

**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	<b>School of Civic and Economic Thought and Leadership</b>
Prefix:	<b>CEL</b>	Number:	<b>394</b>
Title:	Philosophy, Politics and Economics		Units: <b>3</b>

**Course description: An examination of issues at the intersection of philosophy, politics, and economics (PPE), using core conceptual tools from each discipline. From economics, the tools of economic analysis, including price theory, market efficiency, welfare measures, and market failure. From philosophy, discussion of notions of human well-being, the value of individual liberty, the ethics of the price system, and justice theory. And from politics, the tools of political and institutional analysis, including game theory, public choice and constitutional political economy. Students will read widely on these tools and explore applications to contemporary social, economic, and political problems.**

Is this a cross-listed course? (Choose one) If yes, please identify course(s): \_\_\_\_\_

Is this a shared course? (Choose one) 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**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** Social-Behavioral Sciences–SB **Mandatory Review:** (Choose one)

*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](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

**Area 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. 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.

**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	Ross Emmett	E-mail	Ross.Emmett@asu.edu	Phone	757-409-5477
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**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Paul Carrese Date: 09-14-2020

Chair/Director (Signature): \_\_\_\_\_

**Arizona State University Criteria Checklist for**  
**SOCIAL-BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 50%; vertical-align: top; text-align: center;">Economics</td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Economics	syllabus
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Economics				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <b>OR</b> b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	syllabus and sb justification		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	syllabus and sb justification		
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
CEL	394	Philosophy, Politics and Economics	SB

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 checksheet)	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	emphasizes student understanding (and application) of key theories and principles from economics and politics; including price theory, game theory, theories of market efficiency and welfare evaluations, public choice, theories of market and government failure, and constitutional political economy.	Game Theory, Coordination issues both by markets and cooperation, equality, justice, market process, market failure, market failure, social responsibility, Social Norms and Institutions, public goods, incentive structures in government and policy-making, equality of opportunity, public choice, several specific market contexts to consider: immigration, sweatshops, price gouging
2	Papers all deal with integrating PPE in specific questions	Paper topics range from private-public partnerships, to issues of trust and cooperation, to market valuation, to institutional and market failures, to issues of justice and injustice, to public choice failures and successes
3	This is the purpose of the course. See the course objectives	The list of Learning Objectives identifies well how the course contributions to providing the students a framework to examine issues they will face in the future.

## **CEL 394: Philosophy, Politics & Economics Justification for Social-Behavioral Sciences (SB)**

The purpose of the Philosophy, Politics & Economics (PPE) course is provide students familiarity with basic methods of inquiry and knowledge about human interaction provided by philosophy, economics and politics, in order for them to become active participants in civic dialogue in a liberal democracy. To accomplish this objective, the course involves an examination of issues at the intersection of philosophy, politics, and economics, using core conceptual tools and methods of inquiry from each discipline. From economics, the tools include price theory, market efficiency, welfare measures, and market/government failure. From philosophy, discussion of notions of human well-being, the value of individual liberty, the ethics of the price system, and justice theory. And from politics, the tools of political and institutional analysis, including game theory, public choice and constitutional political economy. An appreciation for the foundation they provide *together* to address the social and political uncertainties we face today, as well as in the future, in our complex and evolving world. Reliance on any one disciplinary set of tools and skills is useful, of course, but the real challenges of any liberal democracy are met by neither technocratic nor bureaucratic solutions. They require an awareness of the relevance of ethics, politics and economics, as well as an appreciation for the limitations of each and the necessity of thinking through their interactions.

In terms of the specific requirements of the Social-Behavioral Sciences criteria:

- 1) The course emphasizes student understanding (and application) of key theories and principles from economics and politics; including price theory, game theory, theories of market efficiency and welfare evaluations, public choice, theories of market and government failure, and constitutional political economy.
- 2) The course provides students (in the tests and the paper) the opportunity to use the theories and principles in examining political and social processes and decisions.
- 3) The course provides the students a framework of analysis to examine the consequences of political decisions in a liberal democracy. Students leave the course recognizing the relevance of the course's themes for the understanding of the political world they live in.

## CEL 394: Philosophy, Politics & Economics (PPE)

School of Civic and Economic Thought and Leadership  
Arizona State University  
Fall 2020

Class Time: TTh 1:30 – 2:45pm

**No classroom is assigned for this course because we will always meet via Zoom**

**Zoom meeting room link:** <https://asu.zoom.us/j/4890833177>

*All class sessions will be recorded on Zoom and posted to Canvas site*

**Slack:** [asu-2207-cel394-87121.slack.com](https://asu-2207-cel394-87121.slack.com)

**LMS:** Canvas (canvas.asu.edu or Canvas app)

**Instructor of Record:** Ross Emmett

Contact: Slack or email (Ross.Emmett@asu.edu)

Office Hours: Zoom meeting room will be open Tuesdays 3 – 5pm (unless I inform you otherwise; a couple of events I'm hosting may interfere with that time). You can also Slack me to set up an alternative time.

**Course Prerequisites:** None

### Success in This Course Comes with These Steps

<b>Read</b> The assigned material before class	<b>Discuss</b> During Class Zoom session	<b>Write</b> Short Papers	<b>Repeat</b>
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### Course Description

An examination of issues at the intersection of philosophy, politics, and economics (PPE), using core conceptual tools from each discipline. From economics, the tools of economic analysis, including price theory, market efficiency, welfare measures, and market failure. From philosophy, discussion of notions of human well-being, the value of individual liberty, the ethics of the price system, and justice theory. And from politics, the tools of political and institutional analysis, including game theory, public choice and constitutional political economy. Students will read widely on these tools and explore applications to contemporary social, economic, and political problems.

### Course Objectives:

The objective of the course is to prepare the foundation for students to become active participants, as citizens and leaders, in a liberal democratic society that faces an uncertain future. The preparation the course provides is familiarity with core conceptual

and methodological tools provided by philosophy, politics, and economics, and an appreciation for the foundation they provide *together* to address the social and political uncertainties we face today, as well as in the future, in our complex and evolving world. Reliance on any one disciplinary set of tools and skills is useful, of course, but the real challenges of any liberal democracy are met by neither technocratic nor bureaucratic solutions. They require an awareness of the relevance of ethics, politics and economics, as well as an appreciation for the limitations of each and the necessity of thinking through their interactions.

To accomplish this objective, the course involves an examination of issues at the intersection of philosophy, politics, and economics, using core conceptual tools and methods of inquiry from each discipline. From economics, the tools include price theory, market efficiency, welfare measures, and market/government failure. From philosophy, discussion of notions of human well-being, the value of individual liberty, the ethics of the price system, and justice theory. And from politics, the tools of political and institutional analysis, including game theory, public choice and constitutional political economy. Students will read widely on these concepts, methods, and tools and explore applications to contemporary social, economic, and political problems.

### **Learning Outcomes (i.e., Life Abilities to Be Cultivated):**

1. *Critical thinking, independent learning, and intellectual curiosity.*  
Notoriously difficult to demonstrate and measure acquisition and/or possession of these traits in the short span of a semester. The goal is incremental improvement, not full possession, for all students. That is, even a student who is already intellectual curious can improve their capacity for critical thinking about what their curiosity leads them to consider.
2. *Critical thinking, identifying conflicting assumptions, and dealing with disagreement.*  
Former University of Chicago President Hanna Holborn Gray said (regarding the Chicago Statement): “education should not be intended to make people comfortable, it is meant to make them think. Universities should be expected to provide the conditions within which hard thought, and therefore strong disagreement, independent judgment, and the questioning of stubborn assumptions, can flourish in an environment of the greatest freedom.”
3. *Critical thinking and dealing with complexity and uncertainty in human societies.*  
Human activity produces incredibly complex systems which often requires individuals, in their personal, social and political lives, to make decisions under uncertainty. Identifying those uncertainties, accepting our ignorance, and evaluating the success that formal and informal institutions contribute to our capacity to act in the midst of uncertainty, plays a key role in the course.



4. *Critical thinking and good judgment.*

While different, critical thinking and good judgment are mutually reinforcing. Evaluating competing claims regarding justice or conceptions of competition is an act of critical thinking; deciding when to speak in class (and when *not* to speak) is an exercise in good judgment. Listen to your classmates, their insights and questions will help both themselves and you think better.

5. *Critical thinking and interdisciplinarity.*

Philosophy, politics, and economics each come with specific tools, insights, areas of focus, and rules of analysis. The “wicked problems” we face today often require ideas and perspectives from several disciplines. When should we depend upon our disciplinary specialization? Where are the boundaries of our discipline’s relevance? What can we learn from other disciplines? Where do we disagree legitimately?

6. *Critical thinking, civic participation and leadership in a democratic society.*

The first PPE program, at Oxford, was created to train future political leaders from society’s elite in the perspectives required for the problems of the modern world. In a democratic society, on the other hand, everyone is a potential future leader, or the parent/grandparent of a future leader. The learning outcomes identified here, then, ramify outward to the future through the greater civic engagement/participation of students. We may or may not be directly educating future leaders, but we are educating those who will nurture and themselves educate future leaders. As one of my former professors said, “I’m not teaching you, I’m teaching the student you will teach.”

**Required Materials:**

***Textbook:***

Jonathan Anomaly, Geoffrey Brennan, Michael C. Munger, and Geoffrey Sayre-McCord. *Philosophy, Politics, and Economics: An Anthology*. (Oxford University Press, 2016). ISBN: 978-0190207311 (paperback)

***Other Required Books:***

Robert Axelrod. *The Evolution of Cooperation* (Revised Edition). (Basic Books, 2006). ISBN: 978-0465005642 (paperback)

Bryan Caplan. *Open Borders: The Science and Ethics of Immigration*. (First Second, 2019). ISBN: 978-1250316967 (paperback)

G. A. Cohen. *Why Not Socialism?* (Princeton University Press, 2010). ISBN: 9780691143613 (hardcover, but small).

***Videos:***

The Institute for Humane Studies has a series of videos on PPE. The individuals involved in making the videos are the authors of our textbook as well as several others. Each of the videos we’re using is identified on the syllabus with the topic it is connected

to. The website for each video is in the reading list, but the general site is: <https://theihs.org/pppe/>. I have also included several other videos relevant to specific topics.

**Technology:**

You will need the following technology in order to complete the work for this course:

- A reliable computer and stable high-speed internet access
- Adobe Acrobat Reader
- Access to the ASU Zoom, which you have as a enrolled student (visit <https://uto.asu.edu/zoom>)
- Microsoft Word or Google Docs (which can integrate into Canvas)

Please be sure to back up all of your work in case of a technology failure. If you have any technology-related difficulties, please contact the ASU Help Desk at 480-965-6500.

**Remember: back up all of your work, keep copies of all your assignments!**

**Assessment and Grade Policy**

Your final grade will be determined on the following basis:

Participation	15%
Personal Statement	5%
Short Papers (5/6 papers,10% each)	50%
PPE Paper	30%

**Grading Scale:**

(4.33) A+	97-100	(2.67) B-	80-84
(4.0) A	94-97	(2.33) C+	76-80
(3.67) A-	90-94	(2.0) C	70-76
(3.33) B+	87-90	(1.0) D	60-70
(3.0) B	84-87	(0.0) E	0-60

**Course Assignments**

**Participation (15% of final grade)**

Participation requires presence: *presence in a Zoom class means you are present and have your video on most of the time.* Our Zoom class sessions will be spent in a combination of lecture and discussion of the assigned reading; hence, it is important that everyone has read the material for the day. Your participation grade will reflect your participation in class discussion. If you are not present in class, you cannot participate; if you are continually absent, your participation mark will necessarily be zero.

Here is a rough guide to my grading of participation: 60% or lower for frequent absences with no or very minimal comments/questions made in class; 67% for occasional class comments/questions and a lot of absences; 73% for few to no comments/ questions in class even if attending regularly; 82% for good attendance and some contributions; 85% for good attendance and good contributions that show familiarity with the readings; 90% for showing familiarity with the readings, leadership in the direction of class discussion occasionally and attending regularly; 95% for regularly moving class discussion forward by providing productive comments based on the

readings that contribute to discussion and also help others to enter/participate in the conversation.

In a Zoom class, questions and comments can be added while others speak by signaling agreement (handclaps!), writing comments to the class in the participant sidebar. You can also signal your interest in asking a question by “raising your hand.”

My practice is to inform you around the middle of the semester how I would evaluate your participation to that point. While you can discuss this grade with me, the best way to have an impact on the final grade is to change your participation during the latter half of the course. I will finalize the grade at the end of classes.

### **Personal Statement (5%)**

The personal statement is due before 11 pm on Sunday, August 23rd. This is an “introduction to yourself” assignment. Details are provided in the Personal Statement module.

### **Short Papers (5/6; 50%)**

The topics for the short papers are provided in the schedule attached to this syllabus, or in the Short Paper module in Canvas. *Complete five of the six papers.* See the instructions in the Short Papers module on Canvas. The Short Paper grade will be the average of the five papers (if you submit less than five papers, zeros will be included in the calculation of the average).

### **PPE Paper (30% of final grade):**

The paper will provide you the opportunity to write an extended consideration of the interaction between philosophy, politics and economics with regards to *ONE* of the following topics: border controls, governance of common pool resources, legalizing drugs, organ donations/sales, occupational licensing, sweatshops, minimum wage laws, or anti-price gouging laws (see chapter 13: “Markets on the Margin,” *PPE Anthology*; Caplan’s *Open Borders*; and other sections of our course). Other PPE topics are possible; check with your professor to approve a different topic well before the paper deadline.

The paper will be at least 2000 words (of text, not including your works cited) and not more than 2500 words. It will be turned in on Canvas’ submission site for the paper before the day and time specified on the syllabus to obtain full credit for the assignment.

## **University-wide Course Policies**

### ***Attendance***

Attendance at all class meetings is expected; *attendance in a Zoom class means you are present and have your video on.* Late arrival and early departure are strongly discouraged; please notify your instructor in advance, should it be necessary to miss all or part of a class meeting.

- Information on excused absences related to religious observances/practices that are in accordance with ACD 304-04: “Accommodations for Religious Practices”: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>

- Information on excused absences related to university sanctioned events activities that are in accord with ACD 304-02: "Missed Classes Due to University-Sanctioned Activities": <http://www.asu.edu/aad/manuals/acd/acd304-02.html>

### ***Academic Integrity***

Academic honesty is expected of all students in all examinations, papers, projects and discussion. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>

### ***Copyrighted materials***

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

*If you have any questions, please refer to ACD-304-10 Course Syllabus or contact Amanda A. Smith or Jenny Smith in The College Office of Students and Academic Programs at (480) 965-6506.*

### ***Students with Disabilities***

Students who believe they will need disability accommodations in this class but have not registered with the Disability Resource Center should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (voice) or 480-965-9000 (TTY). For additional information, visit: <http://www.asu.edu/studentaffairs/ed/drc>

### ***Expected classroom behavior***

Be sure to arrive on time for class. Excessive tardiness will harm your participation grade. Phone disruptions can be minimized by using airplane mode during class time. Take notes during discussion sessions on paper; any lectures the professor does will be accompanied by Powerpoints that may be made available ahead of time on Canvas (you could print them and write notes on each page).

### ***Policy against threatening behavior***

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

### ***Reporting Title IX Violations***

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

### ***Policy on Sexual Discrimination***

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

*As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.*

## CEL 394

### Philosophy, Politics & Economics

Reading/Assignment Schedule

Fall 2020

Index: [*PPE Anthology* = text by Anomaly and others]; [\*=required; +=recommended];  
**University Holidays and Notable Semester Dates**; **Assignments**

8/20	First Day! Course Basics; Philosophy, Politics & Economics?: A Conceptual Introduction
<b>8/23</b>	<b>Personal Statement Due before 11 pm</b>

#### Topic 1: Rationality, Cooperation & Trust

8/25	Introduction to Game Theory and Coordination Games * <i>PPE Anthology</i> , 76-77 (just the basic structure of games) *IHS Video: Introduction to Game Theory (Johnathan Anomaly) <a href="https://theihs.org/ppe/game-theory/intro-to-game-theory/">https://theihs.org/ppe/game-theory/intro-to-game-theory/</a> *IHS Video: Coordination Games (Chris Coyne) <a href="https://theihs.org/ppe/game-theory/coordination-games/">https://theihs.org/ppe/game-theory/coordination-games/</a> *IHS Video: "The Prisoner's Dilemma" (Chris Coyne) <a href="https://theihs.org/ppe/game-theory/the-prisoners-dilemma/">https://theihs.org/ppe/game-theory/the-prisoners-dilemma/</a>
<i>8/26</i>	<i>Last Day to Register/Withdraw w/out College approval</i>
8/27	Game Theory and Cooperation I * Axelrod, <i>Evolution of Cooperation</i> , chapters 1-3
9/1	Game Theory and Cooperation II *Axelrod, <i>Evolution of Cooperation</i> , chapters 4-6 *Online Story/Game: "The Parable of the Polygon" <a href="https://ncase.me/polygons/">https://ncase.me/polygons/</a>
9/3	Cooperation and Trust *Axelrod, <i>Evolution of Cooperation</i> , chapters 7-9 *Online Story/Game: "The Evolution of Trust" <a href="https://ncase.me/trust/">https://ncase.me/trust/</a> +Online Game: "Golden Balls" – Split or Steal? <a href="https://www.youtube.com/watch?v=S0qjK3TWZE8">https://www.youtube.com/watch?v=S0qjK3TWZE8</a>
<b>9/7</b>	<b>Labor Day (Holiday)</b>

#### Topic 2: Equality, Justice and Property

9/8	Equality and Justice *IHS Video: "Liberalism and Equality of Opportunity" (David Schmidtz) <a href="https://theihs.org/ppe/equality/liberalism-and-equality-of-opportunity/">https://theihs.org/ppe/equality/liberalism-and-equality-of-opportunity/</a> *IHS Video: "Equal Treatment or Equal Outcome?" (David Schmidtz) <a href="https://theihs.org/ppe/equality/equal-treatment-or-equal-outcome/">https://theihs.org/ppe/equality/equal-treatment-or-equal-outcome/</a> *IHS Video: "The Rich Get Richer and the Poor Get Poorer" (David Schmidtz) <a href="https://theihs.org/ppe/equality/the-rich-get-richer-and-the-poor-get-poorer/">https://theihs.org/ppe/equality/the-rich-get-richer-and-the-poor-get-poorer/</a> *IHS Video: "Equal Shares and the Idea of a Social Contract" (David Schmidtz) <a href="https://theihs.org/ppe/equality/equal-shares-and-the-idea-of-a-social-contract/">https://theihs.org/ppe/equality/equal-shares-and-the-idea-of-a-social-contract/</a>
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9/10	Equality and Community – Cohen’s Thought Experiment *Book: Cohen, <i>Why not Socialism?</i>
<b>9/13</b>	<b>Short Paper 1: Write a 900-1200 word paper on the following question: “All We Need is Trust: True - False – Uncertain”?</b>
9/15	Equality and Community – Criticisms of Cohen *Book: Cohen, <i>Why not Socialism?</i> *Review, Jason Brennan, on “Bleeding Heart Libertarians,” March 29, 2011 <a href="https://bleedingheartlibertarians.com/2011/03/cohens-why-not-socialism/">https://bleedingheartlibertarians.com/2011/03/cohens-why-not-socialism/</a> *Review, James Otteson, <i>Independent Review</i> 15(3), Winter 2010/2011 <a href="https://www.independent.org/publications/tir/article.asp?id=823">https://www.independent.org/publications/tir/article.asp?id=823</a>
9/17	Of Property and Justice 1 *Book: Cohen, <i>Why not Socialism?</i> * <i>PPE Anthology</i> , pp. 131-43 (Locke, “Of Property”; Hume, “Of Justice and Property”; Marx, “Primitive Accumulation”) +Website: Aeon J. Skobe, “Smith and Locke on Property,” <i>AdamSmithWorks</i> , <a href="https://www.adamsmithworks.org/documents/smith-and-locke-on-property">https://www.adamsmithworks.org/documents/smith-and-locke-on-property</a>
<b>9/20</b>	<b>Short Paper 2: Write a 900-1200 word paper responding to either Cohen or his critics</b>
9/22	Of Property and Justice 2 * <i>PPE Anthology</i> , pp. 147-59 (Schmidtz, “The Institution of Property”) +Website: Jeremy Waldron, “Property and Ownership,” <i>Stanford Encyclopedia of Philosophy</i> (2020) <a href="https://plato.stanford.edu/entries/property/">https://plato.stanford.edu/entries/property/</a>

### Topic 3: Market Basics

9/24	* <i>PPE Anthology</i> , pp. 164-81 (Smith, “Of the Division of Labor”; Hayek, “The Use of Knowledge in Society”; Read, “I, Pencil”) *IHS Video: “The Market Process,” (Chris Coyne) <a href="https://theihs.org/ppe/how-markets-work-and-fail/the-market-process/">https://theihs.org/ppe/how-markets-work-and-fail/the-market-process/</a> * IHS Video: “Market Failure” (Jonathan Anomaly) <a href="https://theihs.org/ppe/how-markets-work-and-fail/market-failures/">https://theihs.org/ppe/how-markets-work-and-fail/market-failures/</a> *Video: “I, Pencil” (Leonard Read, Foundation of Economic Education) <a href="https://www.youtube.com/watch?v=IYO3tOqDISE">https://www.youtube.com/watch?v=IYO3tOqDISE</a> +Video: “It’s a Wonderful Loaf” (Russ Roberts) <a href="https://www.youtube.com/watch?v=ljULutAUL7o">https://www.youtube.com/watch?v=ljULutAUL7o</a>
9/29	* <i>PPE Anthology</i> , pp. 181-97 (Aquinas, “Sins Committed in Buying and Selling”; Locke, “What is a Fair Price?”; and Smith “Of the Expences of the Sovereign”) *IHS Video: “Market Fairness” (Mike Munger) <a href="https://theihs.org/ppe/how-markets-work-and-fail/market-fairness/">https://theihs.org/ppe/how-markets-work-and-fail/market-fairness/</a> +EconTalk Podcast: “Mary Hirschfeld on Economics, Culture, and Aquinas and the Market” <a href="https://www.econtalk.org/mary-hirschfeld-on-economics-culture-and-aquinas-and-the-market/">https://www.econtalk.org/mary-hirschfeld-on-economics-culture-and-aquinas-and-the-market/</a>

### Topic 4: Business – A Social Responsibility?

10/1	*Website: “The Social Responsibility of Business,” Milton Friedman <a href="http://umich.edu/~thecore/doc/Friedman.pdf">http://umich.edu/~thecore/doc/Friedman.pdf</a>
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	*EconTalk Podcast: “Tyler Cowen on <i>Big Business</i> ” <a href="https://www.econtalk.org/tyler-cowen-on-big-business/">https://www.econtalk.org/tyler-cowen-on-big-business/</a>
10/4	<b>Short Paper 3: Write a 900-1200 word paper on either a) can a market price be a fair price?, or b) does a company fulfill its social responsibility by making a profit?</b>

### Topic 5: Collective Action, Market Failure & Government Failure

10/6	* <i>PPE Anthology</i> , pp. 236-40 (Olson, “The Logic of Collective Action”)
10/8	* <i>PPE Anthology</i> , pp. 255-71 (Ostrom, “Collective Action and the Evolution of Social Norms”) +Video: “The Role of Culture in Solving Social Dilemmas,” Elinor Ostrom <a href="https://www.youtube.com/watch?v=47b_4sifMag">https://www.youtube.com/watch?v=47b_4sifMag</a>
10/13	Discussion of public-private partnerships *Website: The American Prairie Reserve : take a look at various parts of it. <a href="http://www.americanprairie.org/">www.americanprairie.org/</a> Then look more carefully at: <a href="http://www.americanprairie.org/building-the-reserve">www.americanprairie.org/building-the-reserve</a> ; and <a href="http://www.americanprairie.org/sites/default/files/Freese_Scale_Introduction.pdf">www.americanprairie.org/sites/default/files/Freese_Scale_Introduction.pdf</a>
10/15	* <i>PPE Anthology</i> , pp. 241-55 (Hampton, “Free Rider Problems in the Production of Collective Goods”)
10/20	* <i>PPE Anthology</i> , pp. 197-232 (Cowen, “Public Goods”; Anomaly, “Public Goods and Government Action”; D. Friedman, “Market Failures”) *Video: “Market Failure” (Jonathan Anomaly) <a href="https://theihs.org/ppe/how-markets-work-and-fail/market-failures/">https://theihs.org/ppe/how-markets-work-and-fail/market-failures/</a>
10/22	*Scheall (2019), “Ignorance and the Incentive Structure confronting Policymakers,” <i>Cosmos+Taxis</i> , 7: 1+2, 39-51 (available on Canvas) +Video: Roger Koppl, “Expert Failure, Faulty Forensics, and Fake News” <a href="https://www.youtube.com/watch?v=47b_4sifMag">https://www.youtube.com/watch?v=47b_4sifMag</a>
10/25	<b>Short Paper 4: Write a 900-1200 word paper on either a) the importance of the incentive structure a policymaker is situated in; or b) the role of norms and/or culture in “solving” institutional failures.</b>

### Topic 6: Ethics, Justice and the Law

10/27	* <i>PPE Anthology</i> , pp. 287-316 (Mill, excerpt from <i>Utilitarianism</i> ; and Rawls, excerpt from <i>A Theory of Justice</i> ) +IHS Video: “Liberalism and Equality of Opportunity” (David Schmidtz) <a href="https://theihs.org/ppe/equality/liberalism-and-equality-of-opportunity/">https://theihs.org/ppe/equality/liberalism-and-equality-of-opportunity/</a> +IHS Video: “Equal Treatment or Equal Outcome?” (David Schmidtz) <a href="https://theihs.org/ppe/equality/equal-treatment-or-equal-outcome/">https://theihs.org/ppe/equality/equal-treatment-or-equal-outcome/</a> <i>Both IHS videos were required earlier in the course, so perhaps just review.</i>
10/29	* <i>PPE Anthology</i> , pp. 294-344 (Rawls, excerpt from <i>A Theory of Justice</i> ; and Nozick, excerpt from <i>Anarchy, State and Utopia</i> ) *IHS Video: “What is Justice?” (Geoff Sayre-McCord) <a href="https://theihs.org/ppe/justice/what-is-justice-2/">https://theihs.org/ppe/justice/what-is-justice-2/</a> *IHS Video: “Justice and Individual Rights” (Geoff Sayre-McCord) <a href="https://theihs.org/ppe/justice/justice-and-individual-rights-2/">https://theihs.org/ppe/justice/justice-and-individual-rights-2/</a> *IHS Video: “Distributive Justice” (Geoff Sayre-McCord) <a href="https://theihs.org/ppe/justice/distributive-justice-2/">https://theihs.org/ppe/justice/distributive-justice-2/</a>



	*IHS Video: "Justice and the Law" (Geoff Sayre-McCord) <a href="https://theihs.org/ppe/justice/justice-and-the-law-2/">https://theihs.org/ppe/justice/justice-and-the-law-2/</a>
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### Topic 7: VOTE!! (or not?) *Election Day!*

11/3	* <i>PPE Anthology</i> , pp. 470-98 (G. Brennan/Lomasky, "Is there a Duty to Vote?"; and J. Brennan, "Polluting the Polls: When Citizens Should Not Vote") *IHS Video: "Expressive Voting" (Geoff Brennan) <a href="https://theihs.org/ppe/public-choice-economics/expressive-voting/">https://theihs.org/ppe/public-choice-economics/expressive-voting/</a> *Video: "Democracy and Voting" (Jason Brennan) <a href="https://www.youtube.com/watch?v=b4Da9pxXfPs">https://www.youtube.com/watch?v=b4Da9pxXfPs</a>
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### Topic 8: Public Choice

11/5	* <i>PPE Anthology</i> , 449-56 (Munger, "Rent-Seek and You will Find"; and Buchanan, "How Can Constitutions Be Designed So that Politicians Who Seek the Serve 'The Public Interest' Can Survive and Prosper?") *IHS Video: "Rent Seeking" (Mike Munger) *IHS Video: "Special Interest Groups" (Mike Munger)
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**11/8 Short Paper 5: Write a 900-1200 word paper on one of the following topics: a) can the market distribution of income be ethically defended?; b) what are you doing when you vote?; or c) is rent seeking a problem in a democratic society?**

11/10	* <i>PPE Anthology</i> , pp. 431-35, 456-67 (Buchanan, "Public Choice: Politics without Romance"; and Huemer, "Why People are Irrational about Politics") *IHS Video: "What is Public Choice Theory?" (Geoff Brennan) *IHS Video: "Bureaucracy" (Mike Munger)
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### Topic 9: Liberty! (And Paternalism?)

11/12	* <i>PPE Anthology</i> , pp. 516-26 (Mill, "On Liberty"; and Dworkin, "Paternalism") +Video: John Stuart Mill – On Liberty (Academy of Ideas) <a href="https://youtu.be/QWZrHUvhXcw">https://youtu.be/QWZrHUvhXcw</a> +Video: John Stuart Mill – On Liberty (Political Philosophy) <a href="https://youtu.be/8etKYSPqyMM">https://youtu.be/8etKYSPqyMM</a>
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11/17	* <i>PPE Anthology</i> , pp. 537-50 (Thaler/Sunstein, "Libertarian Paternalism is Not an Oxymoron") *Video: Cass Sunstein, "Libertarian Paternalism: Mental Nudges that Help You Save Times, Lives and Money" (Big Think) <a href="https://youtu.be/1jrrY2otrJk">https://youtu.be/1jrrY2otrJk</a>
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### Topic 10: Markets on the Margin

11/19	*Caplan, <i>Open Borders: The Science and Ethics of Immigration</i> , chs. 1-4 +Lant Pritchett, "Global Poverty: Place, Productivity or Program?" <a href="https://www.youtube.com/watch?v=m675COJ4uPg">https://www.youtube.com/watch?v=m675COJ4uPg</a>
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11/24 Caplan, *Open Borders: The Science and Ethics of Immigration*, chs. 5-8

**11/26 Thanksgiving Day (NO CLASS!) (give thanks!)**

12/1	* <i>PPE Anthology</i> , pp. 618-38 (Powell/Zwolinski, "The Ethical and Economic Case Against Sweatshop Labor: A Critical Assessment," and Coakley/Kates, "The Ethical and Economic Case for Sweatshop Regulation") + Video: "How Can Sweatshops Help the Poor Escape Poverty" (Matt Zwolinski)
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	<a href="http://www.econlib.org/archives/2012/06/matt_zwolinski.html">www.econlib.org/archives/2012/06/matt_zwolinski.html</a>
12/2	<b>Short Paper 6: Write a 900-1200 word paper either defending or criticizing Caplan's <i>Open Borders</i>. Use only the two most important issues to you as the basis for the paper. If you complete this paper, you cannot write the final paper on immigration as a PPE problem.</b>
12/3	<p>* <i>PPE Anthology</i>, pp. 638-62 (Munger, "They Clapped: Can Price Gouging Laws Prohibit Scarcity?"; Synder, What's the Matter with Price Gouging?; and Matt Zwolinski, "Price Gouging, Non-Worseness, and Distributive Justice")</p> <p>*IHS Video: "Price Gouging" (Mike Munger)  <a href="https://theihs.org/ppe/markets-on-the-margin/price-gouging/">https://theihs.org/ppe/markets-on-the-margin/price-gouging/</a></p> <p>+ J.D. Tucille, "Price-Gouging Laws Will Do More Harm Than Good During the Coronavirus Pandemic," <i>Reason</i> (posted 3.16.2020)  <a href="https://reason.com/2020/03/16/price-gouging-laws-will-do-more-harm-than-good-during-the-coronavirus-pandemic/">https://reason.com/2020/03/16/price-gouging-laws-will-do-more-harm-than-good-during-the-coronavirus-pandemic/</a></p> <p>+Matt Zwolinski, "From Natural Disasters to the Coronavirus: Why Price Gouging Laws Hurt the Most Vulnerable"  <a href="https://www.youtube.com/watch?v=6jKI-SgJQVc&amp;feature=youtu.be">https://www.youtube.com/watch?v=6jKI-SgJQVc&amp;feature=youtu.be</a></p>
<b>Final Assignment: The PPE Paper (see instructions on Canvas) is due by conclusion of our course's assigned final exam period (TBA)</b>	

# CEL 394: Philosophy, Politics & Economics (PPE)

School of Civic and Economic Thought and Leadership  
Arizona State University

## REQUIRED Books/Readings

### **Textbook:**

Jonathan Anomaly, Geoffrey Brennan, Michael C. Munger, and Geoffrey Sayre-McCord. *Philosophy, Politics, and Economics: An Anthology*. (Oxford University Press, 2016). ISBN: 978-0190207311 (paperback)

### **Other Required Books:**

Robert Axelrod. *The Evolution of Cooperation* (Revised Edition). (Basic Books, 2006). ISBN: 978-0465005642 (paperback)

Bryan Caplan. *Open Borders: The Science and Ethics of Immigration*. (First Second, 2019). ISBN: 978-1250316967 (paperback)

G. A. Cohen. *Why Not Socialism?* (Princeton University Press, 2010). ISBN: 9780691143613 (hardcover, but small).

## Table of Contents of *Philosophy, Politics, and Economics: An Anthology*

### CONTENTS

*Preface* vii

*Introduction* xviii

#### CHAPTER 1 POLITICAL AUTHORITY 1

PLATO / *Crito* 3

THOMAS HOBBES / *Leviathan* 10

JOHN LOCKE / *Popular Basis of Political Authority* 18

DAVID HUME / *Of the Original Contract* 22

JEAN-JACQUES ROUSSEAU / *The Social Contract* 26

#### CHAPTER 2 RATIONAL CHOICE 35

GARY BECKER / *The Economic Way of Looking at Behavior* 37

DAVID SCHMIDTZ / *Reasons for Altruism* 44

DAVID GAUTHIER / *Rationality: Maximization Constrained* 56

GREGORY KAVKA / *The Tossin Puzzle* 70

#### CHAPTER 3 GAME THEORY 73

SIMON BLACKBURN / *Game Theory and Rational Choice* 78

THOMAS SCHELLING / *Dynamic Models of Segregation* 89

GERRY MACKIE / *Ending Foot Binding and Infibulation:*

*A Convention Account* 97

GEOFFREY BRENNAN AND GORDON TULLOCK / *An Economic Theory of Military Tactics:*

*Methodological Individualism*

*in War* 116

**CHAPTER 4 PROPERTY 129**

- JOHN LOCKE / *Of Property* 131  
DAVID HUME / *Of Justice and Property* 133  
KARL MARX / *Capital: "Primitive Accumulation"* 141  
THOMAS PAINE / *Agrarian Justice* 143  
DAVID SCHMIDTZ / *The Institution of Property* 147

**CHAPTER 5 MARKETS 160****Market Advantages**

- ADAM SMITH / *Wealth of Nations, "Of the Division of Labor"* 164  
FRIEDRICH HAYEK / *The Use of Knowledge in Society* 172  
LEONARD READ / *J. Pencil* 178

**Market Fairness**

- ST. THOMAS AQUINAS / *Sins Committed in Buying and Selling* 181  
JOHN LOCKE / *What is a Fair Price?* 187  
ADAM SMITH / *Wealth of Nations, "Of the Expenses of the Sovereign"* 189

**Market Failures**

- TYLER COWEN / *Public Goods* 197  
JONATHAN ANOMALY / *Public Goods and Government Action* 199  
DAVID FRIEDMAN / *Market Failures* 214

**CHAPTER 6 COLLECTIVE ACTION 233**

- MANCUR OLSON / *The Logic of Collective Action* 236  
JEAN HAMPTON / *Free Rider Problems in the Production of Collective Goods* 241  
ELINOR OSTROM / *Collective Action and the Evolution of Social Norms* 255  
SAMUEL BOWLES AND HERBERT GINTIS / *The Evolutionary Basis of Collective Action* 271

**CHAPTER 7 JUSTICE 283**

- JOHN STUART MILL / *Utilitarianism* 287  
JOHN RAWLS / *A Theory of Justice* 294  
ROBERT NOZICK / *Anarchy, State, and Utopia* 317  
GERALD COHEN / *Robert Nozick and Will Chamberlain: How Patterns Preserve Liberty* 345

Contents v

**CHAPTER 8 EQUALITY 350**

- HARRY FRANKFURT / *Equality as a Moral Ideal* 352  
RICHARD ARNESON / *Equality and Equal Opportunity for Welfare* 368  
AMARTYA SEN / *Equality of What?* 377  
ROBERT NOZICK / *Equality of Opportunity* 386  
KURT VONNEGUT / *Harrison Bergeron* 388

**CHAPTER 9 COST-BENEFIT ANALYSIS 392**

- STEVEN KELMAN / *An Ethical Critique of Cost-Benefit Analysis* 394  
ELIZABETH ANDERSON / *Cost-Benefit Analysis, Safety, and Environmental Quality* 401  
DAVID SCHMIDTZ / *A Place for Cost-Benefit Analysis* 412

**CHAPTER 10 PUBLIC CHOICE 427**

- JAMES BUCHANAN / *Public Choice: Politics without Romance* 431  
ANTHONY DOWNS / *An Economic Theory of Political Action in a Democracy* 436  
MICHAEL MUNGER / *Repeal Seek and You will Find* 449  
JAMES BUCHANAN / *How Can Constitutions Be Designed So That Politicians Who Seek to Serve "Public Interest" Can Survive and Prosper?* 452  
MICHAEL HUEMER / *Why People Are Irrational about Politics* 456

**CHAPTER 11 REASONS TO VOTE 468**

- GEOFFREY BRENNAN AND LOREN LOMASKY / *Is There a Duty to Vote?* 470  
JASON BRENNAN / *Polluting the Polls: When Citizens Should Not Vote* 487  
GEOFFREY BRENNAN AND GEOFFREY SAYRE-MCCORD / *Voting and Causal Responsibility* 499

**CHAPTER 12 LIBERTY AND PATERNALISM 514**

- JOHN STUART MILL / *On Liberty* 516  
GERALD DWORRIN / *Paternalism* 526  
RICHARD THALER AND CASS SUNSTEIN / *Libertarian Paternalism Is Not an Oxymoron* 537

**CHAPTER 13. MARKETS ON THE MARGIN 551**

---

**Sex**MARTHA NUSSBAUM / *Whether from Reason or Prejudice: Taking Money for Bodily Services* 556DAVID FRIEDMAN / *Marriage, Sex, and Babies* 572**Drugs**MICHAEL HUEMER / *America's Unjust Drug War* 583PETER DE MARNEFFE / *Against the Legalization of Drugs* 591JEFFREY MIRON / *The Economics of Drug Prohibition and Drug Legalization* 600**Organs**ARTHUR CAPLAN / *Organ Transplantation* 610GERALD DWORKIN / *Markets and Morals: The Case for Organ Sales* 614**Sweatshops**BENJAMIN POWELL AND MATT ZWOLINSKI / *The Ethical and Economic Case Against Sweatshop Labor: A Critical Assessment* 618MATHEW COARLEY AND MICHAEL KATES / *The Ethical and Economic Case for Sweatshop Regulation* 631**Price Gouging**MICHAEL MUNGER / *They Clapped: Can Price Gouging Laws Prohibit Scarcity?* 638JEREMY SNYDER / *What's the Matter with Price Gouging?* 642MATT ZWOLINSKI / *Price Gouging, Non-Worseness, and Distributive Justice* 656