**CHAPMAN UNIVERSITY**

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**COURSE SYLLABUS**

**First-year Foundation Course****s:**

**FFC 100-55 (2849)**

**FFC 100-56 (2850)**

 **Fall 2019**

Tuesday / Thursday: 1:00 – 2:15 p.m. Argyros Forum 206C

Tuesday / Thursday: 2:30 – 3:45 p.m. Argyros Forum 206C

Office Hours: Available by appointment

**Humanomics: Radical Reformers**

Catalog Description:

*Prerequisites*: Disposition to inquire and be challenged.

Critics of contemporary (and historical) society often propose reforms intended to make the world a better place. This course will explore radical reformers in fiction and in reality, trying to understand the social problems reforms are intended to address, the goals of the reformers, and the view of human motivation implied by the reformers’ proposals. We will begin with a recent radical proposal to reform our economy, presented in the book *Radical Markets*. This book proposes a different kind of property ownership, a thus challenging a fundamental feature of modern society. In parallel, we will explore the notion of radical social reform in the novel *The Dispossessed*, as well as several plays, short stories, and films. Among the questions we’ll ask are: What is property good for? Does it create wealth? Does it create inequality? Is that a problem? Might property be a source of conflict or way of avoiding conflict? What would it mean to radically rethink property?

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.

(Offered fall semester.) 3 credits.

FFC Program Learning Outcome:

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

Course Objectives:

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

1. Understand economic theories of property.
2. Articulate ethical and economic critiques of property.
3. Explain the motivations of reformers in both *The Dispossessed* and *Radical Markets*.
4. Analyze the ethical tension between reformers and those invested in the status quo.
5. Ask cogent, thought-provoking questions based upon critical reading of texts.
6. Present, explain, and evaluate economic- and humanity-based arguments orally and in essay format.
7. Challenge and deconstruct the perceived tension between economics and the humanities.

Required Texts (and Bibliography):

Copies of the following books will be required:

Brecht, Bertold. *The Good Person of Szechwan.* Methuen Drama (2012 [1941])

Le Guin, Ursula K. *The Dispossessed: An Ambiguous Utopia.* HarperCollins (1974).

Orwell, George. *Animal Farm*. Rupa (2013).

Posner, Eric A. and E. Glen Weyl. *Radical Markets: Uprooting Capitalism and Democracy for a Just Society*, Princeton (2019).

PDFs of the following required readings will be available on the course website:

Paine, Thomas. “Agrarian Justice.” (1797)

Calabresi Guido and A. Douglas Melamed. “Property Rules, Liability Rules and Inalienability.” *Harvard Law Review*, 85(6): 1089-1128.

Steiner, Hillel. “The Structure of a Set of Compossible Rights.” *The Journal of Philosophy*. 74(12): 767-775.

Swift, Jonathan. *A Modest Proposal: For preventing the children of poor people in Ireland, from being a burden on their parents or country, and for making them beneficial to the publick. (1729)*

We will also watch the following two films:

 *The Gods Must Be Crazy (1983)*

 *The Art of the Steal (2009)*

Students are expected to bring the assigned texts for each week to the discussion.

Essential Facility:

Seminar setting.

Instructional Methods:

This course uses a combination of hands-on learning in Socratic roundtable discussions of readings, focused free writes, and five papers.

Evaluation:

 1. Participation in class discussions (15%)

2. Monopoly paper (5%)

 3. Questions (15%)

 5. Papers (40%) – 4 x 10% Each

 6. Oral final examination (15%)

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 2017-2018, “Academic Policies and Procedures”). Please keep this in mind. Missed in-class work cannot be made up.

Grading Scale:

A: 93-100

A-: 90-92

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 73-76

C-: 70-72

D: 65-70

F: 0-64

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 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.

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.

Prepared by: Erik Kimbrough and Bas Van der Vossen, Spring 2019

**Tentative Course Schedule**

Tuesday, 8/27

Organization & Exhortation & Monopoly

Thursday, 8/29

 *Radical Markets*, Preface and Introduction

Tuesday, 9/3

*Radical Markets*, Ch. 1, 30-54

Thursday, 9/5

*The Dispossessed*, Ch. 1-2 (62 pp)

Tuesday, 9/10

*Radical Markets*, Ch. 1, 55-80

Thursday, 9/12

*The Dispossessed*, Ch. 3-4 (63 pp)

Tuesday, 9/17

Paine, *Agrarian Justice*

Thursday, 9/19

*The Dispossessed*, Ch. 5-6 (65 pp)

 Paper #1 Due

Tuesday, 9/24

*The Dispossessed*, Ch. 7 (40 pp)

Thursday, 9/26

*The Gods Must Be Crazy*

Tuesday, 10/1

*The Dispossessed*, Ch. 8 (38 pp)

Thursday, 10/3

Calabresi and Melamed

Tuesday, 10/8

 *The Art of the Steal*

Thursday, 10/10

*The Dispossessed*, Ch. 9 (38 pp)

Tuesday, 10/15

 *The Dispossessed*, Ch. 10-11 (43 pp)

Thursday, 10/17

Steiner

Paper #2 Due

Tuesday, 10/22

*The Dispossessed*, Ch. 12-13 (36 pp)

Thursday, 10/24

*Radical Markets*, Ch. 2

Tuesday, 10/29

Brecht, Scenes 1-5 (double-check!)

Thursday, 10/31

*No class*

Tuesday, 11/5

*Radical Markets*, Ch. 3

Thursday, 11/7

Brecht, Scenes 6-10 (double-check!)

Tuesday, 11/12

*Radical Markets*, Ch. 4

 Paper #3 Due

Thursday, 11/14

*Radical Markets*, Ch. 5

*Final Exam Dates Set*

Tuesday, 11/19

Orwell, *Animal Farm*, chapters 1-5

Thursday, 11/21

Orwell, *Animal Farm*, chapter 6-10

Tuesday, 11/26 & Thursday, 11/28

 Thanksgiving Break

Tuesday, 12/3

*Radical Markets*, Conclusion & Epilogue

Thursday, 12/4

Swift, *A Modest Proposal*

Paper #4 Due

FINAL EXAMINATION

The final examination will be conducted orally, each student responding to questions from the professors in a ten-minute block of time.

Dates and Times TBA