“Nothing personal, Pooh, but we figured you’d fetch a fortune on the open market.”
Introduction

Are there some things that money should not buy?

How about "babies for sale?" or “kidneys for cash?"

Each of us can survive on one kidney. Why not allow persons in need of funds to pay off, say, a student loan to sell one of their kidneys to someone on dialysis? What legal limits, if any, should a state impose on the market exchange of particular goods and services? Why not permit the sale of one's place in prison or allow citizens to sell their votes to the highest bidder? Would that not be more efficient?

Are there some things that should not be distributed privately on open markets of free exchange? The course will look closely at the distribution of particular goods and services as they are embedded in actual, concrete cases where arguments have been made for publicly limiting private exchanges between consenting adults. It is after “big game,” aiming to discover a set of principles that mark a line between what’s public and what’s private, between goods and services that should be free from public prohibition, oversight, regulation and control and those that should not be allowed to be bought and sold privately on an open market.
**Reading**
All of the reading will be available in LATTE (*see the breakdown of the readings assignments laid out week by week below*) to everyone enrolled in the class. The course will be divided into sections (see the titles week by week below). Assignments are identified for each week. A number of readings will be available as class handouts.

**Papers**
Four short papers are required on topics growing out of the readings and class discussions. The papers should be about 5 to 6 pages in length. Paper topics will be available at least seven (7) days before a paper is due. You will have the opportunity to rewrite one perhaps two papers as well as the opportunity at various points in the course to get “extra credit” and improve your final grade.

**Examinations**
There will be no written examinations of any kind.

**Attendance**
Although class attendance will not be taken directly into account in considering an overall grade for the course, **attendance is required**. You are allowed one unexcused absences. Any further absences without justification or excuse will have an impact on your final grade.

**Grading**
Grading will be broken down as follows: 30% for your strongest essay, 25% for your next best effort, 20% for the next, and 15% for the essay which is least successful of the four. The quiz will count 5%; participation 5%.

**Course Web Site**
The Course will have its own Web Site in LATTE.

**Office Hours**
I will hold office hours from 11:30 to 12:30 on Thursdays and by appointment in Rabb, Room 330. EMAIL: [teuber@brandeis.edu](mailto:teuber@brandeis.edu)

**Resources to Support Academic Integrity**
Brandeis offers essential information about the use of sources in academic writing.

*Here's a Guide to Using Resources*
[http://usingsources.fas.harvard.edu/icb/icb.do](http://usingsources.fas.harvard.edu/icb/icb.do)

To receive the most benefit, read all seven sections of the guide. You will gain a deep appreciation for why and how sources are used in academic writing and the ethical implication of improper citation.
Accessibility and Accommodation Services:

Academic Services
http://www.brandeis.edu/acserv/disabilities/

offers a variety of accommodations and services to students with documented disabilities, permanent and temporary injuries, and chronic conditions. If you are a student with a disability Brandeis will engage you in an interactive process to provide you with an equal opportunity to participate in, contribute to, and benefit from the academic activities and materials in the course. The manager of accessibility services will work with you on an individualized, case-by-case basis, to provide appropriate services to ensure you have a rich and rewarding academic experience. If you are a student with a documented disability on record at Brandeis University and you would like to have a reasonable accommodation made for you in PHIL 116B, please see me as soon as possible.

A Four-Credit Course

Politics & Markets is a four-credit course (with three hours of class-time per week) Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.).

Learning Goals

Politics & Markets aims to teach students to think better, think smarter, to develop an enlightened use of their imagination, to analyze controversial issues, to take the beliefs and convictions of others seriously, to bring ideas that we have come to take for granted explicitly to light and reflect critically on a wide range of human projects and pursuits.
WEEKS ONE and TWO: Politics and Markets
January 17 – 26, 2017


WEEK THREE: Voting
January 31, Feb 2, 2017

Is it always wrong to buy or sell votes? How about paying citizens to go to the polls no matter how they vote? How about gas money? Entry into a turkey raffle? Is there a distinction between buying votes and making campaign promises that give voters an economic incentive to vote for a certain candidate? What difference, if any, is there between selling one’s vote and voting according to one’s economic interest?

WEEK FOUR: Military Service, Mercenaries and Serving Time in Prison
February 7, 9, 2017

Should military service be allocated by the labor market or by conscription? Is there a principled difference between a paid (“volunteer”) army and an army of mercenaries? On what grounds, if any, are mercenary armies objectionable in a democracy?


WEEK FIVE: Surrogacy, the Sale of Kidneys and Babies.
February 14, 16, 2017

Should commercial surrogacy be legally permissible? Should surrogacy contracts be legally enforceable? Is surrogacy morally analogous to baby-selling? Can a case be made for using markets to allocate children? How about kidneys?

WEEK SIX: Refugees: Selling the Right to Immigrate v. Protectionism  
February 28, March 2, 2017

Should market mechanisms play a role in allocating responsibilities for taking in refugees? What are the arguments for and against a system of tradable responsibilities and duties to admit refugees?


WEEK SEVEN: Markets and Employment Discrimination  
March 7, 9

Can employment discrimination be justified on grounds of satisfying the preferences of customers? Are there consumer preferences that are morally de-- legitimate for a business to serve?

WEEK EIGHT: Costing Life and Life: Putting a Price on a Human Life
March 14, 16, 2017

How should the value of a life be determined for purpose of environmental and safety regulations?


WEEK NINE: Death bonds, Life insurance, Terrorist Futures Markets
March 21, 23, 2017

Is it objectionable to profit from death or to bet on when someone will die?


WEEK TEN: Environmental Protection
March 28, 30, 2017

WEEK ELEVEN: Incentives and moral norms
April 4 and 6, 2017


WEEK TWELVE: Medicines and Health Care
April 20, 2017


WEEK THIRTEEN and FOURTEEN: Re-thinking the Politics and Markets Divide:
April 25, 27, May 2, 2016