

SPRING BRANCH ACADEMY

THE HUMANITIES CURRICULUM



JONESVILLE, MICHIGAN

SPRING BRANCH BOOK HOUSE
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*The mission of Spring Branch Academy is
to promote the worship of God
through the exposition of Scripture,
the explanation of history,
and the application of faith in Christ to all of life.*

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Humanities I: Ancient Greece to Medieval Europe

Spring Branch Academy

Instilling Wisdom, Inspiring Worship

Fall – Ancient Greece & Rome

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	The World of Herodotus	Read aloud the <i>Historical Catechism</i> . Read Herodotus, <i>Histories</i> , Book 1.1-216, 3.1-38. Retell three of the stories in your own words. Work on Gucker, <i>Essential English Grammar</i> in class.
Week 2	Themes of Herodotus	Read aloud the <i>Historical Catechism</i> . Read Herodotus, <i>Histories</i> , 5.55-65, 6.94-120, 7.1-239: Collect and type up ten posies. Identify the speaker/referent and add a page citation.
Week 3	Cultures of Herodotus How to Write an Essay	Read aloud the <i>Historical Catechism</i> . Read Herodotus, <i>Histories</i> , 8.1-112. Read the ethnographies (see the handout): Write an essay on the Scythians. Write an essay on an ethnicity of your choice.
Week 4	Fables	Memorize the <i>Historical Catechism</i> for a midterm exam. Read forty of Aesop's <i>Fables</i> : Type a list of each fable's title and moral. Read Proverbs 30: Type a list of each animal with its key trait. Compose three fables of your own: Use Proverbs and the index in Aesop's <i>Fables</i> .
Week 5	Greek Philosophy	Midterm Exam on the <i>Historical Catechism</i> . Read the Gospel of John: Type out all the verses you find on resurrection. Read Plato, <i>Euthyphro</i> , <i>Apology</i> , and <i>Crito</i> : Reread the verses in John on resurrection. Answer the questions from the study guide. Do the essay specified in the study guide. Read the Gospel of John once more.
<i>Fall Break</i>		
Week 6	Greek Epic (Part I)	Read Isaiah 1-23: Note especially how God speaks to foreign nations. Read Homer, <i>The Odyssey</i> , Books VIII-XII: Write an essay on the character of Odysseus.
Week 7	Greek Epic (Part II)	Read Isaiah 24-48: Note how God challenges the idols in history. Read Homer, <i>The Odyssey</i> , Books XIII-XVIII: Write an essay on the character of the gods.

- Week 8 Greek Drama
- Read Isaiah 49-66:
Note how the “wealth of nations” reaches Jerusalem.
Read Homer, *The Odyssey*, Books XIX-XXIV:
Write an essay that answers the following questions:
How true-to-life is this story?
How commendable are the desires it stirs up?
Support your opinions with quotes and examples.
- Week 9 Roman Republic
- Read Livy, *Stories of Rome*:
Retell your three favorite stories and add a moral.
Prepare for the final exam.
- Week 10 Roman Empire
- Read Bauer, *History of the Ancient World*, chs. 57-60,
63-66, 68-70, 73-74, 76-79, 81-82, and 84-85.
Collect ten posies with proper citation.
Final Exam

Winter – The Patristic Era

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	The Gospel and the Early Church	Read aloud the <i>Historical Catechism</i> . Read the Gospel of Luke in the Bible: Collect ten posies with proper citation. Watch the video <i>The Case for Christ</i> .
Week 2	Epistle	Read Acts, Romans, Ephesians, and Philippians: Collect seven posies with proper citation. Write and send a Greek-style epistle to someone: Include the seven posies from your Bible reading. <i>The person cannot be a classmate or family member.</i>
Week 3	The Fall of Jerusalem	Read Josephus, <i>The Jewish War</i> , Bks. III-VI (chs. 11-21): Write an essay with at least seven Josephus quotes. <i>Alternate Assignment:</i> Read and summarize four chapters in two pages. Add two discussion questions, and distribute it early. Read the other papers, then lead a class discussion.
<i>Christmas Break</i>		
Week 4	Two Early Martyrs	Review the <i>Historical Catechism</i> for a midterm exam. From <i>The Apostolic Fathers</i> , do the following: Read all of Ignatius, Polycarp and the Didache. Read Ignatius' letter to the Ephesians aloud in Greek. Write an essay that compares Ignatius and Polycarp: Include at least three quotes for each man.
Week 5	Origen and Constantine	Midterm Exam on the <i>Historical Catechism</i> . Read Eusebius, <i>The Church History</i> , Books I – III: Pick a topic from this list: Persecution/Martyrdom NT Canon/Heresies Prophecies/Miracles Compile an index on this topic as you read. Collect ten posies with proper citation. Note: Please do not confuse Eusebius with Bede's book.
Week 6	Creed	Read Eusebius, <i>The Church History</i> , Books IV – VI: Continue compiling the list on your topic. Collect ten posies with proper citation. Read the handout on creeds and write your own creed: Use the Apostles' Creed as a framework. Include at least seven additional lines (in italics).
Week 7	Hymn	Read Eusebius, <i>The Church History</i> , Books VII – X: Finish compiling the list on your topic. Write a two-page report with ten quotes.
Week 8	Athanasius of Alexandria	Read Athanasius, <i>On the Incarnation</i> : Read the preface by C. S. Lewis. Write an essay on why the Word became flesh.

Week 9 Eastern Monasticism

Listen to SermonAudio, "Athanasius on St. Antony."

Read Athanasius, *The Life of Antony*:

Write an essay about your assessment of this story.

Prepare for the final exam.

Week 10 Augustine of Hippo

Final Exam

Read Augustine, *Confessions*, Books I-IX:

Retell three stories from Augustine's life.

Spring – The Middle Ages

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	The Pelagian Controversy	Read aloud the <i>Historical Catechism</i> . Read Augustine, <i>Confessions</i> , Book X: Collect seven posies with proper citation. Read <i>The Rule of St. Benedict</i> : Write an essay on the monastic life.
Week 2	Patrick of Ireland	Read Patrick, <i>Letter to Coroticus</i> and <i>Confession</i> : Write an essay on three character traits of Patrick. Give at least two quotes for each character trait. Write another essay to compare Antony and Patrick.
Week 3	The Papacy, Islam, and Charlemagne	Read <i>Two Lives of Charlemagne</i> : Write an essay on the character of Charlemagne.
Week 4	Anglo-Saxon Paganism	Review the <i>Historical Catechism</i> for a midterm exam. Read <i>Beowulf</i> : Retell the story in one page. Write an Anglo-Saxon poem with four lines.
Week 5	Anglo-Saxon Christianity	Midterm Exam on the <i>Historical Catechism</i> . For Bede, <i>Ecclesiastical History</i> , do the following: Read Preface, Book I, II.1-7, III.25-26, and V.20-24. Read “Cuthbert’s Letter on the Death of Bede.” Read “Bede’s Letter to Egbert.” Retell a Bede story as a 12-line Anglo-Saxon poem.
<i>Easter Break</i>		
Week 6	The Norman Conquest	Read ten stories from Winder, <i>Stories of King Arthur</i> : Retell one of the stories in your own words. Read Vivian, <i>The Adventures of Robin Hood</i> : Write an essay on the ethics of Robin Hood.
Week 7	Anselm of Canterbury	Read Anselm, <i>Cur Deus Homo</i> , Bk. I.19 through Bk. II.9: Write a two-sentence summary of each section. Add a 200-word paragraph on why God became man.
Week 8	Mendicant Friars	Read Langland, <i>Piers the Ploughman</i> , Prologue, I-VII: Carefully answer the questions in the study guide.
Week 9	Middle English Poetry	For Chaucer, <i>Canterbury Tales</i> , read the following: The Prologue, then these tales (but not the host): Prioress Physician Monk Pardoner Nun’s Priest Franklin Write your own tale of a pilgrimage in America: Include Piers and a person you know in real life. Read your story to them and see if they can detect it. Prepare for the final exam.
Week 10	Morning Stars of the Reformation	Final Exam

Bibliography – Ancient Greece & Rome

Note: Several resources for the fall term were selected using the [Hillsdale Academy 9-12 Reference Guide](#). Used by permission, with gratitude.

[Aesop's Fables](#). Trans. Laura Gibbs. Oxford World's Classics. New York: Oxford University Press, 2002.

This ancient collection of fables comes complete with talking animals and a moral to each story. Through these short stories, students learn how to connect the God-given language of the animal kingdom to the normal events in life, much like Proverbs chapter thirty.

Bauer, Susan Wise. [The History of the Ancient World: From the Earliest Accounts to the Fall of Rome](#). New York: W. W. Norton, 2007.

The fifth part of this well-written history of ancient civilizations will recap for students the entire fall term, starting with the Peloponnesian Wars to the days of Constantine. Because the history is cross-sectional, tracking several civilizations simultaneously, students will gain a broad sense of world geography and history. This picture of the world before, during, and after the days of Christ will set the stage well for students to understand the scope of the worldwide Christian mission. Written by a Christian, this book compares favorably with Foster's *Augustus Caesar's World*, which has a similar scope, even written with great grace, but from an erroneous universalism perspective.

Gucker, Philip. [Essential English Grammar](#). Mineola, NY: Dover, 1966.

This book is straight-forward, clear, and user-friendly. Although the answers to the exercises are in the back of the book, so that students can do self-study at home, it is likely we will use this book week-by-week in class.

Herodotus. [The Histories](#). Trans. Aubrey de Sélincourt. Rev. ed., John Marincola, ed. Penguin Classics. New York: Penguin, 1954, 1972, 1996, 2003.

Known as the “father of historiography,” Herodotus wrote a lengthy history about the Persian Wars of the fifth century before Christ. For Christians, this history is significant in two ways. First, by describing both the customs of ancient peoples and the history of the Persians, Herodotus gives important historical background to the Old Testament. Second, the defeat of the Persians—*twice*—is remarkable providence in itself, keeping the eastern world and its despotism at bay, and allowing for the western world to continue to grow until the time of Gospel expansion under the apostle Paul. Students should become familiar with the events that spared the West—their earthly heritage.

Homer. [The Odyssey of Homer](#). Trans. Richmond Lattimore. Perennial Classics. New York: Harper & Row, 1965, 1967.

The Greeks have two epic poems from Homer—the *Iliad* and the *Odyssey*—both of which influenced and represented their ancient cultural mindset. The *Iliad* describes the battles at Troy, and is filled with gods and bloodshed and the glory of war. The *Odyssey* also has gods, but offers a travel motif with another kind of glory, the glory of cunning stealth and final victory. By reading the *Odyssey*, students will learn how much the Greeks represent our own culture in its vain pursuit of glory, and how critical the resurrection is to any true glory.

Livy. [Stories of Rome](#). Trans. Roger Nichols. Translations from Greek and Roman Authors. New York: Cambridge University Press, 1982.

This book is a neat collection of stories from the voluminous writing of Roman historian Livy. Students will read about some of the events that form the backdrop to our own cultural heritage in America.

Plato. [The Last Days of Socrates: Euthyphro; The Apology; Crito; and Phaedo](#). Trans. Hugh Tredennick. Ed. Harold Tarrant. Rev. ed. Penguin Classics. New York: Penguin, 1954, 1959, 1969, 1993, 2003.

Plato wrote philosophy in dramatic prose, almost as if it were a script. This book retells the dialogues that several had with the philosopher Socrates—that gadfly of Athens—during the final days of his life. In these dialogues, students are faced with the ultimate issues in life, especially how our innate sense of eternity is satisfied only in the historical resurrection of Jesus Christ, rather than in wishfully picturing Death as our friend.

Bibliography – The Patristic Era

Athanasius. [The Life of Antony and the Letter to Marcellinus](#). Trans. Robert C. Gregg. The Classics of Western Spirituality. Mahwah, NJ: Paulist Press, 1980.

Antony of Egypt is the first world-famous monk, playing a pivotal role in future monasticism and in the life of Augustine of Hippo. In many regards, Antony epitomizes the mindset of monasticism, glorifying self-denial as a living martyrdom, with perfectionistic notions of attaining glory in heaven. Moreover, the sensational fighting against demonic forces and the miraculous healings demonstrate a mindset ready to overlook the mundane vocations of the home, to which the apostle of Christ calls us in the book of Titus. It is important for students to have this epitome of monasticism in their imagination for future discussion.

Note: Please avoid free copies online with archaic English (“thou” and “thee”) and obtain this fresh translation.

Athanasius. [On the Incarnation: Greek Original and English Translation](#). Trans. John Behr. Popular Patristics Series Number 44a. Yonkers, NY: St. Vladimir’s Seminary Press, 2011.

Athanasius is rightly regarded as the defender of the Nicene Creed, with its clear statement on the full divinity of Jesus Christ, “begotten, not made” and “consubstantial” with the Father. In this book, Athanasius lays out his core theology of contemplation, showing that the divine Word (second Person of the Trinity) had to become man in order to undo the corruption of death and to restore the divine image of God in man.

Note: Please avoid free copies online with archaic English (“thou” and “thee”) and obtain this fresh translation.

Augustine. [Confessions](#). Trans. Henry Chadwick. Oxford World’s Classics. New York: Oxford University Press, 1991.

This book is a gem. Augustine is so in tune with his own sinfulness, but so enamored with the glory of God in showing him grace throughout his life, slowly bringing him to personal faith in Jesus Christ. Not simply to confess his sins, but more importantly to confess his God, Augustine used the language of the Psalms to offer his worship to God. Students will receive a humble but beautiful picture of honest self-assessment and conversion.

Note: Please avoid free copies online with archaic English (“thou” and “thee”) and obtain this fresh translation.

Eusebius. [Eusebius: The Church History](#). Trans. Paul L. Maier. Grand Rapids: Kregel Academic & Professional, 1999, 2007.

This book is almost the only early history we have on the first two centuries of the church. Students will read for themselves about the martyrs and church discussions under the Roman Empire. The translator Paul Maier is an accomplished author, having written many books of historical fiction, so the translation is a very good one.

Note: Please avoid free copies online with archaic English (“thou” and “thee”) and obtain this fresh translation.

Holmes, Michael W., ed. [The Apostolic Fathers: Greek Texts and English Translations](#). 3rd ed. Grand Rapids: Baker Academic, 1992, 1999, 2007.

This collection contains many of the earliest writings of Christianity after the New Testament. Students will read about martyrs Ignatius and Polycarp. The book itself is an updated version of the older collection begun by Anglican scholar J. B. Lightfoot. Any edition of this work would be fine.

Alternate Edition: [The Apostolic Fathers](#). Ed. Mark Galli. Moody Classics. Chicago: Moody, 2009.

Josephus. [The Jewish War](#). Trans. G. A. Williamson. Ed. E. Mary Smallwood. New York: Penguin, 1959, 1970, 1981.

Jewish traitor and historian Josephus is our only substantial witness to the Roman invasion and destruction of Jerusalem in A.D. 70. Given the significance of this event in the prophecies of Jesus and the history of the church, students should read much on this event and have it sink deep into their imagination.

Note: Please avoid the free copies online and the older Whitson translation, which use archaic English (think “thou” and “thee”) and obtain this modern translation.

Stroebe, Lee. [The Case for Christ](#). DVD (2017)

This film documents how a modern-day journalist applied his skills to the case of Christ and found faith in Him.

Bibliography – The Middle Ages

Anselm of Canterbury. [The Major Works](#). Eds. Brian Davies and G. R. Evans. Oxford World's Classics. New York: Oxford University Press, 1998.

This volume contains *Cur Deus Homo* (literally, “Why God Became Man”), a Christian classic. Anselm wrote this book in the dialogue style of the philosophers. (Interestingly, he converses with Boso!) Regarding Christ, Anselm argues that the cross made satisfaction for our sins—it paid our debt. Students should be able to compare the views of Anselm to Athanasius on the reasons for the incarnation.

Alternate Online Edition: Anselm of Canterbury. [Cur Deus Homo, Book I](#) and [Cur Deus Homo, Book II](#).

Bede. [The Ecclesiastical History of the English People](#). Eds. Judith McClure and Roger Collins. World's Classics. New York: Oxford University Press, 1969.

This English counterpart to Eusebius of Caesarea recounts the early church history of Anglo-Saxon England, before the ninth century. Through its recounting of the Easter controversy, students should gain a sense of the imperial encroachment of Roman Catholicism into England.

Note: Please avoid free copies online with archaic English (“thou” and “thee”) and obtain this fresh translation.

Chaucer, Geoffrey. [The Canterbury Tales](#). Trans. Nevill Coghill. Penguin Classics. New York: Penguin, 2003.

This collection contains the translated poems of Chaucer, but not the poems in the original Middle English. Through reading some of them, students should gain a better sense of medieval English culture and of poetic presentation of characters.

Note: Please avoid free copies online with archaic English (“thou” and “thee”) and obtain this fresh translation.

Einhard and Notker the Stammerer. [Two Lives of Charlemagne](#). Trans. David Ganz. Penguin Classics. New York: Penguin, 2008.

This one volume gives two accounts of the famous first king of the so-called Holy Roman Empire, Charlemagne. One account is quite factual, and the other account quite fanciful. In reading both, students should gain a firsthand feel for the struggle of civilization in the Dark Ages.

Heaney, Seamus, trans. [Beowulf: A New Verse Translation \(Bilingual Edition\)](#). New York: W. W. Norton, 2000.

The poem *Beowulf* is the only epic poem from the Anglo-Saxon period of English history. The translator Seamus Heaney is himself a poet, so the original poem comes across in excellent contemporary poetry. As a bonus, the original Anglo-Saxon text is given opposite the translation, showing what English used to be. Students really enjoy this book.

Langland, William. [Piers the Ploughman](#). Trans. J. F. Goodridge. Rev. ed. Penguin Classics. New York: Penguin, 1959, 1966.

More homely than Chaucer, Langland's poetic allegory presents the medieval confusion over salvation, and gives a picture of the inner life of everyday England in the Middle Ages. Students will spend a lot of time studying the nature and meaning of the first part of this allegory.

Patrick. [Confession](#) and [Letter to Coroticus](#). Trans. Pádraig McCarthy. Dublin: Royal Irish Academy, 2003.

Students simply must hear Patrick for himself, a godly missionary worthy of our respect and imitation. In comparing Patrick's own words to the legends about shamrocks and snakes, students will gain a sense of how hagiography distorts the truth. Also, since Patrick wrote a personal confession, it makes an interesting contrast to Augustine's more famous confession.

[RB 1980: The Rule of St. Benedict in English](#). Ed. Timothy Fry, et al. Collegeville, MN: The Liturgical Press, 1982.

Benedict was an early monastic leader in the West, who codified what it meant for a person to be a monk in community with other monks. By reading this contemporary rulebook, students learn firsthand how monastic vows look in day-to-day life. The New Testament reads extremely different than this religious rulebook.

(cont'd)

Vivian, E. Charles. [The Adventures of Robin Hood](#). Airmont Classics. New York: Airmont, 1965 [1906].

This merry archer first appeared as a hero in English ballads in the late 14th century. Vivian's retelling is shorter than the more famous retelling of Howard Pyle.

Winder, Blanche. [Stories of King Arthur](#). Airmont Classics. New York: Airmont, 1968 [1958].

These stories of Camelot were first promoted in literature by Sir Thomas Malory. They have been retold many times. This author is recommended, but any edition would be fine.

Humanities II: The Reformation to Modern Europe

Spring Branch Academy
Instilling Wisdom, Inspiring Worship

Fall – The Reformation & Puritans

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	Introduction to Modern Europe	Read aloud the <i>Historical Catechism</i> . Read Strunk & White, <i>The Elements of Style</i> : Parts I, II, & III – Type the heading and an example. Part IV – Do not type anything. Part V – Type out the rule, but not an example. Rules here may be referenced in correcting your papers.
Week 2	The Renaissance	Read aloud the <i>Historical Catechism</i> . Read Erasmus, <i>Praise of Folly</i> : Collect twelve posies with proper citation. Pick one posy and rewrite it twelve ways. Pretend you are Erasmus. Be imaginative!
Week 3	Martin Luther	Read aloud the <i>Historical Catechism</i> . Read Nichols, ed., <i>Martin Luther's Ninety-Five Theses</i> : Rewrite one of Luther's theses twelve ways. Read Luther, <i>The Freedom of a Christian</i> : Read the Introduction and the Letter to Pope Leo X. Complete the study guide. Read aloud or sing "A Mighty Fortress Is Our God."
Week 4	John Calvin	Memorize the <i>Historical Catechism</i> for a midterm exam. Read Parker, <i>Portrait of Calvin</i> : In one paragraph, describe a leading trait of Calvin. To prove it, retell three stories from Calvin's life. Read aloud or sing "All People That on Earth Do Dwell."
Week 5	The Reformation	Midterm Exam on the <i>Historical Catechism</i> Read Calvin & Sadoletto, <i>A Reformation Debate</i> : When completed, skim through each section. Summarize the four sections in a paragraph each. Compare the two positions in a detailed paragraph. Give your position in a detailed paragraph. This paper must have details, quotes, and three pages.
<i>Fall Break</i>		
Week 6	Reformation England	From <i>Foxe's Book of Martyrs</i> , read the following: Hugh Latimore, Bishop Ridley, and their martyrdom. The fires of Smithfield and Thomas Cranmer. Anecdotes and sayings of other martyrs. Retell three of your favorite stories from Foxe: Add your own moral to each story.

Week 7	William Shakespeare	<p>Read aloud Shakespeare, <i>Macbeth</i>: Collect twelve posies with proper citation. Type out a section of at least ten lines. Tell why you chose it, with literary observations. Read it out loud ten times. Recite it in class with an introduction of context.</p>
Week 8	John Milton	<p>Read aloud Milton, <i>Paradise Lost</i>, Books I-VI: Collect twelve posies with proper citation. Write a literary essay about one scene. Read aloud or sing “Let Us with a Gladsome Mind.”</p>
Week 9	Puritan England	<p>Read aloud Milton, <i>Paradise Lost</i>, Books VII-XII: Collect twelve posies with proper citation. <i>Alternate Assignments:</i> (1) Reread the posies from Shakespeare. In an essay, compare the two poets in three ways. (2) Reread posies of Erasmus, Shakespeare, and Milton. Write a 400-word story with ten posies (underlined). Prepare for a final exam.</p>
Week 10	The Baptists	<p>Read Bunyan, <i>Pilgrim's Progress</i>, Part I. From Spurgeon, <i>Pictures from Pilgrim's Progress</i>: Read the chapters on seven characters of your choice. Describe each character well and add a moral lesson. Final Exam</p>

Winter – The Enlightenment & Evangelical Christianity

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	Western Music	<p>Read aloud the <i>Historical Catechism</i>. Read the outline of Strunk & White. Read the book review guide. From Smith and Carlson, <i>The Gift of Music</i>: Read “Psalms in Western Music History.” Read chs. 1-7, 12-16, 19, 21-22, 25-26, 32, 38, 40. Retell the lives of three composers. For each, listen to a composition and record the info. Read aloud or sing three metricized psalms in a hymnal.</p>
Week 2	The Enlightenment	<p>For Rousseau, <i>The Social Contract</i>: Skim each book and type out a list of its definitions. Choose one book to read and summarize its chapters. Read aloud or sing the Watts hymns in a hymnal.</p>
Week 3	Pietism and the Evangelical Revivals	<p>Read Dallimore, <i>George Whitefield</i>: Collect ten posies with proper citation. Write an essay.</p>
<i>Christmas Break</i>		
Week 4	Wesleyan Methodism	<p>Review the <i>Historical Catechism</i> for a midterm exam. Read Wesley, <i>A Plain Account of Christian Perfection</i>: Write a review using thoughts from previous books. Read aloud or sing the Wesley hymns in a hymnal.</p>
Week 5	Modern Missions	<p>Midterm Exam on the <i>Historical Catechism</i>. Read Mangalwadi, <i>The Legacy of William Carey</i>: Write an essay using seven facts on Carey’s life. Read Carey, <i>Enquiry</i>: Draw a world map with arrows for Carey’s mission. Let the map artistically represent the gospel situation.</p>
Week 6	British Literature in Regency England	<p>Read aloud Coleridge, <i>The Rime of the Ancient Mariner</i>. Read Austen, <i>Pride and Prejudice</i>, chapters 1-30: Collect ten posies and add a comment to at least half.</p>
Week 7	The French Revolution	<p>Read “Declaration of the Rights of Man and of Citizen.” Read Austen, <i>Pride and Prejudice</i>, chapters 31-61: Collect ten posies and add a comment to at least half. Write a review of this novel. If you have seen a movie of it, include a comparison.</p>
Week 8	The African Slave Trade and Benevolent Societies	<p>Watch <i>Amazing Grace</i>, a movie on William Wilberforce. Read Newton, <i>Out of the Depths</i>: Write a comparison of the two portraits of Newton. Read aloud the Newton and Cowper hymns in a hymnal.</p>
Week 9	British Literature in Victorian England	<p>Read the captions and appendices in Reef, <i>Victoria</i>. Read Dickens, <i>A Christmas Carol</i>: Write a review. Prepare for a final exam.</p>

Week 10 The Evangelical Pulpit
 and Faith Missions

Read aloud Rudyard Kipling, "If."

Read aloud Amy Carmichael, "If."

Read the Kipling poem to your parents.

Read five favorite lines from the Carmichael poem.

What is their opinion of the good/bad in each one?

Read Taylor, *Spiritual Secret*:

Write an essay.

Final Exam

Spring – Modern Culture & Persecution

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	The Doctors of Modernity	Read aloud the <i>Historical Catechism</i> . Read the outline of Strunk & White. Watch the musical <i>Fiddler on the Roof</i> : Compare this case of conscience to Thomas More. Read Tolstoy, <i>Death of Ivan Ilych</i> : Write an essay.
Week 2	World War I	Watch the movie <i>War Horse</i> : Watch “Behind the Curtain” on the horse puppet. Read Freedman, <i>The War to End All Wars</i> : Collect ten facts about World War I. Write an imaginative letter home from the front lines. Read the collection of laments to one of your parents.
Week 3	Modern Art	Read Schaeffer, <i>Escape from Reason</i> . Make a chart with the line of despair and staircase. Add key names from each section to the proper place. Add seven quotes from Schaeffer as the message. Decorate and add color to fit the overall message. Read aloud T. S. Eliot’s poem “The Waste Land.” Listen to Igor Stravinsky, <i>The Rite of Spring</i> .
Week 4	World War II	Review the <i>Historical Catechism</i> for a midterm exam. Read Severance, <i>Winston Churchill</i> : Write an essay. Read Ambrose, <i>The Good Fight</i> : Make a 12-slide PowerPoint presentation on WWII. Include maps, dates, facts, trivia, and lots of color.
Week 5	Adolf Hitler	Midterm Exam on the <i>Historical Catechism</i> . Read Lutzer, <i>Hitler’s Cross</i> : Write a review.
	<i>Easter Break</i>	
Week 6	The Holocaust	Read the biblical book of Job. Read Wiesel, <i>Night</i> : Write an essay of Wiesel’s experience in light of Job. Include at least two quotes from each of the readings.
Week 7	Dietrich Bonhoeffer & C. S. Lewis	Read Bonhoeffer, <i>Life Together</i> : Collect seven posies with proper citation. Write an essay on how well this model fits today. Compare this model to the one in Benedict’s <i>Rule</i> . Read Lewis, <i>The Lion, the Witch, and the Wardrobe</i> : How does this book compare to Bunyan’s allegory?
Week 8	The Cold War	Read Wurmbrand, <i>Tortured for Christ</i> : Read a current <i>Voice of the Martyrs</i> magazine. Write a review of the book using the magazine. <i>Extra Credit</i> : Watch the movie “Tortured for Christ.”

Week 9	Cultural Revolution in the West	Read Lewis, "The Weight of Glory": Collect five posies with proper citation. Read Lewis, <i>The Abolition of Man</i> : Collect five posies with proper citation. Write an essay on speaking the truth today. Prepare for a final exam.
Week 10	Idols, Christ, and Antichrist	Final Exam

Bibliography – The Reformation & Puritans

Bunyan, John. [The Pilgrim's Progress](#). Ed. W. R. Owens. Oxford World's Classics. New York: Oxford University Press, 2003 [1678].

This allegory of the Christian life as a journey of perseverance is a classic both in the church and in English literature. Amazingly, Bunyan was a simple tinker by trade, but he knew his God and Scripture exceptionally well. In the words of C. H. Spurgeon, Bunyan's blood ran "bibline."

Alternate Hardcover Edition: Bunyan, John. [The Pilgrim's Progress](#). Hendrickson Christian Classics. Peabody, MA: Hendrickson, 2004 [1678].

Calvin, John and Jacopo Sadoletto. [A Reformation Debate: Sadoletto's Letter to the Genevans and Calvin's Reply](#). Ed. John C. Olin. Grand Rapids: Baker, 1976 [1966].

The setting for this book is the battle for the soul of Geneva, Switzerland, a city that has rejected the Protestant Reformers, but is not accepting the Roman Catholics either. Both sides seek to win the Genevans back—Cardinal Sadoletto with his appeal to personal safety, and the Reformer John Calvin with his appeal to divine majesty. The appendix is a great benefit for students, because it presents the official Catholic position on justification from the Council of Trent as well as Calvin's exposition of justification in his *Institutes of the Christian Religion*.

Erasmus, Desiderius. [Praise of Folly](#). Trans. Betty Radice. Ed A. H. T. Levi. Rev. ed. Penguin Classics. New York: Penguin, 1971, 1993.

The author was the top scholar in the early 1500s and his research prepared for the Reformation. Although he himself never became a Protestant, he is said to have "laid the egg" that Luther hatched through his publication of the Greek New Testament. This particular book pokes fun at the follies of the Catholic clergy by utilizing a vast array of classical allusions. The book is an excellent example of Renaissance literature and adds color to the Reformation era.

Foxe, John. [Foxe's Book of Martyrs](#). Ed. W. Grinton Berry. Grand Rapids: Fleming J. Revell, Spire, 1998.

In this book, Foxe retells the stories of the English martyrs burned at the stake under Queen "Bloody" Mary in the 1550s. For years, Protestant children read this book and Bunyan's *Pilgrim's Progress*, by which their imaginations received a mental map of what to expect in a Christian life—lots of hardship, requiring faith and perseverance. This is exactly the message that new Christians should hear (Acts 14:22).

Note: The language is outdated, but a text in modern English has not been found yet that is historically accurate.

Alternate Hardcover Edition: Foxe, John. [Foxe's Book of Martyrs](#). Ed. William Byron Forbush. Hendrickson Christian Classics. Peabody, MA: Hendrickson, 2004.

Luther, Martin. [The Freedom of a Christian](#). Trans. Mark D. Tranvik. Minneapolis: Fortress, 2008 [1520].

This book is a fresh translation of Luther's classic statement on the Christian life, with a good introduction. Please purchase this book for not only your child, but also for your own devotional reading.

Milton, John. [Paradise Lost: The Biblically Annotated Edition](#). Ed. Matthew S. Stallard. Macon, GA: Mercer University Press, 2011.

Poet John Milton wrote the last universally acclaimed epic of the English language—an embellished retelling of the Fall of Man. In reading this epic, students must discern between Scripture and Milton's fertile imagination. To help in that discernment, this edition has footnotes with biblical citations written out in full.

Alternate Online Edition: [Paradise Lost](#).

Nichols, Stephen J., ed. [Martin Luther's Ninety-Five Theses](#). 2nd ed. Trans. Adolph Spaeth, L. D. Reed, and Henry Eyster Jacobs. Phillipsburg, NJ: P&R, 2002, 2016, 2021 [1517].

In the fall of 1517, Martin Luther posted ninety-five theological statements (called "theses") on the door of a Wittenberg church, thereby igniting the church controversy called the Protestant Reformation. This booklet provides comment on the text as well as the historical background to the controversy in the sale of indulgences.

Alternate Online Edition: [Ninety-Five Theses](#).

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Parker, T. H. L. [Portrait of Calvin](#). London: SCM Press, 1954.

As a young scholar, Parker wrote this "portrait" of Reformer John Calvin, highlighting his main character

through main emphases and life-shaping events. Some have said this book, though sketched, is better than Parker's later and much fuller biography of Calvin. After reading this, students should have no doubt that Calvin overcame his personal resistance to carrying the cross of Christ, which every true disciple must carry.

Alternate Online Edition: Parker, T. H. L. [Portrait of Calvin](#). Reprint, Minneapolis: Desiring God, 2009 [1954].

Shakespeare, William. [Macbeth](#). Ed. Nicholas Brooke. The Oxford Shakespeare. New York: Oxford University Press, 1990.

This Shakespeare play is a tragedy that exposes the sinful motives and justifications of the human heart. Students should purchase this inexpensive edition, or else borrow an unabridged version that is easy to read.

Spurgeon, C. H. [Pictures from Pilgrim's Progress](#). Reprint, London: Counted Faithful, 2018 [1903].

Spurgeon read Bunyan's favorite allegory about a hundred times. These twenty chapters distill some of his insights into the symbolism of the book—insights that should be a great aid in interpretation and application to teacher and student alike.

Alternate Edition: Spurgeon, C. H. [Pictures from Pilgrim's Progress: A Commentary on Portions of John Bunyan's Immortal Allegory](#). Reprint, Pasadena, TX: Pilgrim Publications, 1973.

Strunk, William, Jr. and E. B. White. [The Elements of Style](#). 4th ed. Boston: Allyn & Bacon, 1979, 2000.

This little book has become the classic text on writing precise and technically-correct prose. Literary artists often disdain this text, and rightly they should (art ventures beyond the lines!); however, beginning writers can benefit from training wheels. Incidentally, E. B. White, one of the authors, was an editor with *New Yorker* magazine, who also wrote *Charlotte's Web* and *Stuart Little*.

Bibliography – The Enlightenment & Evangelical Christianity

[Amazing Grace](#). DVD (2007)

This movie retells the efforts of William Wilberforce to abolish the slave trade in Great Britain. Students will be asked to compare the movie rendition of the preacher John Newton to the man they meet in his autobiography.

Note: This movie may be borrowed from the school library.

Austen, Jane. [Pride and Prejudice](#). London: CRW Publishing Ltd., Collector's Library, 2003 [1813].

A favorite with the girls, this book will still appeal to young men seeking wisdom about social life. The author has a keen awareness of human nature, especially in the virtues and vices of the interpersonal relationships. If students have seen a movie version of the novel, they should enjoy comparing it to the book.

Carey, William. [An Enquiry into the Obligation of Christians to Use Means for the Conversion of the Heathens, in Which the Religious State of the Different Nations of the World, the Success of Former Undertakings, and the Practicability of Further Undertakings, Are Considered](#). Leicester, UK: Ann Ireland, 1792.

This tract helped to launch the modern mission movement in England. Carey, a relatively obscure Baptist minister, was relentless in his plea that something should be done in plain obedience to the Great Commission. Even today, his singular message and earnest integrity make a person think spiritually, globally, and eternally.

Alternate Online Edition: [An Enquiry into the Obligation of Christians to Use Means for the Conversion of the Heathen](#).

Carmichael, Amy. [If: What Do I Know of Calvary Love?](#) Reprint, Fort Washington, PA: CLC Publications, 2011 [1938].

Originally published by the SPCK in London, this lengthy poem accurately portrays Carmichael's missionary zeal to represent the cross in ministry, something captured well by Elisabeth Elliot's biography title, *A Chance to Die*. After growing up in Scotland and serving the Lord in Japan, Carmichael eventually settled in India as a missionary who rescued children dedicated to Hindu temples. How ironic (and supremely fitting in the Lord) that this woman who denied herself a family in order to serve Christ ended her days with 140 children calling her mother ("Amma")! Surely, this shines as a strong testament to the Savior's promise that if we leave family for His sake, we shall have *one hundred times as much* in this life (with persecutions) and eternal life in the age to come. Hallelujah!

Alternate Online Edition: [If](#). (Note: The first line misprints "compassion" as "companion.")

Coleridge, Samuel Taylor. [The Rime of the Ancient Mariner](#). Illus. Gustave Doré. Dover Pictorial Archives Series. Reprint, Mineola, NY: Dover, 1970 [1834, 1878].

This tale of an old sailor, a tale full of ghosts, nature, and omens, has nearly impeccable form as a ballad. Theologically, it provides a good example of Romanticism, which relies on inner feelings in the midst of sublime nature rather than on divine revelation. Students should be wary of this false and foolish orientation.

Note: The engravings are done by the master of the craft, but do contain some nudity.

Alternate Online Edition: [The Rime of the Ancient Mariner \(1834 text\)](#).

Dallimore, Arnold A. [George Whitefield: God's Anointed Servant in the Great Revival of the Eighteenth Century](#). Wheaton, IL: Crossway, 1990.

Students should be drawn into this adaptation and abridgement of Dallimore's classic two-volume biography of the famous evangelist George Whitefield. Despite the attempts of revisionist history, there is still something compelling and convicting about the life and preaching of the "grand itinerant." May God truly bless this work for the salvation and inspiration of young adults today!

Dickens, Charles. [A Christmas Carol](#). Penguin Christmas Classics. New York: Penguin, 2014 [1843].

This little classic has left Western culture with the memorable character of Ebenezer Scrooge, who is changed from a miserly old man into a generous family man through the visits of several spirits on Christmas Eve. Students should note that Scrooge is changed in a way contrary to the Gospel of Jesus Christ. Differentiating between the two ways is part of the excitement in assigning this text.

Alternate Thrift Edition: Dickens, Charles. [A Christmas Carol](#). Dover Thrift Editions. Mineola, NY: Dover, 1991 [1843].

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Kipling, Rudyard. “If.” In idem, *Rewards and Fairies* (New York: Doubleday, Page & Co., 1911 [1910]).

This poem, written by the poet laureate of England, describes an idealized, Stoic version of manhood. Students should read this poem to their parents and ask their opinion about this vision of true manhood. We will compare this vision from one who grew up in India to the “If” poem of Amy Carmichael, who served in India as a missionary.

Mangalwadi, Vishal and Mangalwadi, Ruth. [The Legacy of William Carey: A Model for the Transformation of Culture](#). Wheaton, IL: Crossway, 1999 [1993].

Written by two Indians, this book provides an Asian perspective on this missionary pioneer. Such testimony is necessary in an age of cultural purism, where missionaries are criticized for altering their host culture. According to one recent testimony, this book is “especially helpful on the relationship between missions and social good” (Matt Perman, *What’s Best Next: How the Gospel Transforms the Way You Get Things Done* [Grand Rapids: Zondervan, 2014], 322).

Newton, John. [Out of the Depths: The Autobiography of John Newton](#). Ed. Dennis R. Hillman. Grand Rapids: Kregel, 2003 [1764].

Newton is mainly remembered today for his hymn “Amazing Grace,” which accurately summarizes his own conversion from the African slave trade to salvation in Jesus Christ. In this book, he retells his own conversion through a series of fourteen letters. The text has been modernized for contemporary readers.

Reef, Catherine. [Victoria: Portrait of a Queen](#). New York: Clarion, 2017.

In this beautifully embellished book on the famous queen of the British Empire, students can get a taste of the majesty and eccentricities of the British crown in the nineteenth century.

Rousseau, Jean-Jacques. [The Social Contract](#). Trans. Maurice Cranston. Penguin Classics. New York: Penguin, 1968 [1762].

Among the many writings of the French Enlightenment (so-called), this one stands out for two reasons. First, it is not an attack on Christianity, even though it thoroughly denies the inherent evil of human nature. Second, the idea of a social contract became a basic idea behind the American ideal of self-government. Students should be able to gain a good feel for the philosophical nature of this intellectual movement.

Alternate Thrift Edition: Rousseau, Jean-Jacques. [On the Social Contract](#). Trans. G. D. H. Cole. Dover Thrift Edition. New York: Dover, 2003 [1913, 1762].

Smith, Jane Stuart and Carlson, Betty. [The Gift of Music: Great Composers and Their Influence](#). 3rd ed. Wheaton, IL: Crossway Books, 1995.

The authors come from the Francis Schaeffer’s circle of art appreciation, and offer an engaging text for students. The book describes the character, life-story, and compositions of many leading musical composers. The Christian perspective on these lives shines through, offering a needed perspective beyond simply an analysis of art.

Taylor, Dr. and Mrs. Howard [Frederick Howard Taylor and Mary Geraldine Taylor]. [Hudson Taylor’s Spiritual Secret](#). Moody Classics. Chicago: Moody, 1989, 2009 [1932].

Written by the son of Hudson Taylor, the famous missionary to inland China, this lively book recounts his life, his struggles, and his eventual enduring dependence on the living water of Jesus to sustain and delight his soul. Still honored among Chinese Christians today, Taylor challenges all of us to live more by faith in the living Jesus.

Wesley, John. [A Plain Account of Christian Perfection](#). Hendrickson Christian Classics. Reprint, Peabody, MA: Hendrickson, 2007 [1777].

For his entire life after conversion, Wesley continued to tinker with his understanding of perfection. Because this doctrine is a defining trait of the Wesleyan tradition, it is good for students to hear it from Wesley himself. Students should appreciate his zeal for holiness, but remain wary of his optimism over our perfectibility.

Alternative Online Edition: [A Plain Account of Christian Perfection](#).

Bibliography – Modern Culture & Persecution

Ambrose, Stephen E. [The Good Fight: How World War II Was Won](#). New York: Simon & Schuster, Atheneum Books for Young Readers, 2001.

This children's book is a great overview of the war, complete with pictures and expert commentary. The author was one of the great historians of World War II, but he was too optimistic about what it produced.

Bonhoeffer, Dietrich. [Life Together: The Classic Exploration of Christian Community](#). Trans. John W. Doberstein. New York: Harper & Row, 1954.

Executed near the end of WWII for his political collusion with an assassination attempt on Adolf Hitler, the German Lutheran Dietrich Bonhoeffer has oddly been lionized by American evangelicals as a martyr for Christ. Reasons for this hero status include evangelicalism's desire for cultural dominance and Bonhoeffer's love and use of the Bible. We should read him with caution, however, because he puts down heart-religion as mere "pietism" and, even more, because his neo-orthodoxy led him to doubt the bodily resurrection of Christ (per Richard Weikart) and deny the inspiration of the text of Scripture. As a result, Bonhoeffer romanticized the Bible by acting as if it spoke to him, a modern man, directly. (Yes, the Bible is alive and speaks authoritatively, but it is also inspired and requires the Holy Spirit for correct interpretation.) This book describes the author's experimental seminary of the late 1930s—a kind of Protestant monastery—and presents an engaging vision of a community worshipping and working together.

Alternate Edition: Bonhoeffer, Dietrich. [Dietrich Bonhoeffer Works, Volume 5: Life Together and Prayerbook of the Bible](#). Eds. Gerhard Ludwig Müller, Albrecht Schönherr, and Geoffrey B. Kelly. Trans. Daniel W. Bloesch and James H. Burtness. Minneapolis: Fortress, 1996 [1987].

Eliot, T. S. [The Waste Land](#). New York: Horace Liveright, 1922.

This famous but obtuse poem symbolized the fragmentation of Western Civilization in modern times.

[Fiddler on the Roof](#). DVD (1971)

This adaptation of the Broadway musical of the same name is itself based on Yiddish stories by Sholem Aleichem about Tevye the Dairyman and his daughters (written 1894-1914). The film powerfully portrays the tension in the conscience between religious convictions and familial love. In comparison to the stoical portrayal of Thomas More in *A Man for All Seasons*, Tevye presents a more realistic picture of the internal struggle and uneasy compromise of a human conscience, while still holding to convictions. Although the film does not present genuine faith in God through the Bible, the Jewish culture of Russia before World War I is important as a backdrop for both the writings of Ivan Ilych and the extermination under the Nazis of the *shtetl*, the small Jewish settlements outside of towns in Eastern Europe.

Freedman, Russell. [The War to End All Wars: World War I](#). New York: Clarion, 2010.

World War I, once called "the Great War," is such an illustration of pride leading to vanity and death. This war was the first all-out war conducted almost completely with modern technology, and the results were shocking. The author is a master at using photos to tell a story and, combined with his text, the result is memorable.

The Kennedy Center. [Behind the Curtain: War Horse – Joey the Horse](#). Video (2012)

As *War Horse* is a Broadway play, the horse Joey is an elaborate puppet. This video describes the theatrical details that enter into making this puppet appear life-like on stage.

Lewis, C. S. [The Abolition of Man, or Reflections on Education with Special Reference to the Teaching of English in the Upper Forms of Schools](#). Reprint, New York: HarperSanFrancisco, 2001 [1944].

Ranked by conservative scholars as one of the top books of the twentieth century, this little book makes one point—modern men have lost their *soul*. Education no longer cultivates the deep sense of honor that is appropriate to noble things. Lewis presents a strong case that fundamental to all wisdom, in traditional cultures, is an awareness that differing degrees of weight (or *glory*) adhere to the nature of things. This is philosophical realism at its best.

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Lewis, C. S. *The Lion, the Witch and the Wardrobe*. London: Geoffrey Bles, 1950.

The second book in the Chronicles of Narnia (although published first), this perennial favorite with children has often slipped Christ (as Aslan) passed the eyes of watchful dragons. However, is the Christ-figure faithful to the Christ of the Gospels? Or was that ever Lewis' intent? Read and form your own opinion!

Hardcover Edition: [The Lion, the Witch and the Wardrobe](#). Deluxe edition. New York: HarperCollins Children's Books, 1997.

Lewis, C. S. "[The Weight of Glory](#)." *Theology* (November 1941).

This sermon defined for Lewis his goal for all of life—obtaining glory from God. Concepts from this sermon (and other writings of Lewis) appear to have been formative in John Piper's reassessment of worship and reward. Due to the sermon's significance in representing Lewis' theology, students also read it in Theology IV.

Note: Do not purchase or read the collection of essays by the same name. The link provides an online pdf, which may be legal, if the source is not American.

Alternate Edition: Lewis, C. S. "The Weight of Glory." In idem, *The Weight of Glory: And Other Addresses* (New York: HarperCollins, 1949): 25-46.

Lutzer, Erwin W. [Hitler's Cross: How the Cross Was Used to Promote the Nazi Agenda](#). Rev. ed. Chicago: Moody, 1995, 2016.

This is a great book for a Christian school—a fundamentally sound Gospel preacher analyzes history from a biblical perspective. Lutzer describes how much of the German church capitulated to the Nazi regime. The lessons drawn are quite applicable to America today, when totalitarianism threatens to rule us.

Schaeffer, Francis A. [Escape from Reason: A Penetrating Analysis of Trends in Modern Thought](#). IVP Classics. Downers Grove, IL: InterVarsity, IVP Books, 2006 [1968].

This short book explains the origin of the modern "leap of faith," that is, the absolute separation in modern times of rational thought (science) and religious experience (faith). In order to achieve what the author calls a "unified field of knowledge," it is necessary to abandon autonomous reason and to return to biblical revelation. Even though the author has rightly been critiqued about some of his details (especially on Thomas Aquinas), his overall analysis is sound and will provide students with a basis for understanding their world and its split between public facts and private values.

Severance, John B. [Winston Churchill: Soldier, Statesman, Artist](#). New York: Houghton Mifflin, Clarion, 1996.

This is another delightful Clarion book, complete with interesting photographs and a compelling text. By any definition, Churchill was a remarkable man; and in God's providence, he played a big role in history.

Note: This book should be readily available through interlibrary loan.

Stravinsky, Igor. [The Rite of Spring](#). (1913) Performance: New England Conservatory (2013).

This score for this pagan ballet marks the beginning of modern music. It is not beautiful music—it lacks a melody and caused a riot when it was first performed in Paris on May 29, 1913.

Note: Modern orchestras are not modest in dress. Be warned.

Tolstoy, Leo. [The Death of Ivan Ilych](#). Trans. Ian Dreiblat. Brooklyn: Melville House, 2008 [1886].

The author was a Russian ascetic, highly revered by some for his austere religion. The book, written later in life during his ascetic idealism, describes the thoughts of a dying man. Like Ecclesiastes, themes here are the vanity of life, the isolation of death, and the value of relationships. The book may cause students to reexamine their own priorities and pursuits in light of certain death.

Note: Other editions of this book are acceptable.

[War Horse](#). DVD (2011)

This movie rendition of the Broadway play *War Horse*, directed by Steven Spielberg, will give students a panorama of the horrors of World War I, especially of its transition from cavalry to modern warfare.

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Wiesel, Elie. [Night](#). Trans. Marion Wiesel. New York: Farrar, Straus, and Giroux, Hill and Wang, 2006 [1958].

This disturbing book chronicles how one young Jew in the Holocaust lost his faith—thus entering the “night” of his soul. Students will hear firsthand how even deep duties such as honoring a father suffered during the horrors of those days. To help students process this loss of faith, they will also read the biblical book of Job, in which another man suffered greatly and questioned God. Comparing the two should show where the line lies between faithful questioning and atheistic despair.

Wurmbrand, Richard. [Tortured for Christ](#). Bartlesville, OK: Living Sacrifice Book Company, 1998, 1967.

The Romanian author was an atheistic Jew who became a Christian through receiving a wept-over Bible. He survived both the Nazis and the Russians, and stated that the communists were worse than the Nazis. This book was written hastily after being released from a total of fourteen years in communist prisons. It is a plea for the free Christians of the West to remember the persecuted Christians of the East. Students should be amazed by the graphic nature of torture and even more by the buoyancy of faith—so different than Wiesel’s experience. Thankfully, Wurmbrand’s message was received and led to an ongoing ministry to the persecuted church called the Voice of the Martyrs (VOM).

Alternate Hardcover Edition: [Wurmbrand: Tortured for Christ, the Complete Story](#). VOM publication.

Humanities III: American History & Literature

Spring Branch Academy

Instilling Wisdom, Inspiring Worship

Fall – The Colonial Era & American Revolution

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	Jamestown and Plymouth	Read aloud the <i>Historical Catechism</i> . Read Schmidt, <i>William Bradford</i> : Retell the story of the pilgrims in 400 +/- 10 words. Read from Grant, <i>The American Patriot's Handbook</i> : William Bradford, "The Mayflower Compact" John Winthrop, "A Model of Charity" William Makepeace Thackeray, "Pocahontas" Read Longfellow, "The Courtship of Miles Standish."
Week 2	The Puritans	Read aloud the <i>Historical Catechism</i> . For Hawke, <i>Everyday Life in Early America</i> : Read chapters 1-5, 7-9, 12-13 and one of your choice. Collect twenty facts on southern and northern habits. Write an essay on the colonial South and North.
Week 3	The Great Awakening	Read aloud the <i>Historical Catechism</i> . For Alexander, <i>The Log College</i> : Read Intro, chs. 1-6, 9-13, Appendices I, II. Write an essay on the Tennant brothers' spiritual life.
Week 4	Jonathan Edwards	Memorize the <i>Historical Catechism</i> for a midterm exam. Read Piper, <i>God's Passion for His Glory</i> , ch. 2: Collect five posies with proper citation. Read the following works of Jonathan Edwards: "A Faithful Narrative" "Sinners in the Hands of an Angry God" Write a creative story of a New England awakening: Include a church, a revival preacher, and conversions.
Week 5	Benjamin Franklin	Midterm Exam on the <i>Historical Catechism</i> . Read from Grant, <i>The American Patriot's Handbook</i> : Cotton Mather, "Essays to Do Good" Read the following from Franklin, <i>Writings</i> : "Letters of Silence Dogood" (choose one) "Motion for Prayer at the Constitutional Convention" "Concluding Remarks - Constitutional Convention" "Letter to Ezra Stiles" "Autobiography" "Poor Richard's Almanack" (only the proverbs) Type out thirty-six of Poor Richard's proverbs. Write an essay on something in Franklin's thought or life.

Fall Break

Week 6	Civil and Religious Liberty	<p>Read Mayhew, “Concerning Unlimited Submission:” Collect five posies with proper citation.</p> <p>Read West, “On the Right to Rebel against Governors:” Collect five posies with proper citation.</p> <p>Read from Grant, <i>The American Patriot’s Handbook</i>: Samuel Adams, “The Divine Source of Liberty” Patrick Henry, “Liberty or Death” Thomas Paine, “Liberty Tree”</p> <p>Read Paine, <i>Common Sense</i>: Write a review, using quotes from the other readings. Take notes for a position paper on civil/religious liberty.</p>
Week 7	George Washington	<p>Read Washington, “Rules of Civility.”</p> <p>Read Brookhiser, <i>Founding Father</i>: Write an essay on some aspect of Washington’s life. Review the guide for writing a position paper. Take notes for a position paper on civil/religious liberty.</p>
Week 8	The War for Independence	<p>Read the study guide on Wood, <i>The American Revolution</i>.</p> <p>Read Wood, <i>The American Revolution</i>: Collect thirteen posies with proper citation.</p> <p>Read from Grant, <i>The American Patriot’s Handbook</i>: “The Declaration of Independence” Henry Wadsworth Longfellow, “The Midnight Ride of Paul Revere” John Greenleaf Whittier, “Lexington” Francis Miles Finch, “Nathan Hale” Thomas Buchanan Read, “Valley Forge”</p> <p>Take notes for a position paper on civil/religious liberty.</p>
Week 9	The Constitution	<p>Read from Grant, <i>The American Patriot’s Handbook</i>: “The Articles of Confederation” “The Northwest Ordinance” James Madison, “In Favor of the Federal Constitution” Alexander Hamilton, “The Federalist: Number 30” James Madison, “The Federalist: Number 47” “The Constitution” “The Bill of Rights” George Washington, “Inaugural Address” George Washington, “Farewell Address”</p> <p>Write the position paper on civil/religious liberty. Prepare for a final exam.</p>
Week 10	Thomas Jefferson vs. the Federalists	<p>Read Ellis, <i>Founding Brothers</i>, Preface, four chapters: Collect thirteen posies with proper citation.</p> <p>Read Irving, <i>Rip Van Winkle & Legend of Sleepy Hollow</i>: Collect thirteen unusual words and add a definition.</p> <p>Final Exam</p>

Winter – Antebellum America & the Civil War

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	The Second Great Awakening	<p>Read aloud the <i>Historical Catechism</i>. Read from McLoughlin, <i>American Evangelicals</i>: Introduction Lyman Beecher, “The Faith Once Delivered to the Saints” Charles G. Finney, “What a Revival of Religion Is” Peter Cartwright, <i>Autobiography</i> Summarize each article in one paragraph with two quotes: Add a paragraph of how this differs from Edwards. Read Charles Hodge, “Finney’s Lecture on Theology:” Collect five posies with proper citation.</p>
Week 2	The Baptist Missionary Enterprise	<p>Read the following handouts for historical background: W. B. Johnson & W. T. Brantly, “Circular Address” Richard Furman, “Address” Adoniram Judson, “Christian Women” (see Brantly) Read from McLoughlin, <i>American Evangelicals</i>: Wayland, <i>The Elements of Moral Science</i> Read Wayland, “Moral Dignity:” Write an essay on the motivation given for missions. Add a critique with three quotes from other sources.</p>
Week 3	Jacksonian Democracy	<p>Read from Grant, <i>The American Patriot’s Handbook</i>: Francis Scott Key, “The Star-Spangled Banner” Henry Clay, “The Missouri Compromise” Monroe and Adams, “The Monroe Doctrine” Joaquin Miller, “The Defense of the Alamo” William Lloyd Garrison, “Liberty for All” After Christmas, read Hawthorne, <i>The Scarlet Letter</i>: Write a review.</p>
<i>Christmas Break</i>		
Week 4	Transcendentalism and American Literature	<p>Review the <i>Historical Catechism</i> for a midterm exam. Read Edgar Allan Poe, “The Raven” and “The Bells.” Read Walt Whitman, “I Hear America Singing.” Read from John Greenleaf Whittier, <i>Selected Poems</i>: “Toussaint l’Ouverture” “The Hunters of Men” “The Farewell” “Song of Slaves in the Desert” “Ichabod!” “Letter” (from a Missionary of the M. E. Church) “The Garrison at Cape Ann” “Snow-Bound” “Prelude” to <i>Among the Hills</i> (1869) Write a one-page analysis of a poem, noting ten features. Take notes for a position paper on American slavery. <i>Extra Credit</i>: Finish reading Whittier, <i>Selected Poems</i>.</p>

Week 5	Christian Perfectibility	<p>Midterm Exam on the <i>Historical Catechism</i>. For Stout, <i>Upon the Altar of the Nation</i>: Read the Introduction, Prologue, and Parts I, II & III. Collect ten posies with proper citation. Take notes for a position paper on American slavery.</p>
Week 6	Abraham Lincoln	<p>Read Stout, <i>Upon the Altar of the Nation</i>, Part IV: Collect five posies with proper citation. Read Freedman, <i>Lincoln: A Photobiography</i>: Collect ten facts about Lincoln with proper citation. Read from Grant, <i>The American Patriot's Handbook</i>: Abraham Lincoln, "A House Divided" Abraham Lincoln, "The Emancipation Proclamation" Abraham Lincoln, "The Gettysburg Address" Walt Whitman, "O Captain, My Captain" Read Abraham Lincoln, "Second Inaugural Address." Read Robert Snyder, "Abraham Lincoln" (handout). Take notes for a position paper on American slavery.</p>
Week 7	Slavery and States' Rights	<p>Read Stout, <i>Upon the Altar of the Nation</i>, Part V: Collect five posies with proper citation. For the Compromise of 1850, read these speeches: John C. Calhoun, "The Slavery Question" Daniel Webster, "The Constitution and the Union" Read from Grant, <i>The American Patriot's Handbook</i>: Patrick Henry, "End Slavery's Lamentable Evil" Roger B. Taney, <i>Dred Scott v. Sandford</i> Jefferson Davis, "Inaugural Address" Read Abraham Lincoln, "Address at Cooper Institute." Write an essay for or against slavery vs. states' rights: Include quotes from at least three different sources. Take notes for a position paper on American slavery.</p>
Week 8	The Civil War	<p>Read from Grant, <i>The American Patriot's Handbook</i>: Julia Ward Howe, "Battle Hymn of the Republic" Finish Stout, <i>Upon the Altar of a Nation</i>: Write a review. Comment on the theology of the Battle Hymn. Take notes for a position paper on American slavery.</p>
Week 9	Reconstruction and the West	<p>Read Twain, <i>Huckleberry Finn</i>, chs. 1-14. Write the position paper on American slavery: Discuss gradualism, abolitionism, and federalism. Prepare for a final exam.</p>
Week 10	Dwight L. Moody and Chicago	<p>Finish Twain, <i>Huckleberry Finn</i>: Write a review. Read these poems from Carl Sandburg: "Chicago" "To a Contemporary Bunkshooter" (Billy Sunday) Read or hear a Moody sermon: Record the text, title, date, place, and web address. Add the main idea or thesis of the message. Add the intended response. Final Exam</p>

Spring – Modern America & the Culture War

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	The Progressive Era	<p>Read aloud the <i>Historical Catechism</i>. Read Peacock, <i>At Ellis Island</i>. Read from Grant, <i>The American Patriot's Handbook</i>: Lazarus, "The New Colossus." Read Sheldon, <i>In His Steps</i>: Write an essay. Listen to Scott Joplin, "Maple Leaf Rag."</p>
Week 2	The Fundamentalist- Modernist Controversy	<p>Read Machen, "Christianity and Culture." Read Machen, <i>Christianity & Liberalism</i>: Write a review. Listen to George Bennard, "The Old Rugged Cross."</p>
Week 3	The Lost Generation	<p>Read Ecclesiastes. Read Fitzgerald, <i>The Great Gatsby</i>: Write a review that uses quotes from both readings. Listen to George Gershwin, "Rhapsody in Blue."</p>
Week 4	The Great Depression	<p>Review the <i>Historical Catechism</i> for a midterm exam. Read the study guide for Shlaes, <i>The Forgotten Man</i>. Read Shlaes, <i>The Forgotten Man</i>: Write an essay on duty and rights in the Depression. Listen to Aaron Copland, "Appalachian Spring."</p>
Week 5	World War II	<p>Midterm Exam on the <i>Historical Catechism</i>. Read from Grant, <i>The American Patriot's Handbook</i>: Franklin Delano Roosevelt, "Pearl Harbor Address" Read Bradley, <i>Flyboys</i>: Write a review. Listen to Copland, "Fanfare for the Common Man."</p>
<i>Easter Break</i>		
Week 6	New Evangelicalism	<p>Read Schaeffer, <i>The Church before the Watching World</i>: Collect seven posies with proper citation. Add the thesis of the book to your list of posies. For Henry, <i>Uneasy Conscience of Modern Fundamentalism</i>: Collect seven posies with proper citation. Add the thesis of the book to your list of posies. Compare the two theses and write your thoughts. Watch a 1950s or 60s Billy Graham sermon online: Record the text, title, date, place, and web address. Add the main idea or thesis of the message. Add the intended response. Listen to George Beverly Shea sing "How Great Thou Art." Take notes for a position paper on American Christianity.</p>

Week 7	Hollow Prosperity	Watch Thornton Wilder's play "Our Town": Read the review (handout). Read Frost, <i>You Come Too</i> aloud, perhaps to others. Read Hemingway, <i>The Old Man and the Sea</i> : Write a review with a comparison to "Our Town." Listen to Chuck Berry, "Roll over Beethoven." Take notes for a position paper on American Christianity.
Week 8	The Sexual Revolution	Read Delbanco, <i>The Real American Dream</i> : Write a review. Read from Grant, <i>The American Patriot's Handbook</i> : John F. Kennedy, "Inaugural Address" Harry A. Blackmun, "Roe v. Wade" Ronald Reagan, "Inaugural Address" Listen to the Rolling Stones, "Satisfaction." Take notes for a position paper on American Christianity.
Week 9	Modern Media	Read Postman, <i>Amusing Ourselves to Death</i> : Collect ten posies with proper citation. Add comments to at least three posies. Write a position paper on American Christianity: Discuss civil religion, revivalism, and culture wars. Prepare for a final exam.
Week 10	Final Exam	Final Exam

Bibliography – The Colonial Era & American Revolution

Alexander, Archibald. [The Log College: Biographical Sketches of William Tennent and Principal Alumni of the Log College. Together with an Account of the Revivals of Religion under their Ministry in the 18th Century.](#) Reprint, Birmingham, AL: Solid Ground Christian Books, n. d. [1846].

Written after the Second Great Awakening, this book collects many of the early memoirs from the First Great Awakening in the middle colonies. Centered on the Log College started by William Tennent, Sr., many of the stories focus on the ministries of his sons, especially Gilbert and William, Jr., who experienced some supernatural trances. Students will wrestle with how much of these revivals were due to the flesh or due to the Spirit of God.

Brookhiser, Richard. [Founding Father: Rediscovering George Washington.](#) New York: Free Press, 1996.

Praised as a great tribute to a great man, this book focuses on the characters and virtues of America's first president. Christian students will need to discern between the virtues of human greatness and the holy virtues of Christian godliness. The book also is an anecdotal introduction to the Revolutionary War before reading Wood.

Edwards, Jonathan. [A Faithful Narrative of the Surprizing Work of God in the Conversion of Many Hundred Souls in Northampton, and the Neighbouring Towns and Villages of New\[sic\] Hampshire, in New-England; in a Letter to the Rev. Dr. Colman of Boston.](#) London: John Oswald, 1737.

This published letter recounts the amazing revival in Northampton, Massachusetts that set the pace for the coming Great Awakening. Most of the letter describes Edwards' own views on conversion, which proceeds from conviction of sinfulness under the Law to hope in Christ through faith in the Gospel.

Note: Instead of recommending one of the available cheap republications, the hyperlink is to an online edition. Unfortunately, there is no standard republication at present.

Alternate Online Edition: Edwards, Jonathan. [A Faithful Narrative.](#)

Edwards, Jonathan. [Sinners in the Hands of an Angry God.](#) Intro. John D. Currid. Phillipsburg, NJ: P&R, 1992 [1741].

This famous sermon was actually preached twice with little visible effect before being preached at Enfield, Connecticut with great effect. It remains one of the most famous sermons in American history and a great call to seek personal safety in Christ from the coming wrath of God.

Alternate Thrift Edition: Edwards, Jonathan, et al. [Sinners in the Hands of an Angry God and Other Puritan Sermons.](#) Dover Thrift Editions. Mineola, NY: Dover, 2005.

Alternate Online Edition: Edwards, Jonathan. [Sinners in the Hands of an Angry God.](#)

Ellis, Joseph J. [Founding Brothers: The Revolutionary Generation.](#) New York: Knopf, 2000.

This Pulitzer-prize winning book describes several episodes of personal interactions among America's founding fathers. Students will select some of these to read for credit.

Franklin, Benjamin. [Writings.](#) Ed. J. A. Leo Lemay. Library of America. New York: Literary Classics of the United States, 1987.

Staunchly independent and shrewdly prudent in his business dealings, Franklin epitomized what one commentator called a "secular Puritan." Students will be able to hear for themselves the moralizing wisdom of this unorthodox founding father.

Grant, George. [The American Patriot's Handbook: The Writings, History, and Spirit of a Free Nation.](#) 2nd ed. Naperville, IL: Sourcebooks, Cumberland House, 2009, 2016.

This anthology of primary sources from American history will be used throughout the year, so parents should purchase a used copy online.

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Hawke, David Freeman. [Everyday Life in Early America](#). *Everyday Life in America*. New York: Harper & Row, 1988.

Students can be introduced to another culture via both time (history) and place (travel). As history, this book aims to present early America as “another human universe” (preface). Filled with details, Hawke’s book demonstrates how a national culture originates; but more importantly, it demonstrates how the United States is a product of two cultures—Virginia and New England—which will eventually collide in the nineteenth century.

Irving, Washington. [The Legend of Sleepy Hollow and Rip Van Winkle](#). Dover Children’s Thrift Classics. Reprint, Mineola, NY: Dover, 1995 [1819-20].

One of the first storytellers in the early republic, Irving contributed to the new genre of *American* literature, distinct in content from *British* literature, though sharing a lot of the same language. Having won political independence, many in America were eager for cultural independence as well.

Paine, Thomas. [Common Sense](#). Dover Thrift Editions. Reprint, Mineola, NY: Dover, 1997 [1776].

This expanded pamphlet, written by a European deist, fanned the fires for independence in the American Revolution.

Piper, John, ed. [God’s Passion for His Glory: Living the Vision of Jonathan Edwards with the Complete Text of “The End for which God Created the World” by Jonathan Edwards](#). Wheaton, IL: Crossway, 1998.

Among the writings of Jonathan Edwards, the posthumously-published dissertation on *The End for which God Created the World* may be his most significant contribution to theology. In it, he argues that God’s commitment to His glory and His commitment to His people are actually the same commitment. As a result, there is no conflict between God’s glory and our good. It is a revolutionary vision, supported by many texts. Because of its importance, Piper published this edited version and added a lengthy introduction. Students will be challenged by the philosophical style of the argument, but the argument is worth the intellectual effort.

Note: This book is also used in Theology III.

Schmidt, Gary D. [William Bradford: Plymouth’s Faithful Pilgrim](#). Grand Rapids: Eerdmans Books for Young Readers, Eerdmans, 1999.

This book is a gem. Written for children, it relates the story of the Pilgrims in such rich and edifying detail that even adults would find this book quite enriching. It makes a great selection for inaugurating the school year. *God be praised!*

Wood, Gordon S. [The American Revolution: A History](#). Modern Library. New York: Random House, 2002.

This Pulitzer Prize-winning book covers more than the War, stretching from roots to the constitution debates. He argues that the American colonists understood English history in Whig terms, i.e. as a story of individual liberty, rather than aristocracy, a Tory interpretation. (Lord, are my terms correct? And would the Tory interpretation come ultimately from the Normans?).

For the resurgence of neo-Whig, anti-Progressive interpretation of the Revolution, see the writings of Bernard Bailyn and Edmund S. Morgan, especially *The Stamp Act Crisis* (1953) and *The Birth of the Republic* (1956).

Bibliography – Antebellum America & the Civil War

Brantly, W. T. “Christian Women [Rev. Mr. Judson’s Letter].” *The Christian Index*, 19 May 1832, 315-18.

This article contains a letter from Baptist pioneer missionary Adoniram Judson, making an appeal to American women to obey the apostolic commands on adornment. He encountered difficulties in training new female converts when visiting women from America paid such commands no attention. Reading this letter will reveal both the heart of Judson and the thrust of united effort in the early missionary enterprise.

Note: This is a class handout.

Freedman, Russell. [Lincoln: A Photobiography](#). New York: Clarion Books, 1987.

This children’s book is great—packed full with interesting details of America’s sixteenth president. The rich supply of photographs is almost a bonus to the richly-detailed text. Well-deserving of the Newberry Medal.

Furman, Richard. “Address.” In *Proceedings of the Baptist Convention for Missionary Purposes; Held in Philadelphia, in May, 1814* (Philadelphia: Ann Coles, 1814), 38-43.

This short speech was given at the first Baptist convention for foreign missions by its president Richard Furman, pastor of First Baptist Church in Charleston, South Carolina.

Note: This is a class handout.

Hawthorne, Nathaniel. [The Scarlet Letter: A Romance](#). Penguin Classics. Reprint, New York: Penguin, 1962, 1970, 2016 [1850].

Dark and bleak, this book is a story of an inner journey of souls struggling with conscience in a make-believe version of Puritan New England. The author greatly desires to subvert the moral order of divine law, claiming that being true to oneself and open to the world constitute a right way to live. Of course, such moral relativism leads eventually to relaxed marriage restrictions—a prospect that apparently bothered Hawthorne little, if at all. Students will need to read this book with discernment, gaining insight into the roots of their hedonistic culture, while appreciating the literary grace that packages this lie.

Alternate Thrift Edition: Hawthorne, Nathaniel. [The Scarlet Letter](#). Dover Thrift Edition. Reprint, Mineola, NY: Dover, 1994 [1850].

Hodge, Charles. “[Finney’s Lectures on Theology](#).” *Biblical Repertory and Princeton Review* 19 (April 1847): 237-77.

Hodge rightly accuses revivalist Charles Finney of reasoning his way in theology, instead of abiding by the teaching of the Bible.

Johnson, W. B., and W. T. Brantly. “Circular Letter.” *The Massachusetts Baptist Missionary Magazine* 4 (March 1814): 6-8.

These two young preachers wrote this letter to promote the efforts of Luther Rice in starting a national missionary society among the Baptists for foreign missions. Quite evident in this letter is the postmillennial perspective that fueled early efforts in American missions.

Note: This is a class handout.

Lincoln, Abraham. *The Gettysburg Address and Other Speeches*. Penguin 60s. New York: Penguin, 1995.

Although out-of-print, this little booklet furnished the Lincoln speeches cited in the curriculum. Very helpful.

McLoughlin, William G. [The American Evangelicals, 1800-1900: An Anthology](#). New York: Harper & Row, Harper Torchbooks, 1968.

This anthology starts with a great introduction to the “heart” emphasis of nineteenth-century evangelicalism, which was influenced by the Romantic spirit of the age. Published with the introduction are the main sources it cites. Students can hear for themselves several leaders of the Second Great Awakening.

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Stout, Harry S. [Upon the Altar of the Nation: A Moral History of the Civil War](#). New York: Viking, 2006.

The author assesses the Civil War on the basis of just-war theory, using the moral pronouncements of both sides, especially in their pulpits. Students should find interest in both the questions of a just war and the rich details that provide the context for those questions. The book definitely does not glamorize the Civil War as many veterans did then (almost deifying its heroes) and as some historians do now.

Twain, Mark. [Adventures of Huckleberry Finn](#). Penguin Classics. Reprint, New York: Penguin, 2014 [1885].

This novel by an American humorist largely lacks a plot, but makes up for this lack with lots of humorous scenes. Originally a risky book for breaking with norms about the propriety of a narrator (Twain lets a naughty boy tell his own story), it has now become a sometimes censored book due to charges of racism. Students can decide for themselves, being careful to assess the effect laughter has on their own moral sensibilities.

Alternate Thrift Edition: Twain, Mark. [Adventures of Huckleberry Finn](#). Dover Thrift Edition. Reprint, Mineola, NY: Dover, 1994 [1885].

Wayland, Francis. [The Moral Dignity of the Missionary Enterprise](#). New York: American Tract Society, n. d. [1823].

The author preached this sermon November 4, 1823, at the age of twenty-seven. It beautifully points to the conflicting motives of the early American missionary movement—not just to meet a need or promote the glory of God, but to do something sublimely noble. In assigning this famous sermon, it is hoped that students will begin to discern the Romanticism within this appeal to missionary service—a motive that still calls young men and women on adventure for Jesus.

Note: Instead of recommending a poor republication, the hyperlink is to a free online edition—just click on the link for the download.

Whittier, John Greenleaf. [Selected Poems](#). Ed. Brenda Wineapple. The American Poets Project. New York: The Library of America, 2004.

Quaker in background and staunchly abolitionist by conviction, Whittier wrote many poems that deal with slavery. Students should enjoy the elevated popular style of Whittier's poetry.

Bibliography – Modern America & the Culture War

Bradley, James. [Flyboys: A True Story of Courage](#). NY: Little, Brown, & Co., 2003.

This popular history uses declassified military records to show the heroism of American pilots and the barbarism of the Japanese during World War II. Surprisingly, the author's research changed his initial one-sided perception into a more balanced view of human sinfulness on both sides, without ignoring its degree of cruelty. Students should appreciate the American ethic of sending a submarine to save one pilot—interestingly, a future president of the United States.

Copland, Aaron. *Fanfare for the Common Man*.

This World War II era composition expresses the American ideal of the individual.

Note: Students should be able to find a performance of this short piece on the Internet (e.g. YouTube).

Delbanco, Andrew. [The Real American Dream: A Meditation on Hope](#). Cambridge, MA: Harvard University Press, 1999.

This book is a modern jeremiad by a Humanities professor at Columbia University. American history is presented as three eras, each by the predominant cultural preoccupation—God, nation, self. The author despises the first era, laments the third, and wishes for a return to the second era. As a mirror on society, this book allows students to reflect on their own selfishness and cultural conformity. Although a bit crude in places, and thus unlikely to be used in the high school, the book adequately reflects where Western religion has arrived today.

This book could also be used or referenced in Hermeneutics as an example of postmodern constructivism.

Fitzgerald, F. Scott. [The Great Gatsby](#). New York: Charles Scribner's Sons, 1925.

This book came with a recommendation from a Christian English teacher: The biblical “vanity of vanities, all is vanity” comes to the fore in this book of adulterous longings and empty parties. Like the tale of Proverbs chapter seven, students should come to the end of this novel wishing they will never be like the “great” Jay Gatsby. **Note:** It may be advisable to take a black pen and darken the “eyes” on the cover picture of this edition.

Frost, Robert. [You Come Too: Favorite Poems for Young Readers](#). New York: Holt, Rinehart and Winston, 1958.

This durable, hardcover collection of Frost's poems includes many famous and enjoyable pieces, including the nihilistic poem “Birches” and the ironic poem “Road Not Taken.” Families will enjoy having this book available, and students will benefit from having this book as a basis for discussing the pessimism of modern nihilism. Ironically, Frost's orderly form does not match the despairing content of his poems. Perhaps his delight in God's creation as a California transplant to rural Vermont inadvertently worked its way into his frame of mind!

Significantly, Frost stated of poetry, “It begins with delight and ends with knowledge.” This statement accurately captures the educational philosophy of Spring Branch Academy, in keeping with our theme verse Ecclesiastes 12:10.

Hemingway, Ernest. [The Old Man & the Sea](#). New York: Simon & Schuster, Scribner, 1952.

Written in terse prose, this short novel (a *novella*) portrays the vanity of an individual's life through one old fisherman's struggle with a prize fish. The author was extremely talented, but very immoral and without hope, sadly ending his life in suicide less than a decade after receiving the Nobel Prize for Literature. Students will enjoy this tale, but they should feel dissatisfied with its ending.

Henry, Carl F. H. [The Uneasy Conscience of Modern Fundamentalism](#). Reprint, Grand Rapids: Eerdmans, 2003 [1947].

Movement often begin with a catalyst—a written message that voices the convictions of many and calls for action. This little book by theologian Carl Henry became a catalyst for the New Evangelical movement of united action to save Western culture. Although dense in its vocabulary, the book has a timeless message of bold faith in calling a culture to repent.

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Machen, J. Gresham. "[Christianity and Culture](#)." *The Princeton Theological Review* 11 (1913): 1-15.

Given originally at the start of the school year in 1912 to ministerial students at Princeton Seminary, this address embodies Machen's personal manifesto to consecrate culture to the cause of Christ, thereby avoiding the two common extremes of submitting to culture (liberalism) or ignoring culture (revivalism). Students should be challenged by Machen's zeal as a scholar, yet they should also be wary of taking this argument too far, as if the gospel is hamstrung unless the cultural fields are first prepared to entertain the plausibility of the gospel message. God may use scholarship as preparation, but He is not limited by its lack. God be praised either way!

Machen, J. Gresham. [Christianity and Liberalism](#). Reprint, Grand Rapids: 2009 [1923].

This classic book from a well-known New Testament scholar masterfully uses the Gospel to show that liberalism is not a form of Christianity, but rather a return to the humanism of Greco-Roman paganism. The book ends with a call for theological liberals to be honest about their beliefs and to separate themselves from the true church.

Peacock, Louise. [At Ellis Island: A History in Many Voices](#). New York: Atheneum Books for Young Readers, 2007.

This children's book imaginatively and graphically displays through the mind of a child the anxiety that many immigrants felt as they entered our country in the early 20th century. Particular attention is given to Armenia.

Note: As a children's book, this should be readily obtainable through interlibrary loan.

Postman, Neil. [Amusing Ourselves to Death: Public Discourse in the Age of Show Business](#). NY: Penguin, 1986 [1985].

Simply fascinating. The medium of communication shapes and limits the message communicated. To illustrate, the author compares the Age of Print to the Age of Television, showing in particular that we cannot expect anything on television equivalent to the Lincoln-Douglas debates. The medium, TV, is suited for entertainment, not discourse. Stretching forward, how does the medium of the Internet affect the messages it claims to bring?

Schaeffer, Francis A. [The Church before the Watching World: A Practical Ecclesiology](#). Downers Grove, IL: InterVarsity Press, 1971.

This little book has three messages concerning the purity and unity of the true church of Christ in the context of twentieth-century America. Provocatively, though biblically, the author compares the church's impurity to adultery. The book ends with a clear image of doctrinal limits as a circle, outside of which there can be no unity, only impurity.

Sheldon, Charles M. [In His Steps: "What Would Jesus Do?"](#) Rev. ed. Reprint, Mineola, NY: Dover, 2010 [1897, 1899].

This novel will give students a first-hand experience of the Social Gospel in its message and mindset. Ironically, a century later, the evangelical church itself adopted the liberal slogan of this little book: WWJD. Salvation is not through imitating the faith *of* Jesus, but through having faith *in* Jesus.

Shlaes, Amity. [The Forgotten Man: A New History of the Great Depression](#). Graphic Edition. Ed. Chuck Dixon. Illus. Paul Rivoche. New York: HarperPerennial, 2014.

The so-called "forgotten man" became a slogan in the Great Depression for justifying FDR's New Deal. Ironically, according to the author, the true "forgotten man" became the honest business man, who lost out due to government regulations and interference. This edition of *The Forgotten Man* looks like a comic book—a nice change from the regiment of straight prose, though to be understood it needs an overview of the plot and cast of characters.

Note: This comic-book edition is different than the original version of [The Forgotten Man](#).

Wilder, Thornton. *Our Town* (1938).

This three-act play was first performed in 1938, becoming a Broadway hit and a winner of the Pulitzer Prize for drama. Characterized as "metatheatrical," it involves the audience in layers of meaning, exploring the meaning of life in terms of time and eternity, but offering no hope beyond existentialism. The ending has a surprising convergence.

Note: At this point, no professional production of the play, officially uploaded to YouTube, has been located. Students are free to borrow and share the DVD from PBS Pictures (2003, 2010).

Public Policy: Government, Economics, and Medicine

Spring Branch Academy

Instilling Wisdom, Inspiring Worship

Fall – Government

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	God and Government	Memorize Genesis 9:6 and Matthew 22:21b. Read Duane, <i>You Have the Right to Remain Innocent</i> : Collect five posies with proper citation. Read Daniel and Revelation: Type out twelve questions about God and kings. Each one must be a full sentence, with its reference.
Week 2	Three Forms of Government	Memorize Romans 13:1-2 and review the verses. Read the handout on Plato and Aristotle. Read Machiavelli, <i>The Prince</i> : Write a review. Type up the contact information for your federal officials: Physical address, phone number, and email address.
Week 3	The Goal of Government: Justice	Memorize Romans 13:3-4 and review the verses. Read Luther, “Temporal Authority:” Collect five posies with proper citation. Read Calvin, “On Civil Government:” Collect five posies with proper citation. Write an essay on how Luther and Calvin compare: Include at least two quotes from each document. How biblical are these two views? Type up contact information for state and local officials: Physical address, phone number, and email address.
Week 4	The Basis of Government: Law	Memorize 1 Timothy 2:1-2 and review the verses. Read the following on natural law: Blackstone, “Of the Nature of Laws in General” Wilson, “Of the General Principles of Law” Holmes, “Natural Law” Write an essay on how these three documents compare: Include at least two quotes from each document. Read Snyder, <i>Criminal Law</i> : Select two topics to summarize and present in class.
Week 5	The Limit of Government: Liberty	Memorize 1 Peter 2:17 and review the other verses. Read Parsons, <i>Land of Fair Play</i> , chs. 1-20, Apps. 3-4: Type out answers to all the questions. Read a section, then answer the questions. It is recommended that you do two chapters per day. Watch the video <i>Twelve Angry Men</i> : Write an essay on the realism of this movie.

Fall Break

Seminar	Michigan History	<p>Discuss the history of Michigan and its constitution. Memorize the Michigan history catechism. Read the Michigan state constitution: Focus on headings and articles I, III, VII, and VIII. <i>What are the main issues within the constitution?</i> Note: This seminar complies with Michigan law. Students in other states may pursue other options.</p>
Week 6	The American Experiment in Liberty	<p>Review the memory verses and notes. Read the Declaration of Independence. For Madison, Hamilton, and Jay, <i>Federalist Papers</i>: Read sections 1, 6, 9-10, 14, 23, 39, and 45-48. For each section, first skim the summary in Webster. Summarize each section in two complete sentences.</p>
Week 7	The Constitution	<p>Review the memory verses and notes. For Madison, Hamilton, and Jay, <i>Federalist Papers</i>: Read sections 62-64, 70, 78, and 84-85. Summarize each section in two complete sentences. For Forte and Spalding, <i>Heritage Guide</i>: Read the introductions and the U.S. Constitution text. Read on the preamble and three other entries. Prepare notes on these three to present in class.</p>
Week 8	The Bill of Rights and Other Amendments	<p>Review the memory verses and notes. Read Wilson, "What Is Progress?" Collect five posies with proper citation. Read Roosevelt, "The New Nationalism:" Collect five posies with proper citation. For Forte and Spalding, <i>Heritage Guide</i>: Read the entries on Amendments 1-10 and 13-19. Type up a chart of the Constitution with amendments.</p>
Week 9	Christ and Government	<p>Review the memory verses and notes for a final exam. Read Caldwell, "The Roots of Our Partisan Divide:" Collect five posies with proper citation. Read McClay, "The Strange Persistence of Guilt:" Collect five posies with proper citation. Write a government manifesto—three assertions, sources.</p>
Week 10	Christians and Government	<p>Final Exam From Martin, <i>Brown v. Board of Education</i>: Read "Introduction: Shades of Brown" Read Taney, "Majority Decision." Read Brown, "Majority Opinion." Read Harlan, "Dissenting Opinion." Read Warren, "Opinion of the Court." Read Warren, "Ruling on Relief." Read Delgado and Stefancic, <i>Critical Race Theory</i>: Write a review.</p>

Winter – Economics

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	Introduction to Economics: Micro and Macroeconomics	Memorize 1 Chronicles 29:14 and Proverbs 11:1. Read Leonard E. Read, “I, Pencil.” Read Sproul, Jr., <i>Biblical Economics</i> , chs. 1-7: Collect ten posies with proper citation. Add five questions about the readings.
Week 2	Adam Smith and Classical Economics: The Blessing of Productivity	Memorize Ecclesiastes 5:10-11, and review the verses. Finish Sproul, Jr., <i>Biblical Economics</i> : Collect ten posies with proper citation. Read the Snyder review of <i>Biblical Economics</i> : Write a review of the same book.
Week 3	Karl Marx and Communism: The Abolition of Private Property	Memorize 1 Timothy 5:17-18, and review the verses. Read and summarize each position with twelve posies: Marx and Engels, <i>The Communist Manifesto</i> Bastiat, “Petition” and <i>The Law</i> Write a position paper of this classical-communist debate: Summarize each position in one paragraph. Contrast the two positions in one paragraph. Offer your own assessment in one paragraph. Be detailed and use at least five quotes per book.
<i>Christmas Break</i>		
Week 4	Carl Menger and the Austrian School: Labor, Value, and Price	Memorize Matthew 13:44 and Luke 7:35, and review. Read Hazlitt, <i>Economics in One Lesson</i> , chs. 1-3, 26: Type out the “one lesson.” Choose twelve other chapters to read. Explain how each chapter illustrates the “one lesson.” Include a story for at least seven chapters. Prepare to present three chapters in class.
Week 5	Fisher, Von Mises, and Keynes: The Problem of the Business Cycle	Memorize Proverbs 11:24-26, and review the verses. Write essays with two quotes each (due in two weeks): Should a town allow a Walmart? Should I buy a foreign car? Should I buy online or local? If I have money, does love demand that I spend it? If I can obtain a higher price, does love prohibit it? Read Friedman, <i>Capitalism and Freedom</i> , Intro, chs. 1-2: Abstract the argument of these chapters in one page. (Look in Friedman for insights regarding the essays.)
Week 6	Friedman and the American Economy: Currency, Credit, and Inflation	Review the memory verses and notes. Read the articles on the national debt. Finish Friedman, <i>Capitalism and Freedom</i> , chs. 3-5: Abstract the argument of these chapters in one page. (The five essays are due next week.)

Week 7	Social Justice	Review the memory verses and notes. Obtain and read the benevolent policy from your church. Read Lupton, <i>Toxic Charity</i> : Retell three stories in a paragraph each. Add a one-sentence moral lesson to each story.
Week 8	Charity and Poverty	Review the memory verses and notes. Read the study from Proverbs on the causes of poverty. Read Corbett & Fikkert, <i>When Helping Hurts</i> , Intro, Pt. 1: Collect seven posies with proper citation.
Week 9	Benevolent Business	Review the memory verses and notes for a final exam. Read the document “Principles for Helpers.” Read Corbett & Fikkert, <i>When Helping Hurts</i> , Part 2: Collect seven posies with proper citation. Write an economics manifesto—three assertions, sources.
Week 10	Micah Four: A Kingdom Vision	Present and discuss each economic manifesto in class. Finish Corbett & Fikkert, <i>When Helping Hurts</i> : Read the abstract (handout). Write a review in light of Proverbs and “Principles.” Final Exam

Spring – Medicine

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	Medicine and Miracles	Memorize James 5:14-16. Listen to this audio message from Dr. Lloyd-Jones: “The Supernatural in Religion and Medicine” Watch the movie <i>Gifted Hands</i> . Read Swenson, <i>Margin</i> , chs. 1-6: Collect ten posies with proper citation. Add comments to at least three posies.
Week 2	Preventative Medicine	Memorize Proverbs 3:7-8 and review verses. Finish Swenson, <i>Margin</i> : Collect ten posies with proper citation. Add comments to at least three posies. Type up three personal resolutions to seek from the Lord: Support each resolution with Scripture and a quote. For each resolution, list a possible exception.
Week 3	History of Medicine	Memorize Psalm 116:15 and Proverbs 17:22. Review the other memory verses. Read VanDrunen, <i>Bioethics</i> , Intro, chs. 1-4: Write an essay with at least three quotes.
Week 4	Bioethics – Reproductive Technology	Memorize Revelation 21:3-5 and review verses. Read VanDrunen, <i>Bioethics</i> , chs. 5-9: Write an essay with at least three quotes.
Week 5	Bioethics – Abortion and Euthanasia	Review the memory verses and notes. Read Klusendorf, <i>The Case for Life</i> , Intro, chs. 1-15: Answer the chapter titles in two sentences. Write a review.
<i>Easter Break</i>		
Week 6	Psychology as Soul Care	Review the memory verses and notes. From <i>Will Medicine Stop the Pain?</i> , read: “Bill & Laura’s Story,” Intro, chs. 1-4, Appendix A. Note: The book speaks to women, but applies to all. Collect ten posies with proper citation: Add three questions about the reading.
Week 7	Psychiatric Medicine	Review the memory verses and notes. Read <i>Will Medicine Stop the Pain?</i> , chs. 5-9, Apps. B, C: Write a review.
Week 8	Genes and Human Behavior	Review the memory verses and notes. Listen to SermonAudio, “Homosexuality and the Genes.” Read the interviews by Olasky and Ho: How is sexual morality tied to gov’t and economics? Read Allberry, <i>Is God Anti-gay?</i> Write an essay.

Week 9	The Medical Industry and Alternative Medicine	Review the memory verses and notes for a final exam. From Murray and Pizzorno, <i>Encyclopedia</i> : Read “What Is Natural Medicine?” at the beginning. Skim “The Four Cornerstones of Good Health” part. Read “Enhancing Key Body Systems” (Part II). Read a section covering a major illness (choose one). Write a health manifesto—three assertions, sources.
Week 10	Healing and Resurrection	Final Exam

Bibliography – Government

Note: Although many of these books are pro-American, the course will be taught with emphasis on God’s kingdom. Appreciation for help in finding and choosing resources goes to Ryan Snyder and Casey Wheatland among others.

Blackstone, William. “[Of the Nature of Laws in General.](#)” In *Commentaries on the Laws of England*, ed. George Sharswood, 2 vols. (reprint, Philadelphia: Childs & Peterson, 1860): 1:38-61.

This lengthy book was the standard for legal interpretation in the American colonial era and beyond; therefore, it represents a good starting point for students to give fundamental consideration to the nature of law itself.

Note: The Liberty Fund online reprint was taken from a later edition (Philadelphia: J. B. Lippincott, 1893).

Caldwell, Christopher. “[The Roots of Our Partisan Divide.](#)” *Imprimis* 49 (February 2020): 1-7.

Very insightful. The author labels the civil rights anti-discrimination legislation a “second constitution,” which is now hard to dispute, given how the Supreme Court upholds the radical right of individuals to define reality.

Calvin, John. “On Civil Government.” In *The Institutes of the Christian Religion*. Trans. Henry Beveridge. Reprint, Grand Rapids: Eerdmans, 1957 [1559, 1845 trans.], 2:650-76.

This Reformed document from late in the Reformation provides one aspect of the Protestant view of government.

Online Resource: [The Institutes of the Christian Religion.](#)

[The Constitution of the State of Michigan of 1963.](#)

Note: Reading this entire document takes three hours. Hardcopies are available for free from the Michigan Legislature.

Delgado, Richard and Stefancic, Jean. [Critical Race Theory: An Introduction.](#) 3rd ed. New York: New York University Press, 2012, 2017.

This book is a great primer on critical race theory—a simple, unashamed presentation from its own proponents. Dr. Jarvis Williams of Southern Seminary recommends this book for technical information, but not for its far-left postmodern posture. In contrast to classical liberalism with its stress on the dignity of the human being, the unity of all Americans, and the color-blindness of the law, as seen, for example, in the 1954 Supreme Court case of *Brown v. Board of Education*, critical race theory demands imbalanced policies now that favor oppressed minorities, who often possess more than one category of oppression (intersectionality). In essence, critical race theory is Marxism applied to race, not class. Both ideologies use one segment of society to divide society into superficial groups that provide the occasion for a revolution. Yes, the demand for reparation is a true aspect of justice, but ultimately generational sins can only be atoned through the blood of Jesus shed for the world (cf. Colossians 1:15ff).

Duane, James. [You Have the Right to Remain Innocent: What Police Officers Tell Their Children about the Fifth Amendment.](#) New York: Little A, 2016.

Long-time defense attorney gives advice on what to do when the police or federal agents start asking questions. Instead of pleading the fifth amendment, the book encourages citizens to plead the sixth amendment.

Fonda, Henry. [12 Angry Men.](#) (DVD)

This play-turned-movie displays well the value of careful due process in law.

Forte, David F. and Matthew Spalding, eds. [The Heritage Guide to the Constitution.](#) 2nd ed. Washington DC: Regnery, 2005, 2014.

This large reference work is an invaluable resource on the Constitution from an originalist perspective. Over one hundred legal scholars contributed articles to this line-by-line analysis. The entire text of the Constitution is included, with valuable margin tags identifying each section.

Note: Due to its expense, it would be best to borrow this text from the academy or a library.

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Holmes, Jr., Oliver Wendell. "[Natural Law](#)." *Harvard Law Review* 32.1 (November 1918): 40-44.

In direct contrast to the confidence of Aristotelian natural law theorists, this modern jurist and Supreme Court Chief Justice denies that law can be based on absolute and certain principles. It simply is not possible for finite man to swallow the whole. Ironically, to some extent, Holmes agrees with Blackstone, because the English jurist said that man's depravity made revealed law necessary. Again, we see that when the rationalism of the Enlightenment project failed, modern man turned to relativism, not to divine revelation.

Luther, Martin. *Temporal Authority: To What Extent It Should Be Obeyed*. In Timothy F. Lull, ed., [Martin Luther's Basic Theological Writings](#) (Minneapolis: Fortress, 1989): 655-703.

This Lutheran document from early in the Reformation provides one aspect of the Protestant view of government.

Online Resource: [Temporal Authority: To What Extent It Should Be Obeyed](#).

Machiavelli, Niccolò. [The Prince](#). Trans. Tim Parks. Penguin Classics. New York: Penguin, 2009, 2014 [1532].

In this classic (and devilish) manual in Realpolitik, the experienced diplomat from Renaissance Italy presents what it takes, according to the world, for a worldly politician to retain his power. He can lie and kill, if necessary, but he must appear generous. He should be feared, but not hated. Here is the beginning of modern politics.

Obviously, this author does not fear God and should be resisted by our students; however, he makes a valid critique of philosophical pie-in-the-sky idealism. Due to the depravity of man, no government on earth can insist on the ideal. As Samuel learned, when Israel demanded a king, not even God governed His nation on the ideal. However, contrary to the deceptive Machiavelli, God told Samuel to warn the people about the ways of kings (1 Samuel 8). While we must lead with realism, not idealism, we also must tell the truth. This is one significant way that the Reformation remains in tension with the Renaissance as the foundation of modern Europe.

Note: Please obtain this fresh translation. The Bull translation (1961) proved confusing, which is unfortunate, due to Machiavelli's straight-forward Italian original (see the Parks introduction).

Madison, James, Alexander Hamilton, and John Jay. [The Federalist Papers](#). Ed. Richard Beeman. Penguin Civic Classics. New York: Penguin, 2012 [1788].

No introduction to American civics is complete without firsthand interaction with this collection of essays. Students can learn to appreciate the wisdom and rhetoric of these early exponents to American federalism. In many respects, this collection is the earliest published interpretation of the Constitution.

Note: This abridgement contains the full text of *nineteen* of the original federalist papers in a pleasing print.

(My original selection was papers 1, 9-10, 37-51, 84-85. This collection omits papers 37-38, 40-44, and 49-50.)

Note: Students typically take forty-five minutes to read one paper. For help in understanding, students should consult the abridgements by Mary Webster, which should be obtained as well.

Martin, Jr., Waldo E. [Brown v. Board of Education: A Brief History with Documents](#). 2nd ed. Bedford Series in History and Culture. Boston: Bedford/St. Martin's, 1998, 2020.

This documentary history is almost "one-stop shopping" for the racial equality debates on the federal constitutional level. The landmark decision *Brown v. Board of Education* (1954) is not only presented in both its phases, but its precedent decisions are given, both for education and segregation. In addition, opinions on both sides of the issue are expressed through poems, essays, and editorials. Through this one volume, students can find a wide range of primary sources towards a better understanding of this important challenge to American equality.

McClay, Wilfred M. "[The Strange Persistence of Guilt](#)." *The Hedgehog Review* 19.1 (Spring 2017): n. p.

Contrary to predictions from Friedrich Nietzsche, the inversion of morals in the West has not eradicated the sense of guilt, but only intensified it. This paradox presents modern politics with a dilemma that only the cross of Christ can handle. In a sense, post-Christian America still retains the morality of Christianity in its demand for compassion, but now without the redemption of Christianity for our failures. Until America returns to God, there seems to be little hope of corporate atonement for systemic sin. On the individual level, the only way now to avoid guilt is through self-identifying as a victim. However, as the book of Job warns, however, victimhood easily slips into irreverence and self-righteousness. Therefore, this article makes a culturally-relevant tie to the gospel on both the corporate and individual levels.

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Parsons, Geoffery. [The Land of Fair Play](#). 3rd ed. Eds. Edward J. Shewan, Lars R. Johnson, and Michael J. McHugh. Arlington Heights, IL: Christian Liberty Press, 1920, 1994, 2008 [1919].

Written by a Pulitzer-prize winning journalist, this book uses baseball to introduce American civics. Each chapter ends with thoughtful questions that summarize the main concepts. This edition has been edited by Christians to put American civics in the context of God's authority.

Roosevelt, Theodore. "[The New Nationalism](#)." In *The New Nationalism* (New York: The Outlook Company, 1910): 3-33.

This ideas in this speech formed the basis for Roosevelt's run for re-election against his former vice-president William Howard Taft, whom was not progressive enough for Roosevelt's standards. In the speech, the former president makes clear that the rights of private property will be preserved, *only if* the owner uses his wealth well. Here are some of the marks of socialism in the Progressive Movement.

Note: This text comes from the Heritage Foundation, *First Principles Series*. The speech is also found in Ronald J. Pestritto and William J. Atto, eds., [American Progressivism: A Reader](#) (Lanham, MD: Lexington Books, 2008), 211-23.

Snyder, Ryan Allen. *A Christian Catechism Series of American Law, Book 2: Criminal Law*. Vevay, IN: Spring Branch Book House, 2002.

This question-and-answer book delineates the major categories of criminal law in the American system.

Note: Students may purchase this text electronically online or borrow a copy from the tutor.

Webster, Mary E., ed. [The Federalist Papers: Summaries of the 85 Papers, Universal Index to the Federalist Papers](#). Self-published, 2008.

This paraphrase of the Federalist Papers condenses each article into modern English. Students will read this guide before they read the original. This edition contains the same index as the original edition but with a severely condensed summary of the famous political papers. This edition is the better for the students than the 1999 and 2018 editions, which are long.

Note: The academy should have copies for the students to borrow.

Wilson, James. *Lectures on Laws*. In [Collected Works of James Wilson](#), eds. Kermit L. Hall and Mark David Hall, 2 vols. (Indianapolis: Liberty Fund, 2007): 1:425-746.

Casey Wheatland, teaching at Hillsdale College, used the sections on the social contract and on foreign policy. Wilson criticizes and comments at length on Blackstone's definition of law as coming from a superior.

Wilson, Woodrow. "[What Is Progress?](#)" In *The New Freedom* (New York: Doubleday, Page, and Company, 1913), 33-54.

This speech from Wilson's 1912 presidential campaign demonstrates his bold rejection of the original constitution as a Newtonian and mechanistic relic of the past. In its place, Wilson favored an organic, living document based on evolutionary principles.

Note: This text comes from the Heritage Foundation, *First Principles Series*. The speech is also found in Ronald J. Pestritto and William J. Atto, eds., [American Progressivism: A Reader](#) (Lanham, MD: Lexington Books, 2008), 45-53.

Bibliography – Economics

Bastiat, Frédéric. [The Law](#). [Trans. anon.] Auburn, AL: Ludwig von Mises Institute, 2007.

This small book makes a good contrast to *The Communist Manifesto*. Bastiat writes in the same era as Marx and Engels, but from an opposite perspective.

Note: This is a free online edition published through the Ludwig von Mises Institute.

Alternate Thrift Edition: [The Law](#).

Bastiat, Frédéric. “Petition from the Manufacturers of Candles, Wax Lights, Lamps, Chandeliers, Reflectors, Snuffers, Extinguishers; and From the Producers of Tallow, Oil, Resin, Alcohol, and Generally of Everything Used for Lights.” In *Sophisms of Protection*. Trans. Horace White. New York: G. P. Putnam’s Sons, 1882 [1845], pp. 73-80.

This excellent parody against tariffs should delight students with its farcical simplicity.

Online Edition: [The Bastiat Collection](#). 2nd ed. [Trans. anon.] Auburn, AL: Ludwig von Mises Institute, 2007, 2011, pp. 227-32.

Corbett, Steve, and Brian Fikkert. [When Helping Hurts: How to Alleviate Poverty without Hurting the Poor...and Yourself](#). 2nd ed. Chicago: Moody, 2009, 2012.

This book is outstanding! Two Christians apply economics to the poor within the reconciliation in Christ. Similar to *Toxic Charity*, the book details mistakes made in both domestic charity and foreign missions. Unlike *Toxic Charity*, the book bases its thought in explicit terms on Scripture and the Gospel. Moreover, the second edition adds a final section that guides a church step-by-step into benevolent work.

Friedman, Milton, with the assistance of Rose D. Friedman. [Capitalism and Freedom](#). 40th Anniversary ed. Chicago: The University of Chicago Press, 1962, 1982, 2002.

This volume forms a fitting complement to both Government and Economics as a pair of classes. Friedman was perhaps the best American economist, and he addresses a variety of public policy issues. The text is dense and full of meaning, so students will not read much at a time and they will summarize what they read into an abstract.

Hazlitt, Henry. [Economics in One Lesson: The Shortest and Surest Way to Understand Basic Economics](#). 2nd ed. New York: Three Rivers Press, 1946, 1979.

Hazlitt writes for a popular audience, and, as such, this book is the secular counterpart to Sproul’s book. Although long-winded, the applications are easy to understand and cover most of economic applications.

Lupton, Robert D. [Toxic Charity: How Churches and Charities Help Those They Hurt \(And How to Reverse It\)](#). New York: HarperOne, 2011.

The author spent forty years helping the poor and seeking community development in inner-city Atlanta. He tells stories that compel the reader to reassess the motives and effectiveness of welfare and charity. What he possesses in experience, he lacks in Scripture; therefore, *When Helping Hurts* should be read next.

Marx, Karl and Frederick Engels. [The Communist Manifesto: A Modern Edition](#). Ed. Eric Hobsbawm. New York, Verso, 1998 [1888].

This poisonous book is short and to the point: Communism is the inevitable next step after capitalism. To their credit, Marx and Engels are plain about their agenda to abolish private property. Students will gain a first-hand feel for the hubris of communism, and of its ungodly agenda.

Alternative Thrift Edition: [The Communist Manifesto and Other Revolutionary Writings](#).

Read, Leonard E. “I, Pencil: My Family Tree as Told to Leonard E. Read.” *The Freeman* (December 1958).

This delightful essay shows the God-ordained power of Adam Smith’s idea of division of labor.

Online Edition: “[I, Pencil](#).” Reprint, Atlanta: Foundation for Economic Education, 2015 [1958].

Sproul, Jr., R. C. [Biblical Economics: A Commonsense Guide to Our Daily Bread](#). 3rd ed. White Hall, WV: Tolle Lege Press, 1985, 1994, 2002, 2008.

Sproul’s little book makes a great introduction to the basic terms and concepts of economics. The regrettable element of this book is that it ends being preoccupied with not taking government money. A better ending would have been perhaps a challenge to Christians to be productive and to give more.

Bibliography – Medicine

Allberry, Sam. [Is God Anti-Gay? And Other Questions about Homosexuality, the Bible and Same-Sex Attraction](#). Rev. ed. Questions Christians Ask. [Epsom, Surrey, England, U.K.]: The Good Book Company, 2013.

As a Christian who has been tempted with homosexuality, Allberry can speak with sympathy and grace. It is good to note that there is a difference between same-sex attraction (a temptation) and homosexual sin. The law of sin does dwell in the members of our bodies, but God be praised, we will be free some day!

Fitzpatrick, Elyse & Laura Hendrickson. [Will Medicine Stop the Pain? Finding God’s Healing for Depression, Anxiety, and Other Troubling Emotions](#). Chicago: Moody, 2006.

This fascinating book examines the validity of treating psychological disorders with medication. Students should be motivated by the book to seek help for their depressed friends.

Gooding, Cuba, Jr. [Gifted Hands: The Ben Carson Story](#). DVD (2009)

This well-done film presents the background and success of neurosurgeon Ben Carson, the first doctor to successfully separate Siamese twins joined at the head.

Ho, Rosemarie. “[Want to Dismantle Capitalism? Abolish the Family](#).” Interview with Sophie Lewis. *The Nation* (16 May 2019).

This feminist geographer reduces mothers to an oppressed class in contrast to what she calls “gestators.” This article contrasts well with the Olasky interview of Jennifer Roback Morse and shows how the issues of government, economics, and sexual ethics are all intertwined in today’s culture.

Klusendorf, Scott. [The Case for Life: Equipping Christians to Engage the Culture](#). Wheaton, IL: Crossway, 2009.

This book is an outstanding guide to engaging in thoughtful but critical conversation over abortion. The author received exceptional training under both Gregg Cunningham, executive director of the Center for Bio-Ethical Reform, and Greg Koukl, founder and president of Stand to Reason. Students should enjoy this book!

Lloyd-Jones, D. Martyn. [The Supernatural in Religion and Medicine](#). Christian Medical Fellowship Conference, 1971.

This address tells stories and reflections about the interplay between the supernatural and medicine. The speaker, Martyn Lloyd-Jones, was a medical doctor before becoming a preacher of the gospel. He never left off his interest in medicine, but continued to ponder the interplay over the years of ministry. This address was given near the end of his ministry, after decades of caring for people. Enjoy the British accent as a spice from the Lord!

Note: The link is to a free audio version through the MLJ Trust.

Olasky, Marvin. “[Minimizing Marriage](#).” Interview with Jennifer Roback Morse. *WORLD* (18 June 2010).

This female economist defends the role of love and family in building a strong economy. This article contrasts well with the Ho interview of Sophie Lewis and shows how the issues of government, economics, and sexual ethics are all intertwined in today’s culture.

Murray, Michael and Joseph Pizzorno. [The Encyclopedia of Natural Medicine](#). 3rd ed. New York: Simon & Schuster, Atria, 1998, 2012.

Straight-forward articles on the full-range of natural medicine. It is good for the students to gain some familiarity about alternative medicine.

Note: Parents are not required to purchase this book, but it may prove to be helpful to own it.

Swenson, Richard A. [Margin: Restoring Emotional, Physical, Financial, and Time Reserves to Overloaded Lives](#). Rev. ed. Colorado Springs: NavPress, 1992, 2004.

As a medical doctor, Swenson saw the need for more “margin” in his life, with respect to time and money. It took him two years to make the adjustment. The book is a virtual catalog of problems, with each problem followed by several practical things to do.

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VanDrunen, David. [Bioethics and the Christian Life: A Guide to Making Difficult Decisions](#). Wheaton, IL: Crossway, 2009.

The book consists in three parts: foundational principles, beginning of life, and end of life. The final bibliographic essay is very helpful in pointing out the main works in the field. Rather than create rules, the author argues from major principles such as virtue ethics. This broad discussion allows the students to think through for themselves issues that can be very multifaceted and complex. God grant us all wisdom!