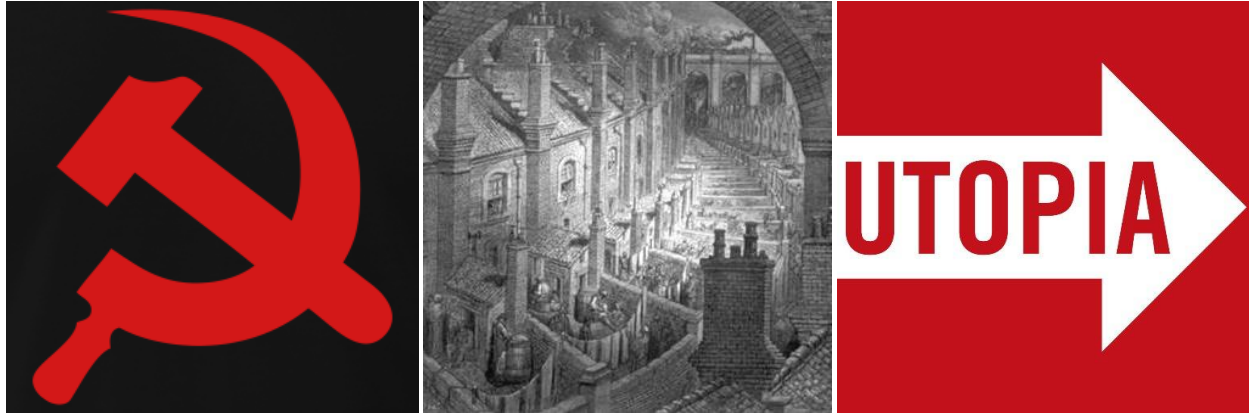


POLS 3520 01 Communism, Capitalism, and Social Justice
Saint Louis University, Political Science
Tuesday/Thursday 12:45-2:00pm
Spring 2024

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In a discussion, a Russian communist asked a Catholic friend: "Why do people believe in your heaven but not in ours?" After a moment's thought the Catholic replied, "We do not show them our heaven!"



- What are the qualities of a just society and a just world?
- How can we organize society to promote values that people find important – like freedom, equity, fairness, or human dignity?

To address these questions, this class examines a variety of ideas and real-world cases. We examine theoretical critiques of capitalism and communism. And we investigate a variety of models of economic and political organization, from communist systems as they existed in the past to the present global capitalist system, both as it is experienced in the United States and as it has been moderated in social democratic systems like those in Northern Europe. We also examine whether democracy is an essential element of a just society – and what kinds of economic systems are likely to coexist with desirable political systems.

Inequalities based on gender, race, religion, or national identity usually are manifested in part as economic inequalities, and we investigate how economic and political systems have produced or ameliorated those inequalities.

One of the main goals of this class is to encourage you to think hard about what values should stand at the heart of a just society and to imagine creatively how to get there, with due recognition to the obstacles in place in the world as it exists. That means you need to understand what various types of economic and political organization have managed to accomplish and where they have failed. And you need to be attentive to ways social organizations can be modified to benefit the many instead of merely the few.

Office hours: Tuesday and Thursday 2:15-3:15, when you find me in, and by appointment.
Feel free to drop by. My door is usually open.

If you prefer to meet on Zoom, you'll need an appointment. We can use this link:
<https://slu.zoom.us/j/7172394449> (there is a waiting room set up, and you may need to wait a bit).

Catalog course description

This course examines the Marxist critique of capitalism, focusing on theoretical and practical solutions to the problems of politics in Marxist thinking. Students will investigate why real-world Communist systems largely failed to achieve their stated goals and will examine alternative models of social and economic organization.

This class has no pre-requisites. Students from all majors are welcome and should be able to do well if they put in sufficient effort.

The Saint Louis University Core.

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

Ways of Thinking: Social and Behavioral Sciences

Ways of Thinking: Social and Behavioral Sciences is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
University Core Student Learning Outcomes
The Core SLO(s) that this component is intentionally designed to advance are:
SLO 2: Integrate knowledge from multiple disciplines to address complex questions
SLO 3: Assess evidence and draw reasoned conclusions

Additionally, the Core Component-level Student Learning Outcomes are listed below:
Component-level Student Learning Outcomes
Students who complete this course will be able to:
1. Understand a range of social or behavioral theories and principles
2. Use these theories and principles to acquire knowledge about individual, cultural, political, economic, or social events/processes
3. Describe competing paradigms of knowledge (from the dominant discipline or field)
4. Draw reasoned conclusions through the use of evidence and theories
5. Apply social and behavioral knowledge to better understand contemporary issues and challenges

Identities in Context

Identities in Context is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
University Core Student Learning Outcomes
The Core SLO(s) that this component is intentionally designed to advance are:
SLO 5: Analyze how diverse identities influence their lives and the lives of others

Additionally, the Core Component-level Student Learning Outcomes are listed below:
Component-level Student Learning Outcomes
Students who complete this course will be able to:
1. Examine interdependent / interrelational qualities of identity categories such as nationality, ethnicity, religion, gender, race, class, ability, and sexual orientation
2. Analyze how interdependent / interrelational identities are constructed through and shaped by relations of power

3. Assess how other people’s social identities and biases shape and are shaped by their interactions within a social context
4. Articulate how one’s own notions of identity and otherness are contingent on the social contexts in which they develop and which they in turn shape

Dignity, Ethics, and a Just Society

Dignity, Ethics, and a Just Society is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
University Core Student Learning Outcomes The Core SLO(s) that this component is intentionally designed to advance are:
SLO 1: Examine their actions and vocations in dialogue with the Catholic, Jesuit tradition
SLO 3: Assess evidence and draw reasoned conclusions
SLO 7: Evaluate the extent to which social systems influence equity and reflect innate human dignity

Additionally, the Core Component-level Student Learning Outcomes are listed below:
Component-level Student Learning Outcomes Students who complete this course will be able to:
1. Analyze the cultural-institutional conditions and causes of just and unjust social systems using such concepts as social location, relationships, power, privilege, and vulnerability
2. Apply such ethical concepts as human dignity, equity, well-being justice, and the common good to critically evaluate both existing social systems and proposals for social change
3. Envision and articulate systemic social changes and other ways to promote flourishing, well-being, equity, justice, and the dignity of the human person

Global Interdependence

Global Interdependence is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
University Core Student Learning Outcomes The Core SLO(s) that this component is intentionally designed to advance are:
SLO 6: Recognize transnational or global interdependence

Additionally, the Core Component-level Student Learning Outcomes are listed below:
Component-level Student Learning Outcomes Students who complete this course will be able to:
1. Ask complex questions about other cultures or international processes
2. Interpret intellectual and emotional dimensions of more than one worldview
3. Describe how the lives, values, and experiences of people are affected by factors or processes outside of their own countries or localities
4. Envision alternative strategies to address challenges rooted in interactions with people and societies outside the United States
5. Reflect on how personal choices and local actions affect and are affected by events or processes beyond national borders

This class also fulfills the College of Arts and Sciences Global Citizenship requirement. The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. Identify sources of and strategies to address conflict, cooperation or competition in a global or regional context.
2. Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
3. Identify how perceptions of “otherness” impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Understand the impact of their lives and choices on global and international issues.
5. Understand how their values are related to those of other people in the world.

This class also fulfills the core Social Science requirement. Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, you will be able to act in the world more effectively and become forces for positive change. You will gain a better understanding of human diversity. You will be able to think and write critically about human behavior and community. You will become aware of the various methodological approaches used by social scientists.

Course objectives:

All of these learning outcomes are expressed in this course in a more specific way. After this course you should be able to:

- Employ competing normative and empirical theories and empirical evidence to assess how communism and capitalism promote or undermine freedom, equality, human dignity and justice. (Thinking 1-5; Just Society 1; Global 1, 2)
- Examine social class in relation to other identity categories, particularly race, nationality, religion, and gender in both communist and contemporary capitalist societies. (Identities 1)
- Analyze how intersecting identities are shaped by different figurations of social and economic power (Thinking 4; Identities 2, Global 1, 3)
- Assess the effects of various social and political structures and distributions of power within them to determine which are more likely to promote equity, justice, human dignity, and freedom (Thinking 4, 5; Just Society 1, 2; Global 2, 3)
- Evaluate reasons why the concrete application of Marxist ideas in Russia, China, Cambodia, and Cuba varied so much from the ideas in the abstract (Thinking 1, 2, 4; Just Society 1, 2; Global 1, 3)
- Propose changes in the structures, institutions, or policies of global and/or national capitalism that would promote flourishing, well-being, equity, justice, and the dignity of the human person (Thinking 2; Just Society 3; Global 1, 4, 5)
- Articulate how social contexts shape one’s own identity, biases, and life prospects and the identities, biases, and prospects of people in a variety of kinds of social and economic systems (Identities 3, 4; Global 3, 5)
- Reflect on how personal choices – one’s own and those of others – are shaped by **and** can shape the structures and effects of global capitalism (Global 4, 5)

How will you know what you are learning?

So that you can tell what you’re learning – and where you may need to put in more effort – we’ll have a variety of assessments throughout the semester.

- 2 quizzes (February 1 and April 9)—15 percent of your final grade
- In-class essay (February 29)—15 percent
- Synthetic paper, 7-10 pages (April 25, 5pm)—25 percent
- Final exam (May 9, 12-1:50pm)—15 percent
- Attendance and participation—30 percent

Quizzes

The quizzes are designed to give you (and me) a chance to identify concepts that you may not fully understand and to practice the analytical skills that you will need to do well in the essays. In addition to the two quizzes listed on the syllabus, quizzes could occur at any time without notice. This is most likely to happen if I feel you are not prepared for class discussions.

In-class essay and final exam

These in-class essays will ask you to apply what you are learning in new ways and pull together concepts from across the semester.

Synthetic paper

I will provide a prompt for the synthetic paper later in the semester. For now, you should know that it will require you to think through and synthesize much of what we study during the semester and likely will require some outside research, depending on how you choose to focus it.

Participation

You should come to class prepared to engage the material during every class meeting. This daily participation will help you apply the concepts you are learning and expose where you still have questions. To participate effectively, you will need to keep up to date with the assigned reading and continually think about how ideas from one set of readings relate to the others. You should be prepared to critically evaluate arguments made by the various authors, by other students, and by me. (Of course, we'll practice how to do this.) Sometimes, participating will mean contributing to all-class discussions, whether by asking questions or adding insights; sometimes we will have short group activities.

When you are absent, you are not able to participate. A class full of well-prepared students is more enjoyable and productive for everybody.

There will be a class discussion board open on Canvas throughout the semester. Participation in the discussion board is voluntary unless I direct otherwise. The discussion board is a place for you to process readings, raise questions that remain after our class discussions, or share insights. Insightful comments, especially those that advance our class discussion will earn class participation credit. These comments can be made after class, but you are especially likely to earn credit if you raise questions about the day's readings before class starts.

Course policies

Attendance. Attendance is required at all class sessions unless you have an approved reason for missing class. If you are going to miss class, please e-mail me *before* the class you need to miss. I will excuse absences consistent with SLU's absence policy, but you are responsible for the work the class does in your absence. In some cases – a missed quiz, presentation, or group activity – there may be no way to make up the work after the fact. If you have not had the absence pre-approved by me, you will receive a grade of 0 for that activity. You will receive a 0 for every unexcused absence and these zeroes will be calculated as part of your participation grade. If you have more than five unexcused absences, we will need to talk about whether it is possible for you to pass the class. If you arrive late or leave early, I may mark you as absent. The winning strategy is to come to class.

Late work. This is my approach to late essays: if I am still reading your fellow students' essays when you hand in yours, I will not penalize you for lateness. Once I am finished, I will mark down late essays a full letter grade (for instance, an A will become a B). However, you don't know how long it will take me to read your fellow students' essays, so there is some risk involved in handing in the paper late. Given the other pressures in your life, you may consider that risk acceptable. The risk-free strategy is to hand in work on time. (Note, this policy does not apply to in-class work, where you will receive a 0 if you miss class without an approved reason.)

Civility. Sometimes we will discuss controversial issues in class, and you may disagree with things you hear in class. You are always welcome to disagree either with me or with other students, but you must do so in a respectful and informed manner, appropriate to an institution of higher learning.

Plagiarism. It is critical that all work that you hand in is your own work and correctly gives credit to other sources that you consult. Plagiarized work will receive a grade of 0. Copying sections from someone else's work, even if you change the words around, counts as plagiarism, as does having someone else – or something else, like ChatGPT – write your essay for you.

Technology. While the most self-disciplined among us will not be distracted by the wealth of entertainments provided by the internet, laptops tend to reduce uninterrupted focus on what is happening in class. Laptops can even be a physical barrier between you and the person behind the raised screen. Most of the time, I will ask you to keep your laptops and phones closed and stored away.

Tips for success

Do all the readings and think about them. It is very difficult to fully engage with the topics we will be examining without doing the reading. I provide a reading question for each day to help you focus your reading on aspects we are likely to talk about in class. Many of these questions do not have simple and straightforward answers, so do not be surprised if you find yourself managing considerable ambiguity.

I always like to talk to you. If you are having trouble with the material or the way we use class time, let me know. Please come to my office hours or make an appointment for a better time to talk. We can try to identify the problem and explore new strategies that, hopefully, will lead to greater success for you. If there is something that you want to share with me anonymously, please put a note in my mailbox in McGannon 128.

I am happy to give you feedback on anything you are working on. For written assignments, I will read papers in any form (outlines, partial drafts, full drafts) *before* they are due, and I will give you oral feedback. Since my feedback will be oral, we will need to schedule time for you to get my comments.

Some of the phenomena discussed in this course – and some of the readings about them – are disturbing. We need to attend to the negative manifestations of various economic and political systems if we are to understand them. I have selected course materials and activities that I think will support your learning, but you may come across material that makes you uncomfortable, perhaps particularly uncomfortable as a result of your own past experiences. If this is the case, we have several ways to alleviate discomfort:

- Discuss the situation in class. Our task in this class is to come to terms with some difficult concepts and behavior. We can help each other through this process.
- Come talk to me privately if there is something about your own experience that makes it hard to 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 the readings. Written work is clear, correct in content and presentation, well-organized and thought-provoking. Performance on exams demonstrates complete mastery of facts and concepts and the ability to apply concepts to new situations.

- **B Quality Work** – work of high quality. Class participation is voluntary, frequent, and reflects effort to understand the readings. Written work reflects a good understanding of the issues and concepts with minimal error. Performance on exams demonstrates mastery of facts and concepts.
- **C Quality Work** – work that minimally meets the course requirements. Class participation is occasional and/or rarely voluntary, with comments that reveal only a superficial grasp of issues and concepts. Written work may be disorganized or contain errors. Performance on exams demonstrates substantial knowledge of facts and concepts.
- **D Quality Work** – work that shows minimal clarity and comprehension. Class participation is minimal, never voluntary, and reveals a lack of preparation and/or understanding. Absences are frequent. Written work is confusing, contradictory, repetitive, and/or not well supported. Writing is marred with errors. Performance on exams demonstrates minimal mastery of facts and concepts.
- **F Quality Work** – Unsatisfactory performance on most measures, often including plagiarism, missing assignments, and excessive absence.

Required books: (at the bookstore)

Pipes, Richard. 2001. *Communism: A History*. New York: The Modern Library. 978-0812968644
 McGhee, Heather. 2021. *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*. New York: One World. 978-0525509585

There are additional readings online and on e-reserve (password: Capital24)

Capitalism and its Discontents: Theory

“Both for the production on a mass scale of this communist consciousness, and for the success of the cause itself, the alteration of men on a mass scale is necessary, an alteration which can only take place in a practical movement, a *revolution*; this revolution is necessary, therefore, not only because the *ruling* class cannot be overthrown in any other way, but also because the class *overthrowing* it can only in a revolution succeed in ridding itself of all the muck of ages and become fitted to found society anew.”
 (Marx, *The German Ideology*)

January 16

Introduction

Think about the contours of an ideal society. What kind of political system would be required? What distribution of property? How would work be organized? How would you get from the present society to that ideal? What aspects of present society would you hope to eliminate or retain?

January 18

John Locke, *The Second Treatise of Government*, ch. 9: The purposes of political society and government. Find online at:
<http://www.earlymoderntexts.com/assets/pdfs/locke1689a.pdf> (pp. 40-41)
 Jean-Jacques Rousseau, “Discourse on Inequality: on the origin and basis of inequality among men (Auckland: New Zealand: The Floating Press, 1910), pp. 63-64, 76-93 (e-reserve).
 Richard Pipes, *Communism: A History* (New York: The Modern Library, 2001), pp. 3-20.

What kind of equality is desirable in society? What kind of freedom?

- January 23 Milton Friedman, "The Relation Between Economic Freedom and Political Freedom," from *Capitalism and Freedom* (Chicago: University of Chicago Press, 1962), pp. 7-21 (e-reserve).
Ayn Rand, "What is Capitalism?" from *Capitalism: The Unknown Ideal* (New York: Signet/New American Library, 1967), pp. 11-34 (e-reserve).

Is capitalism the best social system to promote human freedom?

- January 25 Karl Marx, "Contribution to the Critique of Hegel's *Philosophy of Right*: Introduction," <https://www.marxists.org/archive/marx/works/1843/critique-hpr/intro.htm>
Marx, "Theses on Feuerbach," <https://www.marxists.org/archive/marx/works/1845/theses/theses.htm>
Marx and Engels, "The Communist Manifesto," chs. 1 and 2, <https://www.marxists.org/archive/marx/works/1848/communist-manifesto/>

Why does Marx think the proletariat is a class in "radical chains"? Do you agree?

(Marx starts to make more sense the more you read. Keep moving forward; don't get stuck on details. If you've already read the Manifesto, feel free to read something else.)

- January 30 Marx, "Estranged Labour," from the *Economic and Philosophic Manuscripts of 1844*, <https://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm>
Friedrich Engels, Excerpt from *Condition of the Working Class in England* (1845), ch 4, <https://www.marxists.org/archive/marx/works/1845/condition-working-class/ch04.htm> (Read as much as you want, but for class focus on the part about Manchester, after the map about half-way through.)

Does the concept of alienated labor ring true to you based on your own experience in the workforce?

- February 1 Marx, "Proletarians and Communism," from *The German Ideology*, <https://www.marxists.org/archive/marx/works/1845/german-ideology/ch01d.htm>
Marx, "Wage Labour and Capital," <https://www.marxists.org/archive/marx/works/1847/wage-labour/index.htm>

Is revolution necessary? Is it inevitable?

THEORY QUIZ

Real-Existing Communism

"Under capitalism, man exploits man. Under communism, it's just the opposite." (John Kenneth Galbraith)

February 6 Marx, "Private Property and Communism," from the *Economic and Philosophic Manuscripts of 1844*,
<https://www.marxists.org/archive/marx/works/1844/manuscripts/comm.htm>
 Pipes, ch. 2, "Leninism," pp. 23-51.

Could a communist society also be democratic?

February 8 Pipes, ch. 3, "Stalinism and After," pp. 55-87 and the Cold War, pp. 108-110.

Why does the effort to put Marx's ideas into practice have such high human costs?

February 13 Louis Fischer in Richard Crossman, ed., *The God the Failed* (New York: Harper, 1949), pp. 196-228 (e-reserve).

Is it true, as Fischer says, the "immoral means produce immoral ends – and immoral persons – under Bolshevism and under capitalism"?

February 15 Pipes, ch. 5, "The Third World," pp. 117-135.
 Mao Tse Tung, "On the Correct Handling of Contradictions Among the People,"
 Read through section V. Find online at:
http://www.marxists.org/reference/archive/mao/selected-works/volume-5/mswv5_58.htm

Why does trying to impose communism so consistently lead to famine?

February 20 TRIAL OF KARL MARX
 The attempt to put Marx's ideas into practice produced great harm. In this group activity, we will explore whether the fault lies in the people who tried to build communism in the real world and the circumstances in which they found themselves OR in the original ideas themselves. This activity will help you refine your ideas for the in-class essay.

Refer to this website for court procedure:
https://www.americanbar.org/groups/public_education/resources/law_relat ed_education_network/how_courts_work/

And this site (less detailed) for procedures of the International Criminal Court:
<https://www.icc-cpi.int/about/how-the-court-works>

February 22 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 relations?

February 27 Kristen Ghodsee, "Gross Domestic Orgasms," "My Mother and a Clock," and "Three Bulgarian Jokes," from *Red Hangover: Legacies of Twentieth-Century Communism* (Durham, NC: Duke University Press, 2017), pp. 102-128, 149 (e-reserve).

Kristen Ghodsee, "Lost in Transition, 2010," from *Lost in Transition: Ethnographies of Everyday Life after Communism* (Durham, NC: Duke University Press, 2011), pp. 177-193 (e-reserve).

In what ways might communist societies promote freedom and human dignity more than capitalist societies do?

February 29 IN-CLASS ESSAY

Class, Race, and Capitalism in the U.S.

"With the supermarket as our temple and the singing commercial as our litany, are we likely to fire the world with an irresistible vision of America's exalted purpose and inspiring way of life?" (Adlai Stevenson)

March 5 Kerry Higgs, "A Brief History of Consumer Culture," The MIT Press Reader, n.d. <https://thereader.mitpress.mit.edu/a-brief-history-of-consumer-culture/>

Herbert Marcuse, "The New Forms of Control," and "Conclusion," from *One-Dimensional Man* (Boston: Beacon Press, 1964), pp. 1-18, 247-257 (e-reserve).

Explore inequality statistics at <https://inequality.org/facts/>

Do you agree with Marcuse that "a comfortable, smooth, reasonable, democratic unfreedom prevails in advanced industrial civilization"? Is consumerism a mechanism for social control?

March 7 Matthew Desmond, "In order to understand the brutality of American capitalism, you have to start on the plantation," *New York Times Magazine*, August 14, 2019. <https://nyti.ms/2uXTBPA>

W.E.B. DuBois, "Marxism and the Negro Problem," from *The Social Theory of W.E.B. DuBois*, edited by Phil Zuckerman (Thousand Oaks: Pine Forge Press, 2004), pp. 130-133 (on e-reserve).

Heather McGhee, *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together* (New York: One World, 2021), ch. 2, pp. 17-39.

How does the legacy of slavery affect capitalism in the U.S.?

March 11-15 Spring break

March 19 Walter Johnson, "Black Removal by White Approval," from *The Broken Heart of America: St. Louis and the Violent History of the United States* (New York: Basic Books, 2020), pp. 291-336 (on e-reserve).

How did urban development intensify racial inequality?

- March 21 McGhee, *The Sum of Us*, chs. 3 and 5, pp. 41-65, 103-137.
Are you convinced by McGhee's argument that racism explains why the provision of public goods is so much more meager in the US than in other wealthy capitalist countries?
- March 26 McGhee, chs. 6 and 8, pp. 139-164, 193-218.
How do racism and capitalism undermine democracy?
- March 28 Easter break – no class
- April 2 McGhee, chs. 9 and 10, pp. 221-289.
"Who is an American? And what are we to one another?" (p. 288)

Alternate futures?

"Criticism has plucked the imaginary flowers on the chain not in order that man shall continue to bear the chain without fantasy or consolation, but so that he shall throw off the chain and pluck the living flower."
(Karl Marx)

- April 4 GROUP ACTIVITY – ALTERNATE FUTURES
What kinds of strategies can we imagine to promote a more just world?
- Nicholas Kristof, "The Biggest Threat to America is America Itself," *New York Times*, June 24, 2021.
<https://www.nytimes.com/2021/06/23/opinion/america-security-competitiveness.html?searchResultPosition=8>
- Vaclav Havel, "The Power of the Powerless," sections XX-XXII, pp. 72-80 (e-reserve). I've provided the entire essay, in case you are interested, but you are only responsible for the last sections.
- Antonio Gramsci, "Intellectuals and Hegemony," and "Revolution in the West," in David McLellan, ed., *Marxism: Essential Writings* (New York: Oxford University Press, 1988), pp. 264-272 (e-reserve).
- Nafeenz Ahmed, "MIT Predicted in 1972 That Society Will Collapse This Century. New Research Shows We're on Schedule." *Vice*, July 14, 2021.
https://www.vice.com/en/article/z3xw3x/new-research-vindicates-1972-mit-prediction-that-society-will-collapse-soon?utm_source=lterable&utm_medium=email&utm_campaign=campaign_2597584_nl_Daily-Briefing_date_20210716&cid=db&source=ams&sourceid=2457012
- Is it possible to start a revolution by changing your mind and the minds of others?*

- April 9 Andrea D'Atri, "Introduction," from *Bread and Roses: gender and class under capitalism* (Pluto Press, 2021), pp. 1-8 (e-reserve).
 Ann Cudd, "Enlightened capitalism: a feminist capitalist manifesto," from Ann E. Cudd and Nancy Holstrom, *Capitalism, For and Against: A Feminist Debate* (Cambridge: Cambridge University Press, 2011), pp. 125-130 (e-reserve).
 Manfred B. Steger and Ravi K. Roy, "What's 'neo' about liberalism?," from *Neoliberalism: a very short introduction* (New York: Oxford University Press, 2010), pp. 1-20 (e-reserve).

Is (reformed) communism or capitalism more likely to advance the rights of all people?

QUIZ

- April 11 Thomas Piketty, ch.7, "Democracy, Socialism, Progressive Taxation," from *A Brief History of Equality* (Cambridge, MA; The Belknap Press of Harvard University Press, 2022), pp. 150-174 (e-reserve).

In the introduction to this book, Piketty says that "inequality is first of all a social, historical, and political construction." Is it possible to undo the choices that have led to persistent inequality?

- April 16 Edward Broadbent, "Social Democracy: Past and Future," *Dissent* 46, 4 (Fall 1999): 45-52 (e-reserve).
 Knut Kjeldstadli and Idar Helle, "Social Democracy in Norway," from *The Three Worlds of Social Democracy*, ed. By Ingo Schmidt (London: Pluto Press, 2016), pp. 46-67 (e-reserve).

Why are social democratic systems successful at improving the conditions of women?

- April 18 Susi Meret and Birte Siim, "Multiculturalism, right-wing populism and the crisis of social democracy," from *The Crisis of Social Democracy in Europe*, ed. by Michael Keating and David McCrone (Edinburgh: Edinburgh University Press, 2015), pp. 125-139 (e-reserve).
 Francesca Mari, "Imagine a Renters' Utopia. It Might Look Like Vienna," *New York Times Magazine*, May 23, 2023.
<https://www.nytimes.com/2023/05/23/magazine/vienna-social-housing.html?searchResultPosition=1>

How can social democratic systems adapt to more diverse societies?

- April 23 Gustavo Gutierrez, *A Theology of Liberation: History, Politics and Salvation* (Maryknoll, NY: Orbis Books, 1973), chs. 1 and 2, pp. 3-42 (e-reserve).
 Explore global inequality statistics at <https://inequality.org/facts/global-inequality/>

What do people in the US owe people in poorer countries?

- April 25 SYNTHETIC ESSAY DUE, Submit through Canvas by 5pm
- April 30 Rosa Luxemburg, *The Russian Revolution*, ch. 6, "The Problem of Dictatorship," <https://www.marxists.org/archive/luxemburg/1918/russian-revolution/ch06.htm> and ch. 8 "Democracy and Dictatorship," <https://www.marxists.org/archive/luxemburg/1918/russian-revolution/ch08.htm>
Pipes, pp. 138-142.
Archie Brown, "Cuba: A Caribbean Communist State," from *The Rise and Fall of Communism* (New York: Ecco, Harper Collins, 2009), pp. 293-312 (on e-reserve).
- Why do communist systems tend not to be democratic?*
- May 2 Carollee Bengelsdorf, *The Problem of Democracy in Cuba: Between Vision and Reality* (New York: Oxford University Press, 1994), pp. 66-98 (e-reserve).
Rut Diamint and Laura Tedesco, "Why Cubans took to the streets," *Open Democracy*, 23 July 2021. <https://www.opendemocracy.net/en/democraciaabierta/why-cubans-took-to-the-streets/>
- What kind of political and economic system provides the ideal mix of freedom and fairness?*
- May 9 FINAL, noon – 1:50pm

University and College Policies and Available Support

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: <https://www.slu.edu/provost/policies/academic-and-course/academic-integrity-policy.pdf>.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites. Information for the College of Arts and Sciences can be found here: <https://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

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 or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator that you shared an experience relating to Title IX.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

Student Success Center

The Student Success Center (SSC) supports students in reaching their goals in and out of the classroom. Providing a variety of resources, the Student Success Center houses both the Center for Accessibility and Disability Resources (CADR) and Academic Support, which includes Tutoring, Supplemental Instruction, University Writing Services, and Student Success Coaching. The Student Success Center is located in the Busch Student Center, Suite 331, and students can make an appointment with any SSC resource via EAB Navigate. To learn more about the Student Success Center and its resources, please visit: <https://www.slu.edu/life-at-slu/student-success-center/index.php>.

University Writing Services

University Writing Services offers one-on-one consultations with trained writing consultants who help with everything from brainstorming, outlining, and proposing research questions to documenting sources, revising, and implementing feedback. These consultations can take place in-person, asynchronously, or via Zoom and can be scheduled through EAB Navigate – Student. Getting feedback benefits writers at all skill levels on different writing projects (including but not limited to class assignments, conference papers, cover letters, dissertations, group projects, multimedia assignments, personal statements, senior capstone projects, short answer questions on applications, speeches, and theses). For additional information, visit <https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php> or send an email to writing@slu.edu.

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. For after hours needs, please press #9 after dialing the clinic number.

Wellness

All students experience stressors and challenges at some point, and seeking support is beneficial. Such challenges may be the result of academic concerns (such as those related to particular assignments or content in a course), or they may be more personal in nature (such as concerns related to relationships, mental health, loss, identities, alcohol or drugs, housing or food security, or finances, among other things). If you experience these or other difficulties, please consider seeking support from the resources available to you.

- For concerns related to this course, please contact me. I am invested in your success and will support your success in the ways I can.
- Additionally, you have access to the many resources SLU provides in support of your personal wellness. You will find a list of available resources on [the Well-being page of the SLU website](#).

If you or someone you know is experiencing a crisis: please consult [the Crisis Support and Warning Signs on the University Counseling Center website](#).

In the spirit of *cura personalis*, the University sees your academic success as connected to your health and well-being and provides resources to support your holistic wellness.

Use this QR code for easy access to SLU's mental health resources:

**Basic Needs Security**

Students experiencing food insecurity, housing insecurity, and any other challenges that are impacting their personal and/or academic wellbeing are encouraged to contact the Dean of Students Office for support. Students can submit an [intake](#) form, email deanofstudents@slu.edu, or call 314-977-9378 to connect with their office. Students may also communicate directly with their instructors about any challenges they are experiencing to receive support and resource referrals. class session in any term (or as soon thereafter as possible).