

Introduction to Workers' Liberty study course

Workers' Liberty

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Introduction

This course introduces the ideas of the Alliance for Workers' Liberty.

What you need in order to do this course:

- these notes *
- our books: [*Can Socialism Make Sense?*](#); [*Democracy, Direct Action, and Socialism*](#); and [*Why Socialist Feminism?*](#) *

You may also find it useful to have

- [*The Left in Disarray*](#) and [*Two Nations, Two States*](#). *
- a way of making notes
- access to the internet

*Get all five publications discounted: workersliberty.org/intro-bundle, complete with a printed copy of these notes

Course structure:

This course consists of eleven sessions. Each session will probably last a bit over an hour, but you may take more time if you want to, or run it in shorter chunks if you prefer. The course can be flexible, so you could combine some sessions, or add sessions on some topics.

The course can run with one 'teacher' and one learner, or a group can study it together.

It is OK to go off on a tangent and study some things in more depth or issues not in this course, but do cover all eleven sessions so you get a comprehensive introductory knowledge of our ideas.

Readings and activities:

Each session has core reading and suggested further reading, ranging from short articles to large books. This is meant as a pick-and-mix of readings that you could use to broaden your knowledge on the topic or for more in-depth study of the topic at a later date. Audio and video formats are available on some topics.

This is not an exhaustive list. A comrade may be able to suggest other further reading. More suggestions, including on topics not covered here, are available at: workersliberty.org/study

Each session has some suggested optional activities, and some possible questions to think about and discuss.

Educators' notes at the back of this study guide provide suggestions on how to run the course. These are useful for both educators and students to read.

Session 1: Why socialism?

Reading:

Can Socialism Make Sense?:

- Introduction" (pages 5-6)
- "Capitalism and Socialism today" (pages 8-14 of 'an unfriendly dialogue')
- "Why socialism?" by Albert Einstein (page 305)
- "Factfile" (page 395)
- Poem: *We only want the Earth* (page 400)
- "Stop the fossil fuel reboot" ([first article](#) in *For Workers' Climate Action*, workersliberty.org/climate-pamphlet)

You could also read:

- Poem: *Labour* (page 1)
- "What is German Bolshevism?" by Rosa Luxemburg (page 311)
- "What's in it for me?" (pages 130-141 of 'an unfriendly dialogue')
- "What socialist America will look like" by James Cannon — bit.ly/CannonUSA
- The rest of *For Workers' Climate Action: Climate Change, Capitalism and Working-class Struggle*

Key ideas:

- Capitalism
- Socialism
- Class
- Democracy
- Society
- Marxism
- Class consciousness

Suggested activities:

- Make a list of all the things that are unjust, irrational or destructive in capitalism.
- Discuss (perhaps using the questions below) what socialism would look like in contrast.
- Make a list of the arguments right-wingers use in favour of capitalism and discuss the arguments against.
- Write an article or a speech, or design a graphic, making the case for socialism, aimed at an audience that is interested in an alternative to capitalism but doesn't

know much about socialism. If appropriate, read out your speech and discuss with the group.

Questions to consider:

1. Give a definition of capitalism.
2. What is progressive about capitalism? What is wrong with capitalism?
3. What is our conception of socialism?
4. What other conceptions of socialism are there?
5. Why are there so many different conceptions of socialism?
6. Why is socialism less popular than we would hope?
7. Why are we publishing, selling and studying this book?
8. Why does Einstein believe socialism is the answer? What does Luxemburg argue a socialist society will look like? How does Einstein's 'socialism' differ from Luxemburg's formulation?
9. How does the socialist goal guide day-to-day politics?
10. Why is the 2008 economic crash so significant?

Session 2: Is socialism against human nature?

Reading:

Can Socialism Make Sense?:

- Socialism and human nature (pages 89-130 of 'an unfriendly dialogue')
- Planning: what, how, and whose? Debate between David Marsland and Martin Thomas (page 373)

You could also read:

- *Is socialism utopian?* Debate between Kenneth Minogue and Sean Matgamna (page 360)
- Norman Geras, Marx and Human Nature: Refutation of a Legend (Verso: 1983)

Key ideas:

- Scientific socialism
- Human nature
- Competition and innovation
- Production
- Division of labour
- Planning

Suggested activities:

- On a large sheet of paper, flip chart, virtual whiteboard or similar, write all the attributes that are considered to be of human nature, whether you agree that they are or not.
- In groups/with your partner discuss the following:
 1. What can't humans do without?
 2. What shapes human nature?
 3. What are the (human nature) arguments used against socialism?
 4. How would you respond to these arguments?
 5. How might humans be different under a different form of society?
- Think about something you're really motivated about, and then list what motivates you to do it.
- Think about something in your life which involves lots of competition. How does competition make the activity different from if it were carried out in a non-competitive way?

- List everything that has ever been thought impossible due to “human nature”. How much of it still seems impossible?

Questions to consider:

1. What do we mean by “scientific socialism”?
2. Isn't it reformist to suggest that socialism “invades” capitalist society?
3. Is planning impossible in such a complex society?
4. Would planning be inefficient on a world scale?
5. Are humans just naked apes, who can't change for socialism?
6. Do people excel only in competition? Won't socialism abolish innovation?
7. Do humans cooperate only if they have to? Doesn't socialism assume human virtue?
8. Is working-class solidarity just sentimental fiction? Doesn't self-interest rule?
9. How will the dirty jobs get done under socialism?
10. Is there an ecological imperative for socialism?

Session 3: Democracy, Direct Action and Socialism

Reading:

Democracy, Direct Action, and Socialism, primarily:

- Introduction and Preface on pages 3-21
- Michael Foot's article on pages 22-42 and Sean Matgamna's reply on pages 43-83

You could also read:

- Other sections of *Democracy, Direct Action, and Socialism*
- *State and Revolution* by V I Lenin
- [*The German Revolution*](#): *Selected Writings of Rosa Luxemburg*

Recommended video:

- What is the state? — bit.ly/w-state

Key ideas:

- Bourgeois democracy
- Parliamentary democracy
- Labour movement
- Class struggle
- Extra-parliamentary activity
- State
- Revolution

Suggested activities:

- While reading Foot's article make a list of his arguments, and note your own response to each one. Then when reading Matgamna's response, write down his response to each of Foot's arguments. You might find it easier to do this in a table.
- Make a list of the positive gains of bourgeois democracy, and make a list of the limitations.

Questions to consider:

1. Why did this debate come up in the 1980s? How and why were things different from today?
2. Who was Michael Foot?

3. What were the Labour Party and the Labour left like at the time?
4. Is this debate still relevant? Why?
5. What is the relationship of socialism to democracy?
6. What is the role of the state in bourgeois democracy?
7. On what basis does Matgamna argue that Foot is an elitist?
8. Is socialism possible without a revolution?
9. Is it a good strategy for socialists to use parliamentary methods or work within bourgeois democracy?
10. What is Matgamna's argument for why Foot has given up on socialism?

Session 4: Democracy and socialism

Reading:

Can Socialism Make Sense?:

- Democracy (pages 63-89 of 'an unfriendly dialogue')
- The metaphysics of democracy by Leon Trotsky (page 321)
- Democracy and class rule by Vladimir Lenin (page 325)
- Fighting for a more generous democracy by Leon Trotsky (page 329)

You could also read:

- *1917 was a democratic revolution* by Max Shachtman — bit.ly/MS1917
- *The Fight For Socialism* by Max Shachtman Chapter V: The Government and Democracy — bit.ly/ms-ffs

Key ideas:

- Bourgeois democracy
- Parliamentary democracy
- Liberty and freedom
- Class struggle
- Soviets
- State
- Revolution

Suggested activities:

- Draw a concept map (a diagram depicting suggested relationships between concepts) to show how democracy works in bourgeois society
- Make a list of the limitations of bourgeois democracy.
- Go back to your article/speech/graphic making the case for socialism, and add anything you have now learnt about democracy.
- Add to your article/speech/graphic the case for revolution.

Questions to consider:

1. What is the difference between democracy and liberty?
2. What is freedom in a capitalist society?
3. How is democracy linked to class rule?
4. How does the ruling class manufacture consent?

5. What can we learn from the evolution and history of democracy?
6. Why do Marxists fight for and defend democracy under capitalism?
7. What sort of democracy do we counterpose to bourgeois democracy?
8. Why is pure democracy impossible?
9. How can minority rights be protected under a system of majority rule?

Session 5: Socialism vs Stalinism

Reading:

- Like it or not, Stalinism is still a live force, by Martin Thomas — bit.ly/mt-stalinism

Can Socialism Make Sense?:

- Is socialism discredited by Stalinism? (pages 14-48 of 'an unfriendly dialogue')
- October 1917: the workers' revolution by Hal Draper (page 169)
- 1917 was a democratic revolution by Max Shachtman (page 180)
- Stalinism and Bolshevism by Leon Trotsky (page 187)
- Their morals and ours by Leon Trotsky (page 201)
- Fifteen lies against socialism answered, by Sean Matgamna (page 345)

You could also read:

- Sections of *Can Socialism Make Sense?* from session 4
- Workers' Liberty's books: [The Fate of the Russian Revolution vol 1](#) and [The Russian Revolution: When Workers Took Power](#); or [Solidarność: The Workers' Movement and the Rebirth of Poland in 1980-81](#)
- *The Revolution Betrayed* and *History of the Russian Revolution* by Leon Trotsky
- *How bureaucracy strangled the Russian Revolution: Workers' Liberty 3/37* — bit.ly/b-strangle

Recommended videos:

- What is Stalinism? — bit.ly/abc-stalinism
- 40th anniversary of the Gdańsk shipyard strike — bit.ly/gdansk-40
- The Russian Revolution – Freedom or Tyranny? Debate, in 5 parts — bit.ly/rr-freedom

Key ideas:

- Stalinism
- State
- Class
- Bureaucracy
- Democracy
- Nationalised property
- Post-capitalism
- Bolshevism
- Leninism
- Russian Revolution

- Party
- Soviet
- Fourth International

Suggested activities:

- Make a table with four columns headed: Issues, Capitalism, Stalinism, and Socialism. Create rows about various aspects of the systems, and fill in the table with descriptions of the three systems, aiming at direct comparisons eg.
Who is the ruling class?
How is production organised?
- Make a list of the arguments that you have heard from today's neo-Stalinists. How would you respond to each?
- With a partner role-play a scenario in which either:
 1. One of you argues that socialism leads to tyranny, as proven by Stalinism, while the other argues against; or
 2. One of you defends Stalinism while the other argues against.
- Look up a timeline of the Russian Revolution (one can be found at: workersliberty.org/files/forr2.PDF) and annotate it with ideas and comments from the reading.
- Make a list of all the ways Bolshevism is compared to/linked to Stalinism and discuss the arguments for and against each one.

Questions to consider about Stalinism:

1. Why is it important to understand Stalinism as a class society?
2. Is socialism discredited by Stalinism? Does the collapse of Stalinism vindicate social-democratic reformism?
3. Is public ownership inevitably bureaucratic and inefficient?
4. What is meant by "post-capitalist"? Why were the Stalinist states not post-capitalist?
5. Why did the collapse of Stalinism prove it was a class society?
6. How did the Communist Parties differ from real Marxist parties?

Questions to consider about the Russian revolution:

7. Why was Kerensky's regime not a democratic government?
8. How did the Bolsheviks win majority support among the Russian working class?
9. What was wrong with the Left SRs?
10. Was the Soviet government right to have dismissed the Constituent Assembly?
11. What are Trotsky's arguments that Bolshevism did not lead to Stalinism?
12. What are Trotsky's criticisms of anarchism?
13. What lessons did the Fourth International take from Bolshevism?
14. For Marxists, does the end justify the means? Do Marxists have a moral code?

Session 6: What is Trotskyism?

Reading:

- *Who was Leon Trotsky?* — bit.ly/who-trotsky
- *The Left in Disarray*: Chapter 2 (pages 62-78)

You could also read:

- *Workers' Liberty* 3/7: What is the Third Camp? — bit.ly/3rdcamp
- *Workers' Liberty* 3/8: The other history of American Trotskyism — bit.ly/othertrots
- *The Fate of the Russian Revolution vols 1 and 2*
- “The road to Tiananmen Square”, from *Workers' Liberty* 12-13, 1989 — bit.ly/road-t

And watch:

- This short video of Trotsky talking about the Moscow Trials — bit.ly/t-moscow-t

Key ideas:

- Trotskyism
- USSR
- Stalinism
- Fourth International
- Orthodox and heterodox Trotskyism

Suggested activities:

- Draw a timeline of the development of ideas on what the USSR was. Include branches for different ideas if you think needed.
- Make a list of key terms and define them.

Questions to consider:

1. How was Trotskyism the direct inheritor of the Russian Revolution and the history of the socialist movement until that point?
2. Why the name Trotskyism?
3. How did Trotsky assess the USSR? Did his view of the USSR change? What direction was it going?
4. What was meant by calling the USSR a degenerated workers' state? What is meant by post-capitalist?
5. Why did Trotsky hold onto this idea of the USSR?
6. Did Trotskyism post-Trotsky continue the same line of thinking as Trotsky?
7. Who were the “other Trotskyisms”?
8. Are these debates between different Trotskyists relevant?

Session 7: The working class and oppression

Reading:

- *Can Socialism Make Sense?:* The working class (pages 48-59 of ‘an unfriendly dialogue’)
- “Why socialists look to the working class as the force for social progress” by Hal Draper — bit.ly/why-wc
- “Cut the roots of racism”, editorial plus video — bit.ly/cut-r
- “[Lesbian/Gay/Bisexual Liberation: why the working class?](http://workersliberty.org/radical-chains)”, from Workers’ Liberty pamphlet *Radical Chains* — workersliberty.org/radical-chains
- “Support trans people’s rights!” — bit.ly/s-trans
- “How to fight sexism” from [Women’s Fightback](http://workersliberty.org/feminism) Issue 18 — bit.ly/how-f-s
- Oppression, liberation and disability — bit.ly/ol-disab
- “The origins of racism in Britain” by Camila Bassi — bit.ly/origins-r

You could also read:

- Workers’ Liberty pamphlet (also as audio), *How To Beat The Racists* — bit.ly/how-b-r
- The rest of *Radical Chains*
- More issues and columns of *Women’s Fightback* — workersliberty.org/feminism
- “Johnson signals threat to trans rights” — bit.ly/j-trans
- Workers’ Liberty 3/61: *Gender: the right to choose* — bit.ly/g-right

Recommended video:

- The politics of identity — bit.ly/pol-i

Key ideas:

- Class
- Racism
- Sexism and womens’ liberation
- LGBTIQ+ liberation
- Disability
- Structural oppression

Suggested activities:

- As you do the reading, make a list of the arguments for why the working class is central.
- List examples of working class solidarity with oppressed peoples. How and why did these events occur?
- Write a speech to deliver to a meeting on a university campus about why the working class has the potential to end oppression.

Questions to consider:

1. Why does the working class have the power to make socialism?
2. Why does the working class have the interest to make socialism?
3. If you're a Marxist, do you have to reduce all oppression to economics?
4. Is class just another oppression amongst others such as oppression of women, racism etc?
5. Does this mean the working class are not sexist, racist, homophobic etc.?
6. What does Hal Draper mean by his argument about "good and bad men"?
7. Why and how should we challenge sexism, racism, homophobia, transphobia?
8. How does working-class organisation help to tackle reactionary ideas?
9. Is 'privilege theory' useful in understanding different types of oppression in society?

Session 8: Why socialist feminism?

Reading:

Why Socialist Feminism?

You could also read:

- “Feminism” — Workers’ Liberty conference document 2019/20 — bit.ly/f-conf
- *Marxism and the oppression of women* by Lise Vogel
- *Women and the Politics of Class* by Johanna Brenner (Monthly Review Press, 2000)
- “Back GRA reform, but go further” — bit.ly/gra-f
- More articles on Marxism and women’s liberation — bit.ly/mawl

Recommended video:

- A socialist feminist look at 50 years of women's liberation — bit.ly/50y-wl

Key ideas:

- Patriarchy
- Intersectionality
- The welfare state
- Sex positivism
- Culture
- Religion
- Dual systems
- Socialist feminism
- German SPD
- Russian revolution
- Labour movement and sexism
- Women’s self-organisation within the labour movement
- Social reproduction

Suggested activities:

- Make a list of the ways women are oppressed in society and discuss.
- Write a list of demands that a working-class women’s movement might raise.
- Write a speech about why you are a socialist feminist to give to a feminist conference.

- Draw up a list of different types of feminism. Identify some things they have in common, and some differences between them.

Questions to consider, on women's oppression:

1. How and when did women's oppression start?
2. How does capitalism enable and encourage it to continue?
3. Is women's oppression bound up with capitalism? How?
4. Give a convincing argument for socialist-feminism as opposed to feminism in general.
5. Is religion the source of women's oppression?
6. Is patriarchy a useful concept?
7. What are the strengths and limitations of "dual systems" theories?
8. Can men be feminists, if they benefit from women's oppression?
9. Is women's oppression based on biological sex?

Questions to consider, on issues concerning women:

10. Is "selling sex" inherently oppressive? Does sex work differ fundamentally from other kinds of work? Can sex work be consensual?
11. Why do we talk about violence against women specifically? Does pornography cause violence against women? What causes violence against women?
12. Why do we argue for reproductive freedoms?
13. Why are we against religious fundamentalisms?
14. How does free movement and migrants' rights relate to feminism?
15. How do LGBT+ issues integrate with feminism?
16. Are trans rights in conflict with women's rights? Why do we support trans rights?

Questions to consider, on organising for women's liberation:

17. Why did Zetkin argue for autonomous women-only groups to remain in the SPD? Are these necessary in our movement today?
18. Alexandra Kollontai thought that if women's issues were ignored, women would not join class struggle. What would this imply for a group of revolutionaries?
19. Should the care of children be a public matter? Would the family continue under socialism, except with greater equality and more leisure time? Why was there such an emphasis on childbirth from the Bolsheviks after the revolution?
20. What are the barriers to women's involvement in the labour movement?
21. How can we fight sexism in the labour movement? Why is it important to do so?
22. What is the role of the revolutionary party in agitating for socialist feminism?

Session 9: Globalisation, nationalism and imperialism

Reading:

The Left in Disarray: Imperialism part one, and part three: How anti-imperialism became reactionary anti-capitalism.

You could also read:

- *A new world disorder* – Two critics: “Empire” and “new imperialism” — bit.ly/nwd-war
- A Marxist response to capitalist globalisation — bit.ly/m-globalisation
- Is Marxism Eurocentric? — bit.ly/M-eurocentric
- *On the question of free trade* by Karl Marx — bit.ly/marx-ft
- *Anti-capitalism: a Marxist Introduction* by Alfredo Saad-Filho
- *Marx at the Margins* by Kevin Anderson
- ‘Nationalism and patriotism are dead ends for the left’ — bit.ly/np-dead
- ‘Imperialism yesterday and today’ — bit.ly/imp-y-t

Key ideas:

- Globalisation
- Imperialism
- Sub-imperialisms
- Internationalism
- Colonialism

Suggested activities:

- Compile a list of definitions of ‘imperialism’ from various sources, including from socialists and from sources such as dictionaries. Discuss what you think of each.
- Make a list of everything you have heard about imperialism (either from the left or in general).
- Divide a sheet of paper in half. On one side, write a list of features of imperialism 150-100 years ago. On the other, write a list of features of imperialism today. Identify the similarities and differences.

Questions to consider:

1. Has imperialism changed? How?
2. Why is Lenin’s analysis of imperialism not a good fit for explaining the world today?
3. What does the author identify as the three roots of confusion on the left?

4. Why did Trotsky think that the future would be “socialism of barbarism”? If you continued to apply this analysis, how might it affect how you view the world?
5. Why did Trotsky reserve the term ‘imperialism’ for monopoly capitalism? How did he explain the behaviour of the USSR? Do you agree with him on this?
6. Are we “absolute anti-capitalists”?
7. What does the author mean by “reactionary anti-capitalism”?
8. What is a nation? What is a nation state?
9. What is the right of self-determination? Who does it apply to?
10. Why are socialists internationalists? What do we mean by this?

Session 10: Israel-Palestine and left antisemitism

Reading:

Two Nations, Two States:

- Introduction (pages 1-3)
- The case for a Palestinian state (page 4)
- Unravelling the issues (pages 17-22)
- Boycott? A Jew-hunt won't help the Palestinians (pages 23-24)
- What is "left antisemitism"? (pages 46-48)

You could also read:

- The rest of *Two Nations, Two States*
- Sections from *The Left in Disarray* on antisemitism and the left
- More books and pamphlets: [That's Funny, You Don't Look Antisemitic](#) by Steve Cohen; [Confronting Antisemitism on the Left: Arguments for Socialists](#) by Daniel Randall; [Arabs, Jews and Socialism: Socialist Debate in the 80s and 90s on Israel and Palestine](#) and; [Left Antisemitism: What it is and How to Fight it](#) — bit.ly/ip-bundle

Even more:

- *Outcast: How Jews Were Banished from the Anti-Racist Imagination* by Camila Bassi — bit.ly/out-c
- Workers' Liberty 3/12: "Solidarity yes, boycott no" — bit.ly/sy-bn
- Workers' Liberty 3/13, "Trotskyists and the creation of Israel" — bit.ly/t-israel
- Workers' Liberty 3/15: "How can we best help the Palestinians" — bit.ly/h-palestinians
- *Israel and Palestine: Reappraisals, Revisions, and Refutations* by Avi Shlaim

Recommended videos:

- Two Nations Two States 101 — bit.ly/2n2s-101
- What is left antisemitism, and how can it be confronted? — bit.ly/what-l-as

Key ideas:

- Nations

- Self-determination
- National oppression
- Antisemitism
- Boycott, divestment and sanctions
- Imperialism
- Zionism

Suggested activities:

- As you read, make a list of key terms and try to define them.
- From the reading make a list of the key issues, under each write arguments relating to that issue (this could also be done as a concept map).
- Look at the population statistics on page 15: discuss the implications or significance of these statistics.
- Make a list of nation states which occupy or otherwise oppress other peoples. Compare how various groups and narratives on the left address these with how they address Israel-Palestine.

Questions to consider:

1. What is the case for two states? Is “two states” a solution to the Israel-Palestine conflict?
2. What is the “in essence” solution to the conflict for most of the left?
3. Why are we not for a one-state solution? Are there different versions of the one-state solution?
4. Is Israel “unique”? In what ways is it treated as “unique”?
5. What is the historical context of the dispute? What bearing does this have on the position we now take?
6. What is the right of return? Should socialists support it?
7. Why do we not describe Israel as “apartheid”, like in South Africa?
8. Are boycotts effective? Are they politically useful?
9. Is there a difference between the nationalism of the oppressor and the nationalism of the oppressed? Which of these categories does Zionism fall into?
10. Is there a problem with antisemitism on the left? What form does it take? What is the most effective way to tackle it?

Session 11: Why you should join Workers' Liberty

Reading:

- *Can socialism make sense?: What socialists do, and why we do it* by Sean Matgamna (page 331);
- The Party we need, by Max Shachtman — bit.ly/party-ms
- Plekhanov on agitation and propaganda — bit.ly/p-tsf

You could also read:

- How revolutionaries are formed, by Leon Trotsky — bit.ly/t-revolutionaries
- A week in the life of the AWL — bit.ly/week-awl
- How to organise to change the world, by Ed Maltby — bit.ly/change-w
- Workers' Liberty books: [*Corbynism: What went Wrong?*](#); and [*In Defence of Bolshevism*](#)
- Revolutionary Party reading pack — bit.ly/06-rp

Key ideas:

- Revolutionary party
- Agitate
- Educate
- Organise
- Democratic centralism
- Propaganda

Suggested activities:

- Make a list of the roles of a revolutionary organisation. How do they cover agitation and propaganda? How do they cover education and organisation?
- The reading material mentions some analogies for the relationship between the revolutionary party and the working class. What are they? What are the good and bad things about them? Can you think of better analogies?

Questions to consider:

1. Why can't I just get a job with a charity, NGO, or other progressive organisation and change the world that way?
2. What's the point of being a revolutionary socialist?
3. What lessons can be drawn from working-class history?
4. What do Marxists mean by the three fronts of the class struggle?

5. How can we transform the working-class movement into a movement that can create socialism?
6. What is Workers' Liberty's role? Is it a revolutionary party?
7. What did Plekhanov mean by agitation and propaganda?
8. How can a revolutionary group such as Workers' Liberty become more accessible and effective?

Further education and reading

We never stop learning, and Workers' Liberty activists are expected to continue educating themselves and help educate others. One activist calls political education the fourth meal of the day!

Workers' Liberty 101:

This selection of classic Marxist books is recommended reading for activists in their first six months of membership.

- *Communist Manifesto* by Marx — Free to [read](#) or [listen to](#) online
- *Wage Labour and Capital* by Marx — Free to [read](#) or [listen to](#) online
- *Wages, Price, and Profit* by Marx — Free to [read](#) online
- *Socialism Utopian and Scientific* by Engels — Free to [read](#) or [listen to](#) online
- *Theses on Feuerbach* by Marx — Free [to read](#) online
- *State and Revolution* by Lenin — Free [to read](#) or [listen to](#) online
- *Left-Wing Communism* by Lenin — Free [to read](#) or [listen to](#) online
- *Revolution Betrayed* by Trotsky — Free [to read](#) online

Study guides are available on our website for most of these.

Study guides:

The resources page on the Workers' Liberty website has a whole series of education sources, study guides and book notes. You can find it at: workersliberty.org/study

Workers Liberty's books:

Workers' Liberty has a range of books and pamphlets available. They can be ordered online at workersliberty.org/books

More:

[Our website](#) contains nearly 50,000 reports, opinion articles, documents, etc. The "Search" box in the masthead will help you find what you want. If you want to read more about something that you can't find anything about, or want to discuss some topic, please [get in touch](#).

Educators' notes

This study guide should provide a framework for you to educate those new to Workers' Liberty's politics. We hope you learn something as well.

Being an educator

Being an educator is not a one-way process. You will learn as well as teach, so do not worry that you don't have all the answers. It is ok if you don't know the answer to someone's question; our website and our comrades are a valuable resource that can be used to answer questions.

It is important to read and make your own notes on the reading before you educate someone else on it. You may come up with other questions or activities yourself when reading, it is ok to amend the questions used in this course.

The reading recommended for each session is split into "reading" and "you could also read" sections. This is broadly split into shorter and introductory articles, and longer and more complex articles. However you may want to mix and match articles from both.

Ideas for activities

Included in each session are ideas for activities to do with individuals or as groups. These are meant as suggestions, and can be ignored or adapted. Generally it is good to try to use a diverse range of activities to aid teaching.

Some ideas: making lists, drawing concept maps, drawing flow charts, giving definitions to key words, drawing comparative tables, using statistics or diagrams, role plays, writing and making speeches, writing articles.

Ideas to aid reading

Not everyone studying this course will be used to reading longer pieces of political or historical reading, but it is a skill that is important to develop. Most of the sessions have a variety of reading and further reading; you may want to adapt the reading to the individual or group, or spread some readings out over a few sessions. There are also a variety of videos, audiobooks, and recordings of Workers' Liberty events you may find useful workersliberty.org/audio, and youtube.com/c/WorkersLibertyUK. Audios of many "classics" can be found on for example librivox.org, and other videos of varied quality can be found at reddit.com/r/socialistvideos/ and elsewhere.

However there are also tips for reading that could be helpful:

- Reading on paper (or an ereader), and without phones or other possible distractions nearby

- Read in shorter bursts to help concentration, as needed. And regularly, for example, schedule 20 minutes of reading books every day.
- Highlighting and making notes as you read. This is easier to do on a print copy rather than screen-reading
- Making lists of key words
- Writing a list of questions you want to find answers to before you read (and filling in answers as you go)
- Making a list of what you already know before you start reading (this is called activating)
- Summarising text as you go (after a paragraph, page, section or chapter)
- Visualising concepts – drawing concept maps, diagrams, flow charts etc
- Splitting reading between a group so each person does a part and explains it to the others