



19 February 2023

To the Faculty Senate,

Please find attached a proposal for a new interdisciplinary major, Philosophy, Politics, and Economics. Occasional conversations about such a program have been happening for at least four years, however, Tom Knecht, Edd Noell, Rick Ostrander, Jim Taylor and myself have been working on it in a formal way for about a year.

Attached here is the proposal itself, and course proposals for the two new courses that such a new major would require. I have not included the cover sheet that usually accompanies such course proposals. Such a sheet requires the signature of the department chair, but because no such department exists, there is no chair to sign off on it. All of the contents of a normal course proposal have been included, however, and this proposal has been put together with the participation of the chairs of the composite departments, and comes with their approval.

Sincerely Yours,

Edward Song
Tom Knecht
Edd Noell
Rick Ostrander
Jim Taylor



A PROPOSAL FOR A CROSS-DISCIPLINARY MAJOR IN PHILOSOPHY, POLITICS, AND ECONOMICS

RATIONALE:

It is clear that the questions the modern world poses of us defy the neat boundaries of the traditional academic disciplines. Most contemporary social issues have myriad aspects demanding an understanding of political and social institutions, quantitative social scientific information, and normative issues surrounding ethics and justice. Students trained in any single discipline understand parts of these issues, but not all of them in their multifaceted complexity.

Philosophy, Politics, and Economics (PPE) interdisciplinary degrees have become increasingly popular at a number of colleges and universities around the country.¹ These programs were inspired by the original PPE degree at Oxford, which was first offered in 1920, as a modern version of their venerable Classics degree. PPE has become the quintessential Oxford degree, and the interdisciplinary training from these three specific disciplines complement each other in powerful ways. Traditional philosophy majors develop rigorous general intellectual skills and an understanding of foundational humanistic questions, including normative issues related to ethics and justice, but receive virtually no training in applying this knowledge to real social problems. Political Science majors possess a deep understanding of the organization and outcomes of political institutions and processes, but would benefit from a deeper understanding of ethical or economic issues. Economics equips students with the specific tools of economic analysis, an understanding of the operation of markets, and the functional skills of business, but it doesn't explore other kinds of political and social forces or normative issues connected to economic behavior. Combined training in all three of these disciplines allows students to engage a range of social and political issues in more sophisticated ways.

The proposed PPE BA at Westmont would be built upon existing course offerings in the Philosophy, Political Science, and Economics departments. Students would take three courses in each of these disciplines, gaining an understanding of their foundational tools and skills. They would also take one upper division elective in any one of the constitutive majors, and also have an internship experience. Only two 2-credit courses would need to be developed—an introductory PPE class, and a capstone senior seminar.

Another distinctive feature of this proposal is a requirement that all majors spend one semester of their junior year off-campus, living in the college's Ocean View apartments and taking classes in the new Westmont Downtown facility. The off-campus component and the internship experience open up a range of applied learning experiences, giving students the opportunity to engage the community, get practical work experience, and apply the liberal arts education that they are receiving in the classroom in real world environments.

In addition to the inherent educational value of a PPE degree—the complementary knowledge that students gain from training in these three disciplines, and the unique learning opportunities created by the practical or applied component of the degree—such a major would help to satisfy several of Westmont's strategic priorities:

- PPE has proven to be an attractive degree at other institutions, and can serve as a recruiting tool for incoming students who have the kind of broad social and political interests covered

¹ These include major research universities like Arizona, Dartmouth, Duke, Michigan, Notre Dame, Tulane, UNC, UPenn, UVA, Wisconsin, and Yale; regional aspirational peers like Claremont McKenna and Pomona; and a few CCCU institutions like King's College (NYC), Seattle Pacific, and Taylor. Most of these are PPE programs, but others have slight variations. Yale, for example, offers Ethics, Politics, and Economics; UVA has Philosophy, Politics, and Law.

by the three disciplines. Moreover, like the Augustinian Scholars program, a PPE degree would strengthen Westmont's connection to the growing network of secondary schools that employ a classical curriculum, as well as certain home school networks.

- The PPE off-campus requirement would help the college to manage our enrollment cap by moving a regular and predictable number of students from campus to Downtown without having to spend the considerable energy and resources necessary to recruit them into programs like Westmont Downtown and Westmont in San Francisco. It would also help to create a critical mass of students in the new Downtown facility, making it easier to build out the course offerings that would could support other Downtown programs.
- PPE programs at other universities have proven to be attractive source of fundraising from individuals and foundations.

As a liberal arts college, Westmont's commitment to interdisciplinary studies provides a strong rationale for taking the curricular building blocks we already possess and assembling them into a coherent program of study that will equip our students in new ways. Just as with the Data Analytics major, we can create a whole new academic program with virtually no new resources that will both enable the college to satisfy some important strategic interests, and provide students a unique set of skills that will help them engage the contemporary world as thoughtful scholars and faithful leaders.

REQUIREMENTS FOR A BA IN PHILOSOPHY, POLITICS, AND ECONOMICS: 48 CREDIT UNITS

Required Core Disciplinary Courses: 38 credit units

- 3 x 4 unit Philosophy Courses
 - PHI-104 Ethics
 - Any **two** of PHI-113 Contemporary Moral Problems, PHI-133 Political Philosophy, PHI-137 Justice and Public Policy, and PHI-138 Philosophy of Race,
- 3 x 4 unit Political Science Courses
 - Any **three** of POL-103 Public Policy, POL-108 Congress, POL-125 International Political Economy, POL-127 Environmental Politics.
- 3 x 4 unit Economics and Business Courses
 - EB-010 Principles of Microeconomics
 - Any **two** of EB-103 History of Economic Thought, EB-115 Game Theory, EB-116 Antitrust and Regulatory Environment of Business, EB-117 Economic Analysis of Law.
- 1 x 2 unit PPE introductory seminar (new course)

Upper Division Courses: 10 credit units

- 1 x 4 units upper electives in any of the three disciplines
- 1 x 4 unit Internship
- 1 x 2 unit PPE senior seminar (new course)

RESOURCE IMPLICATIONS:

Faculty

Because the program largely relies on existing courses, no new staffing should be required. The 2 unit PPE introductory seminar and senior seminar will need to be developed, but these teaching responsibilities could be accommodated by adjusting existing loads, or distributing the responsibilities by team-teaching these two courses. Edward Song will take the lead in administering the program. Ed

himself has an Oxford PPE degree, currently teaches in both the Philosophy and Political Science departments, and has teaching and research interests in ethics, political philosophy, public policy, and economics issues. He is currently a full-time (non-tenured) Associate Professor, with responsibilities split between teaching on campus and helping to run the Westmont Downtown Semester in Social Entrepreneurship. Because that program is evolving, his current responsibilities can be distributed to include the new PPE program.

Library

Since the proposed program arises out of three existing majors, the library resources required for the PPE major can be covered by their current budgets.

Scheduling, Transportation and Student Housing

Because of the off-campus requirement, some accommodations will need to be made with regard to student housing, class scheduling, and transportation.

First, rooms in the Oceanview apartments would need to be set aside for PPE students in their mandatory off-campus semester. This by itself is no problem since Oceanview has space for 76 students. It would simply require a change in housing policy, giving priority to PPE students. Oceanview is an untapped resource for managing our enrollment cap since virtually all of the students who live there are enrolled in classes on campus. We would make better use of our housing resources if priority for OV housing were given to students who were fully off-campus—either those in the PPE program, the Semester in Social Entrepreneurship, or any other students who were able to be fully off-campus because of their participation in future Downtown programs.

In order to support students taking classes Downtown during their off-campus semester, about four to six additional courses per semester will need to be taught in the Downtown facility. These will mostly include the 2-unit introduction to PPE and courses from the three core disciplines. It might also include courses that satisfy GE requirements. All of these courses would obviously be open to on-campus students, and would need to be strategically scheduled to allow time for transportation to and from campus. For example, the Tuesday/Thursday 10:00-11:50 and 1:15-3:05 timeslots are convenient since the noon lunch hour has no classes scheduled, providing a window for students to travel back and forth from campus. Downtown classes could also be scheduled in slightly different time slots from the normal campus schedule. For example, the Monday/Wednesday late afternoon time slot might be adjusted to start at 3:30 instead of 3:15, or the Tuesday/Thursday 10AM slot could be moved to 10:15. This would allow students enough time to make it to the Downtown facility after their earlier class ends.

Finally, while many students have cars, or can otherwise arrange transportation to the Downtown building, the Westmont shuttle schedule would need to be adjusted to allow regular and reliable transportation between campus, the Oceanview apartments, and Westmont Downtown. It might be necessary, for example, to have a Downtown express shuttle run direct from Campus and Oceanview to deliver students at the start of their classes.

These logistical adjustments aren't trivial. They are, however changes that will be necessary for whatever new programs are established by the college in order to fully develop and utilize the college's new Downtown buildings. A PPE program will provide a critical mass of students to make these changes more justifiable and efficient. They also provide certain benefits: the additional classes taught Downtown will free up classroom space on campus; professors will be able to make use of newer, more modern teaching facilities; being Downtown makes it easier to bring in speakers from the community to into a classroom, or to take a class out into the field for community-based educational experiences.

STATES, MARKETS, AND MORALITY

NEW COURSE PROPOSAL

Edward Song

RATIONALE

This course is meant to serve as the introductory seminar for a new interdisciplinary PPE major. It is a two unit course that introduces students to the general subject area, touching on matters that are equally philosophical, political, and economic in nature. In this way, it offers a space in which students can begin to integrate their training and thinking in these three distinct disciplines.

I hope to teach this course every year or two depending on need as part of my teaching responsibilities.

CATALOG DESCRIPTION

This course offers an introduction to the Philosophy, Politics, and Economics major, by examining a variety of foundational issues in social, political, ethic, and economic thought.

PREREQUISITES

PHI-006, Philosophical Perspectives; IS-010H, Augustine and the Christian Tradition I; POL-030, Political Theory and Ideology

COURSE CREDIT UNITS

2 Credit Units

STATES, MARKETS, AND MORALITY PPE-010

INSTRUCTOR: Edward Song
OFFICE: Porter Center 1B
OFFICE HOURS: TBD

EMAIL: esong@westmont.edu
PHONE: 805-565-7071

COURSE DESCRIPTION

This course serves as the introductory seminar for the Philosophy, Politics and Economics major. It seeks to introduce students to core topics and give space for students to integrate the specific disciplinary training that they are receiving in their philosophy, politics, and economics classes.

COURSE LEARNING OUTCOMES

On completion of the course, student should be able to demonstrate:

- 1) Analyze global patterns from an economic, political, and ethical perspectives (Aligns with Westmont's Global Awareness Institutional Learning Outcome).
- 2) Write effectively in various different contexts (Aligns with Westmont's Competence in Written Communication Institutional Learning Outcome).
- 3) Accurately evaluate the strength of evidence in support of a claim (Aligns with Westmont's Critical Thinking Institutional Learning Outcome).
- 4) Identify, evaluate, and integrate sources effectively and ethically in various contexts. (Aligns with Westmont's Informational Literacy Institutional Learning Outcome).

REQUIRED COURSE TEXTS

- Readings will be made available online or in a course packet.

COURSE REQUIREMENTS

Attendance/Preparation/Participation/Decorum (10%)

Students should be well-prepared for class. Good attendance and active participation are necessary in order to understand complex materials, and build the skills of dialectical engagement and critical thinking. More generally, we will be discussing personal and demanding topics, which we can only meaningfully engage by trying to inculcate a culture of respect and empathy.

Weekly Memos (10%)

The weekly memos are ~150 word writing assignment due at the end of each week. While each memo will be directed by a specific prompt, in general they are meant to provide a space for students to reflect in personal ways on how they are responding to the material and the discussion.

Papers (15% and 25%)

There are two papers. The first is very short (i.e. 3-4 pages) and primarily focuses on carefully reconstructing and clearly explicating an argument. The second is longer (i.e. 5-7 pages) and gives students the opportunity to explain an argument and offer their own analysis or evaluation. Papers will be turned in on Canvas. Students are responsible for keeping their own copy of papers.

Midterm and Final Exam (40%)

The midterm and final exam will both be short answer examinations that focus on demonstrating a mastery and understanding of the material we cover. They are each worth 20% of the final grade.

Final grades will be assigned according to the following scale:

A+: 96.66-100	B+: 86.66-89.99	C+: 76.66-79.99	D+: 66.660-69.99
A: 93.33-96.65	B: 83.33-86.65	C: 73.33-76.65	D: 63.33-66.65
A-: 90.00-93.32	B-: 80.00-83.32	C-: 70.00-73.32	D-:60.00-63.32

OTHER COURSE POLICIES

Late Work: Late work will be penalized ten points per day (with a 5PM cutoff. E.g. A 85 paper turned in at 6PM on the day after the papers are due will receive a 65.) Extensions may be granted if they are requested at least one week before an assignment is due. Exams cannot be made up unless there is an unforeseen and unavoidable major crisis.

Appeals: If you believe a grade is incorrect, you have two weeks from the time the grade is posted to discuss the grade in-person with me. After two weeks have passed, the grade becomes final. Similarly, students have two weeks from the date of administration to complete all make-up assignments before the grade becomes a zero.

Honor and Respect in the Classroom: Westmont's Community Life Statement calls us to treat each other according to two commands from Jesus: "Love one another as I have loved you," and "Love your neighbor as yourself." Further, our Diversity Matters document indicates that as we abide by these commandments, we learn to honor and respect one another. In this class, we will embody these commitments as we interact with one another and with the class material. If you experience or witness something that does not honor these commitments, please talk with the instructor as soon as possible. You may also find it helpful to access the College's policy on Bias, Harassment, and Discrimination.

Academic Honesty and Plagiarism: Policies on academic integrity will be strictly enforced. Any student who violates the principles of academic integrity will fail the assignment, and possibly the course. It is your responsibility to read and be familiar with Westmont's Academic Integrity Policy: <https://www.westmont.edu/office-provost/academic-program/academic-integrity-policy>
In case you are not sure, here are instances in which you would be in violation of the principle of academic integrity:

- You cheat on an exam
- You copy a classmate's work or allow your classmate to copy your work.
- You fail to properly assign authorship to a paper, a document, an idea, or a turn of phrase, whether intentionally or unintentionally
- You submit the same work for two different courses without prior permission from your professors
- You seek or obtain help on any work that calls for independent work (including take home exams, homework, and problems to be solved)
- You purchase documents or papers and then present them as your own. Should you violate the principle of academic integrity, you will fail the assignment and the course. See the student handbook for the full college policy.

Any students who are suspected of violating the principles of academic integrity will be held accountable for their actions and are eligible for a failing grade in the assignment and/or course.

Academic Accommodations: Students who choose to disclose a disability are encouraged to contact the Office of Disability Services (ODS) as early as possible in the semester to discuss possible accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the ODS. Accommodations are designed to minimize the impact of a disability and ensure equal access to programs for all students with disabilities. Please contact ods@westmont.edu or visit the website

for more information <https://www.westmont.edu/disability-services-welcome>. ODS is located upstairs in Voskuyl Library 310, 311A.

Wellness: If you become ill, experience stress or anxiety, have family issues that need to be addressed, have difficulty navigating your classes, or any other issue comes up in the term, I encourage you to seek assistance and to take good care of yourself. This could, for instance, mean contacting CAPS—<https://www.westmont.edu/counseling-and-psychological-services>

Looking for some writing help? The writing center is a creative, collaborative space where you can improve in writing skill and confidence. Peer tutors serve as friendly “test readers” for your projects, helping you develop and revise your writing before submitting it to professors, employers, and others. During the Spring 2021 semester, [Writers’ Corner](#) tutors will meet with you online using video conferencing and other tools. We encourage you to meet with a tutor at least 48 hours before your writing deadline. Be ready to share your assignment prompt and your latest draft, no matter how rough. All tutorials are free of charge. Make an appointment at <https://westmont.mywconline.com>; tutorials resume on Wednesday, January 20. Please make use of this great resource!

COURSE SCHEDULE

Week 1: Political Authority I

- Hobbes, *Leviathan*, Chapters XIII-XV, XXI
- Locke, “Of the State of Nature,” and “Of the State of War,” *Second Treatise of Civil Government*
- Hume, “Of the Original Contract”

Week 2: Political Authority II

- Walter Brueggemann, “Scripture: Old Testament,” *The Blackwell Companion to Political Theology*
- Christopher Rowland, “Scripture: New Testament,” *The Blackwell Companion to Political Theology*

Week 3: Property Rights I

- John Locke, “On Property,” *Second Treatise on Government*
- Robert Nozick, “Locke’s Theory of Acquisition,” *Anarchy, State and Utopia*

Week 4: Property Rights II

- David Hume, *Treatise on Human Nature*, III, 3, ii-iii
- Allan Gibbard, “Natural Property Rights,” *Nous* 10 (1976), pp. 77–86.

Week 5: Liberalism and Democracy: Christian Perspectives

- Elizabeth Phillips, “Liberalism and Democracy,” *Political Theology*
- Craig Hovey, “Liberalism and Democracy,” *The Cambridge Companion to Christian Political Theology*

Week 6: Justice: Liberal Egalitarian Perspectives

- Rawls, *Justice as Fairness* (excerpts)

Week 7: Justice: Libertarian Perspectives

- Robert Nozick, *Anarchy, State, and Utopia* (excerpts)

Week 8: **Justice: Socialist Perspectives**

- G.A. Cohen, “Robert Nozick and Wilt Chamberlain: How Patterns Preserve Liberty”

Week 9: **Justice: Conservative Perspectives**

- Michael Oakshott, “On Being Conservative”

Week 10: **Capitalism and Markets I**

- Adam Smith, *Wealth of Nations*, Book I, Chapters I-III
- Milton Friedman, “The Power of the Market” (O)
- Hayek, *The Road to Serfdom* (excerpts)(O)

Week 11: **Capitalism and Markets II**

- Allan Gibbard, “What’s Morally Special about Free Exchange”
- John Tomasi, “Thinking the Unthinkable,” *Free Market Fairness*

Week 12: **The Marxist Critique of Capitalism**

- Karl Marx, *Capital*, Part VIII, Chapter 26
- Karl Marx and Friedrich Engels, “The Communist Manifesto,” Parts I, II, and IV (pp. 14-27, 34) Friedrich Engels, *Principles of Communism* (pp. 42-54)

Week 13: **Market Failure**

- Hardin, “Tragedy of the Commons”
- Tyler Cowen, “Public Goods”
- David Friedman, “Market Failures”

Week 14: **Public Choice Theory**

- James Buchanan, “Public Choice: Politics Without Romance”
- Anthony Downs, “An Economic Theory of Political Action in Democracy”
- W. Keech and M. Munger, “The Anatomy of Government Failure,” *Public Choice*

Week 15: **Politics and the Kingdom of God**

- N.T. Wright, “Herald of the King”

**PPE SENIOR SEMINAR
NEW COURSE PROPOSAL**

Edward Song

RATIONALE

This course is meant to serve as the capstone senior seminar for a new PPE major. It is a two unit interdisciplinary course that allows students to use the disciplinary skills that they have accumulated over the course of their studies, and apply it to a range of pressing contemporary issues.

I hope to teach this course every year or two depending on need as part of my teaching responsibilities.

CATALOG DESCRIPTION

This is the capstone senior seminar for the Philosophy, Politics, and Economics major, which allows students to use the disciplinary skills that they have accumulated over the course of their studies, and apply it to a range of pressing contemporary social and political issues.

PREREQUISITES

Senior standing, taken during the last semester on campus. PPE majors only

COURSE CREDIT UNITS

2 Credit Units

SENIOR SEMINAR PPE-195

INSTRUCTOR: Edward Song
OFFICE: Porter Center 1B
OFFICE HOURS: TBD

EMAIL: esong@westmont.edu
PHONE: 805-565-7071

COURSE DESCRIPTION

This course acts as the senior capstone for Philosophy, Politics, and Economics majors. It allows students to integrate the interdisciplinary perspectives and tools that they have accumulated in their Westmont education, and apply them to complex contemporary social and political issues.

COURSE LEARNING OUTCOMES

On completion of the course, student should be able to demonstrate:

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COURSE REQUIREMENTS

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Weekly Memos (20%)

The weekly memos are ~150 word writing assignment due at the end of each week. While each memo will be directed by a specific prompt, in general they are meant to provide a space for students to reflect in personal ways on how they are responding to the material and the discussion.

Papers (20% and 50%)

There are two papers. The first is very short (i.e. 3-4 pages) and primarily focuses on carefully reconstructing and clearly explicating an argument. The second is a longer (i.e. 8-10 pages) research paper, giving students the opportunity to offer their own analysis or evaluation of a pressing social or political issue of their choice. Papers will be turned in on Canvas. Students are responsible for keeping their own copy of papers.

Final grades will be assigned according to the following scale:

A+: 96.66-100	B+: 86.66-89.99	C+: 76.66-79.99	D+: 66.66-69.99
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POSSIBLE TOPICS:

Week 1: Liberty and Paternalism

- J. S. Mill, “On Liberty”
- Gerald Dworkin, “Paternalism”
- Richard Thaler and Cass Sunstein, “Libertarian Paternalism is not an Oxymoron”

Week 2: The Moral Limits of Markets I

- Debra Satz, Why Some Things Should Not Be For Sale (Chapters 4 and 6).
- Michael Sandel, “What Money Can’t Buy”

Week 3: The Moral Limits of Markets II

- Posner, “The Regulation of the Market in Adoptions”
- Margaret Jane Radin, “Compartmentalization”
- David Friedman, “Sex, Marriage, and Babies”

Week 4: The Moral Limits of Markets III

- Arthur Caplan, “Organ Transplantation”
- Janet Radcliffe-Richards, “Nephrarious Goings-On: Kidney Sales and Moral Arguments”
- Jason Brennan and Peter Martin Jaworski, “Markets without Symbolic Limits”

Week 5: The Moral Limits of Markets IV

- Michael Huemer, “America’s Unjust Drug War”
- Peter DeMarneffe, “Against the Legalization of Drugs”
- Jeffrey Miron, “The Economics of Drug Legalization and Prohibition”

Week 6: Entrepreneurship and Creative Destruction

- Joseph Schumpeter, “The Process of Creative Destruction”
- Israel Kirzner, “The Entrepreneur”

Week 7: Immigration I

- Michael Huemer, “Is There a Right to Immigrate?”
- Hrishikesh Joshi, “For (some) Immigration Restrictions”

Week 8: Immigration II

- George Borjas, “The New Economics of Immigration”

Week 9: **Global Poverty**

- Martha Nussbaum, “Beyond the Social Contract: Toward Global Justice,”
- Jan Narveson, “Is World Poverty a Problem for the Wealthy?”

Week 10: **Global Development**

- Jeffrey Sachs, *The End of Poverty* (excerpts)
- William Easterly, *White Man’s Burden* (excerpts)
- Martha Nussbaum, “Capabilities, Entitlements, Rights: Supplementation and Critique,”

Week 11: **International Trade**

- Joseph Stiglitz, “Making Trade Fair,” *Making Globalization Work*
- Jagdish Bhagwati, “Exploitation: For and Against,” *In Defense of Globalization*

Week 12: **The White, Rural, Working Class**

- Khazan, “Middle-Aged White Americans are Dying of Despair,” *The Atlantic*
- Arlie Hochschild, *Strangers in Their Own Land* (excerpts)

Week 13: **Nationalism and Group Identity**

- Eric Kaufmann, “How to Compromise with Populism”
- K. Anthony Appiah, “Cultural Identity: A Cosmopolitan View”

Week 14: **National Conservatism**

- Yoram Hazony, “Nationalism and the Future of Western Freedom”
- Andrew Kloster, “Not the National Conservatism We’ve Been Looking For”
- Zack Beauchamp, “The New Reactionaries”

Week 15: **Justice and the Christian Vocation**

- N.T. Wright, “Light of the World