

THE ISSUE AT A GLANCE



NATIONALISM

The Deconstruction of the Nation State ([10.1007/s12129-020-09921-7](https://doi.org/10.1007/s12129-020-09921-7))

Glynn Custred, California State University, East Bay

Globalists and Marxists alike dream of a borderless world in which the sovereign nation-state is subordinate to a global ruling class. While starting from strikingly disparate premises, both movements recognize that reframing history in a way that facilitates the diminution of U.S. power is central to their purposes.

Economic Nationalism, Immigration, and Higher Education ([10.1007/s12129-020-09922-6](https://doi.org/10.1007/s12129-020-09922-6))

Pedro Gonzalez, Center for American Greatness

American colleges and universities aggressively recruit foreign students for educational, financial, and even ideological reasons. But higher education's participation in a variety of immigrant visa programs puts the pecuniary interests of colleges and universities squarely at odds with the interests of their graduates.

Beyond Creed: American National Culture ([10.1007/s12129-020-09931-5](https://doi.org/10.1007/s12129-020-09931-5))

Darren Staloff, City College of New York and the Graduate Center of the City University of New York

The American creed laid out in the Declaration of Independence takes on meaning only in the context of historical events. Familiarity with the statesmanship and heroism of figures like Paine, Washington, and Lincoln forge the emotional attachment of citizen to country without which the propositions that “all men are created equal” and “we hold these truths to be self-evident” seem “arid and thin.”

Nationalism, Culture, and Higher Education (10.1007/s12129-020-09932-4)

James R. Stoner, Jr., Louisiana State University

If Allan Bloom was right that the mind of the American college student is formed, not by a national literature, but by the Declaration of Independence and the Bible, what must higher education do with these documents? James Stoner suggests that both provide “ample avenues for university-level research and reflection.”

Creating a Middle School American History Program (10.1007/s12129-020-09934-2)

Wight Martindale, Jr., National Association of Scholars

How does one teach American history to middle-schoolers at a time when large numbers of educators seek to discredit and replace our national understanding? Wight Martindale lays out a plan to avoid being “smothered by this now fashionable but intentionally misleading progressive ideology.”

Nation-Building and Curriculum Innovation in Israel (10.1007/s12129-020-09935-1)

Suzanne Last Stone, Center for Jewish Law and Contemporary Civilization, Yeshiva University

Seven years ago Shalem College in Israel was formed by American expatriates from Princeton University to claim for itself the goal of America’s best colleges of yore: “the preparation of leaders and citizens who could serve the nation.”

ARTICLES**The Lamentable Politicization of Art (10.1007/s12129-020-09923-5)**

Michelle Marder Kamhi, *Aristos.org*, an online review of the arts

The widely accepted notion that “all art is political” is false. Plenty of visual art—landscapes, portraiture, still life—is unrelated to any social context. Moreover, much of the politicized visual work being done today rarely qualifies as art.

Why Scholars Won't Research Group Differences (10.1007/s12129-020-09925-3)

Mark Mercer, Saint Mary's University, Halifax, Nova Scotia

A significant number of academics researching or writing about group differences have received censure and punishment for doing so, putting a freeze on this and a number of important and related fields of inquiry. This could never have happened if academic leaders had remained committed to the ideals of liberal individualism.

What's Really Wrong with America? (10.1007/s12129-020-09930-6)

John Staddon, Duke University

The “antiracism” onslaught the U.S. is experiencing is a result of a nation that cannot accept that all attributes are not evenly distributed across human groups. The most just solution to this uncomfortable fact of life—to recognize only individuals and their talents—has been discarded in favor of enforcing the numerical equality of outcomes.

Can Academia and the Media Handle the Truth? (10.1007/s12129-020-09919-1)

Robert Maranto and Martha Bradley-Dorsey, University of Arkansas

Americans of all political bents have lost faith in our “gatekeepers,” those in charge of providing vital information in a complex society. Academia and the elite media can no longer be trusted to play it straight on politically charged subjects, not the least of which includes race and crime.

Eva Brann's Dialogue (10.1007/s12129-020-09918-2)

Elizabeth C'de Baca Eastman, St. John's College Graduate Institute

One of the great liberal educators of our time and a National Humanities Medal recipient, Eva Brann is a tireless scholar and mentor whose work “stands out because it draws on the foundation that informs the whole of Western civilization.”

Restoration of Academic Identity: On Truth and Responsibility (10.1007/s12129-020-09927-1)

Micah Sadigh, Cedar Crest College, PA

Preparing the mind for meaningful discovery—precisely what liberal education is charged with doing—has been superseded in colleges and universities by the values of “management.” We are all the worse for it.

APPRECIATIONS

John Leo: Principle and Prescience (10.1007/s12129-020-09926-2)

Maureen Mullarkey, Studio Matters weblog

Through his innumerable articles and several books over the past half century, social critic and columnist John Leo has maintained a fierce commitment to “getting the truth out” and firing away “at the imperious gall of Those Who Know Better.”

Irving Howe: A Leftism of Reason (10.1007/s12129-020-09929-z)

Fred Siegel, Manhattan Institute

A central figure in that group known colloquially as the “New York intellectuals” and the founding editor of *Dissent*, Irving Howe stubbornly maintained his commitment to Enlightenment values, democracy, and human rights, even as his allies on the Left repudiated them.

SHORT TAKE

Entertaining is Easy, Educating is Harder (10.1007/s12129-020-09928-0)

James V. Shuls, University of Missouri, St. Louis

Despite intellectually stimulating entertainment like the Broadway musical *Hamilton*, we should not confuse entertainment with education. Education requires effort, and the tools required to obtain it do not invariably correspond to that which is relaxing or fun.