

CHAPMAN UNIVERSITY

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COURSE SYLLABUS

Interterm 2022

PHIL/ECON/ENG 357: Humanomics – The (Im)morality of Market Exchange

See detailed timetable below

Remote office hours by appointment (email both Professors)

Catalog Description:

Prerequisites: Permission of instructors.

Co-taught by professors from Philosophy and Economics, this course combines philosophical, literary, and economic texts and tools to explore the moral and ethical aspects behind the decisions to cooperate, being an entrepreneur, create value for others, protect others from being abuse, and which institutions and environments promote such decisions even in adverse conditions. Students in this course will question if it is possible that liberal democracies and exchange economies can offer to us a virtuous path to satisfy our own interests while cultivating fair relationships with others.

(Offered Interterm) 3 credits. (GE categories: VI, SI, AI)

Humanomics classes (like this one) adopt a distinctively interdisciplinary approach. Throughout the term, we will address these questions through the lenses of economics, philosophy, and art. We will not just ask what these disciplines have to say about our topic independently of one another; we will also ask how these disciplines interact, enrich each other, and have unique ways of capturing parts of reality. The overarching idea is that there are many ways of expressing important ideas and that focusing on any one form of expression (social scientific, philosophical, artistic) in isolation is bound to leave important aspects of those ideas unstated, or incompletely expressed. Moreover, by working with media situated in a variety of historical contexts, we will necessarily ask why a set of ideas have been expressed in different ways in different times and places, and how this form of expression affects what's being said.

Artistic Inquiry Learning Outcome

Composes critical or creative works that embody or analyze conceptually an artistic form at a baccalaureate / pre-professional level.

Social Inquiry Learning Outcome

Students identify, frame and analyze social and/or historical structures and institutions in the world today.

Values and Ethics Inquiry Learning Outcome

Students articulate how values and ethics inform human understanding, structures, and behavior.

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.

Program Learning Outcomes (English):

- Skill in critical reading, or the practice of identifying and interpreting the formal, rhetorical, and stylistic features of a text.
- Skill in crafting a compelling thesis-driven essay, with substantiating evidence.

Program Learning Outcomes (Philosophy):

- Critical Reasoning: Ability to construct and analyze complex arguments and distinguish good reasoning from bad.
- Ethical Reasoning: Ability to reason logically, effectively, and respectfully about ethical matters.

Course Learning Outcomes:

Students will

1. Articulate Amartya Sen's approach, bringing together ethics and economics, where individuals are at the center.
2. Analyze the form and beauty of Nevil Shute's novel.
3. Explain and critique Robert Sugden's idea that mutual advantage drives human interactions (and its consequences).
4. Integrate Nevil Shute's themes of moral entrepreneurship into a creative story applicable to economics, ethics, or law.
5. Inquire how alternative economic systems affect human interaction from an ethics and morality perspective.
6. Challenge and deconstruct the perceived tension between economics and the humanities.
7. Ask cogent, thought-provoking questions based upon critical reading of texts across a range of genres and disciplines—short stories, non-fiction, economics, law, and philosophy.

Texts [Please no e-books; we will use the same hard-copy version of each text]:

- Cohen, G. A. 2009. *Why Not Socialism?* Princeton University Press.
- Sugden, R. 2018. *The Community of Advantage: A Behavioural Economist's Defence of the Market.* Oxford University Press.
- Shute, N. 1950. *A Town Like Alice.* Vintage International Edition.
- Sen, A. 1987. *On Ethics and Economics.* Blackwell Publishing.

Additional Material:

- David Gauthier, *Morals by Agreement*, ch. 4: "The Market: Freedom From Morality" [available via Canvas]
- Bernard Mandeville, *The Fable of the Bees: or, Private Vices, Publick Benefits: "Knaves Turn'd Honest"* [available via Canvas]
- Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations*, Vol 1, ch. 2: "Of the Principle which Gives Occasion to the Division of Labour" [available via Canvas]
- Movie *Wall Street* (1987) by Oliver Stone [available online]

Once a text has become part of the discussion, students are expected to bring it to class. This could mean that Shute, Sugden, Cohen, Gauthier, Sen and any other of the day's readings are ALL in play. The intersection of texts and discussants is an important feature of the course.

Instructional Methods:

This course includes a combination of Socratic roundtable discussions of readings, laboratory experiments, written work (daily questions and three papers), and an oral final examination.

Evaluation:

10% Participation in class discussion
10% Written Questions
25% Writer's Workshop
40% Papers (20% each)
15% Final oral examination

Letter Grade Numerical Score:

A	94-100
A-	90-93.9
B+	86-89.9
B	84-85.9
B-	80-83.9
C+	76-79.9
C	74-75.9
C-	70-73.9
D	64-69.9
F	0-63.9

The instruction of this course is online, with simultaneous remote instruction through web conferencing at the assigned class meeting time. It is expected that students will have access to WiFi and a computer or tablet with camera and speakers. Students are also expected to connect their camera during the class. If you have a concern, please, contact both professors as soon as possible. Instruction format may be subject to change with short notice, following University guidelines and provisions for such change. Further details can be found in the CU Safely Back program: <https://news.chapman.edu/coronavirus/>.

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 2020-2021, "Academic Policies and Procedures"). Please keep this in mind. Missed in-class work cannot be made up.

1. Participation in Class Discussion [10%]

Class discussion provides an opportunity for students to explore questions about consumerism. 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 the texts as well as a desire to probe and reevaluate ideas. It is essential that students bring texts and questions to each class session.

2. Written Questions [10%] - [Guidelines for Asking Questions](#)

Shared inquiry is a process for exploring the central ideas of the course. This means students must read for meaning, identifying possible interpretive problems they would like to address in discussion. For each class period with an assignment, students will word process in advance two questions to be handed in before class starts. Asking a good question is harder than providing a good answer. The student's task is to delve into a claim or idea they find puzzling, exploring what has unsettled them.

3. Writer's Workshop [25%]

The writer's workshop is based on the idea that students learn to write when they write often; in this case, focusing their attention on ideas from the readings and discussions immediately preceding the workshop. An important component of these assignments is to understand each week's media in their social scientific, philosophical, and/or artistic context. Students will encounter a variety of writing assignments for workshop, including both critical and creative works. Students will be asked to produce a number of papers, of approximately 250 words, and submit a polished piece at the end of the hour.

4. Papers – Expository and Creative [40% = 2 x 20% each] - [Guidelines for Paper Formatting](#)

In addition to the writer's workshop papers, students will complete two major papers in the course, one expository/critical and one creative in nature. These papers will provide opportunities for students to explore ideas and use texts to add to the ongoing discourse. The second paper, which requires students to produce their own artistic work, such as a short story or a scene, will challenge students to analyze and embody conceptually the idea of artistic form. Provide two printed copies.

5. Oral Final Examination [15%]

Students will consider the course objectives for this course and respond to questions posed by the professors in an oral examination.

Chapman University Policies:

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/administrator and referral to the University Academic Integrity Committee, which may impose additional sanctions including expulsion. Please see the full description of Chapman University's policy on Academic Integrity at: www.chapman.edu/academics/academicintegrity/index.aspx.

Students with Disabilities Policy

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 Disability Services Office. 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 visit <https://www.chapman.edu/students/health-and-safety/disability-services/> if you have questions regarding this procedure or for information or 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 <http://www.chapman.edu/faculty-staff/human-resources/eoo.aspx>

Any violations of this policy should be discussed with the professor, the dean of students and/or otherwise reported in accordance with this policy.

Tentative Course Schedule and Outline:

Week One

M 1/3: **9:00am-10:00am**

Mandeville, *The Fable of the Bees*, “Knaves Turn’d Honest”

10:00am-11:00am:

Writing Workshop

11:00am-12:00pm

Have watched: *Wall Street*

T 1/4: **9:00am-10:00am**

Mandeville, *The Fable of the Bees*, “Into the Origin of Moral Virtue”

10:00am-11:00am:

Experiment #2

11:00am-12:00pm

Shute, *A Town Like Alice*, ch. 1

W 1/5: **9:00am-10:00am:**

Sugden, ch. 1 & Smith, *Wealth of Nations*, “Butcher & Baker”

10:00am-11:00am:

Writing Workshop.

11:00am-12:00pm:

Shute, *A Town Like Alice*, ch. 2 & 3 (provisional)

Th 1/6: **9:00am-10:00am:**

Sen, *On Ethics and Economics*, ch. 1 first half

10:00am-11:00am:

Writing Workshop.

11:00am-12:00pm:

Sen, *On Ethics and Economics*, ch. 1 second half

Week Two

M 1/10: **9:00am-10:00am:**

Shute, *A Town Like Alice*, ch. 4

10:00am-11:00am:

Writing Workshop.

11:00am-12:00pm:

Sen, *On Ethics and Economics*, ch. 2 first half

T 1/11: **9:00am-10:00am:**

Sen, *On Ethics and Economics*, ch. 2 second half

10:00am-11:00am:

Writing Workshop.

11:00am-12:00pm:

Shute, *A Town Like Alice*, ch. 5

W 1/12: **9:00am-10:00am:**

Sugden, ch. 2 & ch. 3

10:00am-11:00am:

Writing Workshop.

11:00am-12:00pm:

Gauthier, ch. 4

Th 1/13: **9:00am-10:00am:**

Shute, *A Town Like Alice*, ch. 6

10:00am-11:00am:

Experiment #2

11:00am-12:00pm:

Sugden, ch. 4

F 1/14: **12pm:**

Expository paper submission

Week Three

T 1/18: **9:00am-10:00am:**

Shute, *A Town Like Alice*, ch. 7

10:00am-11:00am:

Writing Workshop.

11:00am-12:00pm:

Sen, *On Ethics and Economics*, ch. 3 first half

W 1/19: **9:00am-10:00am:**

Sen, *On Ethics and Economics*, ch. 3 second half

10:00am-11:00am:

Writing Workshop.

11:00am-12:00pm:

Shute, *A Town Like Alice*. Ch. 8

Th 1/20: **9:00am-10:00am:**

Sugden, ch. 5

10:00am-11:00am:

Writing Workshop.

11:00am-12:00pm:

Shute, *A Town Like Alice*, Ch. 9

Week Four

M 1/24: **9:00am-10:00am:**

Sugden, ch. 6

10:00am-11:00am:

Writing Workshop.

11:00am-12:00pm:

Shute, *A Town Like Alice*, Ch. 10

T 1/25: **9:00am-10:00am:**

Sugden, ch. 8

10:00am-11:00am:

Writing Workshop.

11:00am-12:00pm:

Cohen, *Why Not Socialism?*

23:59pm:

Creative paper submission

W 1/26: **9:00am-10:00am:**

Shute, *A Town Like Alice*, ch. 11

10:00am-11:00am:

Writing Workshop.

11:00am-12:00pm:

Sugden, ch. 9

Th 1/27: **FINAL EXAM**

Appendix

AI/Artistic Inquiry: *Students compose critical or creative works that embody or analyze conceptually an artistic form at a baccalaureate/pre-professional level.*

Course Objectives:

2. Analyze the form and beauty of Nevil Shute's novel.
4. Integrate Nevil Shute's themes of moral entrepreneurship into a creative story applicable to economics, ethics, or law.
6. Challenge and deconstruct the perceived tension between economics and the humanities.
7. Ask cogent, thought-provoking questions based upon critical reading of texts across a range of genres and disciplines—short stories, non-fiction, economics, law, and philosophy.

Required Texts:

Shute, N. 1950. *A Town Like Alice*. Vintage International Edition.

Bernard Mandeville, *The Fable of the Bees: or, Private Vices, Publick Benefits: "Knaves Turn'd Honest"* [available via Canvas]

Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations*, Vol 1, ch. 2: "Of the Principle which Gives Occasion to the Division of Labour" [available via Canvas]

Movie *Wall Street* (1987) by Oliver Stone [available online]

Expository and Creative Writing [40%]

For the first two weeks, [daily essays] will analyze conceptually the forms and topics of Nevil Shute's novel, and Mandeville's fable and contrast them to those in *Wall Street* by Oliver Stone.

For the fourth week the three daily writings will culminate in a creative work inspired by an argument in Cohen, Sugden and Sen that embodies the forms and topics as exemplified by Shute.

SI/Social Inquiry: *Students identify, frame and analyze social and/or historical structures and institutions in the world today.*

Course Objectives:

1. Articulate Amartya Sen's approach, bringing together ethics and economics, where individuals are at the center.
3. Explain and critique Robert Sugden's idea that mutual advantage drives human interactions (and its consequences).
6. Challenge and deconstruct the perceived tension between economics and the humanities.
7. Ask cogent, thought-provoking questions based upon critical reading of texts across a range of genres and disciplines—short stories, non-fiction, economics, law, and philosophy.

Required Texts:

Sugden, R. 2018. *The Community of Advantage: A Behavioural Economist's Defence of the Market*. Oxford University Press.

Sen, A. 1987. *On Ethics and Economics*. Blackwell Publishing.

Laboratory Experiments [5%]

Expository and Creative Writing [40%]

For the first two weeks, [daily essays] will analyze how social and economic structures affect ethics and morality in Sugden, Sen, and Shute.

For the second week, the three daily writings will culminate in an expository essay on the relationship between a social and economic institution and morality using ideas from Sugden, Sen, and Shute.

VI/Values/Ethics Inquiry: *Students articulate how values and ethics inform human understanding, structures, and behavior.*

Course Objectives:

3. Explain and critique Robert Sugden's idea that mutual advantage drives human interactions (and its consequences).
5. Inquire how alternative economic systems affect human interaction from an ethics and morality perspective.
6. Challenge and deconstruct the perceived tension between economics and the humanities.
7. Ask cogent, thought-provoking questions based upon critical reading of texts across a range of genres and disciplines—short stories, non-fiction, economics, law, and philosophy.

Required Text:

Cohen, G. A. 2009. *Why Not Socialism?* Princeton University Press.

Sugden, R. 2018. *The Community of Advantage: A Behavioural Economist's Defence of the Market*. Oxford University Press.

Sen, A. 1987. *On Ethics and Economics*. Blackwell Publishing.

Laboratory Experiments [5%]

Expository and Creative Writing [40%]

For the first two weeks, [daily essays] will articulate how values and ethics inform our understanding of economic interactions in Sen and Sugden.

For the fourth week the three daily writings will culminate in a creative work inspired by an argument in Cohen, Sugden and Sen that embodies the forms and topics as exemplified by Shute.