

CHAPMAN UNIVERSITY

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COURSE SYLLABUS

Econ/Eng/Phil 357-02

Interterm 2026

Topics in Humanomics: Social (In)Justice

Course Description:

Prerequisites: Instructors' permission and a disposition to be challenged and to wrestle with new ideas.

This course attempts to clarify our understanding of the pervasive concept of social justice in the modern world. F.A. Hayek contends that the concept, despite well-meaning intentions, is meaningless, incoherent, and harmful to the prosperity of a free society. David Miller argues that when considered contextually the principles of desert, need, and equality can be used to delineate a theory of social justice as a viable political ideal. How do the dystopian aesthetics of the "Good E" and "Bad E" in L.P. Hartley's novel shape and reshape Hayek's and Miller's ideas on economics and the human condition?

Program Learning Outcomes (Economics):

Knowledge of Economics: Each student will demonstrate knowledge of modern microeconomic theory and apply it to analyze economic policies and problems.

Communication: Each student will be able to communicate clearly, concisely and professionally in both written and oral forms.

Course Objectives:

Upon completion of the course, students will be able to:

1. Ask cogent, thought-provoking questions based upon critical reading of texts.
2. Understand how rules and socioeconomic orders form in human intercourse.
3. Explicate how rules and order contribute to human prosperity.
4. Articulate a coherent difference in the concepts of justice and social justice.
5. Compose a creative dystopian story using Hayek's and Miller's ideas.
6. Present, explain, and evaluate how your thinking on the concept of social justice has evolved over the course.

Content:

The course begins by asking what are the origins of liberty and justice in human development. Is justice a rational ideal, an instinct, or a moral tradition? What makes a civilization of strangers possible and what roles do justice and liberty play in the development of trade and a prosperous civilization? Then we will analyze critiques of a world of trade and how these criticisms are rooted in a newer notion of justice. Through the lens of this broad perspective of human history, the course will investigate the philosophical and jurisprudential foundations of social justice. Is social justice a relief for economic distress or an illusory cure for a misidentified economic disorder? Finally, we will explore the beauty of our answer as a dystopian future with the aim of expressing the power we have to change our own world.

Required Texts (physical copies required):

Hartley, L.P. *Facial Justice*, Valancourt Books, 1960/2023. **ISBN: 9781954321663**

Hayek, F.A. *Law, Legislation and Liberty, Vol. 1: Rules and Order*, University of Chicago Press, 1978. **ISBN: 9780226281193**

Hayek, Friedrich A., *Law, Legislation and Liberty, Vol. 2: The Mirage of Social Justice*, University of Chicago Press, 1978. **ISBN: 9780226320830**

Miller, D. *Principles of Social Justice*, Harvard University Press, 1999. **ISBN: 9780674007147**

Handout (do not need to purchase):

Young, Iris Marion. *Responsibility for Justice*, Oxford University Press, 2011.

Students are expected to bring the texts of the day to class with them.

Instructional Methods:

This course uses a combination of hands-on learning in Socratic roundtable discussions, writing workshops, question development, experiments, and the demonstration of original thinking in expository and creative writing.

Evaluation:

Because of the interactive nature of the class, attendance is an essential component. Excessive tardies constitute absences; six absences may result in failure (Undergraduate Catalog, "Academic Policies and Procedures"). Please keep this in mind. Missed in-class work cannot be made up.

1. Participation in Class Discussions [15%]

Class discussion provides an opportunity for students to explore questions about ethics and economics. Through this shared inquiry, students gain experience reading for meaning and communicating complex ideas; thinking reflectively about an interpretive problem; and supporting and testing thoughts through dialogue with peers.

Class discussion fosters the flexibility of mind to consider problems from multiple perspectives and the ability to analyze ideas critically. Students must enter the discussion with specific questions generated by our texts as well as a desire to probe and reevaluate ideas. It is essential that students bring texts to each class session.

2. Laboratory Experiments [5%]

Part of the experiential learning in this class involves participating in laboratory exercises involving concepts that we will discuss in a future class. All you need to do is show up on time and make the decisions you deem to be the best for the situation presented to you.

3. Key Passages and Questions [15%]

To read well is to notice not only what an author says but also how and where they say something meaningful. Students will type, print, and bring to class a short passage from each reading that day (typically two readings, sometimes one) that they believe is central to the author's purpose but either do not fully understand or find themselves resisting. Beneath each quotation, they will write a brief question articulating what they find difficult to understand or hard to accept *for the sake of being persuaded*.

This practice cultivates the habit of reading not merely to extract information but to wrestle with ideas. It fosters interpretive precision, intellectual honesty, and openness to argument. These exercises also prepare students for thoughtful class discussion and future writing.

Each entry will receive a flat letter grade based on the centrality of the quotations to the author's purpose and the quality of the interpretive or critical question posed. Quotations must be drawn from the assigned readings for that day and turned in before class begins.

4. Expository and Creative Writing [50%]

Each day for the second hour of the course students will write 250 polished words. For the first two weeks, half of the daily essays will analyze the social structures of justice in our texts and will articulate how values and ethics inform our understanding of justice. The other half will be critical works that analyze *Facial Justice* using the concepts in our nonfiction texts. [8 essays @ 2%/essay]

In the third week, your first two daily writings will lead into a longer piece on day three written in class: a 750-word dystopian homage to *Facial Justice* that develops a theme drawn from any one of our nonfiction texts. [1 story @ 16%]

For the fourth week, the three daily writings will culminate in a 750-word expository essay using ideas from at least three of our nonfiction texts. [1 essay @ 18%]

5. Oral Final Examination [15%]

The oral final examination will involve dice. Other details will be discussed in the final week of the course.

Every activity is graded on the same 4-point scale that your GPA is calculated (A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, D- = 0.67, F = 0.00). Your final grade will be calculated by multiplying the percentage weight of each component above by the grade you receive for it.

Attendance

Because of the interactive nature of the class, attendance is essential. Excessive tardiness constitutes absence. Please note the following from the Undergraduate Catalog, Academic Policies and Procedures: "The University recommends as a minimal policy that students who are absent 20 percent of the course should be failed." **Missed in-class work cannot be made up.**

Chapman University Academic Integrity Policy

Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will be subject to sanction by the instructor and referral to the University's Academic Integrity Committee, which may impose additional sanctions including expulsion.

Students with Disabilities

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Office of Disability Services. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 or (<https://www.chapman.edu/students/health-and-safety/disability-services/>) if you have questions regarding this procedure, or for information and to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

Equity and Diversity Policy

Chapman University is committed to ensuring equality and valuing diversity. Students and

professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy. Please see the full description of this policy at <https://www.chapman.edu/faculty-staff/human-resources/files/harassment-discrimination-and-sexual-harassment-policy.pdf>. Any violations of this policy should be discussed with the professor, the dean of students and/or otherwise reported in accordance with this policy.

Prepared by: Bas van der Vossen and Bart J. Wilson, Fall Term, 2017

Last revised by: Andrew Stewart and Bart J. Wilson, Fall Term, 2025

Tentative Course Schedule and Outline

| | <i>Principles of Social Justice</i> | <i>Rules and Order</i> | <i>The Mirage of Social Justice</i> | <i>Facial Justice</i> | Handout | Experiment |
|----------|--|------------------------|-------------------------------------|-----------------------|--------------|------------|
| M, 1/5 | Ch. 1-2 | Intro & Ch. 1 | | | | |
| T, 1/6 | Ch. 3-4 | | | | | X |
| W, 1/7 | | Ch. 2 | | Ch. 1-6 | | |
| Th, 1/8 | Ch. 5 | | | Ch. 7-13 | | |
| M, 1/12 | | Ch. 3 | | | Young, Ch. 2 | |
| T, 1/13 | | Ch. 4 | | Ch. 14-18 | | |
| W, 1/14 | Ch. 8 | Ch. 5 | | | | |
| Th, 1/15 | | | Ch. 7 | Ch. 19-23 | | |
| T, 1/20 | | | | Ch. 24-30 | Young, Ch. 4 | |
| W, 1/21 | Ch. 9 | | | | | X |
| Th, 1/22 | | | Ch. 8 | | | |
| M, 1/26 | Ch. 10 | | Ch. 9 | | | |
| T, 1/27 | | | Ch. 10 | | Young, Ch. 5 | |
| W, 1/28 | Ch. 11 | | | | | |
| Th, 1/29 | Expository Essay Due (two printed copies) Oral Final Exam | | | | | |