

**Communism, Capitalism, and Social Justice**  
**POLS 352 01**  
**Saint Louis University— Spring 2013**  
**Tuesday/Thursday 9:30-10:45**

**Dr. Ellen Carnaghan**  
**Political Science, McGannon 140**  
**carnagep@slu.edu**  
**(314) 977-3038**

*How can you tell that communism was invented by communists, not scientists?  
Scientists would have tested it on mice first. (Russian joke)*

Karl Marx developed one of the most radical and sustained critiques of capitalism and convinced many that capitalism had to be abolished. Yet the societies built in Marx's name failed to reach higher standards of justice than the ones he criticized. This course examines Marx's ideas and why Communist systems largely failed to achieve the goals to which they were dedicated, focusing particularly on Marx's oversimplified view of politics. In the last section, we address contemporary critiques and defenses of capitalism and explore what it would take to construct a more just society.

**Course objectives:**

After this course, you should be able to:

*Scholarship and knowledge*

- Recognize and discuss the ideas of major Marxist thinkers
- Identify the variety of forms that Communism took in the world

*Intellectual inquiry and communication*

- Evaluate reasons why the concrete application of Marxist ideas varied so much from the ideas in the abstract
- Assess the consequences of various systems of social organization
- Critique arguments advocating particular policies or programs of change
- Appraise the role of comparison in predicting outcomes of efforts to transform the world
- Devise compelling oral and written arguments

*Community building*

- Predict the ways various forms of social organization affect different groups of people
- Manage conversations among groups of people who may disagree with each other on core values

*Leadership and service*

- Assess how policy choices affect the world in which we live
- Organize effective group activities and projects

*Spirituality and values*

- Identify the moral values and ethics that underlie efforts to transform society
- Appraise arguments about the nature of a just society
- Develop policy proposals to advance particular values

Students are expected to be civil and polite at all times. We will sometimes discuss topics that cut close to our core political and personal values, and it will be necessary to always respect contrasting opinions.

My office hours: Tuesday and Thursday 11:00-1:00, when you find me in, and by appointment.  
Feel free to drop by.

**Required books:** (at the bookstore)

Tucker, Robert C., ed. 1978. *The Marx-Engels Reader*. Second Edition. New York: Norton.  
McLellan, David. 2007. *Marxism After Marx*. Fourth Edition. New York: Palgrave Macmillan.  
Pipes, Richard. 2001. *Communism: A History*. New York: The Modern Library.  
Barry, Brian. 2005. *Why Social Justice Matters*. Malden, MA: Polity.

There are additional readings on e-reserve (password: Communism13).

**Requirements:**

Participation, including group work – 25 percent of your grade for the course  
Three five-page papers based on questions I provide – 45 percent  
Quizzes – 10 percent  
Final exam – 20 percent  
All students must complete a course evaluation at the end of the class.

Additional short written, oral, and group assignments will arise

Missed quizzes must be excused by me *before* they are given. Otherwise, you will receive a grade of 0 for the missing work. Grades of 0 will also be given for missing papers. The zeros will be averaged into the final course grade. Late essays may be subject to penalties.

**Class participation**

The quality of this class depends a great deal on you and your readiness to contribute meaningfully to class discussions. You should think about class as a time for exploration, for figuring out what readings mean, and for critically evaluating arguments made by various authors, by other students, and by me. A number of things follow from this:

- **Attendance is required**, and excessive absence will harm your grade.
- **It is important to do the readings** listed for each class before coming to class. When possible, come prepared with questions that you would like to examine.
- **Laptops (and, of course, phones) may not be used in class**. 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 the discussion and serve as barriers to honest and direct interaction.

**Student learning**

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. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to [www.slu.edu/success](http://www.slu.edu/success).

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

**Academic honesty**

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an automatic grade of 0 for that assignment and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: <http://www.slu.edu/x12657.xml>

**Writing center:**

I encourage you to take advantage of the writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with any kind of writing project, multimedia project, and/or oral presentation. They offer one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call 977-3484 or visit <http://www.slu.edu/writingservices.xml>.

**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 is very strong; 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 knowledge of facts and concepts.

- D Quality Work – work that has minimal clarity and comprehension. Class participation is minimal, never voluntary, and reveals a lack of preparation and/or understanding. 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 along most measures, often including missing assignments.

### The Marxist Critique of Capitalism

“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 15	<i>Introduction</i>
January 17	<p><i>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?</i></p> <p>Richard Pipes, <i>Communism: A History</i> (New York: The Modern Library, 2001), pp. 3-8.</p> <p>James Madison, Federalist No. 10. Find online at:  <a href="http://www.law.ou.edu/hist/federalist/federalist-10-19/">www.law.ou.edu/hist/federalist/federalist-10-19/</a></p> <p>Jean-Jacques Rousseau, “Discourse on the Origin of Inequality Among Men,” in Albert Fried and Ronald Sanders, eds., <i>Socialist Thought: A Documentary History</i> (Garden City, NY: Anchor Books, 1964), pp. 33-43. Find online at:  <a href="http://www.historyguide.org/intellect/inequality.html">http://www.historyguide.org/intellect/inequality.html</a></p>
January 22	<p>Charles Fourier, selections, from Albert Fried and Ronald Sanders, eds., <i>Socialist Thought: A Documentary History</i> (Garden City, NY: Anchor Books, 1964), pp. 129-151. Find online at:  <a href="http://www.historyguide.org/intellect/fourier.html">http://www.historyguide.org/intellect/fourier.html</a></p> <p>Friedrich Engels, “Working-Class Manchester,” in Robert Tucker, <i>The Marx-Engels Reader</i> (New York: Norton, 1978), pp. 579-585.</p> <p>Karl Marx, “Marx on the History of His Opinions,” in Tucker, pp. 3-6.</p>
January 24	<p>Marx, “Discovering Hegel,” in Tucker, pp. 7-8.</p> <p>Marx, “For a Ruthless Criticism of Everything Existing,” in Tucker, pp. 12-15.</p> <p>Marx, “Contribution to the Critique of Hegel’s <i>Philosophy of Right</i>. Introduction,” in Tucker, pp. 53-65.</p> <p>Marx, “Theses on Feuerbach,” in Tucker, pp. 143-145.</p> <p>Marx and Engels, “The Communist Manifesto,” in Tucker, pp. 469-491.</p> <p><i>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, skim it but read something else in the Tucker reader.</i></p>

- January 29 Marx, "Economic and Philosophic Manuscripts of 1844," in Tucker, pp. 70-93.  
Alfie Kohn, "In Pursuit of Affluence, at a High Price," *New York Times*, 2 February 1999, D7 (e-reserve).
- January 31 Marx, "The German Ideology," in Tucker, pp. 146-200.  
  
QUIZ 1
- February 5 Marx, "Wage Labour and Capital, in Tucker, pp. 203-217.  
Marx, "The General Law of Capitalist Accumulation," in Tucker, pp. 419-431.  
Marx, "The Possibility of Non-Violent Revolution," in Tucker, pp. 522-524.
- February 7 Marx, "Critique of the Gotha Program," in Tucker, pp. 525-541.  
Pipes, ch. 1, pp. 9-20.  
David McLellan, *Marxism After Marx* (New York: Palgrave Macmillan, 2007), "The Legacy of Marx," and ch. 1, "The Contribution of Engels," pp. 1-16.
- February 12 Engels, "The Origin of the Family, Private Property, and the State," in Tucker, pp. 734-759.  
McLellan, ch. 2, "The Revisionist Controversy," pp. 26-34 (feel free to read the rest of the chapter if you want).  
McLellan, ch. 3, "The Radicals," pp. 44-57.  
*Your goal in these last two readings is to understand Bernstein and Luxemburg, not all the other folks mentioned.*
- February 14 ESSAY ONE DUE

### Real-Existing Communism

Communism, as it was manifested in the world, produced great human suffering. In the Soviet Union, estimates are that up to 25 million people died as a result of Stalin's efforts at collectivization and the famine that ensued. More perished in the gulags and as a result of mass repression. Some estimates of the number of Chinese people who died during the Great Leap Forward reach as high as 43 million. Up to a quarter of the Cambodian population was slaughtered under Pol Pot. Why does the effort to put Marx's ideas into practice have such high human costs?

- February 19 McLellan, "Trotsky," pp. 83-87, and "Lenin," pp. 92-114.  
Pipes, ch. 2, "Leninism," pp. 23-51.
- February 21 Pipes, ch. 3, "Stalinism and After," pp. 55-87
- February 26 Louis Fischer in Richard Crossman, ed., *The God the Failed* (New York: Harper, 1949), pp. 196-228 (e-reserve).  
McLellan, "The Making of the Chinese Revolution," pp. 217-230
- February 28 McLellan, "Maoism in Power," pp. 235-264.  
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](http://www.marxists.org/reference/archive/mao/selected-works/volume-5/mswv5_58.htm)

- March 5 Jean-Louis Margolin, "The Greatest Famine in History," and "The Cultural Revolution," from Stephane Courtois, et al., *The Black Book of Communism* (Cambridge, MA: Harvard University Press, 1999), pp. 487-496 and 513-542 (e-reserve).  
The whole *Black Book of Communism* is available for free online. The quality of the text is better than for the e-reserve readings, but you'll have to find the right sections. <http://archive.org/details/TheBlackBookofCommunism10>
- March 7 Margolin, "Cambodia: The Country of Disconcerting Crimes," from *The Black Book of Communism*, pp. 577-611 (e-reserve). Feel free to finish the chapter if you want to.
- QUIZ TWO
- March 11-15 SPRING BREAK
- March 19 Pipes, ch. 5, "The Third World," pp. 117-144.  
McLellan, "Latin America," pp. 270-281.  
Jeffrey L. Roberg and Alyson Kuttruff, "Cuba: Ideological Success or Ideological Failure?," *Human Rights Quarterly* 29 (2007): 779-795 (e-reserve or through Project Muse).
- March 21 McLellan, "Marxism and Underdevelopment," pp. 286-290.  
Gustavo Gutierrez, *A Theology of Liberation: History, Politics and Salvation* (Maryknoll, NY: Orbis Books, 1973), chs. 1 and 2, pp. 3-42 (e-reserve).
- March 26 ESSAY TWO DUE
- March 28 No class – Easter Break

### Social Justice in a Post-Communist World

"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)

- April 2 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).
- April 4 McLellan, "Gramsci," pp. 190-210.  
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).
- April 9 Antonio Gramsci, "The Culture of Marxism," in David McLellan, ed., *Marxism: Essential Writings* (New York: Oxford University Press, 1988), pp. 272-282 (e-reserve).  
McLellan, "The Frankfurt School," pp. 295-317.

- April 11 Herbert Marcuse, "The New Forms of Control," and "Conclusion," from *One-Dimensional Man* (Boston: Beacon Press, 1964), pp. 1-18, 247-257 (e-reserve).
- April 16 Edward Broadbent, "Social Democracy: Past and Future," *Dissent* 46, 4 (Fall 1999): 45-52 (e-reserve).  
Ben Vosloo, "Economic Sclerosis in Europe's Social Democracies," *Policy* 27,4 (Summer 2011/2012), pp. 3-7 (e-reserve).  
Brian Barry, *Why Social Justice Matters* (Malden, MA: Polity, 2005), "Social Justice: The Basics," pp. 3-36.
- April 18 Brian Barry, "Why Equal Opportunity?," and "Education," pp. 37-69.
- April 23 Barry, "Health," "The Making of the Black Gulag," and "Responsibility versus Equality?," pp. 70-105 and 131-141.
- April 25 Barry, and "Irresponsible Societies," "Pathologies of Inequality," pp. 154-185.
- April 30 ESSAY THREE DUE
- May 2 Barry, "Wealth," "Jobs and Incomes," and "Can We Afford Social Justice?," pp. 186-230.
- May 9 FINAL EXAM (8:30-9:30)

**Additional readings on Marx and Engels:**

Marx in Tucker: anything that inspires you, including "The *Grundrisse*," "Capital" (excerpts), "The Eighteenth Brumaire of Louis Bonaparte"

Elster, Jon. 1985. *Making Sense of Marx*. New York: Cambridge University Press.

Guevara, Ernesto Che, Karl Marx and Friedrich Engels, and Rosa Luxemburg. 2005. *Manifesto: Three Classic Essays on How to Change the World*. New York: Ocean Press.

Kolakowski, Leszek. 2005. *Main Currents of Marxism*. New York: W.W. Norton & Company.

BookCaps Study Guides. 2011. *Marxism in Plain and Simple English: The Theory of Marxism in a Way Anyone Can Understand*. CreateSpace Independent Publishing Platform.

Ollman, Bertell. 1976. *Alienation*. New York: Cambridge University Press.

Ruis. 1976. *Marx for Beginners*. New York: Pantheon Books.

Suchting, W. A. 1983. *Marx: An Introduction*. New York: New York University Press.

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.
- 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.
- Eckstein, Susan Eva. 2003. *Back from the Future: Cuba under Casto*. New York: Routledge.
- 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.
- Him, Chanrithy. 2001. *When Broken Glass Floats: Growing Up Under the Khmer Rouge*. New York: Norton.
- Jatar-Hausmann. 1999. *The Cuban Way: Capitalism, Communism and Confrontation*. Bloomfield, CT: Kumarian Press, 1999.
- Johnson, Chalmers. 1962. *Peasant Nationalism and Communist Power*. Stanford, CA: Stanford University Press.
- MacFarquhar, Roderick. 2006. *Mao's Last Revolution*. 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.
- Mao Tse-tung. 1991. *On Guerrilla Warfare*. New York: Presidio Press.
- Medvedev, Roy. 1971. *Let History Judge*. New York: Random House.
- Milosz, Czeslaw. 1953. *The Captive Mind*. New York: Vintage.
- Nove, Alec. 1992. *An Economic History of the USSR 1917-1991*. New York: Penguin.
- Pipes, Richard. 1995. *A Concise History of the Russian Revolution*. New York. Knopf.
- Pran, Dith. 1999. *Children of Cambodia's Killing Fields: Memoirs by Survivors*. New Haven: Yale University Press.
- Pye, Lucien. 1981. *The Dynamics of Chinese Politics*. Cambridge: Oelgeschlager, Gunn & Hain.
- Sandle, Mark. 2006. *Communism: A Short History of a Big Idea*. Harlow, UK: Pearson/Longman.
- Saney, Isaac. 2004. *Cuba: A Revolution in Motion*. New York: Zed Books.



- Schapiro, Leonard. 1977. *The Origin of the Communist Autocracy*. Cambridge: Harvard U. Press.
- 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. *The Stones Cry Out: A Cambodian Childhood, 1975-1980*. Bloomington, IN: Indiana University Press.
- Talmon, J. L. 1960. *The Origins of Totalitarian Democracy*. New York: Praeger.
- Trotsky, Leon. 1972. *The Revolution Betrayed*. New York: Pathfinder.
- Trotsky, Leon. 1932. *The History of the Russian Revolution*. New York: Pathfinder.
- Tucker, Robert C. 1973. *Stalin as Revolutionary*. New York: W. W. Norton.
- Ulam, Adam B. 1965. *The Bolsheviks*. New York: Collier.
- Wolf, Eric R. 1969. *Peasant Wars of the Twentieth Century*. New York: Harper Torchbooks.
- Yue, Daiyun. 1987. *To the Storm: The Odyssey of a Revolutionary Chinese Woman*. Berkeley: University of California Press.

#### **Additional readings on post-communism and contemporary capitalism**

- Adorno, Theodor W. 1973. *Negative Dialectics*. New York: Continuum.
- Baiman, Ron, Heather Boushey, Dawn Summers. 2000. *Political Economy and Contemporary Capitalism: Radical Perspectives on Economic Theory and Policy*. Armonk: M.E. Sharpe.
- Bakan, Joel. 2004. *The Corporation: the Pathological Pursuit of Profit and Power*. New York: Free Press.
- Barber, Benjamin. 1992. "Jihad vs. McWorld." *The Atlantic* (March).
- Benjamin, Walter. 1968. *Illuminations*. Glasgow: Fontana/Collins.
- Beran, Michael Knox. 2010. "The Descent into Liberalism." *National Review Online*, April 25.
- Bowles, Samuel and Herbert Gintis. 1987. *Democracy and Capitalism: Property, Community, and the Contradictions of Modern Social Thought*. New York: Basic Books.
- Chang, Ha-Joon. 2008. *Bad Samaritans: The Myth of Free Trade and the Secret History of Capitalism*. New York: Bloomsbury Press.
- Chang, Ha-Joon. 2011. *23 Things They Don't Tell You About Capitalism*. New York: Bloomsbury Press.
- Chomsky, Noam, and Robert W. McChesney. 2011. *Profit over People: Neoliberalism & Global Order*. Seven Stories Press.
- Cloer, Dan. 2009. "Capitalism: Unknown Ideal?" *Vision* (Spring).
- Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries are Failing and What Can be done about*

- it*. New York: Oxford University Press.
- Foster, John Bellamy. 2009. *The Ecological Revolution: Making Peace with the Planet*. New York: Monthly Review Press.
- Foster, John Bellamy, and Fred Magdoff. 2009. *The Great Financial Crisis: Causes and Consequences*. New York: Monthly Review Press, 2009.
- 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.
- Fraser, Nancy. 2009. "Feminism, Capitalism and the Cunning of History." *New Left Review* 56 (March-April).
- Havel, Vaclav. 1990. "The Power of the Powerless." In (for instance) William M. Brinton and Alan Rinzler, eds. *Without Force or Lies: Voices from the Revolution of Central Europe in 1989-1990*. San Francisco: Mercury House.
- Ikerd, John E. 2005. *Sustainable Capitalism: A Matter of Common Sense*. Bloomfield, CT: Kumarian Press.
- 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.
- Krugman, Paul. 2007. *The Conscience of a Liberal*. New York: Norton.
- Kuttner, Robert. 2007. *The Squandering of America: How the Failure of our Politics Undermines our Prosperity*. New York: Knopf.
- Lukacs, Georg. 1971. *History and Class Consciousness*. Cambridge, MA: MIT Press.
- Marcuse, Herbert. 1964. *One-Dimensional Man*. Boston: Beacon Press.
- Pogge, Thomas. 2002. *World Poverty and Human Rights*. Maldon, MA: Polity.
- Porrit, Jonathon, and Amory B. Lovins. 2007. *Capitalism as if the World Matters*. London, UK: Earthscan Publications.
- Reich, Robert B. 2007. *Supercapitalism: The Transformation of Business, Democracy, and Everyday Life*. New York: Knopf.
- Stiglitz, Joseph E. 2010. *Freefall: America, Free Markets, and the Sinking of the World Economy*. New York: W. W. Norton & Company.
- Swenson, Peter. 2002. *Capitalists Against Markets*. New York: Oxford University Press.
- Uchitelle, Louis. 2007. *The Disposable American: Layoffs and their Consequences*. New York: Vintage.
- Zizek, Slavoj. 2009. *First as Tragedy, then as farce*. New York: Verso.
- Zizek, Slavoj. 2011. *Living in the End Times*. New York: Verso.