

Political Science 130  
Autumn 2019  
M-W 11:20-12:50  
DePaul University

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## **Introduction to Political Theory: Liberalism, Conservatism, and Democracy**

### **Content**

Most everyone in this country has an opinion about politics. “We pay too much in taxes.” “The poor don’t get enough to eat.” “We should have the right to control our own social security investments.” “Health care needs to be operated by the government.” “Religion needs to have a stronger role in civic life.” “The government has no right to control a woman’s body.” No doubt you have your own thoughts.

In the United States, most people tend to define their politics along the liberal—conservative continuum. In fact, it is likely that as you read the several statements above, you consciously or subconsciously labeled them one or the other. Undoubtedly, when you vote you do much the same: “Is this candidate too liberal? Liberal enough? Too conservative? Conservative enough?”

As democratic citizens, we have an intuitive sense of these terms. These understandings, however, are sometimes difficult to articulate, explain, or even justify. This course seeks to remedy this deficiency.

The material will assist the student to develop a better sense of the dominantly American political ideologies. We will read classic texts of political theory that helped shape and define the terms we use without a thought today. In doing so, I hope to reintroduce thought back into political discourse.

Of course, in order to understand liberalism and conservatism in an American context, we must first explore the idea of democracy. Thereafter, we will examine the classic texts of liberalism and conservatism. Finally, we will consider how the core ideas of these doctrines affect and influence ways of thinking about important issues in contemporary American public policy. By the end of the course, students should both have a better understanding of their own political thinking and a greater insight into and respect for that of their political adversaries.

**Note: This is not an easy course.** I expect students to work diligently. You will have to read. Some of the readings will be challenging. The ideas examined will often be complex. There is no way to make an “A” in the course without putting forth a serious effort. But hard work has its rewards. These rewards include a greater understanding of the political world through a study of the eternal questions of politics. The questions addressed in this course will be just as relevant in fifty years as

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<sup>1</sup> If contacting me via email, it is best to use your depaul.edu account, since other emails are commonly sent to my junk mailbox. Also, if you have gone this far to locate my contact information, ask yourself if your question can be answered by reading this syllabus before sending your message.

they are today. Indeed, they were just as relevant a hundred years ago as they are today. The material learned here provides an invaluable framework that you can carry throughout your adult life. For this reason, the hard work is very much worth the trouble. But do not remain in the class if you have a low tolerance for challenging yourself. For my part, I will do all I can to make the material accessible and meaningful.

### Aims

By the end of the semester, students should be able to do the following:

- 1) Identify the major questions consuming the thinkers under consideration.
- 2) Understand the major and subtle differences between these philosophers.
- 3) Understand both the relative strengths and weaknesses of their various approaches.
- 4) Develop the capacity to critique major political philosophers and ideas.
- 5) Display these skills in written and oral formats.

### Requirements & Evaluation

**Exams**—There will be three exams in this course (including the final exam). The first exam is worth **20%**, the second **20%**, the final **25%**. The first exam is in-class essay. The second is a take-home essay. The third is an in-class essay.

**Make-Up Exam Policy** – I do grant make-up exams for students with legitimate excuses. All make-up exams will take place approximately one week before finals.

**Attendance, Participation, and Preparation** – The success of this course is very much dependent upon the students' level of preparation of and enthusiasm for the materials. While there will be occasions for the instructor to lecture, the course will be primarily fueled by the insights which the students are able to generate and share in class. You will be asked repeatedly for your understanding and evaluations of the material. Thus attendance, participation, and preparation will constitute **10% of your overall grade**. Any of the following behaviors will count against your A, P, & P grade: being rude to classmates, sleeping, excessive trips to the bathroom, coming to class late, leaving class early, reading materials not immediately relevant to classroom discussion, talking in class, passing notes, and use of unauthorized electronic devices.

- 10 points = regularly attends class, well prepared, with thoughtful questions and answers
- 9 points = same as above, but modest deficiency in attendance, participation, or preparation
- 8 points = same as above, but greater deficiency in attendance, participation, or preparation
- 7 points = same as above, but modest deficiency in attendance, participation, or preparation; or perhaps good attendance without much participation or other signs of preparation
- 6 points = irregular class attendance, lack of class participation, or disruptive tendencies
- 0-5 points = a combination irregular to no class attendance, no signs of preparation, and / or disruptive tendencies

**Quizzes**—Throughout the semester approximately twelve multiple-choice pop quizzes will be administered. The purpose of this exercise is twofold: 1) it provides students with regular feedback regarding their performance in the class, and 2) it reminds the student of the importance of daily

preparation. **The average from the ten highest quiz grades for each student will constitute 25% of the final grade.** No make-up quizzes will be given under any circumstances. Missed quizzes get a zero, without exception. Half-credit is given for signing one's name. The quizzes themselves will consist of a combination of five multiple choice, true/false, short answer, and fill-in-the-blank questions, varying from quiz to quiz. Note: if you are late to class, you may at the end of class ask me for half-credit. You may not take the quiz at that point for full-credit.

### Grade Calculus

Attendance & Participation	10%
Exam I	20%
Exam II	20%
Final Exam	25%
<u>Quizzes</u>	<u>25%</u>
Total	100% (-5% for each technology policy violation)

A	=92.5% and above
A-	=89.5%-92.4%
B+	=87.5%-89.4%
B	=82.5%-87.4%
B-	=79.5%-82.4%
C+	=77.5%-79.4%
C	=72.5%-77.4%
C-	=69.5%-72.4%
D+	=67.5%-69.4%
D	=59.5%-67.4%
F	=0-59.4%

### Texts

The texts this semester include the following:

- 1) Henrik Ibsen, *Enemy of the People* (Dover Publications, 1999)
- 2) John Stuart Mill, *On Liberty* (Dover Publications, 2002)
- 3) Edmund Burke, *Reflections on the Revolution in France* (Hackett Publications, 1987)
- 4) Bernard Mandeville, *Fable of the Bees* (Hackett Publications, 1997)
- 5) Alexis de Tocqueville, *Memoir on Pauperism* (Cosimo Classics, 2006)
- 6) Karl Marx, *Communist Manifesto* (Dover Publications, 2003)

Be sure to get the editions listed above, as it will be difficult to follow class discussions without them. There will be additional readings available through on-line reserve.

**Always bring the book with you to class, as you will find the references useful in discussion.**

A final note regarding the readings: it is essential that one does not fall behind in this class. Some of the readings are heavy. This might lead some students to put it off for a week. If one does this too many times, however, one finds it extraordinarily difficult to catch up. I want everyone in the class to succeed. Staying on top of the readings is a necessary condition for this to happen.

## Administrative Policies and Comments

1. If you have missed class for any reason, it is *your responsibility* to find out what material and/or assignments you have missed. You should first seek to borrow notes from a fellow student. Afterward, I recommend you come speak with me if you have any need for clarification on those notes.
2. If an emergency or family crisis prevents you from attending what you anticipate to be a significant portion of the semester (*i.e.*, more than one week), inform the instructor of your absence and when you expect to return. If you are unable to do so, have someone else take on this responsibility for you. These problems are always much easier to address up front than they are, for example, a few days before the end of the term.
3. It goes without saying that **academic dishonesty of any kind will not be tolerated**. I will seek to implement the most severe penalties available for anyone caught cheating in this course (*i.e.*, you will flunk the course and be subjected to suspension or expulsion if it constitutes a repeat violation in the course of your DePaul career). All instances of plagiarism will be reported to the university administration. See your university handbook (<http://academicintegrity.depaul.edu/>) or me if you have any questions. A good rule of thumb, however, is this: **do not ever under any circumstances represent someone else's work as your own**. For your convenience, additional course guidelines on plagiarism can be found on the D2L page.
4. **Turn off all electronic technology upon entering the classroom**. This includes – but is not limited to – laptop computers, tablets, cell phones, smart phones, MP3 devices, and anything in this spirit that might be invented during the course of the term. Recent studies reveal that operating electronic technologies while in class results not only in poor performance for the would-be multi-tasker, but even for those within sight of the technologies. Specifically, you can expect to score seventeen points lower in class if you are regularly distracted by others operating technology in the classroom.<sup>2</sup> In concrete terms, “A” students perform like “C+” students. If you have a special personal need for technology (such as a disability), please let me know immediately. **Each violation of this policy will result in a subtraction of five points from your final grade.**
5. **Bathroom Policy** – Since the introduction of various modes of technology, students have had an increasing urge to use the bathroom during class time. While I can appreciate as well as anyone else the need to address certain physiological imperatives, many in the classroom find this to be disruptive. So if you *really* need to use the bathroom for class, you may come up to the front of the classroom to get a bathroom pass. You are entitled to three of these throughout the term, which should be enough for most anyone. If you have a medical condition that calls for more frequent use, I prefer that you speak with me at the beginning of the term, so appropriate accommodations

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<sup>2</sup> See “[The Broader Consequences of Multitasking](#),” *National Public Radio*, August 19, 2013. See also “[To Remember a Lecture Better, Take Notes by Hand](#),” *The New Republic*, May 1, 2014; “[The Case for Banning Laptops in the Classroom](#),” *New Yorker*, June 6, 2014; “[Why a Leading Professor of New Media just Banned Technology use in Class](#),” *The Washington Post*, September 25, 2014; “[Attention, Students: Put Your Laptops Away](#),” *National Public Radio*, April 17, 2016.

can be made. Failure to adhere to this policy will negatively affect one's attendance/participation component of the final grade.

6. **Always bring the readings with you to class. *If you fail to have a book with you when called upon in class, you will lose one point off your final grade on each such occasion.*** Both I and other students will frequently make references in class to important passages. The best way to keep track of them is to bring the reading.
7. Students with disabilities are encouraged to contact the professor as early as possible in order to arrange any necessary accommodations.
8. All students must check sacred cows at the door. We will discuss sensitive issues in this class – many about which you will already have strong sentiments. This might include, but is not limited to, discussions of sexuality, abortion/infanticide, slavery, economic inequality, class, gender, healthcare, education, the environment, etc. All that I ask of you is that you consider all positions seriously. A sincere execution of this task engenders your growth as a student and citizen. If you are uncomfortable in discussing such matters, then this is surely not the course for you. Please take another course. This constitutes your “trigger warning.”

### **Study Suggestions**

Everyone has different ways of studying for courses, but the following is a list of suggestions that should be universally helpful.

1. Read all the assigned material before class every day.
2. Review all the assigned material again after class. A second reading always helps to bring the significant points to light.
3. Review course material weekly. Ask yourself some of the following questions: Do I understand the material? What were the main points? How strong are the arguments? How does this week's material relate to other things we have read? Regular review cuts down the amount of time one needs to spend cramming for exams,<sup>3</sup> as well as puts the student in a better position to provide interesting commentary in class.
4. Form regular study groups. One of the best ways to learn this material is to discuss it with others. Make a group of friends, if possible, and arrange periodically to get together and review the important issues.
5. Don't hesitate to come by the instructor's office hours any time you have a question or simply want to discuss the material.
6. One more point for reading comprehension and general erudition: if you come across a word in the reading and don't know its meaning, look it up in the dictionary.

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<sup>3</sup> See “[Better Ways to Learn](#),” *New York Times*, October 6, 2014.

## Schedule

<u>Date</u>	<u>Theme</u>	<u>Readings</u>
September 11	<b>Introduction / What is democracy?</b>	none
September 16	<b>What is democracy?</b>	Thucydides, “Funeral Oration” (D2L)
September 18	<b>What is democracy?</b>	Alexis de Tocqueville, “The Omnipotence of the Majority in the United States and its Effects,” pp. 246-61 (D2L)
September 23	<b>What is democracy?</b>	Henrik Ibsen, <i>Enemy of the People</i> , Acts I-II <b>(Last day to drop classes with no penalty)</b>
September 25	<b>What is democracy?</b>	Henrik Ibsen, <i>Enemy of the People</i> , Acts III-V
September 30	<b>What is liberalism?</b>	Jeremy Bentham, <i>An Introduction to the Principles of Morals and Legislation</i> (D2L)
October 2	<b>What is liberalism?</b>	John Stuart Mill, <i>On Liberty</i> , ch. 1-2
October 7	<b>What is liberalism?</b>	John Stuart Mill, <i>On Liberty</i> , ch. 3-5
October 9	<b>What is liberalism?</b>	Catch-up
October 14	<b>What is liberalism?</b>	<b>Exam I</b>
October 16	<b>What is conservatism?</b>	Read: The Declaration of the Rights of Man (in the ‘ <i>Communist Manifesto</i> ’ & <i>Other Writings</i> ); Burke, 1-55; also watch “The French Revolution” on YouTube: <a href="http://tinyurl.com/jloocy6">http://tinyurl.com/jloocy6</a> (History Channel production)
October 21	<b>What is conservatism?</b>	Edmund Burke, 56-110
October 23	<b>What is conservatism?</b>	Michael Oakeshott—“On Being Conservative” (D2L)
October 28	<b>What is conservatism?</b>	Catch up

October 30	<b>Political Conservatism &amp; Economics</b>	Bernard Mandeville, <i>Fable of the Bees</i> , “The Grumbling Hive,” “An Enquiry into the Origin of Moral Virtue,” & “First Dialogue,” pp. 23-35, 36-44, & 195-214
November 4	<b>Political Conservatism &amp; Economics</b>	Bernard Mandeville, <i>Fable of the Bees</i> , Remarks C, F, G, I, K& L, pp. 45-73. <b>(Last day to withdraw from AQ 2017 classes)</b>
November 6	<b>Political Conservatism &amp; Economics</b>	Bernard Mandeville, <i>Fable of the Bees</i> Remarks, M, N, Q, & “An Essay on Charity and the Charity Schools,” pp. 73-87, 94-98, 109-30
November 11	Catch-up/Review	<b>Exam II Distributed</b>
November 13	<b>Political Liberalism &amp; Economics</b>	Karl Marx and Friedrich Engels, <i>Communist Manifesto</i> (entire)
November 18	<b>Political Conservatism &amp; Welfare Policy</b>	Alexis de Tocqueville, <i>Memoir on Pauperism</i> (entire)

**Final Exam:** Monday November 25, from 11:30 AM to 1:45 PM

### **Recommended Supplemental Readings**

Students looking for additional insights into the material can find a wealth of excellent secondary works. I list some of these below. Feel free to investigate as you are so moved. The library will have some of these – others may need to be acquired either through interlibrary loan or universal borrowing. This list is not meant to be exhaustive – it is rather just a sample of some of the scholarship available.

**On Internet Resources:** The Internet reflects the broader world it inhabits – there is some insightful material amidst a sea of nonsense. The trick is discerning the good from the bad. I will provide two exceptions. First, the on-line refereed *Stanford Encyclopedia of Philosophy* is almost universally excellent. It is accessible without subscription from any computer. Second, I encourage you to examine the *Encyclopedia of Political Thought*, edited by Michael Gibbons. You will need to access this via the DePaul University library page. Beyond this, most all Internet sources are unpredictable. I encourage you to consult the *Stanford Encyclopedia* and *Encyclopedia of Political Thought* whenever you are struggling to make sense of a text.

### **General History of Political Thought**

- 1) Dante Germino – *Machiavelli to Marx: Modern Western Political Thought* (University of Chicago Press, 1979).
- 2) Iain Hampsher-Monk – *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx* (Wiley-Blackwell, 1992).
- 3) Leo Strauss and Joseph Cropsey – *History of Political Philosophy* (University of Chicago Press, 1987).
- 4) George Klosko – *History of Political Theory: An Introduction to Modern Political Theory, Volume 2* (Wadsworth Publishing Co Inc, 1995).
- 5) John Plamenatz – *Man and Society: Political and Social Theories from Machiavelli to Marx* (Longman, 1992).
- 6) Bertrand Russell – *A History of Western Philosophy* (Simon and Schuster, 1945).
- 7) Alan Ryan – *On Politics: A History of Political Thought from Herodotus to the Present* (Norton, 2012).
- 8) George Sabine – *A History of Political Theory* (Dryden Press, 1973).
- 9) Steven B. Smith – *Political Philosophy* (Yale University Press, 2012).
- 10) Leo Strauss and Joseph Cropsey – *History of Political Philosophy* (University of Chicago Press, 1987).
- 11) Sheldon S. Wolin – *Politics and Vision: Continuity and Innovation in Western Political Thought* (Princeton University Press, 2004).

### **Thucydides and Ancient Greek Politics**

- 1) Ryan K. Balot – *Greed and Injustice in Classical Athens* (Princeton, 2001), pp. 1-22 and 136-78.
- 2) Carolyn Dewald – *Thucydides's War Narrative: A Structural Study* (Berkeley: University of California Press, 2005).
- 3) Steven Forde – *The Ambition to Rule: Alcibiades and the Politics of Imperialism in Thucydides* (Cornell, 1989).
- 4) David Green – *Man in His Pride: a Study in the Political Philosophy of Thucydides and Plato* (University of Chicago, 1950).
- 5) Simon Hornblower – *A Commentary on Thucydides* (in three volumes) (Oxford University Press, 2005).
- 6) Donald Kagan – *Thucydides: The Reinvention of History* (Viking, 2009).
- 7) H. D. F. Kitto – *The Greeks* (Transaction Publishers, 2007).
- 8) George Klosko and Daryl Rice – “Thucydides and Hobbes's State of Nature,” *History of Political Thought*, Vol. 6 (1985): 405-09.
- 9) S. Sara Monoson – *Plato's Democratic Entanglements: Athenian Politics and the Practice of Philosophy*, (Princeton University Press, 2000), ch 3.
- 10) Josiah Ober – *Political Dissent in Democratic Athens: Intellectual Critics of Popular Rule* (Princeton, 1998).
- 11) Josiah Ober – *Democracy and Knowledge: Innovation and Learning in Classical Athens* (Princeton, 2008).
- 12) Clifford Orwin – *The Humanity of Thucydides* (Princeton University Press, 1994).
- 13) Jacqueline Romilly – *Thucydides and Athenian Imperialism* (Oxford: B. Blackwell, 1963).
- 14) Paul Woodruff – *First Democracy: the Challenge of an Ancient Idea* (Oxford University Press, 2006).
- 15) Perez Zagorin – *Thucydides: An Introduction for the Common Reader* (Princeton University Press, 2005).
- 16) John Zumbrennen – “Democratic Politics and the ‘Character’ of the City in Thucydides,” *History of Political Thought*, Vol. 23, No. 4 (2002): 565-89.
- 17) John Zumbrennen – *Silence and Democracy Athenian Politics in Thucydides' History* (Penn State Press, 2008).



### **Alexis de Tocqueville**

- 1) Ewa Atanassow and Richard Boyd – *Tocqueville and the Frontiers of Democracy* (Cambridge University Press, 2013).
- 2) Richard Avramenko – *Courage: The Politics of Life and Limb* (University of Notre Dame, 2011), ch. 5.
- 3) Richard Avramenko – “Tocqueville and the Religion of Democracy,” *Perspectives on Political Science*, Vol. 41, No. 3 (2012): 125-37.
- 4) Richard Boyd – *Uncivil Society: the Perils of Pluralism and the Making of Modern Liberalism*, (Lexington Books, 2004), pp. 209-38.
- 5) André Jardin – *Tocqueville: A Biography* (Macmillan, 1989).
- 6) George Armstrong Kelly, *The Humane Comedy: Constant, Tocqueville, and French Liberalism* (Cambridge, 1992).
- 7) Jill Locke and Eileen Hunt Botting – *Feminist Interpretations of Alexis de Tocqueville* (Penn State Press, 2009).
- 8) Michael Locke McLendon – “Tocqueville, Jansenism, and the Psychology of Freedom,” in *The American Journal of Political Science*, Vol. 50, No. 3: 664-75.
- 9) Joshua Mitchell – *The Fragility of Freedom: Tocqueville on Religion, Democracy, and the American Future* (University of Chicago Press, 1999).
- 10) Jennifer Pitts – *A Turn to Empire: The Rise of Imperial Liberalism in Britain and France* (Princeton University Press, 2006), ch. 7.
- 11) Paul Rahe – *Soft Despotism, Democracy's Drift: Montesquieu, Rousseau, Tocqueville, and the Modern Prospect* (Yale, 2009).
- 12) Sharon K. Vaughan – *Poverty, Justice, and Western Political Thought* (Lexington Books, 2007), pp. 105-21.
- 13) Cheryl B. Welch – *The Cambridge Companion to Tocqueville* (Cambridge University Press, 2006).
- 14) Cheryl B. Welch – *De Tocqueville* (Oxford University Press, 2001).
- 15) Sheldon S. Wolin – *Tocqueville between Two Worlds: The Making of a Political and Theoretical Life* (Princeton University Press, 2003).

### **Jeremy Bentham**

- 1) David Baumgardt – *Bentham and the Ethics of Today* (Princeton University Press, 1952)
- 2) David Braybrooke – *Utilitarianism: Restorations, Repairs, Renovations* (University of Toronto Press, 2004).
- 3) Robert E. Goodin – *Utilitarianism as a Public Philosophy* (Cambridge University Press, 1995).
- 4) Paul Kelly – *The Routledge Guidebook to Bentham on Law and Morality* (Routledge, 2009).
- 5) Jennifer Pitts – *A Turn to Empire: The Rise of Imperial Liberalism in Britain and France* (Princeton University Press, 2006), ch. 4.
- 6) Frederick Rosen – *Jeremy Bentham and Representative Democracy: A Study of the Constitutional Code* (Oxford, 1983).
- 7) Nancy Rosenblum – *Bentham's Theory of the Modern State* (Harvard, 1979).
- 8) Michael Sandel – *Justice: What's the Right Thing to Do?* (Farrar, Straus, and Giroux, 2009), pp. 34-49.
- 9) Philip Schofield – *Utility and Democracy: The Political Thought of Jeremy Bentham* (Oxford, 2006).
- 10) Philip Schofield – *Bentham: A Guide for the Perplexed* (Continuum, 2009).
- 11) Melissa Schwartzberg – “Jeremy Bentham on Fallibility and Infallibility,” *Journal of the History of Ideas*, Vol. 68, No. 4 (Oct. 2007): 562-86.
- 12) J. J. C. Smart and Bernard Williams – *Utilitarianism: For and Against* (Cambridge University Press, 1973).

## **John Stuart Mill**

- 1) F. R. Berger – *Happiness, Justice and Freedom: The Moral and Political Philosophy of J.S. Mill* (University of California Press, 1984).
- 2) Isaiah Berlin – *Four Essays on Liberty* (Oxford University Press, 1969), ch. 3 & 4.
- 3) Richard Boyd – *Uncivil Society: The Perils of Pluralism and the Making of Modern Liberalism* (Lexington Books, 2004), pp. 177-208.
- 4) David O. Brink – *Mill's Progressive Principles* (Oxford, 2013).
- 5) Nicholas Capaldi – *John Stuart Mill: a Biography* (Cambridge University Press, 2004).
- 6) Roger Crisp – *Routledge Philosophy Guidebook to Mill on Utilitarianism* (Routledge, 1997).
- 7) Robert Devigne – *Reforming Liberalism: J. S. Mill's Use of Ancient, Religious, Liberal & Romantic Moralities* (Yale University Press, 2006).
- 8) Wendy Donner – *The Liberal Self: John Stuart Mill's Moral and Political Philosophy* (Cornell University Press, 1991).
- 9) Lewis S. Feuer – “John Stuart Mill and Marxian Socialism,” *Journal of the History of Ideas*, Vol. 10, no. 2 (1949): 297-303.
- 10) Joseph Hamburger – *John Stuart Mill on Liberty and Control* (Princeton, 1999).
- 11) Gertrude Himmelfarb – *On Liberty and Liberalism: the Case of John Stuart Mill* (Knopf, 1974).
- 12) Sujith Kumar – *Mill: A Guide for the Perplexed* (Bloomsbury, 2013).
- 13) Laura Valladão de Mattos – “John Stuart Mill, Socialism, and His Liberal Utopia: An Application of his View of Social Institution,” *History of Economic Ideas*, Vol. 8, no. 2 (2000): 95-120.
- 14) Oskar Kurer – “J. S. Mill and Utopian Socialism,” *Economic Record*, Vol. 68, no. 3 (1992): 222-232.
- 15) Pratap Bhanu Mehta – “Liberalism, Nation, and Empire,” in *Empire and Modern Political Thought* (Cambridge University Press, 2013), ch. 9.
- 16) Dale E. Miller – *J. S. Mill: Moral, Social and Political Thought* (Polity, 2010).
- 17) Susan Moller Okin – *Women in Western Political Thought* (Princeton University Press, 1992), ch. 9.
- 18) Jennifer Pitts – *A Turn to Empire: The Rise of Imperial Liberalism in Britain and France* (Princeton University Press, 2006), ch. 5.
- 19) John Rawls – *Lectures on the History of Political Philosophy* (Harvard, 2007), pp. 251-316.
- 20) Richard Reeves – *John Stuart Mill: Victorian Firebrand* (Atlantic Books, Limited, 2008).
- 21) Jonathan Riley – “J. S. Mill's Liberal Utilitarian Assessment of Capitalism versus Socialism,” *Utilitas*, Vol. 8, no. 1 (1996): 39-71.
- 22) Alan Ryan – *The Philosophy of John Stuart Mill* (Humanities Press International, 1990).
- 23) Michael Sandel – *Justice: What's the Right Thing to Do?* (Farrar, Straus, and Giroux, 2009), pp. 49-57.
- 24) John Skorupski – *Why Read Mill Today?* (Routledge, 2006).
- 25) Dennis F. Thompson, *John Stuart Mill and Representative Government* (Princeton University Press, 1976).
- 26) C. L. Ten, ed. – *Mill's 'On Liberty': A Critical Guide* (Cambridge, 2009).
- 27) Brandon P. Turner – “John Stuart Mill and the Antagonistic Foundation of Liberal Politics,” *Review of Politics*, Vol. 72, No. 1 (Winter 2010): 25-53.
- 28) Nadia Urbinati, *Mill on Democracy: From the Athenian Polis to Representative Government* (The University of Chicago Press, 2002).
- 29) Nadia Urbinati and Alex Zakaras – *J. S. Mill's Political Thought: A Bicentennial Reassessment* (Cambridge, 2007).
- 30) Sharon K. Vaughan – *Poverty, Justice, and Western Political Thought* (Lexington Books, 2007), pp. 121-33.
- 31) Henry R. West – *An Introduction to Mill's Utilitarian Ethics* (Cambridge, 2003).
- 32) Henry R. West – *The Blackwell Guide to Mill's Utilitarianism* (Blackwell, 2006).
- 33) Henry R. West – *Mill's 'Utilitarianism': A Reader's Guide* (Bloomsbury, 2007).

## **Edmund Burke**

- 1) Richard Bourke – *Empire and Revolution: The Political Life of Edmund Burke* (Princeton, 2017).
- 2) Richard Boyd – *Uncivil Society: the Perils of Pluralism and the Making of Modern Liberalism*, (Lexington Books, 2004), pp. 153-76.
- 3) David Bromwich – *The Intellectual Life of Edmund Burke: From the Sublime and Beautiful to American Independence* (Harvard, 2014).
- 4) W. H. Greenleaf – “Hume, Burke, and the General Will,” *Political Studies*, Vol. 20, No. 2 (1971): 131-40.
- 5) Iain Hampsher-Monk – *The Political Philosophy of Edmund Burke* (Longman, 1987).
- 6) Iain Hampsher-Monk – “Edmund Burke and the Chancing Justification for Intervention,” *The Historical Journal*, Vol. 48, No. 1 (2005): 65-100.
- 7) Iain Hampsher-Monk – “Rousseau, Burke’s Vindication of Natural Society, and Revolutionary Ideology,” *European Journal of Political Theory*, Vol. 9, No. 3 (July 2010): 245-66.
- 8) Donald Herzog – “Puzzling through Burke,” *Political Theory*, Vol. 19, No. 3 (1991): 336-63.
- 9) Bruce Mazlish – “The Conservative Revolution of Edmund Burke,” *Review of Politics*, Vol. 20, No. 1 (1958): 21-33.
- 10) Russell Kirk – *Edmund Burke: a Genius Reconsidered* (Isi Books, 2003).
- 11) Yuval Levin – *The Great Debate: Edmund Burke, Thomas Paine, and the Birth of Right and Left* (Basic Books, 2014).
- 12) C. B. MacPherson – “Edmund Burke and the New Conservatism,” *Science and Society*, Vol. 22, No. 3 (1958): 231-39.
- 13) Uday Mehta – *Liberalism and Empire: a Study in Nineteenth Century British Liberal Thought* (University of Chicago Press, 1999), ch. 5.
- 14) Jesse Norman – *Edmund Burke: The First Conservative* (Basic Books, 2015).
- 15) Connor Cruise O’Brien – *The Great Melody: A Thematic Biography of Edmund Burke* (University of Chicago Press, 1994).
- 16) Daniel I. O’Neill – *The Burke-Wollstonecraft Debate: Savagery, Civilization, and Democracy* (Penn State Press, 2007).
- 17) Daniel I. O’Neill – *Edmund Burke and the Conservative Logic of Empire* (University of California Press, 2016).
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