In this class, we will canvas and critically reflect on the political thought that shaped the political understandings of post-World War II American conservative movement. We will consider, amongst other things, foundational understandings concerning God, place, and the state, alongside areas to which they have been applied in U.S. political life, including economics, race, and a selection of contemporary public policies.

**Covid-19 Logistics:**

**Class Meetings/Attendance:** This class will be taught via Zoom, live and synchronous, Tuesdays and Thursdays, 3-4:15 PM, EST. Except in cases of illness or other important life issue, students are expected to regularly attend class on Zoom at the usual time.

I expect your live, real-time face to be visible live on Zoom (rather than a screen saver or logo). It is important for the dynamics of the class that I and the other students in the class be able to see you, just as we would in a live, in-person class. Exemptions will be granted for legitimate reasons on a case-by-case basis.

**Notification re Recordings:** This class will be recorded. The purpose of this is to provide access to material for students enrolled in this class who miss the session for an excused absence (such as illness or technical difficulty). While all of the recordings will be stored within the Canvas site, they will only be available for viewing by individual permission to course students with excused absences.

**Canvas:** We will make use of the course Canvas page. Most significantly, many of the readings in this class are posted on the course Canvas page: you will find any reading in the class listed that is not in a required-for-purchase book posted in the Modules section of the course Canvas page. We may also use the Announcements and Discussion boards. I will be posting some of the outlines, terms, and lists that I would normally write on the classroom blackboard on Canvas. We may use that page in other ways as well, as needed.

**Office Hours:** I will not be in my office in McGuinn this semester. I will, however, hold virtual office hours by appointment. I should be quite available and accessible for these, other than during the day on Tuesdays and Thursdays, when I am either teaching or preparing to teach both of my classes. You should email me -- best -- or otherwise speak to me to set up a time to talk.

I am available, moreover, to meet with students in person, by appointment, one-on-one. These meetings can be either with regard to the class itself, or just for us to meet and get to know each
other. We talk about anything you would like to talk about, or that comes up. Any such in
person meeting, however, will need to be outdoors, masked, and at an appropriate social
distance. Obviously, given the cold, this is less likely to be an option at the beginning of the
semester, and more likely as the weather gets warmer over time.

I live near campus, so it is not especially burdensome for me to meet you in person outdoors.
These meetings would likely take place on a campus lawn (such as on the lawn, or in the new
park, near the gym, on the Brighton campus near the Art Museum), near the Reservoir, or the
yard of my apartment. Please email or speak to me if you would like to meet in person.

**Teaching Assistant:** X will be the Teaching Assistant for the course. His role in this particular
class, however, will involve light, mostly administrative, assistance with a selection of course
tasks. I will be personally grading the assignments, including papers and quizzes.

**Preparation for Class:** The class will be part lecture and part discussion. Students are
expected to attend all classes, to do all assigned readings prior to class, and to be ready to discuss
the readings and the questions they raise during our class meetings. I reserve the right to call on
any student in class at any time.

**Academic Integrity:**

Academic integrity is violated by any dishonest act committed in an academic context, including
but not limited to cheating, plagiarism (attempting to pass the work of others off as your own, in
any way in any part of an assignment), and submitting for credit in this class work done for
another class.

The University’s policy on Academic Integrity may be found at [www.bc.edu/integrity](http://www.bc.edu/integrity). Ask me
if you have any questions about academic integrity; the Political Science Department also offers
a quiz and discussion at [http://www.bc.edu/content/bc/schools/cas/polisci/integrity/quiz.html](http://www.bc.edu/content/bc/schools/cas/polisci/integrity/quiz.html).

All suspected violations will be reported to the Dean in accordance with University policy. A
final grade of “F” for the course will be given in the event of a violation of academic integrity."

**Disability Accommodations:**

If you are a student with a documented disability seeking reasonable accommodations in this
course, please contact X at the Connors Family Learning Center regarding learning disabilities
and ADHD. For other students with medical, physical, psychological, and temporary disabilities
should register with the Disability Services Office. Go to the following link for more details to
register: [https://www.bc.edu/content/bc-web/offices/student-affairs/sites/student-outreach-andsupport-services/disability-services.html](https://www.bc.edu/content/bc-web/offices/student-affairs/sites/student-outreach-and-support-services/disability-services.html)

**Required Books:**

Richard Weaver, *Ideas Have Consequences* (University of Chicago, 1948/1984)
Thomas Sowell, *Civil Rights: Rhetoric or Reality?* (William Morrow, 1984)
Thomas Sowell, *The Quest for Cosmic Justice* (Touchstone, 1999)

**Course Requirements:** Two Quizzes (30%); Two (2) Papers (50%); Class Attendance/Participation/Ungraded Exercises (20%).

**Conservatism in Modern America**

**WEEK ONE**

*Introduction -- Taxonomy, Development, and Current Events*


Timothy Lombardo, “What are White Workers Thinking?” *Hardcrackers* (June 2020)


**WEEK TWO -- The Conservative Mind**

Richard Weaver, *Ideas Have Consequences* (1948):
   Ch. 1: The Unsentimental Sentiment
   Ch. 2: Distinction and Hierarchy
   Ch. 3: Fragmentation and Obsession

   Ch. 1: The Idea of Conservatism
   Ch. 2: [Edmund] Burke and the Politics of Prescription


Willmoore Kendall, “What is Conservatism?” (1963)

**WEEK THREE -- Individualist Liberalism**

William Graham Sumner, *What Social Classes Owe to Each Other* (1883)

Herbert Hoover, “Rugged Individualism” (1928)

Whittaker Chambers “Big Sister is Watching You,” *National Review* (1957)

Frank S. Meyer, “Conservatism” (1966)

   Postscript - “Why I am Not a Conservative”

**WEEK FOUR -- American Conservatism**

Buckley, National Review Mission Statement (1955)

Albert Jay Nock, “Isaiah’s Job” (1956)

   Ch. 1: The Conscience of a Conservative”

Young Americans for Freedom (YAF), “The Sharon Statement” (1960)

Ronald Reagan, “A Time for Choosing” (1964)

Irving Kristol, “Confessions of a True, Self-Confessed - Perhaps the Only -- ‘Neoconservative’” (1979)

Tea Party Platform (2013)

**WEEKS FIVE/SIX -- Place**

John Crowe Ransom, “Reconstructed but Unregenerate” (from Twelve Southerners, *I’ll Take My Stand* (1930))

Richard Weaver, “The Tennessee Agrarians” (1952)
Richard Weaver, “Agrarianism in Exile” (1950)
Richard Weaver, “Two Types of American Individualism” (1963)

Robert Nisbet, *The Quest for Community* (1953)
   Ch. 1 - The Loss of Community
   Ch. 2 - The Image of Community
   Conclusion

   *From Outside the Movement*: Ralph Ellison, “Harlem is Nowhere” (*Harper’s* 1964))

Southern Manifesto (1956)


- Ch. 3 -- States Rights
- Ch. 4 -- And Civil Rights

James Jackson Kilpatrick, “The Case for States’ Rights” (1962)
Martin Diamond, “What the Framers’ Meant by Federalism” (1962)

Clarence Manion, *The Conservative American* (1964)
- Ch. 8 -- Action Defiles the Word
- Ch. 11 -- The Restoration of the States

*From Outside the Movement:* Hannah Arendt, “Reflections on Little Rock” *Dissent* (1959)

Hank Williams, Jr., “If the South Woulda Won”

https://www.youtube.com/watch?v=fDkyL9c0QdY

**WEEK SEVEN -- God (Foundations/Transcendence)**

Francis Cardinal Spellman, *The Road to Victory* (1942)
- Ch. 1 - Our God Given Rights
- Ch. 5 - Freedom to Do What is Right
- Ch. 9 - Two Anchors - Patriotism and Religion

John Courtney Murray, SJ, *We Hold These Truths: A Catholic Reflection on the American Proposition* (1960)

- Ch. 1 -- The Abolition of Truth and Morality
- Ch. 2 -- Foundations for Faith and Freedom
- Ch. 6 -- An Open Window
- Ch. 7 -- The Limits of Civil Obedience
- Ch. 8 -- The Use of Civil Disobedience
- Ch. 9 -- The Use of Force


William Barr, Speech at the University of Notre Dame Law School (2019)

https://www.youtube.com/watch?v=IM87WMsxCWM

Senator Josh Hawley (R-Mo.), Commencement Address at King’s College, NYC (2019)
Justice Samuel Alito, Speech to The Federalist Society (2020)


WEEK EIGHT -- The State

Albert Jay Nock, *Our Enemy, the State* (1935)  
Ch. 1

Friedrich Hayek, *The Road to Serfdom* (1944)  
Introduction  
Ch. 3 -- Individualism and Collectivism  
Ch. 5 -- Planning and Democracy  
Ch. 6 -- Planning and the Rule of Law

Murray Rothbard, *For A New Liberty: A Libertarian Manifesto* (1973)  
Ch. 3 -- The State

Herbert Storing, “The Problem of Big Government” (1962)


WEEK NINE -- Market Freedom and Capitalism

From Outside the Movement: Franklin Delano Roosevelt, “Speech at Oglethorpe University” (1932)

Mount Pelerin Society, Statement of Aims (1947)


Milton and Rose Friedman, *Free to Choose* (1980)  
Ch. 1 - The Power of the Market  
Ch. 2 - The Tyranny of Controls

Irving Kristol, “On Corporate Capitalism in America” (1975)

WEEK TEN -- Communism


Joseph McCarthy, Speech at Wheeling, West Virginia (1950)
WEEK ELEVEN -- Liberals/The Left

Max Eastman, *Reflections on the Failure of Socialism* (1955)
  Ch. 1 - Both Hopes are False
  Ch. 3 - The Real Guarantee of Freedom
  Ch. 5 - The Delinquent Liberals
  Ch. 10 - Socialism and Human Nature

Clarence Manion, *The Conservative American* (1964)
  Ch. 1 - The Thunder on the Right
  Ch. 2 - The Development of Modern Liberalism


Irving Kristol, “The Adversary Culture of Intellectuals” (1979)

  Ch. 1 - “The Quest for Cosmic Justice”
  [Skim rest of book, and read a few discussions/illustrations
   that you find interesting to share with the class]

WEEKS TWELVE/THIRTEEN

Problems and Public Policies

  I. Race and Civil Rights

Richard Weaver, *Ideas Have Consequences* (1948)
  Ch. 4: Egotism in Work and Art

Harry V. Jaffa, “The Emancipation Proclamation” (1963)
James Jackson Kilpatrick. “View from a Southern Exposure” (1963)
Walter Berns, “Racial Discrimination and the Limits of Judicial Remedy” (1963)

George Wallace, Inaugural Gubernatorial Address (1963)


George Schuyler, “The Case Against the Civil Rights Bill” (1963)
George Schuyler, “The Rising Tide of Black Racism” (1967)

Norman Podhoretz, “My Negro Problem -- and Ours” (1963)

Ayn Rand, “Racism” (in *The Virtue of Selfishness*) (1961)

  Ch. 1 -- The Civil Rights Vision
  Ch. 2 -- From Equal Opportunity to ‘Affirmative Action’
  Ch. 4 -- The Special Case of Blacks
  Ch. 6 -- Rhetoric or Reality?

Jefferson Cowie, “The Hard Hat Riot Was a Preview of Today’s Political Divisions”

EACH STUDENT SHOULD CHOOSE ONE OF THE BELOW POLICY AREAS

II. **Poverty and Public Assistance (Welfare)**

  Ch. 7 -- Taxing and Spending
  Ch. 8 -- The Welfare State

Milton Friedman, *Capitalism and Freedom* (1962)
  Ch. 11 - Social Welfare Measures
  Ch. 12 - Alleviation of Poverty

III. **Crime and Public Order**

  Ch. 3 -- Thinking About Crime
  Ch. 4 -- The Police and Crime
  Ch. 5 -- Broken Windows: The Police and Neighborhood Safety
  Ch. 8 -- Incapacitation
  Ch. 12 -- Crime and American Culture
  Ch. 13 -- Crime and Public Policy

Walter Berns, “For Capital Punishment” (1979)
WEEK FOURTEEN

Trumpism, and American Conservatism’s Future

Roy Acuff, “Stuck Up Blues”
https://www.youtube.com/watch?v=EMFAgWEaI9I

Donald Trump, Inaugural Address (2017)


Ben Hachten, “It’s Not Your Father’s GOP,” The American Conservative (November 11, 2020)

