

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	Civic and Economic Thought and Leadership
Prefix:	CEL	Number:	300
Title:	Capitalism and Great Economic Debates		Units:
			3

Course description:

Explores fundamental ideas and debates about economics and political economy in Western civilization, from ancient Greece to this globalized era, especially the major arguments about commerce and capitalism--ideas that continue to shape economic debates in America and internationally, thus providing crucial foundations for future leadership roles in either public affairs or the private sector. Classic thinkers discussed in this seminar course include Aristotle, Aquinas, Locke, Montesquieu, Smith, Marx, Keynes and Hayek, to understand the larger concepts of political economy and justice that provide crucial context for continuing debates about free markets, capitalism, economic efficiency and inequality or fair opportunity.

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials _____ (Required)

Requested designation: Historical Awareness–H **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Peter McNamara E-mail peter.mcnamara@asu.edu Phone 480-965-0155

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Paul Carrese Date: 4/11/18

Chair/Director (Signature): Paul O. Carrese

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
CEL	300	Capitalism and Great Economic Debates	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	This course examines the history of attitudes towards markets since antiquity. It also investigates the origins of capitalism.	See course description, reading assignments, and textbook.
2	The course examines how social circumstances, religion and ideas have shaped attitudes towards markets.	See course description, reading assignments, and textbook.
3	The course explores the history of trade and markets.	See course description, reading assignments, and textbook.
4	The courses explores how markets have been embedded in broader social contexts and markets have become disembedded, for better or worse.	See course description, reading assignments, and textbook.

ASU – Fall 2018

CEL 300: Capitalism and Great Economic Debates

TH 12-1.15; Tempe, EDB L1-32

Instructor

Dr. Peter McNamara

Coor 6638

Phone: 435 754 8117 peter.mcnamara@asu.edu

Office hours: TBA

Course Description

The goal of this course is to introduce students to the study of political economy, broadly understood. Political economy is often and usefully defined as the study of the interactions and inter-relationships between the market and the state. We will explore these connections along three dimensions: the relationship between economics and the modern nation state; the causes of economic growth; and the relationship between markets and morality. In this course we will stress the relationship between markets and morality. In its companion course (CEL 345) the emphasis will be more (but not exclusively) on the first two dimensions of political economy.

We will begin with a fundamental but puzzling question. Economics is the study of economic behavior. But what is *economic* behavior? What is *the market*? What sets economic behavior apart from other forms of behavior, such as political behavior? What is the relative status, worth, or dignity of economic behavior in relation to other forms of human behavior? What relationship does it bear to other aspects of human behavior? It is frequently said today that economic behavior plays a far greater role in the modern world, and especially the modern West, than it did in previous eras. Is this true? If it is, in what sense is it true? What would be the implications of this greater prominence of economic behavior?

To help us begin to grapple with these questions and the broader themes of the course we will first turn for help to the ancient philosophers, Plato and Aristotle who to differing degrees looked down on economic behavior. Later we will consider the modern philosophers most associated with both the rise of capitalism and the science of political economy: Hobbes, Locke, Mandeville, Smith, and Hume. As we will see these two developments are intimately related. We will also consider some of the most powerful religious and modern philosophical critiques of capitalism (chiefly, Rousseau and Marx from the philosophical perspective).

Learning Objectives

1. On the successful completion of this course students will understand many of the basic arguments for and against modern market societies.
2. On the successful completion of this course students will understand the contributions of the key figures in the origins and development of political economy.

3. On the successful completion of this course students will understand the differences between the modern and the premodern approaches to markets.

Required Materials

I have ordered one book for the course.

Jerry Z. Muller, *The Mind and the Market*.

This book will also be used in CEL 345. Other readings will be available through Blackboard.

Grade and Class Procedure

The course will proceed on the basis of lecture combined with class discussion and debate. Attendance is required. Completion of the readings before class is also required. Both are essential for your constructive participation in class discussions and debates. Questions you might ask yourself to determine whether you are participating constructively include the following. Did my class contribution improve the overall quality of class discussion?

Your grade will be based on:

1. Two THREE page papers based on class readings. 10% each.
2. One SEVEN page paper 30%
3. Midterm Exam 15%
4. Final Exam 20%
5. Participation 15%

Grading Scale:

A	94-100%	C+	77-79	F	63 or less
A-	90-93	C	74-76		
B+	87-89	C-	70-73		
B	84-86	D+	67-69		
B-	80-83	D	64-66		

Attendance

Attendance at all class meetings is required – between points for participation and in-class quizzes, much of your grade is at stake. Late arrival and early departure are strongly discouraged; please notify your instructors in advance, should it be necessary to miss all or part of a class meeting.

Academic Integrity

Students are responsible for knowing and adhering to the ASU Student Academic Integrity Policy (see <http://provost.asu.edu/academicintegrity>); violations - which include, but are not limited to plagiarism, cheating on examinations, etc. - will be sanctioned in accordance with ASU guidelines.

Students with Disabilities

We are eager to make accommodations for instruction and testing for students with disabilities; please consult the instructor and the ASU Disabilities Resource Services

Class Schedule and Reading Assignments

(Please note that this is a tentative schedule only.)

WEEK 1: 14 Aug.

H Introduction

WEEK 2: 21 Aug.

T Debating markets and morality

PREMODERN VIEWS OF THE MARKET: ANCIENT LIBERALISM AND COMMUNISM

H Plato, *Republic*, Books II and IV

(Muller, ch. 1 should be read as background for this entire section of the course.)

WEEK 3: 28 Aug.

T Aristotle, *Politics*, Book I

H Aristotle, *Politics*, Book II

WEEK 4: 4 Sept.

T Selections from the *Hebrew Bible*, the *New Testament*, and the *Koran*.

H Aquinas, "Of property," "Whether it is lawful to steal through stress of need," "Of Cheating," "Of buying and selling," "Of Usury," from *Summa Theologica*.

WEEK 5: 11 Sept.

EXPLAINING THE RISE OF CAPITALISM?

T Max Weber, *The Protestant Ethic and the Spirit of Capitalism* (excerpt).

Deidre McCloskey, *Bourgeois Equality* (excerpt).

CAPITALISM AND LIBERAL POLITICAL THOUGHT

H Hobbes, *Leviathan*, ch. 13.

WEEK 6: 18 Sept.

T Hobbes, *Leviathan*, chs. 14-15.

H Locke, *Second Treatise*, chs 2, 5.

WEEK 7: 25 Sept.

T Locke, *Second Treatise*, ch. 5 (cont'd) and "Essay on the Employment of the Poor."

H Mandeville, "Fable of the Bees."

WEEK 8: 2 Oct.

- T Franklin, *Autobiography*, Part One.
 H Midterm Exam

WEEK 9: 9 Oct.

- T Franklin, *Autobiography*, Part Two and “Way to Wealth”

**DOUX COMMERCE AND THE RISE OF THE SCIENCE
 OF POLITICAL ECONOMY**

- H Hume, “On Refinement in the Arts” and “Of Commerce.”

WEEK 10: 16 Oct

- T Muller, Ch. 3 on Smith.
 Smith, *Theory of Moral Sentiments*, I.i.1-2, II.ii.1-3, IV.i, VI.i.
 H Smith and his predecessors; Smith and his successors; relationship of *Wealth of Nations* to the *Theory of Moral Sentiments*; Smith’s history of the rise of modern Europe; the four stages theory.
 Adam Smith, *Wealth of Nations*, Bks I.1-3, III.2-4, (V.1.a-b recommended).

WEEK 11: 23 Oct.

- T Mercantilism; division of labor; value, exchange, and distribution; natural progress of opulence; political economy as a branch of the science of the legislator; free trade and international relations.
Wealth of Nations, Bks I.4-10, II.2-3, IV.1-2.
 H The role of the state: defense; justice; education; religion; public works.
Wealth of Nations, Bk V.1.a, f, g.

WEEK 12: 30 Oct.

“SATANIC MILLS”?

Rousseau’s Protest

- T Rousseau, *Second Discourse*, Preface, Part Two (plus notes).
 H Rousseau, *Second Discourse*, Preface, Part Two (plus notes) cont’d.

WEEK 13: 6 Nov.

Modern Communism

- T Muller, ch. 7 on Marx and Marx, selections from *Economic and Philosophic Manuscripts*, “Theses on Feuerbach.”
 H Marx, “On the Jewish Question.”

WEEK 14: 13 Nov.

- T Marx, selections from *Capital*.
 H Marx, *Communist Manifesto*.

WEEK 15: 20 Nov.

- T Marx, *Critique of the Gotha Program*.
 H **No class - Thanksgiving**

WEEK 16: 27 Nov.

T Presentations

H Presentations

F Long paper due.

WEEK 17: 4 Dec.

Exam Week

FOR CEL300

THE MIND AND THE MARKET

CAPITALISM IN WESTERN THOUGHT

JERRY Z. MULLER



ANCHOR BOOKS
A Division of Random House, Inc
New York

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INTRODUCTION

We live in a world shaped by capitalism. In one or another of its ever-changing forms, capitalism has been with us for three centuries, and it will be with us a long time yet. In twentieth-century Europe, communism and fascism both failed to provide viable alternatives, and their non-European analogues have not proved any more successful. As we try to think through capitalism's present dynamics and future implications, it may help to know the best that has been thought and said on the subject in the past. That is the premise of this book. It is based on the assumption that capitalism is too important and complex a subject to be left to economists. Achieving a critical comprehension of it requires perspectives beyond those characteristic of modern economics. That is why this is a history not of economic ideas, but of ideas about the capitalist economy. After Adam Smith, economics developed as a discipline in part through bracketing off many of the issues central to the thinkers treated here. That has certainly led to gains in analytic precision and in creating a shared disciplinary vocabulary. But in thinking about the market, as in much else, there is no free lunch: the gains in technique and disciplinary cohesion have come at the expense of marginalizing many of the issues about the market that are likely to concern reflective people.

The idea for this book arose in the mid-1980s. During the preceding decade, some of the most penetrating analysts of contemporary society had put the subject of the moral, cultural, and political ramifications of capitalism on the front burner of cultural commentary. Some of these commentators, such as Jürgen Habermas, were on the left; some, like Irving Kristol, were on the right; some, like Daniel Bell and Christopher Lasch, were in between.¹ Their claims were many and diverse: that the familial hearth was being invaded by the forces of commerce; that civic virtue was disappearing; that the willingness to defer gratification upon which capitalism depends was in decline; that