachute drop. Phase 2: massive air bombing campaign, then naval bombardment of beaches and positions. Phase 3: amphibious assault.

3. What was the Battle of the Bulge and why was it significant?

The Battle of the Bulge was a last, desperate *blitzkrieg* by the Nazis against the approaching Allies in December of 1944. However, the Nazis underestimated the resolve of the Allies, especially the Americans who held out at Bastogne against impossible odds. When Patton came to their rescue it signaled the beginning of the end for German military success.

4. How did the progress of the war on the eastern front display the fact that evil always destroys itself?

Germany had aggravated the Russian bear by violating its non-aggression pact of 1939. In God's providence, the Soviets helped turn the tide against Germany. Historians believe that the symbolic capture of Stalingrad was too attractive a lure to Hitler, and the 6 month conflict led to 2 million casualties on both sides. The Soviets fought to the point of conscripting entire divisions of women, while the Germans poured more men and materiel into the unsuccessful fight than was prudent.

5. How was war in the Pacific Ocean conducted differently than war in Europe?

Japan's far-flung empire required an island-by-island strategy on the part of the Allies. In addition, the militaristic spirituality of the Japanese soldiers made

them difficult opponents: without surrender, the Marines often had to gun entire divisions down, or engage in soldier-by-soldier fights across the hills and trenches of each island. Therefore the war in the Pacific had a level of savagery not seen in Europe.

6. What ultimately swayed the United States to use the atomic bomb against Japan?

The U.S. military estimated 1 million losses in a mainland assault of Japan, since the Japanese had made every indication of foregoing surrender.

7. When did the Allies achieve victory in Europe? In the Pacific?

Germany surrendered unconditionally on April 30, 1945. Japan surrendered unconditionally on August 15, 1945.

8. Briefly narrate the life of Dietrich Bonhoeffer.

- well-off family; father a known neurologist in Berlin; mother's line included chaplain to Wilhelm II
- came to grips with Reformation and scripture reading
- dissertation on Christ in community (shared sacraments, worship, etc)
- 1931 after stint in America, seen as independent thinker
- Bonhoeffer elaborated on the holy right to rebel, when the government was committing evil or asking you to ignore evil
- July 1933 called for new creed in Lutheran church
- supported The Bethel Confession: the Jews were still God's people, and no nation should avenge the crucifixion
- began the Pastor's Emergency League to oppose the Nazi brownshirts infiltrating Lutheran church
- spoke out publicly against Nazis
- Pastored churches in London (his "wilderness preparation")
- Returned to pastor conference and leading in Germany
- called for end to movement towards war as early as 1934
- Established seminary at Finkenwalde: structured day with a goal of service. He always had time for his students; closed by Nazis

- refused oath of loyalty to Hitler, spoke against synagogue burning in 1938
- short American lecture tour
- returned to Germany summer 1939, when he knew war was coming
- joined *Abwehr*, secreted out Jews, and participated in 2 failed assassination attempts
- arrested March 1943; hung April 9, 1945

9. Briefly narrate the life of Winston Churchill.

- Born in 1874 to a noble father who was often absent and angry at lazy son who wasn't bright and who stuttered. His mother was absent due to affairs.
- nanny taught him gospel stories
- failed grade school five times in a row
- not accepted at Oxbridge; attended Sandhurst Military Academy (3 notices of expulsion, kept in because of family name)
- 1895 lost father and nanny
- reinvented himself in 1896 through end of life (reading, studying, speaking)
- wrote a military history that led him to war correspondent job, highlight which was in Boer War; daring fight, brave escape
- 1900 elected MP
- 1911 first Lord of Admiralty
- served front lines in WWI
- 1922 elected out of office; bought home (Chartwell) to be writer and painter
- 1924 re-elected MP in House of Commons
- 1938 roundly criticized Munich agreement
- 1939 serves on Chamberlain's cabinet; chosen by king to be PM when Chamberlain resigns in disgrace
- 1944 removed as PM
- 1946 speaking for Truman at Missouri warned of a new tyranny

- Soviets created an "iron curtain of power" over eastern and central Europe
- served as PM again in 50s

10. How do the speeches of Winston Churchill demonstrate his foresight and provide a warning for those living in Modernity?

Student responses will vary, but almost every line that Dave quotes from Churchill serves as a commentary on the themes of Modernity explored thus far. Watch for logical support by student.

Lesson 24

Lecture 24.5—Exam #24

1. How does Francis Schaeffer define personal peace?

“Personal peace means just to be let alone, not to be troubled by the troubles of other people.”

2. How does Schaeffer define affluence?

“Affluence means an overwhelming and increasing prosperity—a life made up of things, things, and more things.”

3. How did the rise of television in the 1950s change American society?

While the first TV demo in 1927 simply showed an image of J. Edgar Hoover, by 1948 it was called an "irresistible force". By 1962, 90% of all American households owned a TV. A cult of celebrity grew as people tied their lives to the stars they saw on TV. Since only three networks were vying for viewers and therefore producing similar content, pop culture began to homogenize. The medium also promoted passive consumption vs. reading.

4. In what way can the suburbs be said to embody a false reality?

The suburbs promoted an idealized vision of the family that was, in many ways, empty. Nonetheless, it was promoted heavily on the new medium of television. According to Chesterton, the case for suburbs is a triumph of the desire for bathrooms over babies.

5. Distinguish the Truman Doctrine from the Marshall Plan.

The Truman Doctrine emphasized the containment of Communism by declaring the Western hemisphere as a no-Communist zone. The Marshall Plan

attempted to rebuild non-Communist Europe so that healthy economies would provide natural antidotes to the lure of Communist idealism.

6. In what ways were some of the Cold War conflicts quite intense?

Although some conflicts, no direct confrontation between the U.S. and USSR

- Soviets consolidate by murdering 50,000 Kossacks after WWII, and sending to work camps those who had visited Western democracies

- USSR grew in size and number of controlled people, presenting a threat to the West

 - Poland "voted" for Communism after WWII

 - Romania overtaken

 - 20,000 Bulgarians killed in that takeover

 - Hungary, etc.

- China becomes Communist in 1949

 - spread ideology to Mongolia and North Korea

- Truman Doctrine emphasized containment of Communism

- Marshall Plan: rebuilding non-Communist Europe

- unfortunately, the U.S. sponsored dictatorships, such as the Iranian Shah and Taliban

- NATO formed 1949

- Soviets formed Warsaw Pact in 1955

- US military budget tripled between 1950-1952

7. How did the nationalists under Chiang Kai-shek unwittingly contribute to the rise of Communist Mao Tse-tung?

Chiang Kai-shek underestimated the peasant class, divided his attention fighting the Communists when the Japanese were already threatening China, and allowed rampant inflation which undermined his support among his own people. They looked for a savior, and fell prey to the standard dictatorial rhetoric espoused by Mao.

8. Why was Mao unable to live up to his promises of 'The Great Leap Forward'?

The collectivization and socialization enforced by Mao in 1949 dismantled the Chinese economy by disconnecting training and skill from trade and occupation, leading to massive famine from underproduction of agriculture. In addition, people held no intrinsic value for Mao, and he was willing to sacrifice them in a conflict with the U.S. or as a crackdown on the “Cultural Revolution” for which he was responsible.

9. **Why was the U.S. not as successful in the Korean War as it had been in WWII?**

The two factors highlighted in the lecture are the lack of American resolve to commit completely to the fight, and the fact that China entered the conflict on the side of North Korea, blocking any significant victory.

10. **Characterize the person and administration of President Eisenhower.**

- Supreme Allied Commander WWII
- elected 1952 on goodwill from his past service
- hardworking (7:30am past midnight)
- serious-minded commander: threatened Chinese that he would consider nuclear warheads, which led to a ceasefire in Korea
- had no interest in declaring Vietnam war
- decreased debt overall (only a few years with deficits)
- opposed inflation
- believed US could choke itself with expenditures just as easily as invite mischief by not spending enough for protection

Lesson 25

Lecture 25.5—Exam #25

1. **What is this week’s principle, and how does it arm the historian when considering the cultural divisions so prevalent in the 1960s and 1970s?**

Udo Middelman wrote that "Christianity is the truth of the universe. It is not a personal faith"

Therefore, the truth of Christianity is not dependent upon (or affected by) these divisions, because it is not dependent upon us.

2. Why was the Cuban Missile Crisis such a dangerous set of circumstances?

It was the nearest the world had ever come to a nuclear holocaust. President Kennedy overreached American influence in the island with the failed Bay of Pigs invasion, which led to Castro issuing reprisals and jailing dissidents. When the USSR supplied missiles to Cuba, the U.S. had to engage a naval blockade to use as a bargaining chip against the flaring of tensions.

3. In what way did Dr. Martin Luther King, Jr. encourage a reformation of American culture?

As a pastor, Dr. MLK, Jr. urged a boycott on buses to unite African Americans in peaceful opposition to injustice. By forcing the issue to the front of American conscience and providing no violence at which to become incensed, the Freedom Riders and churches in participation overwhelmed the sometimes shocking responses of local, state, and federal governments.

4. Briefly describe some of the changes affecting young people during this time.

Environmentalism sought to right the poor stewardship of the earth, but lacked the consistency of a biblical worldview. Approaching the problem from an evolutionary standpoint yielded no lasting changes.

Although access to education increased greatly, the influence of revolutionary thought like that of Paul Tillich turned students inward to wrestle conflict without substantial answers.

Music was marked by massive change as well. While the musicians were possessed of a desire to draw from within their own experiences for inspiration, the energy of rock and roll was met with little to no resistance from Christians. The “erotic politicians,” according to Jim Morrison, carried the day.

5. In what way did President Lyndon B. Johnson’s agenda fit the template for other revolutions in Modernity?

Like other unbiblical movements during these decades, the “War on Poverty” attempted to separate ideals from the Gospel. It attempted to perfect man using only the tools at his disposal and ignoring the Fall.

6. Was the “War on Poverty” a success or failure?

LBJ’s “War on Poverty” was a failure because it could never deliver on its messianic promises. First, it extended the government’s authority as in previous New Deal programs under FDR. Second, it cemented a dependence on government for employment by over 15% of Americans. Third, it correlates directly with the breakdown of the family unit among impoverished Americans.

7. **How did the history of Vietnam prepare it to be a difficult theater of conflict?**

Once a French colony, Vietnam underwent change in rule when emperor Bao Dai was deposed by the Japanese during WWII. Although both the north and south fought back, when the Japanese were finally defeated the Vietnamese did not want the French to reinstate Bao Dai. Instead, they favored something more revolutionary.

8. **Who was Ho Chi Minh and how did influence Vietnamese history?**

Although Ho Chi Minh studied in Europe, he was not recognized for his fierce independence during the Versailles treaty negotiations. Instead, he fled to Communism and sought U.S. aid to overthrow Bao Dai a second time. Minh built a peasant army to control the food supply so that in the vacuum created by the deposed monarch, he solidified North Vietnam as an ally of Communist China, and threatened the nascent Christian republic to the south.

9. **How did the U.S. proceed to conduct the Vietnam War?**

The United States had at best a piecemeal approach to the Vietnam War. There was no longterm vision. Under JFK, revolutionary means were employed to assassinate the unpopular leader of South Vietnam. When LBJ inherited the conflict after JFK's assassination, he failed to commit the required troops and materiel to the conflict. When the media and public opinion turned against the U.S. for its mishandling of civilian and serviceman casualties, LBJ chose not to run for reelection. In the end, the U.S. withdrew after peace talks in 1974 and the Communist invasion of Vietnam's capital in 1975.

10. **How was the ministry of Francis Schaeffer an important reminder of the Gospel's power during these confusing decades?**

Schaeffer established his L'Abri retreat ministry on the mantra of "honest answers to honest questions." He cultivated an influence that crossed the counter-cultural divide, and addressed the needs of the revolutionaries of the day. He was able to interpret current trends through a Christian lens, and trained others to do so as well.

Lesson 26

Lecture 26.5—Exam #26

1. **Provide examples of the way film during the 1970s conveyed the assumptions of Modernity.**

Trilogy of Faith (1961-1963)

- atheist Ingmar Bergman believed Silence was the answer of the universe
- central thrust: free human will in rebellion
- yet unable to escape God's order and beauty (includes Bach in soundtrack)

Love Story (1970)

- "Love means never having to say you're sorry."
- though it became a cultural mantra, at its heart is a lack of forgiveness because it had no definition of sin
- Love actually realized the opposite!
- largest grossing film of 1970

M*A*S*H* (1970)

- "MASH is what the new freedom of the screen is all about"
- MASH ushers in the first use of a strong profanity, a scene of nudity, and whose title track "Suicide is Painless" played inanelly on TV.

Apocalypse Now (1979)

- By Coppola, already of Godfather fame
- somewhat about Vietnam War
- "a comedy and a terrifying psychological horror story"
- film designed to make viewer feel like he had gone through war

2. **How did the Second Humanist Manifesto clarify the revolution of thought already underway?**

Answers will vary, given the multiple phrases Dave quotes from the document. References of connection should include rejection of the destructive nature of war, the denial of God's image on making, the astounding declaration of an end to disease and death, the elevation of scientism, situational ethics, the supremacy of the individual in all things as long as he can express his will.

Applications should include: when one starts with atheism, the ultimate "freedom is death; the document's lack of a proper understanding of sin; the failure of any idol to give us true identity; the emptiness of a pursuit of pleasure.

3. How is a distortion of biblical sexuality a lethal attack against Christendom?

Sexuality is a key area of our identity and faith. The dramatic attacks against it during the sexual revolution have left lasting marks on the church.

Birth control helped to disassociate sex from procreation. Scientism made sex a study of scientific inquiry alone, not spiritual obedience. Rebellion against parental authority (and hypocrisy) in the 1940s and 1950s led to a new generation that eschewed marriage in favor of "free love." Homosexuality became simply another route to physical pleasure. Abortion became a way to limit the presence of undesirable members of the human race. In the end, all sin leads to death.

4. Briefly narrate the rise to prominence of Margaret Sanger.

- Catholic mother, only 11 of 18 pregnancies successful
- father an atheist, supported "women's choice"
- opponent of Christendom
- founded The Birth Control League (later Planned Parenthood, the most successful non-profit in the entire world)
- influenced by Malthus
- abortions should be made medically "safe," an irony
- "no woman is free until she can control her own body...whether she will or will not be a mother"
- "We hold that children should be 1. Conceived in love; 2. Born of the mother's conscious desire; 3. And only begotten under conditions which render possible the heritage of health. Therefore we hold that every woman must possess the power and freedom to prevent conception except when these conditions can be satisfied."
- faced arrest in America, fled to England; encouraged there by legalization of abortion in USSR (1925) and Nazi Germany (1936)
- "We want more children from the fit, less from the unfit" upon her return to America
- "The most merciful thing that the large family does to one of its infant members is to kill it."

5. Identify the origin of the three waves of Jewish repatriation.

Philanthropist Rothschild funded return in 1880s of first-wave Jews fleeing Russian pogroms to re-irrigate the desert of Palestine.

In 1905, another wave comes from Russia, fleeing revolutions which have turned against original supporters. These Jews established not just agricultural settlements, but also local governments, parties, and schools. The Hebrew language was resurrected by newspapers.

When in 1917 the British monarch supported the establishment of a national home for the Jewish people, a third wave of Jews, from Poland, came to establish settlements in the 1920s.

6. Describe one of the four wars of Israeli history through 1974.

May 14, 1948 Modern Israel born, and British left the state of Palestine

- UN made the call for two different states (with Palestine), but never gave clear direction
- Soviets saw opportunity to have an ally
- 4 Arab nations invaded May 15th (war 1)
 - "war of extermination and momentous massacre"
 - Egypt, Lebanon, Syria, Jordan
 - refugees became a chess piece of sorts in all future negotiations
 - 567,000 Jews from Arab nations who would leave there to come to Israel
 - Israelis settled and assimilated into this new state; Palestinian refugees stayed in the camps
 - Soviets realized Jews would not comply and so they armed Arab enemies instead

Jews invaded Sinai and Gaza strip to access Suez in 1956 (war 2)

- Jews helped by British and Americans

In 1967, Egypt moved 100,000 soldiers into Sinai (war 3); Jordan allowed massive Iraqi troops in their country

- "destruction of Israel, wipe it off map, etc."
- pre-emptive strike (destroying much of Egyptian air force before it launched)

- Israel gained Sinai, Golan heights, and West Bank

In 1973, Egypt and Syria surprise attack (war 4) on Yom Kippur

- preemptive strike, but Israel barely held on for 6 days until \$2 billion in weapons came from the US by air
- concluded in weeks (October war)

7. What was the significance of the Watergate scandal?

Answers will vary, and evidence selected will depend upon age and ability of student. Responses should consider a decline in American confidence, the obvious contempt of law present in the affair, and the fact that it paved the way for Carter to preside over the Iran hostage crisis.

8. How is an understanding of the Iranian hostage crisis integral to understanding much of current Middle East foreign policy?

Answers should have an element of religious history in the region, which explains the rise to prominence of Khomeini as Ayatollah of the revolutionary Iranians.

Answers should also address the fact that Carter's process for negotiation involved many humiliating American concessions that were always granted but rejected at the last minute.

Answers should reflect a political understanding that Khomeini converted opposition to the Shah into hatred for the United States and the assault on the U.S. embassy in Tehran.

9. Narrate the life of Alexander Solzhenitsyn.

- born 5 months after Romanov family murdered by Bolsheviks
- father a decorated WWI hero (had to hide it from the Bolsheviks)
- taught humanities, his only outlet for educational freedom
- graduated top of his class in mathematics
- wanted to banish all thoughts of past: became communist and moved to Moscow
- loved teaching math at institute there
- fell in love with first wife Natalia, also a Communist devotee

- drafted in WWII
- achieved rank of captain
- performed heroic feats, achieved Order of the Red Star
- began Red Wheel series, about love of Russia
- he wrote a letter in which he briefly criticized Stalin, and was sentenced to 8 years in prison. This was the "defining day" of his life because "jail returned everything to him" (memories, early trauma, etc.)
- rediscovered his faith in prison labor with other Christians and poets
- wife divorced him
- he was diagnosed with cancer
- eventually released
- taught math again
- exonerated of criticism of Stalin (once the latter died!)
- published *One Day in the Life of Ivan Denisovich*
- theme: forgiveness esp. in Alyosha
- "attacked the scum of anger" in his own heart as, not just a morbid recreation of his prison experience
- remarried and had two sons
- deported in 1974 after surviving an assassination attempt

10. Comment on the prophetic voice of Solzhenitsyn in his Harvard address.

In 1978, he delivered an address at Harvard entitled, "A World Split Apart." This was a profoundly insightful message for our time.

In it, he declared, "The Western world has lost its civil courage" because focusing on its own wellbeing had removed personal morality and voluntary self-restraint.

Although Modernity is obsessed with the notion of individual, "truth eludes us if we do not concentrate with total attention on its pursuit."

Lesson 27

Lecture 27.5–Portfolio Task #27

1. **Choose either an opponent of Communism or the traits of Postmodernity as the subject of a speech (at least 300 words) in illustration of this week’s principle: “obedience is the heart of the West.”**

Student responses will vary. If a historical personage is chosen, the reformational vision of the person should be emphasized. How did his or her opposition to Communism define his or her legacy? What lessons does that teach us?

If the traits of Postmodernity are selected, the student should focus on the opportunities for Gospel outreach presented by each. In what ways does the Incarnation uniquely suit the challenges of our age?

SUGGESTED LITERATURE TITLES FOR MODERN HISTORY

A possible reading syllabus corresponding to the order of topics in the course:

Lesson 1	<i>Goodbye, Mr. Chips</i> by James Hutton
Lesson 2	<i>Rasselas</i> by Samuel Johnson
Lesson 5	<i>The Scarlet Pimpernel</i> by Baroness Emmuska Orczy
Lesson 6	<i>A Tale of Two Cities</i> by Charles Dickens
Lesson 7	<i>The Antiquary</i> by Sir Walter Scott
Lesson 9	<i>Pride and Prejudice</i> by Jane Austen
Lesson 10	<i>The Portable Romantic Poets</i> edited by W.H. Auden
Lesson 13	<i>Silas Marner</i> by George Eliot
Lesson 15	<i>The Man Who Was Thursday</i> by G.K. Chesterton
Lesson 16	<i>Greenmantle</i> by John Buchan
Lesson 19	<i>The Lord of the Rings</i> by J.R.R. Tolkien
Lesson 21	<i>Brideshead Revisited</i> by Evelyn Waugh
Lesson 23	<i>The Nine Tailors</i> by Dorothy Sayers
Lesson 24	<i>The Space Trilogy</i> by C.S. Lewis
Lesson 26	<i>One Day in the Life of Ivan Denisovich</i> by Alexander Solzhenitsyn
Lesson 27	<i>Brave New World</i> by Aldous Huxley