
THE COMMONS AND THE MARKET in Fall 2020 (PO2060)

Course Code	PO2060	Professor(s)	Peter Haegel, Julian Culp
Prerequisites	None	Office Number	JC: G-L19 PH: GL-17
Class Schedule	M: 12:40-14:15 in C-103 R: 18:10-19:45 in C-103	Office Hours	JC: Thu 15h00-17h00 PH: Wed 10h00-11h00 + 16h15-17h15
Credits	4	Email	phaegel@aup.edu, jculp@aup.edu
Semester	Fall 2020	Office Tel. Ext.	618

Course Description

Over the past decades under the neoliberal *zeitgeist*, the reliance on markets has expanded to a host of new spheres, such as CO2 emissions or education, often in tandem with the privatization of public services and goods. At the same time, the idea of “the commons” has reappeared in relation to values such as biodiversity, the Earth’s climate, or human knowledge (Wikipedia, *open access*). What are the justifications and implications of using markets, and what kind of arrangements are necessary to establish and protect the commons?

In this course, students will study some of the major contributions to this debate: foundational texts of (neo-)liberal economics that aim to legitimize market mechanisms; philosophical treatments and critiques of key concepts such as rationality and motivation, property and common goods; political analyses of how allocative institutions – markets, governments, and cooperative alternatives – produce distributional outcomes.

While open to all students, the course also serves to fulfil the *Disciplinary Research Methods and Writing* requirement of AUP’s Global Liberal Arts Core Curriculum for the PPE major in Philosophy, Politics & Economics (it does NOT serve this function for the individual majors in Philosophy, Economics, or International and Comparative Politics): students will train their ability to distinguish and to muster economic, philosophical and political arguments, and to build convincing political economy analyses. This will involve the step-by-step development of a “markets or commons?” research paper, in which students apply the theoretical discussions to a contemporary issue of their choice.

Course Learning Outcomes

To grasp and express core concepts in economic theory, philosophy, and political science related to the justification and critique of the commons and the market;

To analyze, differentiate and evaluate conceptual, empirical, and normative arguments about the commons and the market in modern societies;

How to convincingly argue for one's own position regarding the importance of the commons and the market in modern societies;

To understand and reconstruct scholarly texts in philosophy, political theory and economic theory;

How the three disciplines of Philosophy, Politics, and Economics differ and interact in their approaches to political economy.

General Education

This course can be used to fulfill the CCR requirement and as such has the following learning outcomes:

You will be able to engage in the writing practices and culture of your chosen major, adding to the skills you acquired in the Research, Interpretation, and Writing classes to develop a personal, authentic disciplinary voice.

Course Outline

INTRODUCTION: THE COMMONS, MARKETS, AND RATIONALITY

Week 1

Sept. 24: Millennial Socialism

Required reading in class:

The Economist. 2019. "Millennial Socialism." *The Economist* (Feb. 16th-22nd), pp. 9-10.

Week 2

Sept. 28: Rational Individuals, Collective Disaster?

Required reading:

Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science* 162, pp. 1243-8.

Oct 1: The Economic Approach to Human Behavior

Required reading:

Becker, Gary. 1993. "The Economic Way of Looking at Behavior." *The Journal of Political Economy* 101(3), 385-408, pp. 385-403.

Week 3

Oct. 5: The Social Construction of Scarcity and Affluence

Required reading:

Sahlins, Marshall. 1972. *Stone Age Economics*. Chicago & New York: Aldine Atherton, ch. 1. "The Original Affluent Society", 1-39, pp. 1-23 and 28("The hunter's attitude...")-39.

THE MARKET AND ITS JUSTIFICATIONS

Oct. 8: Markets and Efficient Allocation

Required readings:

Smith, Adam. 1991 [1776]. *The Wealth of Nations*. Amherst: Prometheus Books, Bk 1, ch. 1, pp. 9-11; Bk 1, ch. 2 pp. 19-23; Bk 4, ch. 4 pp. 349-52.

Marshall, Alfred. 1920. *Principles of Economics*. 8th ed. London: Macmillan and Co., book 3,

chapter 3, online: https://oll.libertyfund.org/titles/1676#lf0197_label_069

Week 4

Oct. 12: Markets and Information

Required reading:

Hayek, Friedrich August. 1945. "The Use of Knowledge in Society." *The American Economic Review* 35, 519-30.

Oct. 15: Markets and Private Property

Required readings:

Locke, John. 1698. *Two Treaties of Government*. Second Treaty, ch. 5, excerpts.

Nozick, Robert. 1974. *Anarchy State Utopia*. New York: Basic Books, ch. 7, pp. 149-153, 160-4, 174-8.

Week 5

Oct. 19: Markets and Innovation

Required reading:

Schumpeter, Joseph A. 1975 [1942]. *Capitalism, Socialism and Democracy*. New York: Harper Perennial, pp. 72-86.

THE MARKET LOGIC APPLIED - CASE STUDIES

Oct. 22: Education

Required reading:

Friedman, Milton. 2007 [1962]. "The Role of Government in Education." In Curren, Randall

(ed.). *The Philosophy of Education. An Anthology*. Malden et al.: Blackwell, 194-9.

Week 6

Oct. 26: Pollution

Required reading:

Coase, Ronald H. 1960. "The Problem of Social Cost." *Journal of Law and Economics* 3(1), 1-44.

THE COMMONS AND THEIR JUSTIFICATIONS

Oct. 29: Common Ownership of the Productive Forces.

Required readings:

Marx, Karl. 1875. *Critique of the Gotha Program*.

<https://www.marxists.org/archive/marx/works/1875/gotha/ch01.htm>

Marx, Karl. 1887. *Capital*, Vol. 1. Part VIII Primitive Accumulation, Ch. 26, 27 and 32.

<https://www.marxists.org/archive/marx/works/1867-c1/index.htm>

Week 7

Nov. 2: The Commons Beyond States and Markets

Required reading:

Ostrom, Elinor. 1990. "Reflections on the Commons." In *ibid. Governing the Commons*. Cambridge University Press, ch. 1, pp. 1-28.

*****Indication of research question for Final paper*****

Nov 5: The Commons as Collective Self-Determination

Required reading:

Bollier, David. 2014. "The Tyranny of the 'Tragedy' Myth." In *ibid. Think Like a Commoner*, ch. 2, pp. 21-35.

Week 8

Nov 9: *Midterm exam in class*****

Nov 12: Fall Break

Last day to withdraw from a course, or to choose CR/NC grading option!

Week 9

Nov. 16: Global Public Goods

Required reading:

Kaul, Inge. 2012. "Global Public Goods: Explaining their Underprovision." *Journal of International Economic Law* 15 (3), 729-50, pp. 729-46.

THE COMMONS APPLIED: CASE STUDIES

Nov. 19: Digital Commons

Required reading:

Benkler, Yochai. 2006. "Peer Production and Sharing." In *ibid. The Wealth of Networks. How Social Production Transforms Markets and Freedom*. New Haven and London: Yale University

Press, ch. 3, pp. 59-75.

*****Comprehensive outline due!*****

Week 10

Nov. 23: Biodiversity

Required reading:

Shiva, Vandana. 2001. "Biodiversity and People's Knowledge." In *Biopiracy – Protect or Plunder? Understanding Intellectual Property Rights*. London: Zed Books: 2001, ch. 4, pp. 65-81.

STUDENTS' RESEARCH PROJECTS

Nov. 26: Student presentations of their research project

Week 11

Nov. 30: Student presentations of their research project

FRESH IDEAS ABOUT MARKETS AND COMMONS

Dec. 3: Markets without Property

Required reading:

Posner, Eric, and E. Glen Weyl. 2018. *Radical Markets: Uprooting Capitalism and Democracy for a Just Society*. Princeton University Press, ch. 1, pp. 30-79.

Week 12

Dec. 7: Basic Public Services

Required reading:

Foundational Economy Collective. 2018. "(Re-)discovering the Foundational Economy." *Foundational Economy. The Infrastructure of Everyday Life*. Manchester: Manchester University Press, ch. 2., pp. 6-20.

Dec. 10: Feminism and the Market

Required reading:

Fraser, Nancy, et al. 2019. *Feminism for the 99%*. London: Verso. (excerpts)

Dec. 20: *Final paper is due!*****

Dec. 21: 17h30-20h00: *Final paper presentations!*****

Textbooks

This course doesn't have any textbook.

Attendance Policy

Students are expected to arrive on time and to attend all classes. *Punctuality* is essential for undisrupted and efficient coursework. It is a sign of respect not only for the instructor, but also for your fellow students. If you are more than 10 minutes late, you will be marked absent.

Attendance will be taken every class. You may miss up to three sessions without excuse. More than three unexcused absences will be reported to the *Student Development Team* and can result in a failing participation grade (0.00 score points). In such a case you might also be asked to withdraw from the course. Absences may only be considered excused if they are officially excused, e.g. because of (medically documented) student illness, participation in AUP study trips, family emergency or an appointment with the immigration office. Attendance at all exams is mandatory. Students must be mindful of this policy when making their travel arrangements, and *especially during the Drop/Add and Exam Periods*.

Covid-19 temporary amendments

Students studying at The American University of Paris are **STILL EXPECTED TO ATTEND ALL** scheduled classes. Due to the Covid-19 pandemic, students will have the option of attending classes remotely when special circumstances apply. For example, when students are placed under quarantine by the French authorities or by their doctor, or when students present symptoms of Covid-19 and are directed, by their doctor or the AUP Health Office, to remain home. It is still the student's responsibility to be aware of any specific attendance policy that their professor might have set in the course syllabus. In particular, Students attending remotely from distant Time Zones should check with their professors about the specific attendance policy for remote learners. In case special circumstances apply and you participate remotely via Teams, we ask you to turn on your cameras, and be present as if you would be during an in-person class session. If you have particular problems with connecting to Teams—bad internet connection, etc.—please let both of us know.

Grading Policy

a. Class participation	10%
b. Pop quiz	10%
c. Mid-term exam in class on Nov. 9	20%
d. Comprehensive Outline due Nov. 19	15%
f. Oral presentations of research project on Nov. 26 & 30	10%
g. Final paper due on Dec. 20	30%
h. Oral presentation of final paper during final exam period on Dec 21, 17h30-20h00	5%

It is the students' responsibility to meet the administrative and academic requirements of this course. Make sure that you familiarize yourself with these requirements and that you plan your time and your work reasonably. Remember that the readings and assignments are meant as springboards for your own independent and hopefully rewarding exploration of the topic.

In general, we reserve **A** for outstanding work, demonstrating superior effort, mastery of information and understanding of concepts. A grade of **B** indicates a solid effort, a good grasp of information, and above-average comprehension of concepts. A grade of **C** reflects a minimally acceptable effort and comprehension, while a grade of **C-** or below indicates results that are less than satisfactory.

The grading follows this 4.00 system:

Letter Grade	4.0 Scale	Score Points	Meaning
A	4.0	94.00-100.00	Excellent
A-	3.7	90.00-93.99	Excellent
B+	3.3	87.00-89.99	Good
B	3.0	84.00-86.99	Good
B-	2.7	80.00-83.99	Good
C+	2.3	77.00-79.99	Satisfactory
C	2.0	74.00-76.99	Satisfactory
C-	1.7	70.00-73.99	Satisfactory
D+	1.3	67.00-69.99	Unsatisfactory
D	1.0	64.00-66.99	Unsatisfactory
D-	0.7	60.00-63.99	Unsatisfactory
F	0	0.00-59.00	Failure

Class Participation

A	A student will receive an A if (s)he: comes to class prepared; contributes readily to the conversation; dominates it; makes thoughtful contributions that advance the conversation; and shows interest in and respect for others' contributions and views.
B	A student will receive a B if (s)he: comes to class prepared; makes thoughtful comments when called on; contributes occasionally without prompting; and shows interest in and respect for others' contributions. This grade may also be appropriate for an active participant whose contributions are less developed than those of students who deserve an A .
C	A student will receive a C if (s)he: comes to class prepared and listens attentively, but does not volunteer to discussions and gives only minimal answers when called upon. A student will also receive a C if (s)he participates in discussion, but in a problematic way. Such students talk too much, make rambling or tangential contributions, continually interrupt with digressive questions, come to class unprepared, or otherwise dominate discussions, not acknowledging cues of annoyance from other students.
D-F	A student will receive a D or F if they often seem on the margins of the class and may have a negative effect on the participation of others. Such students often don't participate because they do not come to class prepared. Students receiving an F may be actually disruptive, radiating negative energy through bored body language, or be overtly rude.

Pop Quiz

During one class session, a pop quiz will ask *knowledge questions* about the required reading assigned for this session. The questions will be in the multiple-choice format, and they will concern key concepts, ideas, and arguments, not details such as numbers or historical dates.

Date: *surprise!*

Mid-term Exam

After the first half of the course you will be expected to review the material and attend a written exam. The mid-term exam will consist of a set of questions on the course material. These questions will contain *knowledge questions* regarding key terms and intellectual positions, as well as short essay *questions* that ask you to *discuss* issues and arguments that this course addresses. More information will be provided along the semester.

Date: *Nov. 9, 2020, 12h40*

Comprehensive Outline (incl. annotated bibliography) and Final Paper

Your final paper should address a “markets or commons?” issue of your choice, applying the theoretical discussion to a concrete field, such as Internet search engines, human organs, the Earth’s climate, water provision, etc.

You will be expected to write an outline of about 1000 words and a final paper of about 4000 words. All documents should be submitted via Blackboard as *Word* (.doc or .docx) or *PDF* file. The font should be Times New Roman, the font size should be 12 pt. and the spacing should be 1.5.

The **comprehensive outline** should include (a) a clear statement of your research question and why it is relevant; (b) a draft outline of your paper that indicates the paper structure (sections)

and bullet points on what you plan to write about in the different sections; (c) an annotated bibliography with at least 5 academic sources and your comments on these sources; (d) an identification of the political-philosophical or ethical questions that are being raised, such as: Which values need to be negotiated? Which moral problems emerge?; (e) a paragraph on the current *status quo* and its problems, developing a “political economy” analysis of how institutions and power relations shape the allocation of the good that you’re studying.

The aim of the **final paper** is to provide an answer to a “markets or commons?” question (1) by *analyzing* rival conceptions and arguments, and (2) by critically assessing the adequacy, effectiveness, and applicability of the arguments and the intellectual position under consideration. More information will be provided along the way.

For your written work, please keep in mind:

- You are expected to analyze – rather than summarize – your topic, and to develop your argument(s) convincingly.
- Your writing should be coherent. Help the reader to follow your line of reasoning by making it explicit: An introduction should outline what you will present and why it is interesting. The main body should develop your argument(s) step by step, and a conclusion should sum them up, with a final evaluation of your findings.
- Imagine that the reader is *unfamiliar* with both the topic/question and the sources you are discussing.

Dates:

Comprehensive Outline *Nov. 19, 2020, before midnight*

Final Paper *Dec. 20, 2020, before midnight*

Late final papers will be marked down 2.00 score points per day (24 hours) of lateness. For example, if you submit a 94.00/A/4.0 paper 10 hours late, it will be marked as 92.00/A-/3.7. If you submit the same paper 50 hours late, it will be marked as 88.00/B+/3.3. Extensions of the deadline are only possible for serious reasons. In general, an extension can only be granted if you apply for it *before* the deadline expires.

Oral Presentation

We will have presentations during our sessions on Nov. 26 and 30 as well as during the final exam session on Dec. 21. These will give you the opportunity to prepare presentations of 5-7 minutes. You should use either handouts (which may include bullet points) or (Powerpoint/Prezi)

slides for your presentations.

The presentations will be graded according to the following and equally important rubrics: adherence to time limit, clarity, originality of the argument(s); convincing examples; ability to respond adequately to objections and engagement with the audience.

More information will be provided along the way.

Other

Blackboard and Readings

All readings can be accessed online via the course's Blackboard site.

It is the students' responsibility to bring hard copies of the assigned readings for each session to class. Students should carefully read the assigned texts in advance of the planned session. When reading you should take notes and excerpt the core ideas of the texts – that is, you should engage in active reading.

English Language Proficiency

As an Anglophone university, AUP is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, the evaluation includes English proficiency. Students can obtain help on specific academic assignments in the university *Writing Lab*. For more information, please visit <https://www.aup.edu/academics/academic-and-career-resources/academic-resource-center/writing-lab> – email: writinglab@aup.edu.

Academic Misconduct

All work that you submit must be your own. Your sources must be properly cited. Direct quotations from others must be in quotation marks. If you have questions about how to attribute your sources, talk to the professor or to the staff of AUP's *Writing Lab* within the Academic Resource Center: <https://www.aup.edu/academics/academic-and-career-resources/academic-resource-center/writing-lab> – email: writinglab@aup.edu.

Plagiarism is a serious academic misconduct and will be dealt with accordingly. You should familiarize yourself with the university's policy on plagiarism at <http://www.aup.edu/academics/offices-resources/academic-resource-center/writing-lab/plagiarism>. For the sake of fairness and academic integrity, and in order to maintain the reputation of the degree you are earning with us, there will be no tolerance with plagiarism and other such forms of academic misconduct. Any conduct, whether intentional or unintentional, which creates the impression that some of the coursework you submit for grading is your own achievement when it is not will be reported to the *Academic Integrity Office* and will result in an "F" grade for the whole course.

Sometimes students present alien work as their own not because they want to earn an unfair advantage over their peers but rather because they feel unable to cope with the workload for some academic or personal reason. If this is the case, please do not hesitate to contact the professor or AUP's student guidance counselor Pamela Montfort via pmontfort@aup.edu. There is a lot that can be done to help you!