

Liberty University

From the SelectedWorks of Steven Alan Samson

Fall 2017

GOVT 301 - Ancient Political and Economic Ideas (2017)

Steven Alan Samson

LIBERTY UNIVERSITY
Helms School of Government
GOVT 301 – ANCIENT POLITICAL AND ECONOMIC IDEAS
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** Political and economic thought of pagan antiquity, contrasting the ideas of Greece and Rome with religious precepts. The political and economic organization of European feudalism will also be examined.

II. **Rationale** This course is intended to acquaint students with the leading political ideas of antiquity. The goals of GOVT. 301 are:

- To give students an introduction to the basic concepts of classical, early Christian, and early modern political philosophers.
- To demonstrate to students the extent to which these ideas are still involved in disputes about modern political problems.
- To encourage students to examine foundational political concepts rather than merely reacting to current issues.

III. Prerequisite statement GOVT 200

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 Glendon [G], Ryan [R], and Steinberger [S] books are noted on the Class Schedule by an abbreviation: e.g., E. 1 = Esolen, chapter 1.

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

Ryan, Alan. On Politics: A History of Political Thought, vol. 1. [R] ISBN: 978-0-87140-465-7
Samson, Steven Alan. GOVT 301 Workbook [W. 1-18]

Steinberger, Peter J. Readings in Classical Political Thought [S] ISBN: 978-0872205123

Reserve Desk

Mangalwadi, Vishal. The Book That Made Your World [M.] ISBN: 978-1595553225

Websites

Imaginative Conservative: <http://www.theimaginativeconservative.org/>

Intercollegiate Studies Institute (ISI): <http://home.isi.org/>

V. Learning Outcomes

1. The student will engage in a close and critical analysis of texts written by a variety of political, economic, social, and cultural theorists.
2. The student will identify and evaluate various systems of ideas, schools of thought, and sub-disciplines of political philosophy.

3. The student will describe on a written test intellectual contributions to our culture made by classical, Christian, and early modern philosophers.
4. The student will compare and contrast these philosophies, showing where Christianity agrees and differs with classical theorists.

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.
2. **Study Aids** that are posted on Blackboard 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 three Learning Outcomes described above.
3. **Participation** is an essential part of class. a) Textbook chapters, readings posted on Blackboard, and other readings (posted on the class schedule 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 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 are normally taken during the last 25 minutes of class. Even-numbered tests also include a short essay which will be collected when the test is passed out. b) At least seven 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 seven recorded test scores, including the final exam. The lowest test score of the first seven tests will be exempted from the calculation and hidden from view. d) In preparing for objective tests, please note the **review** section for the readings. The major readings in the textbooks, 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) One short essay each will be required on the second, fourth, and sixth tests, and be optional on the 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.
2. **Makeup Tests:** a) Make-up tests have become a logistical nightmare due to the quantity of tests, university-sponsored activities, and various reasons for absence, especially due to receiving last minute requests via e-mail. So please do **not** e-mail me that you are

- going to be absent or that you wish to make up a test. You may e-mail me if you have been unavoidably absent for a prolonged period and wish to make arrangements for you return. Otherwise, see me in person after class or during office hours. Please do not request to take a test early. Here is a set of procedures to follow. (1) General rule number one: Since **all** students are required to be in class on the dates of designated academic events, i.e., test dates, the test **must** be taken at the scheduled date and time in the scheduled classroom. This includes students who normally take their tests at Testing Services. I lecture for the first half of the period on test days. Since test dates and specific readings are subject to change until roughly a week in advance of the test, please consult **only** the on-line syllabus for those dates. 2) General rule number two: 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), please see me at the end of class the day after the test has been given or on the date of returning to class. Please hand me a note with your name and make-up test information. I will then arrange for a test to be sent to Testing Services. You must make arrangements on-line with Testing Services to take the test. If you fail to do this, general rule number two will apply. 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 post the scores of make-up tests until a week or more after the regular test. 4) General rule number four: No more than **one** extra make-up **or** replacement test per student will be made available during the final exam period (and only with prior notification to me in class). It is your responsibility to stay on top of these matters.
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 take a test on Vishal Mangalwadi's *The Book That Made Your World*, chs. 1-6, during the final exam period and substitute it for a low test score, but no more than one substitution is permitted.
 5. Students seeking **Honors** credit may read one of the suggested books or one on the bibliography. A 7-10 page analysis of the book and an oral presentation in class are normally required. In some cases, 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.
 6. **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.

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, 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

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**CLASS SCHEDULE**
(Subject to Revision)**Epigraph**

"[Helmuth James [Graf] von Moltke (1907-1945)

Von Moltke was the son of an English woman and a wealthy German landowner, who in turn was the nephew of a famous German Field Marshall from the First World War [and great great nephew to another famous field marshal]. Throughout the 1930s Moltke had opposed Adolf Hitler and the Nazi regime, and

regarded their accession to power as a catastrophe of the first magnitude. In January 1944, he was arrested for his active resistance to Hitler. He was put on trial in January 1945 and he rejoiced in the fact that eventually his trial boiled down to one fact, namely, that he, as a Christian, refused to accept Hitler's demand for total and absolute obedience.

At one point in his trial, his judge, Roland Freisler, shouted at him: 'Only in one respect are we and Christianity alike: we demand the whole man!' Freisler then asked Moltke: 'From whom do you take your orders? From the Beyond or from Adolf Hitler? Who commands your loyalty and your faith?' Moltke rightly saw these questions as the decisive ones of his entire trial. As he told his wife in a farewell letter, he was on trial simply as a Christian and nothing else. From the point of view of the Nazis, since, as a Christian, he refused to give total allegiance to Hitler, he had to die."

-- Michael Haydn, *Being Faithful Unto Death: Reflecting on the Meaning of Martyrdom*, pp. 4-5.

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

Red = Printed readings and/or study aids, e.g., **N. 1** or **S. 8**.

Green = Readings posted on Blackboard

Blue = Clickable links to Readings on Internet

Light Blue = Handouts

Brown = Audio and/or visual presentation

Collateral = Suggested readings that often help provide short essay answers

Preliminary Reading 1 John 5:9-10

Kagan, Donald. [Why We Should Study the History of Western Civilization](#)

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

Manent, Pierre. Conversion

Mangalwadi, Vishal. [How the Bible Created the Soul of Western Civilization](#)

Soloveichik, Meir. [David, We Hardly Knew Ye](#)

Stark, Rodney. [How the West Was Won but "Western Civ" Lost](#)

Interview: [Is the West Really the Best?](#)

Collateral

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

Scruton, Roger. [My-Intellectual Identity](#)

August

UNIT 1

Mon. 28

Introduction

Eccl. 1

E. 1

Auerbach, Erich. [Odysseus' Scar](#) [study guide posted on Blackboard]

Eidelberg, Paul. [Jewish Forms of Government](#)

Gilson, Tom. [How Christians Can 'Outthink, Outlive, Outpray' Today's Many Small Gods](#)

Collateral

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

Wed. 30

Deut. 5:6-21, 6:1-3

W. 3 DVD: Acton Institute: [The Birth of Freedom](#)

E. 1-2

W. 5 **Silving, Helen.** Jurisprudence in the Old Testament (review in workbook)

W. 7 **Girard, René.** Violence and Reciprocity (review in workbook)

Hazony, Yoram. Interview

Collateral

Samson, Steven. [The Character of Inflation](#)

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

Phillips, Melanie. [Britain's Liberal Intelligentsia Has Smashed Virtually Every Social Value](#)

September

Fri. 1

Judges 9:1-21

		W. 3 DVD: Acton Institute: <i>The Birth of Freedom</i> E. 2
		W. 1 R. Introduction Kipling, Rudyard. Dane-Geld, A.D. 980-1016 Collateral: Mimetic Desire W. 7a Girard, René . The Goodness of Mimetic Desire (review in workbook) Girard, René . Introduction to <i>A Theater of Envy</i>
Mon.	4	1 Samuel 8 R. 1 S. Homer W. 4 Weil, Simone . The Iliad; or, The Poem of Force 2 Samuel 12:1-14 R. 1
Wed.	6	W. 6 Thornton, Bruce . The Temptation of Hector W. 8 S. Thucydides , pp. 35-42 Hanson, Victor Davis. Raw, Relevant History Havard, Kate. Freedom and Its Discontents (Thucydides) Collateral: Historical Vignettes Freedman, Lawrence . Greek Strategy Hanson, Victor Davis. Victor Davis Hanson on Thucydides Victor David Hanson at Biola: Thucydides Mead, Walter Russell. Is Fear the Father of Us All? Spartan Training: Crafting Warriors of Legend
UNIT 2		
Fri.	8	1 Kings 21 W. 9 S. Plato: Euthyphro Davidson, John D. A Culture Warrior Contemplates Defeat (Mario Vargas Llosa) Collateral Brann, Eva. Liberal Learning, Great Books, and Paideia Mangalwadi, Vishal. From Michelangelo to Freud: The Devolution of Human Dignity John 18:14, 19-23, 28-38
Mon.	11	S. Plato: Euthyphro Conclusion to Brann on the Apology (full text and review on Blackboard) Cheek, Lee. Plato's Apology and the Gorgias Collateral Great Ideas: Euthyphro, Laws, Apology, Crito Xenophon. Apology Zuckert on the Apology Full Text of Brann on the Apology
Wed.	13	W. 10 S. Plato: Apology Rieth, Peter Strzelecki. The Political Teaching of Benedict XVI's Jesus of Nazareth Collateral Film: The Trial of Socrates Russell, Bertrand. Bertrand Russell on the Trial of Socrates FIRST TEST: E. 1-2, R. Introduction-1, Silving
Fri.	15	Matt. 11:16-19 S. Plato: Apology and Crito Nelson, Christopher. The Imitation of Heroes Collateral Quain, Edwin A. Plato: Apology, Crito, and Gorgias
Mon.	18	R. 2 W. 13 S. Plato Republic I
Wed.	20	S. Republic I R. 2
UNIT 3		
Fri.	22	E. 3

		S. Republic Book II (through 469c)
		Collateral
		Zuckert on the Republic 1
		Zuckert on the Republic 2
Mon.	25	E. 3-4
		S. Book II
		SECOND TEST: R. 2; Euthyphro, Apology, Crito, Brann, Apology Slides, Republic I, Plato 1 Slides
		Short Essays: Kipling (2), Manent, Sayers, Samson, Mead, Acton, Phillips, Hanson (2), Auerbach, Girard, Thucydides, Quain, Brann on the Apology, Davidson, Great Ideas, Plato, Xenophon, Zuckert on the Apology, Rieth, Hazony, Silving, Weil, Thornton, Nelson
Wed.	27	E. 4
		S. Book III (405a-417b)
		Collateral
		Codevilla, Angelo. Money and Power in U.S. Foreign Policy
		Rutler, George W. Blithe Ignorance about the National Anthem
		http://amhistory.si.edu/starspangledbanner/the-lyrics.aspx
Fri.	29	S. Book IV (except 437a-443b)
		Collateral
		Colon, Alicia. Santayana Was Correct
		Eidelberg, Paul. Demophobia: "For Whom the Bells Toll"
		Morrissey, Christopher. Plato's Ring of Gyges
October		
Mon.	2	S. Book V (except 465c-480a)
		Jordan, James B. The Parable of the Bramble
		Collateral
		Voegelin, Eric. Poleogony and the Phoenician Tale
Wed.	4	S. Book VI (484a-502c)
		Esolen, Anthony. Owing Our Souls to the New Company Store
		Collateral
		Black, Edwin. Eugenics and the Nazis: The California Connection
		Dellinger, Robert. State Sterilization: California's Legacy
Fri.	6	FALL BREAK
Mon.	9	S. Book VII (except 521c-540d)
		Lee, Francis Nigel. Decalogue
		North, Gary. When the Cops Disappear
UNIT 4		
Wed.	11	S. Book VIII
		R. 3
		White on Plato
		Spengler 1 (David P. Goldman). Indispensable Handbook for Global Theopolitics
		Collateral
		Markos, Louis. Plato on the Fall of Ancient and Modern Greece
		Morrissey, Christopher. Plato's Tale of the Wolf-Tyrant
		North, Gary. The Bully Theory of the State
Fri.	13	R. 3
		S. Book IX (588b-592b)
		S. Book X (612a-621d)
		W. 12 Voegelin on Plato
		Collateral
		Codevilla, Angelo. After the Republic
		Esolen, Anthony. Democracy Is Dead
		Pryor, Jeanette. The Mind Enslaved Part III
		THIRD TEST: E. 3-4, S. Plato Republic II-VII, Plato 2 Slides
Mon.	16	R. 4
		Baumeister, Roy. Can Virtuous Habits Be Cultivated?

		Chaput, Charles J. Yeshiva Lessons Williams, Walter E. Gun Control -- Return to What Worked R. 4
Wed.	18	Brague, Rémi. "Yellow Ants," Fundamentalists, and Cowboys: An Interview Robertson, Donald. The Dream of Scipio from Cicero's Republic
	UNIT 5	
Fri.	20	S. Aristotle Nicomachean Ethics Book 1 Aristotle Ethics Book 5:1-4; 8:9-11 Ethics, Book 5, sections 1-4 Ethics, Book 8, sections 9-11 Collateral Lincoln, Abraham. Lyceum Address Robinson, Timothy A. Aristotle's Ethics
Mon.	23	R. 5 S. Aristotle Nicomachean Ethics Book 2, 10:9 Masugi, Ken. How to Throttle Aristotle Collateral Hildebrand, Dietrich von, and Baldun V. Schwarz on Aristotle's <i>Ethics and Politics</i> Spengler 1 (David P. Goldman). How the Hijackers Changed American Culture, Part 1 How the Hijackers Changed American Culture, Part 2
Wed.	25	R. 5 S. Aristotle Politics Book I; III:1-7 Mansfield, Harvey. Aristotle on Economics and the Flourishing Life Roochnik on Aristotle Collateral Morgenthau Ethics and Politics FOURTH TEST: R. 3-4; Republic VIII-X, Plato 3 Slides Short Essay: Colon, Eidelberg, Brann, Brague, Zuckert, Codevilla, Solway, Jordan, Black, Lee, North, Pryor, White, Voegelin (2), Baumeister, Chaput, Lincoln, Hildebrand, Esolen (2), Codevilla, Robertson, Robinson
Fri.	27	R. 6 S. Politics III-IV S. VI Collateral Beran, Michael Knox. How Republics Fall Magill, Frank N. Aristotle's <i>Ethics and Politics</i>
Mon.	30	R. 6 S. Politics V:1 Politics V:2-8. Read 2-8 Mead, Walter Russell. The Grand Strategy of Rome Elshtain Augustine's Evil, Arendt's Eichmann
	November	
	UNIT 6	
Wed.	1	R. Preface to Part II R. 7 S. Augustine Spengler 2 (David P. Goldman). Indispensable Handbook for Global Theopolitics Smith, Steven B. The Politics of the Bible Collateral Medievalists. How Europe's Culture Moved around over the Last 2000 Years
Fri.	3	R. 7 S. Augustine W. 14 Raeder, Linda C. Augustine and the Case for Limited Government Kotkin, Joel. California's New Feudalism
Mon.	6	R. 7 S. Augustine

		W. 15 Magna Carta W. 16 Silving, Helen. Origins of the Magnae Cartae North, Gary. Crony Capitalism and the American Welfare State: Joined at the Hip
Wed.	8	FIFTH TEST: R. 5-6; R. Preface to Part II; S. Aristotle Ethics and Politics Slides R. 8
		S. Augustine Patterson, Eric. Just War Theory and Terrorism
Fri.	10	R. 8 S. Aquinas McInerny Prudence and Conscience Collateral Bastiat, Frederic. The Law Study Guide: http://works.bepress.com/steven_samson/119/
Mon.	13	R. 9 , pp. 291-301 S. Aquinas Aeschliman, M. D. Restoring Our K-12 Schools
Wed.	15	R. 9 , pp. 301-20 S. Aquinas Zimmern, Arnaud. Bad Math and Poor Eyesight
UNIT 7		
Fri.	17	R. 10 W. 17 Luther, Martin. Temporal Authority and Address to the Christian Nobility
Mon.	20	THANKSGIVING BREAK
Wed.	22	THANKSGIVING BREAK
Fri.	24	THANKSGIVING BREAK
Mon.	27	R. 10 Calvin. Of Christian Liberty [<i>Institutes</i> , Bk. 3, ch. 19, secs. 2-8, 14-16] Brague, Remi. Interview by Gianni Valente. Christians and "Christianists"
Wed.	29	R. 10 S. Machiavelli Discourses, Book One, Preface, chs. 1-2 SIXTH TEST: R. 7-9; S. St. Augustine and Slides; S. Aquinas and Slides Short Essay: Baumeister, Robinson, Spengler 2, Beran, Morgenthau, Roochnik on Aristotle, Hildebrand, Schwarz, Magill, Spengler (2), Mead, Elshtain, Smith, Raeder, Pryor, Kotkin, North, McInerny, Aeschliman, Magna Carta, Silving, Zimmern, Last, Bastiat
December		
Fri.	1	R. 11 S. Machiavelli, chs. 3-18 Collateral Havers, Grant. Natural Right, Charity, and Political Realism Last, Jonathan V. Virtues, Past & Present
Mon.	4	R. 11 Machiavelli, chs. 21-58 Collateral Esolen, Anthony. Love, Liberal Education, and the Secret of Human Identity Jonescu, Daren. The Progressive Degradation of Freedom Legutko, Ryszard. Ideology
Wed.	6	R. 11 S. Machiavelli, Books Two and Three
Fri.	8	WRAP-UP
Mon.	11	SEVENTH TEST: R. 10-11; Luther and Calvin and Slides; S. Machiavelli Discourses and Slides
Wed.	13	READING DAY
Fri.	15	FINAL EXAM: 8-10 AM

Quotations

"The Christian answer is contained in the development of just war theory. It neither abandons responsibility for the defense of the concrete community nor reneges on the imperative of universal law. Instead it looks toward their reconciliation within the eschatological fulfillment. Just war does not represent a prohibition on the use of violence but it does constitute a radical disavowal of its ultimacy. In the end we are not citizens of a particular polis, however firmly we defend it within time, but brothers and sisters within a transcendent community beyond it. This was a conception that reached its theoretical apogee in St. Augustine's distinction between the City of God and the Earthly City, never to be confused with Church and State. The latter were particular communities that now became penultimate to the eschatological differentiation. We may have particular allegiances, but must acknowledge that they are not final. War may be a necessary means to the restoration of justice but it is not itself the restoration of justice." – David Walsh, "A Catholic Strauss," Voegelinview, August 25, 2014

"By this rejection of God, agnosticism has embraced complete relativism. Yet this relativism must furnish a basis for the rejection of the absolute. Accordingly, the standard of self-contradiction taken for granted by antitheistic thought presupposes the absolute for its operation. Antitheism presupposes theism. One must stand upon the solid ground of theism to be an effective antitheist." – Cornelius Van Til, *A Survey of Christian Epistemology*

"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 "The Dissolution of Liberalism," *The Essential Russell Kirk*.