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: School of Civic and Economic Thought and Leadership

Prefix: CEL  Number: 394  Title: Philosophy, Politics and Economics  Units: 3

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.

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

Department Chair/Director approval: (Required)
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.

### ASU--[SB] CRITERIA

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>✓</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction. syllabus</td>
</tr>
<tr>
<td>✗</td>
<td>✓</td>
<td>2. Course content emphasizes the study of social behavior such as that found in: Economics syllabus</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>• ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>• HISTORY</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). syllabus and sb justification</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4. Course illustrates use of social and behavioral science perspectives and data. syllabus and sb justification</td>
</tr>
</tbody>
</table>

### THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- 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.
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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
<td>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</td>
</tr>
<tr>
<td>2</td>
<td>Papers all deal with integrating PPE in specific questions</td>
<td>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</td>
</tr>
<tr>
<td>3</td>
<td>This is the purpose of the course. See the course objectives</td>
<td>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.</td>
</tr>
</tbody>
</table>
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
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

<table>
<thead>
<tr>
<th>Read</th>
<th>Discuss</th>
<th>Write</th>
<th>Repeat</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assigned material before class</td>
<td>During Class Zoom session</td>
<td>Short Papers</td>
<td></td>
</tr>
</tbody>
</table>

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:**

**Other Required Books:**

**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/ppe/. 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 an 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:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Personal Statement</td>
<td>5%</td>
</tr>
<tr>
<td>Short Papers (5/6 papers, 10% each)</td>
<td>50%</td>
</tr>
<tr>
<td>PPE Paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
<td>80-84</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>76-80</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
<td>70-76</td>
</tr>
<tr>
<td>B</td>
<td>84-87</td>
<td>60-70</td>
</tr>
<tr>
<td>C</td>
<td>80-84</td>
<td>50-60</td>
</tr>
<tr>
<td>D</td>
<td>76-80</td>
<td>0-60</td>
</tr>
</tbody>
</table>

**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 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](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](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](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:* [	extit{PPE Anthology} = text by Anomaly and others]; [*]=required; [+]=recommended;* 

### University Holidays and Notable Semester Dates; Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/20</td>
<td>First Day! Course Basics; Philosophy, Politics &amp; Economics?: A Conceptual Introduction</td>
</tr>
<tr>
<td>8/23</td>
<td>Personal Statement Due before 11 pm</td>
</tr>
</tbody>
</table>

#### Topic 1: Rationality, Cooperation & Trust
- **8/25**
  - Introduction to Game Theory and Coordination Games
  - *PPE Anthology, 76-77* (just the basic structure of games)
  - *IHS Video: Introduction to Game Theory (Johnathan Anomaly)*
  - *IHS Video: Coordination Games (Chris Coyne)*
  - *IHS Video: “The Prisoner’s Dilemma” (Chris Coyne)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26</td>
<td>Last Day to Register/Withdraw w/out College approval</td>
</tr>
</tbody>
</table>
| 8/27 | Game Theory and Cooperation I
  - *Axelrod, Evolution of Cooperation*, chapters 1-3 |
| 9/1  | Game Theory and Cooperation II
  - *Axelrod, Evolution of Cooperation*, chapters 4-6
  - *Online Story/Game: “The Parable of the Polygon”*
    - [https://ncase.me/polygons/](https://ncase.me/polygons/)
| 9/3  | Cooperation and Trust
  - *Axelrod, Evolution of Cooperation*, chapters 7-9
  - *Online Story/Game: “The Evolution of Trust”*
    - [https://ncase.me/trust/](https://ncase.me/trust/)
  + *Online Game: “Golden Balls” – Split or Steal?*
    - [https://www.youtube.com/watch?v=S0qjK3TWZE8](https://www.youtube.com/watch?v=S0qjK3TWZE8)
| 9/7  | Labor Day (Holiday) |

#### Topic 2: Equality, Justice and Property
- **9/8**
  - Equality and Justice
  - *IHS Video: “Liberalism and Equality of Opportunity” (David Schmidtz)*
  - *IHS Video: “Equal Treatment or Equal Outcome?” (David Schmidtz)*
    - [https://theihs.org/ppe/equality/equal-treatment-or-equal-outcome/](https://theihs.org/ppe/equality/equal-treatment-or-equal-outcome/)
  - *IHS Video: “The Rich Get Richer and the Poor Get Poorer” (David Schmidtz)*
  - *IHS Video: “Equal Shares and the Idea of a Social Contract” (David Schmidtz)*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10</td>
<td>Equality and Community – Cohen’s Thought Experiment</td>
<td>*Book: Cohen, <em>Why not Socialism?</em></td>
</tr>
<tr>
<td>9/13</td>
<td><strong>Short Paper 1:</strong> Write a 900-1200 word paper on the following question:</td>
<td>“All We Need is Trust: True – False – Uncertain”?</td>
</tr>
<tr>
<td>9/20</td>
<td><strong>Short Paper 2:</strong> Write a 900-1200 word paper responding to either Cohen or his critics</td>
<td></td>
</tr>
<tr>
<td>9/22</td>
<td>Of Property and Justice 2</td>
<td><em>PPE Anthology</em>, pp. 147-59 (Schmidtz, “The Institution of Property”)</td>
</tr>
<tr>
<td>Topic 3: Market Basics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*IHS Video: “Market Failure” (Jonathan Anomaly)</td>
<td>*Video: “I, Pencil” (Leonard Read, Foundation of Economic Education)</td>
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<tr>
<td></td>
<td>+Video: “It’s a Wonderful Loaf” (Russ Roberts)</td>
<td>+Video: “It’s a Wonderful Loaf” (Russ Roberts)</td>
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<tr>
<td>Topic 4: Business – A Social Responsibility?</td>
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<tr>
<td>Date</td>
<td>Assignment/Topic</td>
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<tr>
<td>10/4</td>
<td>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?</td>
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<tr>
<td>Topic 5: Collective Action, Market Failure &amp; Government Failure</td>
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<tr>
<td>10/6</td>
<td>*PPE Anthology, pp. 236-40 (Olson, “The Logic of Collective Action”)</td>
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</table>
+Video: “The Role of Culture in Solving Social Dilemmas,” Elinor Ostrom  
https://www.youtube.com/watch?v=47b_4sifMag |
| 10/13 | Discussion of public-private partnerships  
*Website: The American Prairie Reserve: take a look at various parts of it.  
www.americanprairie.org/  
Then look more carefully at:  
www.americanprairie.org/building-the-reserve ; and  
www.americanprairie.org/sites/default/files/Freese_Scale_Introduction.pdf |
*Video: “Market Failure” (Jonathan Anomaly)  
+Video: Roger Koppl, “Expert Failure, Faulty Forensics, and Fake News”  
https://www.youtube.com/watch?v=47b_4sifMag |
| 10/25 | 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. |
| Topic 6: Ethics, Justice and the Law |
| 10/27 | *PPE Anthology, pp. 287-316 (Mill, excerpt from Utilitarianism; and Rawls, excerpt from A Theory of Justice)  
+IHS Video: “Liberalism and Equality of Opportunity” (David Schmidt)  
+IHS Video: “Equal Treatment or Equal Outcome?” (David Schmidt)  
https://theihs.org/ppe/equality/equal-treatment-or-equal-outcome/  
Both IHS videos were required earlier in the course, so perhaps just review. |
| 10/29 | *PPE Anthology, pp. 294-344 (Rawls, excerpt from A Theory of Justice; and Nozick, excerpt from Anarchy, State and Utopia)  
*IHS Video: “What is Justice?” (Geoff Sayre-McCord)  
https://theihs.org/ppe/justice/what-is-justice-2/  
*IHS Video: “Justice and Individual Rights” (Geoff Sayre-McCord)  
*IHS Video: “Distributive Justice” (Geoff Sayre-McCord)  
https://theihs.org/ppe/justice/distributive-justice-2/ |
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 *Video: “Democracy and Voting” (Jason Brennan)  
 https://www.youtube.com/watch?v=b4Da9pxXfPs | *IHS Video: “Justice and the Law” (Geoff Sayre-McCord)  
| 11/5   | PPE Anthology, 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) | |
| 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? | |
 *IHS Video: “Bureaucracy” (Mike Munger) | |
 +Video: John Stuart Mill – On Liberty (Academy of Ideas)  
 +Video: John Stuart Mill – On Liberty (Academy of Ideas)
 +Video: John Stuart Mill – On Liberty (Political Philosophy)
https://youtu.be/QWZrHUvhXcw
https://youtu.be/8etKYSPqyMM |
| 11/17  | PPE Anthology, 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) | *PPE Anthology, 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)
https://youtu.be/1jrrY2otrJk |
| 11/19  | Caplan, Open Borders: The Science and Ethics of Immigration, chs. 1-4  
 +Lant Pritchett, “Global Poverty: Place, Productivity or Program?” | *Caplan, Open Borders: The Science and Ethics of Immigration, chs. 1-4
+Lant Pritchett, “Global Poverty: Place, Productivity or Program?”
https://www.youtube.com/watch?v=m675COJ4uPg |
| 11/24  | Caplan, Open Borders: The Science and Ethics of Immigration, chs. 5-8 | |
| 11/26  | Thanksgiving Day (NO CLASS!) (give thanks!) | |
+Video: “How Can Sweatshops Help the Poor Escape Poverty” (Matt Zwolinski)
Short Paper 6: Write a 900-1200 word paper either defending or criticizing Caplan’s *Open Borders*. 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.

12/3


* IHS Video: “Price Gouging” (Mike Munger)
  [https://theihs.org/ppe/markets-on-the-margin/price-gouging/](https://theihs.org/ppe/markets-on-the-margin/price-gouging/)


+ Matt Zwolinski, “From Natural Disasters to the Coronavirus: Why Price Gouging Laws Hurt the Most Vulnerable”
  [https://www.youtube.com/watch?v=6jKl-SgJQVc&feature=youtu.be](https://www.youtube.com/watch?v=6jKl-SgJQVc&feature=youtu.be)

Final Assignment: The PPE Paper (see instructions on Canvas) is due by conclusion of our course’s assigned final exam period (TBA)
CEL 394: Philosophy, Politics & Economics (PPE)
School of Civic and Economic Thought and Leadership
Arizona State University

REQUIRED Books/Readings

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Other Required Books:

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