

Bowie State University
School of Arts and Sciences
Department of History & Government

Fall 2011: Course Syllabus and Schedule of Learning Activities

Course: Early Political Philosophy & Theory

Course # & Section: Govt 315-001 (1394)

Class Schedule: MWF @ 1:00-1:50 p.m.

Course Location: MLK Bldg. Rm ---- & via BSU ANGEL

Office Hours: MWF @ 8:00-9:00 am, 11:00 am-1:00 p.m., 2:00-3:00 pm & by Appointments

Instructor: Benjamin Arah, Ph.D.

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Course Description: This is an upper level, seminar-oriented, introductory survey course in political philosophy/theory concerned with the basic issues, theories and questions about the individual and the state (as a moral and political community), private and public lives, the rights of the individual and the roles of the community (as a necessary social organization, the nature and political power and legitimacy of authority cum government, and how to lead the just life in relationship with others within a political context. The course is a study of classical political philosophy from Antiquity to the eighteenth century, with emphasis on ideas of justice, equality, freedom, government and governing in the human polity.

Early Political Philosophy is a mixture of classical and medieval political thought, and consists of a closed textual study and an interpretive analysis of the philosophical ideas as advanced and reflected in the philosophical works of selected political philosophers, thinkers and writers. Their ideas tend to have normative undertone and implications with reference to the ethical or moral questions of right and wrong, good and bad, just and unjust, etc. In this context, we will focus on normative political philosophy which concerns itself with the questions of ethics and the human quest for the justice and good life: happiness, as well as the yearning for the best political regime. In the course of this course, effort will be made to explore, discuss and highlight the contributions of Thucydides/Pericles, the Sophists, Socrates and Plato, Aristotle, Marcus Tullius Cicero, St. Augustine, St. Thomas Aquinas, Christine de Pizan, and other great political thinkers/writers and philosophers

Type of Delivery: The course will use the Hybrid/Blended Dual Mode for Delivery

This is a blended online course where both instructions and learning are conducted in the virtual environment, at a geographical distance, without any of face-to-face physical contacts and both interaction and communication are done asynchronously through the use of computer and internet technologies. Please access the **Course Orientation** (on ANGEL) for additional information and instructions to help students succeed in this distance education/online learning.

III. Course Prerequisites: The prerequisite is Govt 130 (Introduction to Political Science) or the permission of the instructor. And since this is a 300 level course, it is important to note that

students must have taken both ENGL 101 and 102 to assure that they can read complex texts with maximum comprehension, write intelligibly, and also be able to think creatively, critically and persuasively.

The Required Text & Other Recommended Reading Materials:

Boucher, David & Paul Kelly (eds.). (2009). *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press.

Note:

Other Reading Materials:

Brown, Robert (latest ed.). *Classical Political Theories: From Plato to Marx*. NY: MacMillan Publishers Co.

Cohen, Mitchell & Fermon, Nicole (eds.). (2006). *Princeton Readings in Political Philosophy*. Princeton, New Jersey: Princeton University Press. .

Steven M. Cahn (ed.). *Political Philosophy: The Essential Texts*. NY: Oxford University Press.

Disability Policy Statement for Accommodations: Students with any form of disabilities and who wish to receive the ADA accommodation considerations should immediately express and communicate their interests to Mr. Michael S. Hughes (the Coordinator of Disability Support Services & Academic Advisement Specialist). His office is in the Business/Graduate Studies Building (Room 1328), and he can be reached at (301) 860-4062. It is important to share such an interest or desire for accommodation with the instructor of the course.

VII. Emerging Issues: Students will examine some of the issues of and arguments for global warming/climate change to begin to understand and appreciate the nature of the environmental crisis and its impact on the human race. One of the emerging issues is the question of “going green and being friendly to environmental” which calls for some/all of the following deliberate actions:

- Conserving energy and preserving the ecological system
- Recycling bottles, cans, papers, plastics, etc.
- Cleaning-up the environment and becoming a lover of nature
- Helping to reduce pollution and toxic wastes to improve air and water quality, and
- Protect the wildlife, forestation and always grow plants or seeds in the neighborhood.

Students will be required to view former Vice President Al Gore’s “An Inconvenient Truth” (2006) documentary film, and then write an a critical review essay, for 5%, providing good

arguments for “greening” the environment and reducing pollution/waste in the communities or neighborhoods. You can opt to do an **optional** film critique, for 5%, due on the last day of class.

Instructional Modes: The methods would include these graded learning activities:

- Traditional lectures with assigned readings and handouts to illuminate/challenge students
- In-class/online participation/discussions and study group/collaborative presentations
- Providing interpretive analysis of the relevant CD/Video-tapes & YouTube free materials
- Written assignments (essays, weekly online conferences, short papers, major project, and extra-credit opportunities), and
- Invited outside speakers or guest lecturers.

The Competencies:

A) NCATE Curriculum Themes

- i) Academic Scholar: Objectives 8, 17
- ii) Effective Practitioner: Objective 17
- iii) Technological Applications: Objective 18
- iv) Multiple Forms of Assessment: Objectives 1, 2
- v) Special Population Perspectives: Objectives 12, 13, 19
- vi) Reflective Practitioner: Objectives 3, 4, 8, 15, 16, 17
- vii) Personal and Interpersonal Perspectives: Objectives 1, 2, 19

B) Four General Education (GENED) Competency Areas:

1. Written and Oral Communications

- a. Analyze and discuss critical issues and recurring themes in the discipline.
- b. Make interpretations and present those ideas in writing.

2. Scientific and Quantitative Reasoning

- a. Apply scientific methods of inquiry during investigations.

3. Critical Analysis and Reasoning

- a. Apply skills in analysis, synthesis and problem solving.
- b. Apply logical reasoning in the examination and resolution of tasks.

4. **Information Literacy**

- a. Identification of key concepts and terms that describe the information needed.
- b. Selection of the most appropriate investigative methods for accessing needed information

Learning Objectives and the GENED Expected Outcomes

A) **Learning Objectives:** After taking and completing this survey course, students should be able to

1. Describe the impact and importance of the concept/rule of law
2. Explain the nature of political philosophy as a sub-field within philosophy
3. Discuss the links between politics, political philosophy, political theory
4. Describe the differences between political philosophy/theory and theory ideology
5. Explain the diverse uses of political philosophy or theory
6. Distinguish classical political thoughts from medieval more religious ideas
7. Understand the nature of issues and problems inherent in political philosophy
8. Identify the significant contributions associated with these major political thinkers
9. Discuss the relationship between the individual and the state, and
10. Develop the ability to analyze and evaluate complex political theories from critical or philosophical standpoints

B) **GENED Student Expected Learning Outcomes:** Students will be required to complete the following

1. Write an argumentative essay on an emerging issue of global warming and climate change, for 5%. The essay should employ sound reasoning and avoid informal fallacies as well as demonstrate the student's ability to deal with complex issue/ideas and provide interpretive arguments for or against climate change. Students are expected to take a position and defend it with sound reasoning [GENED 1a, b; 2a; 3a].
2. Actively participate in the two Study Group collaborative presentations on the assigned reading materials, for 10% [GENED 1a, b; 3a, b; 4a b].
3. Do the graded written assignments (two quizzes, mid-term examination, the final examination, the weekly conference postings, and a possible additional project for some extra-credit points) [GENED 1a, b; 2a; 3a, b; 4a, b].
4. Be able to identify invalid, unsound, and fallacious reasoning as demonstrated by scoring a C or higher on the mid-term and final examinations [GENED 1a, b; 2a, 3a, b; 4a, b].

Performance Evaluation Criteria, Grading System & Students' Responsibilities

a) Performance Evaluation Criteria:

Various assessment methods will be used as students' performance evaluation criteria as follows:

- An Essay on Emerging Issue = 05% (Optional Assignment, due on December 2, 2011)
- 4 Weekly Short Papers = 28% (due on the scheduled date via the designated Dropbox)
- 5 Study Group Presentations = 30% (in-class Study Group/collaborative learning activities)
- 7 Bi-Weekly Online Forums = 21% (Sept. 7-Dec. 7, 2011, via the BSU Online on Angel)
- Final/Major Paper = 11% (due on the Last Day of Classes, on December 7, 2011)
- Extra-Credit Opportunities = 10% (the Instructor to announce such learning opportunities)

Note Well: that every assignment that has “*” mark must be submitted in Microsoft Word 2003 Compatible document in a rich text format for me to easily access and grade.

The Dates & Active Learning Deadlines:

i) 4 Short Essays (not less than 8 pages) & the Final Paper with the Due Dates (28%):

- a) September 16, 2011
- b) October 7 & 28, 2011
- c) November 18, 2011

ii) 7 Bi-Weekly Online Forums or Conference Participation Dates & Deadlines (21%):

- Weeks Two & Three: September 7-20
- Weeks Four & Five: September 21-October 4
- Weeks Six & Seven: October 5-18
- Weeks Eight & Nine: October 19-November 1
- Weeks Ten & Eleven: November 2-15
- Weeks Twelve & Thirteen: November 16-29
- Weeks Fourteen & Fifteen: November 30-December 7

b) The Grading System: The attainment of the learning objectives will be measured by the two quizzes, a midterm examination, an argumentative essay, study group presentations, weekly online conference participation and the final examination. And competency is determined by the attainment of a cumulative grade of "C" or better according to the following calculations:

- 90+ = A
- 80+ = B

- 70+ = C
- 60+ = D
- 50+/- = F.

c) Part of Students Responsibilities

i) Students are required to attend classes regularly, learn the assigned materials, ask questions and participate in graded class activities: deliberations, discussions, quizzes, presentations, examinations, online conferences, and the essay paper.

ii) Every **Wednesday**, students are required to log-in and participate in the Blackboard interactive conference discussions with other students, and this is usually done asynchronously, via the Discussion Board/Blackboard. This is a time to read the materials posted on the Conference section, develop one's own written responses and/or read what other students have posted and respond accordingly/respectfully/intelligently. The instructor monitors and records attendance!

Note: Students are expected to use every Wednesday for the online conference participation or other online activities, and please know that these activities are promptly recorded. When posting answers, comments or responses, just type in the appropriate space and "submit." And be advised that whatever is written and posted, in the online conference forum, is public and be careful about what is said and how it is conveyed to avoid any misrepresentation or misinterpretation. Write clearly, intelligibly, responsibly, straight to the point, and nothing personal nor vulgar with the choice of both words and language. Respect the differences in people and understand that we are all in this endeavor to learn for self-improvement, and do not try to compete with anyone but to learn with others collaboratively/cooperatively as we try to share and exchange information packaged as knowledge. So let's make learning a pleasurable, fun and an enriching experience!

iii) Every student is advised that excessive absences may result in the final grade of "F" in the course. Students are required to enroll in the Blackboard in order to be permitted to have access to the course and participate actively. Not participating in the Blackboard conferences and other activities is a form of unexcused absence in the course. Students should be able to access Course information (Syllabus and other materials, lecture notes, updated announcements, assignments, directions, etc.) from the BSU Online. Attendance roll is taken anytime students log-in and submit the required written responses, online. For the face-to-face sessions, the instructor takes attendance. Please know that missing classes (whether online or in face-to-face) for more than five times is serious and the student is putting oneself in a precarious situation.

iv) Bowie State University does not recognize academic dishonesty as a legitimate means for fulfilling the requirements of a course. Therefore, "cheating" in any aspect of the assigned course work is jeopardizing one's academic progress and success, and which result in having a grade of zero for that particular examination or in the course. Know that "plagiarism" which is cheating is serious form of academic dishonesty and should not be encouraged nor condoned. To avoid it, always make sure that one cites all the used sources appropriately.

For writing papers or responses, it is important to refer to the following manuals of style: the American Psychological Association (APA), the Modern Language Association of America (MLA), and the American Political Science Association Manual which is The Chicago Manual/Turabian Style).

v) Students are responsible for all the graded assignments in this course, and need to make sure to submit them neatly done and as at when due without exceptions. Try to read and study the assigned materials before and after each class session, come to classes prepared and ready to learn, learn to work with other students to share and communicate information without necessarily having to cheat, and try to organize to have extra-curricular study sessions if need be.

d) Instructions for the Graded Written Assignments & Online Participation:

i) The Guideline for the Graded Short Papers:

Each student will be required to submit a short paper of no less than three -five pages long, typed and double-spaced (excluding bibliography page) on the assigned reading topic. The instructor will be looking for the following:

1. Clarity of thesis statement or statement of the problem
2. Excellent organization & coherence of presentation to reflect originality of thought
3. Depth of research demonstrated by accurate information, critical thinking & analysis
4. The clear use of Footnotes or Endnotes
5. Correct bibliographic & in-text citation formats
6. No more than one internet source used
7. Correct grammar, syntax, brevity of language with precise choice or economy of words

Note well that “any plagiarism will result in a final failing grade of an F. This includes copying, para-phrasing someone, borrowing or stealing materials from the internet or any other sources without proper notations and/or accurate citations.”

ii) (Optional) Film Critique: Students are assigned to critique former Vice-President Al Gore’s 2006 documentary titled: “An Inconvenient Truth.” The written critique will be 3-5 pages with the appropriate manual style for writing requirements, and formatted as follows:

a) Name of the Film or Documentary (and a very brief background information)

b) Major Thesis (Major reason each film or documentary was written/done and the main argument(s) the author/producer intends to advance)

c) Arguments (State the main philosophical or scientific assumptions that each author makes both as the reason for the book and the recommendations and observations therein)

d) Analysis of Arguments (Here you assess the strength or weakness of the author’s argument, critique the each author's methodology and/or reasoning)

e) Importance or relevance of the Film or Documentary (This is the heart of the assignment. Here you may justify why any would believe the producer has done a good or bad work. You may draw on other relevant films or works watched or viewed to support your analysis and arguments. And also try to discuss or reflect on the lessons learned from this learning experience).

iii) Individual Weekly Conference Participation: The instructor will develop weekly assignments for students to participate in and complete as individuals, for a possible total of 20% of the final grade. Each week, students are required to have a major response on the assigned materials and post the responses as at when due, and also must respond to the postings or responses of two or more students within the time frame. The instructor monitors the activities.

iv) Study Group/Collaborative Presentation: Each student will work with a specific study group and assigned a chapter from the text for quality summary, presentation and discussion. The reading assignments will be placed in the Study Group area (via the Menu), but the presentations and question-answer sessions will be posted in the Weekly Conference area at the appropriate time (normally, beginning after the Mid-Term Examination period).

After the Study Groups have completed their readings and posted their presentations, then all the students will be required or expected to read and ask them questions which they (the Groups) have to address and provide intelligent answers to. The Study groups should be expected to respond to questions raised in their conference by any class members during the time, within the week, and questions must be answered within a 24-hour period following their postings. Student questions for and all replies from the Study Groups must be completed no later than 6:00 PM on the Sunday following the assignment dates. No additional research is necessary for the Study Group assignments, but it could be helpful and resourceful.

Study Group Presentations to have some of the following items:

- Names of the Study Group Members (who participated)
- Title of the Reading Assignment or Chapter & Page Numbers
- Author's Name(s)
- Major Thesis or what the Chapter is all about
- Outline of the Supporting Arguments
- Analysis: This portion is an assessment of the strong and weak points of what the assignment is all about. Address the implications of the author's work
- Application: State how the reading applies to "real" organizations. Use examples
- Conclusions: State the major points about the relevance and impact of the work.

NOTE: The Study Groups' Presentation Dates: TBA

- a) September
- b) October
- c) November

English Proficiency Examination

After completing ENGL 101 and 102, Composition and Literature I and II, students must take and successfully pass the Bowie State University English Proficiency Examination. Transfer students who completed their English composition requirements at another university should take the English Proficiency Examination during their first semester of enrollment at the University. Please check the BSU Calendar for the scheduled examination date(s).

Technical Help: For technical questions or instructions, please call (301) 860-4357 or (301) 860-HELP and someone, possibly Mrs. Mariann Hawken (the Blackboard Administrator), will help you. For additional information, check and click on the Tech/OIT Support via the Course Menu.

Units of Instruction: Weeks/dates, Learning Modules & Reading Assignments

Weeks/Dates	Learning Modules	Required Reading Assignments & Responsibilities
<p>1-4: Sept. 1-24</p>	<p><u>Module One:</u></p> <p>House Keeping Matters:</p> <p>a) A General Introduction</p> <p>b) Nature of Philosophy,</p> <p>c) Political Philosophy as the Study and Critical Analysis of Politics and Philosophy</p> <p>1. The Nature & Direction of the Course</p> <p>2. Introduction to Philosophy and Political Philosophy</p> <p>3. The Fields in Philosophy</p> <p>4. The Value of Philosophy</p> <p>5. The Activities of the APA</p> <p>6. The Nature, Scope and Value of Political Philosophy/Theory/Ideology</p> <p>The Pre-Socratic Philosophers & Sophists</p> <p>The Sophists (and Why)</p> <p>Any Review Questions?</p>	<p>Lectures in the Course Content Area, Handouts, and Chapter Assignments</p> <p>Read :</p> <p>a) Module One in the Course Content via BSU Online</p> <p>b) Leo Strauss’ “What is Political Philosophy”?</p> <p>c) George Kateb’s “The Main Characteristics of Political Theory,” in <i>Political Theory: Its Nature and Uses</i>.</p> <p>d) Cohen & Fermon’s “Thinking Politically: An Introduction.”</p> <p>e) “Political Philosophy” http://www.wordiq.com/definition/Political_philosophy</p> <p>f) The Value of Philosophy via American Philosophical Association’s website. Check the Course Content</p>

<p>Weeks: 5-10 Sept. 27-Nov. 5</p>	<p>Module Two: Classical Arguments for or against the State (as Moral and Political Community) by Thucydides, Plato, Aristotle, Hellenistic Philosophers & the Roman Thinkers</p> <p>Underlying Questions:</p> <p>a) What is the Good (or Bad) State?</p> <p>b) Who should Rule?</p> <p>c) Individual and the State: which is a priori or has priority/do they simply presuppose each other?</p> <p>d) Is the state (as a political and moral community) worth dying for?</p> <p>e) What is the status of women in the Kallipolis?</p> <p>Readings:</p> <p>Thucydides: “Pericles’ Funeral Oration”</p> <p>Plato, <i>Republic</i></p> <p>Plato’s <i>Apology</i>, and <i>Crito</i></p> <p>Aristotle, <i>Politics</i></p> <p>Thucydides and the Roots of Realism: The Peloponnesian War (Hackett), Books I-V</p> <p>The Hellenistic Thinkers and Philosophers</p> <p>The Romans: Cicero et al.</p>	<p>Lectures in the Course Content Area, Handouts, and Chapter Assignments</p>
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<p>Weeks 11-15 Nov. 8-Dec. 10</p>	<p><u>Module Three: Early Christian Theologians and Medieval Thinkers</u></p> <ul style="list-style-type: none"> a) The Transition from the Ancient to the Medieval Period and the Influence of Plato and Aristotle on St. August & St. Aquinas b) St. Augustine, The City of God & Confessions c) St. Thomas Aquinas, The Treatise on Law ('Politics and Law') d) Christine de Pizan, The Book of the City of the Ladies e) And the Others Medieval Theologians, Thinkers, and Political Philosophers 	<p>Lectures in the Course Content Area, Handouts, and Chapter Assignments</p>
	<p>Course Review/Summary</p>	

Good Luck, my Good Friend. I hope that you'll enjoy and benefit from this experience!

Some Selected Readings

- Macedo, Stephen. 1991. *Liberal virtues: citizenship, virtue, and community in liberal constitutionalism*. Oxford. New York: Clarendon Press
- MacIntyre, Alasdair C. 1984. *After virtue: A study in moral theory*. 2nd ed. Notre Dame, Ind.: University of Notre Dame Press.
- Marx, Karl, Friedrich Engels, and Robert C. Tucker. 1978. *The Marx-Engels reader*. 2d ed. New York: Norton.
- Miliband, Ralph. 1977. *Marxism and politics, Marxist introductions*. Oxford: Oxford University Press.
- Miller, David. 1976. *Social justice*. Oxford [Eng.]: Clarendon Press.
- Morris, Herbert. 1976. *On guilt and innocence: Essays in legal philosophy and moral psychology*. Berkeley: University of California Press.
- Mueller, Gert H. 1989. *Sociology and ontology: The analytical foundations of sociological theory*. Lanham, MD: University Press of America.
- Nardin, Terry. 1983. *Law, morality, and the relations of states*. Princeton, N.J.: Princeton University Press.
- Nathanson, Stephen. 1987. *An eye for an eye? The morality of punishing by death*. Totowa, N.J.: Rowman & Littlefield.
- Passerin d'Entráeves, Maurizio. 1994. *The political philosophy of Hannah Arendt*. London ; New York: Routledge.
- Paton, H. J. 1964. *Immanuel Kant Groundwork of the metaphysic of morals*. London.
- Plant, Raymond, Harry Lesser, and Peter Taylor-Gooby. 1980. *Political philosophy and social welfare: Essays on the normative basis of welfare provision*. Boston: Routledge & Kegan Paul.
- Pogge, Thomas W, ed. 2001. *Global Justice*. Oxford: Blackwell Publishers.
- Poggi, Gianfranco. 1972. *Images of society; essays on the sociological theories of Tocqueville, Marx, and Durkheim*. Stanford, Calif.,: Stanford University Press.
- Pojman, Louis P. 2003. *Global political philosophy*. Boston: McGraw-Hill.
- Polanyi, Karl. 1985. *The great transformation*. Boston: Beacon Press.
- Portis, Edward Bryan. 1998. *Reconstructing the classics : political theory from Plato to Marx*. 2nd ed, *Chatham House studies in political thinking*. Chatham, N.J.: Chatham House Publishers.
- Rice, Daryl H. 1998. *A guide to Plato's Republic*. New York: Oxford University Press.

- Arthur, John, and William H. Shaw. 1991. *Justice and economic distribution*. 2nd ed. Englewood Cliffs, N.J.: Prentice Hall.
- Ball, Terence, and Richard Dagger. 1999. *Political ideologies and the democratic ideal*. 3rd ed. New York: Longman.
- Ball, Terence, and Richard Dagger. 2002. *Political ideologies and the democratic ideal*. 4th ed. New York: Longman.
- Baradat, Leon P. 2002. *Political ideologies : Their origins and impact*. 8th ed. Upper Saddle River, N.J.: Prentice Hall.
- Barry, Brian M., and Russell Hardin. 1982. *Rational man and irrational society? : An introduction and sourcebook*. Beverly Hills: Sage Publications.
- Beitz, Charles R. 1999. *Political theory and international relations*. Princeton, NJ: Princeton University Press.
- Bonner, John. 1986. *Introduction to the theory of social choice*. Baltimore, Md.: Johns Hopkins University Press.
- Burger, Thomas. 1987. *Max Weber's theory of concept formation :History, laws, and ideal types*. Expanded ed. Durham, N.C.: Duke University Press.
- Campbell, Tom. 1981. *Seven theories of human society*. Oxford New York: Clarendon Press.
- Choi, Jung Min, and John W. Murphy. 1992. *The politics and philosophy of political correctness*. Westport, Conn.: Praeger.
- Cunningham, Frank. 2002. *Theories of democracy : a critical introduction, Routledge contemporary political philosophy*. London ; New York: Routledge.
- Dahl, Robert Alan. 1956. *A preface to democratic theory, Charles R. Walgreen Foundation lectures*. [Chicago]: University of Chicago Press.
- Dahl, Robert Alan. 1971. *Polyarchy; participation and opposition*. New Haven, Yale University Press.
- Downs, Anthony. 1957. *An economic theory of democracy*. New York: Harper.
- Foucault, Michel. 1990. *The history of sexuality*. 1st Vintage Books ed. New York: Vintage Books.
- Feinberg, Joel. 1973. *Social philosophy*. Englewood Cliffs, N.J.: Prentice-Hall.
- Fowler, Robert Booth, and Jeffrey R. Orenstein. 1985. *Contemporary issues in political theory*. Rev. ed. New York: Praeger.
- Freud, Sigmund, Joan Riviere, and James Strachey. 1962. *The ego and the id*. Rev. ed. London: Hogarth Press and the Institute of Psycho-Analysis.

- Fowler, Robert Booth, and Jeffrey R. Orenstein. 1985. *Contemporary issues in political theory* (revised ed). New York: Praeger.
- Freud, Sigmund, Joan Riviere, and James Strachey. 1962. *The ego and the id*. Rev. ed. London: Hogarth Press and the Institute of Psycho-Analysis.
- Friedman, Jeffrey. 1996. *The rational choice controversy: Economic models of politics reconsidered*. New Haven, CT: Yale University Press.
- Friedman, Milton. 1962. *Capitalism and freedom*. Chicago: University of Chicago Press.
- Garner, Richard T., and Andrew Oldenquist. 1990. *Society and the individual: readings in political and social philosophy*. Belmont, CA: Wadsworth Pub. Co.
- Giddens, Anthony. 1990. *The consequences of modernity*. Stanford, Calif.: Stanford University Press.
- Heilbroner, Robert L. 1980. *An inquiry into the human prospect : Updated and reconsidered for the 1980s*. New York: Norton.
- Hendel, Charles. 1953. *David Hume's political essays*. Indianapolis: Bobbs-Merrill.
- Hofstadter, Richard. 1955. *Social Darwinism in American thought*. Rev. ed. Boston,: Beacon Press.
- Holden, Barry. 1974. *The nature of democracy*. London: Nelson.
- Keat, Russell. 1981. *The politics of social theory: Habermas, Freud, and the critique of positivism*. Chicago. Oxford, Eng.: University of Chicago Press.
- Klosko, George. 1993. *History of political theory: An introduction*. 2 vols. Fort Worth: Harcourt Brace College Publishers.
- Leff, Gordon. 1969. *The tyranny of concepts; a critique of Marxism*. [2d] ed. Alabama: University of Alabama Press.
- Leff, Gordon. 1969. *The tyranny of concepts: a critique of Marxism*. [2d ed. London: Merlin.
- Lefort, Claude. 1988. *Democracy and political theory*. Cambridge, UK: Polity Press.
- Losco, Joseph, and Leonard A. Williams. 2003. *Political theory: Classic and contemporary readings*. 2nd ed. 2 vols. Los Angeles, Calif.: Roxbury Pub. Co.
- MacIntyre, Alasdair C. 1984. *After virtue: a study in moral theory*. 2nd ed. Notre Dame, Ind.: University of Notre Dame Press.
- Marx, Karl, Friedrich Engels, and Robert C. Tucker. 1978. *The Marx-Engels reader*. d ed. New York: Norton.

