



Course Syllabus

ECN / POL 210

Introduction to PPE

Fall 2025

Class Information

Day and Time: Mondays and Wednesdays, 1:45-3pm

Room Number: E207

Contact Information

Instructor Name: Dr. Brandon Seitzler

Instructor Email: bseitzler@criswell.edu

Instructor Phone: 214.818.1309

Instructor Office Hours: Monday's 9:30-10:45am; Wednesdays 9:30-10:45am; Thursday 11am-12:30pm

[Schedule meetings at www.calendly.com/bseitzler](http://www.calendly.com/bseitzler)

Course Description and Prerequisites

This course teaches the varying ways that philosophy, politics, and economics come together to provide a unique and effective framework to understand the world, solve social problems, and create value in organizations and communities. Additionally, the course helps students connect their academic and professional work to their Christian commitment and biblical and theological studies. Throughout the course, students will interact with classical and contemporary readings in philosophy, politics, and economics. The course makes ample use of case studies to demonstrate the value of interdisciplinary study and provide a foundation for further research and coursework in PPE. (This course satisfies requirements for a Social/Behavioral Science course.)

Course Objectives

By the end of this course students will be able to:

- Describe the PPE perspective and its unique value
- Explain what philosophy contributes to the PPE perspective
- Explain what politics contributes to the PPE perspective
- Explain what economics contributes to the PPE perspective
- Apply the PPE perspective to their diverse academic interests

Required Textbooks

- Philosophy, Politics, and Economics: An Anthology. Anomaly et al. 2016.
- On Philosophy, Politics, and Economics. Gerald Gaus. Free PDF on Professor Gaus' website: <https://www.gaus.biz/Gaus-PPE.pdf>

Course Requirements and Assignments

- Participation (10%)
- Chapter Application-Discussion Questions (15%) – Each week, you will post application-discussion questions to Canvas for that week’s readings. You should have one application question for each reading assigned that week. For example, when we read “Chapter 12 Liberty and Paternalism,” you will post three application questions—one for Mill, one for Dworkin, and one for Thaler and Sunstein.
- Chapter Reading Notes (25%) – Each week, you will **hand write** notes from your readings. I recommend *at least* half a page of single-spaced notes for each reading. You will also hand write your answer to the application-discussion questions you posted that week.
- Essay Exam 1 (25%)
- Essay Exam 2 (25%)

Course/Classroom Policies and Information

- The ideas expressed by readings, resources, and outside guests in this course should not be interpreted as implying the instructor’s or college’s endorsement. Course materials and outside speakers are selected for their perceived value in helping to meet the course goals and objectives.
- At all times and especially when we are working in and with the community you are expected to exhibit the college’s graduate profile:
 - **Ambassadors** who communicate effectively across various platforms and contexts.
 - **Cultivators** who seek to understand diverse populations and develop purposeful relationships.
 - **Peacemakers** who pursue truth and righteousness through mercy and reconciliation.
 - **Problem-solvers** who think critically, creatively, and collaboratively.
 - **Professionals** who demonstrate competence in their field of study and intentionality in their vocation.
- You may not have your cell phone anywhere in sight during class.
- The one exception to my cell phone rule is using your cell phone as a calculator or to look something up online as a part of class participation. Other than these two exceptions, phones belong in bags.
- You may not use your laptop during class for anything other than class-related activities.
- Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, I will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.
- Class participation requires both attendance and preparation. If you miss classes, you will fall behind very quickly. If you read the chapter before class, our time together will make much more sense to you.
- The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.
- The following language is quoted from Criswell College’s Credit Hours policy: “For academic purposes, Criswell College uses “Carnegie” units to measure semester credit hours. A Carnegie unit of credit is awarded to students for the satisfactory completion of at least one 50-minute session of classroom or direct faculty instruction and at least 100 minutes of out-of-class work per week for not less than 15 weeks.”

- This policy does not mean that attending class or doing work for a certain amount of time guarantees a certain grade or credit for the course.
- This policy does mean that you must complete this many hours of work to qualify for course credit.
- Therefore, one way that you might think of your time being divided up, **per week**, over the course of the semester, for a 3-credit course is the following:
 - 150 minutes of class instruction (two 75-minute course sessions per week).
 - 300+ minutes of out-of-class work. A possible allocation of this out-of-class time could be:
 - 180 minutes of reading
 - 120 minutes of homework
- This means that each 3-hour course you register for requires a **minimum** of 7.5 hours of work per week.
 - If you are taking 12 hours this semester, you should think of your school commitment as a 30-hour per week job.
 - If you are taking 15 hours this semester, you should think of your school commitment as a 37.5-hour per week job.

Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
 - Instructors are **not required** to allow make-up work for missed classes.

Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
 - Review relevant sections of the Academic Catalog.
 - Contact the **Financial Aid Office** for details on how attendance affects aid.
 - Understand the consequences of non-participation.

Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.

- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
 - Organize course content on a module basis using organizational tools within Canvas
 - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
 - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
 - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
 - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
 - Use Zoom in Canvas for all “live” (synchronous) class sessions

Important Note:

Students needing assistance with Canvas should contact the Canvas Help Support line at 844-358-6140. Tech support is available at this number, twenty-four hours a day.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work

with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

			Grade Definitions
A	93-100	4.0 grade points per semester hour	Exceptional
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	Above Average
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	Average
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	Below Average
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	Unacceptable

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and

- failing to credit sources properly in written work.

Course Policy on the use of Artificial Intelligence (AI)

(Instructors may use, modify or replace these guidelines as appropriate for their course.)

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.
- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

		Readings Due	Assignments Due
Week 1	Mon 8/18		
	Wed 8/20	<ul style="list-style-type: none"> • Seitzler – Introduction to PPE • Gaus – Introduction 	Pew Political Typology Quiz:
Unit 1			
Week 2	Mon 8/25	<ul style="list-style-type: none"> • Anomaly et al. – Introduction • Anomaly et al. – Ch. 1 Political Authority 	<ul style="list-style-type: none"> • Reading Notes • Application-Discussion Questions
	Wed 8/27		
Week 3	Mon 9/1	<ul style="list-style-type: none"> • Anomaly et al. – Ch. 4. Property 	<ul style="list-style-type: none"> • Reading Notes • Application-Discussion Questions
	Wed 9/3		
Week 4	Mon 9/8	<ul style="list-style-type: none"> • Anomaly et al. – Ch. 6 Collective Action 	<ul style="list-style-type: none"> • Reading Notes • Application-Discussion Questions
	Wed 9/10		
Unit 2			
Week 5	Mon 9/15	<ul style="list-style-type: none"> • Anomaly et al. – Ch. 7 Justice 	<ul style="list-style-type: none"> • Reading Notes • Application-Discussion Questions
	Wed 9/17		
Week 6	Mon 9/22	<ul style="list-style-type: none"> • Anomaly et al. – Ch. 5 Market Advantages • Anomaly et al. – Ch. 5 Market Fairness 	<ul style="list-style-type: none"> • Reading Notes • Application-Discussion Questions
	Wed 9/24		
Week 7	Mon 9/29	<ul style="list-style-type: none"> • Anomaly et al. – Ch. 11 Reasons to Vote 	<ul style="list-style-type: none"> • Reading Notes • Application-Discussion Questions
	Wed 10/1		
Week 8	Mon 10/6	<ul style="list-style-type: none"> • Anomaly et al. – Ch. 9 Cost-Benefit Analysis 	<ul style="list-style-type: none"> • Reading Notes • Application-Discussion Questions
	Wed 10/8		<ul style="list-style-type: none"> • In-Class Essay Exam #1

Week 9	Mon 10/13	No Class – Student Development Week	
	Wed 10/15	No Class – Student Development Week	
Unit 3			
Week 10	Mon 10/20	• Anomaly et al. – Ch. 8 Equality	• Reading Notes • Application-Discussion Questions
	Wed 10/22		
Week 11	Mon 10/27	• Anomaly et al. – Ch. 5 Market Failures	• Reading Notes • Application-Discussion Questions
	Wed 10/29		
Week 12	Mon 11/3	• Anomaly et al. – Ch. 12 Liberty and Paternalism	• Reading Notes • Application-Discussion Questions
	Wed 11/5		
Unit 4			
Week 13	Mon 11/10	• Anomaly et al. – Ch. 2 Rational Choice • Gaus – Ch. 1 Instrumental and Economic Rationality	• Reading Notes • Application-Discussion Questions
	Wed 11/12		
Week 14	Mon 11/17	• Anomaly et al. – Ch. 13 Markets on the Margin (only the Sex and Drugs readings; pages 551-610)	• Reading Notes • Application-Discussion Questions
	Wed 11/19		
Week 15	Mon 11/24	No Class – Fall Break	
	Wed 11/26	No Class – Fall Break	
Week 16	Mon 12/1	• Gaus – Ch. 2 Utility Theory	• Reading Notes • Application-Discussion Questions
	Wed 12/3		
Week 17	Mon 12/8	• Anomaly et al. – Ch. 10 Public Choice	• Reading Notes • Application-Discussion Questions
	Wed 12/10		• In-Class Essay Exam #2

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.