

[Government and Economics] Syllabus / 12th Grade / Semester One

“Think of your brethren like unto yourselves, and be familiar with all and free with your substance, that they may be rich like unto you. But before you seek for riches, seek ye for the kingdom of God. And after ye have obtained a hope in Christ ye shall obtain riches, if ye see them; and ye will seek them for the intent to do good—to clothe the naked, and to feed the hungry, and to liberate the captive, and administer relief to the sick and the afflicted.” ~ Jacob 2:17-

19

Course Description

In this course, students will be introduced to the foundational principles and forms of proper economy from the home economy to the national economy. A major focus of this course is to help students understand the Lord's perspective and rich and poor and how to truly focus our attention on and understand our responsibility for feeding the hungry, clothing the naked and liberating the captive. Student will compare and contrast the Pagan concept v. the Christian concept of existence and production using history as their guide. Understanding the concept of taxation and its effects on nations and families will be thoroughly researched, reasoned, related and recorded by students.

During the second half of the semester, students will be introduced to a variety of political economists from Plato to Smith to Keynes and will reason and related their writings to our current situation economically and politically. They will also study the various forms of government and will learn what are socialism and communism and how these economic and political philosophies affect freedom and liberty in homes and schools. Finally, students will study brief histories of Russia, China and North Korea to better understand how communism was able to find fertile ground in those countries, and what we must do to avoid a similar fate.

Course Objectives

Students will demonstrate their mastery of the curriculum through the following tasks:

1. Students will be able to reason and relate the curses of Adam and Eve in the Garden for their application and blessings for their own lives.
2. Students will be able to reason and relate economic concepts, terms and definitions from the home economy to a national economy.

3. Students will be able to explain and describe, in oral and written form, the Lord's perspective on economy, particularly what it means to avoid "grinding the face of the poor".
4. Students will be able to present and apply to our day, in oral and written form, the story of the inflationary and deflationary challenges, caused by fiat currency, faced by the nation of France during the French Revolution.
5. Students will be able to compare and contrast the economic theories of different economists such as Smith, Hayek, Keynes, etc.
6. Students will be able to outline the causes and effects of abiding by or abandoning economic laws and the effects on economic prosperity and collapse throughout history and in our current day.
7. Students will be able to summarize and apply the Seven Principles of Christian Education in economic terms.
8. Student will memorize Aristotle's six forms of government and Plato's digression and will be able to relate each form to our current day.
9. Students will record the affects of Socialism and Communism and the hearts and minds of God's children and what they must do personally to follow the Lord's principles of personal stewardship and private property.
10. Students will compare and contrast the histories of Russia, China and North Korea with the Jaredite nation and its destruction.
11. Students will compare and contrast the approach Secular Humanism, Marxist/Lennism and Biblical Christianity take toward the teaching of law, politics, economics and history.

Course Texts

Students are required to read the following course texts. These pieces have been selected to allow students to explore the course theme: *"Think of your brethren like unto yourselves, and be familiar with all and free with your substance, that they may be rich like unto you. But before you seek for riches, seek ye for the kingdom of God. And after ye have obtained a hope in Christ ye shall obtain riches, if ye see them; and ye will seek them for the intent to do good—to clothe the naked, and to feed the hungry, and to liberate the captive, and administer relief to the sick and the afflicted"*. (Jacob 2:17-19).

Title	Author	ISBN	Annotation
<i>The Mainspring of Human Progress</i>	Henry Grady Weaver		This book relates the prosperity of three different civilizations and how it relates to the proper role of government.
<i>The Making of America</i>	W. Cleon Skousen	0-88080-017-8	This constitutional treasure breaks down the US Constitution into separate clauses and gives various Founders' perspective on each one.

<i>The Second Treatise of Civil Government, Of Property</i>	John Locke		Locke explains the need for man to be a proper steward over the earth and the laws that support the right of property.
<i>Freedom and Free Enterprise</i>	Ezra Taft Benson		This speech, given in 1965, outlines sound economic principles based on sound political economists.
<i>How Much Land Does One Man Need</i>	Leo Tolstoy		This very readable essay reminds us of the danger of greed and seeking after that which doth corrupt.
<i>Quotes on Money</i>	Thomas Jefferson		These quotes are given by a man who was a student of history, particularly Greek and Roman history.
<i>Andrew Jackson Farewell Speech 1837</i>	Andrew Jackson		This speech outlines important principles regarding separation of powers and banking.
<i>The Law of the Harvest</i>	Howard W. Hunter		Given at BYU in 1966, Elder Hunter reminds us of the principles of the laws of the harvest in our lives.
<i>Fiat Money Inflation in France</i>	Andrew D. White		Paralleling the economic policies of today, this book provides poignant insight into the effects of irredeemable paper money on society and its morals.
<i>The Proper Role of Government</i>	Ezra Taft Benson		In this classic address from 1968, Elder Benson shares his understanding of the proper role of government.
<i>How Excessive Government Killed Ancient Rome</i>	Bruce Bartlett		This article provides historical parallels found in Ancient Rome and our own day regarding "too much" government.
<i>The Income Tax: Root of all Evil</i>	Frank Chodorov		Mr. Chodorov gives a brilliant argument against the potential dangers of the income tax.

Excerpts from <i>Histories</i>	Polybius		Polybius gives powerful testimony regarding the cycle of power from monarchy to tyranny.
Excerpts from <i>The Spirit of Laws</i>	Charles de Secondat, Baron de Montesquieu		This classic book, relied upon heavily in the Constitutional Convention, give brilliant insight to law and three types of government: monarchy, aristocracy, and popular government.
Excerpts from <i>Blackstone's Commentaries on the Laws of England</i>	William Blackstone		Blackstone used to read by Americans because of his focus on depending on God's law or revealed law.
Excerpts from <i>Wealth of Nations</i>	Adam Smith		Adam Smith's classic work, published in 1776, lays the groundwork for a sound economic system.
Excerpts from <i>The Road to Serfdom</i>	Friedrich Hayek		This book warns America of the dangers of over-regulating and planning a nation's economy.
Excerpt from <i>The End of Laissez Faire</i>	John Keynes		This article prescribes a planned economy for America.
Excerpt from <i>Aristotle's Politics</i>	Aristotle		Aristotle give fantastic insight into how to alleviate many of the problems that exist between rich and poor.
Excerpt from <i>The Republic</i>	Plato		In Plato's Digression, one learns how a nation moves from aristocracy to dictatorship.
Excerpts from <i>The Standard Works on Kings</i>	Ancient and Modern Prophets		The focus of these verses will be to show that unless a king is a man of God like unto the "King of Kings", surely we will be led into captivity.
Excerpts from <i>The Anti-Federalist Papers</i>	William Penn, An Anonymous Writer		

Excerpts from <i>Letters of Adams and Jefferson on Natural Aristocracy</i>	John Adams and Thomas Jefferson		
Excerpts from <i>Various Sources on Democracy v. Republic</i>			
A Message to Garcia	Elbert Hubbard		
Excerpts from <i>Various Prophets on Communism and Socialism</i>	LDS Prophets		
<i>The Naked Communist</i>	W. Cleon Skousen		
<i>Socialism versus the United Order</i>	Elder Marion G. Romney		
Excerpts from <i>Understanding the Times</i>	David Noebel		
<i>Book of Ether</i>	Ancient Prophet		
The Bridge at Andau	James Michener		
Movies and Documentaries			
Kimjongilia - The Movie			
National Geographic - Inside North Korea			
The Amish: A People of			This a great example of an home economy.

Preservation			
God Grew Tired of Us			Some of the "Lost Boys" of the Sudan are given an opportunity to make their way in America.
Chang			Filmed in 1927, it tells the story of a home economy in Siam. (Thailand)
Commanding Heights			This DVD series gives necessary insight to free economies v. planned economies.
Harry's War			A light-hearted look at one man's battle against tax collectors.
The One Percent			

Course Assignments

Students will be assigned the following:

- In-class Short Essays
- Various types of more elaborate essays as described below
- Word Studies
- In-class Simulations
- Weekly Quizzes
- Oral and Written Exams

Comparison/Contrast Essay.

Compare two characters, places, events, solutions, a character from the beginning as opposed to the end of the book, etc. Evaluate the truthfulness and usefulness of the similarities and/or differences.

Cause and Effect Essay

Examine the causes (reasons) and/or the effects (results) of a specific situation, event, or condition. Ask two important questions: Why is the situation the way it is (what caused it)? What is the result of the situation (what will be the effects)?

Persuasive Letter

Make a claim or take a position about a specific character's actions, beliefs, or the novel's overall theme. Write a letter to the character persuading him/her of the principle or truth you are defending.

Word Studies

For each of the two novels students need to select one word which emphasizes an important theme of the novel and complete an in-depth word study. A student might elect to complete a