



Govt 316-Mod
Political Philosophy



Govt 301-Course
Syllabus for Int. Org



Govt 462-Course
Syllabus for Capstor



Govt 400- Black
Political Thought



Govt 360-Fieldwork
Political Science (I

Bowie State

University
School of Arts and Sciences
Department of History & Government

Fall 2021 Semester: August 31-December 12, 2021

COURSE SYLLABUS AND SCHEDULE OF LEARNING ACTIVITIES

Course Title: Early Political Philosophy & Theory

Course # & Section: Govt 315-555 (1168)

Class Schedule: Fully/Completely Online

Course Venue: Online via BSU Bb & Zoom

Online Office Hours: F @ 9:00-11:00 a.m. and/or by Appointments

Instructor: Benjamin Arah, Ph.D.

Office Bldg.: N/A

Office Phone: (240) 355-4247

E-Mail: barah@bowiestate.edu

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 (both ancient and medieval) 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 it consists of a textual study and 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 direct 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 major or significant contributions of Thucydides/Pericles, some pre-Socratics, the Sophists, Socrates and Plato, Aristotle, Marcus Tullius Cicero, St. Augustine of Hippo, St. Thomas Aquinas, Christine de Pizan, and other political thinkers/philosophers. We will read their major books and talk about their ideas, access them via tapes and/or Youtube.

MODE OF OR FORMAT FOR CONTENT DELIVERY

This is a fully or completely an online course with both synchronous and asynchronous interactive communication. An “online course” is a course is remotely or electronically delivered and which is intentionally designed and developed to be offered in virtual learning environment with the mediation or integration of certain required media technologies. As an online course, the instructor posts both the course content and instructions in the BSU Blackboard and students will

have a 24/7 flexible to access to the reading materials, complete and submit written assignments, and interact with both the other students and the faculty via the appropriate media technologies (computer, phone, the internet, e-mail, Blackboard, and the Zoom). In an online course (like this), both students and the instructor are geographically dispersed or separated in space and time, but will continue to interactively communicate synchronously (in real-time using the Zoom) and asynchronously (not in-real time). Hence, teaching and learning will be done electronically, virtually or remotely.

NOTE ABOUT THE ZOOM VIDEO (CAMERA) REQUIREMENT: It is important that students understand that the Zoom meeting is a cloud-based teleconferencing service that allows the meeting participants or class attendees to virtually/remotely and actively interactive with each other (share and discuss the information: course content) via the use of computer, the internet and other applicable media technologies. One good feature about the Zoom meeting is that it is a live chat organized and coordinated around the use of both video and audio; and, for students, to be present and meet the basic attendance requirement, they “must” endeavor to switch on their camera all through the session, even if or when microphones are muted. Zoom is a cloud-based video communications, and the students’ videos should be visible to the other participants. Please be advised that the instructor shall take class attendance based on the number of students who display themselves via the Zoom video and would not hide themselves behind the screen. In this regard, the instructor is recommending that students who are in class (via the Zoom technology) switch their camera on, but to “mute” their microphone (except when they are asked to speak or have something meaningful to contribute during the session. Zoom meeting is **OPTIONAL!**

Because this is a fully or completely an asynchronous online course, that starts on October 25-December 17, 2021; we will have the weekly Zoom meeting on Wednesday @ 5:00-7:20 p.m. The instructor will provide the link information (already available via the Course Syllabus & Other Information) for students to access and join.

Students should click on the links provided to access the highlighted area for additional **Orientation** information and tutorials, and carefully review/read the instructions to be able to understand what they need to do to succeed and excel in this online learning course.

To get started, please go to the BSU Blackboard, take the time to go through some of the items on the Course Menu to learn about their contents and spend some time in the virtual learning environment to learn to find certain information and materials, for “practice makes permanent.” On the left side of the course website, students will find the Course Menu that contains the functional components arranged in this specific order as follows:

- **START HERE, FIRST!**
- **ANNOUNCEMENTS**
- **COURSE SYLLABUS & OTHER INFORMATION**
- **MODULES & MATERIALS**
- **INTERACTIVE FORUM**

- GRADED ASSIGNMENTS
- GROUP COLLABORATION
- ZOOM MEETING LINK
- EXTRA-CREDITS TASKS
- ADDITIONAL RESOURCES
- VIEW MY GRADES
- HELPDESK & THE Bb
- MISCELLANEOUS

Course Prerequisites: The prerequisite is Govt 130 (Introduction to Political Science) or the permission of the instructor. 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 think creatively, critically and persuasively.

These texts are Recommended Reading Materials:

Boucher, David & Paul Kelly (eds.). (2009). *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press (2nd ed.).

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.). (2015). *Political Philosophy: The Essential Texts* (3rd ed.). NY: Oxford University Press.

Note: The instructor reserves the right to assign other reading materials from other sources, texts and journals, tapes and youtube or internet links; and may put/post some reading assignments on the Blackboard via the internet. So check the Course Menu, and go to the Modules & Materials for the specific reading assignments. In that case, students will be held responsible for any/all of the assigned reading materials. Enjoy!

Note: Please review the “Selected Reading Materials in Political Philosophy & Theory at the end of this Syllabus, for additional references and resources.

Disability Policy Statement for Accommodations: Students with any form of disabilities and wish to receive the ADA accommodation considerations should immediately communicate their interests to Dr. Michael S. Hughes (Coordinator of Disability Support Services & Academic Advisement Specialist). His office is in the Basement of Thurgood Marshall Library (Room 079), and he his office phone is (301) 860-4062. It is important to share the information with the course instructor early in the course.

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.

A) **Course 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) **Student Learning Outcomes:** Students will be required to complete the following

1. Write argumentative essays on an assigned topic, issue or about selected political thinkers. Each essay should employ sound reasoning and avoid informal fallacies as well as demonstrate an ability to deal with complex issue/ideas and provide interpretive analysis. Students are expected to take a position on any topic and defend it with sound reasoning.
2. Actively participate in the assigned Study Group collaborative assignments, and students should develop power point presentations and post via the designated virtual spaces for other students to see and respond to/comment on; and
3. Do the graded written assignments (short argumentative essays, study group presentations, the final essay or questions, and actively participate in the weekly online forums/postings with the possibility of having some extra-credit opportunities).

Performance Evaluation Criteria, the Grading System & Students' Responsibilities:

a) Performance Evaluation Criteria: Various assessment methods will be used to evaluate students' performance as follows:

- i) Final Project = 10% (due on the last day of class, on Dec. 3, 2021)
- ii) 3 Group Presentations = 30% (10% each; on Sept. 17, Oct. 15 & Nov. 12)
- iii) Weekly Online Forums = 30% (2% per week, substantive & timely postings)
- iv) 3 Argumentative Papers = 30% (due on Sept. 21, Oct. 19, and Nov. 16, 2021)
- v) Extra-Credit Opportunities = 10% (Instructor will announce the activities)

NOTE WELL: Please be advised that the Mid-Term grade will be based on weekly conferences, the first two group presentations, and the first two short/argumentative papers, and any possible points from the extra-credit assignments.

Students need to submit their written assignments in Microsoft Word 2003 compatible document with a rich text format for easy access and grading. Any written assignment that is incompatible document which I cannot open will be returned ungraded and the student may receive a zero!

b) **The Grading System:** The attainment of the learning objectives will be measured by the study group/collaborative presentations, three argumentative essays, weekly interactive student-driven online forums, final paper or project, and possible extra-credit tasks. Please note that both proficiency and competency will be determined by the attainment of a cumulative grade of "C" or better based on the following calculations:

- 90+ = A
- 80+ = B
- 70+ = C
- 60+ = D
- 50+/- = F.

c) Part of the Students Responsibilities:

- i) Students are required to attend classes regularly, study/learn the assigned materials before and after each class session, come to class ready and eager to ask questions and participate in graded class activities: deliberations, discussions, group presentations, answering the essay questions during the mid-term examination, actively participating in the weekly online forums, and writing the term paper.
- ii) Every students is required to login and participate in the Blackboard interactive conference forums or discussions with other students, which should be done asynchronously. This is a time to read/study the materials posted on the Weekly Online Forum, develop one's own major or substantive/thoughtful response, and then respond to what the other students have posted (please respond accordingly, respectfully, intelligently and responsibly). The instructor, as a "ghost in the wings," reads and monitors as well as records each student's attendance and performance.

NOTE WELL: Students are required to use the Friday sessions to engage in the required weekly

online interactive activities, and please know that these learning activities are promptly recorded. When posting answers, comments or responses, make sure that you type in the appropriate space and then hit the “submit” button. And be advised that whatever is written and posted online, in the online conference forum, is public and so be careful about and mindful of what is said and how it is conveyed to avoid any misrepresentation or misinterpretation. Write clearly, intelligibly, and knowing fully well that whatever is posted is open to the public. Please avoid being personal, confrontational and vulgar with the choice of both words and language. Respect the differences in other people (students) and understand that we are taking this course for self-improvement. We are not in this class to compete for grades, but we can work with other students in the spirit of both collaboration and cooperation to achieve a win-win result for everyone. So let us all try to make this class a fun and an enriching learning 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 Blackboard. 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 accepted. To avoid this type of intellectual dishonesty, 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. These different writing manuals are in the internet, so check them out!

TAKE NOTE: Any student who fails to write an acceptable paper will get a “zero” for that specific written assignment, so please endeavor to familiarize yourselves with the appropriate writing style in the discipline.

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.

Instructions and Rubric for the Graded Assignments & Online Participation:

i) The Guideline for the Graded Essay Answers and/or 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 that “any plagiarism will result in a final failing grade of an F. This includes copying, paraphrasing someone, borrowing or stealing materials from the internet or any other sources without proper notations and/or accurate citations.”

ii) Weekly Online Forum or Conference Participation: The instructor will develop weekly assignments for students to work on and complete as individual contribution to the course discussions. Each week, students are required to have a major response on the assigned materials and post the responses as at when due, and must respond to the postings or responses of two or more students within the period. The instructor monitors the activities.

iv) Study Group/Collaborative Presentation: Each student will work with a specific study group members, and each group will be assigned materials to read and present on the dates to be assigned by the instructor. The presentations should be of quality, entail summaries and highlights of the assigned materials, and the groups lead the class in the discussion/deliberations. The group and reading assignments will be placed in the Study Group area (via the Course Menu), but the presentations and question-answer sessions will be posted in the Weekly Online Forum area at the appropriate time and also in class.

After the Study Groups have completed their readings and posted their presentations, then all the other students will be required to read/review the presentations, discuss and ask questions. The Groups should endeavor to lead the discussions, address issues raised and provide intelligent answers to the questions. The Study groups should be expected to respond to questions raised in their conference by class members promptly, within two days, and questions must be answered within a 24-hour period following their postings. 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 Rubric for each Graded Assignment is or will be posted via the Course Syllabus & Other Information area. For easy access.

SOME BSU ACADEMIC POLICIES (REFERENCES & PAGES IN THE CATALOG)

Textbooks: “Textbooks are required of all students. All required texts may be purchased through the University Bookstore.” The instructor wishes to suggest that students can arrange to have the required textbooks via access to e-book and/or can rent for reasonable fees in order to enable them secured and meet this critical learning requirement. Having the required reading materials is the sole responsibility of the student, and they need the materials in order to do well and/or excel.

Student Code of Conduct: It is stated that “students are expected to conduct themselves in a manner which is consistent with the purpose and objectives of Bowie State University. In particular, all students have the privilege to learn, subject only to their own initiative and ability, and uninhibited by the behavior of others....Academic honesty...is required of all students.” The institution has Standards & Expectations of BSU students, and it is assumed that each student

1. Seeks to develop self academically, physically, and spiritually
2. Values life
3. Has integrity
4. Is dependable
5. Sets high personal standards
6. Has effective communication skills
7. Is aware of his or her history
8. Knows and abides by the Rules of Social Decorum
9. Understands appropriate dress, and has pride in Bowie State University.

Class Attendance and Excessive Absences: It is clearly stated that “students are expected to attend classes...take all examinations, and participate in other learning activities as designated by the instructor. A student may be advised by the instructor to withdraw from a course for excessive absences. Five (5) or more hours of unexcused absences before the final date for withdrawal may

result in the student’s receiving a grade of ‘F’ for the course.” Students with certifiable health or medical absences should submit their documentations to the Dean via the instructor.

Academic Honesty, Integrity and Plagiarism: Plagiarism, as a form of academic dishonesty, is cheating and should be avoided. “Plagiarism is the act of representing another’s ideas, words, or information as one’s own,” and students need to realize that “All directly quoted materials must be identified as such by quotation marks” and “the sources...acknowledged.” Also sources of borrowed ideas or information, according to the BSU Policy, “must be acknowledged,” but “the sources of ideas or information lying within the realm of common knowledge...need not be acknowledged.”

The Grade of ‘I’: The “Incomplete” grade is issued by the course instructor (of record), say “when a student is unable to complete the required course work, because of verifiable medical reasons or documented catastrophic events beyond the control of the student...” The student will have the first (6) weeks from the start of next semester to work with the instructor to complete his/her outstanding course work or the grade will automatically turn into an “F,” if the faculty does not submit the Change of Grade Form with the student’s new grade.

Grade Appeal Procedures: Students who have documentation that an error was made in the determination of a course grade, and/or desire to appeal a grade due to an alleged arbitrary or capricious grading must first discuss the concern with the faculty member involved. If there are unresolved issues, the student may initiate the grade appeal process. The student may initiate the grade appeal in writing, with appropriate documentation and evidence, through the appropriate channels: instructor, Department Chair, College Dean, and Provost. The student must initiate the appeal no later than 10 working days, if for a course assignment grade; and no later than 30 days from the end of the semester, if a course grade.

Important Announcements: Information & Dates: See the Academic Calendar on the Website

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

Course Modifications: The instructor reserves the right to make some necessary adjustments and appropriate changes or modifications) to course with your consent and due communication.

HelpDesk & Technical Assistance: For any technical questions and assistance, it is advised to call please call (301) 860-4357 and following directions/instructions.

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

Weeks/Dates	Learning Modules and Topics for Discussion & Reflection	Required Reading Assignments & Responsibilities
Weeks 1-2:	<p><u>Module One:</u> General Introduction to the Study of Philosophy, Politics and Political Philosophy/Theory</p> <p>a) A General Introduction</p>	<p>Lectures in the Course Content Area, Handouts, and Chapter Assignments. Read:</p> <p>a) the materials in Introduction</p>

	<p>b) Nature of Philosophy,</p> <p>c) Political Philosophy as the Study and Critical Analysis of Politics and Philosophy</p> <ol style="list-style-type: none"> 1. The Nature & Direction of the Course 2. Introduction to Philosophy and Political Philosophy 3. The Fields in Philosophy 4. The Value of Philosophy 5. The Activities of the APA 6. The Nature, Scope and Value of Political Philosophy <p>Questions and Review</p>	<p>and also in Module One in the Course Content via BSU Online</p> <p>b) Leo Strauss’ “What is Political Philosophy”? (in-class handout)</p> <p>c) George Kateb’s “The Main Characteristics of Political Theory,” in <i>Political Theory: Its Nature and Uses</i></p> <p>e) “Political Philosophy” (access the link via internet) http://www.wordiq.com/definition/Political_philosophy</p> <p>f) The Value of Philosophy via American Philosophical Association’s website or google Bertrand Russell, <i>The Problems of Philosophy</i></p>
<p>Weeks: 3-4:</p>	<p>Module 2: Metaphysics and the Greek Experience</p> <ol style="list-style-type: none"> a) The Early Greek Metaphysicians or Pre-Socratics b) The Sophists c) Pericles’ Funeral Oration (see Thucydides and the Roots of Realism: The Peloponnesian War (Hackett), Books I-V <p>Underlying Questions:</p> <p>What is the nature of nature or reality?</p> <p>What is real or really real?</p> <p>Is reality one or many?</p> <p>Is change humanly possible?</p>	<p>Lectures in the Course Content Area and handouts</p>

	<p>What can be known, knowable beyond appearance?</p> <p>What is the human role in the order of the universe?</p>	
Weeks 5-8:	<p>Module 3: Socrates, Plato, and Aristotle</p> <ul style="list-style-type: none"> i) Socrates and Plato ii) Aristotle <p>Underlying Questions:</p> <p>What is the Good (or Bad) State?</p> <ul style="list-style-type: none"> b) Who should Rule? c) Individual and the State: which is a priori or has priority/do they simply presuppose each other? d) Is the state (as a political and moral community) worth dying for? e) What is the status of women in the Kallipolis? <p>Readings:</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>Aristotle, <i>Nichomachean Ethics</i></p>	Lectures in the Course Content Area, Handouts, and Chapter Assignments
Weeks 10-12:	<p>Module 4: Hellenistic Philosophers, the Romans and the Christian Theologians of the Medieval Ages</p> <ul style="list-style-type: none"> a) The Transition from the Ancient to the Medieval Period and the Influence of Plato and Aristotle b) Cicero et al. c) St. Augustine, <i>The City of God & Confessions</i> d) St. Thomas Aquinas, <i>The Treatise on Law</i> ('Politics and Law') 	Lectures in the Course Content Area, Handouts and Other Assigned Readings

	e) Christine de Pizan, <i>The Book of the City of the Ladies</i>	
Weeks 13-16:	<p>Module 5: Political Concepts: Justice, Equality, Freedom, Government, and Governance in the Human Polity/Political Community</p> <ol style="list-style-type: none"> 1) Melissa Lane & Edward N. Zalta (eds.). (2014). “Ancient Political Philosophy.” 2) Alberto Abadie (2004), “Poverty, Political Freedom, and the Roots of Terrorism.” 3) Dimitrina Petrova (December 2008), “Commentary on The Declaration of Principles on Equality: A Contribution to International Human Rights” (pp. 58-72). <i>Equal Rights Review</i>, Vol. 2 (see the link provided on the Bb). 4) John A. Rothchild. “Introduction to Athenian Democracy of the 5th & 4th Centuries BCE.” <p>Module Review/Summary and Course Conclusion</p>	<p>Lectures in the Course Content Area, Handouts, and Chapter Assignments</p> <p>See “Ancient Political Philosophy” in the <i>Stanford Encyclopedia of Philosophy</i>,</p> <p>Final Project is due and must be submitted on Dec. 3, 2021. The instructor will give out the assignment in due course!</p>

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.

Miliband, R. (1977). *Marxism and politics, Marxist introductions*. 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 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*. N.J.: Chatham House Pub.
- Rice, Daryl H. (1998). *A guide to Plato's Republic*. New York: Oxford University Press.
- Rutherford, James H. (1992). *The moral foundations of United States constitutional democracy*. Pittsburgh, Penn.: Dorrance Pub. Co.
- Schuettinger, Robert Lindsay. (1970). *The conservative tradition in European thought; an anthology*. New York: Putnam.
- Schumpeter, Joseph A. (1978/1942). *Can Capitalism Survive?* NY: Harper Colophon Books.
- Schumpeter, Joseph Alois, and Paul Marlor Sweezy. (1989). *Imperialism; and, Social classes*. Fairfield, NJ: A.M. Kelley.
- Solomon, Robert C., and Mark C. Murphy. (2000). *What is justice? Classic and contemporary readings* (2nd ed). New York: Oxford University Press.
- Strauss, Leo. (1959). *What is political philosophy? And other studies*. Free Press.
- Tannenbaum, Donald G., and David A. Schultz. 1997. *Inventors of ideas: an introduction to*

western political philosophy. New York: St. Martin's Press.

Tinder, Glenn E. (1986). *Political thinking: The perennial questions*. Boston: Little, Brown.

Wallwork, Ernest. (1972). *Durkheim: morality and milieu*. Harvard University Press.

Weber, Max, and S. M. Miller. (1963). *Max Weber; [selections from his work]*. NY: Crowell.

Wolff, R. Paul. (1998). *In defense of anarchism*. Berkeley, Calif.: University of California Press.