

**Establish a Bachelor of Arts in Philosophy, Politics, and Economics (PCC 18024)****PRESENTED BY** Janna Bianchini, Chair, Senate Programs, Curricula, and Courses Committee**REVIEW DATES** SEC – November 16, 2018 | SENATE – December 4, 2018**VOTING METHOD** In a single vote**RELEVANT
POLICY/DOCUMENT** N/A**NECESSARY
APPROVALS** Senate, President, University System of Maryland Board of Regents, and Maryland Higher Education Commission**ISSUE**

The Department of Philosophy within the College of Arts and Humanities proposes to establish a Bachelor of Arts degree program in Philosophy, Politics, and Economics (PPE). The undergraduate major in PPE is an interdisciplinary program that uses tools and methods from economics and political science to help answer difficult social and political questions that have traditionally been the domain of philosophy: How should we live together? What would be the best way for us to organize our social and political institutions? How should we address our most difficult problems, from inequality to discrimination to immigration to climate change?

The questions that PPE poses are distinct from those that economics, political science, and public policy ask. They are fundamentally normative questions (e.g., concerning justice), traditionally in the domain of moral and political philosophy. These questions focus on what ought to be the case, which often contrasts with what has been or even likely will be the case. The tools and methods PPE uses to help answer these normative questions – the tools and methods of economics and political science – are ones philosophy has traditionally eschewed.

PPE as an undergraduate major is already well established at several major universities across the world. Though originally started at Oxford University in 1920, several top U.S. universities now have PPE programs, including the Universities of Arizona, Michigan, North Carolina, Notre Dame, Pennsylvania, Pittsburgh, and Virginia, along with Duke, Rutgers, and Tulane.

The curriculum will consist of 39 credits organized into the following categories:

- 18 credits of disciplinary foundations courses from Economics, Government and Politics, Philosophy and Public Policy.
- 9 credits of core courses from PPE (using the new course prefix PHPE)
- 12 credits of restricted electives

The program's learning outcomes are as follows: (1) equip students with methods from the disciplines of philosophy, political science, and economics; (2) encourage students to apply these methods to a diverse array of topics and questions across disciplinary boundaries, especially to normative topics and questions; (3) combine these methods in productive ways to carry out thoughtful, original research; (4) equip students with the ability to write clearly and concisely, read

and distil information carefully, and construct arguments in an organized and convincing manner; and (5) inspire a love for learning from a diverse array of scholarly disciplines. PPE majors will be well suited for careers in law, government, business, and non-profits/NGOs. As leaders in their professions and as citizens, graduates will be able to think rigorously about pressing social and political questions.

Other than the new PHPE courses, the program draws on existing courses in a manner that offers a unique educational opportunity for undergraduate students without requiring additional resources in terms of physical facilities, infrastructure, and instructional equipment.

The Philosophy Department consulted faculty administrators in Economics, Government and Politics, and Public Policy, as well as associate deans in the College of Behavioral and Social Sciences and the School of Public Policy. All such individuals have written letters of support for the program. Moreover, courses from departments outside of Philosophy were included the curriculum only with the approval of departmental Chairs, all expressed in letters of support.

This proposal was approved by the Senate Programs, Curricula, and Courses committee on November 2, 2018.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new degree program.

COMMITTEE WORK

The committee considered this proposal at its meeting on November 2, 2018. Sam Kerstein, Professor and Chair of Philosophy, Brian Kogelmann, Assistant Professor of Philosophy, and Ralph Bauer, Associate Dean for the College of Arts and Humanities, presented the proposal. The proposal was unanimously approved by the committee.

ALTERNATIVES

The Senate could decline to approve this new degree program.

RISKS

If the Senate declines to approve this degree program, the university will lose an opportunity to utilize existing departmental resources to offer a new educational opportunity for students interested in applying tools and methods from economics and political science to help answer difficult social and political questions.

FINANCIAL IMPLICATIONS

There are no significant financial implications with this proposal for campus as the courses and advising resources already exist at the university.

University of Maryland PCC
Program/Curriculum/Unit Proposal

PCC Log No: 18024

Program: Philosophy, Politics, & Economics (PPE)

Department/Unit: Philosophy Department

College/School: Arts & Humanities

Proposal Contact Person (with email): Brian Koselmann, bkosel69@gmail.com

- Type of Action (check one):
- Curriculum change (includes modifying minors, concentrations/specializations and creating informal specializations)
 - Curriculum change is for an LEP Program
 - Rename a program or formal Area of Concentration
 - Establish/Discontinue a formal Area of Concentration
 - Other:
 - Establish a new academic degree/certificate program
 - Create an online version of an existing program
 - Establish a new minor
 - Suspend/Discontinue a degree/certificate program
 - Establish a new Master or Certificate of Professional Studies program
 - New Professional Studies program will be administered by Office of Extended Studies

Italics indicate that the proposal must be presented to the full University Senate for consideration.

Approval Signatures - Please print name, sign, and date. For proposals requiring multiple unit approvals, please use additional cover sheet(s).

1. Department Committee Chair Brian Koselmann, [Signature] 9-25-18
2. Department Chair [Signature] Samuel Kerstein 25 Sept '18
3. College/School PCC Chair Alejandro Canegue Herreria 27 Sept 2018
4. Dean Ralph Bauer [Signature] 7/27/18
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC [Signature] Janna Bianchini 11-2-18
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____

Instructions:
When approved by the dean of the college or school, please send the proposal and signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus-5031, **and** email the proposal document as an MSWord attachment to pcc-submissions@umd.edu.

Summary of Proposed Action (use additional sheet if necessary):
Propose new academic ~~and~~ undergraduate major, Philosophy, Politics, & Economics (PPE).

Unit Code(s) (to be entered by the Office of Academic Planning and Programs):

In order to complete this form, you will need to copy this template to your own document, then complete, print, and submit this proposal with the [PCC Cover Sheet](#)

Program: Philosophy, Politics, and Economics

Date of Proposal: September 27, 2018

Start Term for New Program: Fall 2019

A new degree program proposal will need to be approved not just by campus but also by the University System of Maryland (USM) Board of Regents and the Maryland Higher Education Commission (MHEC). New certificate programs need to be approved by the USM Chancellor and MHEC. The following prompts are based on academic policies for programs and reflect campus requirements and MHEC requirements. The prompts also include questions frequently asked by review committees. See http://mhec.maryland.gov/institutions_training/Pages/acadaff/AcadProgInstitApprovals/NewAcademicProgramProposals.aspx for more information about MHEC requirements. Please feel free to add additional information at the end of this document or in a separate appendix.

Mission and Purpose

1. Describe the program and explain how it fits the institutional mission statement and planning priorities. The University Mission Statement and Strategic Plan can be found on this site: <https://www.umd.edu/history-and-mission>.

The Philosophy, Politics, and Economics (PPE) undergraduate major is an interdisciplinary program that uses tools and methods from economics and political science to help answer difficult social and political questions that have traditionally been the domain of philosophy: How should we live together? What would be the best way for us to organize our social and political institutions? How should we address our most difficult problems, from inequality to discrimination to immigration to climate change?

We believe a PPE education is important because many of the world's most pressing problems are incredibly complex. Though philosophy has always promised to address issues of this kind, we believe that successfully tackling these sorts of problems requires more than philosophy alone. Our future leaders and fellow citizens need to know about ethics, rationality and reasoning, and the nature of knowledge (philosophy); about institutions and collective action (politics); and about the economy, formal modeling, and rational choice (economics). The proposed PPE major will train students in this kind of thinking. In using tools and methods from economics and political science to help answer difficult social and political questions we expand students' reasoning tool kit so they have more resources to bring to bear on some of the world's most difficult problems.

A PPE education offers something new to University of Maryland students. The *questions* that PPE poses are distinct from those that economics, political science, and public policy ask. They are fundamentally normative questions (e.g., concerning justice), traditionally in the domain of moral and political philosophy. These questions focus on what *ought* to be the case, which often contrasts with what has been or even likely will be the case. The questions center not primarily on locating efficient means to ends, but on determining which ends we ought to pursue and how morality constrains how we may do so. The *tools and methods* PPE uses to help answer these normative questions – the tools and methods of economics and political science – are ones philosophy has traditionally eschewed. The PPE major thus offers an educational experience distinct from those currently available. In sum, PPE's fundamental questions differ from those typically pursued in Government and Politics, Economics, or Public Policy; and PPE uses tools for answering the questions that Philosophy does not typically exploit.

PPE as an undergraduate major is already well-established at several major universities across the world. Though originally started at Oxford University in 1920, several top U.S. universities now have PPE programs, including the Universities of Arizona, Duke, Michigan, North Carolina, Notre Dame, Pennsylvania, Pittsburgh, Rutgers, Tulane, and Virginia. We believe that the University of Maryland belongs on such a list. Moreover, beyond undergraduate education, PPE is becoming established as a separate field of scholarly inquiry. The PPE Society held its first annual meeting in March of 2017 in New Orleans, LA. The journal *Politics, Philosophy, & Economics* ran its first issue in 2002.

The proposed PPE major will further several undergraduate education objectives from the University of Maryland's Mission Statement and Strategic Plan. The major will help "improve student learning and success through innovative teaching methods" (2014 Mission and Goals Statement, 5). It will truly be an interdisciplinary program, combining different fields of study across the social sciences and humanities in a novel way. It will thus promote the University's goal (2016 Strategic Plan Update, 25) of adding new, interdisciplinary fields for undergraduates to major in. Not only will students, as required by the major, receive training in Philosophy, Government and Politics, Public Policy, and Economics courses, but the novel PPE courses they will be required to take combine these subject areas in a single-class format. Our *Individual and Group Decision-Making* course, for instance, not only teaches students the tools of rational choice theory but also encourages philosophical reflection on the uses and limits of these tools, as well as examines different applications of these tools to unique problems in philosophy and politics. New meaning can now be put to John Rawls's famous phrase that the "the theory of justice is a part, perhaps the most significant part, of the theory of rational choice." A model syllabus for this course can be found in Appendix 1. Our *Social Philosophy and Political Economy* course examines different ways of organizing social and political institutions through historical, economic, and ethical lenses. Examining these questions through different perspectives is, we think, deeply important: institutions that are just might be horribly inefficient, and institutions that are economically efficient might be deeply unjust. Choosing between different institutions that allow us to live together requires examining them from many different perspectives, not just one. A model syllabus for this course can be found in Appendix 2.

Moreover, the proposed major will also help further the undergraduate education objective to "expand opportunities for students to develop skills and habits of mind to tackle the world's toughest challenges" (2014 Mission and Goals Statement, 5). As we have said, many of the world's most pressing problems are incredibly complex. Moral and political philosophers have always taken such questions as their focus, but resources from the philosopher's tool kit alone cannot solve them. Consider, for instance, problems related to climate change. Questions of justice are, of course, relevant here. What do developed countries owe underdeveloped ones? Is it fair for developed countries, in their efforts to save the planet, to prevent underdeveloped countries from developing? Yet even if we decide what to do from the standpoint of justice, there are other questions we must ask, for example: What will the economic effects of implementing policy changes be? An answer to this question could raise new ethical questions. For example, suppose that addressing climate change would require cutting global GDP in half. Would doing this be worth it, morally speaking? And finally, we need to think about how climate-change mitigation can be put in place. Given the international political system, will treaties of the kind proposed be self-enforcing? Given the incentives politicians face in domestic elections, is it realistic to think that climate change can make its way on to the political agenda? Giving students an interdisciplinary education from philosophy, political science, and economics will better prepare them to tackle climate change, as well as some of world's other complex problems (e.g., refugee crises).

Program Characteristics

2. Provide the catalog description of the proposed program. As part of the description, please indicate any areas of concentration or specializations that will be offered.

The Philosophy, Politics, and Economics major brings together insights and methods from several different disciplines to help students think rigorously and creatively about pressing social and political questions. The major not only combines classes from distinct disciplines (Philosophy, Government and Politics, Public Policy, and Economics), it features courses specifically designed to integrate material from them. The skills developed in the major will be useful for careers in law, government, business, or any field that requires rigorous reasoning with a diverse set of insights, tools, and methods.

3. What are the educational objectives of the program?

The PPE program aims to: (1) equip students with methods from the disciplines of philosophy, political science, and economics; (2) encourage students to apply these methods to a diverse array of topics and questions across disciplinary boundaries, especially to normative topics and questions; (3) combine these methods in productive ways to carry out thoughtful, original research; (4) equip students with the ability to write clearly and concisely, read and distil information carefully, and construct arguments in an organized and convincing manner; and (5) inspire a love for learning from a diverse array of scholarly disciplines.

4. Describe any selective admissions policy or special criteria for students selecting this program.

There will be no selective admissions policies or special criteria for students selected into program.

5. Indicate the course requirements with course numbers, titles and credits. If applicable, indicate if any course will also count for a general education requirement. In an appendix, provide the course catalog information (credits, description, prerequisites, etc.) for all of the courses. Note that suffixed "selected" or "special" topics courses should be avoided. If suffixed-selected or special topics courses are offered regularly in the new program, you should make the courses permanent. Also, please review the basic requirements of [degree programs](#) or [certificate programs](#) to ensure that they meet the minimum policy requirements.

Please note: new courses or modifications to courses need to be submitted through the Testudo Curriculum Management system and will need to follow the normal VPAC course proposal review process. You may submit individual course changes to VPAC concurrently with the PCC proposal; however, the course changes may be held depending on the outcome of the PCC proposal.

Disciplinary Foundations (All required) (18 credits)

PHIL140: Contemporary Moral Issues

PHIL245: Political and Social Philosophy I

ECON200: Principles of Microeconomics

ECON201: Principles of Macroeconomics

GVPT170: American Politics

PLCY100: Foundations of Public Policy

Core Sequence (All required) (9 credits)

PHPE400: Individual and Group Decision-Making

PHPE401: Social Philosophy and Political Economy

PHPE402: Senior Capstone Seminar in Philosophy, Politics, and Economics

Electives (Four required) (12 credits)

AASP301: Applied Policy Analysis and the Black Community

AASP314: The Civil Rights Movement

AASP499A: Special Topics in Public Policy and the Black Community

COMM458: Seminar in Political Communication

COMM469: The Discourse of Social Movements

ECON311: American Economic History Before the Civil War

ECON312: American Economics After the Civil War

GVPT409I: The Politics of Human Rights

GVPT439A: Comparative Constitutional Law

HIST415: Ideas and Politics in Europe Since 1900

HIST450: American Capitalism, 1600-1900

HIST451: American Capitalism, 1900-present

PHIL341: Ethical Theory

PHIL347: Philosophy of Law

PHIL440: Contemporary Ethical Theory

PHIL445: Contemporary Political Philosophy

PHIL446: Law, Morality, and War

WMST 400: Theories of Feminism

The above courses will constitute electives at the outset of the program, but individual courses may be subtracted by the Director of PPE through the campus PCC process. Moreover, a PPE student may petition the Director of PPE to have an individual course (300-level or above) count as an elective contributing to that student's completion of the PPE major. The Director has the authority to grant the student's request on a case-by-case basis. Moreover, the Director is at discretion to officially add the course to the elective list via the campus PCC process, should he or she deem it beneficial for all future PPE students to have the opportunity to take the course, and should the Chair of the department offering the course agree to listing the course as a PPE elective.

Total credits for proposed PPE major: 39 credits, or 13 courses.

Further course information is provided in Appendix 3.

6. Summarize the factors that were considered in developing the proposed curriculum (such as recommendations of advisory or other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.).

Two main factors went into the development of the curriculum. First, our core inspiration came from Oxford University's famous program in Philosophy, Politics, and Economics. Established in 1920 and initially known as Modern Greats, PPE at Oxford "was born of the conviction that study of the great modern works of social, political and philosophical thought could have a transformative effect on students' intellectual lives, and thereby on society at large." Indeed, several world leaders – from Bill Clinton to Benazir Bhutto to David Cameron – studied PPE at Oxford.

Though our core inspiration came from Oxford's PPE program our proposed program was modeled after existing U.S. programs. This led to the second factor considered in the development of our proposed PPE major: we conducted a survey of existing PPE (or similar) programs offered by major universities across the United States. Representative programs included those at the Universities of Arizona, Bowling Green State, Duke, Michigan, North Carolina, Pennsylvania, Richmond, and Virginia. In our analysis we found that, although differences abound, most programs consist of (i) gateway courses in the form of introductory courses from philosophy, political science, and economics departments; (ii) novel PPE courses that combine and synthesize elements from these introductory courses; and (iii) elective courses in the form of upper level courses from the three disciplines. Our proposed curriculum reflects this common pattern.

7. Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate. For undergraduate programs, this should be the *four-year plan*.

Year 1, Fall:

- Academic Writing (FSAW) – 3 credits
- GVPT170 (DSHS) – 3 credits *
- MATH107 (FSMA) – 3 credits
- 1xx-2xx open course – 3 credits
- ARHU158 – 3 credits

Year 1, Spring:

- PHIL140 (DSHU) – 3 credits *
- FSAR course – 3 credits
- DSNS course – 4 credits *
- DSSP course – 3 credits *
- 1xx-2xx open course – 3 credits

Year 2, Fall:

- ECON200 (DSHS) – 3 credits *
- Oral Communication (FSOC) – 3 credits
- Global Engagement Requirement 1 – 3 credits
- DSNL course – 3 credits *
- PLCY100 – 3 credits

Year 2, Spring:

- ECON201 (DSHS) – 3 credits *
- Global Engagement Requirement 2 – 3 credits
- 1xx-2xx open course – 3 credits
- DSSP course – 3 credits *
- PHIL245 (DSHU) – 3 credits *

Year 3, Fall:

- PHPE400 – 3 credits
- PPE elective (3xx-4xx level) – 3 credits
- PPE elective (3xx-4xx level) – 3 credits
- Professional Writing (FSPW) – 3 credits
- 3xx-4xx open course – 3 credits

Year 3, Spring:

- PHPE401 – 3 credits
- PPE elective (3xx-4xx level) – 3 credits
- PPE elective (3xx-4xx level) – 3 credits
- 3xx-4xx open course – 3 credits
- 3xx-4xx open course – 3 credits

Year 4, Fall:

- PHPE402 – 3 credits
- PPE elective (3xx-4xx level) – 3 credits
- 3xx-4xx open course – 3 credits
- 3xx-4xx open course – 3 credits
- 3xx-4xx open course – 3 credits

Year 4, Spring:

- 3xx-4xx open course – 3 credits
- 3xx-4xx open course – 3 credits
- 3xx-4xx open course – 3 credits
- 3xx-4xx open course – 3 credits
- 3xx-4xx open course – 3 credits

*All students must complete two Distributive Studies courses that are approved for I-series courses. The Understanding Plural Societies and Cultural Competence courses may also fulfill Distributive Studies categories

8. Indicate whether the program will be offered in a non-standard delivery format, such as online delivery, off-campus, or through non-standard terms. Please note that MHEC requires a separate proposal for online or off-campus delivery. If the program will be offered in non-standard terms, describe the term structure and whether the Office of the Registrar and the Office of International Scholar and Student Services have been notified and support the proposal.

The program will not be offered in non-standard delivery format.

9. For Master's degree programs, describe the thesis requirement and/or the non-thesis requirement.

N/A.

10. List the intended student learning outcomes. In an appendix, provide the plan for assessing these outcomes.

By the end of the program of study:

- (1) Students will be able to competently apply basic methods from philosophy, political science, and economics to their reasoning about difficult social and political questions.
- (2) Students will be able to write and think clearly and in an organized fashion about difficult social and political questions.
- (3) Students will be able to engage in original research to present convincing arguments for their views on difficult social and political questions.

The plan for assessing these learning outcomes can be found in Appendix 4.

11. Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

Many of the problems faced by underrepresented groups are multi-faceted in their nature. No one discipline can tell us how to remedy the deep problems of social and political inequity faced by marginalized populations. We believe that a PPE major would be a compelling choice for members of underrepresented groups. The PPE curriculum would develop the kind of reasoning skills helpful when thinking carefully about deep social ills (e.g., mass incarceration of African-Americans).

In order to attract a diverse student body, we will emphasize PPE's potential to generate compelling solutions to difficult social and political problems. There are two primary ways we will do this. First, we will advertise PPE's benefits in student clubs and organizations that attract diverse students. And second, we would like to host campus debates that advertise the PPE way of thinking. We would pick a topic – say, social mobility and inequality in America – and have different members of the PPE faculty debate the relevant issue through different lenses: what do economists have to say about these issues? Philosophers? Political scientists? If the topics are picked appropriately, we believe these debates could do much to recruit a diverse student body into the major.

Relationship to Other Units or Institutions

12. If a required or recommended course is offered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department, such as academic content that may significantly overlap with existing programs. Use space below for any comments, otherwise add supporting correspondence as an appendix.

We have consulted faculty administrators in Economics, Government and Politics, and Public Policy, as well as associate deans in the College of Behavioral and Social Sciences and the School of Public Policy.

We have met with Department of Economics Chair Maureen Cropper and Director of Undergraduate Studies Cindy Clement. They expressed the view that it would be no problem to require ECON200 and ECON201 as a

part of our disciplinary foundations, as these courses have open enrollment. There was a problem, however, with using 300 and 400 level classes, as the economics department only permits students majoring in economics to take these courses. In order to use ECON311 and ECON312 the following deal was struck: PPE students can take ECON311 and ECON312 for credit for their PPE major if and only if economics students can take PHPE400 and PHPE401 for credit for their economics major. This will first be accomplished with cross-listing the courses; as enrollments rise in the PPE program then we may have to switch to a model involving setting aside a specific number of seats in these course for students from different majors.

In terms of our consultation with the Department of Government and Politics, we have corresponded extensively with Chair Irwin Morris and Director of Undergraduate Studies David Cunningham. They have agreed to let us use GVPT170 as a core course. Moreover, in a similar deal to that struck with Economics, PPE students can take GVPT409I and GVPT439A for credit for their PPE major if and only if government students can take PHPE400 and PHPE401 for credit for their government major. This will first be accomplished with cross-listing the courses; as enrollments rise in the PPE program then we may have to switch to a model involving setting aside a specific number of seats in these course for students from different majors.

Associate Dean Katherine Russell of the College of Behavioral and Social Sciences expressed to us enthusiasm about the program. She suggested that, in order to incorporate the disciplines constituting PPE, the governing structure of the PPE major should include a steering committee consisting of at least one faculty member from the Department of Government and Politics and one faculty member from the Department of Economics. We have embraced this suggestion, as reflected in our answer to question 15 below.

Finally, we have met with the Associate Dean of Undergraduate Studies at the School of Public Policy, Nina Harris. Associate Dean Harris has granted our request to use PLCY100 as a part of our disciplinary foundations. We reached an agreement with her that we would follow up 1-2 years after PPE's launch to determine whether increasing numbers of PPE majors in PLCY 100 would necessitate Department of Philosophy support for an additional TA for the course.

We list as electives courses from departments outside of Philosophy only with the approval of departmental Chairs.

Letters of agreement/support from the participating departments are included in Appendix 8.

13. Accreditation and Licensure. Will program need to be accredited? If so, indicate the accrediting agency. Also, indicate if students will expect to be licensed or certified in order to engage in or be successful in the program's target occupation.

The program will not need accreditation.

14. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

We do not foresee the need for cooperative arrangements with institutions or organizations outside of departments within the University of Maryland, College Park.

Faculty and Organization

15. Faculty and organization. Who will provide academic direction and oversight for the program?

As an appendix, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

Once established the PPE program will be led by a Director of PPE, who shall be a faculty member in the Department of Philosophy. The Director will be appointed by the Chair of Philosophy in consultation with the Steering Committee (detailed below) and Philosophy faculty, especially those involved in teaching PPE courses. The PPE major was developed by Philosophy faculty: Harjit Bhogal, Brian Kogelmann, Dan Moller, Christopher Morris, Eric Pacuit, and Rachel Singpurwalla. These individuals will continue to advise the Director of PPE once the major is launched.

A Steering Committee will provide advice and guidance for the program. It will be constituted by: the Chair of Philosophy; the Director of PPE; the Director of Undergraduate Studies in Philosophy; a tenure track faculty member from the Department of Economics; and a tenure track faculty member from the Department of Government and Politics.

The Steering Committee will advise the PPE program on matters including but not limited to: the appointment of a Director of PPE; new electives; the structure and content of core courses; hiring of new tenure track or professional track faculty; undergraduate advising; and new modes of interdepartmental collaboration.

Further faculty information can be found in Appendix 5.

Resource Needs and Sources

16. Each new program is required to have a library assessment in order to determine any new library resources that may be required. Please contact your departmental/programmatic library liaison or Daniel Mack at dmack@umd.edu, Associate Dean of Collections, to request a library assessment that will be added as an appendix.

The library assessment for the proposed PPE major can be found in Appendix 6.

17. Discuss the adequacy of physical facilities, infrastructure and instructional equipment.

Since the program as proposed only consists of adding three new courses (PHPE 400, PHPE 401, and PHPE 402) we do not foresee any difficulties in terms of physical facilities, infrastructure, and instructional equipment. We believe current facilities are adequate.

18. Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.

No new faculty are needed to teach the three new courses being developed (PHPE 400, PHPE 401, and PHPE 402). All of these courses will be taught by existing faculty (for an overview see Appendix 5). Depending on enrollment size in these new classes new funds for teaching assistants may be required to aid in grading.

19. Discuss the administrative and advising resources that will be needed for the program. Indicate the source of resources for covering these costs.

As the major grows resources will be required for administration and advising. Currently, the Philosophy Department employs two graduate students to act as undergraduate student advisers. These graduate students work roughly five hours a week each. There is thus roughly ten hours a week required for roughly 100 students majoring in philosophy. Since we expect a similar number of majors in the long run (see Question 21 below) we would require similar resources to cover advising for our majors.

20. Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program’s financial plan for the next five years: <https://docs.google.com/spreadsheets/d/1V6iSZG05edMitWP6CAOXjCoGO58Gf6VXxPaacKfrhZ4/edit#gid=0>. **Add these tables as attachments. Use the space below for any additional comments on program funding.**

The program’s financial plan for the next five years can be found in Appendix 7.

Implications for the State (Additional Information Required by MHEC and the Board of Regents)

If the proposed program is for a Post-Baccalaureate Certificate that is derived entirely from existing courses within an existing Master’s degree program, then you **only** need to respond to prompts 21 (on market demand) and 24 (curriculum of current master’s degree program).

21. Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for “expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.” Also, explain how need is consistent with the [Maryland State Plan for Postsecondary Education](#).

As the state of Maryland’s flagship university and given its close approximation to Washington, DC, we believe that students at the University of Maryland should be able to think rigorously about pressing social and political questions. This, we have emphasized, is the central goal of the PPE major: to teach students how to think about difficult and multi-faceted questions by drawing on insights from several different disciplines and a diverse array of tools and methods. Unfortunately, however, there are few such programs in the DMV area (see Question 23 below).

Beyond this, though, we believe there is sufficient untapped demand for such a program. Indeed, consider enrollment numbers from other leading PPE programs around the country.

University of Pennsylvania	300 total majors, 170 in current senior class, which puts PPE at more senior enrollments than any other major in the college.	No limits on enrollment in major, though the major requires 16 courses, whereas most majors require 12.
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University of Arizona	Currently 169 total majors (107 at freshman/sophomore level, 62 in advanced standing).	Students freely declare major during freshman year, though only 32 per year are allowed to progress to advanced standing. They are looking to increase this to 40 a year to accommodate demand while still maintaining high advancement standards.
University of Michigan	550 per class express interest, 70 apply, 40 admitted	This is an honors program with fairly strong filters prior to application.
Bowling Green State University	46 total majors, 11 total minors, 57 degree students overall.	Students must have a B average in three of four of required intro courses (Micro, Macro, American Government, and Applied Ethics) to declare major.

We believe that students in the state of Maryland exhibit similar interests to those in the states of the aforementioned universities. Thus, not only will the PPE major be good for student development, it will also likely fulfill student demand.

Finally, developing the PPE major is consistent with the Maryland State Plan for Postsecondary education. One of the six central goals of this plan is innovation in higher education and we believe the PPE major does this – it combines existing courses and disciplines in a manner that offers a unique educational opportunity for undergraduate students. Moreover, we believe that creating the PPE major is consistent with the goal of quality and effectiveness, as we have emphasized the inadequacy of thinking about difficult social problems through one disciplinary lens alone.

22. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the USBLS [Occupational Outlook Handbook](#), or Maryland state [Occupational and Industry Projections](#) over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC’s Office of Research and Policy Analysis [webpage](#) for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.

We think that students majoring in PPE are suited for careers in law, government, business, and non-profits/NGOs. According to the Occupational Outlook Handbook by the Bureau of Labor Statistics, demand for such careers tends to grow at least as fast as average, oftentimes faster than average. Looking at legal occupations in particular, demand for paralegals and legal assistants is projected to increase 15% over the next ten years, which is *much faster than average*; demand for lawyers is projected to increase 9% over the next ten years, which is *average*; and demand for arbitrators, mediators, and conciliations is projected to increase 11% over the next ten years, which is *faster than average*. Turning to business, demand for administrative services managers is projected to increase 10% over the next ten years, which is *faster than average*; and demand for management analysts is project to increase 12% over the next ten years, which is *faster than average*.

23. Identify similar programs in the state. Discuss any differences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplication of an existing program (you can base this argument on program differences or market demand for graduates). The MHEC website can be used to find academic programs operating in the state:

http://mhec.maryland.gov/institutions_training/pages/HEPrograms.aspx.

There is one similar program in the state: a Philosophy, Politics, and Economics major at Mount St. Mary's University. Though there are many similarities between our program and the one at Mount St. Mary's University, we believe that undergraduate students in the state of Maryland should be afforded the opportunity to study philosophy, politics, and economics in an interdisciplinary manner at a public, rather than private, university.

In terms of the broader DMV area, American University also has a PPE major, with a very similar structure to the one we have developed. But again, we believe students in the DMV area should be afforded the opportunity to study philosophy, politics, and economics in an interdisciplinary manner at a public, rather than private, university.

Finally, George Mason University allows for a concentration in PPE. For instance, one could major in philosophy with a PPE concentration, major in government with a PPE concentration, and so forth. We believe this is an inadequate model. The core of a PPE program should consist of courses where students "put it all together," so to speak – this is accomplished in our program with the introduction of PHPE400, PHPE401, and PHPE402. George Mason's mere concentration does not have anything like this; a student majoring in philosophy with a PPE concentration would simply complete the traditional philosophy major plus a few courses in economics or political science. We believe this is inadequate for a proper PPE education, which is why we have decided to propose a new major rather than a PPE concentration for the existing philosophy major.

24. Discuss the possible impact on Historically Black Institutions (HBIs) in the state. Will the program affect any existing programs at Maryland HBIs? Will the program impact the uniqueness or identity of a Maryland HBI?

We do not think our new program will impact Historically Black Institutions in the state, particularly their uniqueness or identity.

25. For new Post-Baccalaureate Certificates derived from existing master's programs only, include the complete curriculum of the existing master's program.

N/A.

Appendix 1: Model Syllabus for Individual and Group Decision-Making (PHPE 400)

This course introduces students to the basic concepts and techniques used in philosophical and economic analyses of individual and group decision making. Students will study the main foundational issues that arise when studying mathematical models of individual and group decision making, and explore key applications of these mathematical models in philosophy, politics and economics.

The first part of the course is focused on rational choice theory. Students will explore the relationship between instrumental rationality and formal utility theory, discuss different conceptions of preference and utility, and examine objections to the standard model of rational choice. Topics include ordinal and cardinal utility theory (including the von Neumann-Morgenstern Representation Theorem and a brief discussion of Savage's Representation Theorem), the Allais paradox, the Ellsberg paradox, causal and evidential decision theory (i.e., different reactions to Newcomb's paradox), a brief introduction to game theory and the Prisoner's dilemma, rationality of the Nash equilibrium, debates about backward induction, and the Sleeping Beauty/Absent-Minded Driver Problem.

The second part of the course will introduce students to the ways in which formal models of rational choice have been applied to issues in social and political philosophy. The course will examine both the formal aspects of social choice and their applications to democracy. Topics include voting methods, voting paradoxes, May's Theorem, Arrow's Theorem, strategic voting, judgement aggregation, topics in research on the wisdom of the crowd (e.g., the Condorcet Jury Theorem and the Hong-Page Theorem), Sen's impossibility of the Paretian liberal, interpersonal comparison of utilities and Harsanyi's Theorem.

The course will take various formats during class meetings, including lecture, discussion, working on exercises together, and small group work. The main objective is to train students in the formal thinking and reasoning used in the interdisciplinary research area Philosophy, Politics and Economics.

The course will be based on readings from various textbooks and journal articles. The relevant material will be made available on the course website. Many of the readings will be chapters from the following textbooks:

- G. Gaus, *On Philosophy, Politics and Economics*, Wadsworth Philosophical Topics, 2008.
- D. Hausman, *Preference, Value, Choice and Welfare*, Cambridge University Press, 2012.
- M. Peterson, *An Introduction to Decision Theory*, 2nd Edition, Cambridge University Press, 2017.
- J. Reiss, *Philosophy of Economics: A Contemporary Introduction*, Routledge, 2013.

Tentative Schedule

Introduction and Course Overview (1 lecture)

Reading:

- G. Gaus, *On Philosophy, Politics and Economics*, Chapter 1: Instrumental and Economics Rationality
- I. Gilboa, *Rational Choice*, Chapter 1: Feasibility and Desirability

Part 1: Individual Decision Making

Preferences, Utility and Choices (2 lectures)

Reading:

- D. Hausmann, *Preference, Value, Choice and Welfare*, Ch. 1: Preferences, Comparative Evaluation and Reasons and Ch. 2: Preference Axioms and their Implications
- E. Pacuit, Notes on preferences, utilities and choices

Additional reading:

- G. Gaus, *On Philosophy, Politics and Economics*, Chapter 2, Utility Theory, pp. 30 - 40
- I. Gilboa, *Rational Choice*, Chapter 2: Utility Maximization

Expected Utility and Cardinal Utility (2 lectures)

Reading:

- M. Peterson, *An Introduction to Decision Theory*, Chapter 5: Utility
- J. Broome, "Utility", *Economics & Philosophy*, 7:1, 1991, pp. 1 - 12

Objections to the Standard Model of Rational Choice (3 lectures)

Reading:

- J. Reiss, *Philosophy of Economics*, Chapter 3: Rational-Choice Theory, pp. 45 - 53
- M. Peterson, *An Introduction to Decision Theory*, Chapter 4: Decisions Under Risk, pp. 80 - 96 and Chapter 9: Causal vs. Evidential Decision Theory

Additional Reading:

- G. Gaus, *On Philosophy, Politics and Economics*, Chapter 2: Utility Theory, pg. 50 - 65
- R. Briggs, Normative Theories of Rational Choice: Expected Utility, Stanford Encyclopedia of Philosophy: <https://plato.stanford.edu/entries/rationality-normative-utility/>
- A. Sen (1977), Rational Fools: A Critique of the Behavioral Foundations of Economic Theory, *Philosophy & Public Affairs*, 6(4), pp. 317-344

Brief Introduction to Game Theory and the Prisoner's Dilemma (2 lectures)

Reading:

- G. Gaus, *On Philosophy, Politics and Economics*, Chapter 4: Game Theory
- J. Reiss, *Philosophy of Economics*, Chapter 4: Game Theory, pp. 63 - 81
- M. Peterson (ed.), *The Prisoner's Dilemma*, Chapter 2: Why all the fuss? The many aspects of the Prisoner's Dilemma by K. Binmore

Additional reading:

- M. Peterson (ed.), *The Prisoner's Dilemma*, Chapter 3: Taking the Prisoner's Dilemma seriously: what can we learn from a trivial game? by D. Hausman

- M. Peterson (ed.), *The Prisoner's Dilemma*, Chapter 4: Prisoner's Dilemma doesn't explain much by R. Northcott and A. Alexandrova

Inter-temporal Choice, Debates about Backward Induction, and the Absent-Minded Driver Problem (3 lectures)

Reading:

- E. Pacuit, Notes on backward induction
- P. Pettit and R. Sugden (1989), The Backward Induction Paradox, *The Journal of Philosophy*, 86(4), pp. 169 - 182
- W. Schwarz (2015), Lost memories and useless coins: Revisiting the absentminded driver, *Synthese*, 192 (9), pp. 3011-3036

Part 2: Group Decision Making

Voting and Social Choice (2 lectures)

Reading:

- C. List, Social Choice Theory (<http://plato.stanford.edu/archives/win2013/entries/social-choice/>), Section 1, The Stanford Encyclopedia of Philosophy, Edward N. Zalta (ed.), 2013.
- E. Pacuit, Voting Methods (<http://plato.stanford.edu/entries/voting-methods/>) Stanford Encyclopedia of Philosophy, Edward N. Zalta (ed.), 2011.
- E. Pacuit (2018), Voting Methods, manuscript

Additional reading:

- H. Peyton Young. Optimal Voting Rules (1995). *The Journal of Economic Perspectives*, 9:1, pp. 51 - 64.

May's Theorem and Arrow's Theorem (3 lectures)

Reading:

- E. Pacuit, Notes on the proof of May's Theorem
- C. List, Social Choice Theory (<http://plato.stanford.edu/archives/win2013/entries/social-choice/>), Section 2, The Stanford Encyclopedia of Philosophy, Edward N. Zalta (ed.), 2013.
- M. Morreau, Arrow's Theorem (<http://plato.stanford.edu/entries/arrows-theorem/>), Stanford Encyclopedia of Philosophy, Edward N. Zalta (ed.), 2014.

Additional reading:

- M. Fey, A Straightforward Proof of Arrow's Theorem, *Economics Bulletin*, Vol. 34, 2014, pp. 1792-1797

Strategic Voting: Gibbard-Satterthwaite Theorem (2 lectures)

Reading:

- A. Taylor, *Social Choice and the Mathematics of Manipulation*, Chapter 2: An Introduction to Manipulability

- K. Dowding and M. van Hees (2008). In Praise of Manipulation, *British Journal of Political Science*, 38:1, pp. 1 - 15.

Social Choice Theory and Democracy - Implications of the Theorems (1 lecture)

Reading:

- J. Patty and E. Penn, *Social Choice and Legitimacy: The Possibilities of Impossibility*, Chapter 2: The Debates Surrounding Social Choice pp. 26 - 35
- G. Mackie (2006), The Reception of Social Choice Theory by Democratic Theory

Judgement Aggregation (2 lectures)

Reading:

- C. List, Social Choice Theory (<http://plato.stanford.edu/archives/win2013/entries/social-choice/>), Section 5 Judgment aggregation, The Stanford Encyclopedia of Philosophy, Edward N. Zalta (ed.), 2013.

The Condorcet Jury Theorem and Wisdom of the Crowd (2 lectures)

Reading:

- F. Dietrich (2008), The Premises of Condorcet's Jury Theorem Are Not Simultaneously Justified, *Episteme*, 5(1), pp. 56-73
- A. Lyon and E. Pacuit (2013), The Wisdom of Crowds: Methods of Human Judgement Aggregation, in *Handbook of Human Computation*, pp. 599 - 614,
- C. List, Social Choice Theory (<http://plato.stanford.edu/archives/win2013/entries/social-choice/>), Section 5 Judgment aggregation, The Stanford Encyclopedia of Philosophy, Edward N. Zalta (ed.), 2013.

Sen's Impossibility of Paretian Liberal (1 lecture)

Reading:

- W. Gaertner, *A Primer in Social Choice Theory*, Chapter 4: Individual Rights

Additional reading:

- A. Sen (1983), Liberty and Social Choice, *The Journal of Philosophy*, 80(1), pp. 5 - 28

Interpersonal Comparison of Utilities and Harsanyi's Theorem (3 lectures)

Reading:

- M. Resnik, *Choices: An Introduction to Decision Theory*, Section 6-4: Utilitarianism
- D. Hausman (1995), The Impossibility of Interpersonal Utility Comparisons, *Mind*, 104(415), pp. 473-490

Additional reading:

- M. Peterson, *An Introduction to Decision Theory*, Section 13.4: Harsanyi's Utilitarian Theorems, pp. 301 – 307

Appendix 2: Model Syllabus for Social Philosophy and Political Economy (PHPE 401)

This course examines capitalism and socialism as differing modes of economic production through several different theoretical lenses. We begin by examining capitalism and socialism as they developed historically, by looking primarily at the work of Adam Smith and Karl Marx. Then, we turn our attention to one of the most important debates in 20th century economics: to what extent rational economic calculation is possible in a socialist commonwealth. Here we examine the work of important 20th century economists such as Ludwig von Mises, Oscar Lange, and Abba Lerner among others.

After this we turn our attention to how capitalist and socialist modes of production functioned in practice. In doing so we read two great treatises written by two 20th century economists who at the time watched the rise of the Soviet Union – F.A. Hayek’s *The Road to Serfdom* and Joseph Schumpeter’s *Capitalism, Socialism, and Democracy*. As we shall see, Hayek is deeply pessimistic about a socialist future, while Schumpeter is deeply pessimistic about the future of capitalism.

We end by turning our attention to the ethics of capitalism and socialism: which mode of economic production is most just? We here read G.A. Cohen’s now classic work, *Why Not Socialism?*, followed by a recent rebuttal by Jason Brennan, *Why Not Capitalism?* The course ends with a recent piece by John Roemer offering a new normative justification for socialism.

Unit One: Capitalism and Socialism in History

Week One: Jean-Jacques Rousseau on property and the division of labor

Reading: Jean-Jacques Rousseau, *Discourse on the Origin and Basis of Inequality Among Men*.

Week Two: Adam Smith on the division of labor, the extent of the market, and the invisible hand

Reading: Adam Smith, selections from *An Inquiry into the Nature and Causes of the Wealth of Nations*.

Week Three: Karl Marx on capitalist mode of production and the market

Reading: Karl Marx, selections from *Das Kapital*.

Week Four: Karl Marx on socialism

Reading: Karl Marx and Friedrich Engels, *The Communist Manifesto*.

Karl Marx, “Critique of the Gotha Program.”

Unit Two: The Socialist Calculation Debate

Week Five: Ludwig von Mises’s critique of socialism

Reading: Ludwig von Mises, “Economic Calculation in the Socialist Commonwealth.”

Week Six: The socialist response

Reading: Oscar Lange, “On the Economic Theory of Socialism.”

Abba Lerner, “Theory and Practice in Socialist Economics.”

Week Seven: The market response

Reading: F.A. Hayek, “The Use of Knowledge in Society”

F.A. Hayek, “Socialist Calculation: the Competitive Solution.”

Week Eight: Planning or the market? Why not both?

Reading: Ronald Coase, “The Nature of the Firm.”

Unit Three: Capitalism and Socialism in Practice

Week Nine: F.A. Hayek on capitalism and socialism

Reading: F.A. Hayek, selections from *The Road to Serfdom*.

Week Ten: F.A. Hayek on capitalism and socialism

Reading: F.A. Hayek, selections from *The Road to Serfdom*.

Week Eleven: Joseph Schumpeter on capitalism and socialism

Reading: Joseph Schumpeter, selections from *Capitalism, Socialism, and Democracy*.

Week Twelve: Joseph Schumpeter on capitalism and socialism

Reading: Joseph Schumpeter, selections from *Capitalism, Socialism, and Democracy*.

Unit Four: The Ethics of Capitalism and Socialism

Week Thirteen: Socialism as an ideal

Reading: G.A. Cohen, *Why Not Socialism?*

Week Fourteen: Capitalism as an ideal

Reading: Jason Brennan, *Why Not Capitalism?*

Week Fifteen: A New Socialism

Reading: John E. Roemer, "Socialism Revised."

Appendix 3: Further Course Information

In this appendix is full course catalog information for those courses that are (i) already existing, and that are (ii) required by the PPE major. Those courses satisfying criteria (i) and (ii) are all and only those constituting our disciplinary foundations courses.

PHIL 140 Contemporary Moral Issues (3) The uses of philosophical analysis in thinking clearly about such widely debated moral issues as abortion, euthanasia, homosexuality, pornography, reverse discrimination, the death penalty, business ethics, sexual equality, and economic justice.

PHIL 245 Political and Social Philosophy I (3) A critical examination of such classical political theories as those of Plato, Hobbes, Locke, Rousseau, Mill, Marx, and such contemporary theories as those of Hayek, Rawls, and recent Marxist thinkers.

GVPT 170 American Government (3) A comprehensive study of national government in the United States.

PLCY100 Foundations of Public Policy (3) A survey course, focusing on public policy institutions and analytical issues as well as on overview of key public policy problems. Students will be introduced to public policy as a discipline, with a brief overview of the actors and institutions involved in the process, and familiarize themselves with the kinds of problems typically requiring public action. The course will examine these problems from a multijurisdictional and multisectoral perspective. Specific policy areas examined include education policy, health policy, economic and budgetary policy, criminal justice policy, environmental policy, and national and homeland security policy. The course should permit students to have broad foundational exposure to the field that will give them a solid base for more advanced courses.

ECON 200 Principles of Microeconomics (3) Prerequisite: MATH110; or must have math eligibility of MATH111 or higher. Credit only granted for: ECON200, AREC240, or AREC250. Additional information: It is recommended that students complete ECON200 before taking ECON201. Introduces economic models used to analyze economic behavior by individuals and firms and consequent market outcomes. Applies conceptual analysis to several policy issues and surveys a variety of specific topics within the broad scope of microeconomics.

ECON 201 Principles of Macroeconomics (3) Prerequisite: MATH110; or must have math eligibility of MATH111 or higher. Recommended: ECON200. Credit only granted for: ECON201 or ECON205. An introduction to how market economies behave at the aggregate level. The determination of national income/output and the problems of unemployment inflation, will be examined, along with monetary and fiscal policy.

Philosophy, Politics, and Economics Learning Outcomes

Criterion for review of student work	Descriptions of levels of student performance			
	Exceeds Standards	Meets Standards	Approaches Standards	Below Standards
Employing methods from philosophy, politics, and economics to address normative issue	Methods from the three different disciplines present in the analysis, and all applications of these methods are correct.	Methods from the three different disciplines present in the analysis, though some applications of these methods are tenuous.	Methods from the three different disciplines present in the analysis, but application of some methods is seriously misguided.	Student fails to apply methods from all three disciplines in the analysis.
Ability to write and think clearly	Student has clear thesis statement and supports the thesis with compelling arguments.	Student has clear thesis statement, attempts to support thesis with arguments, but these arguments are not compelling.	Thesis statement is not clear, the arguments are not very compelling.	No thesis statement or coherent arguments are presented.
Ability to conduct original research	Student identifies a novel research question and musters compelling analysis in attempt to answer this question.	Student identifies a novel research question and musters analysis in attempt to answer this question that is not necessarily compelling.	Student identifies a research question that is not necessarily novel; the analysis is not necessarily compelling.	No coherent research question present; no compelling analysis offered.

Appendix 5: Further Faculty Information

In this appendix is the faculty of the proposed PPE program, as well as the courses they will teach.

Here is the faculty composing the PPE program:

- Harjit Bhogal, Assistant Professor of Philosophy, University of Maryland
- Brian Kogelmann, Assistant Professor of Philosophy, University of Maryland
- Dan Moller, Associate Professor of Philosophy, University of Maryland
- Christopher Morris, Professor of Philosophy, University of Maryland
- Eric Pacuit, Assistant Professor of Philosophy, University of Maryland
- Rachel Singpurwalla, Associate Professor of Philosophy, University of Maryland

As detailed in Question 5 above, the proposed PPE major entails constructing three new courses. Here are the faculty who would teach these new courses:

- PHPE 400: Individual and Group Decision-Making
 - Bhogal, Kogelmann, and Pacuit
- PHPE 401: Social Philosophy and Political Economy
 - Kogelmann, Moller, and Morris
- PHPE 402: Senior Capstone Seminar
 - Bhogal, Kogelmann, Moller, Morris, Pacuit, and Singpurwalla

**Library Collection Assessment for Proposed Philosophy, Politics, and Economics
Undergraduate Major**

(PPE)

DATE: 7/23/2018
TO: Dr. Brian Kogelmann, Assistant Professor of Philosophy
FROM: On behalf of the University of Maryland Libraries:
Chuck Howell, Subject Librarian for Philosophy
Maggie Saponaro, Head of Collection Development
Daniel Mack, Associate Dean, Collection Strategies & Services
RE: Library Collection Assessment

We are providing this assessment in response to a proposal by the Department of Philosophy in the College of Arts and Humanities to create a Philosophy, Politics, and Economics (PPE) undergraduate major. The Department of Philosophy asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format--that focus on the three areas of study comprising this interdisciplinary degree.

The Libraries subscribe to all ten of the top ranked journals that are listed in the Philosophy category in *Scimago Journal Rankings**, all of which are available online:

- NOUS
- THE PHILOSOPHICAL REVIEW
- PHILOSOPHERS' IMPRINT (Open Access)
- INTERNATIONAL THEORY: A JOURNAL OF INTERNATIONAL POLITICS, LAW AND PHILOSOPHY
- ETHICS
- POLITICAL PSYCHOLOGY
- BRITISH JOURNAL FOR THE PHILOSOPHY OF SCIENCE
- THE JOURNAL OF PHILOSOPHY
- PHILOSOPHY AND PHENOMENOLOGICAL RESEARCH
- PHILOSOPHICAL STUDIES

The Libraries also subscribe to the ten top ranked journals in the areas of Economics and Political Science as listed in the Social Science Citation Index of *Journal Citation Reports*. * These journals include the following, all of which are available online:

10 Top Economics Journals

- QUARTERLY JOURNAL OF ECONOMICS
- JOURNAL OF HUMAN RESOURCES
- JOURNAL OF ECONOMIC GROWTH
- ECONOMIC GEOGRAPHY
- JOURNAL OF ECONOMIC PERSPECTIVES
- VALUE IN HEALTH
- JOURNAL OF FINANCE
- JOURNAL OF POLITICAL ECONOMY

- JOURNAL OF FINANCIAL ECONOMICS
- AMERICAN ECONOMIC JOURNAL-APPLIED ECONOMICS

10 Top Political Science Journals

- AMERICAN JOURNAL OF POLITICAL SCIENCE
- INTERNATIONAL ORGANIZATION
- JOURNAL OF PUBLIC ADMINISTRATION RESEARCH AND THEORY (12 month embargo)
- GOVERNANCE-AN INTERNATIONAL JOURNAL OF POLICY ADMINISTRATION AND INSTITUTIONS
- ANNUAL REVIEW OF POLITICAL SCIENCE
- EUROPEAN JOURNAL OF POLITICAL RESEARCH
- POLITICAL GEOGRAPHY
- JOURNAL OF CONFLICT RESOLUTION
- BRITISH JOURNAL OF POLITICAL SCIENCE
- AMERICAN POLITICAL SCIENCE REVIEW

*Note: *Scimago Journal Rankings* and *Journal Citation Reports* are tools for evaluating scholarly journals. These publications compute and evaluate the relative impact and prestige of journals by tracking the average number of citations of articles from a title over the last three years.

Databases

The Libraries' *Database Finder* (<http://www.lib.umd.edu/dbfinder>) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to this proposed program. Here are some examples:

Philosophy

[Encyclopedia of Philosophy](#)

[International Encyclopedia of Ethics](#)

[Philosophers Index with Full Text](#)

[Past Masters: Philosophy](#)

Political Science

[Congressional Publications \(Proquest\)](#)

[International Political Science Abstracts](#)

[Government, politics, and protest--essential primary sources](#)

[HeinOnline Federal Register Library](#)

[Oxford handbooks online. Political science](#)

Economics

[Business Source Complete](#)

[EconLit](#)

Oxford Encyclopedia of Economic History

World Development Indicators Online

Also, four general/multidisciplinary databases, *Academic Search Premier*, *JSTOR*, *MasterFILE Premier* and *ProjectMUSE* are good sources of articles relevant to this program.

In many- likely most--cases, these indexes offer full text copies of the relevant journal articles. In those instances in which the journal articles are available only in print format, the Libraries can make copies available to graduate students through either the Libraries' Scan & Deliver Program (<http://www.lib.umd.edu/access/scan-deliver>) or via Interlibrary Loan. (Note: see below.)

Monographs

The three departments partnering in the creation of this new undergraduate program have long tenure at the University of Maryland. The Libraries have historically supported the research goals of these programs, regularly acquiring scholarly monographs in the disciplines of Philosophy, Political Science, Economics and allied subjects. Monographs not already part of the collection can usually be added upon request.

Scan & Deliver and Interlibrary Loan

These services offer online delivery of bibliographic materials that otherwise would not be available online. As a result, remote users who take online courses may find these services to be helpful. Scan & Deliver and Interlibrary Loan are available free of charge.

The Scan & Deliver service scans and delivers journal articles and book chapters within three business days of the request--provided that the items are available in print on the UM Libraries' shelves or in microform. In the event that the requested article or chapter is not available on campus, Scan & Deliver will automatically refer the request to Interlibrary Loan (ILL). Interlibrary Loan is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland.

Big Ten Academic Alliance

With a number of Big Ten Schools ranking in the top 25 nationally for the disciplines comprising this new program, the Libraries' membership in the Big Ten Academic Alliance (BTAA) dramatically increases the resources available in these subject areas:

Big Ten Academic Alliance Top 25 programs in Philosophy (APDA) -

Rutgers
Wisconsin
Michigan
Indiana

Big Ten Academic Alliance Top 25 programs in Political Science (US News) -

Illinois
Ohio State
Wisconsin
Michigan
Northwestern

Big Ten Academic Alliance Top 25 programs in Economics (US News) -

Wisconsin
Michigan

BTAA's Uborrow program allows students access to monographs from member institutions more quickly and on less restrictive terms than traditional ILL. Additionally, as with our own materials, students can request that chapters be copied from these BTAA books if the books are not available electronically.

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Library Media Services (<http://www.lib.umd.edu/lms>) houses media in a variety of formats that can be utilized both on-site and via ELMS course media. GIS Datasets are available through the GIS Data Repository (<http://www.lib.umd.edu/gis/dataset>) while statistical consulting and additional research support is available through the Research Commons (<http://www.lib.umd.edu/rc>) and technology support and services are available through the Terrapin Learning Commons (<http://www.lib.umd.edu/tlc>).

The subject specialist librarians for the disciplines of political science and economics also serve as an important resource to programs such as the one proposed:

Politics

Judith Markowitz

Gov/Politics, Public Policy, Women's Studies Lib.
Humanities & Social Sciences Librarians / Research & Learning
Phone-301-314-1316
Email-judym@umd.edu
4109 McKeldin Library

Economics

Zaida Diaz

Business & Economics Librarian
Humanities & Social Sciences Librarians / Research
& Learning
Phone-301-405-9156
Email-zdiaz@umd.edu
5101D McKeldin Library

Economics

Lily Griner

Business & Economics Librarian, Coordinator for
PWP Program
Humanities & Social Sciences Librarians / Research
& Learning
Phone-301-405-9278
Email-griner@umd.edu
4109 McKeldin Library

Other Research Collections

Because of the University's unique physical location near Washington D.C., Baltimore and Annapolis, University of Maryland students and faculty have access to some of the finest libraries, archives and research centers in the country, many of vital importance for researchers in Philosophy, Politics, and Economics. These include the Library of Congress, the National Archives and Records Administration, the National Agricultural Library, the Smithsonian Institution, as well as the George Peabody Library at Johns Hopkins University, the Joseph Mark Lauinger Memorial Library at Georgetown University and the Gelman Library at George Washington University, to name just a few.

Conclusion

With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have the resources to support teaching and learning for the proposed interdisciplinary undergraduate degree. These materials are supplemented by a strong monograph collection. Additionally, our membership in the Big Ten Academic Alliance, along with the Libraries Scan & Deliver and Interlibrary Loan services make materials that otherwise would not be available accessible to UMD users. As a

result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Undergraduate Degree in Philosophy, Politics, and Economics (PPE).

Appendix 7: Maryland Higher Education Commission (MHEC) Financial Tables

TABLE 1: RESOURCES					
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$ 101,068	\$ 142,184	\$ 143,710	\$ 147,856	\$ 152,127
2. Tuition/Fee Revenue (c+g below)	\$ -	\$ -	\$ -	\$ -	\$ -
a. #FT Students	20	40	80	100	100
b. Annual Tuition/Fee Rate	\$ 13,575	\$ 13,982	\$ 14,402	\$ 14,834	\$ 15,279
c. Annual FT Revenue (a x b)	\$ -	\$ -	\$ -	\$ -	\$ -
d. # PT Students	5	10	10	10	10
e. Credit Hour Rate	\$ 565.40	\$ 582.36	\$ 599.83	\$ 617.83	\$ 636.36
f. Annual Credit Hours	20	20	20	20	20
g. Total Part Time Revenue (d x e x f)	\$ -	\$ -	\$ -	\$ -	\$ -
3. Grants, Contracts, & Other External Sources	\$ -	\$ -	\$ -	\$ -	\$ -
4. Other Sources	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL (Add 1 - 4)	\$101,068	\$142,184	\$143,710	\$147,856	\$152,127
Undergraduate	Full time	Part Time		Full time	Part time
(FY2019)	annual	per credit hour	inflation	% in-state	
resident tuition	\$ 8,651.00	\$ 360.00	1.03	0.80	0.90
non-resident tuition	\$ 33,272.00	\$ 1,387.00		0.20	0.10
diff'l addition (BMGT, ENGR, CS)	\$ 1,400.00	\$ 116.00			
Graduate					
(FY2019)	annual	per credit hour			
resident	\$ 17,208.00	\$ 717.00			
non-resident	\$ 37,152.00	\$ 1,548.00			

The university does not anticipate overall enrollment growth as a result of this major (more so a shift in major selection by matriculating students), so no new tuition revenue is assumed in identifying resources.

Resources will come from redirection of instructional resources from the collaborating departments in the college and the university.

Change rows 7 and 12, depending on whether this is a graduate or undergraduate program.

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5	
1. Faculty (b+c below)	\$33,915	\$34,932	\$35,980	\$37,060	\$38,172	Faculty FTE is based on the need to teach 3 new courses. This can be considered a "reallocated" resource, e.g., faculty who would have been teaching something else would now teach these courses.
a. #FTE	0.3	0.3	0.3	0.3	0.3	
b. Total Salary	\$25,500	\$26,265	\$27,053	\$27,865	\$28,700	
c. Total Benefits	\$8,415	\$8,667	\$8,927	\$9,195	\$9,471	Salary estimate is based on 9-month median salary for an associate professor in ARHU, as in the ADVANCE dashboard.
2. Admin. Staff (b+c below)	\$18,620	\$19,179	\$19,754	\$20,347	\$20,957	
a. #FTE	0.2	0.2	0.2	0.2	0.2	
b. Total Salary	\$14,000	\$14,420	\$14,853	\$15,298	\$15,757	Other expenses are for advertising, recruitment of students, and workshops/conferences.
c. Total Benefits	\$4,620	\$4,759	\$4,901	\$5,048	\$5,200	
3. Total Support Staff (b+c below)	\$3,325	\$3,425	\$3,527	\$3,633	\$3,742	
a. #FTE	0.05	0.05	0.05	0.05	0.05	
b. Total Salary	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814	
c. Total Benefits	\$825	\$850	\$875	\$901	\$929	
4. Graduate Assistants (b+c)	\$37,208	\$76,648	\$78,948	\$81,316	\$83,756	
a. #FTE	1.0	2.0	2.0	2.0	2.0	
b. Stipend	\$20,000	\$41,200	\$42,436	\$43,709	\$45,020	
c. Tuition Remission	\$17,208	\$35,448	\$36,512	\$37,607	\$38,736	
5. Equipment	\$2,500	\$2,500	\$0	\$0	\$0	
6. Library	\$500	\$500	\$500	\$500	\$500	
7. New or Renovated Space	\$0	\$0	\$0	\$0	\$0	
8. Other Expenses: Operational Expenses	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	
TOTAL (Add 1 - 8)	\$101,068	\$142,184	\$143,710	\$147,856	\$152,127	
resources - expenditures	\$0	\$0	\$0	\$0	\$0	
	benefits	0.33				
	inflation	1.03				

Appendix 8: Letters of Support



Samuel J. Kerstein <kerstein@umd.edu>

Fwd: PPE major

1 message

Katherine Ford Russell <krussell@umd.edu>

Sat, Jul 7, 2018 at 7:01 AM

To: "Samuel J. Kerstein" <kerstein@umd.edu>

Dear Sam,

Thanks for forwarding the revised PPE proposal. It looks great.

I will confer with GVPT and ECON and ask each to send you a fresh email of support that includes a pledge regarding the courses and their departmental faculty representation on the PPE steering committee.

Best,
Katherine

Katherine F. Russell, PhD
Associate Dean
College of Behavioral and Social Sciences
University of Maryland
2141 Tydings Hall
7342 Preinkert Drive
301-405-1692, krussell@umd.edu

----- Forwarded message -----

From: **Samuel J. Kerstein** <kerstein@umd.edu>

Date: Thu, Jul 5, 2018 at 1:06 PM

Subject: PPE major

To: BSOS-UGDean@umd.edu

Dear Associate Dean Russell,

I hope this finds you well. I am writing to follow up on the discussion we had a month ago concerning the development of a Philosophy, Politics, and Economics major. Please find attached the latest version of our proposal. As you suggested at our meeting, we now propose a Steering Committee (Section 15, pp. 8-9). Please let me know if its constitution and duties are acceptable to you. As I mentioned at the meeting, I and my colleagues would be grateful if we could at some point this summer receive from the Chair of Economics and the Chair of Government and Politics confirmation of agreements we have pursued with them concerning PPE students taking certain courses in their departments. (We outline our understanding of the agreements in Section 12, p. 7.) Would this be a good time for me to reach out to Professor Cropper and Professor Morris? Thank you very much for your help with this.

Best wishes,
Sam

Samuel Kerstein, Professor and Chair, Dept. of Philosophy
University of Maryland, 1125 Skinner Building
4300 Chapel Lane, College Park, MD 20742

kerstein@umd.edu; 301-405-3119

<http://faculty.philosophy.umd.edu/SKerstein/>



PPE Proposal Draft 11.docx

53K



UNIVERSITY OF MARYLAND

DEPARTMENT OF GOVERNMENT AND POLITICS

3140 Tydings Hall
College Park, MD 20742-7215
(301) 405-6862 TEL (301) 314-9690 FAX

August 13, 2018

Dear Samuel:

The interdisciplinary major in *Philosophy, Politics, and Economics* (PPE) that your department is proposing looks very interesting. Per your request, GVPT 170 will obviously be available to these students. We will also make seats available in GVPT 409I: The Politics of Human Rights and GVPT 439A: Comparative Constitutional Law. In exchange, we appreciate your willingness to make PHPE 400: Individual and Group Decision Making and PHPE 401: Social Philosophy and Political Economy available to GVPT majors. Professor David Cunningham, our Director of Undergraduate Studies, has also agreed to serve on the PPE Steering Committee.

We look forward to working with you all in this new endeavor and are fully supportive of your efforts to finalize the programmatic details.

Yours,

A handwritten signature in black ink that reads 'Irwin L. Morris'.

Irwin L. Morris
Professor and Chair

Economics Department Support for PPE Major

Maureen Cropper <mcropper@econ.umd.edu>

Mon, Jul 9, 2018 at 1:59 PM

To: "kerstein@umd.edu" <kerstein@umd.edu>

Cc: "krussell@umd.edu" <krussell@umd.edu>, Cindy Clement <Clement@econ.umd.edu>

Samuel Kerstein, Professor and Chair, Dept. of Philosophy

University of Maryland, 1125 Skinner Building
4300 Chapel Lane, College Park, MD 20742

kerstein@umd.edu

Dear Professor Kerstein,

I am happy to offer the Economics Department's support to the new undergraduate major in Philosophy, Politics, and Economics. The curriculum you and your colleagues are proposing will provide students with a valuable opportunity to develop a full understanding of the philosophical underpinnings regarding how complex societies organize and evolve over time. Interdisciplinary programs may present a few administrative challenges, but since many of my colleagues have always shared interests with your colleagues, we have a strong basis from which to proceed.

I already have identified a colleague who will represent Economics on the Steering Committee and will provide you with contact information later. We are happy to share seats in ECON311 and ECON312 with PHPE students, and we anticipate that our majors will welcome the opportunity take PHPE400 and PHPE401. Once the proposal has been approved at the campus level, please work with Dr. Cindy Clement, Director of Undergraduate Studies, to arrange the logistical details of scheduling and student registration.

Regards,

Maureen L. Cropper

Distinguished University Professor and Chair

Department of Economics



DEPARTMENT OF HISTORY

2115 Francis Scott Key Hall 4282 Chapel Lane
College Park, MD 20742-7315 301.405.4263 TEL
301.314.9399 FAX

July 26, 2018

Samuel Kerstein
Professor & Chair
Department of Philosophy
University of Maryland
College Park, MD 20742

Dear Sam:

Thank you for informing me about your plans (together with the Departments of Government and Politics and Economics) to offer a new major in Politics, Philosophy and Economics (PPE). I have discussed this possibility with history faculty who teach courses related to these areas (Professors Herf, Raianu, Kosicki, and Sicilia) and they are excited about this plan.

We would be happy to offer seats to students in this program as elective credit and we are happy to have the courses you have mentioned to me in your correspondence listed in your plans for PPE (HIST415, Ideas and Politics in Europe Since 1900; HIST450, American Capitalism, 1600-1900; HIST451, American Capitalism, 1900-present).

I wish you good luck in seeking approval for this new program.

Sincerely,

A handwritten signature in black ink, appearing to read "Philip M. Soergel".

Philip M. Soergel
Professor and Chair

Re: PPE major

Nina P. Harris <nharris@umd.edu>

Thu, May 31, 2018 at 1:28 PM

To: "Samuel J. Kerstein" <kerstein@umd.edu>

Cc: Jennifer Nash Littlefield <jnlittle@umd.edu>, Brian Kogelmann <bkogel89@gmail.com>

Dear Sam-

Thank you for following up.

We agree to the use of PLCY100 as part of the requirements of your proposed major. I recommend that we revisit the impact of PPE majors on this course one-two years after you launch to determine if additional teaching assistants are needed.

Once this is underway, we would be thrilled to explore the reciprocity in seats. Thank you for offering.

On Tue, May 29, 2018 at 3:03 PM, Samuel J. Kerstein <kerstein@umd.edu> wrote:

Hi Nina (and Jennifer),

I apologize for not following up regarding the philosophy department's request to use PLCY100 ("Foundations of Public Policy") as a required course for a new major in Philosophy, Politics, and Economics (PPE). I wasn't aware of your email exchange with Ralph Bauer.

In any case, I've attached the latest version of our proposal for the new major. It's not the document we'll end up with--we're in the process of adding other materials--but I hope it gives you an updated idea of our plan.

We would be very grateful if you would send us a note indicating your agreement with PLCY100 being a required course for PPE majors. As we discussed in our meeting, we believe that the new major will start small, and so pose no significant burden on enrollments in PLCY100. But we are happy to make arrangements with you to support an additional teaching assistant for PPE majors in the course, should enrollment from PPE students grow. We are also happy to discuss allotting seats in PPE or political philosophy courses to interested PLCY majors.

Please let me know if you'd like any further information.

Thanks,
Sam

Samuel Kerstein, Professor and Chair, Dept. of Philosophy
University of Maryland, 1125 Skinner Building
[4300 Chapel Lane, College Park, MD 20742](http://4300.Chapel.Lane.College.Park.MD.20742)

kerstein@umd.edu; 301-405-3119
<http://faculty.philosophy.umd.edu/SKerstein/>

Regards,

Dr. Nina P. Harris

Associate Dean, Undergraduate Studies
School of Public Policy
301-405-0390 / nharris@umd.edu

Re: Philosophy, Politics, and Economics major

1 message

Ruth Enid Zambrana <rzambran@umd.edu>

Sat, Aug 11, 2018 at 4:57 PM

To: "Samuel J. Kerstein" <kerstein@umd.edu>

Cc: J V Sapinoso <sapinoso@umd.edu>

Dear Sam,

I hope your weekend is going well. Please excuse my delay in responding , chairing is no easy feat.

Let us go ahead and include WMST 400 as an elective in your proposed new major. Two important considerations: WMST majors and minors have priority in those courses which I generally do not think will be a concern; and second as we in ARHU are all trying to increase our majors, I want us to think through any and all opportunities for WMST to derive some benefit from this arrangement.

I look forward to working together.

Best wishes,

Ruth

-

Ruth Enid Zambrana, Ph.D.
University of Maryland
Professor, Department of Women's Studies
Director, Consortium on Race, Gender and Ethnicity
ADVANCE Fellow
1208 Cole Student Activities Building
College Park, MD 20742
TEL: [301-405-3447](tel:301-405-3447)
FAX: [301-314-9190](tel:301-314-9190)
(Located inside the Main Door of the David C. Driskell Center)

Please see my book: [The Magic Key: The Educational Journey of Mexican Americans from K-12 to College and Beyond](#) @

<http://utpress.utexas.edu/index.php/books/zambrana-hurtado-magic-key>

On Aug 9, 2018, at 2:16 PM, Samuel J. Kerstein <kerstein@umd.edu> wrote:

Hi Ruth,

Hope you're doing well. Sorry to be a bother, but have you had a chance to consider our request to use WMST 400: "Theories of Feminism" as an elective in our proposed new major in Philosophy, Politics, and Economics (PPE)? I'm trying to get the proposal ready to move forward in early September.

Best,

Sam

Samuel Kerstein, Professor and Chair, Dept. of Philosophy
University of Maryland, 1125 Skinner Building
[4300 Chapel Lane](#), College Park, MD 20742

kerstein@umd.edu; 301-405-3119

<http://faculty.philosophy.umd.edu/SKerstein/>

Re: Philosophy, Politics, and Economics

Oscar Barbarin <barbarin@umd.edu>

Tue, Aug 21, 2018 at 3:25 PM

To: kerstein@umd.edu

Hi Sam,

Thanks for your kind words.

I think the proposed major is very interesting and need. We would not only be very open to your listing these courses as electives, we would be honored if you did so.

Oscar

On Tue, Aug 21, 2018 at 3:19 PM Samuel J. Kerstein <kerstein@umd.edu> wrote:

Hi Oscar,

In your presentation last week for new administrators (which was very helpful, by the way) you suggested that at UMD students don't get enough engagement with courses that have a focus on diversity. I believe you're right.

You got me thinking about a new major that the philosophy department is proposing in Philosophy, Politics, and Economics (PPE). I've attached the latest draft of our proposal. In addition to some foundational courses and a core sequence, the major is slated to include electives at the 300 or 400 level: each major would be required to complete four. I would like to ask you whether you would be willing to let us list one or more courses from your department as electives. I was thinking of AASP499A: Special Topics in Public Policy and the Black Community: Reducing Black - White Achievement Gaps (your course), AASP301: Applied Policy Analysis and the Black Community, or AASP314: The Civil Rights Movement. Taking any of these would, I think, be great for PPE students, but I'm open to other suggestions, of course. As of now, there are 15 courses on the list of PPE electives. I envisage that, especially at the beginning of the new major (assuming it gets approved!), PPE student enrollments in AASP courses would be small, say, a few students per course. Please let me know what you think.

Thanks,
Sam

P.S.: In case you don't have the time (or inclination) to read through a lengthy proposal, here are a few paragraphs that should give you an idea of how we envisage PPE:

The Philosophy, Politics, and Economics (PPE) undergraduate major is an interdisciplinary program that uses tools and methods from economics and political science to help answer difficult social and political questions that have traditionally been the domain of philosophy: How should we live together? What would be the best way for us to organize our social and political institutions? How should we address our most difficult problems, from inequality to discrimination to immigration to climate change?

We believe a PPE education is important because many of the world's most pressing problems are incredibly complex. Though philosophy has always promised to address issues of this kind, we believe that successfully tackling these sorts of problems requires more than philosophy alone. Our future leaders and fellow citizens need to know about ethics, rationality and reasoning, the nature of knowledge (philosophy); about institutions and collective action (politics); and about the economy, formal modeling, and rational choice (economics). The proposed PPE major will train students in this kind of thinking. In using tools and methods from economics and political science to help answer difficult social and political questions we expand students' reasoning tool kit so they have more resources to bring to bear on some of the world's most difficult problems.

A PPE education offers something new to University of Maryland students. The *questions* that PPE poses are distinct from those that economics, political science, and public policy ask. They are fundamentally normative questions (e.g., concerning justice), traditionally in the domain of moral and political philosophy. These questions focus on

what *ought* to be the case, which often contrasts with what has been or even likely will be the case. The questions center not primarily on locating efficient means to ends, but on determining which ends we ought to pursue and how morality constrains how we may do so. The *tools and methods* PPE uses to help answer these normative questions – the tools and methods of economics and political science – are ones philosophy has traditionally eschewed. The PPE major thus offers an educational experience distinct from those currently available. In sum, PPE's fundamental questions differ from those typically pursued in Government and Politics, Economics, or Public Policy; and PPE uses tools for answering the questions that Philosophy does not typically exploit.

Samuel Kerstein, Professor and Chair, Dept. of Philosophy
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Oscar A. Barbarin

Chair & Professor of African American Studies Department, Professor of Psychology

DEPARTMENT OF AFRICAN AMERICAN STUDIES 1119 TALIFERRO HALL

College Park, Maryland 20742 301.405.1169 TEL 301.405.9932 FAX

Re: electives for new major

Shawn J. Parry-Giles <spg@umd.edu>

Mon, Sep 10, 2018 at 6:45 AM

To: "Samuel J. Kerstein" <kerstein@umd.edu>

Cc: Kristjana Lyn Maddux <klmaddux@umd.edu>

Hi Sam. That is more than fine to add those two courses. Thanks for including them. Let me know if you would like to talk further. Good luck with the proposal! Shawn

On Sun, Sep 9, 2018 at 1:00 PM Samuel J. Kerstein <kerstein@umd.edu> wrote:

Hi Shawn,

The philosophy department is developing a new major in Philosophy, Politics, and Economics (PPE). It's now going through the approval process in ARHU. Among the requirements for the proposed major are 4 elective courses at the 300 or 400 level. Kristy Maddux, in her role on the ARHU PCC committee, suggested that some COMM courses might work really well as electives. The philosophy faculty working on the new major agree, and we believe that COMM 458 "Seminar in Political Communication" and COMM 469 "The Discourse of Social Movements" would be a particularly good fit. So I would like to ask your permission to add these two courses to the 15 or so electives PPE now lists. At the outset of the major (assuming it gets approved), I envisage that listing the courses as PPE electives would add a few students to them per academic year. Please let me know if you'd like more information. I've attached a draft of the PPE proposal in case you're interested in having a look.

Thanks,
Sam

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--

Shawn J. Parry-Giles, Ph.D.
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