

**LIBERTY UNIVERSITY**  
**Helms School of Government**  
**GOVT 490 – POLITICAL THEORY**  
**Autumn Semester 2017**

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GH 1661T

**Office Hours** TR 08:15-09:30, 11:15-12:30; and by appointment

- I. Course Description** A critical examination of a variety of philosophical and social science models that seek to explain and evaluate political systems, behavior, ideologies, and collective decision-making. Special attention will be given to the political heritage of western/American civilization and the internal and external challenges it faces.
- II. Rationale** This senior level course is designed to encourage students to apply a Biblical Christian worldview and a limited constitutional government/free market philosophy to an analysis of some of the major ideological, social, and cultural challenges that face America and the world today while using a number of conceptual tools and models associated with political theory.

**III. Prerequisite**

GOVT 200

This class is designed to be taken late in the undergraduate career of a government major because it builds on previous coursework. Junior or senior standing is required.

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**

Books are abbreviated on the Class Schedule for readings and again by test date. M. 1 stands for Minogue, Politics, chapter 1. The major reading assignments in bold print are covered on the objective portion of the tests. Shorter readings, many of which are linked to the syllabus or posted on Blackboard, are generally covered on the short essay options. See Grading Policies below.

Each required book and/or reading will be represented on one or more tests as shown on the Class Schedule. The Minogue, Scruton, and Budziszewski texts are noted on the Class Schedule by an abbreviation: M. 1 = Minogue, chapter 1.

**Required:**

Budziszewski, J. The Revenge of Conscience: Politics and the Fall of Man. Eugene: Wipf and Stock, 2011 [B. Preface, 1-9] ISBN: 978-1608997527

Minogue, Kenneth. Politics: A Very Short Introduction. New York: Oxford, 2000 [M.1-13]. ISBN: 978-0192853882 or 978-0192853097

Samson, Steven. Political Theory: A Study Guide [1-36]

Scruton, Roger. The West and the Rest: Globalization and the Terrorist Threat Wilmington, DE: ISI Books, 2002 [S. Preface, 1-5] ISBN: 978-1882926817

Miscellaneous Readings on Blackboard and on-line (These are listed and often linked on the Class Schedule)

## Optional

Bastiat, Frederic. The Law. Irvington-on-Hudson, NY: Foundation for Economic Education, 1972 or other edition (Available on-line **or** for purchase)  
ISBN: 978-1572460737

### Websites:

Imaginative Conservative: <http://www.theimaginativeconservative.org/>  
Intercollegiate Studies Institute (ISI): <http://home.isi.org/>

### Newspapers:

Internet Public Library: <http://www.ipl.org/div/news/> (newspaper links by country)  
Newseum's Today's Front Pages: <http://www.newseum.org/todaysfrontpages/flash/>

## V. Course Learning Outcomes

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

- A. Discuss the key texts and ideas of leading political, economic, social, and cultural theorists.
- B. Apply a wide range of philosophical and social scientific models to political institutions and political behavior.
- C. Evaluate various systems of ideas, schools of thought, and sub-disciplines of political science.
- D. Articulate a biblical paradigm for political theory.

## VI. Assignments/Requirements

1. **Reading:** a) Each student is responsible for completing reading assignments listed on the Class Schedule **prior** to class. b) The emphasis is on close and careful reading of the texts (what the French call *explication de texte*). c) Keeping a loose leaf notebook of class materials is highly recommended. d) The schedule may change from time to time requiring adjustment of the schedule along the way. Changes to the schedule on the syllabus will be posted on Blackboard with the date of the change. e) Additional links to recent as well as older articles may be posted periodically, usually as resources for answering short essay questions. f) **Collateral (optional) reading** is for honors students, graduate students, and others who are interested in the topics.
2. **Workbook:** Purchase of the workbook is **mandatory**. Chapter outlines provide a summary of the structure and important points. Study questions are designed to help stimulate analysis. Bold-print calls attention to key concepts. Bracketed words, phrases, and sentences are inserted into the text to provide definitions, translations, contexts, and/or commentary. **Review** items are related to specific test questions. All of the readings and study aids are designed to elicit the four Learning Outcomes described above.
3. **Participation** is an essential part of class. a) Textbook chapters, readings posted on Blackboard or in the workbook, and current events readings (posted from time to time) will be the subject of class commentary and discussions. b) Students should be prepared to discuss readings, applications, and current events material. c) The PowerPoint slides are designed to stimulate discussion and to supplement (as well as summarize) the readings. Please focus your attention on the lectures and discussions in class rather than extensive note-taking. The

slides will be posted on Blackboard (but without the pictorial illustrations) **after** each chapter or section is completed and at least two days before each test.

## VII. Grading Policies

- 1. Tests (1000 points):** a) Students will be tested on the lecture and reading material through a series of seven tests and a comprehensive final exam composed of test questions from the first six tests. Tests will normally be taken the last 25 minutes of class and consist of 35 objective questions. Even-numbered tests also include a short essay and the entire period is available to complete the test. b) At least seven tests, including the final test, must be completed in order to complete the course. c) The final grade will be calculated on the combined total of seven recorded test scores, including the final exam. The lowest test score of the first six regular tests is exempted from the calculation and hidden from view before the final exam period. d) In preparing for objective tests, please note the **review** section for the readings. The major readings in the workbook, those posted on Blackboard, and those linked to the syllabus have review sections at the end of the study aids for each reading or chapter. Each review item represents a specific question that may be on the test (and most likely will be on the test). e) It is always wise to check Blackboard or e-mail for possible schedule changes. f) One short essay each will be included on the second, fourth, and sixth tests, and will be optional on the final test. A selection of essay questions (from which you will choose **one**) will be posted about a week in advance of each test. The questions will be drawn primarily from designated short readings (posted on Blackboard or on the syllabus). They are noted under **short essay** for each particular test. Advice for writing a good essay: Start with a thesis statement, develop an essay point-by-point using specific examples, and then draw a conclusion based on these points. Make sure you answer all parts of the question and pay attention to specific instructions. The idea is to integrate the material and show a command of the subject.
- 2. Students with Disabilities:** Students with disabilities that require extra time or special accommodations for taking tests should obtain an accommodation request from the Office of Disability Academic Support or other appropriate office in order to have tests sent to Testing Services. Students are still required to attend the lecture portion of the period but may leave before the test is distributed. The test will usually be sent to testing services the following day.
- 3. Makeup Tests:** a) Make-up tests have become a logistical nightmare due to the quantity of tests, university-sponsored activities, and other reasons for absence, especially due to receiving last minute requests via e-mail. Please do **not** e-mail me about make-up tests or absences (except for prolonged absences). So here is a set of procedures: 1) General rule number one: The test **must** be taken at the scheduled date and time in the scheduled classroom. 2) General rule number two: Unless you have an excused absence, the first test you miss will be counted as the low test score, which is automatically dropped before the final exam. The second test you miss will require you to take the optional test during the final exam period. 3) General rule number three: If you miss the test due to a required university-sponsored activity, military exercise, documented illness, or family emergency (for which you bring documentation from Student Affairs that I may keep for my records), please see me at the end of class on the date of returning to class. I can then arrange for a test to be sent to the Testing Center. If you fail to do this, general rules number one or two will apply. **For excused absences:** The make-up test must be taken within one week except in cases where I have been notified of a prolonged absence. I will not normally post the scores of make-up tests until at least a week after the regular test. Please do not

request to take a test early. A replacement test will be made available during the final exam period.

4. **Test Scores and Final Grades:** a) Raw scores for the tests, including any extra essays, will be multiplied by four and recorded in the Gradebook section of Blackboard. Raw scores for the short essays range from 0=Unacceptable or No Answer, 1=Poor, 2=Fair or Average, 3=Good, and 4=Superior. b) Each objective question is worth one point (raw score) and four points when multiplied. Regular tests are composed of 35 questions (or 33 objective questions and one short essay) and are worth 140 points maximum. d) Short answer points are included in the recorded score. e) Only six of the seven regular tests will be counted; the lowest score will be dropped following the seventh test (and before the final exam). f) The Final Exam is made up of test questions from the first five or six tests. It will include forty questions and be worth 160 points. This test is **mandatory** and it may not be taken prior to the scheduled final exam period and no replacement test may substitute for it.
5. **Optional:** There is no extra credit, but students are permitted to take a test that substitutes for one low test score. Any student may participate in a panel discussion late in the term and take a test (during the final exam period) on Joel Kotkin's *The New Class Conflict*. A higher score on this optional test may substitute for another low test score.
6. Students seeking **Honors** credit should read one of the suggested books or one on the bibliography and pass a special essay and short answer test (in some cases, an objective test is available) on it at the end of the term. Honors students are also strongly encouraged to follow the **Collateral** readings, which further develop some of the major themes of the course.
7. **Grades:** The grading scale is 1000-900=A, 899-800=B, 799-700=C, 699-600=D, 599 and below=F.

## VIII. Attendance Policies

Attendance: Absences for 300-400 level courses fall into two categories:

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.

## **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.

### **Limits of Confidentiality**

Students are encouraged to share prayer requests and life concerns with the professor in this class. Not only will the professor pray for and care for students, but can guide students to appropriate University resources if desired.

However, in the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, victim or witness of a crime or sexual misconduct, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, notification of the appropriate program chair or online dean, or notification to other appropriate University officials. All reported information is treated with discretion and respect, and kept as private as possible.

### **Academic Misconduct**

Academic misconduct includes: academic 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 (ODAS) in DeMoss Hall 1050 for arrangements for academic accommodations.

For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Testing Center (Religion Hall 119) 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 (see academic calendar for exact date), a Fall/Spring course may be withdrawn with a grade of W.

### **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.

### **Helms School of Government Policies**

Dress Code: Students are expected to come to class dressed in a manner consistent with Helms School of Government Dress Code and the Liberty Way. Failure to comply may result in being dismissed from class, and submission of the student's name to the Office of Student Conduct. For more information please visit <http://www.liberty.edu/index.cfm?PID=19739> .

### 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.

## **X. Calendar for the semester/term**

### **CLASS SCHEDULE**

(Subject to Revision)

### **Epigraphs**

“That they may successfully do evil with both hands—The prince asks for gifts, The judge asks for bribes, And the great man offers his evil desire; So they scheme together. -- Mic. 7:3

“There are six things that the LORD strongly dislikes, seven that are an abomination to him: haughty eyes, a lying tongue, and hands that shed innocent blood, a heart that devises wicked plans, feet that make haste to run to evil, a false witness who breathes out lies, and one who sows discord among brothers.” – Prov. 6:16-19

**Key to Readings:** Readings for objective questions are indicated by **any Bold color**  
**Red** = Major readings and/or study aids from text and/or workbook, e.g., **B. 1**  
**Green** = Readings posted on Blackboard  
Blue = Links to Readings on Internet  
[1-36] = Readings and/or Study Aids in workbook (sometimes multiple)  
**Collateral** = Links to suggested readings

**Setting the Stage: Preliminary Readings:** Ps. 73, Eccl. 1:1-11; 12:8-14; Rev. 2:1-7  
“Then said I, Woe *is* me! for I am undone; because I *am* a man of unclean lips, and I dwell in the midst of a people of unclean lips: for mine eyes have seen the King, the LORD of hosts.” Isa. 6:5 KJV

What is our task? Perhaps it is to plant mustard seeds into the clotted cultural bloodstreams and idol-hardened institutions of a civilization once rooted in faith.

Kagan, Donald. [Why We Should Study the History of Western Civilization](#)  
Mangalwadi, Vishal. [How the Bible Created the Soul of Western Civilization](#)  
McCarthy, Andrew C. [The Heritage of Natural Law: Mark Levin on Rediscovering](#)

### Americanism

Olson, Carl E. [The Radical Assault on Marriage and Family, from Karl Marx to Justice Kennedy](#) (interview with Paul Kengor)  
Sandlin, P. Andrew. [The Secular Regime](#)  
**Collateral**  
Goodman, John. [Why We Lost the War on Poverty](#)  
Kaminski, Matthew. [Fred Siegel: "The New Tammany Hall"](#)  
Mabray, John. “Life in Victory” (Blackboard)  
Williamson, Kevin D. [Inequality in Education!](#)

### **August UNIT 1**

Mon. 28

#### **1. Introduction: Pedagogy for Critical Thinking**

Psalm 64:5-6  
Phil. 4:8  
Lewis, C. S. [1] “Introduction to Athanasius’ ‘On the Incarnation’” (see workbook)  
Schaeffer, Francis A. The Lord’s Work in the Lord’s Way  
Niebuhr, Reinhold. The Children of Light and The Children of Darkness  
Kuehnelt-Leddihn, Erik von. Identity and Diversity  
**Evans, M. Stanton.** The Liberal History Lesson [1] (Text is on Blackboard; review in the workbook)

#### **Application**

Horvat, John. [The Benedict-Option and the Barbarians at the Gate](#)  
**Madison, James.** [Federalist, no. 10](#) [study guide posted in workbook]

#### **Collateral**

Epstein, Joseph. [The Conversationalist](#) (Michael Oakeshott)  
Guinness, Os. [Rediscovering 'Calling' Will Revitalize Church and Society](#)  
Lewis, C. S. [The Inner Ring](#)

Wed. 30

#### **2. Classical Liberalism**

**Bastiat, Frederic** [2]. [The Law](#)

Ps. 73  
Plato’s Critique of Democracy  
Tocqueville, Alexis de. The Danger of a Philanthropic Despotism  
Lenin, Vladimir. Self-Inflicted Wounds

#### **Application**

**Anderson, Terry L., and Peter J. Hill.** The Birth of a Transfer Society, chs. 1-2  
(review in the workbook)

Raskin, Max. [Jonesin' for a Soda](#)

### Collateral

Bastiat, Frederic. [The Law with Introductory Material](#)

Domitrovic, Brian. [A Tariff Exposes the Nature of Government Better than the Income Tax](#) and [Page 2](#)

Ferguson, Niall. [How America Lost Its Way](#)

[How America Lost Its Way](#) (the same on Ferguson's e-website)

North, Gary. [Video: The Impotence of Voters in Congress](#)

Williamson, Kevin D. [Pernicious Political Activities](#)

September

Fri. 1

### 3. Tradition and Literature

**Bastiat, Frederic.** [2] [The Law](#)

**Kirk, Russell.** Three Types of Imagination [3]

Burke, Edmund. Letter to a Member of the French National Assembly

Postman, Neil. The Huxleyan Warning

#### Application

Kotkin, Joel. [Why Socialism Is Back](#)

Lowry, Rich. [Randi Weingarten's Smear](#)

### Collateral

Davidson, Bruce W. [The Agony of the Pre-persons: Philip K. Dick's Attack on](#)

[Abortion](#)

Hayek, F. A. [Coping with Ignorance](#)

Jones, Harold B., Jr. [Walter Lippmann: The Impossibilities of Social Planning](#)

Kimball, Roger. [The Cultural Roots of Conservatism](#)

Kirk, Russell. [Libertarians: the Chirping Sectaries](#)

Kuehnelt-Leddihn, Erik v. [Christianity: Foundation and Conservator of Freedom](#)

Orwell, George. [Notes on the Way](#) (an unbeliever's lament)

[PragerU. Is the Unemployment Rate Lying to You?](#)

[The Sharon Statement](#)

[Stonestreet, John R. Amusing Ourselves to Death](#)

Mon. 4

### 4. Conservative Intellectual Movement

**Nelson, Jeffrey** [4]

Kirk, Russell. Six Canons of Conservative Movement Thought and Various Radical Deviations

Hernandez, Rudy. [Niemeyer's America \(Review\)](#)

Scruton, Roger. [Stand Up for the Real Meaning of Freedom](#)

#### Application: Public Choice Theory

Boudreaux, Don. ["Why Haven't We Been Taught This Material before?"](#)

Kenneth Arrow's impossibility theorem

### Collateral

Cunningham, Paige Winfield. [Interview with Former Sen. Coburn](#)

Morse, Jennifer Roback. [Getting Zapped for a Good Cause: A Review of Home](#)

[Economics](#)

Shinkel, Ryan. [Freedom's Partner](#) (review: Scruton's *How to Be a Conservative*)

Wed. 6

### 5. Traditional Political Science

**Lieber, Francis.** The Ancient and Modern Teacher of Politics [5]

Scruton, Roger. The Planning Fallacy

Churchill, Winston. Speech to Parliament, 18 June 1940

Rosenstock-Huussy, Eugen. Out of Revolution

#### Applications

Jennings, Jeremy. [Beacon of Liberty amid Depression](#) (*Colloque Lippmann*)

Hoven, Randall. [The Swedish Model: Government Austerity](#)

### Collateral

[Jouvenel, Bertrand de.](#) The Nature of Politics

Fri. 8

### 6. Christian Anthropology

Rom. 12:2

**Girard, René.** I See Satan Fall Like Lightning (excerpt) [6]



Sage, Steven F. [The Playwright Hitler Plagiarized](#)

**Applications**

Birzer, Bradley J. [What If? The Moral Imagination of Disney's "Beauty and the](#)

[Beast"](#)

Damore, James. [Why I Was Fired by Google](#)

Hanson, Victor Davis. [The Architecture of Regime Change](#)

**Collateral: Illustrations of Girard's Mimetic Theory**

Axe, Douglas. Undeniable

Cantor, Paul A. [Against Chivalry](#)

IPT News. [Berman Book Showcases Intellectual Double Standards on Islamists](#)

Levinson, William A. [Harry Potter and the Islamization of America](#) (inc. videos)

NOTE: The plans for Churchill's secret army are dramatized in a film, "Hitler's Britain," which includes interviews of some of its veterans.

Lewis, C. S. [Forgiveness, from Mere Christianity](#)

Girard, René. Violence and Reciprocity

Miller, Abraham H. [The Sociopath We All Know and Sometimes Love](#)

Newcombe, Jerry. [The Scapegoating of Christians in Egypt](#)

Plaut, Steven. [Nazis in the Ivory Tower](#)

Robinson, Martin. ["Every Single French Jew I Know Has Left Paris"](#)

Mon. 11

**7. Hard Despotism**

**M. 1** [Minogue study aids are in part 2 of the workbook];

**Herodotus/Kapuściński** [7]

Callahan, Gene. [Michael Oakeshott on Rationalism in Politics](#) [cf. John

Dickinson: "Experience must be our only guide. Reason may mislead us."]

Kuehnelt-Leddihn, Erik von. [Democracy's Road to Tyranny](#)

**Collateral**

Stanley, Tim. [Saudi Arabia Has Beheaded 19 People in One Month. ISIL Would](#)

[Be Proud](#)

Wed. 13

**Citizenship**

**M. 2**

**Thucydides** [8]

Fustel de Coulanges, Numa Denis (Blackboard)

Frohnen, Bruce. [The Radicalism of Woodrow Wilson's Racism](#)

**Collateral**

Kupelian, David. [America's Marxist Picnic](#)

McDonnell, Bret. [Ideological Blind Spots: The Left on Hobby Lobby](#)

**UNIT 2**

Fri. 15

**9. Patriotism**

**M. 3**

**Livy (Titus Livius)** [9]

Aquinas, Thomas. Of Princely Government

Rushdoony, R. J. Kingship and Law

Calvin, John. On Civil Government

Rutherford, Samuel. Lex, Rex

**FIRST TEST:** Readings 1-8, M. 1-2, Herodotus/Kapuściński, Thucydides

Mon. 18

**10. Christendom: Justice and Resistance to Tyranny**

**M. 4**

**Augustine** [10]

Meyer, Jared. [Gordon Tullock's Legacy](#)

Machiavelli. Disunion of the Plebs and the Senate

Montesquieu, Baron. On the Principle of Democracy

Wed. 20

**11. The Centralized State**

**M. 5**

**Hobbes, Thomas** [11]

Evans, M. Stanton. The Uses of Tradition

- Walsh, Michael. [On the 'Liberal Left,' Perfect Totalitarianism in the Devil's Pleasure Palace](#)
- Fri. 22 Weissberg, Robert. [Creating Dependency, One Mouthful at a Time](#)  
**12. Limited Government**  
**M. 6**  
**Locke, John** [12]  
 Webster, Daniel. The Spirit of Liberty  
 Federalism in Australia and America  
**Thatcher, Margaret.** [Speech to General Assembly of the Church of Scotland Collateral](#)  
 Whitehead, Tom. [Labour Wanted Mass Immigration to Make UK More Multicultural, Says-Former Adviser](#)
- UNIT 3**
- Mon. 25 **13. The Achillean Rage of Nations**  
**M. 7**  
**Hume, David.** On the Balance of Power [13]  
 Codevilla, Angelo. The International Community  
 Weil, Simone. The Iliad  
 Rabkin, Jeremy. [The Constitution and American Sovereignty Collateral](#)  
 Grossman, Dave. [On Sheep, Wolves, and Sheepdogs](#)
- Wed. 27 **14. Political Pedagogy**  
**M. 8**  
**Lincoln, Abraham.** The Lyceum Address [14]  
 Polybius. Histories, Book 6, Chapter 2, first part  
 Roberts, Andrew. Simplification  
 Bagehot, Walter. The English Constitution  
**Collateral**  
 Bershidsky, Leonid. [This Is a Test of the US Political System](#)  
 Burt, John. [Brought Forth, Conceived, Dedicated](#) [Lincoln's Gettysburg Address]  
 Gamble, Richard. [The Gospel of Lincoln](#)  
 North, Gary. [Rhetorical Fluke or Providential: "I Have a Dream!"](#)  
**SECOND TEST:** M. 3-6; Readings 9-12  
**Short Essay:** Cooke, Kengor, Kimball, Bastiat, Atbashian, Cunningham, Horvat, Ferguson, Goodman, Hoven, Kaminski, Mabray, Williamson, Lowry, Epstein on Oakeshott, Evans (2), Raskin, Domitovic, Kuehnelt-Leddihn (2), Jones, Kirk, Postman, Fonte, Scruton (2), Jennings, Sage, Girard, Birzer, Damore, Hanson, Lewis, Robinson, Newcombe, Levinson, IPT News, Plaut, Cantor, Callahan on Oakeshott, Fustel de Coulanges, Frohnen, McDonnell, Walsh, Machiavelli, Codevilla, Meyer on Tullock, Weissberg, Thatcher, Montesquieu
- Fri. 29 **15. Factions and the Public Interest**  
**M. 9**  
**Burke, Edmund.** The Moral Imagination [15]  
 Osborne, Peter. Political Class Hegemony  
 Kupelian, David. [In Government We Trust](#) (from *How Evil Works*)  
**Collateral**  
 Cohen, Nick. [Dishonourable Members](#) (on Osborne's book)  
 Ferguson, Niall. [The Shutdown Is a Sideshow. Debt Is the Threat.](#)  
**Osborne, Peter.** The Triumph of the Political Class  
 Phillips, Melanie. [Britain's Liberal Intelligentsia Has Smashed Virtually Every Social Value](#)
- Thornton, Bruce. [Obamacare Architect Exposes Progressive Totalitarianism](#)
- October**
- Mon. 2 **16. Voluntarism: The (Collective) Will as Sovereign**  
**M. 10**  
**Rousseau, Jean-Jacques** [16]

		Talmon, J. L. <a href="#">The Totalitarian Messianic Temperament of Rousseau</a> Stackhouse, Max. <a href="#">The Social Creed</a> Kinneking, Andreas. <a href="#">Rousseau</a>
		<b>Collateral</b> <a href="#">Ryn, Claes</a> . <a href="#">The New Jacobinism: Can Democracy Survive?</a> (Blackboard)
Wed.	4	17. <b>The Heart of the Matter:</b> <b>M. 11</b> <b>Sumner, William Graham. <a href="#">The Forgotten Man</a></b> [17] <b>Simmons, Randy T.</b> <a href="#">Beyond Politics: Detailed Summary</a> <b>Munger, Michael.</b> <a href="#">Rent-Seek and You Will Find</a> <b>Application: How the Legal Plunder Shell Game Works Today</b> Pethokoukis, James. <a href="#">6 Charts That Show the Welfare State Run Amok</a> Science Codex. <a href="#">Will the Economic Crisis Lead to Major Societal Changes?</a> <b>Collateral</b> Cochrane, John H. <a href="#">The Real Trouble with the Birth Control Mandate</a> Folk, Justin. <a href="#">The Spending Is Nuts</a> (YouTube) Ross, Kelley L. <a href="#">Rent-Seeking, Public Choice, and the Prisoner's Dilemma</a> (lengthy resource on the subject) Ruffing, Kathy, and Joel Friedman. <a href="#">Economic Downturn and Legacy of Bush Policies Continue to Drive Large Deficits</a> Shlaes, Amity. <a href="#">The Legacy of the 1936 Election</a>
		<b>UNIT 4</b>
Fri.	6	FALL BREAK
Mon.	9	18. <b>The Idyllic (Ideological) Imagination Revisited</b> <b>M. 12</b> <b>Marx, Karl, and Friedrich Engels</b> [18] <b>Sowell, Thomas.</b> <a href="#">The Quest for Cosmic Justice</a> <b>Anderson, Brian C.</b> <a href="#">Capitalism and the Suicide of Culture</a> Goldberg, Jonah. <a href="#">The Naked Self-Interest of the Bureaucratic Class</a> Havel, Vaclav. <a href="#">The Parable of the Greengrocer</a> <b>Collateral</b> Andrzejewski, Adam. <a href="#">The \$50 Billion Illinois Favor Factory Hums Along</a> Atbashian, Oleg. <a href="#">The Socialist Mind Game: A Brief Manual</a> Geewax, Marilyn. <a href="#">The Tipping Point: Most Americans Are No Longer Middle Class</a>  <a href="#">Harding College, 1948: <a href="#">Make Mine Freedom</a></a> Obama, Barack. <a href="#">Interview: Redistribution of Wealth, 2001</a> <a href="#">PJ Media</a> . <a href="#">Socialism Kills: The Zimbabwe Edition</a> Showalter, Monica. <a href="#">Six Principles of Propaganda Lenin Used to Consolidate Control</a>
Wed.	11	19. <b>Soft Despotism</b> <b>M. 13</b> <b>Tocqueville, Alexis de</b> [19] Curry, Robert. <a href="#">1913: The Turning Point</a> Gregg, Samuel. <a href="#">Public Debt, Political Paralysis, and the West</a> Murray, Charles. <a href="#">Trump's America</a> Nisbet, Robert A. <a href="#">The New Despotism</a> <b>Collateral</b> Arkes, Hadley. <a href="#">What "Liberties" Does the Constitution Protect?</a> Emery, Noemie. <a href="#">The Pathology of Power</a> Kesler, Charles. <a href="#">The New New Deal</a> <a href="#">Mahoney, Daniel J.</a> <a href="#">Tocqueville and the Conservative Foundations of the Liberal Order</a> Murray, Charles. <a href="#">Coming Apart: The Class Divide in America Today</a>
Fri.	13	20. <b>Modern Political Science</b> Matt. 10:16

**Williamson, René** [20] [Reflections of a Political Scientist](#) (reprinted in workbook)  
Lewis, C. S. The Self-Contradiction of the Naturalist  
Hallowell, John H. Thurman Arnold on the "Thinking Man"

### Applications

**Bell, Jeffrey**. The Case for Polarized Politics

### Collateral

Magnet, Myron. [Bring Back Self-Government](#)

**THIRD TEST:** M. 7-11, Readings 13-16

Mon. 16

### 21. Nihilism: The Diabolic Imagination Revisited

**Wells, H. G.** The New Republic [22]

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

**Anderson, Brian C.** The Ineducable Left

Bartholomew, James. [How the British Left Condoned the Murder of Millions](#)

Dawson, Christopher. *Contra Mundum*

Paglia, Camille. [The Modern Campus Cannot Comprehend Evil](#)

### Collateral

Anderson, Brian C. [The Fascist Revolution: Toward a General Theory of Fascism](#)

Hannan, Daniel. [Leftists Become Incandescent When Reminded of the Socialist](#)

### [Roots of Nazism](#)

Sanger, Margaret. [The Eugenic Value of Birth Control Propaganda](#)

Tucker, Jeffrey A. [The Eugenics Plot behind the Minimum Wage](#)

Wed. 18

### 22. Disinformation and Subversion

**Minogue, Kenneth** [23]. [How Civilizations Fall](#)

Gelernter, David. [Dismantling of a Culture](#)

Goldman, David P. [What Do We Do with Suicidal Cultures?](#)

Machiavelli, Niccolò. [In What Way Princes Should Keep Faith \(Their Word\)](#)

[Codevilla on Machiavelli](#)

### Collateral

Angier, Natalie. [The Pathological Altruist Gives Until Someone Hurts](#)

Clark, Micah. [Homosexual Activist Admits True Purpose of Battle Is to Destroy](#)

[Marriage](#)

Enriquez, Lauren. [10 Eye Opening Quotes from Planned Parenthood Founder](#)

### [Margaret Sanger](#)

Kengor, Paul. [From Communists to Progressives, the Left's Takedown of Family and Marriage](#)

Kupelian, David [23]. [How Gay Rights Is Being "Sold" to America](#) (from *The Marketing of Evil*)

Smith, Kyle. [How a Massive, Silent Cultural Revolution Has Changed America](#)

Fri. 20

### 23. Recessional

**Kurth, James** [21]. [The Protestant Deformation and American Foreign Policy](#)

Shafarevich, Igor. The Socialist Ideal

Demant, V. A. Theology of Society

Winthrop, Robert. Address to the Bible Society of Boston

Kuehnelt-Leddihn Erik von (Campbell, Francis Stuart). Whiff from the Empty Bottle (Blackboard)

Lind, William S. [The Poison and the Andidote](#)

### Collateral

Phillips, Melanie. [As I See It: Putin and the West's Moral Vacuum](#)

Voegeli, William. [That New-Time Religion](#)

### UNIT 5

Mon. 23

### 24. Unbelief: Man's Fallen (E)state

**B. Preface, 1** [Study aids are in part 4]

**Dostoevsky, Fyodor.** [The Legend of the Grand Inquisitor](#) [24]

Rom. 1-2

Russell, Bertrand. A Free Man's Worship

Carter, Joe. [How to Destroy a Culture in 5 Easy Steps](#)

- Williams, Walter. [Dependency, Not Poverty](#)  
**Collateral**  
 Moeller, R. J. [Dostoevsky's 6 Nightmare Prophecies That Came True in the 20th Century, Part One](#)  
 \_\_\_\_\_ . [Dostoevsky's Six Nightmare Prophecies That Came True in the 20th Century, Part- Two](#)
- Wed. 25 Murphy, Paul Austin. [Antonio Gramsci: Take over the Institutions!](#)  
 Noon, Marita. [The Lizard of Oz: Texas Beats Environmentalists](#)  
**B. 1**  
**Schelsky, Helmut.** [The New Strategy of Revolution: The 'Long March' through the Institutions](#) (study guide also posted)  
 Goska, Danusha V. [Ten Reasons Why I Am No Longer a Leftist](#)  
 Isa. 1:7-9  
 Rev. 22:1-2  
 Gates, Frederick T.  
 Kafka, Franz  
 Singer, C. Gregg. On the Keynesian Ideology (Blackboard)  
**Collateral**  
 Gregg, Samuel. [The Most Dangerous Socialist in History](#)  
 Harris. Lee. [Planned Austerity](#)  
 Perazzo, John. [Democrats' Platform for Revolution](#)  
 Podhoretz, John. [Hard Times](#) (a latter-day rebuttal to Rev. Gates)  
 Tooley, Mark. [Total Depravity Is Key to Social Justice!](#)
- Fri. 27 25. **Imago Dei: The Image of God**  
**B. 2**  
**Lewis, C. S.** [25]  
 Kaitz, Ed. [Aristotle's Warning](#)  
 Knickerbocker, W. E. [The Rights of Aphrodite](#) (C. S. Lewis on the New State Paganism)  
 Last, Jonathan V. [Virtues, Past & Present](#)  
 Mattson, Brian. [Doubting Thomas \(Aquinas\)](#)  
**Collateral**  
 Frezza, Bill. [Progressivism's Parade of Horrors](#)  
 Kaitz, Ed. [Orwell's Struggle May Be Over](#) (Orwell's socialist commitment)  
 O'Neil, Tyler. [How C. S. Lewis Predicted Today's College Campus Craziiness in 1944](#)
- Orwell, George. [Politics and the English Language](#) or [Politics and the English Language \(annotated\)](#)  
**FOURTH TEST:** M. 12-13, Readings 17-20, 22-23 **Short Essay:** Kupelian (3), Radosh (3), Rabkin, Gelernter, Bershidsky, Polybius, Osborne/Nick Cohen, Thornton, Lincoln, Talmon, Havel, Hawkins, Cochrane, Sowell, Angier, Tocqueville, Murray (2), Nisbet, Spakovsky, Lipsman, Kuehnelt-Leddihn (2), Andrzejewski, Atbashian, Emery, Kesler, Ryn, Kinneging, Mahoney, Gregg, Arkes, Williamson, Goldberg, Lewis, Hallowell, Bell, Magnet, Kurth, Voegeli, Wells, Phillips, Toledano, Hannan, Anderson, Minogue, Paglia, Machiavelli, Williams, Sanger, Tucker, Enriquez, Goldman, Person, Kengor, Lind
- Mon. 30 **B. 2**  
**Skinner, B. F.** What Is Man?  
**Barrett, William.** The Shape of the Future: American Version [25]  
 Van Maren, Jonathon. [Abortion Put in Context: An Interview with Peter Hitchens](#)  
**Collateral**  
 Frame, John M. on Natural Law (critique of Budziszewski's natural law approach)  
 Greeley, Andrew. [Corrupt Media Ignored Calm amid Chaos on 9/11](#)  
 Johnson, Marcus. [Who's Your Teacher?](#)  
 Musser, Mark. [The Green Left's Fascist Roots](#)

[Tragic Loss](#)  
**November**

Wed. 1

Van Maren, Jonathon. [The Abortion of JFK's Children Was Evil--But It's Also a](#)

26. **Science and Conscience: *Wissen und Gewissen***

**B. 3**

Wildavsky, Aaron. The Three Cultures

Codevilla, Angelo. [America's Ruling Class and the Perils of Revolution](#)

Marini, John. [Donald Trump and the American Crisis](#) (cf. Kurth's stage of universal human rights)

**Collateral**

Clark, Meredith. [US More Oligarchy Than Democracy, Study Suggests](#)

Codevilla, Angelo. [The Rise of Political Correctness](#)

Cost, Jay [Prager University]. [What Is Crony Capitalism?](#)

North, Gary. [Crony Capitalism and the American Welfare State: Joined at the Hip](#)

Shultz, George P., et al. [The Magnitude of the Mess We're In](#)

Fri. 3

27. **Institutional Liberty**

**B. 4**

Kuyper, Abraham. The Stone Lectures at Princeton Seminary [27]

Rushdoony, R. J. The Relationship of Man to Law

Bénéton, Philippe. The Stages of the Rights of Man

**Application**

Kotkin, Joel. [California's New Feudalism](#)

**Collateral**

Codevilla, Angelo. [Crony Capitalists Seek Protection](#)

Hanson, Victor Davis. [California of the Dark Ages](#)

Kotkin, Joel. [Rescuing American Prosperity: A Conversation with Joel Kotkin](#)

Lifson, Thomas. [Wow! Obama Drives Down Coal Company Stocks and Soros](#)

[Buys Them on the Cheap](#)

Taylor, John B. [The Road to Recovery](#)

**UNIT 6**

Mon. 6

28. **The Quest for Community**

**B. 5**

Harris, Lee. [Al Qaeda's Fantasy Ideology](#) [28]

Schall, James V. [Why I Believe in Islam](#)

Rocco, Alfredo. On Fascism

Socialism

Two Additional Comments on the Age of Revolution

Bawer, Bruce. [Why i Refuse to Lie about Islam](#)

**Collateral**

Adler, Warren. [Dealing with the Iranian Death Cult](#)

Callahan, Gene. [Know Your Gnostics: Eric Voegelin and the Neoconservative](#)

[Movement](#)

North, Gary. [When the Cops Disappear](#)

Ransom, John. [Bye, Bye California](#)

Steyn, Mark. [The Sun Also Sets](#)

Wed. 8

29. **Self-Made Men?**

**B. 6**

Deneen, Patrick. [The Case for "Serfdom," Rightly Understood](#)

Gress, David. The Grand Narrative

Kipling, Rudyard. [The Gods of the Copybook Headings](#) [optional commentary]

Montgomery, Zachariah. Political Poison in the Public Schools [29]

**Application**

Granger, John. On Postmodernism (Blackboard)

**Collateral**

Eberstadt, Nicholas. [The Great Society at Fifty](#)

Kipling, Rudyard. [If](#)

- Latynina, Yulia. [Terrorists without Borders](#)  
Meyer, Herbert E. [Revolution](#)  
Shlaes, Amity. [Calvin Coolidge and the Moral Case for Economy](#)
- Fri. 10 30. **The Permanent Things vs. the Beneficent State**  
**B. 7**  
**Solzhenitsyn, Aleksandr** [30] [A World Split Apart: Harvard Address](#)  
Garrett, Garet. The Revolution Was  
Mahoney, Daniel J. [Solidarity against the Present Discontent](#)  
**Collateral**  
Deneen, Patrick. [Adaptation or Abandonment](#)  
Manhattan Institute (City Journal): [The Beholden State](#)  
Molnar, Thomas. The Counter-Revolution (Blackboard)  
Morson, Gary Saul. [The House Is on Fire! On the Hidden Horrors of Soviet Life](#)  
Scruton, Roger. [Why I Became a Conservative](#)  
Sowell, Thomas. [Back to the Future?](#)  
Ward, Tyler. [3 Things I Wish I Knew before We Got Married](#)  
Williams, Walter. [Our Problem Is Immorality](#)  
**FIFTH TEST**: B. Preface, 1-4, Readings 21, 25, 27
- Mon. 13 31. **Creeds and the Conflict of Visions**  
**B. 8-9**  
**S. Preface, 1** [Scruton study aids are in part 5 of the workbook]  
**Kuehnelt-Leddihn, Erik von** [31] [The Principles of the Portland Declaration](#)  
Alinsky, Saul. Rules for Radicals  
Dewey, John. My Pedagogic Creed  
Port Huron Statement  
Rushdoony, R. J. The Foundations of Social Order  
**Collateral**  
Alcorn, Randy. [The Cross of Christ](#)  
Atbashian, Oleg. [Want a Financial Crisis? Impose 'Fairness'](#)
- Wed. 15 32. **A Common Law**  
**S. 1**  
**Fonte, John.** [Why There Is a Culture War: Tocqueville and Gramsci in America](#)  
[36]  
Pearcey, Nancy. [Hegel's Deity](#)  
Robison, James, and Jay Richards. [Why Immigration Is Such a Hard Problem](#)  
**Collateral**  
Bauerlein, Mark. PORGI-ing Out (Review of David Gelernter's *America-Lite*)  
Holliday, Sam C. [The Hegelian Dialectic: The True Culprit](#)  
Kern, Soeren. [UK: Plot to 'Islamize' British Schools](#)  
Kotkin, Joel. [Seeing the West as Worse](#)  
Martinsson, Roland Poirier. [If Sweden Can Do It . . .](#)  
Person, James E. [Hope for a Conservative Remnant](#)
- UNIT 7**
- Fri. 17 33. **Nationhood and the Loss of Identity**  
**S. 2**  
**Scruton, Roger.** [Forgiveness and Irony](#) [32]  
Brague, Rémi. ["With Courage, But Without Hatred"](#)  
Hamburger, Philip. [The History and Danger of Administrative Law](#)  
**Collateral**  
Hamburger, Philip, Interview. [Is Administrative Law Unlawful?](#)  
Weissberg, Robert. [Social Services and the Free Lunch Fallacy](#)
- Mon. 20 THANKSGIVING BREAK  
Wed. 22 THANKSGIVING BREAK  
Fri. 24 THANKSGIVING BREAK  
Mon. 27 **S. 2**  
**Finkelkraut, Alain** [33] [In the Name of the Other](#) and [Voices on Antisemitism](#)



(podcast transcript)

Blumer, Tom. [Cloward-Piven Everywhere](#)

Bolton, John. [Against the Globalistas](#)

Kadish, Lawrence. [Attempts to Undermine Democracies by Present Day Fifth](#)

## [Columnists](#)

### **Collateral**

Blair, Peter. [Scapegoating Silicon Valley](#)

Spakovsky, Hans von. [Four Lessons from the 2014 Election](#)

Wed. 29

34. **Generation and Regeneration:**

#### **S. 3**

**Benedict XVI.** [Faith, Reason and the University](#). The Regensburg Lecture [34]

Gregg, Samuel. [Benedict's Creative Minority](#)

### **Collateral**

Gregg, Samuel. [Regensburg Revisited Ten Years Later](#)

Hudson, Donald. [Taqiyya and Kitman](#)

Mangalwadi, Vishal. [When Islam Meets Modernity](#)

Tucker, Jeffrey A. [Why You Should Watch This Nazi Propaganda Film](#)

## **December**

Fri. 1

#### **S. 3-4**

Bostom, Andrew. [Whittaker Chambers and Totalitarian Islam](#)

Goldman, David P. [The NSDAP with a Crescent Rather Than a Swastika](#)

Smith, Wesley J. [What Clarence Thomas Meant](#)

### **Application**

Thernstrom, Abigail. [Left Behind](#)

Nordlinger, Jay. [Seeing Things Clear](#) (on Bruce Bawer's *The Victims' Revolution*)

### **Collateral**

Zacharias, Ravi. [Baccalaureate Address, 2013](#)

**SIXTH TEST:** B. 5-9, S. Preface-1, Readings 29, 31-32

Opyional **Short Essay:** Readings 23-25, 27-31, Ferguson (2), Piereson and McCann, Murray, Simmons, Munger, Kaitz (3), Payne, Carter, Murphy, Williams, Schelsky, Gregg, Mattson, Lewis, Orwell, Stockman, Jordan, Knickerbocker, Greeley, Marini, Kaplan, Anderson, Musser, Codevilla (2), North (2), Hanson, Kotkin (2), Shultz, Wildavsky, Gates, Podhoretz, Havers, Singer, Harris, Adler, Taylor, Levin, Bostom, Steyn, Kipling (2), Granger, Mahoney, Molnar, Sowell, Williams, Callahan, Shlaes, Meyer, Latynina, Fonte, Atbashian, Martinsson, Scruton, Bague, Bawer, Person, Holliday, Kern, Smith, Deneen, Hamburger (2), Schall, Benedict XVI, Hudson

Mon. 4

35. **Globalization, Culture, and Identity**

#### **S. 4-5**

**Fukuyama, Francis.** [Identity and Migration](#) [35]

Fernandez, Richard. [Eich](#)

Richards, Jay Wesley, and Jonathan Witt. [J. R. R. Tolkien's Vision of Just War](#)  
[excerpt at [JRR Tolkien's Vision of Just War](#)]

### **Collateral**

Esolen, Anthony. [Love, Liberal Education, and the Secret of Human Identity](#)

Jonescu, Daren. [The Progressive Degradation of Freedom](#)

[Legutko, Ryszard.](#) Ideology

Pipes, Daniel. [Two Decades of the Rushdie Rules](#)

Scruton, Roger. [The Flame That Was Snuffed Out by Freedom](#)

Wed. 6

PRESENTATIONS

36. **Coda: Sic Semper Tyrannis or Sic Transit Gloria Mundi**

[Furedi, Frank.](#) Culture Wars

**Strausz-Hupé, Robert.** The Protracted Conflict

1 K 12:1-15

### **Collateral**

Kaminski, Matthew. [Donald Kagan: Democracy May Have Had Its Day](#)



		Phillips, Melanie. <a href="#">The Baleful Legacy of Lifestyle Choice</a>
		Stonestreet, John. <a href="#">The Jealous God of Tolerance</a>
Fri.	8	PANEL DISCUSSION
		Jonescu, Daren. <a href="#">The Progressive Degradation of Freedom</a>
		Rahe, Paul. <a href="#">Progressive Racism</a>
		<b>Collateral</b>
		Lilla, Mark. <a href="#">The Lure of Syracuse</a>
		Phillips, Melanie. The Disenchantment of Reason
		Reno, R, R. <a href="#">Deadly Progressivism</a>
Mon.	11	Feldman, Clarice. <a href="#">Trump's Decidedly Not Hitler</a>
		Fernandez, Richard. <a href="#">A Most Remarkable Year</a>
		<b>SEVENTH TEST:</b> S. 2-5, Readings 34-36
Wed.	13	READING DAY
Thur.	14	<b>FINAL EXAM:</b> 8-10

## XI. Bibliography

See the separate Bibliography file.

### THOUGHT-PROVOKING QUOTATIONS

"No woman should be authorized to stay at home to raise her children. Society should be totally different. Women should not have that choice, precisely because if there is such a choice, too many women will make that one." – Simone de Beauvoir, quoted by Mona Charen, *Do-Gooders -- How Liberals Hurt Those They Claim to Help*, 2004, page 124.

"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

"He who would trade liberty for some temporary security, deserves neither liberty nor security." – Benjamin Franklin

"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

"History may not repeat itself but it does rhyme, and every gloss by a deconstructionist need not be a loss, pushing us further into an abyss of skepticism and indeterminacy." -- Joseph Anthony Wittreich in *Feminist Milton* (1987)

"The fatal metaphor of progress, which means leaving things behind us, has utterly obscured the real idea of growth, which means leaving things inside us." – Gilbert Keith Chesterton

"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

"Government is not reason; it is not eloquent; it is force. Like fire, it is a dangerous servant and a fearful master." -- attributed to George Washington (c. 1902). As to its probable sources, see [http://www.barrypopik.com/index.php/new\\_york\\_city/entry/government\\_is\\_not\\_reason\\_it\\_is\\_not\\_eloquence\\_it\\_is\\_force/](http://www.barrypopik.com/index.php/new_york_city/entry/government_is_not_reason_it_is_not_eloquence_it_is_force/)

**Philosophy of Public Education** "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.

**Modern Public Relations** "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)

**Vocation of Politics** "Not to oppress life nor to bind freedom, but to make possible a free exercise of life for and in each of these spheres, is not this a beckoning ideal for every noble State Sovereign?" -- Abraham Kuyper in "Sphere Sovereignty" lecture, 1880.

**Teaching as a Vocation** "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)

"If I were a rich man, I would pay for the privilege of teaching." – Edward J. Rozek

**The Moral Imagination** "All great systems, ethical or political, attain their ascendancy over the minds of men by virtue of their appeal to the imagination; and when they cease to touch the chords of wonder and mystery and hope, their power is lost, and men look elsewhere for some set of principles by which they may be guided. We live by myth. 'Myth' is not falsehood; on the contrary, the great and ancient myths are profoundly true. The myth of Prometheus will always be a high poetic representation of an ineluctable truth, and so will the myth of Pandora. A myth may grow out of an actual event almost lost in the remote past, but it comes to transcend the particular circumstances of its origin, assuming a significance universal and abiding.

"Nor is a myth simply a work of fancy: true myth is only represented, never created, by a poet. Prometheus and Pandora were not invented by the solitary imagination of Hesiod. Real myths are the product of the moral experience of a people, groping toward divine love and wisdom—

implanted in a people's consciousness, before the dawn of history, by a power and a means we never have been able to describe in terms of mundane knowledge. – from "The Dissolution of Liberalism," *The Essential Russell Kirk*.

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**Experience vs. Reason** "Experience must be our only guide. Reason may mislead us." – John Dickinson, Constitutional Convention, August 13, 1787

**Matrix of Institutions** "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

**How the Twig Is Bent** "The Gospel came to the Greeks and the Greeks turned it into a philosophy. The Gospel came to the Romans and the Romans turned it into a system. The Gospel came to the Europeans and the Europeans turned it into a culture. The Gospel came to America and the Americans turned it into a business." – anonymous pastor at a conference in Europe

**Three Laws of Politics** (Robert Conquest):

1. Everyone is conservative about what he knows best.
2. Any organization not explicitly right-wing sooner or later becomes left-wing.
3. The simplest way to explain the behavior of any bureaucratic organization is to assume that it is controlled by a cabal of its enemies.

**Iron Law of Bureaucracy** (Pournelle):

"In any bureaucratic organization there will be two kinds of people: those who work to further the actual goals of the organization, and those who work for the organization itself. Examples in education would be teachers who work and sacrifice to teach children vs. union representatives who work to protect any teacher including the most incompetent. The Iron Law states that in all cases, the second type of person will always gain control of the organization, and will always write the rules under which the organization functions." [see Rent-Seeking]

**Compulsory Mid-Education** "Our civilization thus shows its ultimate commitments through how it educates its young—that we think them incapable of anything higher than being workers in a deracinated globalized economic system, neither citizens nor, in the fullest sense, humans. At the same time, we condemn ourselves, betraying our ancient faith in our own ability to educate and cultivate our young, handing over our final and most basic liberty to a distant power. Contained in the very act of handing over the education of our young is the self-indictment of a decaying Republic, a future feared by, among others, Tocqueville, as a possible path that America might take, since it is one that all republics heretofore have taken, and is an inevitability once a people has lost the taste and the art of ruling themselves." – Patrick Deneen  
<http://www.theamericanconservative.com/common-core-and-the-american-republic/>

**Soft Despotism** "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 Bénétou

**False Philanthropy** “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

**Idyllic Imagination of False Philanthropy** "With the disappearance of the idea of Original Sin, with the disappearance of the idea of intense moral struggle, the human beings presented to us both in poetry and prose fiction today, and more patently among serious writers than in the underworld of letters, tend to become less and less real... If you do away with this struggle, and maintain that by tolerance, benevolence, inoffensiveness, and a redistribution or increase of purchasing power, combined with a devotion, on the part of the elite, to Art, the world will be as good as anyone could require, then you must expect human beings to become more and more vaporous." T.S. Eliot

**Fall into Sentimentality** Francis Schaeffer, 1981: “The basic problem of the Christians in this country in the last eighty years or so, in regard to society and in relation to government, is that they have seen things in bits and pieces instead of totals. They have very gradually become disturbed over permissive-ness, pornography, the public schools, the breakdown of the family, and finally abortion. But they have not seen this as a totality—each thing being a part, a symptom of a much larger problem. They have failed to see that all of this has come about due to a shift in worldview.”

**The Tenderness That Leads to Terror** "One of the tendencies of our age is to use the suffering of children to discredit the goodness of God, and once you have discredited his goodness, you are done with him. . . Ivan Karamazov cannot believe, as long as one child is in torment; Camus' hero cannot accept the divinity of Christ, because of the massacre of the innocents. In this popular pity, we mark our gain in sensibility and our loss of vision. If other ages felt less, they saw more, even though they saw with the blind, prophetic, unsentimental eye of acceptance, which is to say, of faith. In the absence of faith now, we govern by tenderness. It is tenderness which, long since cut off from the presence of Christ, is wrapped in theory. When tenderness is cut off from the source of tenderness, its logical outcome is terror. Its ends in forced-labor camps, and the fumes of the gas chamber." – Flannery O'Connor, *Mystery and Manners*

**Good Intentions Gone to Seed** 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

**Debt-Financing** “From the decision of the court I see only evil likely to follow. There have been times within the memory of all of us when the legal-tender notes of the United States were not exchangeable for more than one-half of their nominal value. The possibility of such depreciation will always attend paper money. This inborn infirmity no mere legislative declaration can cure. If congress has the power to make the notes a legal tender and to pass as money or its equivalent, why should not a sufficient amount be issued to pay the bonds of the United States as they mature? Why pay interest on the millions of dollars of bonds now due when congress can in one day make the money to pay the principal? And why should there be any restraint upon unlimited appropriations by the government for all imaginary schemes of public improvement, if the printing-press can furnish the money that is needed for them?”

-- Justice Stephen Field, conclusion of dissent in *Juilliard v. Greenman* (1886)

**Legal Plunder** "He has incited treasonable insurrections of our fellow-citizens, with the allurements of forfeiture & confiscation of our property."

-- Thomas Jefferson, original draft of the Declaration of Independence

**Rent-Seeking** "When government officials change policies to benefit special interests, the responsibility for the 'cheating' lies with the officials, not the special interests. They, after all, are only playing by the rules the government sets. As long as politicians effectively put the rules of the game up for sale, it's hard to fault people for trying to buy or rent them.

. . . Despite all the promises you hear from politicians, big government does not really help the little guy. Big government fosters big business, big unions, and big costs to taxpayers. Big government and its big partners rob individuals and our nation of freedom, opportunity, and prosperity." – Jim DeMint, President, Heritage Foundation, April 21, 2014, Kirby Center

**Predatory Factions** "The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism. The disorders and miseries, which result, gradually incline the minds of men to seek security and repose in the absolute power of an individual; and sooner or later the chief of some prevailing faction, more able or more fortunate than his competitors, turns this disposition to the purposes of his own elevation, on the ruins of Public Liberty."

-- George Washington, Farewell Address

**Predatory Shepherds** Ezek. 34:7-10 (NASB): Therefore, you shepherds, hear the word of the LORD: "As I live," declares the Lord GOD, "surely because My flock has become a prey, My flock has even become food for all the beasts of the field for lack of a shepherd, and My shepherds did not search for My flock, but *rather* the shepherds fed themselves and did not feed My flock; therefore, you shepherds, hear the word of the LORD: 'Thus says the Lord GOD, "Behold, I am against the shepherds, and I will demand My sheep from them and make them cease from feeding sheep. So the shepherds will not feed themselves anymore, but I will deliver My flock from their mouth, so that they will not be food for them.'""

**The Progressive Attitude** "If you want something passionately enough, it is guaranteed by the Constitution. No need to fiddle around gathering votes from recalcitrant citizens." – Robert Bork in *A Time to Speak*

**Literary Saboteurs** "In his 'Notes on the Way,' Orwell wrote that the writers who sawed off the West's soul included 'Gibbon, Voltaire, Rousseau, Shelley, Byron, Dickens, Stendhal, Samuel Butler, Ibsen, Zola, Flaubert, Shaw, Joyce—in one way or another they are all of them destroyers, wreckers, saboteurs. These 'Enlightenment' writers led the West into its present darkness.

In his essay Orwell was reflecting on Malcolm Muggeridge's book *The Thirties*, which describes the damage these writers had done to Europe. Muggeridge, then still an atheist, was astute enough to perceive that

'We are living in a nightmare precisely *because* we have tried to set up an earthly paradise. We have believed in 'progress.' Trusted to human leadership, rendered unto Caesar the things that are God's. . . . There is no wisdom except in the fear of God; but no one fears God; therefore there is no wisdom. Man's history reduces itself to the rise and fall of material civilizations, one Tower of Babel after another . . . downwards into abysses which are horrible to contemplate.'"

-- Quoted in Vishal Mangalwadi, *The Book That Made Your World*, p. 23.

"In a time of deceit telling the truth is a revolutionary act." – George Orwell



**Remorse for Having Pursued Strange Gods** Whittaker Chambers: "Others remain Communists for years, warmed by the light of its vision, firmly closing their eyes to the crimes and horrors inseparable from its practical politics. One day they have to face the facts. They are appalled at what they have abetted. They spend the rest of their days trying to explain, usually without great success, the dark clue to their complicity." -- Letter to My Children

**Fate of Despots** Winston Churchill: "Dictators ride upon tigers they dare not dismount. And the tigers are getting hungry."

**The Enemy Within** I am confident that some fate is hanging over these men [supporters of Cataline]; and that the punishment long since due to their iniquity and worthlessness, and wickedness, and lust, is either visibly at hand or at least rapidly approaching. And if my consulship shall have removed, since it cannot cure them, it will have added, not some brief span, but many ages of existence to the republic. For there is no nation for us to fear,—no king who can make war on the Roman people. All foreign affairs are tranquillized, both by land and sea, by the valor of one man. Domestic war alone remains. The only plots against us are within our own walls,—the danger is within,—the enemy is within. We must war with luxury, with madness, with wickedness. [*Quibus ego confido impendere fatum aliquod, et poenam iam diu improbitati, nequitiae, sceleri, libidini debitam aut instare iam plane aut certe adpropinquare. Quos si meus consulatus, quoniam sanare non potest, sustulerit, non breve nescio quod tempus, sed multa saecula propagarit rei publicae. Nulla est enim natio, quam pertimescamus, nullus rex, qui bellum populo Romano facere possit. Omnia sunt externa unius virtute terra marique pacata; domesticum bellum manet, intus insidiae sunt, intus inclusum periculum est, intus est hostis. Cum luxuria nobis, cum amentia, cum scelere certandum est*].

-- Cicero's Second Oration against Cataline

### **The Revolutionary Mindset**

"We are going to try to take all of the money we think is unnecessarily being spent and take it from the 'haves' and give it to the 'have nots' that need it so much." – Lyndon Johnson, speech at the White House, January 15, 1964

"Some European politicians and economists have been chillingly open about the economic incentives for euthanasia. Jacques Attali, the former president of the European Bank for Reconstruction and Development, said in 1981: "As soon as he gets beyond 60-65 years of age, man lives beyond his capacity to produce, and he costs society a lot of money... euthanasia will be one of the essential instruments of our future societies." – Jacques Attali, 1981, ranked among the top 100 intellectuals in the world

"We asked for freedom of the press, thought, and civil liberties in the past because we were in the opposition and needed these liberties to conquer. Now that we have conquered, there is no longer any need for such civil liberties." – Nikolai Bukharin

"There is only one way to shorten and ease the convulsions of the old society and the bloody birth pangs of the new -- revolutionary terror." – Karl Marx

"Kill all the rich people. Break up their cars and apartments. Bring the revolution home, kill your parents." -- Bill Ayers

### **Knightly Quotations by Erik Ritter von Kuehnelt-Leddihn:**

"The modern nations of the Christian West, one has to admit, have grown to maturity and old age for more than a century and a half in the framework of a liberal democracy. Egalitarianism, a petty nationalism and an emotional amateurism were the swaddling clothes of the New World and

the Old which now threaten to suffocate them. These garments will become their shrouds unless they cast them off like the rising Lazarus.”

“Modern man is a hard driven nomad without any stability, not (as the Bible has it) a wanderer or a pilgrim, but a refugee—an escapist. Instead of meditation and reflection there is only speed, fear and 'distraction.”

“What we need is minimal government of the highest quality instead of what we now have in the Western world, maximal government of the lowest order.”

**Scienda** (Wiktionary): (Plural only) In the social and political philosophy of Erik von Kuehnelt-Leddihn, it is the sum of all the political, economic, technological, scientific, military, geographical, and psychological knowledge that a governing body must possess to allow it to reach logically, rationally, and morally sound conclusions. Usually contrasted with **scita**.

## **XI. Bibliography**

See separate file on Blackboard