

## 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>300</b>
Title:	Capitalism and Great Economic Debates		
Units:	3.0		

**Course description:** The goal of this course is to introduce students to the study of political economy—understood as a historical-theoretical endeavor. Political economy is the study of the interactions and inter-relationships between the market and the state; between institutions and actors in historical context. We will explore these connections along three dimensions: 1) the relationship between economics and the development of the modern nation state; 2) the intellectual and historical causes of economic growth; and 3) the relationship between markets and morality in human institutions, ideas, and events

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**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** Historical Awareness—H

**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 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

### 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:

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

**Proposals must be submitted electronically with all files compiled into one PDF.**

### Contact information:

Name	Trevor Shelley	E-mail	<a href="mailto:Trevor.shelley@asu.edu">Trevor.shelley@asu.edu</a>	Phone	602-391-6657
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**Department Chair/Director approval: *(Required)***

Chair/Director name (Typed): Paul Carrese Date: 11/3/2021

Chair/Director (Signature): 

## **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.

<b>ASU--[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
<b>YES</b>	<b>NO</b>		<b>Identify Documentation Submitted</b>
<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
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		• 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	Humanities (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 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	This course focuses on the rise of commerce in general, and of capitalism in particular, in light of broad historical developments	"Course Objectives" Nos. 2, 3, & 4 demonstrate the overarching historical focus of the course
2	This course examines different theories for the historical rise of capitalism; how events and human intentions are responsible for this development	Under "Reading Schedule and Assignments" Weeks 4 & 5 ("Explaining the Rise of Capitalism") engage different theories about the historical causes and variables involved in the rise of capitalism;
3	This course systematically examines the different institutional contexts of antiquity and modernity, and their respective and changing views on, as well as practices of, commerce	The course opens by discussing the institutions--the socio-political-economic context--of the ancient world (Weeks 2-4 examine the ancient polis or city and the ancient empire), and then accounts for the eventual rise of the modern nation-state and its contributing factor in the rise of capitalism; thus highlighting in a systematic manner the way institutions change over time and what effects this can have
4	The course as a whole constantly probes the intersection of economic and political ideas and institutions, and is designed in its outline to do just this, as supported by its various readings	The course objectives speak to this broad scope, and the 3 "dimensions" of study (stipulated in the "Course Description") as the course at large engages with the complex relationship between ideas, institutions, and events--all of which play an important role in accounting for the dramatic transformation of views and developments in practice of market activity, human labor, and commerce in general. The combination of

		primary texts and historical accounts--as highlighted in the "Reading Schedule and Assignments"--help to bring this combination of factors to the surface.
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**CEL 300: CAPITALISM AND GREAT ECONOMIC DEBATES**  
**Spring 2022**  
**(Lectures Tues & Thurs 12:00 - 1:15am; DH 206)**

*“And if commerce is of any benefit to a city,  
the honoring of whomever does this best would also  
attract many people engaged in commerce.”*

—Xenophon, “Hiero, Or The Skilled Tyrant”

**Instructor:** Professor Trevor Shelley

**Email:** [Trevor.shelley@asu.edu](mailto:Trevor.shelley@asu.edu)

**Office:** Social Sciences 107F

**Office Hours:** Tues & Thurs 1:30 - 2:30am (or by appointment)

**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: 1) the relationship between economics and the development of the modern nation state; 2) the intellectual and historical causes of economic growth; and 3) the relationship between markets and morality in human institutions, ideas, and events. CEL 300 is the first course in a three-course sequence. In this course we will stress the relationship—positive and/or negative—between markets and morality. Our approach will be historical and comparative.

We will begin with a fundamental but puzzling question. Economics is the study of economic behavior. But what is *economic* behavior? What is the relative status, worth, or dignity of economic behavior in comparison to other forms 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. If this is true, what are the moral implications of this greater prominence, and what are the causal factors for this significant change?

We will first turn for help with these questions to the classical world which, for the most part, 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. As we will see these two developments are intimately related. What explains this revaluation of values? We will consider explanations that focus on religion, technology, cultural shifts, institutions and/or ideas. We will also consider some of the most powerful religious and modern philosophical critiques of capitalism.

In addition to the heavy emphasis on participation and discussion in class, this course consists of various writing assignments. Thus, students will have the opportunity to develop communication skills—written and verbal—while engaging political and ethical ideas.

**Course Objectives**

Upon successful completion of the course, students will have acquired the following:

1. Students will understand many of the basic arguments and intuitional contexts for and against modern market societies.
2. Students will understand the contributions of the key figures and factors in the origins and development of political economy.
3. Students will understand the different perspectives across history on commerce, especially the contrasting pre-modern and modern approaches to markets.

**Commented [TS1]:** These connections speak directly to the course's combination of analysis of historical context, the causes and effects of events and ideas over time, the various factors (such as institutions, individuals, and ideas) responsible for initiating changes in the relationship of social, political, and economic aspects of human life.



4. Students will understand the major theories about the rise of capitalism in history.

### Required Materials

Jerry Z. Muller, *The Mind and the Market: Capitalism in Western Thought* (New York: Anchor Books, 2003). ISBN: 978-0385721660

Albert O. Hirschman, *The Passions and the Interests: Political Arguments for Capitalism before its Triumph* (Princeton: Princeton University Press, 2013). ISBN: 9780691160252

\*\*\* All other readings to be provided on Canvas

### Requirements

Students' performance in the course will be evaluated according to the following required assignments:

1. Attendance and Class Participation: 10%
2. Weekly "Observation and Analysis": 20%
3. Two Essays of 4-5 pages on Assigned Topics: 30% (15% each)
4. One Final Research Paper Outline/Proposal: 10%
5. One Final Research Paper of ~10 pages on Topic of Choice: 30%

#### **1. Attendance and Participation (10%)**

Attendance at all class meetings and completion of all reading assignments are **required**. ***Anything more than two (2) non-excused absences*** will result in a reduction of 2% in overall participation grade per missed class. Participation consists of asking questions, making comments, highlighting passages of interest/import in the text(s), engaging in discussion, and generally demonstrating a level of engagement with the texts and the topics of the course.

\*\*\* Please see SCETL attendance policy details above.

#### **2. Weekly "Observation and Analysis" (20%)**

Each week students will be required to write a reflection (no more than 2 pages, double-spaced, 12-pt font) raising at least two questions or making at least two observations on the readings of the week and explaining just why you think the question or observation is significant. ***Reflections are due each Friday by 4pm***, to be submitted via Canvas. Students are encouraged to be specific and textual, with focus on important concepts, arguments, ideas and/or passages from the text.

#### **3. 2 Short (4-5 page) Essays (30% - 15% each)**

Each student will write 2 (two) 4-5page analytical essays (standard margins, 12-pt font, double spaced, etc.) on topics provided. ***Papers will be due the 6<sup>th</sup> and 12<sup>th</sup> week of the semester***. Good papers will consist of clear, organized and orderly responses to the prompts with judicious use of class texts in support of the argument/response formulated.

***Paper One DUE Week 6 (Sun. Feb. 14 by 11:59pm); Paper Two DUE Week 12 (Sun. Mar. 28 by 11:59pm)***

#### **4. 1 Final Research Paper Outline/Proposal (10%)**

Each student will write one ~10-page final paper, on a topic determined by the student. The paper will answer a narrowly focused research question. The question may involve a thinker, an issue, a time period, or some combination of these.

***Students will be required to provide a proposal and/or outline (possibly even a short draft) of their paper three weeks***

**Commented [TS2]:** The objectives directly speak to all the "H" requirements; Nos. 2, 3, & 4 especially illustrate the overall historical thrust of the course; Nos. 2, 3, & 4 likewise speak to the historical events and developmental sequencing focus of the course; Nos. 1 & 4 address the institutional contexts of commerce, to contrast the variety across time; Nos. 1-4 all highlight the complex relationship between ideas, events, and institutions of a social, political, and economic nature.

**Commented [TS3]:** Muller's work is a comprehensive examination of both the ideas and events that contribute to changing theories and practices regarding commerce. This book serves as the backbone of the course, demonstrating #1 (history is a major focus of the course), #2 (explaining capitalism's development through a sequence of events and factors), #3 (highlights institutional change over time), and #4 (clearly outlines the relationship between events and ideas and human action in a broad social, political and economic context—examining precisely these spheres in changing relation to each other)

**Commented [TS4]:** Hirschman's work is a text in the history of ideas and institutions explaining the major changes and shifts in thinking and practice regarding human motivations, and why these things change—likewise covering all 4 major criteria of the "H" designation

**before the due date (in Week 13).** The outline and draft will be returned to you with suggestions for revision. Students are encouraged to begin thinking about their paper topic/research question early and are encouraged to discuss and work it out in consultation with the instructor even prior to submission of the outline/proposal.

#### 5. 1 Final Research Paper (30%)

As per above (#4), each student will write one ~10-page final paper, on a topic determined by the student. The paper will answer a narrowly focused research question. The question may involve a thinker, an issue, a time period, or some combination of these. The best essays will formulate a clear thesis/argument, will have a coherent and logical structure and outline, and will substantiate the case being made with reference to—and quotation from—supporting texts and materials.

**Final Paper DUE Week 16 (Mon. Apr. 26 by 11:59pm)**

Grading Scale:

A+	97-100%	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	F	63 or less
B-	80-83	D	64-66

#### COURSE AND UNIVERSITY POLICIES

- I. ACADEMIC INTEGRITY  
Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. 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/academic-integrity/>.
- II. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES  
Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) 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 (V) or (480) 965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc).
- III. 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.
- IV. TITLE IX AND UNIVERSITY POLICY  
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>.

V. UNIVERSITY 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 [we are] obligated to report any information I [we] become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://coass.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

VI. COPYRIGHTED MATERIALS

Students should be careful to refrain from uploading to any course shell, discussion board, or website used by the course instructor[s] or other course forum, material that is not students' original work, unless students first comply with all applicable copyright laws. The instructors reserve the right to delete materials on the grounds of suspected copyright infringement.

VII. CLASSROOM DECORUM AND ELECTRONICS USAGE

This course aims to provide a learning environment in which we consider and respect diverse viewpoints. We should reflect that consideration and respect through attentive listening and respectful interactions. To that end, please silence your phone and all other electronic devices in the classroom, and refrain from holding side conversations in class.

In addition to all the distractions and temptations that electronic devices pose in the classroom, they also tend to create physical and figurative walls between you, your fellow students, and your instructors. Research further suggests that notetaking by hand is more beneficial than typed notes. Thus, in order to promote robust discussion and optimal learning, **please use electronics only if you need to do so to access course readings.**

VIII. FACE COVERING AND SOCIAL DISTANCING POLICIES

In keeping with ASU's campus policies, **face coverings must be worn and social distancing guidelines must be followed when attending in-person class sessions.** For more information about ASU's policies for the fall semester, see <https://www.asu.edu/about/fall-2020>. If you require an accommodation due to a disability, please directly contact the Disability Resource Center and keep your instructors apprised of their response.

IX. ATTENDANCE, ABSENCES, AND ASU SYNC

The university Provost has asked faculty to accommodate student requests to take immersion courses only in ASU Sync mode. An important consideration as a student in this course is that ***all courses in the School of Civic & Economic Thought and Leadership emphasize classroom/seminar discussion, thus active participation by students in a joint learning endeavor with faculty. If you request to take the course only in ASU Sync mode, you should be attentive to additional efforts you might make,*** and additional interaction you might request of the instructors and/or classmates in the course, to ensure you are gaining the most learning possible from a discussion-based course.

Attendance in either modality (in-person or ASU Sync) at regularly designated class times is expected of all students enrolled in this course. Late arrival and early departure are discouraged, though preferable to a complete absence. Your attendance record will impact your Attendance and Participation grade and will likely influence your performance on other assignments in the course. Please notify the instructor ***in advance*** if it is necessary to miss all or part of a class meeting. When applicable, submit documentation for excused absences in accommodation of religious observances/practices and university-sanctioned activities in accordance with ACD 304-04 and ACD 304-02 in the Academic Affairs Manual.

For more on attendance policies, please consult the Course Requirements.

X. LATE ASSIGNMENTS

It is best for your own learning to submit assignments according to the syllabus due dates. Thus, as an incentive for students to submit assignments on time, and in fairness to all the students in the course, late assignments will receive an immediate deduction of one letter grade and subsequent deductions of a letter grade for each week that they are late.

XI. EXTENUATING CIRCUMSTANCES

It is understandable that extenuating circumstances arise from time to time. Adequate documentation of your extenuating circumstance should be provided in these cases. The sooner these are submitted, the more likely it will be possible for an accommodation to be made.

XII. COMMUNICATION WITH INSTRUCTORS OUTSIDE OF CLASS

While we strive to respond to e-mails quickly, a good rule of thumb is to expect that it will take at least 24 hours to receive a response to your correspondence. Please make every effort to plan ahead in light of this.

XIII. HONORS CONTRACTS AVAILABLE

If you are interested in pursuing an Honors Enrichment Contract for this course, please consult with your instructors at the beginning of the semester. For more information about honors contracts, please see the following website: <https://barretthonors.asu.edu/academics/honors-courses-and-contracts/honors-enrichment-contracts>

**Reading Schedule and Assignments**

\*\*\*Please Note: Dates and reading assignments are subject to change.

\*\*\*Please Note: Bring all relevant readings to class; readings are to be completed before class.

**WEEK 1**

T Jan 12

Introduction: What is Political Economy? And...Some Churchill  
Churchill, "Mass Effects of Modern Life"

TH Jan 14

Debating markets and morality:  
Jonathan Haidt, [Moral Psychology and Capitalism](#)

**PREMODERN VIEWS OF THE MARKET**

**WEEK 2**

T Jan 19

Muller, ch. 1; Aristotle, *Politics*, Book I, 1-3.

TH Jan 21

Aristotle, *Politics*, Book I, 4-13.

**WEEK 3**

T Jan 26

Aristotle, *Politics*, Book II, 1-6, 11, *Ethics*, Book IV, 1-3, Book V, 5.

TH Jan 28

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

**WEEK 4**

T Feb 2

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

**Commented [TS5]:** Examines premodern views of the market in the context of ancient political institutions and social structures, i.e., the city-state and the empire, which are later contrasted with the institutions of the modern commercial republics and nation-state

## EXPLAINING THE RISE OF CAPITALISM

TH Feb 4

Douglass C. North, "Institutions, Ideology, and Economic Performance."  
Joel Mokyr, "Progress Isn't Natural."  
Liah Greenfeld, "Nationalism and Economic Growth."

### WEEK 5

T Feb 9

Deidre McCloskey, *Bourgeois Equality* (video).  
Max Weber, *The Protestant Ethic and the Spirit of Capitalism* (excerpts).

TH Feb 11

Hirschman, *Passions and the Interests* (Part 1)

**Commented [TS6]:** Especially relevant for No. 2 as this section examines and explains the development of capitalism as a sequence of events influenced by a variety of factors

## CAPITALISM AND LIBERAL POLITICAL THOUGHT

### WEEK 6

\*\*\* **Paper One DUE SUNDAY FEB. 14 by 11:59pm**

T Feb 16:

Pieter de la Court's, *Political Maxims of the State of Holland* (selections on commerce and religious toleration).  
Thomas Hobbes, *Leviathan*, Ch. 13ff.

TH Feb 18

Locke, *Second Treatise*, Chs. 2, 5 and "Essay on the Employment of the Poor."

### WEEK 7

T Feb 23

Mandeville, "Fable of the Bees."

TH Feb 25

Hirschman, *Passions and the Interests* (Parts 2 & 3)

**Commented [TS7]:** This section examines the intellectual rise of liberalism as a contributing factor for capitalism as well as the significance of the emergent modern nation-state as a crucial instrument for shifting views and practices of commerce

### WEEK 8

T Mar 2

Franklin, *Autobiography*, Part One

Th Mar 4

Franklin, *Autobiography*, Part Two & "Way to Wealth"

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

### WEEK 9

T Mar 9

Hume, "On Refinement in the Arts" and "Of Commerce."  
Constant, *On the Liberty of the Ancients and the Moderns*

TH Mar 11

Muller, Ch. 3 on Smith. Smith, *Theory of Moral Sentiments*, I.i.1-2, II.ii.1-3.

## WEEK 10

T Mar 16

Smith, *Theory of Moral Sentiments*, IV.i, VI.i.

TH Mar 18

Smith, *Wealth of Nations*, Bks I.1-3, III.2-4, (V.1.a-b recommended).

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.

## WEEK 11

T Mar 23

Smith, *Wealth of Nations*, Bks I.4-10, II.2-3, IV.1-2.

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.

TH Mar 25

Smith, *Wealth of Nations*, Bk V.1.a, f, g.

The role of the state: defense; justice; education; religion; public works.

“SATANIC MILLS”?

**Commented [TS8]:** This section examines the conditions of commercial England, the new social, economic, and political institutions and activities of a modern commercial society and the nation of England, to highlight just how much things have changed, and how different from the ancient, pre-modern world, things have become

## WEEK 12

\*\*\* Paper Two DUE SUNDAY MAR. 28 by 11:59pm

T Mar 30

Muller, ch. 2 on Voltaire.

Rousseau, *Second Discourse*, Preface, Part Two (plus notes).

TH Apr 1

Rousseau, *Second Discourse*, Preface, Part Two (plus notes) cont'd

## WEEK 13

T Apr 6

Rousseau, *Discourse on Political Economy*

TH Apr 8

Muller, Ch. 6 on Hegel and ch. 7 on Marx and Marx, selections from *Economic and Philosophic Manuscripts*, “Theses on Feuerbach.”

## WEEK 14

T Apr 13

Marx, “On the Jewish Question.”

Marx, selections from *Capital*.

TH Apr 15

Marx, *Communist Manifesto* Parts I-II.  
Marx, *Critique of the Gotha Program*.

### CONTEMPORARY QUESTIONS & CONCERNS

#### WEEK 15

T Apr 20

Law and Liberty Symposium on Economic Nationalism  
Samuel Gregg, "How Economic Nationalism Hurts Nations"  
Oren Cass, "Comparative Disadvantage"  
Daniel McCarthy, "Economic Nationalism as Political Realism"  
Richard M. Reinsch II, "Economic Nationalism Can't Heal the US"  
Samuel Gregg, "Why the Case for Economic Nationalism Fails"

TH Apr 22

Julius Krein, "James Burnham's Managerial Elite"  
Shoshana Zuboff, "Big Other: Surveillance Capitalism and the Prospects of an Information Civilization"  
Michael Lind, "The Double Horseshoe Theory of Class Politics"

#### WEEK 16

\*\*\* Final Research Paper DUE MONDAY APR. 26 by 11:59pm

**Commented [TS9]:** This section considers the changing social and economic conditions that result from the rise of capitalism and the calls for further institutional change; thus, it takes up an examination of the relationship between the ideas of capitalism and its new-founded institutions, its effects on social life, and the consequent call for changing these relationships, if not overturning what has emerged.

**Commented [TS10]:** The final week draws various threads together to "apply" some of the historical-theoretical knowledge learned to try to examine some questions and concerns of our day. It is an exercise in applied history that gives students a chance to interpret contemporary events in light of the sequence of arguments, ideas, and institutions of the past leading up to the present

# THE MIND AND THE MARKET

CAPITALISM IN WESTERN THOUGHT

JERRY Z. MULLER



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# THE PASSIONS AND THE INTERESTS

*Political Arguments for Capitalism  
before Its Triumph*

ALBERT O. HIRSCHMAN

*Foreword by Amartya Sen*

*With a new afterword by Jeremy Adelman*

PRINCETON UNIVERSITY PRESS  
PRINCETON AND OXFORD

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