Political Science 231
Fall 2018
M-W 11:20-12:50
DePaul University

Prof. David Williams
Office: 2205
Phone: 773-325-4906
Office Hours:
M-W 1:00-2:00 & by appointment
E-Mail: dwill105@depaul.edu[1]

Modern Political Thought

Content

The Renaissance ushered great changes into the West, not only in music, literature, religion, and art, but politics as well. Whereas the ancients emphasized the community, moderns advocated the primacy of the individual; whereas the ancients emphasized natural law, the moderns propounded natural rights; whereas the ancients emphasized teleology, the moderns focused on the here and now. Or at least this is the common understanding of modern politics. In this course, we will

[1] Two suggestions when contacting me via email: 1) Please write me from your DePaul email account to minimize the chances of your mail being forwarded to my junk mailbox, and 2) Please write your messages with proper grammar, style, and formality, so that I may readily understand your inquiries.

explore the major thinkers of modernity and ask ourselves if this characterization is in fact correct. In doing so, we will necessarily explore other ancillary questions.—What is human nature? What is justice? Are there natural rights, and if so, what are they? What is the meaning of equality? What is liberty, and to how much are we entitled? Do different societies require different solutions to their problems of political organization? What is the role of law? This class will include a rigorous exploration of all these questions. This requires a serious engagement on the part of the student to think carefully about all the ideas put forth by the authors--the theorists and their critics.

Aims

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

1) Identify the major questions consuming Luther, Calvin, Machiavelli, Hobbes, and Rousseau.
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.

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 exerting a serious effort, as is only appropriate at a university. 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 they are today. Indeed, they were just as relevant two hundred years ago as they are today. The material learned here provides an invaluable framework to carry with you throughout your adult life. For this reason, the hard work is 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—There will be three exams in this course (including the final exam). The first exam is worth **15%,** the second **20%,** the final **25%.** Each exam is comprehensive in the same respect that all foreign language exams are comprehensive. Your understanding of each successive text requires you to understand how that author builds on and differs from his predecessors. So you do not have the luxury of "forgetting" about texts from earlier in the term.

> ***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.

Quizzes—Throughout the term 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 15% 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 largely be multiple-choice format. 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.

Reaction Papers— Each student is required to write a total of **five reaction papers** during the course of this term. They may be submitted 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 one page, 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. This may come in many forms. *E.g.,* a) "Hobbes's account of human nature is objectionable for the following reasons . . .", b) "Rousseau's account of human nature appears sounder than Hobbes's for the following reasons . . .", or c) "Rousseau's theory of culture expresses many reasonable concerns that still burden contemporary society." Satisfactory completion of the reaction papers earns students a full **15% of the course grade**. **They are due at the beginning of class and must be written on the assigned reading material for that day's class. Late papers (up to 12 hours late) will be accepted electronically for half-credit (no exceptions).** There will be no grade given on the papers, but the professor recommends that you come in to discuss them periodically, in order to assure that you understand the materials. **In order to get credit for the assignment, you must cite the text at least twice.**

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 even greater deficiency in attendance, participation, or preparation; or perhaps good attendance without much participation or other signs of preparation – this is also the highest score a student can achieve without regular participation in classroom discussion
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

Grade Calculus	
Exam I	15%
Exam II	20%
Final Exam	25%
Reaction Papers	15%
Attendance, Participation, Preparation	10%
Quizzes	15%
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

The texts this semester include the following:

1) Luther and Calvin's *On Secular Authority* (Cambridge)
2) Machiavelli's *Prince* (Hackett Publishing)
3) Hobbes's *Leviathan* (Broadview Press)
4) Rousseau's *Fundamental Political Writings* (Broadview Press)

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.[2] 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.

[2] See T. J. Raphael, "Your paper brain and your Kindle brain aren't the same thing," *Public Radio International,* September 18, 2014.

Administrative Policies and Comments

1. **Class Absences** – 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. **Extended Absences** – 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. **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 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.

4. **Technology Policy** – Turn off all electronic technology upon entering the classroom. This includes – but is not limited to – laptop computers, tablets, cell phones, smart phones, smart watches, 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.[3] 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 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

---

[3] 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; "Laptops Are Great. But Not During a Lecture or a Meeting," *New York Times,* November 22, 2017.

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. **Disabilities** – Students with disabilities are encouraged to contact the professor as early as possible in order to arrange any necessary accommodations. If you have any questions about whether or not you require accommodations, please reach out to the Center for Students with Disabilities (https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx / 773-325-1677).

8. **End-of-Class Policy** – Packing your belongings before class is over is distracting to the learning environment. So please refrain from doing so until the end of class. I will generally respect your time and need to get to your next class. Failure to respect this policy regularly will negatively affect the participation component of your grade.

9. **Sacred Cows** – 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. 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,[4] 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.

[4] See "Better Ways to Learn," *New York Times*, October 6, 2014.

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.

Schedule

Date	Theme	Readings
September 5	**Introduction / From Ancient and Medieval to Modern**	
September 10	**Martin Luther**	"On Secular Authority"
September 12	**Jean Calvin**	"On Civil Government"
September 17	**Luther and Calvin**	no new readings
September 19	**Niccolò Machiavelli**	Letter to Francesco Vettori (pp. 1-4); *The Prince*, Introduction, chapters 1-14
September 24	**Niccolò Machiavelli**	*The Prince,* chapters 15-26
September 26	**Niccolò Machiavelli**	catch-up/review
October 1	**FIRST EXAM**	
October 3	**Thomas Hobbes**	*Leviathan*, Introduction (p. 9-11), chapter 13
October 8	**Thomas Hobbes**	*Leviathan*, chapters 14-18
October 10	**Thomas Hobbes**	*Leviathan*, chapters 19-22, 24-25
October 15	**Thomas Hobbes**	*Leviathan*, chapters 26-31
October 17	**Jean-Jacques Rousseau**	*Discourse on the Origins of Inequality*, Epistle Dedicatory, Preface, Exordium, Part I
October 22	**SECOND EXAM**	
October 24	**Jean-Jacques Rousseau**	*Discourse on the Origins of Inequality*, Part II

October 29	**Jean-Jacques Rousseau**	*The Social Contract*, Book I
October 31	**Jean-Jacques Rousseau**	*The Social Contract*, Book II
November 5	**Jean-Jacques Rousseau**	*The Social Contract*, Book III
November 7	**Jean-Jacques Rousseau**	*The Social Contract*, Book IV
November 12	**Jean-Jacques Rousseau**	Catch-up/no new reading; Take-home exam distributed

Take-Home Final Exam: Monday, November 19, 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 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 can access this electronically 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 Modern 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) George Klosko – *History of Political Theory: An Introduction to Modern Political Theory, Volume 2* (Wadsworth Publishing Co Inc, 1995).
4) John Plamenatz – *Man and Society: Political and Social Theories from Machiavelli to Marx* (Longman, 1992).
5) Alan Ryan – *On Politics: A History of Political Thought from Herodotus to the Present* (Norton, 2012).
6) Bertrand Russell – *A History of Western Philosophy* (Simon and Schuster, 1945).
7) Quentin Skinner – *The Foundations of Modern Political Thought, Vol. 1: The Renaissance* (Cambridge, 1978).
8) Quentin Skinner – *The Foundations of Modern Political Thought, Vol. 2: The Age of Reformation* (Cambridge, 1978).

9) George Sabine – *A History of Political Theory* (Dryden Press, 1973).
10) Steven B. Smith – *Political Philosophy* (Yale University Press, 2012).
11) Leo Strauss and Joseph Cropsey – *History of Political Philosophy* (University of Chicago Press, 1987).
12) Sheldon S. Wolin – *Politics and Vision: Continuity and Innovation in Western Political Thought*, Revised Edition (Princeton University Press, 2004).

Martin Luther

1) Paul Althaus – *The Ethics of Martin Luther* (Fortress Press, 1972).
2) James Martin Estes – *Peace, Order and the Glory of God: Secular Authority and the Church in the Thought of Luther and Melanchton, 1518-1559* (Brill, 2005).
3) John Neville Figgis – *Studies of Political Thought from Gerson to Grotius* (Cambridge, 1907), pp. 62-81.
4) Scott H. Hendrix – *Martin Luther: A Very Short Introduction* (Oxford, 2010).
5) Richard Marius – *Martin Luther: The Christian between God and Death* (Harvard, 2000).
6) Joshua Mitchell – *Not by Reason Alone: Religion, History, and Identity in Early Modern Political Thought* (University of Chicago Press, 1996), pp. 19-45.
7) W. D. J. Cargill Thompson – *The Political Thought of Martin Luther* (Harvester Press, 1984).
8) Luther Hess Waring – *The Political Theories of Martin Luther* (G. P. Putnam's Sons, 1920).
9) Sheldon Wolin – "Luther: The Theological and the Political," in *Politics and Vision: Continuity and Innovation in Western Political Thought*, Revised Edition (Princeton University Press, 2004), pp. 127-47.

Jean Calvin

1) Roland Boer – *Political Grace: The Revolutionary Theology of John Calvin* (Westminster John Knox Press, 2009).
2) F. Bruce Gordon – *Calvin* (Yale, 2009).
3) John Hesselink – *Calvin's Conception of the Law* (Pickwick, 1992).
4) Harro Höpfl – *The Christian Polity of John Calvin* (Cambridge University Press, 1985).
5) Derek F. Jeffreys – "'It's a Miracle of God that There's Any Common Weal among Us": Unfaithfulness and Disorder in John Calvin's Political Thought," in *Review of Politics*, Vol. 62, No. 1 (Winter, 2000): 107-29.
6) Marc J. Larson – *Calvin's Doctrine of the State: A Reformed Doctrine and Its American Trajectory, The Revolutionary War, and the Founding of the Republic* (Wipf and Stock, 2009).
7) Alister E. McGrath – *A Life of John Calvin: A Study in the Shaping of Western Culture* (Wiley-Blackwell, 1993).
8) Daniel Pellerin – "Calvin: Militant or Man of Peace?" in *Review of Politics*, Vol. 65, No. 1 (Winter, 2003): 35-59.
9) Michael Walzer – *The Revolution of the Saints: A Study in the Origin of Radical Politics* (Harvard, 1982).
10) John Witte, Jr. – *The Reformation of Rights: Law, Religion and Human Rights in Early Modern Calvinism* (Cambridge, 2008).
11) Sheldon Wolin – "Calvin: The Political Education of Protestantism," in *Politics and Vision: Continuity and Innovation in Western Political Thought*, Revised Edition (Princeton University Press, 2004), pp. 148-74.

Machiavelli

1) Erica Benner – *Machiavelli's Ethics* (Princeton, 2009).
2) Isaiah Berlin – *Against the Current: Essays in the History of Ideas* (Viking Press, 1980), pp. 25-79.

3) Gisela Bock, Quentin Skinner, and Maurizio Viroli, eds. – *Machiavelli and Republicanism* (Cambridge, 1990).
4) Mary G. Dietz – "Trapping the Prince: Machiavelli and the Politics of Deception," in *The American Political Science Review*, Vol. 80, No. 3 (Sept. 1986): 777-99.
5) Ruth W. Grant – *Hypocrisy and Integrity: Machiavelli, Rousseau, and the Ethics of Politics* (University of Chicago Press, 1996), ch. 2.
6) Mark Hulliung – *Citizen Machiavelli* (Princeton University Press, 1983).
7) Daniel J. Kapust – "Acting the Princely Style: *Ethos* and *Pathos* in Cicero's *On the Ideal Orator* and Machiavelli's *The Prince,*" *Political Studies*, Vol. 58, No. 3 (2009): 590-608.
8) Daniel J. Kapust – *Flattery and the History of Political Thought* (Cambridge, 2018), chapter 2.
9) Ross King – *Machiavelli: Philosopher of Power* (Harper Collins, 2007).
10) Carnes Lord – "On Machiavelli's *Mandragola*," *Journal of Politics*, Vol. 41, No. 3 (August 1979): 806-827.
11) Timothy J. Lukes – "Lionizing Machiavelli," *American Political Science Review*, Vol. 95, No. 3 (Sept 2001): 561-75.
12) J. S. Maloy – *Democratic Statecraft: Political Realism and Popular Power* (Cambridge University Press, 2013), pp. 77-143.
13) Harvey C. Mansfield – *Machiavelli's Virtue* (University of Chicago Press, 1998).
14) Harvey C. Mansfield – *Machiavelli's New Modes and Orders: A Study of the 'Discourses on Livy'* (University of Chicago, 2001).
15) John McCormick – "Machiavellian Democracy: Controlling Elites With Ferocious Populism," *American Political Science Review*, Vol. 95, no. 2 (June 2001): 297-314.
16) Cary J. Nederman, *Machiavelli: A Beginner's Guide* (Oxford: One World, 2009).
17) Hannah Fenichel Pitkin – *Fortune is a Woman: Gender and Politics in the Thought of Niccolò Machiavelli* (University of Chicago Press, 1999).
18) J. G. A. Pocock – *The Machiavellian Moment: Florentine Political Thought and the Atlantic Republican Tradition* (Princeton University Press, 2003), chapters 6 & 7.
19) John T. Scott and Vickie B. Sullivan – "Patricide and the Plot of *The Prince*: Cesare Borgia and Machiavelli's Italy," *American Political Science Review,* Vol. 88 (December 1994): 887-900.
20) John T. Scott – "Sin City: Augustine and Machiavelli's Reordering of Rome," *Journal of Politics,* Vol. 73 (July 2011): 857-71.
21) John T. Scott and Robert Zaretsky – "Why Machiavelli Still Matters," *New York Times*, December 9, 2013.
22) John T. Scott – *The Routledge Guidebook to Machiavelli's 'The Prince'* (Routledge, 2016).
23) T. K. Seung – *Intuition and Construction: the Foundation of Normative Theory* (Yale University Press, 1993), pp. 133-43.
24) Quentin Skinner – *Machiavelli: a Very Short Introduction* (Oxford University Press, 2000).
25) Quentin Skinner – *Visions of Politics, Vol. 2* (Cambridge, 2002), pp. 160-212.
26) Leo Strauss – *Thoughts on Machiavelli* (University of Chicago Press, 1978).
27) Vickie Sullivan – *Machiavelli, Hobbes & the Formation of a Liberal Republicanism in England* (Cambridge University Press, 2006), ch. 1.
28) Theodore A. Sumberg – "*La Mandragola*: An Interpretation," *Journal of Politics*, Vol. 23, No. 2 (May 1961): 320-40.
29) Brandon Turner – "Privates Vices, Public Benefits: *Mandragola* in Machiavelli's Political Theory," Polity*, Vol. 48, no. 1 (January 2016):* 109-132.
30) Maurizio Viroli – *Machiavelli* (Oxford, 1999).
31) Maurizio Viroli – *Niccolò's Smile: A Biography of Machiavelli* (I.B. Tauris, 2001).
32) Maurizio Viroli – *Machiavelli's God* (Princeton University Press, 2012).

33) Maurizio Viroli – *Redeeming 'The Prince': The Meaning of Machiavelli's Masterpiece* (Princeton University Press, 2013).
34) Heather Hadar Wright – "Lucrezia in *Mandragola*: Machiavelli's New Prince," *Interpretation*, Vol. 36, No. 2 (2009): 145-64.

Hobbes

1) Deborah Baumgold – *Hobbes's Political Theory* (Cambridge, 1988).
2) Deborah Baumgold – "Hobbesian Absolutism and the Paradox of Modern Contractarianism," *European Journal of Political Theory*, No. 8, Vol. 2: 207-28.
3) Richard Boyd – *Uncivil Society: The Perils of Pluralism and the Making of Modern Liberalism* (Lexington Books, 2004), pp. 55-82.
4) Mark E. Button – *Contract, Culture, and Citizenship: Transformative Liberalism from Hobbes to Rawls* (Penn State, 2008), pp. 35-86
5) Mary G. Dietz, ed. – *Thomas Hobbes and Political Theory* (University Press of Kansas, 1990).
6) Stephen J. Finn – *Hobbes: A Guide for the Perplexed* (Continuum International Publishing Group, Limited, 2007).
7) Richard E. Flathman – *Thomas Hobbes: Skepticism, Individuality, and Chastened Politics* (Rowman & Littlefield, 2002).
8) Bryan Garsten – "The Rhetoric against Rhetoric: Hobbes," from *Saving Persuasion: A Defense of Rhetoric and Judgment* (Harvard, 2006), pp. 25-54.
9) Jean Hampton – *Hobbes and the Social Contract Tradition* (Cambridge, 1988).
10) Ross Harrison – *Hobbes, Locke, and Confusion's Masterpiece: An Examination of Seventeenth-Century Political Philosophy* (Cambridge, 2003), esp. chapters 2-4.
11) David Johnson – *The Rhetoric of Leviathan: Thomas Hobbes and the Politics of Cultural Transformation* (Princeton University Press, 1989).
12) Laurie M. Johnson-Bagby – *Hobbes's* Leviathan: *Reader's Guide* (Continuum, 2007).
13) Daniel J. Kapust – "The Problem of Flattery and Hobbes's Institutional Defense of Monarchy," in *Journal of Politics*, Vol., 73, No. 3 (2011): 680-91.
14) Daniel J. Kapust and Brandon Turner – "Democratical Gentlemen and the Lust for Mastery: Status, Ambition, and the Language of Liberty in Hobbes's Political Thought," in *Political Theory* Vol. 41, no. 4 (2013): 648-675.
15) C. B. MacPherson – *The Political Theory of Possessive Individualism* (Oxford University Press, 1962).
16) A. P. Martinich – *Hobbes* (Routledge, 2005).
17) A. P. Martinich – *The Two Gods of Leviathan: Thomas Hobbes on Religion and Politics* (Cambridge University Press, 1992).
18) A. P. Martinich – *Hobbes: A Biography* (Cambridge University Press, 1999).
19) A. P. Martinich, Sharon K. Vaughan, and David Lay Williams – "Hobbes's Religion and Political Philosophy," *History of Political Thought*, Vol. 29, No. 1 (Spring 2008): 49-64.
20) Michael Oakeshott – "Introduction to Leviathan" in *Rationalism in Politics* (Methuen, 1977).
21) Patrick Riley – "Will and Legitimacy in the Philosophy of Hobbes," in *Will and Political Legitimacy: A Critical Exposition of Social Contract Theory in Hobbes, Locke, Rousseau, Kant, and Hegel* (Harvard University Press, 1982), ch. 2.
22) Phillip Pettit – *Made with Words: Hobbes on Language, Mind, and Politics* (Princeton University Press, 2008).
23) Quentin Skinner – *Reason and Rhetoric in the Philosophy of Hobbes* (Cambridge University Press, 1997).
24) Quentin Skinner – *Visions of Politics, Vol. 3* (Cambridge University Press, 2002).

25) Quentin Skinner – *Hobbes and Republican Liberty* (Cambridge University Press, 2008).
26) Tom Sorell – *The Cambridge Companion to Hobbes* (Cambridge University Press, 1996).
27) Leo Strauss – *The Political Philosophy of Hobbes: Its Basis and Its Genesis* (University of Chicago Press, 1963).
28) A. E. Taylor – "The Ethical Doctrine of Hobbes," *Philosophy*, Vol. 13 (1938): 406-24.
29) Richard Tuck – *Hobbes: A Very Short Introduction* (Oxford University Press, 2002).
30) Howard Warrender – *The Political Philosophy of Hobbes: His Theory of Obligation* (Clarendon Press, 1957).
31) David Lay Williams – *Rousseau's Platonic Enlightenment* (Penn State Press, 2007), pp. 1-12.
32) David Lay Williams – "Hobbes and Terrorism," *Critical Review*, Vol. 21, No. 1 (March 2009): 91-108.
33) Perez Zagorin – *Hobbes and the Law of Nature* (Princeton, 2009).

Rousseau

1) Isaiah Berlin – *Freedom and its Betrayal* (Princeton University Press, 2003), ch. 3.
2) Christopher Bertram – *Routledge Philosophy Guidebook to Rousseau and the Social Contract* (Routledge, 2004).
3) Christopher Bertram – "Rousseau's Legacy in Two Conceptions of the General Will: Democratic and Transcendent," *Review of Politics*, Vol. 74, no. 3 (2012): 403-419.
4) Richard Boyd – "Pity's Pathologies Portrayed," *Political Theory*, Vol. 32 (August 2004): 519-46.
5) Richard Boyd – "Justice, Beneficence, and Boundaries: Rousseau and the Paradox of Generality," in *The General Will: The Evolution of a Concept*, ed. James Farr & David Lay Williams (Cambridge, 2015).
6) Mark E. Button – *Contract, Culture, and Citizenship: Transformative Liberalism from Hobbes to Rawls* (Penn State, 2008), pp. 173-206.
7) Ernst Cassirer – *On the Problem of Jean-Jacques Rousseau* (Indiana University Press, 1963).
8) Joshua Cohen – *Rousseau: A Free Community of Equals* (Oxford, 2010).
9) Laurence D. Cooper – *Rousseau, Nature, and the Problem of the Good Life* (Penn State Press, 1999).
10) Leo Damrosch – *Jean-Jacques Rousseau: Restless Genius* (Houghton Mifflin Harcourt, 2005).
11) N. J. H. Dent – *Rousseau* (Routledge, 2005).
12) Bryan Garsten – "Persuading without Convincing: Rousseau," from *Saving Persuasion: A Defense of Rhetoric and Judgment* (Harvard, 2006), pp. 55-83.
13) Ryan Patrick Hanley – "Commerce and Corruption: Rousseau's Diagnosis and Adam Smith's Cure," *European Journal of Political Theory*, Vol. 7 (April 2008): 137-58.
14) Ryan Patrick Hanley – "Enlightened Nation Building: The 'Science of the Legislator' in Adam Smith and Rousseau," *American Journal of Political Science,* Vol. 52, No. 2 (April 2008): 219-34.
15) Charles Hendel – *Jean-Jacques Rousseau: Moralist* (Oxford University Press, 1934).
16) Christopher Kelly – ""To Persuade without Convincing': The Language of Rousseau's Legislator," *American Journal of Political Science*, Vol. 31, No. 2 (May 1987): 321-35.
17) Lynda Lange, ed. – *Feminist Interpretations of Jean-Jacques Rousseau* (Penn State, 2002).
18) Matthew W. Maguire – *The Conversion of the Imagination: From Pascal to Rousseau to Tocqueville* (Harvard University Press, 2006), pp. 70-184.
19) Roger D. Masters – *The Political Philosophy of Rousseau* (Princeton University Press, 1976).
20) Jonathan Marks – *Perfection and Disharmony in the Thought of Jean-Jacques Rousseau* (Cambridge University Press, 2005).
21) Michael Locke McLendon – "Rousseau, *Amour Propre*, and Intellectual Celebrity," *Journal of Politics*, Vol. 1 (2009): 506-19.

22) Michael Locke McLendon – "Rousseau and the Minimal Self: A Solution to the Problem of *Amour-Propre*," *European Journal of Political Theory*, Vol. 13, no. 3 (2014): 341-361.
23) Michael Locke McLendon – *The Psychology of Inequality: Rousseau's Amour-Propre* (University of Pennsylvania Press, 2018).
24) Arthur M. Melzer – *The Natural Goodness of Man: on the System of Rousseau's Thought* (University of Chicago Press, 1990).
25) James Miller – *Rousseau: Dreamer of Democracy* (Yale, 1984).
26) Sankar Muthu – "On the General Will of Humanity: Global Connections in Rousseau's Political Thought," in *The General Will: The Evolution of a Concept*, ed. James Farr & David Lay Williams (Cambridge, 2015).
27) Frederick Neuhouser – *Rousseau's Theodicy of Self-Love: Evil, Rationality, and the Drive for Recognition* (Oxford University Press, 2008).
28) Frederick Neuhouser – *Rousseau's Critique of Inequality: Reconstructing the Second Discourse* (Cambridge, 2014).
29) Timothy O'Hagan – *Rousseau* (Routledge, 1999).
30) Ethan Putterman – *Rousseau, Law, and the Sovereignty of the People* (Cambridge, 2010).
31) Patrick Riley – "A Possible Explanation of Rousseau's General Will," *American Political Science Review*, Vol. 62, No. 1 (1970): 86-97.
32) Patrick Riley – *The General Will: The Transformation of the Divine to the Civic* (Princeton University Press, 1986).
33) Patrick Riley – *Cambridge Companion to Rousseau* (Cambridge University Press, 2001).
34) Helena Rosenblatt – *Rousseau and Geneva: from the 'First Discourse' to the 'Social Contract'* (Cambridge, 1997).
35) Helena Rosenblatt – "On the 'Misogyny' of Jean-Jacques Rousseau: The Letter to d'Alembert in Historical Context," *French Historical Studies*, Vol. 25, No. 1 (Winter 2002): 91-114.
36) Melissa Schwartzberg – "Voting the General Will: Rousseau on Decision Rules," *Political Theory*, Vol. 36 (June 2008): 403-23.
37) John T. Scott – "Politics as the Imitation of the Divine in Rousseau's *Social Contract*," *Polity*, Vol. 26, No. 3 (Summer 1994): 473–501.
38) Matthew Simpson – *Rousseau: A Guide for the Perplexed* (Continuum, 2007).
39) Judith N. Shklar – *Men and Citizens: A Study of Rousseau's Social Theory* (Cambridge University Press, 1985).
40) Tracy B. Strong – *Jean-Jacques Rousseau: Politics of the Ordinary* (Rowman & Littlefield, 2002).
41) Zev Trachtenberg – *Making Citizens: Rousseau's Theory of Political Culture* (Routledge, 1993).
42) David Lay Williams – *Rousseau's Platonic Enlightenment* (Penn State Press, 2007).
43) David Lay Williams – "Ideas and Actuality in the Social Contract: Kant & Rousseau," *History of Political Thought*, Vol. 28 No. 2 (Summer 2007).
44) David Lay Williams – "Political Ontology and Institutional Design in Montesquieu and Rousseau," in *American Journal of Political Science*, Vol. 54, No. 2 (April 2010): 525-42.
45) David Lay Williams – *Rousseau's 'Social Contract': An Introduction* (Cambridge University Press, 2014).
46) Robert Wokler – *Rousseau: A Very Short Introduction* (Oxford University Press, 2001).
47) Robert Wokler – *Rousseau, The Age of Enlightenment, and Their Legacies* (Princeton University Press, 2012).
48) Robert Zaretsky and John T. Scott – *The Philosophers' Quarrel: Rousseau, Hume, and the Limits of Human Understanding* (Yale, 2009).