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# GOVT 405 - Political and Economic Development (2015)

Steven Alan Samson



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**LIBERTY UNIVERSITY**  
**GOVT 405 – POLITICAL AND ECONOMIC DEVELOPMENT**  
**Autumn Semester 2015**

**Dr. Steven Alan Samson**

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DH 4079

**Office Hours** MWF 12:00-12:50, 15:15-16:05, 16:20-17:10, R 08:15-09:30; and by appointment

- I. **Course Description** An analysis of the common problems of less developed countries in Africa, Asia, and Latin America with a survey of theories of development.
- II. **Rationale** This senior level course is designed to encourage students to apply a Biblical Christian worldview and a limited government/free market philosophy to a study of the historical, cultural, demographic, climatic, geological, and geographical factors that have contributed to the political and economic development, as well as the relative prosperity or poverty, of various countries, regions, and cultural groupings. Special attention will be given to the contributing causes of wealth and poverty, colonialism and the post-colonial world, factors that favor or inhibit development, and the operation of the international political economy.
- III. **Prerequisite Statement** GOVT 200, GOVT 210, or GOVT 220

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**

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

**Purchase:**

Harrison, Lawrence E. Jews, Confucians, and Protestants: Cultural Capital and the End Of Multiculturalism. Lanham, MD: Rowman & Littlefield, 2013. [H. Introduction, 1-5, 8-11] ISBN: 978-1442219632

Landes, David S. The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor. New York: W. W. Norton & Company, 1998. [L. 1-20; optional: L. 22, 24-29] ISBN: 978-0393040173

Rashid, Ahmed. Taliban, 2nd ed. New Haven: Yale, 2010. [R. 1-16] ISBN: 978-0300163681

Samson, Steven Alan. Class Notes

**Optional for a Replacement Test:**

Bauer, P. T. From Subsistence to Exchange, and Other Essays. Princeton: Princeton University Press, 2000. [B. 1-2, 4, 6, 9-10, 12]

**Films:**

The Commanding Heights (optional)

[http://www.pbs.org/wgbh/commandingheights/lo/story/tr\\_menu\\_02.html](http://www.pbs.org/wgbh/commandingheights/lo/story/tr_menu_02.html)

The Devil's Footpath

The Poverty Cure: Episode 1: Charity That Hurts and subsequent episodes

**Extracurricular Sources:**

Poverty Cure. <http://www.povertycure.org/>  
Sow Hope, Rockford, MI. <http://www.sowhope.org/>

**Newspapers:**

Internet Public Library: <http://www.ipl.org/div/news/> (newspaper links by country)

Newseum: Today's Front Pages: <http://www.newseum.org/todaysfrontpages/flash/>

**V. Learning Outcomes**

1. The student will be exposed to a variety of concepts and social science approaches to the study of comparative politics, particularly relating to the problems of political and economic development.
2. The student will learn how to analyze and compare the history, geography, economies, governing institutions, and behavior of contemporary political agents, such as nations, states, IGOs, and NGOs.
3. The student will thereby become better equipped to understand, participate in, and evaluate the current issues and events.

**VI. Assignments/Requirements**

1. **Reading:** Each student is responsible for completing reading assignments **prior** to class. The emphasis is on close and careful reading of the text. Keeping a loose leaf notebook of class materials is highly recommended, as is bringing the workbook to class. **Collateral (optional) reading** is for honors students, graduate students, and others who are interested. Recent articles may be posted periodically and included as optional sources for answering short essay questions.
2. **Workbook** The workbook will be posted on Blackboard. Chapter outlines provide a summary of the structure and important points. Review items are related to specific test questions. 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. All of the readings and study aids are designed to elicit the three learning outcomes described above.
3. **Class Participation** is an essential part of class. Textbook chapters, collateral readings, and current events will be the subject of class commentary and discussions. It is especially recommended that students follow <http://www.stratfor.com/>, particularly George Friedman's analyses, and <http://www.atimes.com/>, particularly the Chatham House Rules. The full Strategic Forecasting (Stratfor) service is obtainable on campus through the library's database links under S. Students should come prepared to discuss textbook readings as well as current events.

**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 map test. Tests will normally be taken during the last 25 minutes of the class period. The entire class period will be given to tests with short essays. b) At least six tests, including the final exam, must be completed in order to complete the course. c) The final grade will be calculated on the combined total of six regular test scores (including the final test) plus a separate map test. The lowest test score of the first six tests will be exempted from the calculation and hidden from view when the sixth test score is posted. 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 will be on the test). e) One short essay each will be required on the second, fourth, and sixth tests, and possibly on the final (seventh) 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. f) It is always wise to check Blackboard or e-mail for possible schedule changes. g) A **world map test** is scheduled for Wednesday, September 25. Students will identify by number 100 countries shown on a collection of four maps that will accompany the test. The raw score, ranging from 0-100 will be recorded on Gradebook. Map Exercises may be found at various sites, such as the following: <http://lizardpoint.com/geography/> and <http://www.ilike2learn.com/ilike2learn/africa.html>.

2. **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. 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 rule number 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 about a week after the regular test. Please do **not** e-mail me. Please do not request to take a test early unless it is to accommodate a required university team activity or military duty and has been arranged in advance with me personally after class. No more than **one** extra make-up **or** replacement test per student will be made available during the final exam period.
3. **Test Scores and Final Grades:** a) Raw scores for the tests, including any extra points given to compensate for problematic questions and 0-4 points for short 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 previous 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.
4. **Optional:** There is no extra credit, but a student may participate in a panel discussion and take a test on the last part of the Landes book (L. 22, 24-29) **or** P. T. Bauer's *From Subsistence to Exchange and Other Essays* during the final exam period and substitute it for a low test score, but no more than one

- substitution is permitted.
5. **Class Project** (60 points): **Options:** a) You may participate in a panel discussion of one of the recommended books, write a 2-3 page analysis of the part of the book you have been assigned, and take an essay test that will replace your lowest test score (assuming the score is better). b) Alternatively, you may write a 7-10 page area study of a specific developing country and present your findings to the rest of the class. I have posted an Area Study guide to help organize your material. c) Factors determining the grade include the presentation, the quality of the written work (including slides), and the quality of the essay answers. The grading scale is 54-60=A, 48-53=B, 42-47=C, 36-41=D, 35 and lower=F. The due date is Friday, November 15.
  6. **Grades:** For the final grade, the grading scale is 1000-900=A, 899-800=B, 799-700=C, 699-600=D, 599 and below=F.

## VIII. Attendance Policies

For the good of the Liberty University student body, a consistent attendance policy is needed so that all students in all majors will understand the expectations of faculty in all their courses. **In general, regular and punctual attendance in all classes is expected of all students.** At times, students will miss classes. These absences will be identified as either excused or unexcused and will be handled per the policy below.

### Excused Absences

- Excused absences include all Liberty University sponsored events, to include athletic competition or other provost-approved event.
- Absences due to medical illness that are accompanied by a doctor's note will be excused.
- Absences due to family situations such as a death in the family or a severe medical condition will be excused
- Students will **not** be penalized for excused absences and will be permitted to make arrangements to complete missed work.

### Unexcused Absences

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.

Academic events for which attendance is required, and which may not be missed without university-approved excuses, are all the test dates and any dates arranged for class presentations. The dates of these academic events (except the final exam) are subject to modification with advance notice: September 9, 23, 30; October 5, 21; November 6, 18; December 11.

***It is the students' responsibility to ensure they are present for required classes and turn work in when it is due.*** Excused absences, per the current policy, will still allow work to be made up. Please note the policy for make-up tests in Section VII.

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.

### **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 Green Hall 2668 for arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Tutoring/Testing Center (Green Hall 2700) 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.

Food is not permitted. Neither is gum-chewing. Students who are not in appropriate campus attire will **not** be admitted to class. Caps may not be worn in class.

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

#### Plagiarism and Multiple Submissions of Papers:

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

#### Christian Service:

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

## X. Calendar for the Semester

### CLASS SCHEDULE (Subject to Revision)

Theories of political and economic development came into prominence half a century ago and helped spark an intellectual revolution within comparative politics and the discipline of political science generally. The generation of pioneers included Gabriel Almond, Lucien Pye, David Apter, Daniel Lerner, Samuel P. Huntington, and others. Many of the old theories have been largely abandoned or considerably modified. Even so, the intellectual battle lines are still drawn, often sharply, between *laissez-faire* and socialistic approaches, both of which have their problems, as should be clear from the piece by Joseph Ratzinger, who is now Pope Benedict XVI. At the heart of this struggle is the ancient Battle of the Universals between the individual and communal dimensions of human life and action. Both poles are beset by a fatal tendency to move from means to extremes. Our public choices are shaped considerably by the ideological and essentially religious claims made by proponents of the extremes: libertarians and progressives. The continual challenge is to distinguish what is genuine and then pursue it while keeping the spurious at bay.

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

**Red** = Readings and/or study aids from text and/or workbook, e.g., **N. 1** or **S. 8**.

**Green** = Readings posted on Blackboard

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

**Light Blue** = Handouts

[1-19] = Readings and/or Study Aids in workbook (sometimes multiple)

**Collateral** = Links to suggested readings

#### Preliminary Readings

S. 3: **Bastiat, Frederic**. [What Is Seen, and What Is Unseen](#) (read up through "The Broken Window")

Acemoglu, Daron, and James A. Robinson. [Past Perfect?](#)

Chapman, Michael. [Bono: "Capitalism Takes More People Out of Poverty Than](#)

#### [Aid](#)

De Soto, Hernando. [The Destruction of Economic Facts](#)

Earth We Are One. [This Simple Technology Is Going to Make History: Meet the](#)

#### [LifeStraw](#)

Kiriakou, John. [A Greek American Goes Back to Greece](#)

**Collateral (Optional)**

Fukuyama, Francis. [Albert O. Hirschman, 1915-2012](#)

Hanson, Victor Davis. [Illegal Immigration: Elite Illiberality](#)

Lopez, Kathryn Jean (Interview with Elizabeth Scalia). [Our Idols and Ourselves](#)

Mead, Walter Russell. [Beyond the Big City Blues](#)

\_\_\_\_\_. [Human Ingenuity Set to Conquer Water Crisis](#)

Yamey, Basil. [Peter Bauer: An Unusual Applied Economist](#)

**Collateral: Greek Debt Crisis**

Byron, Katy. [6 in 10 Greeks Don't Pay Income Taxes](#)

Caruso-Cabrera, Michelle. [Greeks Work Hard, So Why Is There a Debt Crisis?](#)

Wolf, Connor D. [Retirement at 45 and 8 Other Simple Reasons Greece Is](#)

#### [Imploding Right Now](#)

#### August

#### UNIT 1

Mon. 24

Maps; [Hans Rosling's 200 Countries, 200 Years, 4 Minutes](#) (video)

S. 4 **Bastiat, Frederic**. [The Law](#) (read up through "Law and Morality")

Kuehnelt-Leddihn, Erik von. [The Woes of the Underdeveloped Nations](#)

- Wed. 26 **Bastiat (cont.)**  
Mangalwadi, Vishal. [Will America Become a Kingdom of Darkness?](#)  
**Collateral: Broken Windows** [Broken Window Fallacy](#)  
[Broken Windows, Broken Patents](#)
- Fri. 28 PovertyCure Episode 1: Charity That Hurts  
S. 5: **Ludwig von Mises**, [Liberty and Its Antithesis](#)  
or no. 35 at [Economic Freedom and Interventionism](#)  
S. 6: **Raico, Ralph**. [The European Miracle](#)
- Mon. 31 S. 7: **Lieber, Francis**. "Anglican and Gallican Liberty"  
Rosett, Claudia. [The UN's Millennium Development Flop](#)  
Hanson, Victor Davis. [The Stagnant Mediterranean](#)
- September**
- Wed. 2 S. 8 **Mangalwadi, Vishal**. "The Prejudice" and "The Thesis and Its Urgency"  
**Girard, René**. Violence and Reciprocity  
Parris, Matthew. [As an Atheist, I Truly Believe Africa Needs God](#)  
**Collateral**  
**Girard, René**. The Goodness of Mimetic Desire
- Fri. 4 Acton Institute: Birth of Freedom (DVD)  
Fraser Institute. [Economic Freedom of the World 2013](#)  
S. 9 **Goh Keng Swee**. Speech to the Methodist Church Conference  
S. 10 Rigler, Sara Yoheved. [The Revolutionary Revelation](#)  
S. 11 **Ratzinger, Joseph**. [Market Economy and Ethics](#)
- Mon. 7 Acton Institute: Birth of Freedom (DVD)  
Weissberg, Robert. [What Is to Be Done?](#)  
S. 12 **Hausmann, Ricardo**. [Prisoners of Geography](#)  
S. 13 Comparative Population Growth  
S. 1 **L. Introduction, 1**
- UNIT 2**
- Wed. 9 **L. 2**  
**French, Howard W.** Smart Guy  
**Political and Economic Indices**  
Economist, [Outputs, Prices, and Jobs](#)  
Economist, [Trade, Exchange Rates, Budget Balances and Interest Rates](#)  
Transparency International. [Corruption Perceptions Index 2014](#)  
UN Development Report, 2014. [Summary](#)  
World Bank. [Labor Force Participation Rate](#)  
**FIRST TEST**: Bastiat (2), Mises, Raico, Ratzinger, Lieber, Mangalwadi (2), Hausmann, L. Introduction and 1
- Fri. 11 **L. 3**  
CIA Factbook. [Country Comparison: Distribution of Family Income](#)  
Income Mobility. [Equality of Opportunity Project: Upward Mobility](#)  
Sowell, Thomas. [An Unusual Economy?](#)  
Zhao Xiao. [Extended Interview](#)
- Mon. 14 **L. 4**  
Esolen, Anthony. [Owing Our Souls to the New Company Store](#)  
Ferguson, Niall. [How America Lost Its Way](#)  
**Collateral**  
Tulloch, Gordon. [The Fundamentals of Rent-Seeking](#)
- Wed. 16 S. 14 **Ayittey, George B. N.** "Introduction" to [Africa in Chaos](#) (handout);  
Rogers, Simon, and Ami Sedghi.  
[Sub-Saharan Africa in Data: From Infant Mortality to Government Debt](#)  
World Bank. [Sub-Saharan Africa](#)
- Fri. 18 S. 15 **K. 1**  
Horwitz, Steve. [The Calling: Why Rent Seeking](#)  
Williamson, Kevin D. [Suicide Pact](#)  
**Collateral:**

- Mon. 21 Hopkins, Donald. [The Guinea Worm Eradication Effort](#)  
**L. 5-6** (focus on pp. 60-72)  
 Bauer, P. T. Hong Kong  
 Mariotti, Steve. [The Economic Philosopher's Outcast: Mises](#)  
**Collateral**  
 Little, Richard J. [Egypt's Real Problem: Decades of Authoritarian Socialist Rule](#)  
 Pipes, Daniel. [Why Egypt Will Not Soon Become Democratic](#)
- UNIT 3**
- Wed. 23 **L. 7** (focus on pp. 99-109)  
 Harrison, Lawrence. "Promoting Progressive Cultural Change"  
**SECOND TEST:** K. 1; L. 2-6, Ayittey; **Short Essay:** Acemoglu, DeSoto, Kuehnelt-Leddihn, Mead, Hanson, Spengler, Bastiat (2), Mises, Girard, Parris, Lieber, Rigler, Benedict XVI, French, Sowell, Phillips, Zhao, Tulloch, Rogers, Esolen, Williamson, Mariotti, Little, Pipes, Horwitz, Bauer
- Fri. 25 **L. 8** (focus on pp. 113-22)  
**L. 9**  
 S. 16 **Easterly, William.** Planners versus Searchers (handout)
- Mon. 28 **L. 10-11** (focus on pp. 150-64)  
 Nyambura-Mwaura, Helen. [Ex-Adviser Accuses Kenya of Graft "Free for All"](#)
- Wed. 30 **L. 12**  
 Oulahbib, Lucien. [Lessons from Tunisia](#)  
 Spengler [David P. Goldman]. [Tunisia's Lost Generation](#)
- UNIT 4**  
**October**
- Fri. 2 **L. 13** (focus on pp. 186-95)  
 Hanson, Victor Davis. [Two Californias](#)  
 Sowell, Thomas. [The Progressive Embrace of Third World Culture](#)  
**MAP TEST**
- Mon. 5 **L. 14** (focus on pp. 200-10)  
**L. 15** (focus on pp. 213-23);  
 Prince Hans-Adam II on the Welfare State (Blackboard)  
**THIRD TEST:** L. 7-12
- Wed. 7 **L. 16** (focus on pp. 231-47)  
 Rahe, Paul. "Don Corleone, Multiculturalist," opening (Blackboard)  
**Collateral**  
 Mabray, John (Blackboard)
- Fri. 9 FALL BREAK
- Mon. 12 **L. 17** (focus on pp. 256-70, 273-75)  
 Zimmermann, Augusto. Brazilian Populism: Good for Politicians, Bad for the Poor (Blackboard)
- Wed. 14 **L. 18** (focus on pp. 276-85)  
**L. 19**  
**Collateral**  
 Mead, Walter Russell. [Argentina Taking Pages from the KGB Playbook](#)
- UNIT 5**
- Fri. 16 DVD: Poverty Core Episode 4: Circles of Exchange  
 Williamson, Claudia. [P. T. Bauer: Development Prophet](#)  
**Collateral**
- Mon. 19 Williams, Walter. [There Is No Santa](#)  
 S. 2 **R. Introduction**  
 Romero, Simon. Brazil Fumes over Pay  
**Collateral**
- Wed. 21 Rashid, Ahmed. [Conflict in Afghanistan Demands New Attention](#)  
**R. Introduction**  
 Ferguson, Niall. The Great Degeneration (and [Study Aid](#))  
**FOURTH TEST:** L. 13-19

- Short Essay:** Williams, Ayittey, Harrison, Nyambura-Mwaura, Hans-Adam II, Mabray, Rahe, Zimmermann, Wilson on Banfield, Williams, Williamson
- Fri. 23 **R. 1-2**  
Lim Kit Siang (The Economist). [Malaysia's Penang State: Getting Back Its Mojo](#)
- Mon. 26 **R. 3-4**  
Lachman, Desmond. [Welcome to America, the World's Scariest Emerging Market](#)
- Wed. 28 **R. 5-6**  
Masty, Stephen. [Among the Paynim: A Jew on Jihad](#)

#### UNIT 6

- Fri. 30 DVD: Poverty Cure Episode 5: The Power of the Gospel  
**R. 8**

#### November

- Mon. 2 **R. 10-11**
- Wed. 4 **R. 12-14**  
Williams, Walter. [Our Problem Is Immorality](#)
- Fri. 6 **R. 15-16**  
Rahe, Paul. [Under-Tocqueville's Influence, China Chooses Despotism](#)
- Collateral**  
Crois, Dirk. [A Conservative View on Development Aid: Revaluating Peter Bauer's](#)

#### [Legacy](#)

- Mon. 9 **FIFTH TEST:** R. Introduction-6  
**L. 20** (focus on pp. 310-28)  
S. 17 **De Soto, Hernando**. [Citadels of Dead Capital](#)
- Collateral**  
Mead, Walter Russell. [Making Progress: A Conversation with Fernando Henrique](#)

#### [Cardoso](#)

PBS interview: [Hernando de Soto on "The Commanding Heights"](#)

#### UNIT 7

- Wed. 11 **H. Introduction**  
Mead, Walter Russell. [Fannigate: Gamechanger for the GOP](#)  
The Economist. [The Road to Riches](#)  
Fraser Institute. [Economic Freedom Map](#)  
Heritage Foundation. [Index of Economic Freedom](#)  
[Global Competitiveness Index 2013-2014](#)  
[Inglehart-Welzel Cultural Map of the World](#)  
Conference Board. [Global Economic Outlook, 2012](#)
- Fri. 13 **H. 1**  
Arunga, June. "The Devil's Footpath," Part I (DVD)  
Ferguson, Niall. [How American Civilization Can Avoid Collapse](#)  
Spengler. [The Economics of Polarization](#)  
Vargas Llosa, Mario. [Literature and the Search for Liberty](#)
- Collateral:**  
Kurth, James. [The Decline and Fall of Almost Everything](#)
- Mon. 16 **H. 1**  
S. 18 **Bauer, P. T.** [From Subsistence to Exchange](#)  
[George Ayittey on Cheetahs vs. Hippos](#)
- Wed. 18 **SIXTH TEST:** R. 8-16, L. 20, De Soto  
**H. 2**  
Arunga, June. "The Devil's Footpath," Part II (DVD)  
Mead, Walter Russell. [The Scariest Thing in the World](#)
- Collateral**  
Leeson, Peter T. [Escaping Poverty: Foreign Aid, Private Property, and Economic](#)
- [Development](#)  
Science Museum, London: [Hidden Heroes: The Genius of Everyday Things](#)
- Fri. 20 **PROJECTS DUE**  
**H. 3**

- Mon. 23 **Kuehnelt-Leddihn, Erik von.** [The Roots of Anti-Capitalism](#)  
 THANKSGIVING BREAK  
 Wed. 25 THANKSGIVING BREAK  
 Fri. 27 THANKSGIVING BREAK  
 Mon. 30 PRESENTATIONS  
**H. 4**  
**Collateral: Spoiled Fruits of Collective Guilt and the Erosion of Personal Responsibility**  
 Chilton, David. *Productive Christians in an Age of Guilt-Manipulators*, ch. 16, "The Basis for Economic Growth"  
 Robin of Berkeley. [Black Privilege](#)  
 Williams, Walter E. [Education Is Worse Than We Thought](#)
- December**  
 Wed. 2 PRESENTATIONS  
**H. 5**  
 Lifson, Thomas. [Why the Japanese Aren't Looting](#)  
 Scruton, Roger. [Islam and the West: Lines of Demarcation](#)  
 Fri. 4 PRESENTATIONS  
**H. 11**  
 Fukuyama, Francis. ['Stateness' First](#)  
 Mon. 7 PRESENTATIONS  
 Husock, Howard. [Slums of Hope](#)  
 Bhagwati, Jagdish. [India or China?](#)  
**Collateral**  
 Shenoy, B. R. [The Results of Planning in India](#)  
 Wed. 9 PRESENTATIONS  
**Burke, Edmund.** The Moral Imagination  
 Fri. 11 (15:30-17:30) **FINAL TEST:** Harrison, Introduction, 1-5, 11  
**Short Essay:** Williams (2), Lachman, Mastly, Rahe, De Soto, Mead (2), Ferguson (2), Spengler, Harrison, Chesler/Darwish, Chesler, Arunga, Fukuyama, Husock, Bhagwati, Kuehnelt-Leddihn  
**Optional Replacement Test:** L. 21-22, 24-29

## XI. Bibliography

See separate file on Blackboard.

## QUOTATIONS

**On Rule of Law** From *A Man for All Seasons* (1962) by Robert Bolt:

**Roper:** *So now you'd give the Devil benefit of law!*

**[Sir Thomas] More:** *Yes. What would you do? Cut a great road through the law to get after the Devil?*

**Roper:** *Yes, I'd cut down every law in England to do that!*

**More:** *Oh? And when the last law was down, and the Devil turned 'round on you, where would you hide, Roper, the laws all being flat? This country is planted thick with laws, from coast to coast, Man's laws, not God's! And if you cut them down (and you're just the man to do it!), do you really think you could stand upright in the winds that would blow then? Yes, I'd give the Devil benefit of law, for my own safety's sake."*

**The Limited State** A. J. P. Taylor, *English History, 1914-1945* (Oxford, 1970): Until August 1914 a sensible, law-abiding Englishman could pass through life and hardly notice the existence of the state, beyond the post office and the policeman. He could live where he liked and as he liked. He had no official number or identity card. He could travel abroad or leave his country for ever without a passport or any sort of official permission. He could exchange his money for any other

currency without restriction or limit. He could buy goods from any country in the world on the same terms as he bought goods at home. For that matter, a foreigner could spend his life in this country without permit and without informing the police. Unlike the countries of the European continent, the state did not require its citizens to perform military service. An Englishman could enlist, if he chose, in the regular army, the navy, or the territorials. He could also ignore, if he chose, the demands of national defence. Substantial householders were occasionally called on for jury service. Otherwise, only those helped the state who wished to do so. The Englishman paid taxes on a modest scale: nearly £200 million in 1913-14, or rather less than 8 per cent. of the national income. . . . [B]roadly speaking, the state acted only to help those who could not help themselves. It left the adult citizen alone.

**On Planning** Ronald Reagan, "A Time for Choosing (1964):" "This is the issue of this election: whether we believe in our capacity for self-government or whether we abandon the American revolution and confess that a little intellectual elite in a far-distant capital can plan our lives for us better than we can plan them ourselves."

**On Decadence:** Ibn Khaldun, *Muqaddimah* (1377): "Nomads are rough, savage and uncultured, and their presence is always inimical to civilization; however, they are hardy, frugal, uncorrupt in morals, freedom-loving and self-reliant, and so make excellent fighters. In addition, they have a strong sense of 'asabiya, which can be translated as 'group cohesion' or 'social solidarity'. This greatly enhances their military potential. Towns, by contrast, are the seats of the crafts, the sciences, the arts and culture. Yet luxury corrupts them, and as a result they become a liability to the state, like women and children who need to be protected. Solidarity is completely relaxed and the arts of defending oneself and of attacking the enemy are forgotten, so they are no match for conquering nomads."

**Looking to the Future:** Vladimir Lenin wrote a book more than a century ago entitled "What Is to Be Done?" and helped launch more than a century of revolutions. We must ask the same question if we are to force the genie back into the bottle or, as Bob Weissberg puts it, the toothpaste back into the tube. I would only add that if the solution cannot start at the top and trickle down, then it will have to begin through leadership at the state and local level as a true groundswell. The stakes are high. Whatever cannot be reformed will be abandoned. People vote with their feet when they cannot vote otherwise. To date, they have stayed away from the ballot box when demoralized and disengaged. Fear is even worse and can lead to a stampede. Only hope can help us re-engage. Meanwhile, we need to identify worthy and achievable goals, draft better blueprints, and start stripping away some of the harmful accretions and excrescences from our political edifice.