

**COURSE SYLLABUS**

**THE GRADUATE SCHOOL**

**Helms School of Government**

**PPOL 501**

**Foundations of American Government: Introduction to Public Policy**

**Fall 2017**

**Credit Hours: 3**

**PROFESSOR: Dr. Steven Alan Samson**

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**OFFICE LOCATION: Green Hall Room 1661T**

**OFFICE HOURS: T/R 08:15-09:30, 11:15-12:30; or by appointment**

**I. COURSE DESCRIPTION**

This course provides a broad study of the philosophical, intellectual, political, and cultural influences on Western Society and examines the manner in which those influences have been and are being reflected in American Public Policy. More specifically, it will examine the manner in which various worldviews affect American Public Policy, with particular emphasis on the contrast between the Judeo-Christian worldview and Secular Humanism, Marxism/Leninism, and Islamic Fundamentalism.

**II. RATIONALE**

Foundations of American Governance is a required and foundational course providing the mechanical, philosophical, and substantive framework for the study of public policy that will occur throughout the remainder of the program.

**III. PREREQUISITES**

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

**IV. MATERIALS LIST**

**Required:**

Bastiat, Frederic. *The Law*. Simon & Brown, 2010 [L]. ISBN: 978-1936041749

Beckwith, Francis J. *Politics for Christians: Statecraft as Soulcraft*. Downers Grove, IL: IVP Academic. 2010 [P]. ISBN: 978-0-8308-2814-2

Esolen, Anthony. *The Politically Incorrect Guide to Western Civilization*. Washington, DC: Regnery Publishing, 2008 [W]. ISBN: 978-1-59698-059-4

Evans, M. Stanton. *The Theme Is Freedom: Religion, Politics, and the American Tradition*. Washington, DC: Regnery Publishing, 1994 [F]. 978-0895267184

**Collateral (see Reserve Desk):**

- Alinsky, Saul D. *Rules for Radicals: A Pragmatic Primer for Realistic Radicals*. New York: Vintage Books, 1989 [1971]. ISBN: 978-0679721130
- Schaeffer, Francis A. *A Christian Manifesto*. Westchester, IL: Crossway Books, 2005 [19881]. ISBN: 978-1581346923
- Schumaker, Paul, Dwight C. Kiel, and Thomas Heilke. *Great Ideas/Grand Schemes: Political Ideologies in the 19th and 20th Centuries*. New York: McGraw-Hill, 1996. ISBN: 978-0070555198

## V. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Evaluate how ideas affect and inform public policy.
- B. Analyze the sources, characteristics, and influences of particular philosophies and ideas on American public policy.
- C. Evaluate the tangible implications of public policies and the ideas affecting them as to their impacts on individuals, groups, and/or society.
- D. Synthesize particular public policies from a practical and Judeo-Christian perspective.

## VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Research Paper (10-15 pages, five or more cited sources): The topic will examine a specific area of American public policy in terms of one or more worldviews. It may take the form of a book review supported by other sources. Students are encouraged to apply at least three of the sources or readings from the syllabus. The paper should include an abstract, a conclusion, and an annotated bibliography.
- B. Two Responses as Readers (2-3 pages apiece)
- C. Two Essays with Tests (2-3 pages apiece)
- D. Six Objective Tests (one of which will be dropped) and an objective Final Test

## VII. COURSE GRADING AND POLICIES

- A. Points:

Research Paper	200 points
Two Responses	100 points
Two Essays	100 points
Six Objective Tests (lowest score of the first six is dropped)	600 points
TOTAL	1000 points

- B. Scale:

A = 900-1000  
 B = 800-899  
 C = 700-799  
 D = 600-699  
 F = below 600

- C. Additional Grading Policies:

The lowest test score of the first six is automatically dropped. A second low test score may be replaced by additional reading and taking a replacement test. Late work will be

## VII. ATTENDANCE POLICIES

1. University Approved Absences
  - a. University Approved Absences include Liberty University sponsored events, athletic competition, and other Provost-approved absences.
  - b. The student must provide written documentation in advance for University Approved Absences
  - c. Work missed for University-approved absences may be made up.
2. Student Elective Absences
  - a. While the University believes that consistent attendance in all classes is the largest contributor to students earning good grades, the University Attendance Policy allows students in upper-level classes the opportunity to make their own decisions concerning attendance.
  - b. Work missed for Student Elective Absences may be made up at the discretion of the faculty member. Questions regarding missed work for Student Elective Absences must be addressed by the student with the professor within one week of returning to class. In cases where this is not possible, the student must notify the Professor in writing of the circumstances impacting his or her absence. The student may appeal the Professor's decision in writing to the respective Chair within one week. Final appeals may be made to the Dean in writing within one week of the Chair's decision and the Dean's decision is final.
  - c. When circumstances result in excessive absences (e.g., serious medical illness, family crisis), upon return to campus the student shall communicate in writing with the Registrar's Office (Registrar@liberty.edu) and provide an explanation of his or her situation with appropriate documentation. The Registrar will consult with the faculty member before making the final decision and will notify, in writing, the student and the faculty member.
  - d. Students are required to attend on all test dates. Test dates may change but everyone will be notified by e-mail if that occurs. Absence on a test date will require prior notification or a subsequent excuse from the university, a medical doctor, or a military unit officer for those who are in the military. This also applies to anyone who uses Testing Services to make-up a test. Prolonged absences without notice of a week or longer will result in a university warning. If the absence persists and no communication follows, it may lead to being dropped from the roster with an FN.

NOTE: Although you may not currently be concerned about it, in the near future you will need faculty members to give letters of reference, recommendations for employment, or letters of recommendation for graduate school. Your attendance, punctuality, appearance, and attitude will be areas of interest to those requesting these letters. In addition, some of you will need a security check for your future job. Be aware that cheating and plagiarism are causes for a permanent record being placed in your student folder, which will be consulted during a background security check.

## VIII. OTHER POLICIES

### Dress Code

Students are expected to come to class dressed in a manner consistent with the [Liberty Way](#). Failure to comply may result in being dismissed from class.

## 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: dishonesty, plagiarism, and falsification. See the [Liberty Way](#) for specific definitions, penalties and processes for reporting.

## Disability Statement

Students with a documented disability may contact the Office of Disability Academic Support in RH 126 to arrange academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Tutoring/Testing Center is the officially designated place for all tests administered outside of the regular classroom.

## 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](#).

## IX. CALENDAR

**Key to Readings:** Readings for objective questions are indicated by **any Bold color**

**Red = Printed readings, e.g., N. 1 or S. 8.** [All study aids are posted on Blackboard]

**Green = Readings and/or study aids posted on Blackboard**

**Blue = Clickable links to Readings on Internet**

**Light Blue = Handouts**

**Brown = Audio and/or visual presentation**

**Orange = Reserve Desk at Library**

**Purple = Guest Speaker**

**Collateral = Suggested readings that often help provide short essay answers**

### CLASS SCHEDULE

(Subject to Revision)

#### Preliminary Reading: The Politics of Historical Amnesia

Rutler, George W. [The Mindless Iconoclasm of Our Age](#)

Zmirak, John. [White Racism, Tolkien, and the 'Spirit of the North'](#)

**F. Introduction**

**W. Preface**

**Collateral**

Alpert, Buzz. [Comparing Skokie to Charlottesville](#)

#### August

#### FIRST UNIT

Mon. 28 Ezek. 37

**F. 1**

Sayers, Dorothy. [The Lost Tools of Learning](#) (a classic on the Trivium method)

Samson, Steven. [Dorothy Sayers on "the Lost Tools of Learning"](#)

Wed. 30 **F. 1**  
Kipling, Rudyard. [The Gods of the Copybook Headings](#) [optional commentary]  
**Lieber, Francis.** [Anglican and Gallican Liberty](#) (plus study guide)  
**Collateral**  
forbiddensymbols.com. [Fabian Society](#)  
90 Miles from Tyranny Blogspot. [The Fabian Window](#)  
Jenkins, Sally. [In Crises Such as Harvey You Want Outdoorsmen on Your Side](#)

## September

Fri. 1 **F. 2**  
Samson, Steven. [Rival Traditions of Liberty: America vs. the European Union](#)  
Institute of World Economy, Bucharest: Publicity Page. [Rival Traditions of Liberty](#)

Mon. 4 **F. 3**  
Masugi, Ken. [Political Scientists Bow to the Laws of Nature](#)  
Schelsky, Helmut. [The New Strategy of Revolution: The 'Long March' through the](#)

## [Institutions](#)

### **Collateral**

**Bukovsky, Vladimir, and Pavel Stroilov.** EUSSR (the complete unpublished manuscript)  
**Hook, Sidney.** The Barbarism of Virtue: The War against the University  
**Schelsky Study Guide**  
Stroilov, Pavel. [2009 Interview](#)

Wed. 6 **F. 4**  
Guest Speaker: Renee Sharon, Assistant Director of the Knesset Christian Allies Caucus  
**L.. [The Law](#) or [The Law](#)** (review on Blackboard)

### **Collateral**

**Manent, Pierre.** Conversion

Fri. 8 **F. 5**  
**L.. [The Law](#) or [The Law](#)**  
Lind, William S. [The Poison and the Antidote](#)  
Miltimore, Jon. [Millennial Offers the True Reason Her Generation Is So Fragile](#)

### **Collateral**

**Toledano, Ralph de.** Comrade Lukacs and the Road to Frankfurt

## SECOND UNIT

Mon. 11 **W. 1**  
**Girard, René.** I See Satan Fall Like Lightning, introduction and ch. 1: Scandal Must Come  
Kagan, Donald. [Why We Should Study the History of Western Civilization](#)

Wed. 13 **W. 1-2**  
**Girard**  
**Thucydides**

Fri. 15 **FIRST TEST:** F. 1-5; Lieber, Bastiat  
**NO CLASS: WASHINGTON TRIP**

### **W. 2**

**Girard, René.** The Scapegoat  
Briggs, William M. [The Left's Tech War against Conservative Speech Is Already at](#)

## [Advanced Stage](#)

Mon. 18 **F. 6**  
Mahoney, Daniel J. [Whittaker Chambers: Witness to the Crisis of the Modern Soul](#)  
Mangalwadi, Vishal. [How the Bible Created the Soul of Western Civilization](#)

### **Collateral**

**Mangalwadi, Vishal.** [The Book That Made Your World](#), chapter 1 (review on Blackboard)

Wed. 20 **F. 7**  
Goldman, David P. [Two Souls in One Breast](#)  
Stark, Rodney. [How the West Was Won but "Western Civ" Lost](#)  
Interview: [Is the West Really the Best?](#)

## THIRD UNIT

- Fri. 22 **W. 3**  
Acton Institute: [DVD: The Birth of Freedom](#) (review on Blackboard)  
Sacks, Jonathan. [The Challenge of Jewish Repentance](#)  
**Silving, Helen.** Jurisprudence in the Old Testament (review on Blackboard)
- Mon. 25 **W. 3-4**  
Acton Institute: [DVD: The Birth of Freedom](#)  
Soloveichik, Meir. [David, We Hardly Knew Ye](#)
- Wed. 27 **W. 4**  
**Schumaker, Paul.** Great Ideas/Grand Schemes, ch. 1 (review on Blackboard)  
**Collateral**  
Rutler, George W. [Blithe Ignorance about the National Anthem](#)  
<http://amhistory.si.edu/starspangledbanner/the-lyrics.aspx>  
**SECOND TEST:** W. 1-2; F. 6-7, Girard
- Fri. 29 **Schumaker**  
Watson, Edward K. [The World's Debt to Jesus Christ](#)  
**Collateral**  
Rigler, Sara Yoheved. [The Revolutionary Revelation](#)  
Summit Ministries. [Worldview Chart](#)
- October**
- Mon. 2 **Raico, Ralph.** [The European Miracle](#) (review on Blackboard)  
**Dalrymple, Theodore** (Anthony Daniels): The Dystopian Imagination  
Front Page Magazine: [Interview with Theodore Dalrymple](#)  
**Collateral**  
[Hans Rosling's 200 Countries, 200 Years, 4 Minutes](#) (video)
- Wed. 4 **F. 8**  
**Eidelberg, Paul.** For Whom the Bell Tolls  
**Shafarevich, Igor.** The Socialist Ideal
- Fri. 6 FALL BREAK
- FOURTH UNIT**
- Mon. 9 **F. 9**  
**Colson, Charles.** The Great Proposal  
Espada, João Carlos. [The Anglo-American Tradition of Liberty](#)  
**Collateral**  
Longenecker, Dwight. ["The Lord of the Rings:" Read It and Weep](#)  
**Oakeshott, Michael.** The Office of Government (distinction between Nomocracy and Telocracy)  
Scruton, Roger. [My Intellectual Identity](#)
- Wed. 11 **W. 5**  
Mises, Ludwig von. [Liberty and Its Antithesis](#)  
**Silving, Helen.** Origins of the Magnae Cartae (review on Blackboard)
- Fri. 13 **W. 5**  
Ferguson, Niall. [How America Lost Its Way](#)  
Mead, Walter Russell. [The Invisible Hand Is Writing on Our Wall](#)  
**Collateral**  
Williamson, Kevin D. [Suicide Pact](#)  
**THIRD TEST:** W. 3-4; F. 8; Silving Jurisprudence, Raico
- Mon. 16 **F. 10**  
Benedict XVI: [Regensburg Lecture](#)  
Millière, Guy. [The Islamic Future of Europe](#)  
**Collateral**  
Chisholm, Chad. [The Rhetoric of an Excellent Essay](#)  
Reinsch, Richard. [Dethroning False Europe](#)  
The Paris Statement. [A Europe We Can Believe In](#)

- Wed. 18 **F. 11**  
**Hall, David W.** [The Reformation Roots of Social Contract](#) [Calvin and the Calvinists]  
 Sunshine, Glenn. [The Reformation and Politics 4: Divisions and Religious Warfare](#)  
**Collateral**  
 Mangalwadi, Vishal. [Meet Katherine: The Secret of the West's Economic Success](#)  
**Schall, James V.** The Regensburg Lecture: Introduction
- FIFTH UNIT**
- Fri. 20 **W. 6**  
**Berman, Harold O.** The Crisis of the Western Legal Tradition
- Mon. 23 **W. 6**  
**Rahe, Paul.** Don Corleone, Multiculturalist  
**FOURTH TEST:** F. 9-11; W. 5, Hall
- Wed. 25 **F. 12**  
 Lutz, Donald. [Colonial Origins of the American Constitution: Introduction](#)  
**FIRST ESSAY DUE**
- Fri. 27 **W. 7**  
 Haivry, Ofir, and Yoram Hazony. [What Is Conservatism?](#)  
**Kirk, Russell:** Three Types of Imagination
- Mon. 30 **McDonald, Forrest,** Constitutional History of the United States, ch. 1 (review on Blackboard)  
**Collateral**  
**Bradford, William.** History of Plymouth Plantation (excerpts)
- November**
- Wed. 1 **Riddle, Wesley Allen.** American Political Tradition
- SIXTH UNIT**
- Fri. 3 **F. 13**  
**Titus, Herbert W.** The Declaration of Independence  
**FIFTH TEST:** W.6-7; F. 12; Riddle
- Mon. 6 **F. 14**  
 Federalist 10: [www.constitution.org/fed/federa10.htm](http://www.constitution.org/fed/federa10.htm) (Federalist review on Blackboard)  
**Collateral**  
**Samson, Steven Alan.** The Federal Constitution
- Wed. 8 **F. 15**  
 Federalist 39: [www.constitution.org/fed/federa39.htm](http://www.constitution.org/fed/federa39.htm)
- Fri. 10 **F. 16-17**  
 Federalist 51: [www.constitution.org/fed/federa51.htm](http://www.constitution.org/fed/federa51.htm)  
 Ehrhard, Elise. [Why Does the Left Hate Women So Much?](#)  
**Collateral**  
**Garrett, Garet.** The Revolution Was
- Mon. 13 **Hayek, Friedrich.** The Road to Serfdom  
**Cartoon Version**  
**Collateral**  
 McCloskey, Deirdre. [The Core of Liberty Is Economic Liberty](#)  
**RESEARCH PAPER DUE** (3 copies)
- SEVENTH UNIT**
- Wed. 15 **P. Series Preface**  
**Marx, Karl, and Friedrich Engels.** Communist Manifesto (excerpts)  
**Strausz-Hupé, Robert.** The Revolutionary Setting  
**Collateral**  
 Kurtz, Stanley. [The End of Marriage in Scandinavia](#)  
**SIXTH TEST:** F. 13-17, Hayek
- Fri. 17 **W. 8**  
 Curry, Robert. [1913: The Turning Point](#)

- Mon. 20 [Rowse, A. L.](#) Mr. Churchill and English History  
 THANKSGIVING BREAK  
 Wed. 22 THANKSGIVING BREAK  
 Fri. 24 THANKSGIVING BREAK  
 Mon. 27 PRESENTATIONS AND DISCUSSIONS  
**W. 8-9**  
[Hamburger, Philip.](#) The Administrative Threat  
 Menton, Francis. [The Administrative State under Siege](#)  
**Collateral**  
 Miltimore, Jon. [Why Are There So Many Mass Shootings Today?](#)  
 [Hannah Arendt on bureaucracy and violence]  
 Samson, Steven Alan. [Government Regulation, Part 2](#)  
 Snyder, K. Alan. [Hell as a Bureaucracy \(C. S. Lewis\)](#)  
 Wed. 29 PRESENTATIONS AND DISCUSSIONS  
**W. 9**  
 Chalberg, Chuck. [Douglas Murray and 'The Strange Death of Europe: Immigration, Identity, and Islam'](#)  
 Reilly, Robert R. [For God and Country](#)  
**Collateral**  
 Carter, Joe. [How to Destroy a Culture in 5 Easy Steps](#)  
 Chisholm, Chad. [The Rhetoric of an Excellent Essay](#)  
**December**  
 Fri. 1 PRESENTATIONS AND DISCUSSIONS  
**P. Introduction**  
**P. 1**  
 Williamson, René. [Reflections of a Political Scientist](#)  
**Collateral**  
 Blumer, Tom. [Cloward-Piven Everywhere](#)  
 Myers, Benjamin. [The Christian University: Steward of Western Civilization](#)  
 Mon. 4 PRESENTATIONS AND DISCUSSIONS  
**P. 2**  
[Fonte, John.](#) [Why There Is a Culture War: Tocqueville and Gramsci in America](#)  
**Collateral**  
 Falconburg, Darrell: [Who Reads Robert Nisbet Anymore?](#)  
 Hayek, Friedrich. [The Pretence of Knowledge](#)  
 Lukacs, John. [Surrounded by Books](#)  
 Wed. 6 PRESENTATIONS AND DISCUSSIONS  
**P. 3**  
 Mitchell, Joshua. [A Renewed Republican Party](#)  
**Collateral**  
 Ascik, Thomas. [Fearing Dreher: What Many Critics Ignore About the Benedict Option](#)  
 Goldman, David P. [The West Must Restore a Sense of the Sacred](#)  
 A longer version: <http://www.standpointmag.co.uk/node/7031/full>  
 Kaitz, Ed. [Orwell's Struggle May Be Over](#)  
**SECOND ESSAY DUE**  
 Fri. 8 PRESENTATIONS AND DISCUSSIONS  
**P. 4**  
 Mehr, Maddie. [Tocqueville: Women Made America Great](#)  
**Collateral**  
 Goldberg, Arthur. [The Urgency of Restoring the Biblical Values of America's Founders](#)  
 Mon. 11 PRESENTATIONS AND DISCUSSIONS  
**P. 5**  
**P. Conclusion**  
**Collateral**



Schlueter, Nathan. [The Closing of the American Mind Thirty Years Later: A Symposium](#)  
Contemporary Thinkers: Allan Bloom. [The Closing of the American Mind](#)  
Fri. 15 **FINAL TEST** (15:30-17:30): W. 8-9; P. 1-5

### THOUGHT-PROVOKING QUOTATIONS

"In my study of communist societies, I came to the conclusion that the purpose of communist propaganda was not to persuade or convince, not to inform, but to humiliate; and therefore, the less it corresponded to reality the better. When people are forced to remain silent when they are being told the most obvious lies, or even worse when they are forced to repeat the lies themselves, they lose once and for all their sense of probity. To assent to obvious lies is...in some small way to become evil oneself. One's standing to resist anything is thus eroded, and even destroyed. A society of emasculated liars is easy to control. I think if you examine political correctness, it has the same effect and is intended to." – Theodore Dalrymple

"If, as claimed by humanism, man were born only to be happy, he would not be born to die. Since his body is doomed to death, his task on earth evidently must be more spiritual: not a total engrossment in everyday life, not the search for the best ways to obtain material goods and then their carefree consumption. It has to be the fulfillment of a permanent, earnest duty so that one's life journey may become above all an experience of moral growth: to leave life a better human being than one started it." - Aleksandr Solzhenitsyn

"It was the Italian Marxist Gramsci who most clearly articulated the strategy for the destruction of the more durable liberal-democratic societies by emphasizing the role of the intellectuals in occupying strategic sites of cultural or social reproduction. In the mature state an intelligentsia becomes integral to the transmission of cultural and social values, as an elite to manage the cultural industry, and as administrators with special technical information and competencies. It is not surprising that the universities have become the breeding ground for ideas stemming from particular interests and that in casting what is a program of partial interests in the language of broader groups, as if there were such a thing as minority interests, or gay interests, or women's interests, or black interests, or white interests, or white middle class interests." -- Bob Catley and Wayne Cristaudo, *This Great Beast*, p. 323.

"Politics is perhaps the only profession for which no preparation is thought necessary." p. 327

"Revolution thus ran its course from city to city, and the places which it arrived at last, from having heard what had been done before, carried to a still greater excess the refinement of their inventions, as manifested in the cunning of their enterprises and the atrocity of their reprisals. Reckless audacity came to be considered the courage of a loyal ally; prudent hesitation, specious cowardice; moderation was held to be a cloak for unmanliness; ability to see all sides of a question, inaptness to act on any. Frantic violence became the attribute of manliness; cautious plotting, a justifiable means of self-defense. The advocate of extreme measures was always trustworthy; his opponent a man to be suspected. To succeed in a plot was to have a shrewd head, to divine a plot a still shrewder; but to try to provide against having to do either was to break up your party. . . ." – Thucydides, *History of the Peloponnesian War*, Book 3

"If natural distinctions are effaced among men, oligarchs fill the vacuum." – Russell Kirk

"There is no crueller tyranny than that which is perpetuated under the shield of law and in the name of justice." Montesquieu

"Americans are so enamored of equality that they would rather be equal in slavery than unequal in freedom." – Alexis de Tocqueville

"In the sphere of economics, covering nine-tenths of man's daily life, the test of every activity, increasingly came to be not 'Is it just?' but 'Does it pay?' There was only one check on that rule — the human conscience. With the gradual concentration of business in the hands of limited liability companies, even

that check was removed. A limited liability company has no conscience. A priesthood of figures cannot consider claims of morality and justice that conflict with its mathematical formulas: it must live by its own views. Man, who had once tried to model his life on the divine, came to take his orders from the lender of money and the chartered accountant acting in their purely professional capacity. That has been the story of the last century of civilization." -- attributed to Erik von Kuehnelt-Leddihn

"We have now sunk to a depth at which the restatement of the obvious has become the first duty of intelligent men." -- George Orwell, review of Bertrand Russell's *Power*

"The political fanatic who is hearing voices in the air has distilled his frenzy from the work of some academic scribbler of a few years back." -- John Maynard Keynes

"A liberal is a man too broadminded to take his own side in an argument." -- Robert Frost

"The plea for the predominance of learning to read in early school life because of the great importance attaching to literature seems to me a perversion." -- John Dewey, *The Primary-Education Fetish*

"You don't have to burn books to destroy a culture. Just get people to stop reading them." -- Ray Bradbury

"When the people shall have nothing more to eat, they will eat the rich." -- attributed to Jean-Jacques Rousseau, *The History of the French Revolution* by M. A. Thiers.

"The engineering of consent is the very essence of the democratic process, the freedom to persuade and suggest. -- [The Engineering of Consent](#)", *Annals of the American Academy of Political and Social Science* No. 250 (March 1947), p. 113; Reprinted in Edward L. Bernays, Howard Walden Cutler, *The Engineering of Consent*, University of Oklahoma Press, 1955

"Goebbels . . . was using my book *Crystallizing Public Opinion* as a basis for his destructive campaign against the Jews of Germany. This shocked me." -- Edward L. Bernays, *Biography of an Idea: Memoirs of Public Relations Counsel* (1965)

"If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves. We have even squandered the gains in student achievement made in the wake of the Sputnik challenge. Moreover, we have dismantled essential support systems which helped make those gains possible. We have, in effect, been committing an act of unthinking, unilateral educational disarmament." -- *A Nation at Risk*, 1983

"We speak our mind. Any thought about the life and death of our own group compels us to convey it to others. We cannot keep the thought to ourselves forever, however slow we may be to talk to our neighbors about it. . . . Death cannot be fought in society except through engaging younger men to join the battle-front. Social disintegration compels older men to speak to younger men. Education is not a luxury for the sake of the younger individual; is it not very often their ruin? However, society needs allies in its fight against decline. The true form of social thought is teaching." -- Eugen Rosenstock-Huessy

"Tis education forms the common mind, Just as the twig is bent the tree's inclined."  
-- Alexander Pope's [Epistles to Several Persons](#) (1732)

"We humans live in a complex matrix of institutions. There is government. There is the market. There is the law. And then there is civil society. Once -- I'm tempted to date it from the time of the Scottish Enlightenment -- this matrix worked astonishingly well, with each set of institutions complementing and reinforcing the rest. That, I believe, was the key to Western success in the eighteenth, nineteenth, and twentieth centuries. But the institutions in our times are out of joint. -- Niall Ferguson, *The Great Degeneration*, p. 134

“The modern world, according to Georges Bernanos [author of *Diary of a Country Priest* and *Under the Sun of Satan*], is a vast conspiracy against the inner life. . . . The great success of late modernity is that it produces that form of slavery which Vauvenargues described as a slavery that ‘abases human beings to the point of making itself loved for doing it.’” – Philippe Bénéton

“The danger of modern liberty is that, absorbed in the enjoyment of our private independence, and in the pursuit of our particular interests, we should surrender our right to share in political power too easily. The holders of authority are only too anxious to encourage us to do so. They are so ready to spare us all sort of troubles, except those of obeying and paying! They will say to us: what, in the end, is the aim of your efforts, the motive of your labors, the object of all your hopes? Is it not happiness? Well, leave this happiness to us and we shall give it to you.”

-- Benjamin Constant, speech on Ancient and Modern Liberty, 1819

Eric Hoffer, 1967: “Up to now, America has not been a good milieu for the rise of a mass movement. What starts out here as a mass movement ends up as a racket, a cult, or a corporation.”

“People who bite the hand that feeds them usually lick the boot that kicks them.” – Eric Hoffer

“Intellectuals cannot operate at room temperature.” – Eric Hoffer

## **X. BIBLIOGRAPHY**

### **SELECTED WEBSITES**

#### **ARTS AND MEDIA**

American Film Renaissance: <http://www.afrfilmfestival.com>

Godawa, Brian (Christian screenwriter and movie critic): <http://www.godawa.com/>

Gilbert! (Gilbert Keith Chesterton): <http://www.gilbertmagazine.com/>

The Legacy Project (modern cataclysms): <http://www.legacy-project.org>

Liberty Film Festival: <http://www.libertyfilmfestival.com>

Mars Hill Audio (Ken Myers): <http://www.marshillaudio.org/>

Stefan Landsberger’s Chinese Propaganda Poster Pages: <http://chinese posters.net/index.php>

#### **HISTORICAL, CULTURAL, RELIGIOUS, AND EDUCATIONAL ORGANIZATIONS**

Acton Institute: [www.acton.org](http://www.acton.org)

Alexander Hamilton Institute for the Study of Western Civilization: <http://theahi.org/>

American Christian History Institute (James Rose): <http://www.achipa.com/>

American Vision (Gary DeMar): <http://www.americanvision.org/>

Ashbrook Center: <http://www.ashbrook.org/>

Association for Classical Christian Education (Douglas Wilson): <http://www.accsedu.org/>

Big Questions Online: <http://www.bigquestionsonline.com/>

Boundless: [www.boundless.org](http://www.boundless.org)

Catholic Educator’s Resource Center (CERC): <http://www.catholiceducation.org>

Center for European Renewal: [http://www.europeanrenewal.org/main/page.php?page\\_id=5](http://www.europeanrenewal.org/main/page.php?page_id=5)

Center for Public Justice: [www.cpjustice.org](http://www.cpjustice.org)

Center for the Study of the Great Ideas (Mortimer Adler): <http://www.thegreatideas.org/>

Christian Research Institute: <http://www.equip.org>

City Journal: <https://www.city-journal.org/>

Claremont Institute (Straussian): [www.claremont.org](http://www.claremont.org)

Coalition on Revival (Jay Grimstead): [www.reformation.net](http://www.reformation.net)

Cornerstone Forum (Gil Bailie, a René Girard protégé):

<http://www.test-cornerstone.org/index.html>

Credenda/Agenda (Douglas Jones): <http://www.credenda.org/>  
Cultural Conservatism: [www.culturalconservatism.org](http://www.culturalconservatism.org)  
Ethics and Public Policy Center: [www.eppc.org](http://www.eppc.org)  
Family Research Council: [www.frc.org](http://www.frc.org)  
Foundation for American Christian Education: [www.face.net](http://www.face.net)  
Foundation for Economic Education: [www.fee.org](http://www.fee.org)  
Home Schooling: [Top Masters in Education](#)  
Ignatius Insight: <http://www.ignatiusinsight.com/>  
The Imaginative Conservative:  
Institute for Religion and Democracy: <http://www.ird-renew.org>  
Intercollegiate Studies Institute: [www.isi.org](http://www.isi.org)  
    First Principles Journal: <http://www.firstprinciplesjournal.com/>  
Internet Christian Library: <http://www.iclnet.org/>  
McKenzie Study Center and Gutenberg College: [www.mckenziestudycenter.org](http://www.mckenziestudycenter.org)  
National Association of Scholars: <http://www.nas.org/>  
New Criterion (Hilton Kramer and Roger Kimball): [www.newcriterion.com](http://www.newcriterion.com)  
Plymouth Rock Foundation (Paul Jehle): <http://www.plymrock.org/>  
Probe Ministries (Kerby Anderson): [www.probe.org](http://www.probe.org)  
Reformation Covenant Church (RCC): <http://www.reformationcovenant.org/>  
Summit Ministries (David Noebel): [www.summit.org](http://www.summit.org)  
Teaching Home: [www.teachinghome.com](http://www.teachinghome.com)  
Touchstone: A Journal of Mere Christianity: <http://www.touchstonemag.com/>  
Trinity Forum: [www.tff.org](http://www.tff.org)  
University Bookman (Kirk Center): <http://www.kirkcenter.org/bookman/index.html>  
Vision Forum (Doug Phillips): <http://www.visionforum.com/>  
Watchman Fellowship of Alabama (anti-cult):  
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American Conservative Union Foundation: [www.acuf.org](http://www.acuf.org)

American Enterprise Institute: [www.aei.org](http://www.aei.org)

American Freedom Alliance: <http://www.americanfreedomalliance.org/> (Avi Davis)

Break Point (Charles Colson's Prison Fellowship): [www.breakpoint.org](http://www.breakpoint.org)

Brookings Institution: [www.brook.edu](http://www.brook.edu)

CATO Institute: [www.cato.org](http://www.cato.org)

Christian Coalition of America: [www.cc.org](http://www.cc.org)

Civitas: <http://www.civitas.org.uk/>

Concerned Women for America (Beverly LaHaye): [www.cwfa.org](http://www.cwfa.org)

Discovery Institute (News): <http://www.discoverynews.org/> (Bruce Chapman)

Eagle Forum (Phyllis Schlafly): [www.eagleforum.org](http://www.eagleforum.org)

Foreign Policy Research Institute: [www.fpri.org](http://www.fpri.org)

Foundation for the Defense of Democracies: <http://www.defenddemocracy.org/>

Free Congress Foundation: [www.freecongress.org](http://www.freecongress.org)

Front Page Magazine (David Horowitz): <http://www.frontpagemagazine.com/>

Future of Freedom Foundation: [www.fff.org](http://www.fff.org)

Heritage Foundation: [www.heritage.org](http://www.heritage.org)

Hoover Institution: <http://www.hoover.org/>

Hudson Institute: <http://www.hudson.org/>

<http://www.londoncenter.org/>

Manhattan Institute: <http://www.manhattan-institute.org/>

City Journal: <http://www.city-journal.org/>

Minding the Campus: Reforming Our Universities <http://www.mindingthecampus.com/>

National Center for Policy Analysis: <http://www.ncpa.org/>

Online Library of Law and Liberty (Liberty Fund): <http://www.libertylawsite.org/>

Philadelphia Society: <http://www.phillysoc.org/>

Policy Review (Hoover Institution): [www.policyreview.org](http://www.policyreview.org)

Providence: A Journal of Christianity & American Foreign Policy: <https://providencemag.com/>

Rutherford Institute (John W. Whitehead): [www.rutherford.org](http://www.rutherford.org)

Town Hall (conservative/classical liberal clearinghouse): [www.townhall.com](http://www.townhall.com)

#### **NEWS, COMMENTARY, BLOGS, AND BOOK REVIEWS**

American Conservative: [www.amconmag.com](http://www.amconmag.com)  
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The American Interest: <http://www.the-american-interest.com/> (Walter Russell Mead)  
American Thinker: <http://www.americanthinker.com/>  
Asia Times: <http://www.atimes.com/>  
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The City Journal: <http://www.city-journal.org/>  
Commentary: <http://www.commentarymagazine.com/>  
DEBKA (Israel-based intelligence): <http://www.debka.com/>  
Drudge Report: <http://www.drudgereport.com/>  
First Things: <http://www.firstthings.com/>  
Front Porch Republic: <http://www.frontporchrepublic.com/>  
Global Politician: <http://www.globalpolitician.com/>  
Hoover Institution: <http://www.hoover.org/publications/policyreview> (Policy Review)  
Human Events: <http://www.humanevents.com/> (conservative political news weekly)  
Imaginative Conservative: <http://www.imaginativeconservative.org/>  
Internet Public Library: <http://www.ipl.org/div/news/>  
The Mises Review: <http://mises.org/periodical.aspx?Id=2> (David Gordon: libertarian)  
National Review: <http://www.nationalreview.com/> (Rich Lowry.: conservative)  
The National Interest: <http://nationalinterest.org/>  
The New Republic: <http://www.tnr.com/> (liberal)  
PJ Media: <http://pjmedia.com/>  
RealClearPolitics: <http://www.realclearpolitics.com/>  
Spengler (David P. Goldman): <http://www.atimes.com/atimes/others/spengler.html>  
Steyn, Mark. <http://www.marksteyn.com/>  
Telegraph (London): <http://www.telegraph.co.uk/>  
Uncommon Knowledge: <http://tv.nationalreview.com/uncommonknowledge/> (Peter Robinson)  
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neo-conservative)

## BOOK LISTS

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[http://www.nationalreview.com/100best/100\\_books.html](http://www.nationalreview.com/100best/100_books.html)

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