

Spring 2008

Comparative Economics and Political Ideas 2008

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**Syllabus for
Comparative Economic and Political Ideas
GOVT 430 – Spring 2008
Dr. Steven Alan Samson
Liberty University
Helms School of Government**

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

IV. **Materials List**

Purchase:

Piereson, James. Camelot and the Cultural Revolution [P]
Samson, Steven Alan. Comparative Economic and Political Ideas [C]
Schall, James V. Another Sort of Learning [A]
Schumaker, Paul, et al. Great Ideas/Grand Schemes [G]

Reserve Desk (for research):

East, John P. The American Conservative Movement: The Philosophical Founders
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. Thinkers of the Left

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. Course Objectives

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. Graded Requirements and Options

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.**
3. **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.
4. **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.
5. **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 12**, 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 7**, 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.

6. 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 and reader/discussants by Monday, **April 7**. These should be critiqued and returned by the reader/discussants by Friday, **April 11 (hard-copy or e-mail)**. Three hard copies of the final paper are to be turned in to the professor and the reader/ discussants by Monday, **April 14**. 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 15-18 minutes of class time. The discussant will have 5 minutes.
7. **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)
 Hebdent 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-Huussy, 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.

VII. 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. **Three unexcused absences will result in lowering the grade. Six unexcused absences will result in an F or FN. Prolonged absences for any reason will generally result in a withdrawal or a failing grade.** Anyone who expects to remain enrolled in the class must grace us with his or her physical presence or else maintain regular e-mail contact with the professor during any period of absence. Persistent tardiness will also have a detrimental effect on grades.

VIII. Dress Code Observe the Liberty Way. Students who are not in appropriate campus attire will **not** be admitted to class. Caps will **not** be worn in class. Other than drinks, there will be **no** eating or chewing gum in the classroom.

IX. 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.

X. Office Location, Phone, E-Mail, Hours

Helms School of Government, SLAB 133

Phone: 434-592-3689

E-Mail: ssamson@liberty.edu

Hours: MWF 8:50-10:00, 14:55-15:45; R 1-5; and by appointment

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

I recommend two other readings to establish the major themes of the course: the first chapter of Hilaire Belloc's The Great Heresies and, from a different angle but to much the same purpose, a short piece by Lee Harris on the Islamist challenge to western civilization.

Please also start reading Another Sort of Learning by James V. Schall, especially the preface, chapters 1-3, and then chapters 8-9, which will be discussed the first day of class. Father Schall has told me that chapter 18 is a favorite with students. His website, which is worth perusing, is at <http://www.georgetown.edu/faculty/schallj/>

I may from time to time add or delete a short reading. I hope that we will have an opportunity to discuss a reading from Intercollegiate Review later in the term. Be sure to immediately request your free subscription at 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>

In chapter 3, Father Schall writes about "What a Student Owes His Teacher." In Humanitas, I wrote about what I owe one of my teachers: <http://www.nhinet.org/samson15-2.pdf>. Other pieces on education that I recommend are "Students," the chapter that opens Allan Bloom's The Closing of the American Mind (1987), and "To a Young Man Who –" in Jacques Barzun's Teacher in America (1945). Barzun's career has now spanned more the eight decades. Centennial tributes to him may be seen at <http://barzuncentennial.murphywong.net/>. The one by John Lukacs gets right to the point. I also recommend the tributes by Herbert London, Ralph de Toledano (who is represented in the book list above), Carl Schorske, Edward Oakes, and Irving Louis Horowitz. Barzun's From Dawn to Decadence is an intellectual feast. If any one or two or more of you wish to take it on, I will be happy to work with you.

If there is sufficient demand, I will have a workbook printed up before we start with the main textbook. It will include outlines and shorter readings that will otherwise have to be placed on Blackboard, such as "The Alma Mater and the Necktie" from Philippe Bénéton's Equality by Default.

Collateral: Dorothy Sayers, Steven Samson, and Roger Scruton:

<http://www.gbt.org/text/sayers.html>

www.contra-mundum.org/cm/features/12_models.pdf

<http://www.azure.org.il/include/print.php?id=485>

January

James Stoner, "The Timeliness and Timelessness of Magna Carta"

<http://www.firstprinciplesjournal.com/articles.aspx?article=1307&theme=home&loc=b>

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|-------|----|---|
| Mon. | 14 | Introduction; James V. Schall; A. 8-9
http://www.ignatiusinsight.com/features2008/schall_sainteducation_jan08.asp |
| Wed. | 16 | A.10-11 |
| Fri.. | 18 | A.14, 20 |
| Mon. | 21 | Benedict XVI: The Regensburg Lecture
http://www.zenit.org/article-16955?l=english
James V. Schall: http://www.zenit.org/article-17818?l=english |
| Wed. | 23 | G. 1; Handout: Erik von Kuehnelt-Leddihn, <u>Leftism Revisited</u> , chapters 1-4
Collateral: James Lewis
http://www.americanthinker.com/2008/01/hillarys_oedipal_problem.html |
| Fri. | 25 | G. 1; René Girard: <u>The Scapegoat</u> , ch. 1 (workbook)
La Fontaine: http://www.pbase.com/dlcmh/the_animals_sick_of_the_plague
Daniel Pipes: http://www.danielpipes.org/article/5412 |
| Mon. | 28 | G. 2; John Hallowell (Handout); C. 51-58 Modern Roots and Classical Liberalism;
Murphey on "Classical Liberalism."
http://www.dwightmurphey-collectedwritings.info/unpublished/unpub3.htm |
| Wed. | 30 | G. 2; Hayek: www.jim.com/hayek.htm (Reader's Digest version),
www.mises.org/TRTS.htm |

February

- | | | |
|------|---|---|
| Fri. | 1 | RESEARCH DAY; Megan McArdle and Roundtable
http://www.theatlantic.com/doc/200801/aging-boomers
http://www.theatlantic.com/doc/200801u/boomer-retirement-roundtable |
| Mon. | 4 | G. 3; Murphey on "The Varieties of Conservatism;" Spengler:
http://www.firstthings.com/article.php3?id_article=6040 |
| Wed. | 6 | G. 3; Roger Scruton: |

		http://www.orthodoxytoday.org/articles6/ScrutonConservative.php
		Suggested: Read two items from the latest University Bookman
		http://www.kirkcenter.org/index.php/bookman/
Fri.	8	G. 4; Murphey on "Romanticism;" C. 58-64 Anarchism/Libertarianism
Mon.	11	G. 4; Roger Scruton, "Rousseau and the Origins of Liberalism" (Handout); Rod Dreher
		http://blog.beliefnet.com/crunchycon/2008/02/family-and-civilization.html
Wed.	13	G. 5; Murphey on "Socialism;" Ben Stein (trailer for "Expelled");
		http://www.expelledthemovie.com/playgroundvideo3.swf
		FIRST TEST: G. 1-3; Murphey
Fri.	15	G. 5; C. 64-68 Marxism/Communism; Whittaker Chambers; PAPER TOPIC DUE
		www.law.umkc.edu/faculty/projects/ftrials/hiss/chambersletter.html
Mon.	18	G. 6; Ralph de Toledano (Handout)
		FIRST ESSAY AND SHORT ANSWER TEST: Sayers, Schall, Benedict, Kuehnelt-Leddihn, Girard, Hallowell and Comparisons, Hayek and Comparisons, C. Classical Liberalism, Conservatism, Spengler, Scruton
Wed.	20	G. 6-7; Murphey on "National Socialism;" Wilhelm Roepke, "Robbing Peter to Pay Paul" (Handout)
Fri.	22	G. 7; C. 66-73 Fascism and Eugenics; Gene Veith on Fascism (Handout)
Mon.	25	G. 8 (pp. 237-45, 257-66, 275-82); Murphey on "Modern Liberalism;" C. 73-74 Contemporary Liberalism; James Hitchcock:
		http://www.freerepublic.com/focus/f-news/1094110/posts
Wed.	27	G., 8; Fyodor Dostoevsky: http://www.tameri.com/csw/exist/dostgi.html
Fri.	29	G. 9 (pp. 284-98, 302-312, 317-19); C. 74-78 Democratic Socialism; Optional: Dostoevsky, "Rebellion"
		http://www.ccel.org/ccel/dostoevsky/karamozov/files/book05/chapter04.html
		SECOND TEST: G. 4-6; Murphey
March		
Mon.	3	Aleksandr Solzhenitsyn
		http://www.columbia.edu/cu/augustine/arch/solzhenitsyn/harvard1978.html
Wed.	5	G. 10; Robert P. George; Contemporary Conservative/Christian 78-81
		http://www.firstthings.com/article.php3?id_article=6101
Fri.	7	G. 10; Encore: Scruton's "Rousseau and the Origins of Liberalism;" Illustration:
		http://www.worldnetdaily.com/index.php?fa=PAGE.view&pageId=57679
		FIRST DRAFT DUE
Mon.	10	G. 11; Spengler: http://www.atimes.com/atimes/Front_Page/JB12Aa02.html
		Lee Harris: http://www.hoover.org/publications/policyreview/3459646.html
		SECOND ESSAY AND SHORT ANSWER EXAM: McCardle and Roundtable, Spengler, Scruton, Chambers, Toledano, Roepke, Veith, Hitchcock, Dostoevsky, Solzhenitsyn; George; C. Anarchism/Libertarianism, Marxism/Communism, Fascism and Eugenics, Contemporary Liberalism, Democratic Socialism
Wed.	12	G. 11; Walter Laqueur, James V. Schall (Handout), and Spengler
		http://blog.oup.com/2006/10/the_origins_of_2/
		http://www.atimes.com/atimes/Middle_East/JC11Ak04.html
Fri.	14	Lee Harris, <i>Suicide of Reason</i> , pp. 228-37.
		FIRST DRAFTS RETURNED
Mon.	17	SPRING BREAK
Wed.	19	SPRING BREAK
Fri.	21	SPRING BREAK
Mon.	24	EASTER BREAK
Wed.	26	G. 12; Roger Scruton, "A Righter Shade of Green" (Handout); John R. Christy, "What We Don't Know About Climate Change" (Handout); READERS AND DISCUSSANTS CHOSEN
Fri.	28	G. 13; Jean Bethke Elshtain:
		http://www.homileticonline.com/subscriber/interviews/elshtain.asp
Mon.	31	THIRD TEST: G. 7-10; Murphey

Reinhold Niebuhr: <http://speakingoffaith.publicradio.org/programs/niebuhr-rediscovered/transcript.shtml>

April

- Wed. 2 G. 14
Fri. 4 John Fonte;
http://www.hudson.org/files/publications/ideological_war.pdf
Mon. 7 James Kurth; **PAPER DUE**
<http://www.phillysoc.org/Kurth%20Speech.htm>
Wed. 9 Herbert Butterfield's Christianity in European History, pp. 34-63 (Handout);
FINAL COPY DUE
Fri. 11 READING DAY
Mon. 14 P. 1; PRESENTATIONS
Wed. 16 P. 2; PRESENTATIONS
Fri. 18 P. 3; PRESENTATIONS
Mon. 21 P. 4; PRESENTATIONS
Wed. 23 P. 5; PRESENTATIONS
Fri. 25 P. 6; PRESENTATIONS
Mon. 28 P. 7-8; PRESENTATIONS
Wed. 30 PRESENTATIONS; **THIRD ESSAY AND SHORT ANSWER EXAM: G. 10-14;**
Murphey, George, Dostoevsky, Laqueur, Elshtain, Niebuhr, Harris, Scruton,
Christy, Fonte, Kurth, Butterfield; C. Contemporary Conservative/Christian

May

Monday, May 5, 1-2:40 **FOURTH TEST: P. 1-8**