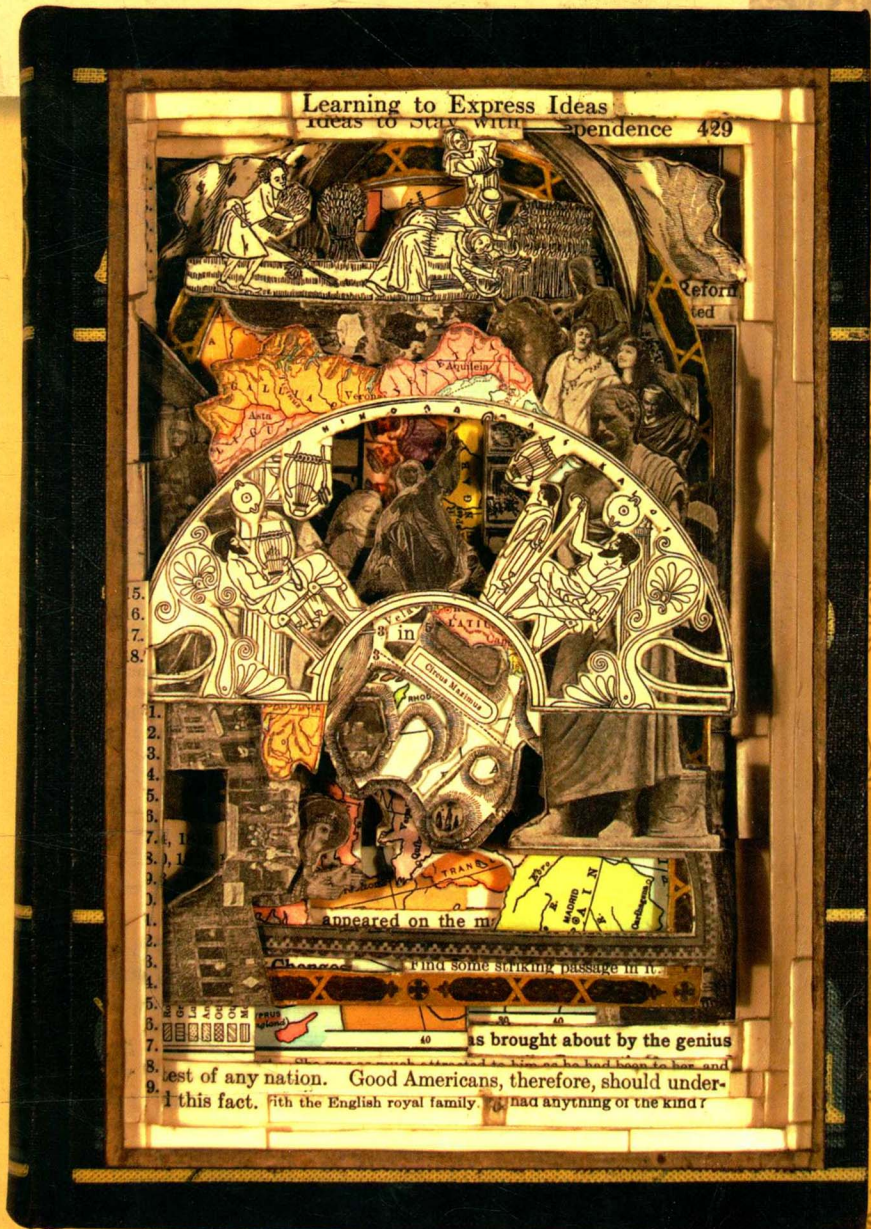


# A World of Ideas

# ESSENTIAL READINGS FOR COLLEGE WRITERS

Eighth Edition



# Lee A. Jacobus

EIGHTH EDITION

A  
WORLD OF  
IDEAS

ESSENTIAL READINGS  
FOR  
COLLEGE WRITERS

LEE A. JACOBUS

*University of Connecticut*

BEDFORD/ST. MARTIN'S

Boston ♦ New York

## **For Bedford/St. Martin's**

*Senior Developmental Editor:* Maura Shea

*Production Editor:* Katherine Caruana

*Production Supervisor:* Andrew Ensor

*Marketing Manager:* Molly Parke

*Cover Design:* Donna Lee Dennison

*Text Design:* Anna Palchik

*Copyeditor:* Mary Lou Wilshaw-Watts

*Photo Research:* Linda Finigan

*Cover Art:* Brian Dettmer, *Today's World*. Modified book. Courtesy Packer Schopf Gallery.

*Composition:* Macmillan Publishing Solutions

*Printing and Binding:* Haddon Craftsmen, an RR Donnelley & Sons Company

*President:* Joan E. Feinberg

*Editorial Director:* Denise B. Wydra

*Editor in Chief:* Karen S. Henry

*Director of Marketing:* Karen R. Soeltz

*Director of Editing, Design, and Production:* Marcia Cohen

*Assistant Director of Editing, Design, and Production:* Elise S. Kaiser

*Managing Editor:* Elizabeth M. Schaaf

Library of Congress Control Number: 2008937680

Copyright © 2010 by Bedford/St. Martin's

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, except as may be expressly permitted by the applicable copyright statutes or in writing by the Publisher.

Manufactured in the United States of America.

4 3 2 1 0 9  
f e d c b

For information, write: Bedford/St. Martin's, 75 Arlington Street, Boston, MA 02116 (617-399-4000)

ISBN-10: 0-312-38533-1

ISBN-13: 978-0-312-38533-0

## ***Acknowledgments***

Acknowledgments and copyrights appear at the back of the book on pages 925–28, which constitute an extension of the copyright page. It is a violation of the law to reproduce these selections by any means whatsoever without the written permission of the copyright holder.

## Praise for *A World of Ideas*

"In my opinion, the most important factor is choosing a book that will make [students] think. If they cannot think, they cannot write. This book is really focused on that aspect of learning, and I have had great success with my students in teaching from the diverse spectrum of authors contained."

— JENNIFER C. PHILPOT, *Eastern Kentucky University*

"I continue to use *A World of Ideas* because I believe in the concept that good writing is more than style and because students, deep down, hunger for substance."

— GERALD MCCARTHY, *San Antonio College*

"There is no other text available that can equal this one in providing an intellectual basis for your course."

— THOMAS L. WILMETH, *Concordia University*

"I like the fact that the readings are challenging, informative, thought provoking, historically important, and models of exemplary writing. I think the readings contribute to helping students understand how their world and country have evolved, and they give students helpful perspectives with which to evaluate their goals, responsibilities, and values—in addition to stimulating their thinking and writing."

— MARTHA WILLOUGHBY, *Pearl River Community College*

"*A World of Ideas* is a thought-provoking blend of traditional and contemporary essays that allows students to participate in conversations they've inherited by confronting the original thinkers and theorists. It's not stuffy, but neither is it easy. This anthology is an excellent tool to introduce students to what college-level discourse should be all about."

— BRANDY MCKENZIE, *Clark College*

"All in all a wonderful guide to the classic and modern ideas that shape the way we think."

— JOSH LEDERMAN, *Emmanuel College*

"Simply the greatest freshman English teaching text. I can't tell you how many students thank me and say, 'I will never sell it back.'"

— JOHN FREDERICK, *Santa Monica College*

## PREFACE

Among the pleasures of editing *A World of Ideas* are the discussions I have had over the years with students and teachers who have used the book in their writing classes. A student once wrote to tell me that the book meant a great deal to her and that her experience with it impelled her to wonder what originally inspired me to assemble the first edition. I explained that my teaching of first-year writing has always inclined toward ideas that serious writers and thinkers have explored and contemplated throughout the ages; early on, I could not find a composition reader that introduced students to the important thinkers whose writing I believe should be basic to everyone's education. As a result of that need, *A World of Ideas* took shape and has continued to grow and develop through eight editions, attracting a wide audience of teachers and students who value the thought-provoking ideas that affect the way we interpret the world.

In preparing the eighth 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 society. To that end, I have chosen writers whose ideas are central to our most important and lasting concerns. A new edition offers the opportunity to reevaluate old choices and make new ones that expand and deepen what has always been the fundamental purpose of this composition reader: to provide college students in first-year writing courses with a representative sampling of important ideas examined by men and women who have shaped the way we think today.

The selections in this volume are of the highest quality. Each was chosen because it clarifies important ideas and can sustain discussion and stimulate good writing. Unlike most composition readers, *A World of Ideas* presents substantial excerpts from the work of each of its authors. The selections are presented as they originally appeared;



only rarely are they edited and marked with ellipses. They average fifteen pages in length, and their arguments are presented completely as the authors wrote them. Developing a serious idea in writing takes time and a willingness to experiment. Most students are willing to read deeply into the work of important thinkers to grasp their ideas better because the knowledge yielded by the effort is so vast and rewarding.

### **A Text for Readers and Writers**

Because students perceive writers such as Plato and Thoreau as serious and important, they take the writing course more seriously: they learn to read more attentively, think more critically, and write more effectively. But more important, this may be a student's only opportunity to encounter the thinkers whose ideas have shaped civilization. No other composition reader offers such a comparable collection of important readings along with the supportive apparatus students need to understand, analyze, and respond to them.

**Classic Readings.** *A World of Ideas* draws its forty-seven selections from the writing of some of the world's most important thinkers. Those writers with selections that remain from the seventh edition are Lao-tzu, Niccolò Machiavelli, Jean-Jacques Rousseau, Thomas Jefferson, Hannah Arendt, Marcus Tullius Cicero, Frederick Douglass, Henry David Thoreau, Elizabeth Cady Stanton, Martin Luther King Jr., John Rawls, Adam Smith, Karl Marx, John Kenneth Galbraith, Robert B. Reich, Plato, Sigmund Freud, Carl Jung, Howard Gardner, Francis Bacon, Charles Darwin, Rachel Carson, Stephen Jay Gould, Michio Kaku, Aristotle, Friedrich Nietzsche, Iris Murdoch, Mary Wollstonecraft, and Virginia Woolf.

**A Focus on Eight Great Ideas.** *A World of Ideas'* unique structure highlights seminal ideas as developed by great thinkers throughout history and facilitates cross-disciplinary comparisons. Each of the eight parts of the book focuses on one great idea—government, justice, the individual, wealth and poverty, mind, nature, ethics and morality, and gender and culture. Part introductions ground students in the history of each idea and connect the philosophies of individual writers.

**"Evaluating Ideas: An Introduction to Critical Reading."** This introduction demonstrates a range of methods students can adopt to participate in a meaningful dialogue with each selection. This

dialogue—an active, questioning approach to texts and ideas—is one of the keys to critical reading. In the introduction, a portion of Machiavelli's "The Qualities of the Prince" is presented in annotated form, and the annotations are discussed for their usefulness in understanding this essay and in helping students develop their own annotations while reading the other essays in the book. The introduction encourages 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.

**Selection Headnotes.** Each selection is preceded by a detailed headnote on the author's life and work and by comments about the primary ideas presented in the reading. The most interesting rhetorical aspects of the selection are identified and discussed to help students see how rhetorical techniques can achieve specific effects.

**Prereading Questions.** To emphasize critical thinking, reading, and writing, prereading questions precede every selection. The content of the selections is challenging, and these prereading questions can help students in first-year writing courses overcome minor difficulties in understanding the author's meaning. These brief questions are designed to help students focus on central issues during their first 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 general class 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 personal responses, as well as complete essays that involve research. A number of these assignments, labeled "Connections," promote 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. The variety of connections is intriguing—Lao-tzu with Machiavelli, Rawls with Rousseau, Smith with Jefferson, Emerson with Fromm, Rousseau with Durkheim and Lévi-Strauss, Ortega y Gasset with Becker, Freud with Greer, Leopold with Nietzsche and Murdoch, Darwin with Fukuyama, and many more.

**"Writing about Ideas: An Introduction to Rhetoric."** This appendix explains how a reader can make annotations while reading critically and then use those annotations to write effectively in response to the

ideas presented in any selection in the book. The appendix relies on the annotations of the Machiavelli selection illustrated in “Evaluating Ideas: An Introduction to Critical Reading.” A sample student essay on Machiavelli, using all the techniques taught in the context of reading and writing, gives students a model for 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.

**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 Michael Hennessy, Carol Verberg, Ellen Troutman, Ellen Darion, and Jon Marc Smith—can be photocopied or downloaded from the book’s companion Web site, [bedfordstmartins.com/worldofideas](http://bedfordstmartins.com/worldofideas), 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-seven 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 Eighth Edition**

The eighth 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 the key ideas that have defined the human experience and shaped civilization. Of the forty-seven selections (one more than in the seventh edition), eighteen are new to the eighth edition including works by Carl Becker, José Ortega y Gasset, Ralph Waldo Emerson, W. E. B. Du Bois, Ruth Benedict, Erich Fromm, Emile Durkheim, Andrew Carnegie, Steven Pinker, V. S. Ramachandran, Francis Fukuyama, Aldo Leopold, Peter Singer and Jim Mason, John Stuart Mill, Margaret Mead, Claude Lévi-Strauss, Germaine Greer, and René Descartes.



**Two New Foundational Ideas.** The selections in the two new parts on “The Individual” and “Gender and Culture” cover considerable historical periods and attitudes toward their subjects. Both these new sections contain ideas that affect every one of us in a number of important ways. The concept of the individual, for example, is in many ways modern—highly developed beginning in the late seventeenth century, flourishing in the eighteenth-century’s Age of Enlightenment, and continually discussed throughout the nineteenth and twentieth centuries by writers featured here including Ralph Waldo Emerson, W. E. B. Du Bois, and Ruth Benedict. The second new part, “Gender and Culture,” approaches the concepts of masculine and feminine from a cultural perspective, including important works by John Stuart Mill, Margaret Mead, Claude Lévi-Strauss, and Germaine Greer.

**New “Visualizing” Feature Encourages Students to Apply Great Ideas to Great Works of Art.** Immediately preceding the selections in each part, a well known painting is accompanied by a commentary that places the work historically and aesthetically, and prepares students to make thoughtful connections between the work and the thinkers that follow. For example, Visualizing Gender and Culture features Mary Cassatt’s painting *In the Loge* along with a brief caption and a discussion of the work’s exploration of gender roles. The “**Seeing Connections**” questions that follow each of the readings ask students to relate a given text back to the work of art. Other featured works of art include but are not limited to: Eugène Delacroix’s *Liberty Leading the People* for Visualizing Government, Caspar David Friedrich’s *Wanderer Above the Sea of Fog* for Visualizing the Individual, and Salvador Dalí’s *The Persistence of Memory* for Visualizing the Mind.

**More “Connections” Questions.** Throughout the book students are asked to make connections and comparisons between writers within the same great idea topic and between writers in different great idea topics.

**Increased Coverage of Argument.** The “Writing about Ideas: An Introduction to Rhetoric” section at the back of the book now provides brief coverage of the three most common approaches to argument: Classical, Toulmin, and Rogerian. Additionally, many of the suggestions for critical reading and critical writing which follow each selection in the book highlight the basic elements of a writer’s argument and ask students to make arguments of their own.

*A Fully Updated Companion Web Site Provides Students with More Ways to Explore the World of Ideas.* At [bedfordstmartins.com/worldofideas](http://bedfordstmartins.com/worldofideas), students will find links to full-text documents of historical and philosophical interest, and more information on each selection's author and his or her ideas. Instructors will find the helpful Instructor's Manual, which includes a sentence outline for every selection.

### **Acknowledgments**

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 Jon Marc Smith of Texas State University—San Marcos and Chiara Sulprizio of the University of Southern California for assisting with the Instructor's Manual for the eighth edition. I also remain grateful to Michael Bybee of Saint John's College in Santa Fe for suggesting many fascinating pieces by Eastern thinkers, all of which he has taught to his own students. Thanks to him, this edition includes Lao-tzu.

Like its predecessors, the eighth edition is indebted to a great many creative people at Bedford/St. Martin's, whose support is invaluable. I want to thank Charles Christensen, former president, whose concern for the excellence of this book and whose close attention to detail are truly admirable. I appreciate as always the advice of Joan E. Feinberg, president, and Denise Wydra, editorial director, whose suggestions were timely and excellent. Nancy Perry, editor in chief, New York; Karen Henry, editor in chief, Boston; and Steve Scipione, 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. My editor, Maura Shea, is the professional's professional. Her guidance, her sensibility, and her commitment to this project from the beginning have been an inspiration for me as I have worked to make this edition the best yet. She is creative, smart, and the perfect editor for this and other projects we have worked on together. Assisting her were a number of hard-working individuals including Erin McGhee, Kate Mayhew, and Britt Hansen. Katherine Caruana, production editor, also helped with innumerable important details and suggestions. Mary Lou Wilshaw-Watts, copyeditor, improved the prose and watched out for inconsistencies. Thanks also to several staff members and researchers: Diane Kraut cleared text permissions, Donna Dennison found the cover art and designed the cover, and Linda Finigan secured all the new photographs. In earlier

editions, I had help from 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. I also want to thank the students—quite a few of them—who wrote me directly about their experiences in reading the first seven editions. I have attended carefully to what they told me, and I am warmed by their high regard for the material in this book.

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 eighth edition: D. Michelle Adkerson, Nashville State Community College; Robert Alexander, Point Park University; Jonathan Ausubel, Chaffey College; Michael Bloomingburg, Eastern Kentucky University; Norma Darr, Long Beach City College; David Elias, Eastern Kentucky University; Susan Gorman, Massachusetts College of Pharmacy and Health Sciences; James Kenkel, Eastern Kentucky University; Kay Kolb, University of Texas–Permian Basin; Leslie Layne, Lynchburg College; Josh Lederman, Emmanuel College; Katherine Liesener, Emmanuel College; Yaroslav Malyuta, University of Texas at Arlington; Gerald McCarthy, San Antonio College; Brandy McKenzie, Clark College; Agnetta Mendoza, Nashville State Community College; Sean P. Murphy, College of Lake County; Courtney L. Novosat, Emmanuel College; Jennifer C. Philpot, Eastern Kentucky University; Ron Schwartz, Pierce College; Danny F. Shears, University of San Francisco; Michele Singletary, Nashville State Community College; Scott Votel, Emmanuel College; Martha Willoughby, Pearl River Community College; and Thomas L. Wilmeth, Concordia University.

I want to mention particularly the past experiences I had visiting Professor Elizabeth Deis and the faculty and students of Hampden-Sydney College in connection with their writing and humanities programs. Professors James Kenkel and Charlie Sweet were gracious in welcoming me to Eastern Kentucky University for workshops and classes using *A World of Ideas*. These were delightful and fruitful experiences that helped me shape the book. I am grateful to all who took part in these workshops.

## 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 Hannah Arendt, Marcus Tullius Cicero, Ralph Waldo Emerson, Karl Marx, Plato, Charles Darwin, 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.

Most of the time you will have to read the selections in *A World of Ideas* more than once. Works by influential thinkers, such as Jean-Jacques Rousseau, John Rawls, W. E. B. Du Bois, Adam Smith, Sigmund Freud, Francis Bacon, Iris Murdoch, and Ruth Benedict, 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 to help you 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 off-putting, 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, these students agreed with me that this material is 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 to produce many good ideas for writing. For example, when you think about the law, it helps to know where our sense of justice comes from. "The Defense of Injustice" by Cicero, the first selection in the "Justice" part, is a brilliant argument against justice. It is so brilliant that one almost buys his ideas. But he is a clever orator and is merely testing us because he was one of Rome's champions of justice. Henry David Thoreau's "Civil Disobedience" draws a line between the law and the justice that sometimes sees beyond the law. Elizabeth Cady Stanton defends the rights of women in her "Declaration of Sentiments and Resolutions," pointing always to the social injustices that she documents. 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, Reverend Martin Luther King Jr. sent his "Letter from Birmingham Jail," still questing justice for African Americans and freedom seekers everywhere. Part Two: Justice ends with "A Theory of Justice" by the most important modern philosopher of justice, John Rawls, who measured justice always by its effect on the neediest and least powerful segment of any society. 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 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 to be a missed opportunity. I hope you, like so many other writing students, find this book both educational and inspiring.

# CONTENTS

Preface	v
To the Student	xiii
EVALUATING IDEAS: An Introduction to Critical Reading	1

---

## PART ONE

### GOVERNMENT

– 13 –

#### VISUALIZING GOVERNMENT

EUGÈNE DELACROIX, *Liberty Leading the People* [IMAGE]

18

LAO-TZU <i>Thoughts from the Tao-te Ching</i>	21
---	----

*In recommending that a ruler practice judicious inactivity rather than wasteful busyness, the ancient Chinese philosopher minimizes the power of the state over the individual.*

NICCOLÒ MACHIAVELLI <i>The Qualities of the Prince</i>	37
--	----

*In this excerpt from the most notorious political treatise of all time, Machiavelli, a veteran of intrigue in Florence's Medici court, recommends unscrupulous tactics for the ruler who wishes to secure power for himself and stability in his domain.*



## JEAN-JACQUES ROUSSEAU The Origin of Civil Society 55

*The French philosopher Rousseau speculates that members of a society forfeit individual freedoms for the greater good of all and stresses a revolutionary view—equality before the law.*

## THOMAS JEFFERSON The Declaration of Independence 77

*In this primary document of modern democratic government, Jefferson justifies the right of the American colonies to dissolve their bonds with a tyrannical monarchy and to construct a free nation of independent souls in its stead.*

## JOSÉ ORTEGA Y GASSET The Greatest Danger, the State 87

*One of Ortega's greatest fears is that European democracies in the 1930s had in them the seeds of tyranny. Like other political philosophers, Ortega fears the disorder that results when qualified leaders fail their responsibility and unqualified mobs produce a tyranny of the majority.*

## CARL BECKER Ideal Democracy 101

*In an essay written in 1932, at democracy's lowest hour in the West, Becker reminds us that "Democracy is in some sense an economic luxury," but that we must nonetheless recognize its value and persist in its defense.*

## HANNAH ARENDT Total Domination 121

*Arendt, a historian and political theorist, argues that terror is necessary for the state to achieve total domination over the individual and that the concentration camp represents the most intense form of terror a state can exert in modern society.*

---

 PART TWO
 

---

## JUSTICE

– 135 –

## VISUALIZING JUSTICE

LUCA GIORDANO, Justice [IMAGE]

140

---

MARCUS TULLIUS CICERO    The Defense of Injustice    143

*Cicero, the great Roman orator and legendary champion of justice, plays devil's advocate as he powerfully argues that in some circumstances justice is inexpedient and problematic for a state to provide.*

FREDERICK DOUGLASS    From Narrative of the Life of  
Frederick Douglass, an American Slave    157

*One of the most eloquent orators of the nineteenth century, Frederick Douglass, reveals how an indomitable spirit reacted to a system of law that sanctioned slavery, treated people as chattel, and denied justice for them and their offspring into perpetuity.*

## HENRY DAVID THOREAU    Civil Disobedience    173

*A man who lived by his ideals of justice, Thoreau explains how and why it is not only reasonable but also sometimes essential to disobey unjust laws imposed by the state.*

ELIZABETH CADY STANTON    Declaration of Sentiments  
and Resolutions    201

*Stanton draws on her experience as a feminist and on Thomas Jefferson's model to show that, one hundred years after the Declaration of Independence, half of America still waited to be freed from tyranny.*

## MARTIN LUTHER KING JR.    Letter from Birmingham Jail    211

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

## JOHN RAWLS    A Theory of Justice    233

*The most distinguished contemporary thinker on the subject of justice, Rawls argues that the essence of justice is fairness and that decisions of governments or institutions should be guided by their effect on the least powerful members of the society or group concerned.*

## PART THREE

## THE INDIVIDUAL

- 245 -

## VISUALIZING THE INDIVIDUAL

CASPAR DAVID FRIEDRICH, *Wanderer Above the Sea of Fog* [IMAGE]

250

## RALPH WALDO EMERSON Self-Reliance 255

*Emerson elaborates on one of the great American themes of independence and self-reliance. He rails against peer-pressure and conformity. In this essay he says, "A foolish consistency is the hobgoblin of little minds" and in the process condemns conformity and insists you must trust yourself.*

## EMILE DURKHEIM Individualism and the Intellectuals 271

*The father of modern sociology, Durkheim argues against privileging the institutions of society over the rights of the individual. His was a time of great intellectual ferment and his argument helped the cause of intellectuals who took a stand against a government that behaved badly.*

## W. E. B. DU BOIS Of Our Spiritual Strivings 287

*One of the great early African American intellectuals, Du Bois describes his own journey toward becoming an individual in a society that had no ready-made place for him. He asks in his first words, "How does it feel to be a problem?" Then he goes on to offer an answer.*

## RUTH BENEDICT The Individual and the Pattern of Culture 301

*A distinguished anthropologist, Benedict explores the position of the individual in several cultures, including the Northwest Kwakiutl Indians, the Plains Indians, the Zuni, and others. She describes what happens when society is intolerant of individual behavior and the price some must pay for their distinctiveness.*

## ERICH FROMM The Individual in the Chains of Illusion 325

*In the shadow of the atomic age, which threatened annihilation as he wrote, Fromm hopes for the appearance of the One Man*