

**POLS 3520 01 Communism, Capitalism, and Social Justice**  
**Saint Louis University, Political Science**  
**Tuesday/Thursday 12:45-2:00pm**  
**Fall 2021**

**Dr. Ellen Carnaghan**  
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**(314) 977-3038**

*In a*

*show them our*

- What are the qualities of a just society and a just world?
- How can we organize society to promote values that people find important

## Communism, Capitalism, and Social Justice

**How will you know what you are learning?**

and where you may need to put in more effort two higher-stakes assessments and a bunch of low-stakes assessments throughout the semester. All assignments will be submitted through the Canvas assignment tool.

*Higher-stakes assessments (50 percent of your final grade)*

You will write one five-page essay, worth about 20 percent of your grade (due October 14) and one longer research paper worth 30 percent of your grade (due December 17). I will provide a prompt for each essay, though you will have some leeway for how you focus the second one. The second essay will require you to think through and synthesize much of what we study during the semester and also will require some outside research, depending on how you choose to focus it. There will not be a final exam.

You can expect me to grade the two essays within 14 days and return them to you by e-mail with comments.

*Low-stakes assessments (50 percent of your final grade)*

To give you a chance to practice the skills that you will need to do well in the higher-stakes assessments, there will be a variety of low-stakes assessments throughout the semester. Some of this work will be ungraded but useful to both you and me to tell what material may be more challenging to you. Some of this work will be graded, to provide you with an indication of how your understanding is progressing. These assignments and activities are designed to help you identify concepts that you may not fully



handle this information.

- If you are not comfortable discussing the issue with me directly, perhaps you can notify me through your academic adviser, another trusted faculty member, or a friend.

**Grading Scale**

A	93-100	B+	87-89	C+	77-79	D	60-70
A-	90-92	B	83-86	C	73-76	F	below 60
		B-	80-82	C-	70-72		

- A Quality Work work of superior quality. Class participation is voluntary, frequent, relevant, and demonstrates thoughtful reflection on th





October 5                    Katherine Verdery. *What was socialism and what comes next?* (Princeton, NJ: Princeton University Press, 1996), pp. 19-39 and 61-82 (e-reserve).

*How effective were communist regimes at creating more equal gender regimes?*

October 7                    TRIAL OF KARL MARX





November 16

GROUP ACTIVITY ALTERNATE FUTURES

What kinds of strategies can we imagine to promote a more just world?



Tucker, Robert. 1972. *Philosophy and Myth in Karl Marx*. New York: Cambridge University Press.

Wilson, Edmund. 1972. *To the Finland Station*. New York: Farrar, Straus, and Giroux.

Wolff, Jonathan. 2002. *Why Read Marx Today?* New York: Oxford University Press.

**Additional readings on existing communism:**

Barnett, A. Doak. 1967. *Cadres, Bureaucracy, and Political Power in Communist China*. New York: Columbia University Press.

Cai, Yongshun

*Politics & Society*. Online first.

Cohen, Stephen F. 1980. *Bukharin and the Bolshevik Revolution*. New York: Oxford University Press.

Courtois, Stephane, ed. 1999. *The Black Book of Communism*. Cambridge, MA: Harvard University Press.

Crossman, Richard, ed. 1949. *The God That Failed*. New York: Harper Collins.

Dunlop, Nic. 2006. *The Lost Executioner: A Story of the Khmer Rouge*. New York: Walker & Company.

Fitzpatrick, Sheila. 1994. *The Russian Revolution 1917-1932*. Second Edition. New York: Oxford.

Friedrich, Carl J., and Zbigniew Brzezinski. 1965. *Totalitarian Dictatorship and Autocracy*. Cambridge, MA: Harvard University Press.

Ghodsee, Kristen. 2011. *Lost in Transition: Ethnographies of Everyday Life after Communism*. Durham, NC: Duke University Press.

Ghodsee, Kristen. 2017. *Red Hangover: Legacies of Twentieth-Century Communism*. Durham, NC: Duke University Press.

Him, Chanrithy. 2001. *When Broken Glass Floats: Growing Up Under the Khmer Rouge*. New York: Norton.

Holmes, Leslie. 2009. *Communism: A Very Short Introduction*. New York: Oxford University Press.

MacFarquhar, Roderick. 2006. New York: Belknap Press.

Mao Tse-Tung. 1937. *China: The March Toward Unity*. Arms Press.

Mao Tse-tung. 1990. *Quotations from Chairman Mao*. San Francisco: China Books.

Pran, Dith. 1999.  
Press.

New Haven: Yale University

Sandle, Mark. 2006. *Communism: A Short History of a Big Idea*. Harlow, UK: Pearson/Longman.

Snow, Edgar, and John K. Fairbank. 1994. *Red Star over China: The Classic Account of the Birth of Chinese Communism*. New York: Grove Press.

Solzhenitsyn, Aleksandr I. 1973. *The Gulag Archipelago, 1918-1956*. New York: Harper Collins.

Szymusiak, Molyda. 1999.

Cloer

*Vision* (Spring).

Desmond, Matthew. 2016. *Evicted: Poverty and Profit in the American City*. New York: Crown Publishing.

*The North American Review* 233, no. 831 (June-August): 291-304.

Foster, John Bellamy, and Fred Magdoff. 2009. *The Great Financial Crisis: Causes and Consequences*. New York: Monthly Review Press.

*Harvard Business Review*.

<https://hbr.org/2014/04/pikettys-capital-in-a-lot-less-than-696-pages>

Frank, Robert. 2007. *Falling Behind: How Rising Inequality Harms the Middle Class*. Berkeley: University of California Press.

Frank, Robert. 2007. *Richistan: A Journey through the American Wealth Boom and the Lives of the New Rich*. Crown.

Isenberg, Nancy. 2016. *White Trash: The 400-Year Untold History of Class in America*. New York: Viking.

Klein, Naomi. 2002. *No Logo: No Space, No Choice, No Jobs*. New York: Picador.

Klein, Naomi. 2007. *The Shock Doctrine: The Rise of Disaster Capitalism*. New York: Metropolitan Books.

Kuttner, Robert. 2007. *The Squandering of America: How the Failure of our Politics Undermines our Prosperity*. New York: Knopf.

Barry, Brian. 2005. *Why Social Justice Matters*. Malden, MA: Polity Press.

Benjamin, Walter. 1968. *Illuminations*. Glasgow: Fontana/Collins.

*European History Quarterly*

**Available services****University Counseling Center**

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall.

**Student Success Center**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

**University Writing Services**

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

**Basic Needs Security**

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office ([deanofstudents@slu.edu](mailto:deanofstudents@slu.edu) or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

**University Policies****Academic Integrity**

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Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at [accessibility\\_disability@slu.edu](mailto:accessibility_disability@slu.edu) or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a

3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the [University Attendance Policy](#), students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.
4. Consistent with the [University Attendance Policy](#), students may be asked to provide medical documentation

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class for an extended period of time.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-

**Face Masks (2021-2022)**

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class. This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

When a University-wide face mask requirement is in effect, the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following: