ECON/ENG/PHIL 357 - Topics in Humanomics - Working with Marx Updated Oct 12, 2018, 2:43 PM

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| ECON/ENG/PHIL 357 - Topics in Humanomics - Working with Marx   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **[/var/folders/cz/099kydnn0v96rj9g54kd_0qslw156b/T/com.microsoft.Word/WebArchiveCopyPasteTempFiles/Marx.png](https://sites.google.com/site/econeng357/marx/Marx.png?attredirects=0)**  **INSTRUCTORS:** Professor Erik Kimbrough ([ekimbrou@chapman.edu](mailto:ekimbrou@chapman.edu)) and Professor Bas van der Vossen ([bvanderv@chapman.edu](mailto:bvanderv@chapman.edu))  **COURSE MEETINGS: W (4:00 - 6:50) - BK 214**  **OFFICE HOURS:**We will have joint office hours from 1:15 - 2:15 on Tuesdays at the Smith Institute - 1st floor of Becket Hall (Free Coffee!) We are also available by appointment (just give us 24 hours notice).  **PREREQUISITES:**None  **RESTRICTIONS**: Sophomore Standing or Faculty Consent Required  **COURSE COMMUNICATIONS**: The vast majority of classroom communications will take place through email. YOU ARE RESPONSIBLE FOR MAKING SURE THAT YOU RECEIVE THESE COMMUNICATIONS. We are a team, so if you email one of us, email both of us.  **Description**: Karl Marx’s theories have been a source of intellectual and political motivation, spawning revolutions both figuratively (in academic thought) and literally (in Russia, China, and elsewhere). In this course we will dive deep into Marx’s thoughts on the nature of *work*, capitalist society, and the social and ethical problems that surround it. The goal of this course is to assess how these ideas have resonated since his time and whether they remain relevant today. In addition to exploring Marx’s economic and philosophical writings directly, we will engage with a variety of sources and media that demonstrate and embody the continued appeal of these ideas, including artistic works like Steinbeck’s*The Grapes of Wrath*, Camus’ *The Myth of Sisyphus*,and Charlie Chaplin’s *Modern Times*. Central questions for the course include: What is *exploitation*? And is it possible in a free market? Is exploitation avoidable? What is *alienation*? Do we experience alienation today? What is the value of work? And what should a worker expect to get out of a job? Will we ever live in a world without work? Would we want to?  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.  **Required Books**:  Camus, Albert. [*The Myth of Sisyphus*](https://www.amazon.com/Myth-Sisyphus-ALBERT-CAMUS/dp/B077NL81RC/ref=sr_1_2?ie=UTF8&qid=1534960970&sr=8-2&keywords=myth+of+sisyphus+camus). (Penguin, 2005)  Engels, Friedrich & Karl Marx, [*The Communist Manifesto*](https://www.amazon.com/Communist-Manifesto-Karl-Marx/dp/0717802418/ref=sr_1_3?ie=UTF8&qid=1534961052&sr=8-3&keywords=communist+manifesto+marx). (International Publishers Co, 2014)  Marx, Karl. [*Capital, Vol. 1*](https://www.amazon.com/Capital-Critique-Political-Economy-Classics/dp/0140445684/ref=sr_1_2?ie=UTF8&qid=1534961240&sr=8-2&keywords=capital+volume+1).  (Penguin, 1992)  Steinbeck, John. [*The Grapes of Wrath*](https://www.amazon.com/Grapes-Wrath-John-Steinbeck/dp/0143039431/ref=sr_1_1?ie=UTF8&qid=1534961277&sr=8-1&keywords=the+grapes+of+wrath+by+john+steinbeck). (Penguin, 2006)  **Excerpts/Articles:**  Acemoglu, Laibson and List. “Factor Markets” in *Microeconomics*, Vol. 2 (2018).  Altonji, Joseph G. and Rebecca M. Blank. “Race and Gender in the Labor Market.” In *The Handbook of Labor Economics*Vol. 3 (eds. O. Ashenfelter and D. Card): 3143-3259.  Beach, Brian and W. Walker Hanlon. “Coal Smoke and Mortality in an Early Industrial Economy.” *Working Paper*(2016)  Hayek, Friedrich A. *The Fatal Conceit*, "Marginal Utility versus Macro-economics", pp. 94-100.  Manning, Alan. “Imperfect Competition in the Labor Market.” In *The Handbook of Labor Economics*Vol. 4b (eds. O. Ashenfelter and D. Card): 973-1041 (2011)  Marx, Karl. *Capital, Vol. 3.*(Penguin 1992)  Powell, Benjamin and Matt Zwolinski. “The Ethical and Economic Case Against Sweatshop Labor: A Critical Assessment.” *Journal of Business Ethics*107(4): 449-472 (2012)  Links to these and other materials will be made available on this website in the course schedule below.  **Movies:**  *Modern Times*(1936)  *Office Space*(1999)  **Course Schedule (subject to change, assignments updated as we go):**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | *Date* | *Topic* | *Readings* | Assignments | | **Week 1:** | 8/29 | Critique of Capitalism | *Hour 1*: Capital, Vol. 1, pp. 248-269, | Writer's Workshop | |  |  |  | *Hour 3*: Capital, Vol. 1, pp. 270-280, 163-177; [German Ideology, pp. 431-8](https://www.dropbox.com/s/393ojf15uofkntr/MarxReadingW1.pdf?dl=0) |  | | **Week 2:** | 9/5 | Exploitation, pt. 1 | *Hour 1*: Capital, Vol. 1, pp. 320-329, 340-374 | Experiment | |  |  |  | *Hour 3*: The Grapes of Wrath, chs 1-6 |  | | **Week 3:** | 9/12 | Exploitation, pt. 2 | *Hour 1*: The Grapes of Wrath, chs. 7-10 | Writer's Workshop | |  |  |  | *Hour 3*: Capital, Vol. 1, pp. 375-416 |  | | **Week 4:** | 9/19 | Exploitation, pt. 3 | *Hour 1:*The Grapes of Wrath, chs. 11-15 | Writer's Workshop | |  |  |  | *Hour 3:*Capital, Vol. 1, pp. 517-526, 533-543; [Beach & Hanlon, pp. 1-35](https://www.dropbox.com/s/6184e90ckfardtq/beach_hanlon_draft.pdf?dl=0); [Griffin, pp. 71-111](https://www.dropbox.com/s/caxxux8n8h26ibn/Griffin%2C%20Emma%2C%20P%26P%20239%20%28May%202018%29%2071-111.pdf?dl=0) |  | | **Week 5:** | 9/26 | Exploitation, pt. 4 | *Hour 1:*Capital, Vol. 1, pp. 544-553; Watch: Modern Times | Paper 1 Prompt | |  |  |  | *Hour 3*: Capital, Vol. 1, pp.781-802 and recommended; 802-870 |  | | **Week 6:** | 10/3 | Labor Theory, pt. 1 | *Hour 1*: Capital, Vol. 1, pp. 293-306, 429-438, 675-682 | Writer's Workshop | |  |  |  | *Hour 3*: The Grapes of Wrath, chs. 16-18 |  | | **Week 7:** | 10/10 | Labor Theory, pt. 2 | *Hour 1*: [Capital, Vol. 3., ch. 1](http://oll.libertyfund.org/titles/967#Marx_0445-03_171) & [ch. 9](http://oll.libertyfund.org/titles/967#Marx_0445-03_591) & [ch. 13-14](http://oll.libertyfund.org/titles/967#Marx_0445-03_735) | **Paper 1 Due** | |  |  |  | *Hour 3*: The Grapes of Wrath, chs. 19-21 |  | | **Week 8:** | 10/17 | Marginal Revolution | *Hour 1*: [Stigler, pp. 307-308](https://www.dropbox.com/s/90xk0gzdlxet7ff/stigler.pdf?dl=0); [Hayek pp. 94-100](https://www.dropbox.com/s/a7o80jfhcc11ls0/HayekReading.pdf?dl=0) | Experiment | |  |  |  | *Hour 3*: [Acemoglu, Laibson & List, pp. 260-269](https://www.dropbox.com/s/uvidshbl2c2bjoh/Acemoglu_pt1.pdf?dl=0); [Manning, pp. 976-983](https://www.dropbox.com/s/hajee0ytd07p3tf/Manning_HoLE.pdf?dl=0) |  | | **Week 9:** | 10/24 | Coercion in the Labor Market, pt. 1 | *Hour 1*: [Acemoglu, Laibson & List, pp. 269-280](https://www.dropbox.com/s/34itilzkhu33v68/Acemoglu_pt2.pdf?dl=0); [Altonji & Blank,](https://sites.google.com/site/econeng357/goog_1825350737)[pp. 3144-3164 & 3191-3198 & 3201-3207, 3220-3224](https://www.dropbox.com/s/bqg4cc1n8po0etg/Altonji_Blank_HoLE.pdf?dl=0) | Data Graphic Prompt | |  |  |  | *Hour 3*: The Grapes of Wrath, chs. 22-23 |  | | **Week 10:** | 10/31 | Coercion in the Labor Market, pt. 2 | *Hour 1*: [Powell & Zwolinski](https://www.dropbox.com/s/rg0hddi8sjw5jrr/powell-and-zwolinski-the-ethical-and-economic-case-against-sweatshop-labor.pdf?dl=0); recommended: Capital, Vol. 1, pp. 873-876, 898-904, 927-940 | Data Graphic Presentation | |  |  |  | *Hour 3*: The Grapes of Wrath, chs. 24-26, |  | | **Week 11:** | 11/7 | Alienation, pt. 1 | *Hour 1*: [The German Ideology, pp. 51-58, 94-96](https://www.dropbox.com/s/62gokpnoposyf34/MarxReadingW12.pdf?dl=0); Capital, Vol. 1, pp 283-292 | Writer's Workshop | |  |  |  | *Hour 3*: The Grapes of Wrath, chs. 27-30 |  | | **Week 12:** | 11/14 | Alienation, pt. 2 | *Hour 1*: Capital, Vol. 1, pp. 461-508 | Writer's Workshop | |  |  |  | *Hour 3*: Myth of Sisyphus, pp. 1-63; Watch: Office Space |  | | **Week 13:** | 11/21 |  | **THANKSGIVING BREAK** |  | |  |  |  |  |  | | **Week 14:** | 11/28 | Alienation, pt. 3 | *Hour 1*: [The Economic and Philosophical Manuscripts, Grundrisse](https://www.dropbox.com/s/nha5jt9whrv8mk1/MarxReadingW14.pdf?dl=0); [Comments on James Mill](https://www.dropbox.com/s/furjyerxo464z4t/MarxReadingW13.pdf?dl=0) | Paper 2 Prompt | |  |  |  | *Hour 3*: Myth of Sisyphus, pp. 64-119 |  | | **Week 15:** | 12/5 | Revolution and Utopia | *Hour 1*: [German Ideology, pp. 83-90, 96-98](https://www.dropbox.com/s/ihecbagvbdg5u55/MarxReadingW15a.pdf?dl=0) | **Paper 2 Due** | |  |  |  | *Hour 3*: The Communist Manifesto, chs. 1-2; [Critique of the Gotha Programme pp. 162-167, 291-294](https://www.dropbox.com/s/8cicyulnozo6xk2/MarxReadingW15b.pdf?dl=0) |  | |  |  |  | **Final Exam** |  |   **Course Learning Outcomes:**Upon completion of the course, students will be able to:  ● Challenge and deconstruct the perceived tensions between economics and the humanities.  ● Ask cogent, thought-provoking questions based upon critical reading of texts across a range of literary, philosophical, and historical genres—film, fiction and non-fiction.  ● Explain theories of exploitation, alienation and labor markets; articulate their assumptions and their implications.  ● Articulate how texts across the disciplines are co-constitutive of knowledge, ethics, and aesthetics.  ● Demonstrate thoughtful rhetorical choices in creative and expository prose.  **Program or General Education Outcomes:**Upon completion of the course, students will have:  ● Composed critical and creative works motivated by theories of exploitation, alienation and the nature of work in a market economy.  ● Explored and explained processes by which humans develop social and/or historical perspectives.  ● Explored and explained values and ethical perspectives on labor market exchanges.  **Grading:**  Because of the interactive nature of the class, attendance is an essential component. Excessive tardies constitute absences; three 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 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](https://www.dropbox.com/s/upum3ilm7eiy0xx/Guidelines%20for%20Questions.E.E.357.S2018.docx?dl=0) 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 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 and Presenter'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. Also includes grades based on participation in in-class experiments.  4. Papers – Expository and Creative [40% = 2 x 20% each] - [Guidelines for Paper Formatting](https://www.dropbox.com/s/pq0rtlbefttln5x/Paper%20Formatting%20Guidelines.docx?dl=0)  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, either in the form of 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 Working with Marx and respond to questions posed by the professors in an oral examination.  **Academic Integrity:** 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](http://www.chapman.edu/academics/academicintegrity/index.aspx).  **Chapman University’s 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 [Office of Disability Services](https://www.chapman.edu/students/health-and-safety/disability-services/index.aspx). 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 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 Statement**: 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](https://www.chapman.edu/diversity/_files/strategic-initiatives/harassment-and-discrimination-policy.pdf). Any violations of this policy should be discussed with the professor, the [Dean of Students](https://www.chapman.edu/students/dean-of-students/index.aspx) and/or otherwise reported in accordance with this policy. | |

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