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# The Economics of **Sex**, **Drugs**, and **Crime** 3960-001 Spring 2020

Instructor: Dr. Anne Yeagle Class time: T H 9:10-10:30 am Bldg AEB 320  
Office: GC4029 Office Hours: T&Th 10:40- 11:40 am and by appointment  
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801-581-7435 my office email [yeagle@economics.utah.edu](mailto:yeagle@economics.utah.edu)

**Course objectives** The main objective of this class is to enable the student to use economic principles to explore: relationships (which sometimes involve sex), the supply and demand for drugs, what is deemed a crime and who is labeled as a criminal. Behavioral economics looks at how psychological factors, such as **perception**, influence economic decisions. We will also be looking at the economic consequences of the choices people, societies, and government make regarding sex, drugs, and crime.

**General requirements** Completion of all tests and assignments on time and in the manner specified is required. It is extremely important to keep up on course reading. It is expected that you will come to each class prepared, that is, having read the assigned material. If you are not in class, please refer to the syllabus. If you take responsibility it will affect your class performance positively.

Regular attendance is also of the utmost importance. The purpose of this requirement is to insure that you get as much as possible from the course. All tests count. If you have reason to believe you will be unable to attend class regularly, it will be difficult to succeed in the class.

Some of the writings, lectures, films, or presentations in this course may include material that conflicts with core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

*There are no prerequisites for this class. You need not have studied economics beforehand. All you need is an interest in the subject, a commitment to work to develop an understanding of the issues, and a commitment to debate and disagree in a principled way about some highly controversial topics.*

## Text and Readings

1. **The New Jim Crow** by Michelle Alexander 2010 978-1-59558-043-8 The New Press
2. **Opium Nation** by Fariba Nawa 2011 978-0-06-193470-4 Harper-Perennial
3. **It's Not You, It's the Dishes**, Random House ISBN 978-0-385-34395-4 (it was originally published as **Spousonomics** by Szuchman and Anderson 2011 ISBN 978-0-385-34394-7 Random House) either one works.
4. **Note packet** from bookstore

**“Student Names & Personal Pronouns:** Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the student profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

## Grading

Grades will be composed of tests, article presentations, presentation, book tests, and group grade.

1. **Attendance** ¼ point for being on time and ¼ for attending class each day, worth 15 points
2. **Article Assignment** *Darwin, Swift and Carnegie* worth 20 points
3. **Individual article presentation**, worth 3 points.
4. **Group Outline** , worth 2 points
5. **Group Presentation**, worth 10 points.
6. **Group Paper**, worth 10 points
7. **Group evaluation grade**, worth 10 points.
8. If you **miss a student presentation**, you must complete a 3-pg makeup paper or **lose 10 pts**. See next page.
9. Attendance/participation for student group presentations 2 points. If arrive too late, then a 0.
10. If you **are late (5-7 min)** for another groups’ presentation, I will record a 1 **(instead of 2 points)** on CANVAS.
11. **Assignment interview for It’s Not You , It’s the Dishes (Spousonomics)** 5 points
12. **Documentary** points will vary with length 1-2 pts

## Grades

100%-93	A	76-73	C
92-90.1	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-63	D
82-80	B-	62-60	D-
79-77	C+	59-0	F

Below is a course reserve “How to Guide” for students. It provides a walkthrough that will explain searching courses, filtering courses and finally how to access copyrighted material from off campus. [http://campusguides.lib.utah.edu/course\\_reserves\\_guide](http://campusguides.lib.utah.edu/course_reserves_guide)

## Americans With Disabilities Act Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

## Explanation of Assignments, Tests, etc.

**Darwin Carnegie and Swift Assignment** worth 20 points—see assignment sheet in packet

**Tests** will be composed mostly of essay type questions and some multiple choice. Questions/rebuttals to test questions/answers need to be in written form and submitted no later than one week after tests are handed back. Old test questions/rebuttals will not be entertained

**Absence on test days:** One time only! If you know you will be unable to attend a class period on which a test takes place, you will need to submit a written request in advance to me (one time max). If you do not make prior such arrangements, tests taken late may earn only 50% of the full grade points depending on the circumstances. If you do not contact me by the next class, no makeup tests will be given. Please talk to me as soon as possible if you miss a test

**Book Tests** We will be reading 3 books: The New Jim Crow, Opium Nation and It's Not You, It's the Dishes (Spousonomics), We will discuss the books in class. You can have one page of handwritten notes with you for the test.

**Article Presentation** You will be assigned a date on which you will bring in a current article (newspaper, magazine, internet news) that pertains to the subject we are currently studying. You must relate it to the economic topics we are discussing. You will summarize the article for the class in a 2-3 minute presentation and be prepared to comment on the subject. A typed written outline will also need to be turned in at this time. Worth 3 points

**Couple Interview** for It's Not You It's the Dishes (Spousonomics) 5 points. Questions are in the packet.

**Group Outline, Presentation and Paper** Please refer to the *Guidelines* page (the outline is due at least one week prior to your presentation and the paper is due the same day as your presentation)

**Group grade** After your group has presented, please fill out the evaluation sheet found in the back of your notes packet. Grade each person in your group as well as yourself based on responsibility and effort towards the group.

**Presentation Quizzes** The student audience will be asked to take a written quiz or participate in the group presentations which will be worth 2 points for each presentation. Also, if I believe that a student in the audience is not paying attention during a presentation, they will not receive the 2 points possible and may need to write a makeup paper.

**Absence on presentation days.** If you miss a presentation (this means 25% or more), you must complete a 3 page report, single spaced, using at least three sources, of which one must be a journal, exploring the topic you missed. The paper will be graded on a 0-10 point scale. If you fail to do so your grade will be docked 10 points. You can make up only one missed presentation. The makeup paper is due one week after the missed debate.

**Class structure.** Tests will be given at the beginning of class. If you come to class late, you will not be given extra time. Presentations will also be start at the beginning of class. Please be respectful.

**Electronic Devices** No electronic devices, such as computers, headphones or cellphones are allowed to be used in the classroom. Computer use is very distracting to other students. If you have special needs for taking notes, you will need to speak to me.

**If I am Late to class**(for some strange reason☺) ----- please wait for 20 minutes

## **SCHEDULE**

Please read the articles [Stressed Out? Try Being Less Competitive](#), [Why We Can't Look Away From Our Screens](#),

### **January 7 T Introductions**

Go through the syllabus

Questionnaire and “ I Expect”

Handout *Professors Who See No Evil*

Get 2 student article presentations for next class

#### ***For next class:***

- [Read \*Professors Who See No Evil\*](#)
- Start reading the three articles **Carnegie, Darwin and Swift (all articles are on CANVAS)**
- [Jonathan Swift \*A Modest Proposal\*](#)--- if you only have time for one please read this one!  
Andrew Carnegie *The Gospel of Wealth*  
Charles Darwin *The Origin of Species Chapter IV Natural Selection or the Survival of the Fittest*

### **January 9 H Perspective**

Discuss *Professors Who See No Evil*

Discuss *A Modest Proposal*

2 student articles (3 minutes each) (Get 2 more student article presentations for next class)

Discuss Carnegie, Darwin and Swift assignment.

Start *12 Angry Men* (96 min total)

#### ***For next class:***

- **Assignment on Carnegie, Darwin and Swift**
- **Pick a seat next class** that you will sit in for the rest of the semester.

### **January 14 T Frame of Reference**

**Assignment Due** on Carnegie, Darwin and Swift.

Pick a seat for the semester. Create seating chart.

2 student articles

Discuss assignment.

Continue *12 Angry Men*

#### ***For next class:***

- [Alternative Econ Phil and Contemporary American Capitalism and Its Radical Critics](#) in preparation for discussion

### **January 16 H Ideology**

Finish *12 Angry men*

Discuss **Ideologies** using articles *Alternative Economic Philosophies* and *Contemporary American Capitalism and Its Radical Critics*, Keynes, Marx and Smith

2 student articles

Assign groups and topics

#### ***For next class:***

- **Prepare for Test** on *Alternative Economic Philosophies* and *Contemporary American Capitalism and Its Radical Critics*, Keynes, Marx and Smith, *12 Angry Men*, Carnegie, Swift and Darwin

## **January 21 T Listening and Economic Terminology**

Watch TED Julian Treasure on Listening

**Test** Alternative Economic Philosophies and Contemporary American Capitalism and Its Radical Critics, Keynes, Marx and Smith, 12 Angry Men, Carnegie, Swift and Darwin

Discuss Economic Terms Supply and Demand

Assign remaining article presentations.

### *For next class:*

- Read *Tasked With Combating Opium Afghan Officials Profit* – CANVAS—no study guide
- Read *Afghan Policewomen Struggle Against Culture*--- CANVAS—no study guide

## **January 23 H**

2 student articles

Discuss *Tasked With Combating Opium Afghan Officials Profit* – CANVAS—no study guide

Discuss *Afghan Policewomen Struggle Against Culture*

Finish Economic Terms

### **Library Research Instruction**

### *For next class:*

- Read up through Chapter 4 in *Opium Nation*. There are study guide questions in the packet.

## **January 28 T Opium**

Discuss *Opium Nation*.

3 student article presentations

Watch documentary *Opium Brides* in class <http://www.pbs.org/wgbh/pages/frontline/opium-brides/>.

### *For next class:*

- Read Chapters 5-8 *Opium Nation*
- Read article *Have We Lost the War on Drugs?*— CANVAS—study guide is in the notes packet

## **January 30 H Drug Legalization**

### **Presentation *The Economics of Drug Legalization***

Discuss *Opium Nation* 5-8

Discuss article *Have We Lost the War on Drugs?*

Johann Hari TED – author of *Chasing the Scream* 15 minutes

[https://www.ted.com/talks/johann\\_hari\\_everything\\_you\\_think\\_you\\_know\\_about\\_addiction\\_is\\_wrong](https://www.ted.com/talks/johann_hari_everything_you_think_you_know_about_addiction_is_wrong)

### *For next class:*

- *Opium Nation* Chapters 9-12.
- Read *I Can't Be forgiven For Abu Ghraib*—CANVAS--no study guide

## **February 4 T The Effects of War**

### **Presentation The Impact/Externalities of War**

Discuss *Opium Nation* Chapters 9-12

Discuss *Abu Ghraib* article

Sebastian Junger—TED coming Home From War ( time permitting)

[https://www.ted.com/talks/sebastian\\_junger\\_our\\_lonely\\_society\\_makes\\_it\\_hard\\_to\\_come\\_home\\_from\\_war?language=en#t-608103](https://www.ted.com/talks/sebastian_junger_our_lonely_society_makes_it_hard_to_come_home_from_war?language=en#t-608103)

*For next class:*

- **Study for Test** *Opium Nation* Chapters 1-12, *Have We Lost the War on Drugs and I Can't Be Forgiven For Abu Ghraib*. You can have 1 page of handwritten notes for *Opium Nation* that will be turned in with the test.

## **February 6 H Listening**

**Test** on *Opium Nation* Chapters 1-12 (you can have one page of hand written notes for the test) and *Have We Lost the War on Drugs and I Can't Be Forgiven For Abu Ghraib*

Start doc *The House I Live In* (109 min total) worksheet in packet

*For next class:*

- **Read** *Opium Nation* Chapter 13-Epilogue
- **Read** *Child in the Basement*

## **February 11 T Child Slavery**

### **Presentation The Economics of Child Slavery**

3 article presentations

Discuss *Opium Nation* Chapter 13-Epilogue.

*For next class*

- **Study for Test** *Opium Nation* Chapters 13-Epilogue and *Child in the Basement*

## **February 13 H Listening**

**Test** on *Opium Nation* Chapters 13-epilogue—(you can have one page of hand written notes for the test).

Continue doc [The House I Live In](#)

*For next class:*

- **Read** Intro and Chapter 1-- in *The New Jim Crow* There are study guide questions in the packet.
- **Be prepared for group discussion work**

## **February 18 T The New Jim Crow**

2 student article presentation

Finish doc *The House I Live In*--- turn in worksheet

Discuss Intro and Chapter 1 *The New Jim Crow*

*For next class:*

- **Read** Chapters 2-3-- in *The New Jim Crow*

## **February 20 H The New Jim Crow**

Discuss Chapters 2-3 *The New Jim Crow*

1 student article

*For next class:*

- **Read** Chapter 4 *The New Jim Crow*

## **February 25 T Slavery By Another Name**

1 student article

Start Doc Slavery by Another Name (total time 90 min)

*For next class:*

- **Read** *State of Phone Justice: Local jails, state prisons and private phone providers*
- **Read** *Private Prisons Are Cashing In on Refugees' Desperation*

## **February 27 H**

Continue Doc *Slavery by Another Name*—turn in worksheet

Discuss Chapter 4 *The New Jim Crow*

- **Read** Chapter 5 *The New Jim Crow*

## **March 3 T**

**Presentation** *The Economic and Societal Costs of the Death Penalty*

1 student article

Discuss *High Cost of Inmates' Phone Calls May End*

Discuss *Private Prisons Are Cashing In on Refugees' Desperation*

*For next class:*

- **Read** Chapter 6 *The New Jim Crow*

## **March 5 H**

**Presentation** *The Economics of Prison Privatization*

Discuss Chapters 5- 6 *The New Jim Crow*

*For next class:*

- **Study for test** : *The New Jim Crow* Intro-6 (you can have one page of handwritten notes)

## ***Spring Break Yippee!***

## **March 17 T Discrimination**

**Test** on *The New Jim Crow* Intro-6—can have one page of handwritten notes.

*A Class Divided* Doc

Discuss Interview Assignments

*For next class:*

- **Read** Intro- Chapter 3 ***It's Not You, It's the Dishes / Spousonomics*** and fill out study guide
- **Interviews on Intro and Chapters 1-2** due next class



## **March 19 H What Makes a Good Life?**

3 student articles

**Interviews due** Chapter Intro, 1 and 2 and discuss

TED talk Robert Waldinger

[https://www.ted.com/talks/robert\\_waldinger\\_what\\_makes\\_a\\_good\\_life\\_lessons\\_from\\_the\\_longest\\_study\\_on\\_happiness](https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness)

Discuss *Spousonomics* Intro

*For next class:*

- **Read** Chapters 3 and 4 *Spousonomics* and fill out study guide

## **March 24 T Choice**

Discuss *Spousonomics* Chapters 3-4

3 student articles

The Paradox of Choice TED Talk Barry Schwartz [https://www.ted.com/talks/barry\\_schwartz\\_on\\_the\\_paradox\\_of\\_choice](https://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice)

*For next class:*

- Read Chapters 5-6 *Spousonomics* and fill out study guide

## **March 26 H Happy Couples**

**Presentation Economic Costs and Benefits of Divorce and Marriage**

Handout “Happy Couples”

3 student articles

Discuss Chapters 5-6 *Spousonomics*

*For next class:*

- Read “Happy Couples”

## **March 31 T Pornography**

**Presentation Societal and Economic Costs of Pornography**

3 student articles

Discuss “Happy Couples” article

*For next class:*

**Study for test** Chapters 1-6 *Spousonomics* and The Paradox of Choice TED Talk Barry Schwartz. You can have 1 page of handwritten notes on the book for the test.

## **April 2 H Listening**

**Test on** Chapters 1-6 *Spousonomics* and The Paradox of Choice TED Talk Barry Schwartz. You can have 1 page of handwritten notes on the book for the test.

Practical Wisdom TED Talk Barry Schwartz

[https://www.ted.com/talks/barry\\_schwartz\\_using\\_our\\_practical\\_wisdom?language=en](https://www.ted.com/talks/barry_schwartz_using_our_practical_wisdom?language=en)

*For next class:*

- **Read** Chapters 7-8 *Spousonomics* and fill out study guide

## **April 7 T Domestic Violence**

### **Presentation The Economics of Domestic Violence**

Discuss Chapters 7-8 Spousonomics

3 student article presentations

*For next class:*

- Read Chapters 9-10 Spousonomics and fill out study guide

## **April 9 H The Marketing of Sex and Love**

### **Presentation The Marketing of Sex and Love**

3 student articles

Discuss Chapters 9-10 Spousonomics

*For next class:*

- **Study for test Chapters 7-10**

## **April 14 H Listening**

**Test Spousonomics** 7-10—can have 1 page of handwritten notes for the test.

TED talk [http://www.ted.com/talks/laura\\_trice\\_suggests\\_we\\_all\\_say\\_thank\\_you](http://www.ted.com/talks/laura_trice_suggests_we_all_say_thank_you)

Review for last extra credit test on Spousonomics

*For next class:*

- **Study oral test** Spousonomics (5 points extra credit!)

## **April 16 T**

Oral test for 5 points extra credit

Start movie

Discuss the movie and how it relates to our class topics

**Study for test: Review class material and relate to the movie**

## **April 21 H**

Finish Movie

**Review Test**—class material and how it relates to the last movie.

**---this is our last class**

Remember there is no final for this class.

I hope to stay on this schedule. However, the student is responsible for any announced changes.

## Abstract/ Outline Guidelines and

The Abstract of Paper/ Presentation is due at least one week prior to your presentation. I recommend completing it before then in order to get my feedback and to facilitate a timely paper.

### One abstract per group.

Abstract should be under 300 words and fit on one page.

Abstract should include:

Title

Authors

And most, if not all of the following:

Background/ History

State the Objective/ The problem

Conclusion/ Policy Recommendation

References

Learning objectives

### Plagiarism

***Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.*

Most current discussions of plagiarism fail to distinguish between:

1. submitting someone else's text as one's own or attempting to blur the line
2. between one's own ideas or words and those borrowed from another source, and
3. carelessly or inadequately citing ideas and words borrowed from another source.

paperater.com is a useful tool to check your paper before you turn it in.

[www.writingcenter.utah.edu](http://www.writingcenter.utah.edu) is where you can make online appointments m-f 10-7 for help at the library writing center here on campus.

**Topics** You will sign up for a topic. You may not get your first choice but I hope your topic is something you want to learn more about and share your research with others.

**The Economics of Drug Legalization**

**The Impact/Externalities of War**

**The Economics of Child Slavery**

**The Economic and Societal Costs of the Death Penalty**

**The Economics of Prison Privatization**

**Economic Costs and Benefits of Divorce and Marriage**

**Societal and Economic Costs of Pornography**

**The Economics of Domestic Violence**

**The Marketing of Sex and Love**

## Paper Guidelines

There will be approximately 9 groups with 4-5 people in each group.

Each group of students is required to write a 5 page paper (single spaced, regular margins, 11 or 12 pt font) on the subject your group is presenting to the class. Papers longer than 5 pages will be penalized.

The paper should use at least 5 different reputable sources to be cited either with footnotes or include a bibliography. These references can include peer reviewed journals, text books, government institutions and non-profit agencies. Be careful on internet sites that may have a strong bias—check original sources used by these sites.

You can use either footnotes or a bibliography for your references.

The paper is worth 10 points for each student.

There will be one paper turned in for each group.

Papers are due the day of your group presentation. Late papers will incur point penalties.

Since there are 4-5 people in each group, the group should decide as to how to divide the topic into research/work components. These components should form a coherent whole.

This coherent whole should be reflected in your paper as well as your class presentation. Your analysis should be economic in nature which includes statistics as well as behavioral aspects of the topic.

You will have the opportunity to sign up for a topic. You may not get your first choice. My wish is that the topic is something that interests you; that you would like to learn more about it and share that information with the rest of the class. Also, it will give you the opportunity to meet some new people and experience working in a group—which is like many jobs that you will have in the future. If your group has additional ideas pertaining to your assigned subject, please bring them forward.

## Presentation Guidelines

Each group of students will be assigned to construct a presentation on the assigned topic that will be given to the class as scheduled on the syllabus.

You are required to prepare a **Power Point or Prezi** presentation.  
(Your presentation will be judged on content, organization, and clarity.)

**The total Presentation should be 25-30 minutes.** This gives 5 minutes per person to speak and then 5 minutes to conduct your student audience assignment or quiz. You will lose points if you go over your speaking time of 5 minutes per person. **Part of the assignment is to stay within your time limit.**

**No more than 1 minute of video footage is to be used in your complete presentation.**

You need to give me a time sheet that outlines when each person is speaking and for how long.

You are expected **to start on time**. Thus, you will necessarily have to make sure your computer works with our particular classroom **in advance**.

I suggest that you have different sectors including (the appropriateness will vary with the topic)  
Background/ History  
Objective/ The problem  
Data  
Conclusion/ Policy Recommendation  
References

**Dress up for your Presentation! It will make you feel great!**

### Classmate engagement exercise

Either during or after your presentation, please prepare a participation exercise for your audience. It is up to the discretion of the presenters as to what this requirement entails. I encourage creativity here 😊. It is also worth 2 points for you so please put some effort into **engaging your audience**. **Engaging your audience is the most important part of public speaking.**

### Grading

During the presentation, I will grade each student based on the evaluation guidelines listed below. The presentation grade is worth 10 points for each individual student.

### *Evaluation Guidelines for Presentations*

1. Topic/ Problem stated clearly.	0	1		
2. Quality of information/data	0	1		
3. Policy or learning objective clearly stated.	0	1		
4. Visual presentation of information/ neatness/ effectiveness	0	1		
5. Your individual participation	0	1	2	3
6. Keeping within the time limit and starting on time	0	1		
7. (Preparing/conducting) Student audience assignment/quiz	0	1	2	

Total (10 possible) \_\_\_\_\_

**Study Focus** When you complete this lesson you will have been exposed to differing views about inequality, discrimination, and wealth. You will be able to explain Carnegie and Swift's prescriptions for the best way to reduce inequality and discrimination and gain a deeper understanding of Natural Selection and how it differs from Social Darwinism.

**Resources and Commentary** (all articles are on e-reserve)

**Charles Darwin** (1809-1882) was an English naturalist who developed the theory of Natural Selection. Article Title ***Natural Selection or Survival of the Fittest***

**Jonathan Swift** (1667-1745) was an Irish-born satirist. Satire is a style of writing in which people and their actions are critiqued by being made to look ridiculous. Swift, in *A Modest Proposal*, uses exaggeration and absurdity to make his social critique. Swift's best known satire is *Gulliver's Travels*, which, like *A Modest Proposal*, concerns leading political issues of its day. Article Title ***A Modest Proposal***

**Andrew Carnegie** (1835-1919) was a Scottish-born American industrialist. Although he came from a poor family, Carnegie eventually became the owner of one of the largest steel companies in the world. After selling his company in his old age, he became a philanthropist, giving great sums of money to libraries, education, and science. Article Title ***The Gospel of Wealth***

### Assignment

1. Briefly summarize the ideas that each article by Darwin, Swift, and Carnegie attempt to convey. Make sure to include what Swift's actual proposals are to solve the problem. (9 points)
2. Then discuss similarities and differences among the articles. (5 points)
  4. "Social Darwinists" believe that those who are unable or unwilling to fend for themselves
  5. should be viewed as unfit and thus not be aided, or even encouraged to live, while
  6. those that are wealthy and able are deemed fit and worthy. (Remember that Darwin
  7. was not a Social Darwinist) How would one argue that 'natural selection' applies to
  8. economic classes of people? (3 points)
4. How would one argue against the Social Darwinist view? (You can use others and/or your view here) (3 points)

**Form** If you turn in a paper you will receive written comments on return. If you turn in by Email you will get confirmation and grade on CANVAS "grades".

**Format** 3 pages

Each question should be answered clearly, completely, and concisely using proper structure and punctuation.

**Assignments must be typed and 1-1½ spaced**