

Political Science 230  
Winter 2020  
M-W 11:20-12:50  
DePaul University

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## Classical Political Thought

### Content

The contemporary citizen is beset with dozens of profound political problems. Who should have the right to vote and why? What is the aim of health care, and how should it be distributed? What are the effects of radical wealth inequality on the political system? Does the government have the right to deceive its citizens in service of the public good? Does political competence increase or decrease with wealth and poverty respectively? What is the proper role, if any, of religion in politics? Does it matter whether rulers are virtuous or not? Does it matter whether citizens are virtuous or not?

These are the kinds of fundamental questions that confront citizens when they vote. They are also timeless questions philosophers have been engaging since the birth of political philosophy itself. This quarter we will discuss two of the most celebrated philosophers in recorded history – Plato and Aristotle – to engage these questions. In many respects, the questions they ask will seem familiar. In other instances, their questions will seem foreign and obscure at first. Yet confronting all their questions and answers will provoke the student to consider timeless political questions with a fresh perspective.

### Aims

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

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

**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 and one’s place in it through a study of the eternal questions of politics. The questions addressed in this course will be

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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.

just as relevant in fifty years as 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.

## **Requirements & Evaluation**

**Exams** – You will take two exams in this course: a mid-term and a final. Both exams will be essay format. The final exam will be comprehensive, insofar as you will be asked to compare Plato and Aristotle.

**Make-Up Exam Policy** – I do grant make-up exams for students with legitimate and official 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**.

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 even greater 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 (e.g., frequently late, or frequently leaves the classroom)  
0-5 points = a combination irregular to no class attendance, no signs of preparation, and / or disruptive tendencies

**Reaction Papers**—Each student is required to **write seven one-page reaction papers** during the course of this semester. They may be turned in for any class on which we have a reading due throughout the course, though no more than one per class will be accepted. These papers must be double-spaced with a regular font and proper margins. In this paper, I would like for each student to take up a question generated by the day's reading that seems interesting. This may come in many forms. *E.g.*, a) "Plato's Theory of Ideas is objectionable for the following reasons . . .", b) "Plato's Theory of Ideas seems to solve many problems that burdened Athens during the Peloponnesian War . . .", or "Plato's theory of culture expresses many reasonable concerns that still burden contemporary society." **Papers must be submitted in person at the beginning of class.** Any paper submitted in the next 24 hours earns half-credit. There will be no grade given on the reaction papers, but the instructor recommends that you come in to discuss them periodically, in order to make sure that you understand the materials reasonably well. **Each reaction paper must include two citations the text to receive credit.**

**Quizzes**—Throughout the semester approximately seven 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 five highest quiz grades for each student will constitute 20% 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 that class session ask me for half-credit. You may not take the quiz at that point for additional points.

Grade Summary:

Attendance & Participation	10%
Quizzes	20%
Exam I	20%
Exam II	30%
<u>Reaction Papers</u>	<u>20%</u>
Total	100% (minus points for tech / book policy violations)

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

There are two required text purchases:

- 1) Plato, *Republic*, trans. C. D. C. Reeve (Hackett, 2004).<sup>2</sup>
- 2) Plato, *Five Dialogues: Euthyphro, Apology, Crito, Meno, Phaedo*, 2<sup>nd</sup> edition, trans. Grube (Hackett, 2002).
- 3) Thucydides, *On Justice, Power, and Human Nature: Selections from The History of the Peloponnesian War*, trans. Woodruff (Hackett, 1993).

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<sup>2</sup> Note: this is *not* the same as the widely-available Grube translation, revised by Reeve. Please get the Reeve translation. It should have a picture of the sun on the cover.

## Comments on Texts:

- a) **Please get specifically these editions.** There are *many* translations of these texts, and there are other good ones, I concede. But it is imperative that we all have the same editions to facilitate effective classroom discussion. If you have a different edition, you will waste much class time and study time in trying to locate references to the texts.
- b) **Do not get e-book editions,** since the evidence suggests that such books are typically read with far less care and attention than traditional paper books.<sup>3</sup> The evidence is in. You absorb texts better – especially complex ones like those in this course – when holding a physical book in your hands.
- c) **Always bring the book with you to class, as you will find the references useful in discussion.** *On each occasion you fail to have a book with you when called upon in class, you will lose one point off your final grade.* 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

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<sup>3</sup> See T. J. Raphael, “[Your paper brain and your Kindle brain aren't the same thing](#),” *Public Radio International*, September 18, 2014.

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>4</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 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 includes, 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

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<sup>4</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.

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 which should be universally helpful.

1. Read all the assigned material before class every day.
2. Review all the assigned material again. 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>5</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 way to learn this material is to discuss it with others. Make a group of friends, if possible, and arrange to get together periodically in dorms or local coffeehouses to review and discuss 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.

<b><u>Class Session</u></b>	<b><u>Theme /Author</u></b>	<b><u>Assigned Materials</u></b>
January 6	Introduction	No materials
January 8	Plutarch	<i>Lives</i> , “Life of Lycurgus” (D2L)
January 13	Plutarch	<i>Lives</i> , “Life of Solon” (D2L)
January 15	Thucydides	<i>Peloponnesian War</i> , pp. 1-87
January 20	MLK Holiday	No new reading

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<sup>5</sup> See “[Better Ways to Learn](#),” *New York Times*, October 6, 2014.

January 22	Thucydides	<i>Peloponnesian War</i> , pp. 88-160
January 27	Plato	<i>Apology</i> (entire)
January 29	Plato	<i>Crito</i> (entire)
February 3	Plato	Catch-up
February 5	Plato	Exam
February 10	Plato	<i>Republic</i> , Book I
February 12	Plato	<i>Republic</i> , Book II
February 17	Plato	<i>Republic</i> , Book III
February 19	Plato	<i>Republic</i> , Book IV
February 24	Plato	<i>Republic</i> , Book V
February 26	Plato	<i>Republic</i> , Book VI
March 2	Plato	<i>Republic</i> , Book VII
March 4	Plato	<i>Republic</i> , Book VIII
March 9	Plato	<i>Republic</i> , Book IX
March 11	Plato	<i>Republic</i> , Book X

**Final Exam:** March 16, 2020, 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 is a reflection of 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 one rule of thumb: the on-line refereed ***Stanford Encyclopedia of Philosophy*** is almost

universally excellent, and everything else is unpredictable. I strongly encourage you to check with the *Stanford Encyclopedia* whenever you are struggling to make sense of a text. I simply cannot vouch for anything else except on a case-by-case basis.

### **General Surveys of Greek History, Politics, and Philosophy**

- 1) Ernest Barker – *Greek Political Theory: Plato and His Predecessors* (London : Methuen, 1960).
- 2) Ryan K. Balot – *Greed and Injustice in Classical Athens* (Princeton University Press, 2001).
- 3) Ryan K. Balot – *Greek Political Thought* (Wiley-Blackwell, 2006).
- 4) James Henderson Burns – *The Cambridge History of Medieval Political Thought* c. 350-c. 1450 (Cambridge, 1988).
- 5) Janet Coleman – *A History of Political Thought: Vol. I, From Ancient Greece to Early Christianity* (Wiley-Blackwell, 2000).
- 6) Janet Coleman – *A History of Political Thought: From the Middle Ages to the Renaissance* (Wiley-Blackwell, 2000).
- 7) Arthur Herman – *The Cave and the Light: Plato Versus Aristotle, and the Struggle for the Soul of Western Civilization* (Random House, 2014).
- 8) H. D. F. Kitto – *The Greeks* (Transaction Publishers, 2007).
- 9) George Klosko – *History of Political Theory: An Introduction, Vol. I* (Harcourt Brace College Publishers, 1994).
- 10) S. Sara Monoson – *Plato's Democratic Entanglements: Athenian Politics and the Practice of Philosophy*, (Princeton University Press, 2000).
- 11) Josiah Ober – *Political Dissent in Democratic Athens: Intellectual Critics of Popular Rule* (Princeton, 1998).
- 12) Josiah Ober – *Democracy and Knowledge: Innovation and Learning in Classical Athens* (Princeton, 2008).
- 13) David Roochnik – *Retrieving the Ancients: An Introduction to Greek Philosophy* (Wiley-Blackwell, 2004)
- 14) T. A. Sinclair – *A History of Greek Political Theory* (Cleveland, World Pub. Co., 1961).
- 15) Leo Strauss and Joseph Cropsey – *History of Political Philosophy* (University of Chicago Press, 1987).
- 16) Paul Woodruff – *First Democracy: the Challenge of an Ancient Idea* (Oxford University Press, 2006).

### **Plutarch, Solon, Lycurgus**

- 1) Mark Beck – *A Companion to Plutarch* (Blackwell, 2013).
- 2) Terry Buckley – “The Reforms of Solon,” in *Aspects of Greek History, 750-323 BC: A Source-Based Approach* (Routledge, 2010): 83-100.
- 3) Terry Buckley – “The ‘Lycurgan’ Reforms and the Rise of Sparta in the Seventh and Sixth Centuries,” in *Aspects of Greek History, 750-323 BC: A Source-Based Approach* (Routledge, 2010): 55-82.
- 4) Lieve van Hoof – *Plutarch's Practical Ethics: The Social Dynamics of Philosophy* (Oxford, 2010).
- 5) Rebecca Kingston – “Rousseau’s Debt to Plutarch,” in *The Rousseauian Mind*, ed. Christopher Kelly and Eve Grace (Routledge, 2019).
- 6) Robert Lamberton – *Plutarch* (Yale, 2002).
- 7) Delfim F. Leao and P. J. Rhodes – *The Laws of Solon* (Bloomsbury, 2016).
- 8) John David Lewis – *Solon the Thinker: Political Thought in Archaic Athens* (Bloomsbury, 2006).
- 9) Hugh Liebert – *Plutarch's Politics: Between City and Empire* (Cambridge, 2016).
- 10) Judith Mossman – *Plutarch and his Intellectual World* (Duckworth, 1997).

- 11) Ron Owens – *Solon of Athens: Poet, Philosopher, Soldier, Statesman* (Sussex, 2010).
- 12) D. A. Russell – *Plutarch* (Duckworth, 1972).
- 13) Phillip A. Stadter, ed. – *Plutarch and the Historical Tradition* (Routledge, 1992).
- 14) Phillip A. Stadter – “Alexander Hamilton’s Notes on Plutarch in his Pay Book,” *Review of Politics*, vol. 73, no. 2 (spring, 2011): 199-217.

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

- 1) Ryan K. Balot – *Greed and Injustice in Classical Athens* (Princeton, 2001), pp. 1-22 and 136-78.
- 2) W. R. Connor – “Pericles on Democracy: Thucydides 2.37.1,” *Classical World*, vol. 111, no. 2 (Winter 2018): 165-175.
- 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) Sara Forsdyke, Edith Foster, and Ryan Balot, eds. – *The Oxford Handbook of Thucydides* (Oxford, 2017).
- 5) David Green – *Man in His Pride: A Study in the Political Philosophy of Thucydides and Plato* (University of Chicago, 1950).
- 6) Geoffrey Hawthorn – *Thucydides on Politics: Back to the Present* (Cambridge, 2014).
- 7) Simon Hornblower – *A Commentary on Thucydides* (in three volumes) (Oxford University Press, 2005).
- 8) S. N. Jaffe – *Thucydides on the Outbreak of War: Character & Contest* (Oxford, 2017).
- 9) Donald Kagan – *Thucydides: The Reinvention of History* (Viking, 2009).
- 10) H. D. F. Kitto – *The Greeks* (Transaction Publishers, 2007).
- 11) George Klosko and Daryl Rice – “Thucydides and Hobbes’s State of Nature,” *History of Political Thought*, Vol. 6 (1985): 405-09.
- 12) S. Sara Monoson – *Plato’s Democratic Entanglements: Athenian Politics and the Practice of Philosophy*, (Princeton University Press, 2000), ch 3.
- 13) Mary P. Nichols – *Thucydides and the Pursuit of Freedom* (Cornell, 205).
- 14) Josiah Ober – *Political Dissent in Democratic Athens: Intellectual Critics of Popular Rule* (Princeton, 1998).
- 15) Josiah Ober – *Democracy and Knowledge: Innovation and Learning in Classical Athens* (Princeton, 2008).
- 16) Clifford Orwin – *The Humanity of Thucydides* (Princeton University Press, 1994).
- 17) T. J. Perry – “Pericles as a ‘Man of Athens’: Democratic Theory and Advantage in Thucydides,” *History of Political Thought*, vol. 39, no. 2: 235-268.
- 18) Jacqueline de Romilly – *Thucydides and Athenian Imperialism* (Oxford: B. Blackwell, 1963).
- 19) Jacqueline de Romilly – *The Mind of Thucydides* (Cornell, 2012).
- 20) Paul Woodruff – *First Democracy: the Challenge of an Ancient Idea* (Oxford University Press, 2006).
- 21) Perez Zagorin – *Thucydides: An Introduction for the Common Reader* (Princeton University Press, 2005).
- 22) John Zumbrunnen – “Democratic Politics and the ‘Character’ of the City in Thucydides,” *History of Political Thought*, Vol. 23, No. 4 (2002): 565-89.
- 23) John Zumbrunnen – *Silence and Democracy Athenian Politics in Thucydides’ History* (Penn State Press, 2008).

### **Plato Generally**

- 1) Julia Annas – *Plato: A Very Short Introduction* (Oxford University Press, 2003).
- 2) Julia Annas – *Virtue and Law in Plato and Beyond* (Oxford, 2017).
- 3) Earnest Barker, *Greek Political Theory: Plato and His Predecessors* (London: Methun, [1918] 1960), pp. 161-313.
- 4) Jeremy Bell and Michael Nass, eds. – *Plato's Animals: Gadflies, Horses, Swans, and Other Philosophical Beasts* (Indiana, 2015).
- 5) Gail Fine, ed. – *The Oxford Handbook of Plato* (Oxford, 2019).
- 6) Blake Hestir – *Plato on the Metaphysical Foundation of Meaning and Truth* (Cambridge, 2016).
- 7) George Klosko – *The Development of Plato's Political Theory* (Oxford University Press, 2006).
- 8) Richard Kraut – *How to Read Plato* (Granta, UK, 2009).
- 9) Rebecca LeMoine – *Plato's Caves: The Liberating Sting of Cultural Diversity* (Oxford, 2020).
- 10) Contance Meinwald – *Plato* (Routledge, 2016).
- 11) S. Sara Monoson – *Plato's Democratic Entanglements: Athenian Politics and the Practice of Philosophy*, (Princeton University Press, 2000).
- 12) Michael Nass – *Plato and the Invention of Life* (Fordham 2018).
- 13) Rachana Kamtekar – *Plato's Moral Psychology: Intellectualism, the Divided Soul, and the Desire for Good* (Oxford, 2017).
- 14) Arlene Saxonhouse, *Women in the History of Political Thought: Ancient Greece to Machiavelli* (Praeger, 1985), chapters 2-3.
- 15) Malcolm Schofield, *Plato* (Oxford: Oxford University Press, 2006).
- 16) T. K. Seung – *Intuition and Construction: The Foundation of Normative Theory* (Yale University Press, 1993), chapter 8.
- 17) T. K. Seung – *Plato Rediscovered: Social Value and Human Order* (Rowman & Littlefield, 1996).
- 18) Paul Shorey, *What Plato Said*, abridged edition (University of Chicago Press, [1933] 1965), pp. 160-210.
- 19) Jonny Thakkar – *Plato as Critical Theorist* (Harvard, 2018).
- 20) Nancy Tuana, ed. – *Feminist Interpretations of Plato* (Penn State, 1994).
- 21) Sharon K. Vaughan – *Poverty, Justice, and Western Political Thought* (Rowman & Littlefield, 2007), pp. 9-22.
- 22) Sheldon Wolin – *Politics and Vision*, expanded edition (Princeton, 2004), pp. 27-62.
- 23) Catherine H. Zuckert, *Plato's Philosophers: The Coherence of the Dialogues* (University of Chicago Press, 2009), pp. 336-84.

### **Plato's Republic**

- 1) Julia Annas – *An Introduction to Plato's 'Republic'* (Clarendon Press, 1981).
- 2) Simon Blackburn – *Plato's 'Republic': A Biography (Books that Changed the World)* (Grove Press, 2008).
- 3) Allan Bloom – “Interpretive Essay,” *Plato's Republic* (Basic Books, 1991).
- 4) Daniel Dombrowski – “Plato's ‘Noble’ Lie” – *History of Political Thought*, Vol. 18, No. 4 (Winter 1997): 565-78.
- 5) G. R. F. Ferrari – *City and Soul in Plato's 'Republic'* (University of Chicago Press, 2005).
- 6) G. R. F. Ferrari – *Cambridge Companion to Plato's 'Republic'* (Cambridge University Press, 2007).
- 7) Jill Frank – *Poetic Justice: Rereading Plato's 'Republic'* (University of Chicago, 2018).
- 8) John H. Hallowell – “Plato and his Critics,” *Journal of Politics*, Vol. 27, No. 4 (May, 1965): 273-89.
- 9) James L. Kastely – *The Rhetoric of Plato's 'Republic': Democracy and the Philosophical Problem of Persuasion*

(University of Chicago, 2015).

- 10) George Klosko – “The ‘Straussian’ Interpretation of Plato’s *Republic*,” *History of Political Thought*, Vol. 7, No. 2 (1986): 275-93.
- 11) Elizabeth Markovits – *The Politics of Sincerity: Plato, Frank Speech, and Democratic Judgment* (Penn State Press, 2008), pp. 123-68.
- 12) Susan Moller Okin – *Women in Western Political Thought* (Princeton University Press, 1992), pp. 15-72.
- 13) Nicholas Pappas – *The Routledge Philosophy Guidebook to Plato and the ‘Republic’* (Routledge, 2003).
- 14) Karl Popper – *The Open Society and its Enemies, Vol. I: Plato* (Routledge, 2003).
- 15) C. D. C. Reeve – *Philosopher-Kings: the Argument of Plato’s ‘Republic’* (Hackett Publishing, 2006).
- 16) Stanley Rosen – *Plato’s ‘Republic’: a Study* (Yale University Press, 2005).
- 17) Stephen G. Salkever – “Women, Soldiers, Citizens: Plato & Aristotle on the Politics of Virility,” *Polity*, Vol. 19, No. 2 (1986): 232-53.
- 18) Gerasimos Santas – *The Blackwell Guide to Plato’s ‘Republic’* (Wiley-Blackwell, 2006).
- 19) Gerasimos Santas – *Understanding Plato’s ‘Republic’* (Wiley-Blackwell, 2010).
- 20) Devin Stauffer – *Plato’s Introduction to the Question of Justice* (SUNY Press, 2000).
- 21) Leo Strauss – *City and Man* (University of Chicago Press, 1978).
- 22) Thomas Landon Thorson, ed. – *Plato: Totalitarian or Democrat?* (Prentice-Hall, 1963).
- 23) Mary Townsend – *The Woman Question in Plato’s ‘Republic’* (Lexington Books, 2017).
- 24) Nicholas White – *A Companion to Plato’s ‘Republic’* (Hackett Publishing, 1997).

\* And only for fun: David Lay Williams and Alan J. Kellner – “Dumbledore, Plato, and the Lust for Power,” in *The Ultimate Harry Potter and Philosophy*, ed. Gregory Bassham (Wiley-Blackwell, 2010).