

Liberty University

From the Selected Works of Steven Alan Samson

Fall 2017

GOVT 405 – Political and Economic Development (2017)

Steven Alan Samson



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LIBERTY UNIVERSITY
GOVT 405 – POLITICAL AND ECONOMIC DEVELOPMENT
Autumn Semester 2017

Dr. Steven Alan Samson

ssamson@liberty.edu

434-592-3689

GH 1661T

Office Hours TR 08:15-09:30, 11:15-12:30; 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, 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. 1-29] ISBN: 978-0393040173

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

Samson, Steven Alan. Class Notes

Films:

The Commanding Heights (optional)

http://www.pbs.org/wgbh/commandingheights/lo/story/tr_menu_02.html

The Devil's Footpath

The Poverty Cure

Poverty. Inc.

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. 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) during the final exam period and substitute it for a low test score.
5. **Class Project (60 points): Options:** a) You may present a review on PowerPoint of one of the recommended books. 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.

VII. 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 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 = 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

Resources: Political and Economic Indices

CIA Factbook. [Country Comparison: Distribution of Family Income](#)

Conference Board. [Global Economic Outlook, 2012](#)

Economist, [Outputs, Prices, and Jobs](#)

The Economist. [The Road to Riches](#)

Economist, [Trade, Exchange Rates, Budget Balances and Interest Rates](#)

Fraser Institute. [Economic Freedom of the World 2013](#)

Fraser Institute. [Economic Freedom Map](#)

[Global Competitiveness Index 2013-2014](#)

Heritage Foundation. [Index of Economic Freedom](#)

Income Mobility. [Equality of Opportunity Project: Upward Mobility](#)

[Inglehart-Welzel Cultural Map of the World](#)

Reporters without Borders. [2016 World Press Freedom Index](#)

Rogers, Simon, and Ami Sedghi.

[Sub-Saharan Africa in Data: From Infant Mortality to Government Debt](#)

Transparency International. [Corruption Perceptions Index 2014](#)

UN Development Report, 2014. [Summary](#)

Wikipedia. [List of Countries by GDP \(PPP\) per capita](#)

World Bank. [Labor Force Participation Rate](#)

World Bank. [Sub-Saharan Africa](#)

The Economist. [The Road to Riches](#)

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?](#)

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

[LifeStraw](#)
De Soto, Hernando. [The Destruction of Economic Facts](#)
Earth We Are One. [This Simple Technology Is Going to Make History: Meet the](#)

Collateral (Optional)

Fukuyama, Francis. [Albert O. Hirschman, 1915-2012](#)
Hanson, Victor Davis. [Illegal Immigration: Elite Illiberality](#)
Kiriakou, John. [A Greek American Goes Back to Greece](#)
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](#)

August **UNIT 1**

Tues. 29 **Overview:** [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](#)
Mangalwadi, Vishal. [Will America Become a Kingdom of Darkness?](#)

Collateral

Thurs. 31 Demography Matters: [Hans Rosling, In Memoriam](#)
[Acton Institute: Birth of Freedom \(DVD\)](#)
S. 5: **Ludwig von Mises**, [Liberty and Its Antithesis](#) or no. 35 at [Economic Freedom and Interventionism](#)
S. 6: **Raico, Ralph.** [The European Miracle](#)
Collateral: Broken Windows [Broken Window Fallacy](#)
[Broken Windows, Broken Patents](#)
Jenkins, Sally. [In Crises Such as Harvey You Want Outdoorsmen on Your Side](#)

September

Tues. 5 S. 7: **Lieber, Francis.** "Anglican and Gallican Liberty"
S. 8 **Mangalwadi, Vishal.** "The Prejudice" and "The Thesis and Its Urgency"
Girard, René. Violence and Reciprocity

Collateral

Hanson, Victor Davis. [The Stagnant Mediterranean](#)
Jenkins, Sally. [In Crises Such as Harvey You Want Outdoorsmen on Your Side](#)
Rosett, Claudia. [The UN's Millennium Development Flop](#)

Thurs. 7 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](#)
Parris, Matthew. [As an Atheist, I Truly Believe Africa Needs God](#)

Collateral

Girard, René. The Goodness of Mimetic Desire
Tues. 12 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

Thurs. 14 **L. 2-3**
French, Howard W. Smart Guy
Sowell, Thomas. [An Unusual Economy?](#)
Zhao Xiao. [Extended Interview](#)
FIRST TEST: Bastiat (2), Mises, Raico, Ratzinger, Lieber, Mangalwadi (2), Hausmann, L. Introduction and 1

- Tues. 19 **L. 4**
S. 14 **Ayittey, George B. N.** "Introduction" to [Africa in Chaos](#)
Esolen, Anthony. [Owing Our Souls to the New Company Store](#)
Ferguson, Niall. [How America Lost Its Way](#)
- Thurs. 21 S. 15 **Kaplan 1**
Goldman, David P. [The Coming Economic Disaster, and the Last Chance to Avert It](#)
- Collateral:**
Hopkins, Donald. [The Guinea Worm Eradication Effort](#)
Horwitz, Steve. [The Calling: Why Rent Seeking](#)
Williamson, Kevin D. [Suicide Pact](#)
- Tues. 26 **L. 5-6** (focus on pp. 60-72)
L. 7 (focus on pp. 99-109)
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**
- Thurs. 28 **L. 8** (focus on pp. 113-22)
L. 9
Millière, Guy. [The Islamic Future of Europe](#)
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, Rogers, Esolen, Williamson, Mariotti, Little, Pipes, Horwitz, Bauer
- October**
- Tues. 3 **L. 10**
L. 11 (focus on pp. 150-64)
L. 12
S. 16 **Easterly, William.** Planners versus Searchers
Collateral
Nyambura-Mwaura, Helen. [Ex-Adviser Accuses Kenya of Graft "Free for All"](#)
- Thurs. 5 **MAP TEST**
FALL BREAK
- UNIT 4**
- Tues. 10 **L. 13** (focus on pp. 186-95)
L. 14 (focus on pp. 200-10)
Hanson, Victor Davis. [Two Californias](#)
Sowell, Thomas. [The Progressive Embrace of Third World Culture](#)
- Collateral**
Oulahbib, Lucien. [Lessons from Tunisia](#)
Spengler [David P. Goldman]. [Tunisia's Lost Generation](#)
- Thurs. 12 **L. 15** (focus on pp. 213-23);
L. 16 (focus on pp. 231-47)
Prince Hans-Adam II on the Welfare State (Blackboard)
Rahe, Paul. "Don Corleone, Multiculturalist," opening (Blackboard)
- Collateral**
Mabray, John (Blackboard)
THIRD TEST: L. 7-12
- Tues. 17 **L. 17** (focus on pp. 256-70, 273-75)
L. 18 (focus on pp. 276-85)
Zimmermann, Augusto. Brazilian Populism: Good for Politicians, Bad for the Poor (Blackboard)
- Thurs. 19 **L. 19**
Review: [How America Became the World's Biggest Economy](#)

Williamson, Claudia. [P. T. Bauer: Development Prophet](#)

Collateral

Mead, Walter Russell. [Argentina Taking Pages from the KGB Playbook](#)

Williams, Walter. [There Is No Santa](#)

UNIT 5

Tues. 24

S. 2 **R. Introduction**

Romero, Simon. Brazil Fumes over Pay

Smith, Noah. [America Is Struggling with Economic Rot](#)

Collateral

Rashid, Ahmed. [Conflict in Afghanistan Demands New Attention](#)

Ferguson, Niall. The Great Degeneration (and [Study Aid](#))

Thurs. 26

R. 1-3

Lim Kit Siang (The Economist). [Malaysia's Penang State: Getting Back Its Mojo](#)

FOURTH TEST: L. 13-19

Short Essay: Williams, Ayittey, Harrison, Nyambura-Mwaura, Hans-

Adam II, Mabray, Rahe, Zimmermann, Wilson on Banfield, Williams, Williamson

Tues. 31

R. 4-6

Lachman, Desmond. [Welcome to America, the World's Scariest Emerging Market](#)

November

UNIT 6

Thurs. 2

R. 8, 10

Masty, Stephen. [Among the Paynim: A Jew on Jihad](#)

Tues. 7

R. 11-13

Williams, Walter. [Our Problem Is Immorality](#)

Thurs. 9.

R. 14-16

Rahe, Paul. [Under-Tocqueville's Influence, China Chooses Despotism](#)

Collateral

Crois, Dirk. [A Conservative View on Development Aid: Revaluating Peter Bauer's](#)

[Legacy](#)

Tues. 14

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"](#)

PROJECTS DUE

UNIT 7

Thurs. 16

H. Introduction

The Economist. [The Road to Riches](#)

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](#)

Tues. 21

THANKSGIVING BREAK

Thurs. 23

THANKSGIVING BREAK

Tues. 28

PRESENTATIONS

H. 1-2

S. 18 **Bauer, P. T.** [From Subsistence to Exchange](#)

[George Ayittey on Cheetahs vs. Hippos](#)

.Thurs. 30

PRESENTATIONS

H. 3

Kuehnelt-Leddihn, Erik von. [The Roots of Anti-Capitalism](#)

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](#)

SIXTH TEST: R. 8-16, L. 20, De Soto

December

Tues. 5

PRESENTATIONS

H. 4

Husock, Howard. [Slums of Hope](#)

Bhagwati, Jagdish. [India or China?](#)

Collateral

Shenoy, B. R. [The Results of Planning in India](#)

Thurs. 7

PRESENTATIONS

H. 5

Lifson, Thomas. [Why the Japanese Aren't Looting](#)

Scruton, Roger. [Islam and the West: Lines of Demarcation](#)

Tues. 12

PRESENTATIONS

H. 11

Fukuyama, Francis. ['Stateness' First](#)

Thurs. 14

FINAL TEST (1-3): Harrison, Introduction, 1-5, 11

Short Essay: Williams (2), Lachman, Mast, Rahe, De Soto, Mead, 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.