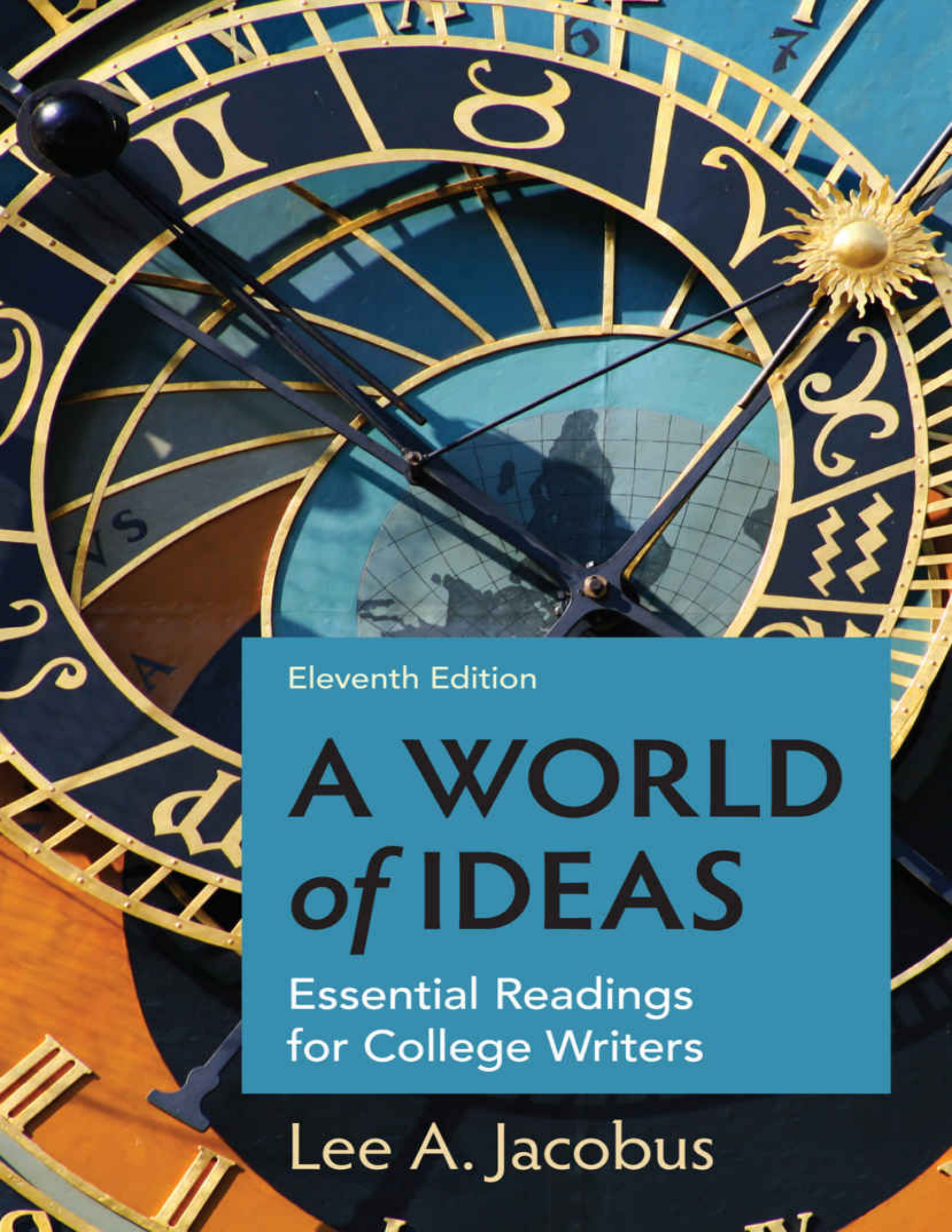


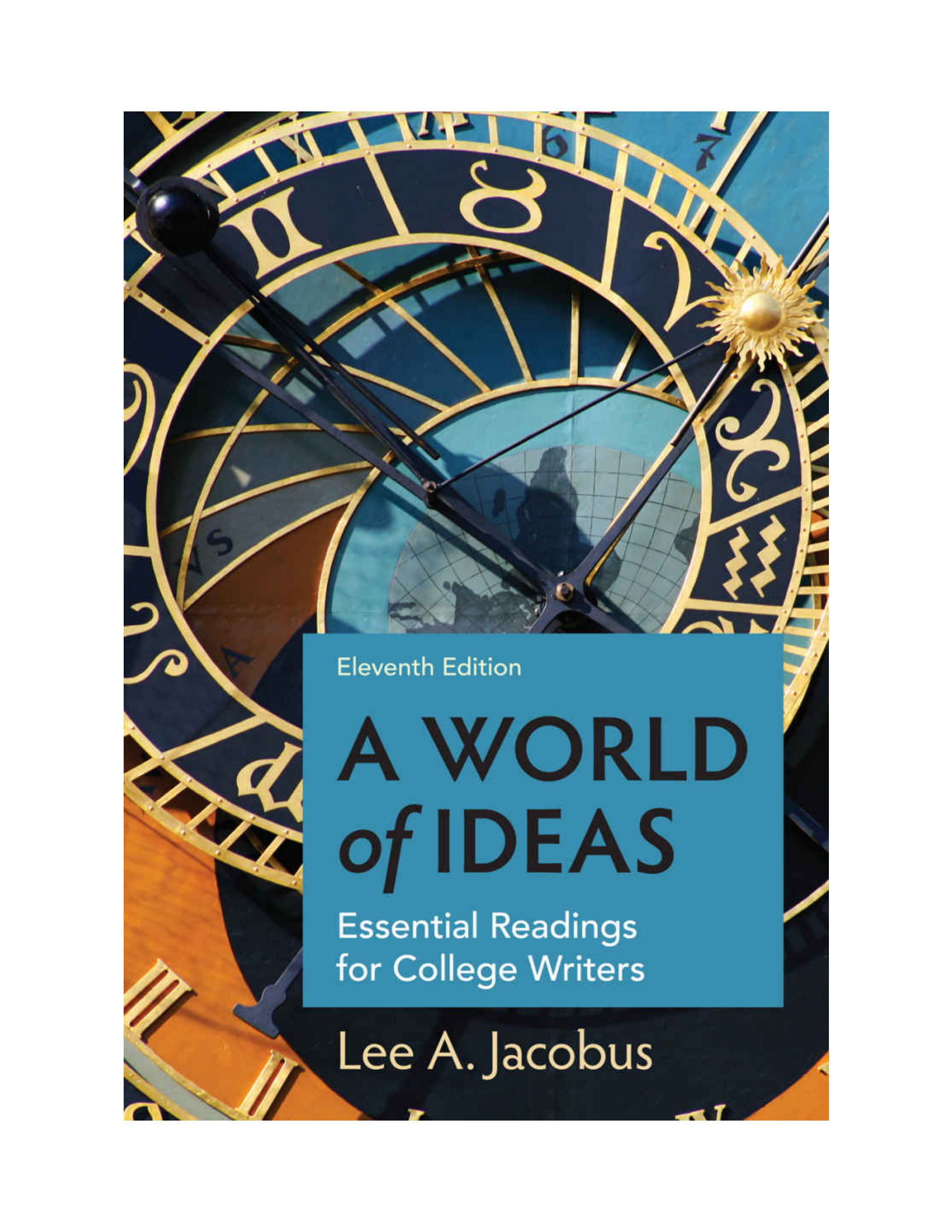


Eleventh Edition

A WORLD *of* IDEAS

Essential Readings
for College Writers

Lee A. Jacobus



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Description The front cover
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ELEVENTH EDITION

A World of Ideas
ESSENTIAL READINGS FOR COLLEGE
WRITERS

LEE A. JACOBUS

University of Connecticut



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Macmillan Learning
Boston | New York

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Preface

A World of Ideas began as a disorganized group of selections for my 8 am English 101 course, which was populated by athletes, engineers, and a variety of students who had no idea what their majors would become. All of them, I felt, would benefit from having the opportunity to read serious thinkers addressing serious issues. I believe that we have all come to college to refine our thinking and to learn what has been thought and argued carefully by people who were deeply invested in the consequences of their work. The best way I knew to help students refine their thinking was, like the great writers they read, to work out through writing what their own understanding of the issues at stake was. My English 101 course, like all the writing courses I taught throughout my career, was aimed at helping students express themselves clearly. One obvious purpose was to make their ideas defined and intelligible to themselves. Another purpose was to make their ideas and beliefs intelligible to others. In some cases, as in discussions and arguments, the purpose was to help students write well enough that their views might inform the views of others.

In preparing the eleventh edition of *A World of Ideas*, I have benefited, as usual, from the suggestions of hundreds of users of earlier editions. The primary concern of both teachers and students is that the book remain centered on the tradition of important ideas and on the writers whose work has had a lasting influence on our society. From the first edition, I have chosen writers whose ideas are central to our most important and enduring concerns. A new edition offers the opportunity to reevaluate old choices and

make new ones that expand and deepen the fundamental purpose of this text: to support college students in writing courses as they engage with and respond to the rhetoric and ideas of writers who have shaped — and are still shaping — the way we think today.

The selections in this volume are of the highest quality. I selected each because it clarifies important ideas, sustains discussion, and stimulates good writing. Unlike most composition readers, *A World of Ideas* presents substantial excerpts from the work of each of its authors. I have presented the selection as they originally appeared; very rarely are they edited and marked with ellipses. They average ten to fifteen pages in length, and their arguments are presented completely, as the authors wrote them. However, the text supports students as they work with these selections, offering substantial headnotes to provide both historical and rhetorical context, prereading questions to help students focus, and helpful editorial gloss notes throughout. Developing ideas in writing takes patience, time, and a willingness to experiment. With *A World of Ideas*, students have the time and the support to read deeply into the work of important thinkers and grapple with their ideas because, ultimately, the knowledge yielded by the effort is vast and rewarding.

A Text for Readers and Writers

Because students perceive writers such as Plato and Butler as important, they take writing courses that use texts by these authors more seriously: they learn to read more attentively, think more critically, and write more effectively. I knew that, for many students, this may be their only opportunity to encounter the thinkers whose ideas influence our civilization. No other composition text offers a comparable collection of essential readings along with the supportive apparatus students need to understand, analyze, and respond to them.

ESSENTIAL CLASSIC AND CONTEMPORARY READINGS.

A World of Ideas draws its forty-nine selections from the writing of important thinkers, both those who shaped the ideas of our society and those who have caused us to rethink some of those same ideas today. Among them are Kwame Anthony Appiah, Aristotle, Francis Bacon, Simone de Beauvoir, Benazir Bhutto, Judith Butler, Andrew Carnegie, Charles Darwin, Frederick Douglass, Frantz Fanon, Sigmund Freud, Francis Fukuyama, Howard Gardner, F. A. Hayek, bell hooks, Thomas Jefferson, Carl Jung, Michio Kaku, Martin Luther King Jr., Niccolò Machiavelli, Karl Marx, Friedrich Nietzsche, Jose Ortega y Gasset, Robert B. Reich, Marilynne Robinson, Adam Smith, Hsün Tzu, Cornel West, Mary Wollstonecraft, and Virginia Woolf.

A FOCUS ON SEVEN GREAT IDEAS.

The structure of *A World of Ideas* highlights concepts that are foundational to our culture, as developed by great thinkers throughout history, in order to capture the diversity of thought within these themes and to facilitate cross-disciplinary comparisons. Each of the seven parts of the book focuses on one essential idea — Government, Culture, Wealth, Education, Ethics, Gender, and Science. Part introductions ground students in the historical origins and development of each idea, connect the philosophies of individual writers, and offer questions prompting students to consider their own assumptions about each idea before they begin reading the selections.

“Evaluating Ideas: An Introduction to Critical Reading.” This chapter provides students with the instructions and models they will need in order to engage with the selections in this book. To do this, it walks students through a range of methods they can adopt to participate in a meaningful dialogue with each selection, focusing on prereading, annotating, questioning, reviewing, discussing, and forming one’s own ideas. To illustrate these steps, a portion of Machiavelli’s “The Qualities of the Prince” is annotated to help students follow the key ideas of the piece and to model for students a critical reading process that they can adapt to other essays in the book. I encourage students to mark what they think are the most interesting and important ideas in an essay and highlight or underline all sentences that they might want to quote in an essay of their own. Ultimately, this active, questioning approach to texts and ideas is key to critical reading, and to effective writing as well.

“Writing about Ideas: An Introduction to Rhetoric.” In the eleventh edition, this chapter includes even more scaffolded coverage of rhetorical

analysis and composition, with an emphasis on developing thesis statements, using rhetorical methods of development, and thinking critically to construct a strong argument. Many new examples based on selections in the eleventh edition help students find fruitful approaches to the material. This chapter explains and then models various stages in the writing process, from the opening paragraph to a full student essay, by showing students how to annotate a text using critical reading strategies and then use those annotations to respond to the ideas presented in the selection. To do this, “Writing about Ideas” draws on the annotations of the Machiavelli selection illustrated in “Evaluating Ideas: An Introduction to Critical Reading.” A sample student essay on Machiavelli, using the techniques taught in the context of reading and writing, gives students a model for moving from a critical response to a selection to writing their own material. In addition, this section helps students understand how they can apply some of the basic rhetorical principles discussed throughout the book.

SELECTION HEADNOTES.

Each selection is preceded by a helpful headnote that provides background on the author’s life, work, and historical context, as well as on the primary ideas explored and rhetorical techniques employed in the reading. The rhetorical techniques of the author are described in some detail, showing students how great writers construct their arguments as well as emphasizing the kinds of techniques that students themselves can use. The discussion of the author’s rhetoric uses the same language as the rhetorical skills introduced in “Writing about Ideas,” so that students can refer to that

chapter for further guidance on analyzing these devices and using them to specific effects.

PREREADING QUESTIONS.

In response to research that shows that students retain information better when they read with a question in mind, prereading questions precede every selection. The content of the selections is challenging, and these prereading questions can help students in first-year writing courses find ways into the reading in order to understand the author's meaning and engage with their arguments. These brief questions are designed to help students focus on central issues during their initial reading of each selection.

EXTENSIVE APPARATUS.

At the end of each selection is a group of discussion questions designed for use inside or outside the classroom. "Questions for Critical Reading" focus on key issues and ideas and can be used to stimulate discussion and critical thinking. "Suggestions for Critical Writing" help students practice some of the rhetorical strategies employed by the author of a given selection. These suggestions ask for different kinds of writing, including personal responses as well as essays that involve research, helping students to dig into a selection as well as consider its implications and effects today.

"Connections" questions push students further, inviting them to consider thinkers in the context of each other's work. This promotes critical reading by requiring students to connect particular passages in a selection with a selection by another writer, either in the same part of the book or in another part. It also prepares students to challenge the writers they read by

suggesting other arguments and ways of thinking that might help them consider each thinker's ideas. The variety of connections is intriguing — Lao-tzu with Machiavelli, Adam Smith with Thomas Jefferson, Sigmund Freud with Plato, Francis Bacon with Howard Gardner, Kwame Anthony Appiah with Michael Gazzaniga, Judith Butler with Simone de Beauvoir, Karen Horney with Carl Jung, Andrew Carnegie with Robin Wall Kimmerer, Hsün Tzu with Aristotle, and many more.

To help students understand the relevance of each idea to their world, I ask a number of questions at the beginning of each thematic section of the book, before the student reads any of the essays. This helps them consider their own thoughts about government, culture, wealth, education, ethics, gender, and science before they begin examining those ideas. Then, I provide a number of follow-up questions at the end of each section to help students reflect on what they have learned and consider how their ideas may have deepened or changed in response to the reading and writing they have done.

INSTRUCTOR'S RESOURCE MANUAL.

I have prepared an extensive manual, *Resources for Teaching A World of Ideas*, that contains further background on the selections, examples from my own classroom responses to the selections, and more suggestions for classroom discussion and student writing assignments. Sentence outlines for the selections — which have been carefully prepared by myself, Michael Hennessy, Carol Verberg, Ellen Troutman, Ellen Darion, and Jon Marc Smith — can be downloaded from the Instructor Resources tab on the

book's catalog page at macmillanlearning.com and given to students. The idea for these sentence outlines came from the phrase outlines that Darwin created to precede each chapter of *On the Origin of Species*. These outlines may be used to discuss the more difficult selections and to provide additional guidance for students. At the end of the manual, brief bibliographies are provided for all forty-nine authors. These bibliographies may be photocopied or downloaded and distributed to students who wish to explore the primary selections in greater depth.

New in the Eleventh Edition

The eleventh edition offers a number of new features to help students engage and interact with the texts as they learn to analyze ideas and develop their own thoughts in writing.

NEW ESSENTIAL READINGS.

The selections in *A World of Ideas* explore key ideas that have defined the human experience and shaped civilization. Of the forty-nine selections, twenty-five are new to this edition, including works by Aristotle, Simone de Beauvoir, Rachel Carson, W. E. B. Du Bois, Frantz Fanon, Philippa Foot, Judith Lorber, Catherine MacKinnon, Maria Montessori, Mary Midgely, and Jose Ortega y Gasset, among others.

NEW CONTEMPORARY READINGS.

In today's world, it is more important than ever that students read and respond to our society's greatest minds. While this includes many historical thinkers, for this edition I have also included more contemporary voices, such as Barbara Ehrenreich, Francis Fukuyama, James Gleick, bell hooks, Molly Haskell, Robin Wall Kimmerer, Dambiso Moyo, Marilynne Robinson, and Cornel West, among others, all of whom are continuing to push how we think and write about the problems of our world. What is good government? How do we address inequality? How does gender relate to power? These are not questions of the past but rather urgent problems for the present, and reading both past and present thinkers on these issues will

help prepare students for a world where they too must consider their opinions on these questions.

REORGANIZED FOUNDATIONAL IDEAS.

The selections in the seven sections — Government, Culture, Wealth, Education, Ethics, Gender, and Science — cover considerable historical periods and attitudes toward their subjects. All seven sections contain ideas that affect every one of us in important ways.

- **Government:** The theme of government considers the origins and development of democracies and other forms of government, as well as how these institutions are changing today.
- **Culture:** The theme of culture considers how our society shapes and changes the assumptions, rules, and norms that affect us all, examining concepts from justice and violence to psychology and prejudice.
- **Wealth:** The theme of wealth centers on the history of economics and how people have interpreted the effects of money on society. In a society facing massive inequalities, it helps to understand how important thinkers reckon with the stress that great wealth has put upon democratic governments.
- **Education:** The theme of education considers what defines an education, both historically and today.
- **Ethics:** This theme considers how understandings of ethical principles affect government, cultural forces, economists, and scientific upheavals to avoid injustice and oppression.
- **Gender:** This theme focuses on the intersection between culture and biology as it traces various interpretations of the category of gender. It also explores the impact of gender norms, looking at issues of

injustice, harassment, and gender identity, particularly in our world today.

- **Science:** The final theme focuses more on the scientific way of thinking than on specific details. It charts how Plato's and Bacon's ways of thinking spurred the development of science, developing methodologies that Darwin and his successors used to reshape humanity's concept of its own origins. Today, scientists continue to refine their methods and apply their questions to better understand the mysteries of the world around them, from the consequences of climate change to the concept of time.

It is important to see how these seven great themes intersect in everyone's life. The "Considerations" and "Reflections" questions I have provided at the beginning and end of each of these sections are designed to provide a way of reflecting on the great ideas that are explored in detail, but they also are designed to help students understand how much they have learned from the ideas in each section.

SEPARATE — AND MORE — "CONNECTIONS" QUESTIONS.
Now a separate group of questions, these prompts ask students to analyze, synthesize, and also construct their own arguments about the relationships between different texts. They consider both writers addressing the same great idea and writers addressing different ideas. There are now two to four "Connections" questions per selection, providing instructors more options to stimulate comparative critical thinking and writing.

MORE SUPPORT FOR ALL LEVELS OF STUDENT.

The instruction in [Chapters 1](#) and [2](#) has been expanded to provide more explanation for students about the reading and writing process. Based on instructor feedback, new examples, as well as more stepped-out and clearer instruction, provide support for students who might struggle with the reading and assignments.

Acknowledgments

Like its predecessors, the eleventh edition is indebted to a great many creative people at Bedford/St. Martin's, whose support is invaluable. Leasa Burton, Vice President of Editorial for the Humanities and John Sullivan, Senior Program Manager for Readers and Literature, have all offered support and guidance during the revision process. My editor for the eleventh edition, Evelyn Denham, has been a steady guiding hand, discussing material with me and helping me make wise choices. She has been an inspiration in dealing with sometimes intractable problems and has responded with encouragement and the kind of help only the very best editors can provide.

Assisting her were a number of hardworking individuals, including Cari Goldfine, who also assisted with the instructor's manual. Lidia MacDonald-Carr, content project manager, handled innumerable important details and made helpful suggestions. Daniel Nighting, copy editor, improved the prose and watched out for inconsistencies. Thanks also to several staff members and researchers: Mark Schaefer cleared text permissions, William Boardman found the cover artwork and designed the marvelous cover, and Richard Fox secured permission for all the images. I also want to thank the students — quite a few of them — who wrote me directly about their experiences reading the first ten editions. I have attended carefully to what they told me, and I am warmed by their high regard for the material in this book.

I am grateful to a number of people who made important suggestions for earlier editions, among them Shoshana Milgram Knapp of Virginia Polytechnic and State University and Michael Hennessy of Texas State University–San Marcos. I want to thank Michelle McSweeney for her work on the sentence outlines for the instructor’s manual, and I again thank Jon Marc Smith of Texas State University–San Marcos and Chiara Sulprizio of the Loyola Marymount University for assisting with the manuals for previous editions. I also remain grateful to Michael Bybee, formerly of St. John’s College in Santa Fe, for suggesting many fascinating pieces by non-Western thinkers, all of which he has taught to his own students. I also want to thank former Bedford/St. Martin’s colleagues, including Charles Christensen, former president, whose concern for the excellence of this book and whose close attention to detail were truly admirable. I continue to appreciate the advice of Joan E. Feinberg, former president of Macmillan Learning, and Denise Wydra, former president of Bedford/St. Martin’s, whose suggestions over the years were always timely and excellent. Karen Henry, former editorial director for English, and Steve Scipione, former senior executive editor, offered many useful ideas and suggestions as well, especially in the early stages of development, and kept their sharp eyes on the project throughout. In earlier editions, I also had help from Alicia Young, Diane Kraut, Maura Shea, Sarah Cornog, Rosemary Winfield, Michelle Clark, Professor Mary W. Cornog, Ellen Kuhl, Mark Reimold, Andrea Goldman, Beth Castrodale, Jonathan Burns, Mary Beth McNulty, Beth Chapman, Mika De Roo, and Greg Johnson. I feel I had a personal relationship with each of them.

Earlier editions named hundreds of users of this book who sent their comments and encouragement. I would like to take this opportunity to thank them again. In addition, the following professors were generous with criticism, praise, and detailed recommendations for the eleventh edition: Brian R. Adler, Pasadena City College; Alexander V. Bernal, San Antonio College; Kenneth Robert Chacon, Fresno City College; Shayne D. Confer, Union College; Jeff Cryan, Flagler College; Jeffrey R. Diller, Jr., Santa Ana College; David Elias, Eastern Kentucky University; Michael Hill, Henry Ford Community College; Colin S. Innes, University of California, Riverside; Jessica Jost-Costanzo, Mount Aloysius College; Kylie Kaiser, Nashville State Community College; Janet Mitchell Lambert, Cerritos College; Anthony Lioi, The Juilliard School; Heather Lusty, University of Nevada, Las Vegas; Phillip Mahaffey, Treasure Valley Community College; Betsy McCormick, Mount San Antonio College; Craig A. Meyer, Texas A&M University–Kingsville; Richard Myers, Mt. San Antonio Community College; Kristen Nielsen, Wentworth Institute of Technology; John O’Hara, University of North Carolina–Wilmington; Moremi Ogbara, Pasadena City College; Michael Podolny, Onondaga Community College; Cassandra Hernandez Rios, Golden West College; Susan Sainato, Kent State University; Matt Sautman, Southern Illinois University, Edwardsville; Kendall Smith, Moreno Valley College; Marjory Thrash, Pearl River Community College; Gregory J. Underwood, Pearl River Community College; and Justin Williamson, Pearl River Community College.

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Instructor Resources

You have a lot to do in your course. We want to make it easy for you to find the support you need — and to get it quickly.

The *Instructor's Manual for A World of Ideas, Eleventh Edition* is available as a PDF that can be downloaded from macmillanlearning.com. In addition to chapter overviews and teaching tips, the instructor's manual includes sample syllabi, sentence outlines for the readings, and classroom activities.

To the Student

When the first edition of *A World of Ideas* was published, the notion that students in first-year composition courses should be able to read and write about challenging works by great thinkers was a radical one. In fact, no other composition reader at the time included selections from such important thinkers as Martha Nussbaum, Aristotle, Adam Smith, Andrew Carnegie, Karl Marx, Plato, Charles Darwin, Michio Kaku, or Mary Wollstonecraft. I had expected a moderate response from a small number of people. Instead, teachers and students alike sent me a swarm of mail commending the book for the challenge it provided and the insights they gained.

One of the first letters I received was from a young woman who had read the book after she graduated from college. She said she had heard of the thinkers included in *A World of Ideas* but in her college career had never read any of their works. Reading them now, she said, was long overdue. Another student wrote me an elaborate letter in which he demonstrated that every one of the selections in the book had been used as the basis of a *Star Trek* episode. He sagely connected every selection to a specific episode and convinced me that whoever was writing *Star Trek* had read some of the world's most important thinkers. Other students have written to tell me that they found themselves using the material in this book in other courses, such as psychology, philosophy, literature, and history, among others. In many cases, these students were the only ones among their peers who had read the key authors in their discipline.

Sometimes, you will have to read the selections in *A World of Ideas* more than once. Works by influential thinkers, such as Judith Butler, Adam Smith, Sigmund Freud, Francis Bacon, Dambisa Moyo, and Howard Gardner, can be very challenging. But do not let the challenge discourage you. In “Evaluating Ideas: An Introduction to Critical Reading,” I suggest methods for annotating and questioning texts that are designed to help you keep track of what you read and master the material. In addition, each selection is accompanied by a headnote on the author’s life and work, comments about the primary ideas presented in the selection, and a host of questions to help you overcome minor difficulties in understanding the author’s meaning. Some students have written to tell me that their first reading of the book was intimidating, but most of them have written later to tell me how they eventually overcame their initial fear that the selections would be too difficult for them. Ultimately, this material was important enough to merit their absolute attention.

The purpose of *A World of Ideas* is to help you learn to write better by giving you something really significant to think and write about. The selections not only are avenues into some of the most serious thought on their subjects but also are stimulating enough to sustain close analysis and produce many good ideas for writing. For example, when you think about democracy, it helps to know what Lao-Tzu said about government in ancient China, just as it is important to understand the ideals Thomas Jefferson was championing when he penned the Declaration of Independence. Mary Wollstonecraft was also a radical political thinker of her time, advocating for greater respect and better opportunities for women in a society that did not value their gifts and talents. Indeed, social justice is

integral to thinking about culture; Hsun Tzu takes the view that our basic nature is evil and that we need to learn to be good. Frederick Douglass speaks from the perspective of a former slave when he cries out against the injustice of an institution that existed in the Americas for hundreds of years. And a hundred years after Douglass, the Reverend Martin Luther King Jr., sent his “Letter from Birmingham Jail,” still demanding justice for African Americans and freedom seekers everywhere. The questions of ethics that still haunt us are treated by Michael Gazzaniga in relation to brain physiology, and by Kwame Anthony Appiah in relation to situational and virtue ethics, each of which concentrates on the relation of one’s character to one’s ethical behavior. All these writers place their views in the larger context of a universal dialogue on the subject of justice. When you write, you add your own voice to the conversation. By commenting on the selections, expressing and arguing a position, and pointing out contradictions or contrasts among texts, you are participating in the world of ideas.

Keep in mind that I prepared *A World of Ideas* for my own students, most of whom work their way through college and do not take the idea of earning an education lightly. For that reason, I felt I owed them the opportunity to encounter the very best minds I could put them in touch with. Anything less seemed to me a missed opportunity. I hope you, like so many other writing students, find this book both educational and inspiring.

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SIGMUND FREUD *The Oedipus Complex*

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Jung proposes that as a cultural group we have a collective unconscious — unconscious awareness and wishes that transcend the individual and represent the needs of the group to which we belong.

VIRGINIA WOOLF *Shakespeare's Sister*

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MARTIN LUTHER KING JR. *Letter from Birmingham Jail*

King, a minister and civil rights leader, advocates nonviolent action as a means of changing the unconscionable practices of racial segregation and achieving justice for all.

FRANTZ FANON *On Violence*

In this excerpt from *The Wretched of the Earth* (1963), the psychiatrist and revolutionary philosopher Frantz Fanon argues for the necessity of violence in the overthrow of colonial regimes by exposing the psychological trauma inflicted by colonial oppression.

BARBARA EHRENREICH *Is The Middle Class Doomed?*

An award winning investigative journalist and writer, Ehrenreich draws on both government data and expert testimony to make the case that the middle class is necessary for the health of democracy, and that the middle class today is in great danger due to rising inequality.

Reflections on the Nature of Culture

PART THREE WEALTH

Some Considerations about the Nature of Wealth

ADAM SMITH *The Value of Labor*

This excerpt from the classic work on modern capitalism, *The Wealth of Nations*, explores the economic relationship between rural areas and cities in an attempt to understand the “natural” steps to wealth.

KARL MARX *The Communist Manifesto*

Marx, the most thorough critic of laissez-faire capitalism, traces the dehumanizing progress of the nineteenth-century bourgeois economic structure and heralds its downfall at the hands of a united international proletariat.

ANDREW CARNEGIE *The Gospel of Wealth*

The great American industrialist and steel magnate argues that it is not only desirable but natural that some people in a free society should be enormously wealthy and that most should not. He also insists that great personal wealth is held in trust for the public and must be given away during one's own lifetime to support worthy causes.

F. A. HAYEK *Economic Control and Totalitarianism*

A major twentieth-century conservative economist, Hayek praised laissez-faire business practices and warned against the forces of socialism in modern capitalist nations. He saw socialism as the first stage in government's asserting total power over the individual.

ROBERT B. REICH *Why the Rich Are Getting Richer and the Poor, Poorer*

The former secretary of labor talks about the different categories of workers in the United States and the inevitable changes occurring as the U.S. economy is altered by economic inequality at home and globalization abroad.

ROBIN WALL KIMMERER *The Gift of Strawberries*

A scholar, writer, and botanist, in this essay Kimmerer acknowledges the power of the market economy, while

drawing on the culture of her Potawatomi heritage to demonstrate the value of a gift economy in which people share and do their best to nurture the environment and avoid its exploitation.

[DAMBISA MOYO *Economic Growth Matters to Ordinary People*](#)

Economist Dambisa Moyo focuses on the ways in which a growth economy affects the individual as well as the community, showing both how the effects of contracting economies can cause rises in populism and instability, as well as how individuals can react to these trends in their own communities.

[Reflections on the Nature of Wealth](#)

PART FOUR EDUCATION

[Some Considerations about the Nature of Education](#)

[MICHEL EYQUEM DE MONTAIGNE *Of the Education of Children*](#)

A Renaissance essayist, Montaigne's *Of The Education of Children* urges children to question the world around them and argues that it is more important for people to be virtuous and well-rounded rather than merely bookish.

[MARIA MONTESSORI *The Montessori Method*](#)

A ground-breaking educator, this essay on the Montessori method offers an innovative way of educating young children that allows for exploration and play, based on

research developed in low income Italy in the early twentieth century.

DIANE RAVITCH *The Essentials of a Good Education*

Education historian and former Assistant Secretary for Education Diane Ravitch explores the ramifications of charter schools, privatization, and increased testing for education in the United States.

MARILYNNE ROBINSON *What Are We Doing Here?*

The celebrated novelist and essay writer Marilynne Robinson, in a talk given to English teachers in Great Britain, defends the humanities and a liberal arts education.

HOWARD GARDNER *A Rounded Version: The Theory of Multiple Intelligences*

Gardner, a contemporary psychologist, has a novel view of the mind that proposes seven distinct forms of human intelligence: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal.

MARTHA NUSSBAUM *Education for Democracy*

Classicist and philosopher Martha Nussbaum examines current approaches taken in the US to prepare students for life after graduation and considers the consequences of a system that emphasizes job preparation rather than educating contributing citizens.

BELL HOOKS *Educating Women: A Feminist Agenda*

In this essay, the scholar and activist bell hooks argues for better communication and educational techniques that reach

all women rather than just an educated elite.

Reflections on the Nature of Education

PART FIVE ETHICS

Some Considerations about the Nature of Ethics

ARISTOTLE *The Aim of Man*

Aristotle describes the search for the highest good, which he defines as happiness. In the process of defining the good, he relates it to the idea of virtuous behavior, living an ethical and moral life. For him, the concept of morality is communal, not just individual.

HSÜN TZU *Man's Nature Is Evil*

One of the revered ancient Chinese philosophers, Hsün Tzu believed that humans were naturally evil and needed to be taught to be good. He insists that people defer to the wisdom of the ancients and learn to overcome their natural instincts in order to behave ethically.

W. E. B. DU BOIS *The Souls of White Folk*

In this essay, sociologist and essayist W.E.B. Du Bois analyzes the role that racism played in the causes of World War I and explores the ethical implications of colonialism.

MARY MIDGELY *Trying Out One's Sword*

Moral philosopher Mary Midgely proposed an interesting ethical problem — whether it is possible to judge the practices of other cultures if we are not part of those cultures

ourselves — and explores the implications of various answers to this question.

PHILIPPA FOOT *Virtues and Vices*

Ethicist Philippa Foot considers the benefits and consequences of cardinal virtues and vices as they relate to both individual happiness and community success.

MICHAEL GAZZANIGA *Toward a Universal Ethics*

Gazzaniga, a famous neuroscientist who has examined brain physiology and the genetics of brain development, considers the possibility that some people are genetically disposed toward unethical behavior.

KWAME ANTHONY APPIAH *If You're Happy and You Know It*

An ethicist and public intellectual, Appiah thinks carefully about the meaning of the word *happiness* itself in order to establish that happiness is both a social experience and a virtue.

Reflections on the Nature of Ethics

PART SIX GENDER

Some Considerations about the Nature of Gender

MARY WOLLSTONECRAFT *Of the Pernicious Effects Which Arise from the Unnatural Distinctions Established in Society*

In this excerpt from one of the first great works of feminism, Wollstonecraft argues that the laws, property rights, and class distinctions of her day are mechanisms of control that deny women their liberty and demean their lives.

KAREN HORNEY *The Distrust between the Sexes*

Horney, the first major female psychoanalyst, looks at Freud's theories and other cultures to establish her own theory of development that accounts for the tangled relations between the sexes.

SIMONE DE BEAUVOIR *If Man and Woman Were Equal*

In this groundbreaking essay, de Beauvoir makes an argument for the need for equality between men and women and considers what would need to change in society to make the aspiration of equality possible.

JUDITH LORBER *Paradoxes of Gender*

In *Paradoxes of Gender*, sociologist Judith Lorber puts together a catalogue of gender descriptions and accommodation in order to better understand social construction, and possible deconstruction, of gender categories.

MOLLY HASKELL *Who Has It Better, Men or Women?*

Feminist film critic Molly Haskell examines her relationship with her sibling Chevey, recounting Chevey's experiences before and after her gender transition.

CATHARINE A. MACKINNON *Sexual Harassment: Its First Decade in Court* (Chapter 9 from *Feminism Unmodified*)

Legal scholar Catharine MacKinnon explores the underlying effect of the law on individuals in society as she traces developments in legal precedent concerning sexual harassment in the workplace.

JUDITH BUTLER From *Undoing Gender*

Judith Butler calls the entire question of gender identification and gender essentialism into question, relating the story of a young boy's mutilation in infancy that resulted in his being raised as a girl.

Reflections on the Nature of Gender

PART SEVEN SCIENCE

Some Considerations about the Nature of Science

PLATO *The Allegory of the Cave*

Plato, the founder of Western philosophy, talks about the nature of perception and the limits of the human mind, emphasizing the difficulties everyone encounters in discovering the truth about appearances.

FRANCIS BACON *The Four Idols*

A prominent figure in philosophy and politics during the reign of England's Elizabeth I, Bacon describes the obstacles that hinder human beings' efforts to understand the world around them and the mysteries of nature.

CHARLES DARWIN *Natural Selection*

The scrupulous habits of observation that culminated in the landmark theory of evolution are everywhere evident in Darwin's analysis of the ways species adapt to their natural environments.

RACHEL CARSON *The Obligation to Endure*

In this chapter from *Silent Spring* (1962), environmental activist Rachel Carson describes the shocking long-term effects of using pesticides in our environment, sounding an alarm that sparked an environmental movement.

MICHIO KAKU *The Theory of the Universe?*

Kaku, a physicist concerned with the forces evident in the universe, discusses the superstring theory of particle physics as well as the complexities of ten-dimensional hyperspace. He discusses quantum theory as well as Einstein's special theory of relativity.

RUTH MOORE *Evolution Revised: A New Time and a New Way*

Science writer Ruth Moore explains for a popular audience the evolutionary changes that caused humans to evolve from apes, identifying the change in pelvis shape that allowed them to walk upright, rather than brain growth, as the key development in the process.

JAMES GLEICK *What Is Time?*

Physicist James Gleick sets out to define "time," only to discover no definition that is not circular or incomplete. In the process, he dwells on how insufficient our concept of time is for the practice of modern science.

Reflections on the Nature of Science

Acknowledgments

Index of Authors, Titles, and Terms

Evaluating Ideas

AN INTRODUCTION TO CRITICAL READING

THE SELECTIONS IN THIS BOOK demand a careful and attentive reading. The authors, whose works have changed the way we view our world, our institutions, and ourselves, communicate their views with clarity and style. But their views are complex and subtle, and we must train ourselves to read them sensitively, responsively, and critically. Critical reading is essential for approaching the essays in this book. Indeed, it is fundamental for approaching any reading material that deserves serious attention.

Because of the significance of the material in this book, and because some of the classical authors wrote in styles unlike those used today, it is essential to develop certain reading skills to successfully engage with the selections in this book. Some of these readings are quite challenging. You may find some of the sentences complex and some of the paragraphs long and difficult. For example, the famous politician and strategist Niccolò Machiavelli wrote during the sixteenth century, when writing commonly included far more words in a sentence than today. Additionally, some words that were common for classical writers have fallen out of use over time and may be unfamiliar to you, while some contemporary writers use theoretical or discipline-specific terms that are also unfamiliar. As a result, some of these essays may cause you to stop and think. But that really is the point of

this book. We all need to stop and think about the great ideas presented here.

In order to help you get the most out of this book, this chapter introduces you to techniques for critical reading. As the term implies, **critical reading** involves taking a position on the material you read. In other words, be an **active reader**. Do not let the words slip by without accepting the challenge implied in the writer's argument. Indeed, you should begin by assuming that all the writers in this book are presenting you with arguments. They are trying to convince you and perhaps change your mind about their subject matter. That means you have to decide whether to accept the premises — or assumptions — of the writer's argument or to reject them. And that means you need to understand the argument to begin with.

Reading critically means that you need to be on your toes when you read. You should challenge the writer and think about how you might construct an argument of your own that would support a different position. You need not always contradict a writer when you challenge their position; instead, you may want to clarify an important point or develop further an aspect of the argument that you feel is not fully formed or explored.

Critical reading involves most of the following processes:

- **Prereading.** Developing a sense of what the piece is about and what its general purposes are.
- **Annotating.** Using a pencil or a pen to mark those passages that seem important enough to return to later. Annotations establish a dialogue

between you and the author.

- **Questioning.** Raising issues that you feel need to be taken into consideration. These may be issues that you believe the author has treated either well or badly and that you feel are important. Questioning can be part of the annotation process.
- **Reviewing.** Rereading your annotations in order to grasp the entire picture of what you've just read. Sometimes writing a summary of the piece as you review makes the meaning even clearer.
- **Discussing.** Discussion is a crucial aspect of critical reading. The classroom offers many opportunities to try out your ideas in relation to your readings and the thoughts of your peers.
- **Forming your own ideas.** Reviewing what you have read, evaluating the way that the writer presents the issues, and developing your own views on the issues. This is the final step.

The Process of Critical Reading

PREREADING

Context

Before you read a particular selection in this book, turn to the beginning of the part in which it appears for an introduction discussing the broader issues and questions central to all the selections in the part. This may help you focus your thoughts and formulate your opinions as you read the essays themselves.

Begin any selection in this book by reading its headnote to get a sense of its context. Each headnote supplies historical background on the writer, sets the intellectual stage for the ideas discussed in the essay, and comments on the writer's main points. The second part of each headnote introduces the main rhetorical or stylistic methods that the writer uses to communicate his or her thoughts. By reading the headnote, you will develop an overview that helps prepare you for reading the essay.

This kind of preparation is typical of critical reading. It makes the task of reading more delightful, more useful, and much easier. A review of the headnote to Machiavelli and part of his essay “[The Qualities of the Prince](#)” will illustrate the usefulness of such preparation. This essay appears in Part

One, “Government,” so you can already expect the content to be concerned with styles of government. The introduction to Machiavelli provides the following points, each followed by the number of the paragraph in which it appears:

Machiavelli was an Italian aristocrat in Renaissance Italy. ([para. 1](#))

Machiavelli describes the qualities necessary for a prince — that is, any ruler — to maintain power. ([para. 2](#))

A weak Italy was prey to the much stronger France and Spain at this time. ([para. 2](#))

Machiavelli recommends securing and maintaining power by whatever means necessary. ([para. 3](#))

His concern for moralizing or acting out of high moral principle is not great. ([para. 3](#))

He supports questionable means of becoming and remaining prince. ([para. 3](#))

Machiavelli does not fret over the means used to achieve his ends and sometimes advocates repression, imprisonment, and torture. ([para. 3](#))

Machiavelli has been said to have a cynical view of human nature. ([para. 4](#))

His rhetorical method is to discuss both sides of an issue: cruelty and mercy, liberality and stinginess. ([para. 8](#))

He uses aphorisms to persuade the reader that he is saying something wise and true. ([para. 9](#))

With these observations in mind, the reader knows that the selection that follows will be concerned with governance in Renaissance Italy. The question of ends versus means is central to Machiavelli’s discussion, and he does not idealize people and their general goodness. Yet because of Machiavelli’s rhetorical methods, particularly his use of aphorisms,¹ the reader can expect that Machiavelli’s argument will be exceptionally persuasive.

Thus, as a critical reader, you should keep track of these basic statements from the headnote. You need not accept all of them, but you should certainly be alert to the issues that will probably be central to your

experience of the essay. Remember: it is just as reasonable to question the headnote as it is to question the essay itself.

Scanning

Before reading the essay in detail, you might develop an overview of its meaning by scanning it quickly. In the case of “The Qualities of the Prince,” note the subheadings, such as “On Those Things for Which Men, and Particularly Princes, Are Praised or Blamed.” Checking each of the subheadings before you read the entire piece provides you with a “map” or guide to the essay.

For shorter essays and those with no subheadings — which include most selections in this book — another prereading strategy that can help you create a map of a writer’s argument is to search for clues in the opening sentence of every paragraph. Such sentences will not always reveal the major content or even the main idea, but they will give you a feel for the passage and a sense of what concerns the writer. If you make a list of all the opening sentences of the paragraphs of the whole selection, it will often approximate the outline of the passage. (Even if you don’t have time to make a list, underlining the opening sentences and reviewing them will accomplish the same objective.)

The Question or Assignment

Each passage is preceded by two or three prereading questions. These are designed to help you keep key points in mind as you read. Each of these