**CHAPMAN UNIVERSITY**

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| **Professor Keith Hankins** |  | **Professor Andrea Matranga** |
| **Department of Philosophy &**  **Smith Institute for Political Economy and Philosophy** |  | **Department of Economics &**  **Smith Institute for Political**  **Economy and Philosophy** |
| ***hankins@chapman.edu*** |  | ***matranga@chapman.edu*** |
| **(714) 516-7105** |  | **(714) 516-4552** |

**COURSE SYLLABUS**

Wilkinson FFC Fall 2019   
**Humanomics: Health, Wealth, and Inequality**

Catalog Description:

*Prerequisites*: Disposition to inquire and be challenged.

What makes a rich nation rich? What makes a good person good? And what do these questions have to do with one another? How can the story of progress in health and wealth be one of *both* growth and inequality? While exploring these and other questions about markets and ethics, students will challenge the perceived tensions between economics and the humanities.  Co-taught by professors from the Smith Institute for Political Economy and Philosophy, this course combines social scientific analysis of health, wealth, and inequality with philosophical inquiry into the problems associated with and justifications for inequality, and explores how these issues have been portrayed in novels and film.

Program Learning Outcome:

Students will be able to critically analyze and communicate complex issues and ideas.

Course Learning Outcomes:

1. Challenge and deconstruct the perceived tension between economics and the humanities.
2. Articulate coherent explanations and criticisms of accounts of human prosperity and flourishing and the obstacles that prevent some from achieving it.
3. Ask cogent, thought-provoking questions based upon critical reading of texts.
4. Present, explain, and evaluate social scientific, philosophical, and aesthetic arguments orally and in essay format.

Required Texts:

Adiga, Aravind. *The White Tiger: A Novel.* New York: Free Press, 2008.

Deaton, Angus. *The Great Escape: Health, Wealth, and the Origins of Inequality.* Princeton, NJ: Princeton University Press, 2013.

Additional Articles, Podcasts, Films, and Talks:

Acemoglu, Daron and Russ Roberts. "Acemoglu on Inequality, Institutions, and Piketty." EconTalk. November 2014. <<http://www.econtalk.org/archives/2014/11/daron_acemoglu.html>>.

Cowen, Tyler and Jeffrey Sachs. "A Conversation with Jeffrey Sachs." April 2015. <<https://youtu.be/w8pEgvzJ7p4>>.

Fryer Jr., Roland. "Education, inequality, and incentives." Buchanan Speaker Series, Mercatus Center, Dec. 2015. <<https://www.youtube.com/watch?v=TTUMxqNu6KY>>.

McArdle, Megan and Noah Smith. "Debate: What kind of inequality matters?" Bloomberg View, May 2016. < <http://www.bloomberg.com/view/articles/2016-05-12/debate-what-kind-of-inequality-matters>>.

McArdle, Megan. "The Wisdom to Know Which Causes of Inequality Can Be Changed." Bloomberg View, May 2016. < <http://www.bloomberg.com/view/articles/2016-05-09/the-wisdom-to-know-which-causes-of-inequality-can-be-changed>>.

Robinson, James. "Why Nations Fail." TEDxAcademy Athens. <<https://www.youtube.com/watch?v=jsZDlBU36n0>>.

Rosling, Hans. "The magic washing machine." TEDWomen 2010. <<http://www.ted.com/talks/hans_rosling_and_the_magic_washing_machine>>.

Schmidtz, David. “Guarantees.” *Social Philosophy and Policy*, 14, 1997.

Singer, Peter. “Famine, Affluence, and Morality.” *Philosophy and Public Affairs*, 1(3), 1972.

Sturgess, John (Director). *The Great Escape.* United Artists, 1963. Film.

Instructional Methods:

This course uses a combination of hands-on learning in Socratic roundtable discussions of readings, lectures, laboratory experiments, and papers.

Evaluation:

1. *Participation in Class Discussions* [15%]

Class discussion provides an opportunity for students to explore questions about exchange and the human condition, challenging the common perception of economics as distinct from the humanities. Through this shared inquiry, students gain experience thinking reflectively about the works they read, as well as supporting and testing their idea 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 all of our texts as well as a desire to probe and reevaluate ideas. It is essential that students bring texts and questions to each class session.

1. *Written Questions* [15%]

To facilitate class discussion it is essential that students come to class prepared to discuss the texts. Before each meeting students will be expected to generate two questions to be posted in the online discussion forum on Blackboard. ***Posts must be made by Noon on the day of the meeting for which they are intended***. Note that asking a good question is often harder than providing a good answer. A good question will critically engage with the source material by probing things that the student finds surprising, unsettling, or otherwise interesting.

1. *Expository and Creative Writing* [60% - 3 x 20%]

Students will write three papers over the course of the semester. The papers will provide an opportunity for the student to deepen their understanding of the tensions and connections between various texts, and to examine how the themes explored in class are reflected in their developing points of view. One paper will be expository, one critical, and one creative. The first asks students to articulate one of the arguments presented in the social scientific or philosophical works and to show how the one or more of the works discussed in class engages with that argument. The second asks students to critically engage with one or more of the works discussed in class by challenging or questioning one of the assumptions made in the work. And the third, which requires students to produce their own artistic work, challenges students to use artistic expression to engage with the themes of the course and express their developing point of view.

1. *Oral Final Examination* [10%]

In lieu of a traditional final exam, we will instead meet as a group during the assigned final examination period for an oral final examination. During the examination each student will be asked to respond to questions posed by the professors that reflect the course objectives for course. Questions will be developed over the course of the semester and will draw on questions raised during class discussion and in the online discussion forum. The questions posed to each student will be selected at random.

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 ([www.chapman.edu/students/student-health-services/disability-services](https://exchange.chapman.edu/owa/redir.aspx?C=8e4d797b235f40aa83dfa375e35ae0b7&URL=http%3a%2f%2fwww.chapman.edu%2fstudents%2fstudent-health-services%2fdisability-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 professors about your accommodation options.  The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

Chapman University Academic Integrity Policy

Chapman University is a community of scholars, which 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 not be tolerated anywhere in the university.

Equity and Diversity:

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: <http://tinyurl.Com/CUHarassment-Discrimination>. 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: Jan Osborn & Bart J. Wilson, Fall 2010

Last revised by: Keith Hankins & Matranga, Spring 2019

***Tentative Course Schedule and Outline***

Monday, 8/26

Organization & Rosling "The magic washing machine."

Wednesday, 8/28

Singer, “Famine, Affluence, and Morality”

Monday, 9/2 Labor Day Holiday

Wednesday, 9/4

Schmidtz, “Guarantees”

Monday, 9/9

Deaton, Introduction

Wednesday, 9/11

Deaton, Chapter 1

Monday, 9/16

Adiga, “First Night”

Wednesday, 9/18

Adiga, “Second Night”

Monday, 9/23

Deaton, Chapter 2

Wednesday, 9/25

McArdle & Smith. "Debate: What kind of inequality matters?"

McArdle "The Wisdom to Know Which Causes of Inequality Can Be Changed."

\*\*\*Paper #1 Due, Submit 2 copies\*\*\*

Monday, 9/30

Adiga, “Fourth Morning”

Wednesday, 10/2

Deaton, Chapter 3

Monday, 10/7

Deaton, Chapter 4

Wednesday, 10/9

Experiment

Monday, 10/14

Adiga, “Fourth Night”

Wednesday, 10/16

Deaton, Chapter 5 to “Inequality at Work”

Monday, 10/21

Adiga, “Fifth Night”

Wednesday, 10/23

Deaton, Chapter 5, continued

Monday, 10/28

Adiga, “Sixth Morning”

Wednesday, 10/30

Fryer Jr., Roland. "Education, inequality, and incentives."

\*\*\*Paper #2 Due, Submit 2 copies\*\*\*

Monday, 11/4

Adiga, “Sixth Night”

Wednesday, 11/6

Deaton, Chapter 6

Monday, 11/11

Adiga, “Seventh Night”

Wednesday, 11/13

Deaton, Chapter 7 and Postscript

Monday, 11/18

Movie: *The Great Escape*

Wednesday, 11/20

Movie: *The Great Escape*

*Thanksgiving Holiday 11/25 – 11/30*

Monday, 12/2

Cowen, Tyler and Jeffrey Sachs. "A Conversation with Jeffrey Sachs."  
 Synthesize ideas for final examination

Wednesday, 12/4

TBD