

Spring 2010

GOVT 430 – Comparative Economic and Political Ideas

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LIBERTY UNIVERSITY
GOVT 430 – COMPARATIVE ECONOMIC AND POLITICAL IDEAS
Spring Semester 2010

Dr. Steven Alan Samson

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434-592-3689

SLAB 133

Office Hours MWF 08:50-09:40, 14:55-15:45, R 3-5; and by appointment

- I. Course Description** A comparison of capitalism, socialism and communism, emphasizing the ideas and ideologies that are struggling today across the world. Special attention will be given to selected European and American political, economic, and cultural theorists.

In many ways, this course builds on GOVT 490, which focuses on the close reading of texts (Dialectic). This course continues in the same vein but also adds the last dimension of the Trivium, Rhetoric, in which the focus shifts to independent research, presentation, and writing as well as collaborative efforts that involve critical evaluation and the discussion of readings and papers. A more appropriate title for the course would be Ideas Have Consequences, the title of one of the founding works of American conservatism by Richard M. Weaver.

- II. Rationale** This course directly supports Aims 1-11 of the Liberty University Statement of Purpose.

- III. Prerequisite Statement** GOVT 200 or GOVT 220; GOVT 490 is strongly recommended.

It is the student's responsibility to make up any prerequisite deficiencies, as stated in the Liberty University Catalog, which would prevent the successful completion of this course.

IV. Materials List

Purchase:

Evans, M. Stanton. The Theme Is Freedom [E]

Samson, Steven Alan. Comparative Economic and Political Ideas [C]

Schumaker, Paul, et al. Great Ideas/Grand Schemes [G] (Available through Amazon)

On-Line

Heritage Foundation: Indivisible:

<http://www.heritage.org/LeadershipForAmerica/upload/Indivisible107.pdf?tr=y&auid=5537356>

Optional:

Piereson, James. Camelot and the Cultural Revolution [P]

Available for Research:

DeSoto, Hernando de. The Mystery of Capital

East, John P. The American Conservative Movement: The Philosophical Founders

Kirk, Russell. America's British Culture and The Conservative Constitution

Kuehnelt-Leddihn, Erik von. Leftism

_____. Liberty or Equality

Lippmann, Walter. The Good Society

Nash, George H. The Conservative Intellectual Movement in America Since 1945

Panichas, George A., ed. Modern Age: The First Twenty-Five Years

Schumaker, Paul, et al. Ideological Voices

Scruton, Roger. A Political Philosophy

Subscribe:

Intercollegiate Studies Institute:

- A free subscription to the INTERCOLLEGIATE REVIEW
- One year free of NATIONAL REVIEW DIGITAL
- Plus your choice of one year free of either MODERN AGE or UNIVERSITY BOOKMAN (which are two of ISI's other journals).

<https://secure.isi.org/isi/memupdate.aspx?option=1&promo=nro&referid=20-4662-76513>

Websites:

Murphey, Dwight D. <http://www.dwightmurphey-collectedwritings.info/>

Periodicals:

www.amconmag.com (Pat Buchanan: Old Right)

<http://www.commentarymagazine.com/> (John Podhoretz: Jewish, neo-conservative)

<http://www.firstthings.com/> (Richard John Neuhaus: Catholic conservative)

<http://www.humanevents.com/> (conservative political news weekly)

<http://www.nationalreview.com/> (William F. Buckley, Jr.: conservative)

<http://www.hoover.org/publications/policyreview> (Hoover Institution: Policy Review)

<http://home.wi.rr.com/rickgardiner/primarysources.htm> (Rick Gardiner)

<http://www.tnr.com/> (The New Republic: liberal)

<http://www.touchstonemag.com/> (Touchstone: A Journal of Mere Christianity)

<http://www.townhall.com/> (comprehensive site for conservative policy and politics)

<http://www.kirkcenter.org/index.php/bookman/> (Russell Kirk: University Bookman)

<http://www.weeklystandard.com/> (William Kristol, Fred Barnes: neo-conservative)

V. Learning Outcomes

1. The student will be exposed to a variety of concepts and social science approaches to the study of economic and political ideas.
2. The student will learn how to identify, analyze and evaluate the presuppositional bases of modern economic and political ideas and ideologies.
3. The student will thereby become better equipped to understand, participate in, and evaluate domestic and international political processes.

VI. Assignments/Requirements

1. **Readings** Each student is responsible for completing reading assignments **prior** to class and should keep a loose leaf notebook of class materials.
2. **Class Participation** is an essential part of class. Textbook chapters, collateral readings, and current events will be the subject of class commentary and discussions. **All electronic devices are to be left off during class unless otherwise specifically permitted.**

VII. Grading Policies

1. **Tests** Students will be tested on the lecture and reading material through a series of four tests (each of which represents 15% of the grade) that are to be taken at the scheduled time. The final exam (15%) will be a comprehensive take-home essay and short answer test due on the scheduled final exam date. Except for excused absences due to university-sponsored events, they must be taken in class at the scheduled time. Other arrangements must be made **in advance** for these exceptions. Students who will be absent due to illness, family emergency, or some university sponsored activity must notify the professor by e-

mail **before the test**. Students are eligible only for one make-up test and one substitute test at the end of the term.

2. **Term Paper** Each student will be responsible for, first, writing a 10-15 page term paper that reviews a key work of a modern economic or political thinker (with an annotated bibliography of at least fifteen primary and secondary sources by or about the thinker); and, second, presenting to the class a biographical sketch and an overview of the key work. The paper and presentation represent 25% of the grade.
3. **Procedure for Preparing and Presenting the Term Paper:** If any students wish to pool their interests and resources, I would encourage them to develop group projects. Two suggestions come immediately to mind. First, using J. Budziszewski's [Evangelicals in the Public Square](#), you may select and read a key work by one of the four thinkers featured in the book: Carl F. H. Henry (*The Uneasy Conscience of Modern Fundamentalism*), Abraham Kuyper (*The Stone Lectures: Calvinism in Politics*), Francis Schaeffer (*A Christian Manifesto*), and John Howard Yoder (*The Politics of Jesus*). Alternatively, you may focus on a thinkers, such as Roger Scruton (*A Political Philosophy, The Meaning of Conservatism, Gentle Regrets*), René Girard (*I See Satan Fall Like Lightning, The Scapegoat*), Russell Kirk (*The Conservative Constitution, The Sword of Imagination*), Erik von Kuehnelt-Leddihn (*Leftism, Liberty or Equality, The Timeless Christian*) James V. Schall (*The Order of Things, The Regensburg Lecture, On the Unseriousness of Human Affairs*), or Pierre Manent (*A World Without Nations?, Modernity and Its Discontents*). Each student will be expected to read biographical material and make presentations on separate works by or about the author. As a third option, individual projects are also welcomed. Two collections of reviews of conservative thinkers worth perusing are [Reading the Right Books](#) (2007), edited by Lee Edwards (Heritage Foundation), and [The Conservative Bookshelf](#) (2005) by Chilton Williamson, Jr. In addition, there is also a collaborative dimension to this assignment that will involve at least two other class members. First, each must read and critique at least two papers written by fellow class members, checking them for grammar, spelling, and content. Second, each must serve as a reader/discussant on two papers and be prepared to make substantive comments on at least one paper that is being presented. Where a group of students collaborate on one thinker, it would be appropriate to have a panel discussion. Panels will follow after individual presentations because, in such cases, more than one day is likely to be required. By Friday, **February 13**, when choices should be made, the class should already be familiar with short works by several of these thinkers. For the body of the paper, only one person may be assigned to one key work on a first come, first served basis. Furthermore, no key work should be less than 100 pages in length and no key work should be used as a textbook at Liberty University. Three copies of a typed, 4-6 page abstract or summary (the first draft) should be completed and turned in to the professor by Friday, **March 6**, along with primary and secondary source references (your initial bibliography). Please use the Chicago Manual of Style, which is available on-line as well as on Microsoft Outlook 2007.
4. The **Final Paper** should include an annotated bibliography with a minimum of fifteen entries (at least six of them books). It should also include both primary and secondary sources. Please identify by call number which of these works are available in the library. Please also identify those sources which are available on internet. Three hard or soft copies of the final draft of the paper should be given to the professor by Monday, **April 20**. Presentations and panel discussions take up the last three weeks of class. During the research and writing phase of the course, we will not always assemble for class, but progress reports and other communication via Blackboard or in class are strongly encouraged. Each presenter will have 25-30 minutes.

5. **Notebooks** will be available on several notable figures, including Roger Scruton, Pierre Manent, Fjordman, Francis Fukuyama, René Girard, Samuel P. Huntington, Erik von Kuehnelt-Leddihn, James Kurth, Peter Augustine Lawler, Bernard Lewis, Kenneth R. Minogue, James V. Schall, Spengler, and an assortment of others.

Suggested Thinkers and Books (More in the Bibliography)

- Barzun, Jacques. From Dawn to Decadence: From 1500 to the Present (2000)
- Bénéton, Philippe. Equality by Default (2004)
- Bloom, Allan. The Closing of the American Mind (1987)
- Brown, Harold O. J. The Sensate Culture (1996)
- Buckley, William F., Jr. God and Man at Yale (1951)
- Bukovsky, Vladimir. To Build a Castle: My Life as a Dissenter (1978)
- Budziszewski, J. Evangelicals in the Public Square (2006)
- Burgess, John W. Recent Changes in American Constitutional Theory (1923)
- Burnham, James. Suicide of the West (1964)
- Codevilla, Angelo. No Victory, No Peace (2005)
- Federici, Michael P. Eric Voegelin (2002)
- Finkelkraut, Alain. In the Name of Humanity (2000)
- Girard, René. The Girard Reader (1996)
<http://www.cbc.ca/ideas/features/girard/>
- Harris, Lee. The Suicide of Reason (2007)
- Hastings, Adrian. The Construction of Nationhood (1997)
- Hayek, F. A., The Road to Serfdom (1944) or The Constitution of Liberty (1960)
- Hebden Taylor, E. L. (Stacey). The New Legality (1967)
<http://www.contra-mundum.org/books/NewLegality.pdf>
<http://www.allofliferedeemed.co.uk/hebdentaylor.htm>
- Hoffer, Eric. The True Believer (1951)
- Kirk, Russell. The Sword of Imagination (1995) or The Conservative Mind (1953)
- Kuehnelt-Leddihn, Erik von. Leftism (1974) or The Timeless Christian (1976)
http://www.geocities.com/wuestenpauli/opapa_neu/opapa_start.htm
- Lawler, Peter Augustine. Aliens in America (2002) or Stuck with Virtue (2005)
- Lewis, C. S. The Abolition of Man (1947) **and** That Hideous Strength (1946)
- Machen, J. Gresham. Christianity and Liberalism (1923)
http://www.biblebelievers.com/machen/machen_introduction.html
- Mahoney, Daniel J. Aleksandr Solzhenitsyn (2001)
- Manent, Pierre. The City of Man or Modern Liberty and Its Discontents (1998)
- Milosz, Czeslaw. The Captive Mind (1953)
- Nisbet, Robert. The Quest for Community (1952)
- Ortega y Gasset, José, The Revolt of the Masses (1930)
- Roepke, Wilhelm. A Humane Economy (1960)
- Rosenstock-Huessy, Eugen. The Christian Future (1946) or I Am an Impure Thinker (1970)
<http://www.valley.net/~transnat/erh.html>
- Schall, James V. The Order of Things (2007)
<http://www.morec.com/schall/recent.htm>
- Scruton, Roger. The Meaning of Conservatism (2001), or An Intelligent Person's Guide to Culture (2000), or Gentle Regrets (2005)
<http://www.roger-scruton.com/>
- Sowell, Thomas. The Vision of the Anointed (1996) or A Man of Letters (2007)
- Toledano, Ralph de. Cry Havoc! The Great American Bring-down and How It Happened (2006)
- Voegelin, Eric. The New Science of Politics (1952)
http://www.artsci.lsu.edu/voegelin/EV/EV_2_dtf.htm
- Weaver, Richard. Ideas Have Consequences (1948).

8. The grading scale is 100-90=A, 89-80=B, 79-70=C, 69-60=D, 59 and below=F.

VIII. Attendance Students are expected to arrive **on time** for every class meeting. Students who are absent due to illness or emergency should notify the professor prior to class or soon afterward. Excused absences include participation in university-sponsored events, serious illness (if accompanied by a physician's note), or a family emergency.

IX. Other Policies

Dress Code

Students are expected to come to class dressed in a manner consistent with The Liberty Way.

Honor Code

We, the students, faculty, and staff of Liberty University, have a responsibility to uphold the moral and ethical standards of this institution and personally confront those who do not.

Academic Misconduct

Academic misconduct includes: academic dishonesty, plagiarism, and falsification. See The Liberty Way for specific definitions, penalties, and processes for reporting.

Disability Statement

Any student with a documented disability may contact the Office of Disability Academic Support (ODAS) in Teacher Education Building-TE 127 in order to make arrangements for an academic accommodation.

DROP/ADD POLICY

A Fall/Spring course may be dropped without a grade, tuition, and fee charges within the first five days of the semester. From the sixth day until the end of the tenth week, a Fall/Spring course may be withdrawn with a grade of W or WF

Classroom Policies

The inappropriate use of technology, such as cell phones, iPods, laptops, calculators, etc. in the classroom is not tolerated. Other disruptive behavior in the classroom is not tolerated. Students who engage in such misconduct will be subject the penalties and processes as written in the Liberty Way.

Food is not permitted. Students who are not in appropriate campus attire will **not** be admitted to class. Caps may not be worn in class.

School Policies

Plagiarism and Multiple Submissions of Papers:

Plagiarism is a serious offense and utilizing the work of others without proper citation is a clear violation of University policy. However, no clear directive has been established within the Helms School of Government as to the permissibility of a student submitting substantially the same paper to satisfy writing requirements in different courses. Effective spring 2007, any writing assignment required for a Helms School of Government course must be an original composition drafted specifically for the individual course. When a course requirement in an upper division course builds upon a previously researched topic, and the student desires to utilize his/her prior submission as a foundational document for the new course assignment, he/she may bring a copy of the previous paper to the current professor. The professor will review with the student the additional research and writing elements needed to complete the current assignment without violating this policy.

Christian Service:

For those students not already involved in Christian Service, see the professor for details and other information if interested.

Disabilities:

Students with a documented disability may contact the Office of Disability Academic Support (ODAS) in TE 127 for arrangements for academic accommodations.

CLASS SCHEDULE

(Subject to Revision)

Preliminary Readings

Before the first day, please read Dorothy Sayers's "The Lost Tools of Learning." Several websites carry it and several books have anthologized it. You may use the following if you wish:

http://www.classicalhomeschooling.com/html/lost_tools_of_learning.html

Calvin Coolidge found a great teacher, Charles Garman, and later became a great president. His speech, "The Inspiration of the Declaration," given on July 5, 1926, evokes the truths of America's founding. The text is linked immediately below, followed by another teacher's reflections.

<http://www.declaration.net/articles/coolidge-inspiration-declaration.asp>

http://www.calvin-coolidge.org/html/remarks_on_independence_day.html

On a lighter note, I recommend James V. Schall's "The Patron Saint of Teachers"

<http://www.kirkcenter.org/index.php/bookman/article/a-patron-saint-of-teachers/>

Along with the Introduction to The Theme Is Freedom, please also read Roger Scruton's "Totalitarian Sentimentality" for its treatment of some substantive themes of this course,

<http://spectator.org/archives/2009/12/09/totalitarian-sentimentality>

Collateral: Two Remarkable Centenarians: Freya von Moltke, Jacques Barzun:

<http://www.fembio.org/english/biography.php/woman/biography/freya-graefin-von-moltke>

http://www.newyorker.com/reporting/2007/10/22/071022fa_fact_krystal?printable=true

January

Mon.	18	E. 1; Philippe Bénétou, "The Alma Mater and the Necktie"
Wed.	20	E. 2; Francis Lieber, "Anglican and Gallican Liberty"
Fri.	22	E. 3; Wesley Allen Riddle, "The American Political Tradition;" The Birth of Freedom (DVD)
Mon.	25	E. 4; Riddle (cont.); The Birth of Freedom (cont.)
Wed.	27	E. 5; Federalist, no. 10
Fri.	29	E. 6; FIRST TEST: Evans, 1-3; Lieber, Riddle

February

Mon.	1	E. 7; Federalist, no. 39
Wed.	3	E. 8; Federalist, no. 51
Fri.	5	E. 9; One Nation Under God (DVD)
Mon.	8	E. 10; Nation Under God (cont.); Paul Rahe, "Don Corleone, Multiculturalist"
Wed.	10	E. 11; Rahe (cont.); SECOND TEST: Evans, 4-8
Fri.	12	E. 12; Rahe (cont.)
Mon.	15	E. 13; John Hallowell, "The Moral Foundation of Democracy"
Wed.	17	E. 14; Hallowell (cont.); Marvin Olasky interviews Mike Adams: http://www.worldmag.com/articles/16076
Fri.	19	E. 15; Hayek: www.jim.com/hayek.htm (Reader's Digest version), www.mises.org/TRTS.htm ;
Mon.	22	E. 16; Hayek (cont.); THIRD TEST: Evans, 9-12
Wed.	24	E. 17; John Fonte, "Why There Is a Culture War"; Collateral: Thomas Sowell (set to lively music) http://www.youtube.com/watch?v=vaouMZGICcc&feature=fvw
Fri.	26	Fonte (cont.); Daniel J. Elazar, "Recovenanting the American Polity" http://www.jcpa.org/dje/articles2/recovampol.htm

March

- Mon. 1 G. 1; Elazar (cont.)
- Wed. 3 G. 1; René Girard: The Scapegoat, ch. 1 (workbook)
La Fontaine: http://www.pbases.com/dlcmh/the_animals_sick_of_the_plague
Collateral: "Peace Child" (DVD, 1974)
- Fri. 5 G. 2; S. 13-14; S. **FOURTH TEST:** E. 13-17, Elazar
- Mon. 8 G. 2; Murphey on "Classical Liberalism"
<http://www.dwightmurphey-collectedwritings.info/unpublished/unpub3.htm>
- PAPER TOPIC DUE**
- Wed. 10 G. 3; Murphey on "The Varieties of Conservatism;" Spengler:
http://www.firstthings.com/article.php3?id_article=6040
- Fri. 12 G. 3; Roger Scruton:
<http://www.orthodoxytoday.org/articles6/ScrutonConservative.php>
- Mon. 15 SPRING BREAK
- Wed. 17 SPRING BREAK
- Fri. 19 SPRING BREAK
<http://www.kirkcenter.org/index.php/bookman/>
- Mon. 22 G. 4; Murphey on "Romanticism;" Robert Kraynak, "Conservatism as the Highest Form of Modernism" http://www.mmisi.org/ir/42_02/kraynak.pdf
- Wed. 24 G. 4; Roger Scruton, "Rousseau and the Origins of Liberalism" (Handout);
FIFTH TEST: G. 1-3; Murphey
- Fri. 26 G. 5; Murphey on "Socialism;" Rémi Brague interview, "'Yellow Ants,' Fundamentalists, and Cowboys"
http://www.clarionreview.org/main/article.php?article_id=38
- Mon. 29 G. 5; Rod Dreher;
<http://blog.beliefnet.com/crunchycon/2008/02/family-and-civilization.html>
- Wed. 31 G. 6; Ralph de Toledano (Handout)
FIRST ESSAY AND SHORT ANSWER TEST: Sayers, Girard, Hallowell and Comparisons, Hayek and Comparisons, C. Classical Liberalism, Conservatism, Scruton

April

- Fri. 1 G. 6-7; Murphey on "National Socialism;" Wilhelm Roepke, "Robbing Peter to Pay Paul" (Handout)
- Mon. 4 EASTER
- Wed. 6 G. 7; Gene Veith on Fascism (Handout)
- Fri. 9 G. 8 (pp. 237-45, 257-66, 275-82); Murphey on "Modern Liberalism; **SIXTH TEST:** G. 4-6; Murphey
- Mon. 12 G. 8; James Hitchcock: <http://www.freerepublic.com/focus/f-news/1094110/posts>
- Wed. 14 ASSESSMENT DAY
- Fri. 16 G. 9 (pp. 284-98, 302-312, 317-19); Murray N. Rothbard
<http://mises.org/story/3490>
- Mon. 19 G. 10; Robert P. George
http://www.firstthings.com/article.php3?id_article=6101
- Wed. 21 G. 10-11; Spengler: http://www.atimes.com/atimes/Front_Page/JB12Aa02.html
Lee Harris: <http://www.hoover.org/publications/policyreview/3459646.html>
- Fri. 22 G. 11; Walter Laqueur
http://blog.oup.com/2006/10/the_origins_of_2/
- Mon. 25 James Kurth, "Called to Order" and Lee Harris, Suicide of Reason, pp. 228-37
<http://www.the-american-interest.com/article.cfm?piece=295>
- Wed. 27 G. 12; Roger Scruton, "A Righter Shade of Green" (Handout); John R. Christy, "What We Don't Know About Climate Change" (Handout)
- Fri. 29 G. 13; Kenneth Minogue [21]: <http://www.ejfi.org/Civilization/Civilization-16.htm>
Jean Bethke Elshtain:
<http://www.homileticonline.com/subscriber/interviews/elshtain.asp>

May

- Mon. 2 G. 14; John Fonte;

Wed. 4 http://www.hudson.org/files/publications/idealogical_war.pdf
Herbert Butterfield's Christianity in European History, pp. 34-63 (Handout);
SEVENTH TEST: G. 7-10; Murphey
FINAL ESSAY AND SHORT ANSWER EXAM:

COLLATERAL CURRENT EVENTS READINGS

Pascal's Wager: David Horowitz's Critique of the Secular Redeemers (Mark 9:24)

While Pascal was an agnostic of the intellect, he was a believer of the heart. Pascal recognized that his condition was hopeless and that only a divinity could heal his mortal sickness and make him whole. Because science afforded no answers to his questions, he trusted in the God of Abraham to provide what no ordinary mortal can. Pascal was a realist of faith. He drew a sharp line between the sacred and the profane, respecting the gulf that separates this world from the next. Therefore, he did not presume to achieve his own salvation in this world, or anyone else's. Not so the redeemers. They cannot live with themselves or the fault in creation, and therefore are at war with both. Because they are miserable themselves they cannot abide the happiness of others. To escape their suffering they seek Judgment on all, the rectification that will take them home. If they do not believe in a God, they summon others to act as gods. If they believe in God, they do not trust His justice but arrange their own. In either case, the consequence of their passion is the same catastrophe. This is because the devil they hate is in themselves and their sword of vengeance is wielded by inhabitants of the very hell they wish to escape.

There is no redemption in this life. Generation after generation, we transmit our faults and pass on our sins. From parents to children, we create the world in our own image. And no power can stop us. Every life is an injustice. And no one can fix it. We are born and we die. If there is no God to rescue us, we are nothing. – David Horowitz, *The End of Time*