COURSE SYLLABUS

Freshman Foundation Course 100, Section 26             Fall 2013

Humanomics: Exchange and the Human Condition

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? While exploring these and other questions about markets and ethics, students will challenge the perception of economics as distinct from the humanities. Co-taught by professors from the Economic Science Institute and the English Department, this course combines the laboratory method of inquiry into the human propensity to exchange with the cultural interpretation of the human condition in novels, poems, and film. (Offered fall semester.) 3 credits.

Course Objectives:

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

1. Critically analyze and communicate complex issues and ideas.
2. Understand how people create both material and immaterial wealth.
3. Challenge and deconstruct the perceived tension between economics and the humanities.
4. Articulate a coherent explanation for the evolution of human prosperity and flourishing.
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.

Required Texts:
(Must be this edition published by Penguin Classics in 2006)

Students are expected to bring the McCloskey, Ridley and Steinbeck books, journals, and any other of the day’s readings with them to each discussion. Several required texts will be made available on the Leatherby Libraries e-reserves.
Essential Facility:
Seminar setting

Instructional Methods:
This course uses a combination of hands-on learning in Socratic roundtable discussions of readings, laboratory experiments, journaling, focused free writes, model writes, and four papers (expository and short stories).

Evaluation:

1. Participation in class discussions (10%)
2. Laboratory experiments (10%)
3. Questions (15%)
4. Journal (10%)
5. Expository papers/short stories (40%)
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 2013-2014, “Academic Policies and Procedures”). Please keep this in mind. Missed in-class work cannot be made up.

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) 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.
Bibliography:
Stone, Oliver (Director). Wall Street. Twentieth Century Fox Film Corporation, 1987. Film.

Prepared by: Jan Osborn & Bart J. Wilson, Fall Term, 2010
Last revised by: Jan Osborn, Cortney Rodet & Bart J. Wilson, Fall Term, 2013
Tentative Course Schedule and Outline

Monday, 8/26
   Organization & Exhortation

Wednesday, 8/28
   Ridley, Prologue and Chapter 1

Monday, 9/2
   Labor Day Holiday

Wednesday, 9/4
   Ridley, Chapter 2

Monday, 9/9
   Irving, “The Devil and Tom Walker”
   Wordsworth, “The World is Too Much with Us”
   Thoreau, from Walden

Wednesday, 9/11
   Experiment

Monday, 9/16
   Ridley, Chapter 3

Wednesday, 9/18
   Steinbeck, Chapters 1-5

Monday, 9/23
   Ridley, Chapter 4

Wednesday, 9/25
   Steinbeck, Chapters 6-9

Wednesday, 9/25, 6:00 p.m. (Beckman 401)
   Movie: Wall Street (1987)

Monday, 9/30
   Ridley, Chapter 5
   Mandeville, The Fable of the Bees and Other Writings

   Paper #1 Due, Expository, Submit 2 copies

Wednesday, 10/2
   Steinbeck, Chapters 10-15
   Frost, “The Death of the Hired Man”
   Submit Journal
Monday, 10/7
Library Orientation, Library, Room 305

Wednesday, 10/9
Ridley, Chapters 6 & 7

Monday, 10/14
Thomas Jefferson, “Notes on the State of Virginia”
Sojourner Truth, “Narrative of Sojourner Truth” and “Ain’t I a Woman?”

Wednesday, 10/16
McCloskey, Apology

Monday, 10/21
Steinbeck, Chapters 16-19
Paper #2 Due, Short Story, Submit 2 copies

Monday, 10/21, 6:00 p.m. (Beckman 401)
Movie: District 9 (2009)

Wednesday, 10/23
McCloskey, Chapters 1-3, 26, 28, 31

Monday, 10/28
Experiment

Wednesday, 10/30
Steinbeck, Chapters 20-25

Monday, 11/4
Steinbeck, Chapters 26-30

Wednesday, 11/6
Experiment
Paper #3, Expository or Short Story, Workshop

Monday, 11/11
McCloskey, Chapters 4, 7-9
Submit Journal

Wednesday, 11/13
McCloskey, Chapters 16-18, 20
Paper #3 Due, Expository or Short Story, Submit 2 copies
Monday, 11/18  
   Edith Hamilton, “The Trojan War”; possibly The Iliad with it  
   Emily Dickinson, # 185  
   Cole Swensen, “The Invention of Streetlights”  
   William Stafford, “Traveling through the Dark”  

Wednesday, 11/20  
   Ridley, Chapter 8  

*Wednesday, 11/20, 6:00 p.m. (Beckman 401)*  
   Movie: Other People’s Money (1991)  

Monday, 11/25  
   Hayek, Chapter 6 (The Mysterious World of Trade and Money)  
   Mohsin Hamid, from The Reluctant Fundamentalist  

*Final Exam Dates Set*  

Wednesday, 11/27  
   Thanksgiving Holiday  

Monday, 12/2  
   Ridley, Chapters 10 & 11  
   Submit Journal  

Wednesday, 12/4  
   Paper #4 Due, Expository, Submit 2 copies  
   Synthesize ideas for final examination  

**FINAL EXAMINATION**  
The final examination will be conducted orally, each student responding to questions from the professors in a ten-minute block of time. Examination appointments will be designated following participation in the experiments.  

   Friday, December 6, 1:00 – 3:00 p.m.  
   Saturday, December 7, 9:00 – 11:00 a.m.  
   Friday, December 13, 8:00 – 10:30 a.m.
1. Participation in Class Discussions [10%]
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 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 texts as well as a desire to probe and reevaluate ideas. It is essential that students bring texts, journal, and questions to each class session.

Don’t for heaven’s sake, be afraid of talking nonsense! But you must pay attention to your nonsense. ~Wittgenstein

2. Laboratory Experiments [10%]
Part of the experiential learning in this class involves participating in a laboratory exercise 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.

The insidious thing about the causal point of view is that it leads us to say: “Of course, it had to happen like that.” Whereas we ought to think: it may have happened like that – and also in many other ways. ~Wittgenstein

3. Questions [15%]
Shared inquiry is a process for exploring the central ideas of the course. This means students must read for meaning, identifying possible interpretative problems they would like to address in discussion. For each class period with a reading assignment, students will type up 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 that doesn’t appear correct or consistent with the human condition. Explore with your question why the claim is surprising, unexpected, just plain unsettling. Or the question can probe an apparent conflict between the themes in the humanities readings and the claims made by Ridley and later McCloskey. Why is there a clash?

One keeps forgetting to go right down to the foundations. One doesn’t put the question marks deep enough down. ~Wittgenstein

4. Journal [10%]
The Humanomics journal is a space for students to reflect on class ideas, to capture text references, thoughts, questions, areas for further inquiry—their thinking about exchange and the human condition. This is not a place to take notes per se; rather, it is a place to work through ideas, to generate questions for class discussion and connections that will serve in writing the expository papers. Students will purchase a Moleskin Journal (7”x10”), available in the
bookstore. While it is personal writing, it is not private writing; the journal will be shared and/or collected at times throughout the semester; it is important that it be current.

You cannot write anything about yourself that is more truthful than you yourself are. That is the difference between writing about yourself and writing about external objects. You write about yourself from your own height. You don’t stand on stilts or on a ladder but on your bare feet.

~ Wittgenstein

5. Expository Papers /Short Stories [40%]

Paper 1 – Expository Paper: Due Monday, September 30

Writing Situation:
You have read chapters 1 – 5 in Ridley’s The Rational Optimist, chapters 1 – 9 in Steinbeck’s novel The Grapes of Wrath, Irving’s short story “The Devil and Tom Walker,” Wordsworth’s poem “The World is Too Much with Us,” and excerpts from Thoreau’s Walden. In addition, you have participated in an experiment and class discussion and watched the 1987 film Wall Street.

Writing Purpose:
Consider how in your meaning-making process you are making sense of these texts in dialogue with one another and with the experiential component of the course. Possibly consider in what ways you are struggling with connections, what larger questions you are generating. Write an expository essay in which you discuss a connection that you have made or are attempting to make in exploring exchange and the human condition. Develop this connection with references to Ridley and at least one of the literary texts included in the course in a paper of approximately 750 words. Specific guidelines will be discussed in class.

We tell ourselves stories in order to live. ~ Joan Didion

Paper 2 – Short Story: Due Monday, October 21

Writing Situation:
You have read Chapters 1 – 7 in Ridley’s The Rational Optimist and several examples of literary prose and poetry, including Washington Irving’s short story, “The Devil and Tom Walker.”

Writing Purpose
Write a short story, a type of homage to Washington Irving’s “The Devil and Tom Walker” but from Matt Ridley’s point of view. Consider how character behavior and plot might change with this change in perspective. Express that in your story. You may closely model the original story or you may choose to create new characters and a plot that communicates your ideas without losing sight of the original. Specific guidelines will be discussed in class.

When you are philosophizing you have to descend into primeval chaos and feel at home there.

~ Wittgenstein
Paper 3: Expository Paper OR Short Story Due Wednesday, November 13 (Workshop 11/6)

Writing Situation:
Your reading now includes chapters 6 – 8 in Ridley’s *The Rational Optimist*, chapters 10 – 30 in Steinbeck’s novel *The Grapes of Wrath*, the Apology and chapters 1-3, 26, 28, 31 in McCloskey’s *The Bourgeois Virtues: Ethics for an Age of Commerce*, and numerous shorter works of prose and poetry; in addition, you have watched two movies, *Wall Street* and *District 9* and participated in two experiments and class discussion.

Writing Purpose:
Consider what new ideas you are negotiating or ideas you are deepening as you work with the relationships between the economic and the literary texts. Be cognizant of the tensions generated and/or of the connections or clarifications the texts in dialogue manifest. Write an expository essay in which you discuss these tensions or connections as you explore exchange and the human condition. Develop this connection with specific references to Ridley and at least two of the literary texts included in the course in a paper of approximately 750 words OR write a short story (approximately 750 words) that exemplifies an idea you are exploring, showing the tensions and/or connections through characters placed in a particular situation. Specific guidelines will be discussed in class.

*The edifice of your pride has to be dismantled. And that is terribly hard work.* ~Wittgenstein

Paper 4: Expository Paper Due Wednesday, December 4

Writing Situation:
You have completed the reading for the semester, including Ridley, Steinbeck, McCloskey, and numerous poems and short stories; you have watched three movies and participated in three experiments; you have written questions for each session and actively engaged in class discussion. Now it is time to consider this work from a more holistic point of view.

Writing Purpose:
Consider what idea is most meaningful to you as you complete Humanomics: Exchange and the Human Condition. Write an expository essay in which you synthesize or focus your thinking as a way to intellectually pull the semester together. This paper should be grander in scale than the previous papers (although 750 words still applies), an opportunity to bring an idea with which you have engaged (via reading, writing, speaking, listening, and participating in experiments) to a coherent conclusion or new threshold. Specific guidelines will be discussed in class.

*Don’t apologize for anything, don’t leave anything out; look and say what it’s really like – but you must see something that throws new light on the facts.* ~Wittgenstein
6. Final Examination [15%]
Students will consider the course objectives for Humanomics: Exchange and the Human Condition and respond to questions posed by the professors in an individual oral examination.

Course Objectives
1. Critically analyze and communicate complex issues and ideas.
2. Understand how people create both material and immaterial wealth.
3. Challenge and deconstruct the perceived tension between economics and the humanities.
4. Articulate a coherent explanation for the evolution of human prosperity and flourishing.
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.

Nothing is so difficult as not deceiving oneself. ~Wittgenstein