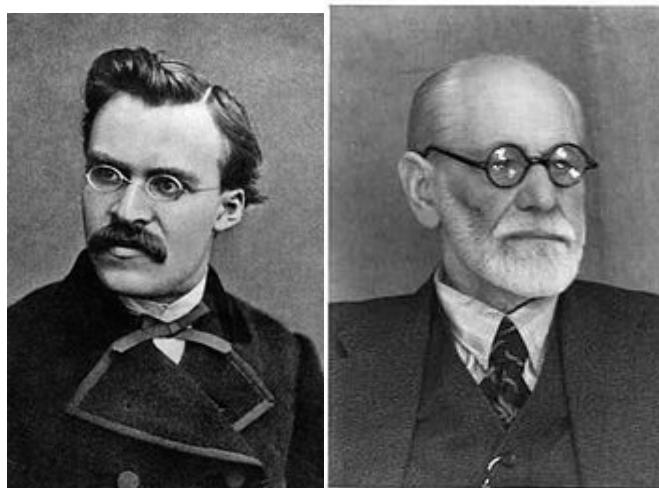
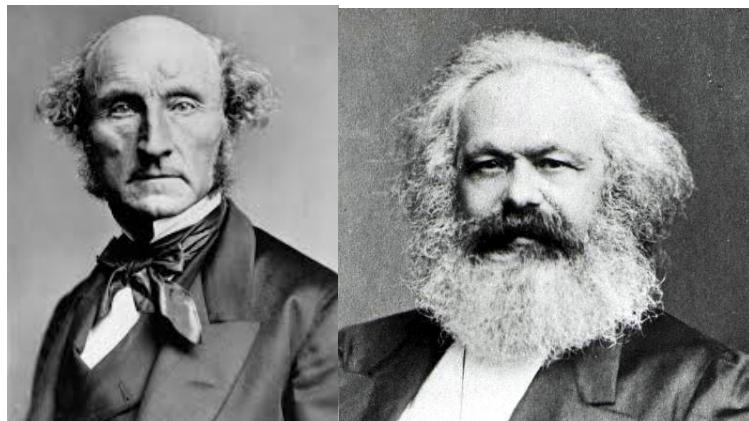


Political Science 331
Spring 2018
M-W 2:40-4:10
DePaul University

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Contemporary Political Theory



Content

The sixteenth through eighteenth centuries were full of excitement and discovery. The Enlightenment had contributed extraordinary achievements in the arts, sciences, and politics. It was an age of technology, science, and the belief in the endless improvement of the species. Capitalism had replaced feudalism; democracy had replace autocracy; scientific knowledge had replaced pre-existing ignorance. Yet these achievements were not without extraordinary costs. Now that we had science, what was to become of religion? Now that we had capitalism, what

do with do with those who cannot make ends meet? Now that we are all free and equal, how do we cope with our own failures? Now that we shape our own politics, whom do we blame for the inevitable failures of the political system? It was up to the philosophers of the nineteenth and twentieth centuries to grapple with these questions, hence bringing an end to an age of seemingly boundless optimism. Nevertheless, most all retain some hope that all these questions might be answered – that there is still a place for freedom, equality, and justice. We'll examine several approaches to understanding politics in this complex period of human history – and see how they fashion new approaches in this context.

Aims

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

- 1) Identify the major questions consuming Mill, Marx, Freud, and Nietzsche.
- 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.

Assignments

Term Paper – Throughout the course you will be developing a significant term paper of 10-12 pages. You are required to develop your own thesis in consultation with the instructor and defend it with carefully crafted arguments. Your final paper is worth **40% of your final grade**. You will be developing this in stages, submitting a thesis and outline well before your final draft.

Paper grading rubric—You are entitled to know what it takes in order to get a particular grade on a paper. While no grading rubric can be complete (papers can possess indefinite combinations of attributes), this should provide some general guidance.

Paper grade of “F”. A paper earning this grade will reveal little or no evidence of understanding or engagement with the materials. Plagiarized papers will also receive an “F” (in addition to other sanctions).

Paper grade of “D”. A paper earning this grade will reveal more understanding or engagement with the text than an “F” paper, but not much more. A paper of this type most typically fails to have an argument. Frequent grammatical, spelling, typographical, or factual errors can also drag a paper of generally higher quality to the “D” range, as well.

Paper grade of “C”. A paper earning this grade will most certainly display some comprehension of the materials. What might hold such a paper back, however, would be some combination of spelling/grammatical/typographical errors, muddled or poor argumentation, and factual errors (*e.g.*, attributing something to Aristotle that he did not say).

Paper grade of “B”. A paper earning this grade will display comprehension and argumentation. This paper includes a relatively clear thesis and arguments to support it. Where it is lacking depends on some combination of grammatical / spelling / typographical errors, originality, and style.

Paper grade of “A”. A paper earning this grade will combine several attributes. First, the paper has a clear thesis. Second, it has several arguments clearly linked to the defense of that hypothesis. Third, it engages effectively a consideration of alternative hypotheses. Fourth, the paper effectively integrates textual analysis. Fifth, the paper is almost completely free of grammatical/spelling/typographical errors. Sixth, the style of the paper is sharp and clear. Seventh, the paper provides original insights into the text, rather than simply regurgitating points covered in class.

Thesis Assignment – Well in advance of your paper, you will have to submit a thesis statement. I will distribute details in class, as well as post them on D2L. It should be no longer than one page. **The thesis assignment is worth 5% of your final grade**, but it can be revised for an improved grade.

Outline Assignment – After completing your thesis statement, the next step in developing your paper will be to sketch an outline of your paper. Your outline should spell out the plan for defending your thesis. It should be no longer than two pages. **The outline assignment is worth 5% of your final grade**, but it can be revised for an improved grade.

Discussion Leading – All students will be responsible for leading discussion once in the term. Responsibility for leading discussion includes: 1) writing up a robust list of substantive discussion questions – between 12-15 – about the week’s materials, 2) posting those questions on the course D2L site by **Friday afternoon at 4:10 P.M.** 3) reading all the student responses to the questions (see reaction papers below), and 4) leading the class discussion for the week by prompting classmates to develop their answers to your questions. This is worth **10% of your final grade**.

Reaction Papers – Each student (with the exception of the discussion leader) is required to **write a total of seven reaction papers. They will be due in the course D2L page 24 hours before class meets (viz., by Sunday afternoon at 4:10)**. You must answer *one* of the questions posed by the discussion leader for that week. These papers must be double-spaced with a regular font and proper margins. They must be limited to one page, and **you must cite the text at least twice in your answer to receive full credit**. Satisfactory completion of the reaction papers earns students a full **30% of the course grade**. **Papers up to 12 hours late will receive half-credit; thereafter no papers will be accepted for any credit**. There will be no grade given on the 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. **Please bring a hard copy of your reaction papers to class so that we can read and discuss them.**

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.**

Grade Summary:

| | |
|-------------------------|------------|
| Paper | 40% |
| Thesis Assignment | 5% |
| Outline Assignment | 5% |
| Discussion Leading | 10% |
| Reaction Papers | 30% |
| <u>Attendance/Prep.</u> | <u>10%</u> |

100% (-5 per 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 for this class include:

- 1) John Stuart Mill, *Utilitarianism*, second edition, ed. George Sher (Hackett Publishing)
- 2) Karl Marx, *Selected Writings*, ed. Lawrence H. Simon (Hackett Publishing)
- 3) Friedrich Nietzsche, *The Genealogy of Morality*, third edition, ed. Keith Ansell-Pearson (Cambridge Press)
- 4) Sigmund Freud, *Civilization and Its Discontents*, ed. James Strachey (Norton & Company)

Be certain to **get the editions listed above**. We will be citing particular page numbers frequently in class and without the proper edition a student would be at a considerable disadvantage. The *Chapters on Socialism* will be available through D2L. Note: **do not acquire e-books**, since the evidence suggests that such books are typically read with less care and attention than traditional paper books.¹

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

¹ See T. J. Raphael, “[Your paper brain and your Kindle brain aren't the same thing](#),” *Public Radio International*, September 18, 2014.

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.
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.
3. 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.² In concrete terms, “A” students perform like “B-” 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.**
4. **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 condition that calls for more frequent use, such as colitis, 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.
5. **Always bring the readings with you to class.** References will be made frequently in class to important passages. The best way to keep track of them is to bring the reading.
6. Students requiring special accommodations should alert the instructor on the first day of class with proper university documents.
7. **Academic Integrity** – 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

² 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, “[Leave Your Laptops at the Door to My Classroom](#)” *New York Times*, January 2, 2017.

or expulsion if it constitutes a repeat violation). 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.

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. 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.

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. Read all the assigned material again. There should not be significant time spent on note taking, so you might allocate time normally spent on note reviewing on re-reading the texts. 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,³ 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 to periodically get together and review the pertinent issues in the texts.
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.

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

Schedule

| Class Meeting | Materials | Assignment |
|----------------------|------------------|---|
| March 26 | Introduction | No reading |
| March 28 | John Stuart Mill | <i>Utilitarianism</i> (entire book); Reaction papers due |
| April 2 | John Stuart Mill | <i>Chapters on Socialism</i> (D2L); Reaction papers due |
| April 4 | John Stuart Mill | no new reading |
| April 9 | Marx | “Alienated Labor” (58-68); “Private Property and Communism” (68-79); “Theses on Feuerbach” (99- 101); Reaction Paper Due |
| April 11 | Marx | no new reading |
| April 16 | Marx | <i>Communist Manifesto</i> (157-86); <i>Critique of the Gotha Program</i> (316-32); Reaction Paper Due |
| April 18 | Marx | no new reading |
| April 23 | Nietzsche | <i>Genealogy of Morality</i> (Preface & Essay I); Reaction Paper Due |
| April 25 | Nietzsche | no new reading |
| April 30 | Nietzsche | <i>Genealogy of Morality</i> , Essay II; Reaction Paper Due |
| May 2 | Nietzsche | no new reading |
| May 7 | Nietzsche | <i>Genealogy of Morality</i> , Essay III; Reaction Paper Due |
| May 9 | Nietzsche | no new reading; thesis due |
| May 14 | Freud | <i>Civilization and its Discontents</i> , chapters 1-3; Reaction Paper Due |
| May 16 | Freud | no new reading |

| | | |
|--------|----------------------|---|
| May 21 | Freud | <i>Civilization and its Discontents</i> , chapters 4-5; Reaction Paper Due |
| May 23 | Freud | no new reading; Outline Assignment Due |
| May 28 | Memorial Day Holiday | no new reading |
| May 30 | Freud | <i>Civilization and its Discontents</i> , chapters 6-8; Reaction Paper Due |

Final Papers are due via D2L Drop-Box on June 4 at 4:45 P.M.

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 available scholarship.

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 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.

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).

Karl Marx

1) Shlomo Avineri, *The Social and Political Thought of Karl Marx* (Cambridge University Press, 1970).

2) Isaiah Berlin – *Karl Marx* (Oxford University Press, 1978).

3) Isaiah Berlin – *The Power of Ideas* (Princeton University Press, 2001), pp. 115-25.

4) Allan E. Buchanan – *Marx and Justice* (Taylor & Francis, 1982).

- 5) Terrell Carver – *The Cambridge Companion to Marx* (Cambridge, 1991).
- 6) G. A. Cohen – *Marx's Theory of History: A Defense* (Oxford University Press, 2000). [See also Joshua Cohen's review essay of this book in *The Journal of Philosophy*, Vol. 74, No. 5 (May 1982): 253-73.]
- 7) Terry Eagleton – *Why Marx Was Right* (Yale, 2011).
- 8) Jon Elster – *Making Sense of Marx* (Cambridge University Press, 1985).
- 9) James Farr – “Marx's Laws,” *Political Studies*, Vol. 34, No. 2 (1986): 202-22.
- 10) Norman Geras – *Marx and Human Nature: Refutation of a Legend* (Verso, 2016).
- 11) Anthony Giddens – *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber* (Cambridge, 1973), parts 1 & 4.
- 12) David Harvey – *A Companion to Marx's Capital* (Verso, 2010).
- 13) Michael Heinrich – *An Introduction to the Three Volumes of Karl Marx's Capital* (Monthly Review Press, 2012).
- 14) David Leopold – *The Young Marx: German Philosophy, the State and Human Flourishing* (Cambridge, 2007).
- 15) Alan Levine – *The General Will: Rousseau, Marx, Communism* (Cambridge, 1993), chapters 7-9.
- 16) Thomas Nagel – *Marx, Justice, and History* (Princeton University Press, 1980).
- 17) John Rawls – *Lectures on the History of Political Philosophy* (Harvard, 2007), pp. 319-372.
- 18) Peter Singer – *Marx: A Very Short Introduction* (Oxford University Press, 2000).
- 19) Robert C. Tucker – *Philosophy and Myth in Karl Marx* (Transaction Publishers, 2001).
- 20) Sharon K. Vaughan – *Poverty, Justice, and Western Political Thought* (Lexington Books, 2008), pp. 148-57.
- 21) David Lay Williams – *Rousseau's Platonic Enlightenment* (Penn State Press, 2007), pp. 249-59.
- 22) Jonathan Wolff – *Why Read Marx Today?* (Oxford University Press, 2003).
- 23) Alan W. Wood – *Karl Marx* (Routledge, 1981).

Friedrich Nietzsche

- 1) Keith Ansell-Pearson – *An Introduction to Nietzsche as Political Thinker: The Perfect Nihilist* (Cambridge University Press, 1994).
- 2) Keith Ansell-Pearson – *Nietzsche contra Rousseau: A Study of Nietzsche's Moral and Political Thought* (Cambridge University Press, 1996).
- 3) Frederick Appel – *Nietzsche Contra Democracy* (Cornell University Press, 1999).
- 4) Peter Berkowitz – *Nietzsche: The Ethics of an Immoralist* (Harvard, 1996).
- 5) Wendy Brown – *Politics out of History* (Princeton University Press, 2001), pp. 121-37.
- 6) Jeffrey Church – *Nietzsche's Culture of Humanity Beyond Aristocracy and Democracy in the Early Period* (Cambridge, 2015).
- 7) Maudemarie Clark – *Nietzsche on Ethics and Politics* (Oxford, 2015).
- 8) Daniel Conway – *Nietzsche and the Political* (Routledge, 1997).
- 9) Daniel Conway – *Nietzsche's 'On the Genealogy of Morals': A Reader's Guide* (Continuum International Publishing Group, Limited, 2008).
- 10) Laurence D. Cooper – *Eros in Plato, Rousseau, and Nietzsche: The Politics of Infinity* (Penn State, 2010), part 3.
- 11) Hugo Drochen – *Nietzsche's Great Politics* (Princeton, 2016).
- 12) Christian J. Emden – *Nietzsche and the Politics of History* (University of Illinois Press, 2005).
- 13) Lawrence J. Hatab – *Nietzsche's 'On the Genealogy of Morality': An Introduction* (Cambridge, 2008).
- 14) R. J. Hollingdale – *Nietzsche: the Man and His Philosophy* (Cambridge University Press, 2001).

- 15) Walter Kaufmann – *Nietzsche: Philosopher, Psychologist, Antichrist* (Princeton University Press, 1974).
- 16) Brian Leiter – *Nietzsche on Morality* (Routledge, 2002).
- 17) Vanessa Lemm – *Nietzsche's Animal Philosophy: Culture, Politics, and the Animality of the Human Being* (Fordham, 2009).
- 18) David Owen – *Nietzsche, Politics and Modernity* (Sage, 1995).
- 19) T. K. Seung – *Goethe, Nietzsche, and Wagner: Their Spinozan Epics of Love and Power* (Lexington Books, 2006), pp. 163-268.
- 20) Robert C. Solomon and Kathleen Higgins – *What Nietzsche Really Said* (Schocken Books, 2000).
- 21) Tamsin Shaw – *Nietzsche's Political Skepticism* (Princeton University Press, 2007).
- 22) Tracy B. Strong – *Nietzsche and the Politics of Transfiguration* (University of Illinois Press, 2000).
- 23) Leslie Paul Thiele – *Friedrich Nietzsche and the Politics of the Soul: a Study of Heroic Individualism* (Princeton, 1990).
- 24) Mark Warren – *Nietzsche and Political Thought* (MIT Press, 1988).
- 25) Julian Young – *Friedrich Nietzsche: A Philosophical Biography* (Cambridge, 2010).

Sigmund Freud

- 1) Jeffrey B. Abramson – *Liberation and its Limits: The Moral and Political Thought of Freud* (Free Press, 1984).
- 2) Donald C. Abel – *Freud on Instinct and Morality* (SUNY Press, 1989).
- 3) Jose Brunner – *Freud and the Politics of Psychoanalysis* (Transaction, 2001).
- 4) Arthur Caplan and Bruce Jennings, eds. – *Darwin, Marx, and Freud: Their Influence on Moral Theory* (Plenum Press, 1984).
- 5) E. Chowers – “Communitarianism and Distance: Freud and the Homelessness of the Modern Self,” *History of Political Thought*, Vol. 23, No. 4 (2002): 634-53.
- 6) James DiCenso – *The Other Freud: Religion, Culture and Psychoanalysis* (Routledge, 1998).
- 7) Abraham Drassinower – *Freud's Theory of Culture: Eros, Loss, and Politics* (Rowman & Littlefield, 2003).
- 8) Yiannis Gabriel – *Freud and Society* (Routledge, 1983).
- 9) Peter Gay – *Freud: A Life for Our Time* (Norton, 1988).
- 10) Jonathan Lear – *Freud* (Routledge, 2005).
- 11) Jerome Neu, ed. – *The Cambridge Companion to Freud* (Cambridge, 1991).
- 12) Armond Nicoli – *The Question of God: C.S. Lewis and Sigmund Freud Debate God, Love, Sex, and the Meaning of Life* (Free Press, 2003).⁴
- 13) Paul Roazen – *Freud: Political and Social Thought* (Knopf, 1968; re-issued by Transaction Press, 1999).
- 14) Joel Schwartz – “Freud and Freedom of Speech,” in *The American Political Science Review*, Vol. 80, No. 4 (December 1986): 1227-48.
- 15) Anthony Storr – *Freud: A Very Short Introduction* (Oxford, 2001).
- 16) Tracy B. Strong – “Psychoanalysis as a Vocation: Freud, Politics, and the Heroic,” in *Political Theory*, Vol. 12, No. 1 (February 1984): 51-79.
- 17) Richard Wollheim – *Sigmund Freud* (Cambridge, 1981).
- 18) Eli Zaretsky – *Political Freud: A History* (Columbia University Press, 2015).

⁴ And if a fan of the theater, consider reading the play that this book inspired, by Mark St. Germain, *Freud's Last Session* (Dramatist's Play Service, 2001).