

Faculty of Science Course Syllabus
Department of Economics
ECON 4360
Ethics, Justice, and Economics
Fall 2020

Instructor: Daniel Rosenblum

Email: Daniel.Rosenblum@dal.ca

Office Hours: Wednesdays 1:00-2:00PM or by appointment (via collaborate on Brightspace).

Lectures: online videos, asynchronous online course

TA: Rodolfo del Aguila Andrade, rodolfo.del.aguila@dal.ca

TA Office Hours: TBA

Course Description

In this course, we will critically examine the assumptions of Neoclassical economic theory and its application with a focus on the ethical and distributional consequences of using markets as an allocation mechanism. The first half of the course adds a moral philosophical perspective to standard economic theory. The second half exposes students to the major conceptions of economic justice, including utilitarianism and social choice theory, Rawlsian egalitarianism, Nozickian libertarianism, Sen's capabilities approach, and equality of opportunity.

Course Prerequisites

Intermediate Micro (ECON 2200 or ECON 2201) and Intermediate Macro (ECON 2201 or ECON 2220). All Economics courses, unless stated otherwise, have a minimum grade requirement of C for their prerequisite courses.

Crosslisted: PHIL 4361

Exclusions: ECON 5360, ECON 3360, PHIL 3361

Learning Objectives

- Demonstrate the ethical/moral philosophical assumptions in economics through written assignments.
- Analyze, evaluate, and compare conceptions of economic justice through written assignments.
- Synthesize knowledge from the course by writing a final paper that evaluates an economic problem through a philosophical lens.

Course Materials

Required Textbook: Hausman, D., McPherson, M., & Satz, D. (2016). *Economic analysis, moral philosophy, and public policy*. Cambridge University Press. 3rd edition. (2nd edition is currently available online at the library, however it does not have all the content of the 3rd edition.) In addition, there are several assigned journal articles and book chapters (see below).

Other *required* assigned readings will be posted to Brightspace. Additional *optional* readings will be posted to Brightspace. These are for students interested in going beyond the normal required readings and students will not be expected to have read them.

Learning Management System

The course will use Brightspace (accessible through my.dal.ca) to post lecture slides and videos, grades, readings, links to readings, discussion boards, and links to topics of interest that may arise over the semester. The course will use Urkund plagiarism detection software on Brightspace. If you have any concerns or objections to using Urkund, please contact the professor to discuss it before any assignments are due. When connecting to online resources from outside of Canada, students are responsible for ensuring that they are aware of and observing any applicable laws of the country they are connecting from. Students are responsible to establish whether they have access to all course material as soon as the term begins and before the ADD/DROP date (September 18th, 2020). *If you do not have access to certain material, inform the instructor as soon as possible. Alternative access methods are not guaranteed.*

Course Requirements

This is a reading and writing intensive course. Students will be graded on their writing (6 short writing assignments and 1 long final paper) and one short video presentation of their final paper.

Course Assessment:

Component

Weight (% of final grade)

Date

5 Short Writing Assignments	60%, lowest grade dropped	Sept 25; Oct 9, 23; Nov 6, 27
Final Paper Presentation	10%	Dec 4
Peer Feedback on Presentations	5%	Dec 8
Final Paper	25%	Dec 17 th

Short Writing Assignments: The short writing assignments (3-4 pages) are your critical responses to the course readings. They will be due approximately every two weeks. The topic of the paper must be on that week and/or the previous one week's readings. For example, Assignment 4, due Oct 30, must be on Nozick's *Anarchy, State, and Utopia* and/or Rawls' *Theory of Justice*. The papers can refer to other course readings if relevant, but the main argument for the paper should be around those two weeks of readings. Lowest assignment grade will be dropped.

Students are free to write about whatever aspect of the readings they find most compelling/challenging/confusing/exciting. However, I will post one paper topic, which you can use instead of your own idea. In constructing your short papers it is important that your ideas draw on the various assigned chapters/papers to flesh out your writing. In considering the various articles you should be

mulling some basic questions: Is the topic of the paper(s)/chapter(s) something you deem important? Why? Is the approach they follow convincing? Are the conclusions they draw compelling? Has something critical been left out?

The point of the short assignments is to help you think critically about the readings and organize your thoughts in a logical way. **To get a good grade, you need to show me in your paper that you have read and thought critically about the readings. See Paper Grading Rubric to see how the papers will be assessed.** If you think your grade on a short paper is unfairly low, first contact your TA. If you still think your grade is unfairly low after discussing the paper with your TA, then feel free to discuss it with me during my office hours. I will not discuss short paper grades after the last day of classes.

In constructing your papers it is important that your ideas draw on the various assigned chapters/papers to flesh out your writing. In considering the various articles you should be mulling some basic questions: Is the topic of the paper(s)/chapter(s) something you deem important? Why? Is the approach they follow convincing? Are the conclusions they draw compelling? Has something critical been left out?

Final Paper: Students are also required to write a final term paper (10-12 pages) due at the end of classes. These longer papers are an opportunity to more deeply explore your thinking about a particular topic/question that relates to the readings. Although you are free to choose any topic, they must be approved by the professor ahead of time. **E-mail the professor your topic by the end of the 8th week of the course at the latest.** If you are struggling with a final paper topic, please contact the professor for assistance.

All papers must be written in 12-point font, double-spaced, 1 inch margins, no title page. Do not forget to put your name, date, and ID number on your papers. All papers must be submitted online via Brightspace.

Final Paper Presentations: Students will present their draft papers via a short uploaded video recording that the entire class will be able to view (possibly via FlipGrid). The presentations are meant to help you to organize your thoughts for your final paper and receive feedback from your peers and professor, so it can be appropriately revised before the end of the semester. You do not need to have a complete paper before your presentation. You should be able to explain your topic/hypothesis, why you think it's an important/relevant topic, and a logical argument in support of and/or against your hypothesis that draws from the course readings. You can use outside evidence, but it is not required, and the focus of your paper should be related to the course content. You should be able to show that you have thought critically about the course readings and/or that you can apply the concepts from the course to relevant topics. Aim for **5-8 minutes** for your presentation. A few weeks ahead of time, we will practice uploading short videos to make sure there are no technical problems with uploading videos.

Peer Review of Final Paper Presentations: The entire class is expected to watch the paper presentation videos and write brief comments to help the presenter improve their final paper. That is, you are expected to write at least a few sentences of constructive criticism for each presentation, although you can write more if you like (e.g. point out parts that need clarification,

ideas to strengthen the logic/argument, or provide a counterexample that could be addressed to strengthen the argument of the paper.) Full marks if comments are made for every video.

Grading: Grades will be determined according to the Dalhousie Common Grade Scale:

A+	A	A-	B+	B	B-	C+	C	C-	D	F
90-100	85-89.9	80-84.9	77-79.9	73-76.9	70-72.9	65-69.9	60-64.9	55-59.9	50-54.9	<50

Policy on Missed or Late Academic Requirements:

Doctor’s notes and Student Declaration of Absence forms are never required for this course.

If you anticipate delays in submitting your short writing assignments, the peer review, or the final paper for whatever reason, let your professor know as soon as possible, so that accommodations can be made. Unless an extension is approved **before the assignment due date** or there is an emergency, late work will be given a grade of zero.

Covid-19 Related Delays:

Note that the office hours of the professor and TA are subject to change due to the variability of Covid-19 related delays. For example, sudden closures of schools/daycares, may interrupt the ability of the professor to hold office hours at the initially scheduled times.

Additional Online Discussion:

As an optional component of the course the professor and TA may host discussion boards, allowing for asynchronous discussion of course topics.

Academic Integrity: Dalhousie University defines plagiarism as “the submission or presentation of the work of another as if it were one’s own.” All of the content of your papers is expected to be your own thoughts and words unless they are cited appropriately. You are expected to watch the Dalhousie Library Academic Integrity: APA Style tutorial before writing any papers to ensure you understand what is expected of you. If you have any questions about whether you may or may not be violating the university’s academic integrity policy, contact your professor before submitting the paper for assistance.

Course Content and Outline (subject to change by the professor)

Week 1 (Sept 8 -11): Introduction

Hausman, McPherson, and Satz Chapters 1-2

Required: watch the Dalhousie Library Academic Integrity: APA Style tutorial video (link on Brightspace).

Optional: Synchronous virtual course meeting via Collaborate on Brightspace to introduce the course and answer questions on Sept 9: 1:05PM to 2:05PM AST.

Week 2 (Sept 14-18): Rationality and Morality

Hausman, McPherson, and Satz Chapters 3-4

Optional: Samuelson, P. A. (1958). "An exact consumption-loan model of interest with or without the social contrivance of money." *The Journal of Political Economy*, 66(6), 467-482.

Week 3 (Sept 21-25): The Role of Morality in Markets

(*Assignment 1 Due Sept 25***)**

Hausman, McPherson, and Satz Chapters 5-6

Sandel, M. J. (2013). "Market Reasoning as Moral Reasoning: Why Economists Should Re-engage with Political Philosophy." *Journal of Economic Perspectives*, 27(4): 121-140.

Roth, Alvin E. (2007). "Repugnance as a constraint on markets." *Journal of Economic Perspectives*, 21(3): 37-58.

Optional: Healy, K., & Krawiec, K. D. (2017). "Repugnance Management and Transactions in the Body." *American Economic Review*, 107(5), 86-90.

Week 4 (Sept 28- Oct 2): Utilitarianism, Welfare, and Efficiency

Hausman, McPherson, and Satz Chapter 7

Bentham (1781/2000) Chapter 1 in *An Introduction to the Principles of Morals and Legislation*,

Mill (1863/2001) Chapter 2 in *Utilitarianism*

Hausman, McPherson, and Satz Chapters 8-9

Optional: Hahn, F. (1982) Chapter 9 "On Some Difficulties of the Utilitarian Economist" in *Utilitarianism and Beyond* ed. Sen and Williams.

Week 5 (Oct 5-9): Liberty, Rights, Equality, and Justice

(*Assignment 2 Due Oct 9***)**

Hausman, McPherson, and Satz Chapters 10-12

Week 6 (Oct 12-16): Social Choice and Game Theory

Hausman, McPherson, and Satz Chapters 13-14

Week 7 (Oct 19-23): Rawls' Theory of Justice

(*Assignment 3 Due Oct 23***)**

Selected sections from Rawls' *A Theory of Justice*

Cohen, G.A. (1991) "Incentives, Inequality, and Community," The Tanner Lectures on Human Values

Week 8 (Oct 26-30): Nozick's Anarchy, State, and Utopia (Topic for Final Paper must be e-mailed to the Professor by midnight on Oct 30)

Chapter 7 "Distributive Justice" from Robert Nozick's *Anarchy, State, and Utopia* (handout)

Cohen, G.A. (1977) "Robert Nozick and Wilt Chamberlain: How Patterns Preserve Liberty" *Erkenntnis* 11(1): 5-23

Mankiw, N. G. (2013). "Defending the one percent." *The Journal of Economic Perspectives*, 27(3), 21-34.

Week 9 (Nov 2-6): Human Capabilities

(*Assignment 4 Due Nov 6***)**

March 11: Sen, Amartya, (1979) "Equality of What?," The Tanner Lecture on Human Values.

March 13: Nussbaum, M. (1995) "Human Capabilities, Female Human Beings." Chapter 2 in *Women, Culture and Development: A Study of Human Capabilities* eds. Nussbaum and Glover.

Fall Study Break Nov 9-13

Week 10 (Nov 16-20): Equality of Opportunity

(Practice Uploading a Video: Due Nov 20.)

Arneson, R. (1989) "Equality and Equal Opportunity for Welfare", *Philosophical Studies*, 56(1): 77-93.

Roemer, J. (2002) "Equality of Opportunity: A Progress Report", *Social Choice and Welfare*, 19: 455-471.

Week 11 (Nov 23-27): How can economists tackle injustice?

(*Assignment 5 Due Nov 27 ***)**

Bertrand, M. and S. Mullainathan (2004). "Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." *The American Economic Review*. 94(4): 991-1013.

Doyle O., C.P. Harmon, J.J. Heckman, and R.E. Tremblay (2009) "Investing in early human development: Timing and economic efficiency." *Economics and Human Biology*. 7(1): 1-6.

Deaton, A. (2014). "American hubris, African nemesis." *The Lancet*. 383: 297-298.

McMurtrie, B. (2014). "Poverty under the microscope." *The Chronicle of Higher Education*. June 9, 2014.

Optional: Almond, D., J. Currie, and V. Duque (2018). "Childhood Circumstances and Adult Outcomes: Act II" *Journal of Economic Literature*. 56(4): 1360-1446.

Optional: Duflo, E. (2017). "The Economist as Plumber" (No. w23213). National Bureau of Economic Research.

Week 12: (Nov 30-Dec 8): Presentation of final papers and peer review.

Paper Presentation Due December 4.

Peer Review Due December 8.

Final Papers due by midnight December 17.

Faculty of Science Course Syllabus (Section B)
Fall 2020
ECON 4360: Ethics, Justice, and Economics

University Policies and Statements

This course is governed by the academic rules and regulations set forth in the University Calendar and by Senate

Missed or Late Academic Requirements due to Student Absence

As per Senate decision instructors may not require medical notes of students who must miss an academic requirement, **including the final exam**, for courses offered during fall or winter 2020-21 (until April 30, 2021). Information on regular policy, including the use of the Student Declaration of Absence can be found here: https://www.dal.ca/dept/university_secretariat/policies/academic/missed-or-late-academic-requirements-due-to-student-absence.html.

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Information: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (Canada and Nova Scotia).

Information: https://www.dal.ca/campus_life/academic-support/accessibility.html

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Code: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness

Statement: <http://www.dal.ca/cultureofrespect.html>

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit or e-mail the Indigenous Student Centre (1321 Edward St) (elders@dal.ca).

Information: https://www.dal.ca/campus_life/communities/indigenous.html

Important Dates in the Academic Year (including add/drop dates)

https://www.dal.ca/academics/important_dates.html

University Grading Practices

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Student Resources and Support

Advising

General Advising https://www.dal.ca/campus_life/academic-support/advising.html

Science Program Advisors: <https://www.dal.ca/faculty/science/current-students/academic-advising.html>

Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html

Black Students Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html

International Centre: https://www.dal.ca/campus_life/international-centre/current-students.html

Academic supports

Library: <https://libraries.dal.ca/>

Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Studying for Success: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Copyright Office: <https://libraries.dal.ca/services/copyright-office.html>

Fair Dealing Guidelines <https://libraries.dal.ca/services/copyright-office/fair-dealing.html>

Other supports and services

Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html

Student Advocacy: <https://dsu.ca/dsas>

Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

Safety

Biosafety: <https://www.dal.ca/dept/safety/programs-services/biosafety.html>

Chemical Safety: <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>

Radiation Safety: <https://www.dal.ca/dept/safety/programs-services/radiation-safety.html>

Scent-Free Program: <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Paper Grading Rubric for ECON 4360: Ethics, Justice, and Economics

Grade	Logic/Organization	Analysis	Strength of Argument	Writing Style
A	<p>Logical flow Clear progression of ideas building on a central theme Clear transitions between paragraphs and ideas Effective use of transition statements and linking sentences . Intro states purpose, is explicit and grabs attention Intro clearly states what the essay is about Conclusion summarizes/ integrates/discusses implications</p>	<p>Original interpretation or application of readings bordering on ground-breaking (A+) Critically analyzed readings Integrated analysis into argument Original ideas</p>	<p>Makes the point Relevant to stated purpose Delivered on thesis statement Backed up with powerful evidence</p>	<p>Few spelling/grammar mistakes Consistent in tense and person Typed, professional appearance Acknowledged all sources, including consistent citation style.</p>
B	<p>Logical flow General progression that builds on a central theme Some transitions between paragraphs and ideas Under- use of transition statements and linking sentences . Intro states purpose and grabs attention Intro states what the essay is about Conclusion summarizes/ integrates/discusses implications but lack clarity</p>	<p>Some analysis of readings Presented analysis, but did not integrate it fully into argument Thesis is not entirely clear, but argument can be followed Opened the door, but failed to drive the point home</p>	<p>Good evidence Evidence relevant to purpose Shows thought and analysis, but lacks clear focus</p>	<p>Spelling/grammar mistakes begin to interfere with reading flow Minor changes in tense and person Some inconsistency in the typed format Acknowledged all sources, citation style inconsistent.</p>
C	<p>Logical flow is not always evident Lacks progression but expresses ideas that support and argument 1 or 2 tangents (i.e. not stated in the intro) Under- use of transition statements and linking sentences . Intro states a purpose, but it is not clear Conclusion summarizes or repeats intro, but fails to integrates/discusses implications</p>	<p>Analysis lacking or off track Overlooked critical information in analysis Have to work to follow argument Generally lacked original thinking</p>	<p>Purpose generally addressed, but with weak evidence and argumentation Weak evidence of thorough analysis and thought</p>	<p>Many spelling/grammar mistakes Inconsistent tense and person Typed, but not professional in appearance Acknowledged all sources, citation style inconsistent, incorrectly cites some sources .</p>
D	<p>Lacks logical flow Lacks progression of ideas Frequent tangents that distract from main ideas Generally lacks transition statements and linking sentences. Intro does not indicate a purpose, seems irrelevant Conclusion does not reflect the paper, is too brief</p>	<p>Overlooked critical information Faulty analysis Can't follow argument No original use of information</p>	<p>Point not explicitly made, have to work to see it Marked lack of evidence Unconvincing argument</p>	<p>Frequent spelling/grammar mistakes Inconsistent tense and person Handwritten Acknowledged all sources, incorrectly cites most sources .</p>
F	<p>Ideas are scattered, disjointed Lacks logical flow No obvious progression of ideas Lacks clear transitions Lacks a clear introduction Conclusion is very brief or missing</p>	<p>No critical analysis Lacks thesis statement Not apparent line of argument</p>	<p>Point not made or irrelevant to purpose Little evidence for argument Failure to make an argument</p>	<p>Spelling/grammar mistakes throughout Inconsistent tense and person Handwritten Plagiarism, does not acknowledge one or more sources.</p>