**Economics 5050/6050: KEYNES ON HUMAN LOGIC**

Spring Semester 2012, Session 2, 3-credit hours

Instructor: Professor James M. Rock

Office hours: Daily after class and by appointment. Emails are promptly answered.

Course room and hours: OSH 134, MTWH 2:00‑3:45

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**I. Course Description**

This 3‑credit economics writing course is designed to advance your knowledge and reasoning ability in general and specifically with regard to John Maynard Keynes (1883-1946), the founder of macroeconomic theory and policy and discoverer of human logic—both knowledge and reason. Keynes had the *heretical* thought that personal good is often not the common GOOD! There is a fallacy of composition. There are tradeoffs. There are no simple answers. His new theory and policies advance the common good. Keynes’ life serves as an excellent example of why and how ones’ ideology may change—for better or worse—over time.

As a CW course Econ 5050/6050 is designed to help students speak and write clearly within the standards of practice for history of thought economists. Interesting economists are often heretics. Comparing and contrasting ideologies is food for thought in the mill of human logic. Students in this course get advanced instruction in speaking and writing so that their skills will continue to develop throughout their educational program. Keynes is the perfect teacher because he is the most acclaimed orator and writer of all acclaimed economists.

To improve your understanding of Keynes and of writing, the course follows the approach used by him: Discover the **essence** of your argument and the underlying assumptions. To do so you need to follow Socrates’ dictum: *Know thyself!*, decide what is your own essence; it is your first assignment. The second assignment is to write papers on the essences underlying four parts of our study of Keynes using human logic. The discovery of essences will follow you throughout the course and life as you learn more about Keynes and yourself.

The third and fourth writing assignments follow a more standard plan. The difference is that the third assignment is work prepared outside of class, while the fourth assignment is written in-class on possible questions that are known to the students for a month beforehand. All of the assignments are planned to stimulate the mind of a history of thought economist.

From the time you were in third or fourth grade, you have been given exercises in the writing of paragraphs, and you have been taught that an expository paragraph usually follows this order:

Topic sentence = subject plus attitude plus time plus place = essence

Body = supporting details, examples, comparisons, analogies, names for reference.

Clincher last paragraph.

Well-written papers will follow the same form as the paragraphs with which they are composed.

**Five Standard Steps in the Writing Process**:

Every time you write a paper⎯whether you have a message to communicate, or an assignment to fulfill⎯it is necessary to go through five steps. Some of these steps may be unconscious, but you can probably do a better job if you are aware of the process:

**Step One: Prewriting.**  Before you begin to write, you think about what you want to communicate about the assignment you've been given. You consider the situation, the readers, the time you have, the format you will use, what ideas you have and what research will be necessary, and how you will organize your paper. Obviously, before you even begin to write, you have a lot to do. Part of this step corresponds to Invention in Cicero’s outline; that is, analyzing the audience and discovering ideas. Part of it corresponds to Disposition; that is, arranging ideas for the most effective presentation.

**Step Two: Composing.** Composing means actually writing the rough draft. If you have built an outline during the Prewriting process, you're off to a great start, but not everyone works well from an outline. Instead of using an outline, perhaps you will have made a list of ideas in approximately the order you expect to use them. In any case, you plunge right into your paper, using whatever organizational help you've prepared for yourself, and letting the paper grow and shape itself as you move along.

**Step Three: Editing.** Editing means going over the rough draft, reworking the words, phrases, and sentences, and pulling the ideas into the best and most effective shape possible.

**Step Four: Proofreading.** Proofreading is the last step you perform alone. When you proofread, you put the final polish on your product by checking for such mechanical errors as spelling, capitalization, punctuation, usage, manuscript form, and other conventions.

**Step Five: Sharing.** The purpose of most writing is communication. Reluctance to expose your paper to an audience may be a sign that you know you could have done a better job.

**Introducing Baron John Maynard Keynes and His Human Logic to a Wider Audience**

Lord Keynes (1883-1946) is the most important worldly philosopher (economist) of the 20th century; he is the last economic theorist to take philosophy fully into account: “Philosophy provided the foundation of Keynes’s life. It came before economics; and the philosophy of ends came before the philosophy of means” (Skidelsky, 2006, p. 85).

Frank Ramsay (1903-1930) names Keynes’ method of analysis “human logic,” which falls between “formal logic on the one hand and descriptive psychology on the other” (X, p. 339). Its compositional essence is not defined. By reading the *General Theory* and “My Early Beliefs” critically, I believe Keynes develops four economic-philosophic mental faculties or Zoas⎯paradox, commonsense, rationality, and passion to analyze his changing beliefs. Zoas, living things in Greek, entitle this book, in both the obvious and subtle senses. For Keynes, human logic is “certain ‘useful mental habits’ for handling the material with which we are supplied by our perceptions and by our memory and perhaps in other ways, and so arriving at or towards truth” (X, p. 338). It is his logic of ideas, where paradox and commonsense test each other’s knowledge, and rationality and passion humanize each other’s reason.

Keynes, the last great worldly philosopher, becomes an economic heretic⎯perfectly attuned to economic crises. His fame is a product of his new ideas and his persuasive language. His genius lay not in executing deductive or inductive logic but in using his Zoas‑based human logic to spark new ideas relevant to economic and philosophic behavior. The *essences* of Keynes human logic are his four Zoas—paradox, commonsense, rationality, and passion. Paradox and commonsense test each other and create knowledge, and rationality and passion humanize each other and create reason. They are akin to Blakean complementary contraries, the poetic critiques of philosopher‑poet William Blake (1757-1827). The marriage of knowledge and reason births critical thoughts and ideas that are the nourishment of all orthodox and heterodox controversies and conversations.

Keynes’ heretical ideas of the 1920s and 1930s are the consequence of two historical events that cast doubt on his earlier beliefs and frame moral and macroeconomic problems in stark relief. Keynes witnessing of the base motives of the signers of the Versailles Peace Treaty (1919) and of the hardships endured by those involuntarily unemployed in the Great Depression (1929-1939) cause revolutions in his personal and professional lives. In both cases, history refutes the classical tenet: “egoism spawns altruism” that his mentors taught. However, in our new millennium, it is *déjà vu all over again.*

Keynes’ beliefs change from “naïve” to “mature” and his models change likewise. Philosophically, knowledge can be both or either paradoxical or commonsensical; reason expands to include rationality and passion, and social morality becomes once more an ethical concern. Economically, markets do not automatically clear, unemployment persists, and government policy is necessary; demand is more necessary than supply; time is ever advancing and, consequently, the future is uncertain (not risky) and money becomes a real (not nominal) variable. The class and text have a lot of explaining to do.

Since Friedrich Nietzsches *The Birth of Tragedy* (1872), a common mode of analysis is fusing the tension of Apollonian (thinking) and Dionysian (feeling) concepts⎯the sons of Zeus—into an underlying essence he named “Primordian Unity.” When Keynes refers to it (X, p. 450), he is critical of its two-dimensionality, where human ethical experience is misclassified as aesthetic experience thus sterilizing it. The essence of his four Zoas is an “Organic unity,” in tune with modern neurobiology and akin to those of Blake.

Unlike formal or experimental logic, human logic combines epistemology and ontology, the theories of knowledge and reason, in the process of thinking. Keynes is very fond of these meaningful words. A simple count of the important human logic words (and their root derivatives) for *General Theory* and “My Early Beliefs,” respectively are: paradox 5/1, common 25/2, sense 102/4, commonsense 10/1, rational 5/16, passion 3/10, knowledge 56/16, reason 142/4, think 64/12, idea 37/3 (Glahe). Human logic is critical human consciousness.

 The economics and philosophy of Keynes’ *General Theory* and “My Early Beliefs” are revolutionary because they record how Keynes’ vision of human logic and economic organization changes as he faces his loss of innocence brought on by the Treaty of Versailles and the Great Depression. In his personal life he expands the heretical ethics of the amoral Apostles by recoupling religion and morals, but framed now by the common good and not by individualism. In his professional life he revises classical economics to include macroeconomics with involuntary unemployment and the human logic of heretical economics. Both of his autobiographical writings are prophetic; they remain as current as tomorrow.

 Keynes’ *General Theory* and “My Early Beliefs” comprise the core evidence that in middle age both of Keynes’ lives, his more economic professional life and his more philosophic personal life—his interdependent dual visions of reality—had undergone Kuhnian paradigm shifts from the classical models of Moore and Marshall to his own heretical one. This perspective, defined by Joan Robinson (1903-1983) as “the hard-fought victory of the theory of effective demand,” centers on: 1) capitalism works, 2) morality is an economic problem, and 3) time *flows* both historically and expectationally; all capture unique aspects of Keynes’ more realistic theory (1962, pp. 73-76).

 Robert Skidelsky, in rereading his three-volume biography of Keynes, also became aware of three themes running incessantly through the pages of the *General Theory*: 1) uncertainty is pervasive in economies, which causes inefficiencies and the need for animal spirits; 2) economies are conceived of as “sticky masses rather than fluids, making their recovery from shocks protracted, difficult, costly and incomplete”; and 3) it is “the duty of governments to keep economic life up to the mark⎯at or near its best possibilities....” (2005, pp. xxviii).

**II. Course objectives**

At the end of the course, students will be able to discover and understand their own essence, the intrinsic, fundamental nature of their human logic. They will understand the importance of Keynes to economics & philosophy and the wider world. They will understand the value of participation in thoughtful classroom discussions that they will partially organize. “Keynes on Human Logic” improves their ability to organize their thoughts (knowledge & reason) both orally and in written form; it engages them in some enjoyable intellectual exercises about Keynes and the world at large. Above all, students learn to speak and write good English.

**III. Teaching and learning methods**

**Approach**

Each class period will consist of lecture and discussion. During the lecture portion, students may ask questions for clarification.During the discussion portion, students will be in charge on a rotating basis, with supervisory help from the instructor. Because you have to be in attendance to participate and to benefit from the class, please come to class. Your grade will suffer if you miss two classes without an ex-ante excuse emailed to the instructor. You may request “make-up” work. We will stick to the course schedule no matter what your schedule may be. Session classes are very short week-wise, but long in content day-wise.

**Requirements**

Students are expected to complete six course requirements:

1. Attendance and Daily Participation (400 points)
2. Required Personal Essence [part of 1)]

3) Required Writing of Essence Papers—see attached appendix (100)

4) Required Readings [part of 1)]

5) Required take-home Term Paper—see attached appendix (200)

6) Required in-class Term Paper—see attached appendix (300)

1. Attendance and Daily Participation

To echo the earlier advertisement: “Participation in thoughtful classroom discussions is encouraged. It improves your ability at organizing your thoughts (knowledge & reason) both orally and in written form; it engages you in some enjoyable intellectual exercises about Keynes; and teaches you to speak and write better. Because you have to be in attendance to participate and to benefit from the class, your grade may suffer if you miss two classes without an ex-ante excuse. Fulfilling the essence, class attendance, intelligent, and participation requirements are expectations on my part that I view as part of your class participation.

As you do your reading to prepare for class participation, try to put your notes into this form: What is the authors hypothesis? How does the author support the hypothesis? How good a case is made? Titles of chapters and subheadings in KPCRP, GT, & MEB are helpful in determining hypotheses. Sample questions, writing instructions, and additional readings are on electronic reserve.

2) Required Personal Essence

Please email me your personal essence of one or two sentences including your four personal Zoas acceptable for public viewing the first week of class, revise the second week, and final copy before Spring Break⎯all by email. Failure to do so will count as a class absence. “In philosophy **essence** is the attribute or set of attributes that make an object or substance what it fundamentally is, and which it has by necessity, and without which it loses its identity.” Wikipedia

Know then thyself, presume not God to scan; /the proper study of mankind is Man.

Placed on this isthmus of a middle state, /A being darkly wise and rudely great:

With too much knowledge for the Sceptic side, /With too much weakness for the Stoic's pride,

He hangs between; in doubt to act or rest, /In doubt to deem himself a God or Beast,

In doubt his mind or body to prefer; /Born but to die, and reasoning but to err;

Alike in ignorance, his reason such /Whether he thinks too little or too much:

Chaos of thought and passion, all confused; /Still by himself abused, or disabused;

Created half to rise and half to fall; /Great lord of all things, yet a prey to all;

Sole judge of truth, in endless error hurled: /The glory, jest, and riddle of the world!

**Know Thyself** by Alexander Pope—he earns an “A”.

3) Required Writing Essence Papers

 In writing individual essences for the first four parts of **KPCRP,** use the same approach as that for your personal essence**:** 100 = 25 points per paper.

4) Required Readings (which and when are answered in V. Schedule of topics and due dates.)

John Maynard Keynes, *The General Theory of Employment, Interest and Money* [GT], 1936.

James M. Rock, “Keynes on Paradox, Common Sense, Rationality & Passion” [KPCRP], 2012.

William James Earle, *Introduction to Philosophy*, 1992

Deirdre N. McCloskey, *Economical Writing,* 2nd ed., 2000

\* Robert L. Heilbroner, *The Worldly Philosophers*, 7th ed., 1999 (recommended).

Each of these texts advances better writing in different ways. Keynes and Heilbroner are writers of distinctive ability and charm and they make sense economically. McCloskeys book is the best writing book available with the best title and price. Philosophy is a necessity if you want to be able to ask and answer tough questions. Earle writes thusly to the student, “The study of philosophy promises an adventure in thinking, a critical reflection on perplexing concepts and the provocative questions to which they give rise” (p. iv). Its only shortcoming is the lack of a chapter on logic. That is the strength of my text. The human logic of decisionmaking is its essence.

5) Required take-home Research Paper

No more than a five page take‑home paper on “The Essence of J. M. Keynes” due before class on April 18. Students will submit and resubmit a detailed outline and first and last paragraphs for the take‑home paper to me. Based on your meeting with me, you must write‑up a list of the primary revisions that you need to make to your outline and paragraphs of this paper, and you must have me sign the list. Finally, you must turn in a revised list, along with a brief description of what you have done to incorporate the revisions, when you turn in the final version of your paper. Be sure to meet with me early enough in the session for me to read your outline and paragraphs and discuss them with you well before the take‑home research paper is due. **Remember: If Quarters are Semesters on Steroids, then Sessions are Quarters on Meth.**

6) Required in-class Term Paper

In‑class paper written April 27. Your task for this writing assignment depends on which question the die chooses. I hope to see tables and figures utilized in your possible essays, especially Tables 4, 9, and 12\*, and Figures 2, 4, and 5 of KPCRP. Please ask questions before, after, and during class and during the exam with regard to the following three questions.

Question 1: Write an essay on human logic as seen through the chapter headings and subheadings, figures, and tables of Parts IV & V;

Question 2: Write an essay on the similar construction, autobiographical nature, and importance of human logic in GT and “My Early Beliefs.” Please explain in detail how Keynes’ approach is similar or different with regard to persuasion, ideal vs. reality, and human logic [with associated policies] before and after his paradigm shifts and between his masterpiece (*General Theory*) and his memoir (“My Early Beliefs”). Reflect on KPCRP, pp. 1-6 and Parts II and III for additional insight;

Question 3: Explain how Keynes’ philosophy and economics change over time with regard to models, revolutions, and ideas. Be sure to take Joan Robinson, Dennis Robertson, Ludwig Wittgenstein, Lyton Strachey, Virginia Woolf (and the rest of the Memoir Club) into account and to a lesser extent Sraffa, Robbins, Tinbergen, et al.

\*All the “links” and “beliefs” in Table 12 are designated by different modifiers at each row level; consequently, it is helpful in remembering the stages of Keynes visions to have a list of eight words that encompasses both. The list on KPCRP, pp. 238-39 encompasses Keynes cet. par. analysis, Joan Robinsons critique, and Keynes methodology

**IV. Evaluation methods and criteria**

Each of the course requirements are worth a predetermined number of points out of a total of 1000. A letter grade will be assigned to each requirement according to the percentage of the total points you earn. The following schedule will be used:

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| --- | --- | --- | --- |
| 930-1000 A | 830-860 B | 730-760 C | 630-660 D |
| 900-920 A-  | 800-820 B- | 700-720 C- | 600-620 D- |
| 870-890 B+ | 770-790 C+ | 670-690 D+ | 0-590 E |

<http://www.regulations.utah.edu/academics/6-100.html#grades>

**V. Schedule of topics and due dates**

Each class period has an activity that is based on the assigned readings for that ½ week. Therefore, it is important for you to read ahead on the assigned chapters. This of course will not be possible for the first week of class, but you are strongly encouraged to read the assigned chapters prior to the second class for the week. Note the due dates for the written assignments.

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| --- | --- | --- | --- |
| Date | Topic | Reading Assignment | Essence =Writing Assignments |
| ½ week 1Feb. 29-March 1 | “Five Standard Steps in the Writing Process” &Introduction to Keynes’ Heretical Life | KPCRP, Introduction, Part I/chs. 1 & 2. Read: McCloskey, *Economical Writing*, pp. 1-89; Earle, *Introduction to Philosophy*, ch. 1 | “Know thyself”Write a personal essence with the four Zoas you’ve chosen; two sentence maximum⎯due 3/3. Begin to prepare a short paper—no more than two pages—on the essence of Part I |
| ½ week 2March 5-6 |  Methods and Methodology{Economics} | KPCRP, Part I/chs. 3 & 4.Read: Earle, ch. 2 “Epistemology” | “Learn the value of rewriting”Revise essence based on feedback and resubmit |
| ½ week 3March 7-8 | Human LogicWriting instruction | KPCRP, Part I/chs. 5 | “Knowing the joy of project completion” Submit final essence |
|  | **Spring Break** |  | “Education with regard to Human Morality and Religion” |
| ½ week 4March 19-20 |  Human Ontology, Applied Ethics, Applied Aesthetics | KPCRP, Part I/chs. 6-8. Read: Earle, ch 4, Metaphysics; ch. 5, Philosophy of Mind; ch 7, Ethics; & ch. 9 Aesthetics. | “*Be Prepared* but don’t discriminate”Start now to write an outline for your take-home paper. |
| ½ week 5March 21-22 |  Keynes’ Lives Reexamined | KPCRP, Part I/ch. 9Chapter 9 is a summary chapter. Read: *General Theory* and Heilbroner, *Worldly Philosophers*, chs. 1, 2, 3, 4, 7, 9 & 11, as essences. | “What is Keynes’ Essence?” |
| ½ week 6March 26-27 |  Introduction to General Theory: new ideas, failure of theoryWriting instruction | GT & KPCRP, Part II/Professional life , Preface, Books I and II | “Greatest (economics) book ever written.” Why?Submit Essence of Part IBegin to prepare a short paper—no more than two pages—on the essence of Part II.  |
| ½ week 7March 28-29 |  Consumption and Investment: GT & KPCRP | GT & KPCRP, Part II/Books III and IV | “Paradoxes and Commonsenses” |
| ½ week 8April 2-3 |  Classical Economics vs. Keynes’ Economics: models and social philosophy | GT & KPCRP, Part II/Books V and VI*Keynes Hayek*, ch. 6 | “Proving Keynes’ Point” |
| ½ week 9April 4-5 |  My Early Beliefs: Introduction and Rhetorical Persuasion Writing instruction | MEB (on reserve) & KPCRP, Part III/Personal life and Book I.(Take-home research paper on “What is Keynes’ Essence?”) | “Organic unity through time”Submit Essence of Part II.Begin to prepare a short paper—no more than two pages—on the essence of Part III |
| ½ week 10April 9-10 |  My Early Beliefs: Reality vs. Ideal & Human Logic in MEB & KPCRP, Part III.  | MEB (on reserve) & KPCRP, Part III/Books 2 and 3. | “Thin and solid rationality” “Passion is all”“Ethics versus Aesthetics” |
| ½ week 11April 11-12 |  Progress through Human Logic I/Keynes’ Philosophy/Psychology & Economics | KPCRP, Part IV/chs 1-2. | “Better models and analysis” Human progress is the result. Submit essence of Part III. Begin to prepare a short paper—no more than two pages—on the essence of Part IV |
| ½ week 12April 16-17 |  Progress through Human Logic II/Commonsense, Reason, and Paradox | KPCRP, Part IV/chs 3-5.  | “Human logic” Take-home research paper is due before class on April 18 |
| ½ week 13April 18-19 |  Synergism of Economics and Philosophy/Psycho-logy: KPCRP, Part V/chs. 1-3.Writing instruction | KPCRP, Part V/chs 1-3 | “What is Synergism?” |
| ½ week 14April 23-24 |  Summary and development of outlines for the potential questions. Writing instruction | Given our current economic problems, what would Keynes have done? | “Full employment & more equality of wealth and income”“Save civilization”Submit Part IV essence |
| Last dayApril 25 |  Writing for fun and a grade. Writing instruction | If stumped, ask a question. | “Outlines are worth their weight in grade points.” Write in-class paper on the die’s choice. |

**VI. 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, 801-581-5020 (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.

**VII. Faculty and Student Responsibilities**

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

“**Faculty**…must strive in the classroom to maintain a climate conducive to thinking and learning.” PPM 8-12.3, B.

“**Students** have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.” PPM 8-10, II. A.

These and other course readings are on physical and/or electronic reserve at Marriott Library.

**IV. Policies and Help**

All students are encouraged to read the University of Utah Class Schedule and Academic

Calendar regarding Drop/Withdrawal policy, need for special assistance, and rights and responsibilities. Academic Calendar: last days to drop (3/9), to add, to elect CR/NC, to audit (3/20), withdraw from second session classes (3/30) or to reverse CR/NC (4/20). The University provides accommodations for students with diagnosed disabilities. If you require accommodation, contact me and the Center for Disability Services, http://disability.utah.edu/, 162 Olpin Union Bldg., 581‑5020 (V or TDD) to set up appropriate ones. Private tutoring is available through the ASUU Tutoring Center, SSB 330: 801-581‑5153 or www.sa.utah.edu/Tutoring. Unscholastic behavior (e.g., excessive absences, plagiarism, and disruptive behavior) will be dealt with promptly and appropriately. Such behavior is another part of your participation grade.

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**Drop/Withdrawal Policy**

To learn more about the University’s Drop/Withdrawal Policy go to: <http://www.acs.utah.edu/sched/handbook/wddeadlines.httm>

**Plagiarism**

“Plagiarism” means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression (Student Code, p. 3). Plagiarism is a serious offense. If you plagiarize, action will be taken. This may result in failing the paper or in some cases, failing the course.

**University Writing Center**

The University Writing Center offers one-on-one assistance with writing. Tutors can help you understand your writing assignments, work through the writing process, and/or polish your drafts for all the courses in which you are enrolled. Sessions are free of charge, and you can meet as often as you need. To make an appointment, call 801-587-9122. The Writing Center is located on the second floor of the Marriott Library. Visit the website: <http://www.writingcenter.utah.edu>

**Appendix**

 **GUIDELINES FOR WRITING PAPERS FOR PROFESSOR ROCK**

These Guidelines attempt to construct a level writing and grading field for course papers.

1. Papers must be typed, single-spaced, and double-spaced between paragraphs.

2. Please do not use plastic folders! Provide on the **“back” of the last sheet of paper** the following information: title of the paper, your name, and date.

3. All ideas not your own need to be attributed. Quotation marks must be placed around any statement that is taken directly from an article or book, etc. Include the page number in the citation. For example: “But, soon or late, it is ideas, not vested interests, which are dangerous for good or evil” (Keynes, 1936, p. 384).

*Failure to use quotation marks and to give proper credit to authors is plagiarism. Plagiarism is a serious offense, and may result in a failing grade.*

4. You must always cite the sources of your ideas within the body of the text. A list of references at the end is not adequate; please “plagiarize” the example above. The endnotes and references are to be typed on a sixth page. All pages are to have one-inch margins all around and print must be Times New Roman 12 point font.

5. Avoid overuse of quotes. As a matter of style, use less than two quotes per page. Long quotes that need to be indented, typically two or more sentences, should be avoided—especially in short papers.

6. Make sure your spelling and grammar are correct. If you have problems in these areas, have someone else proofread your work before handing it in. Use a dictionary when in doubt.

7. Late papers are not acceptable under most circumstances. You have plenty of notice on due dates for papers, and you are fully responsible if something prevents completion of a last minute paper.

8.         Tables, figures, and bibliographies may be attached to the end of the paper without infringing on the five-page limit.

9. If questions or problems arise when out of class, please email me your concerns: rock@economics.utah.edu

10. Figurative language and human logic are encouraged.

 **Using Figurative Language**\*

Sometimes the essays we write or the articles we read use all the words correctly, obey all the rules of grammar, are organized into proper paragraphs, and yet make dull reading. The writing, although correct, lacks flavor. We find ourselves plodding from word to word, from sentence to sentence. The words pile up on the page and run across our minds, but never excite our senses. Some of the meaning may even be lost as the unstimulating words glide right past us. At this point, the writing calls for figurative language.

Since the days of Homer, who wrote of “rosy‑fingered dawn,” literature has been in the business of using figurative language. It is from literature, going back to the days of the ancient Greeks, that we get labels and definitions for these figures: analogy, metaphor, simile, symbol, and hyperbole.

*Analogy* is defined as a similarity or likeness between things in some circumstances or effects, when the things are otherwise entirely different. In logic it is the inference that certain admitted resemblances imply probable further similarity. In linguistics, analogy is the process by which new or less familiar words, constructions, or pronunciations conform with the pattern of older or more familiar (and often unrelated) ones: as, energize is formed from energy by analogy with apologize from apology.

 In his chapter in *A Treatise on Probability* on “Induction and Analogy,” Keynes uses Humes well-known remark to compare analogy and induction (X, pp. 241, 242):

“Nothing so like as eggs; yet no one, on account of this apparent similarity, expects the same

taste and relish in all of them. ‘Tis only after a long course of uniform experiments in any kind, that we attain a firm reliance and security with regard to a particular event.” ...

This argument is based partly upon *analogy* and partly upon what may be termed *pure induction*. We argue from analogy insofar as we depend upon the likeness of the eggs, and from pure induction when we trust the number of the experiments.

*Metaphor* (from the Greek “transfer”) is that figure of speech which superimposes one image on another. One image must be dissimilar to the other. The characteristics of one object or event are transferred to another even though literally this cannot be the case. Metaphor occurs only when the assertion is preposterous.

“Man is a wolf” is a metaphorical statement that imposes the image of a wolf on that of a man. In literal fact, man is not a wolf. Wolf has been given a twist in meaning so that it can serve as metaphor for man. Some of the characteristics of wolf have been transferred to man. The statement that “Man is an animal,” for example, is literally true. Thus it cannot be a metaphorical statement. Metaphor also shows new relationships and gives new insights. Have you ever seen the moon in the way the poet e. e. cummings calls it to our attention?

Notice the convulsed orange inch of moon

perching on this sliver minute of evening.

We have all seen the orange sliver of a new moon in the sky at dusk, but this description helps us to see it in a new way. Because “perching” is a characteristic of birds, the image of a bird has been imposed on that of the moon and serves as metaphor. The skillful use of metaphor has created new relationships and deeper insights into this fleeting moment. The word convulsed, of course, intensifies the shape of the new moon.

After long and repeated usage, a metaphor loses its original force, and, used literally, becomes incorporated in language. When you “thread your way” through the crowd you no longer think of the original image. The “legs” of a table belong to it as certainly as the legs of a dog; and the “head of state” or the head of any organization brings no image of heads to mind. After repeated use in a specific field, metaphor becomes the jargon of that field.

 Mixed metaphors originate in those phrases in which original image has slipped away. Coming too quickly to the unwatchful writer’s pen, unhelpful phrases are mixed with others. Now we may have two uncongenial images combined: Youvet buttered your bread; now lie in it. The hand that rocked the cradle has kicked the bucket. In some writing, mixed images may affect a misleading or, perhaps, an intensified impression of knowledge. In economics writing, for instance, phrases like “unstable equilibrium,” “unemployment equilibrium,” “and dynamic equilibrium” are of mixed imagery.

Clichés are overused metaphors. When the original image is lost, repeated phrases, emptied of meaning, strike hollowly at our ears. Spilled milk, dogged determination, ladders of success, and sands of time are figureless phrases. When they serve as apt expressions to communicate meaning quickly, they may be regarded as a kind of shorthand. Their use should be carefully guarded; overdone, it may lead to boredom and even stranger results.

*Simile* is a figure of speech closely related to metaphor. Again, the characteristics of one object or event are joined to those of another in a way that is literally not true. Simile differs from metaphor in that the comparison made between two things is indicated by connectives such as like, as, or than; or by verbs such as resemble. “Man is a wolf” is a metaphor; “man is like a wolf” is a simile. In this case, the metaphor would be a more forceful statement than the simile. Often, however, the simile is preferred to the metaphor because it can state directly what the shared characteristic is.

When someone writes: “Professor Rock is as crafty as an old fox” or “Professor Rock is as swift as a lame fox,” we know exactly what qualities Professor Rock shares with the fox. The Professor Rock who roars like a lion is different from the Professor Rock who is a leader, like a lion. However, when we say, “Professor Rock acts like a harassed professor”; we are no longer using figurative language because the statement may be literally true.

Attaching animal characteristics to human beings has long been a feature of figurative writing. After taking a humorous exception to figurative language, James Thurber cites a few similes of praise: “as brave as a lion, as proud as a peacock, as lively as a cricket, as graceful as a swan, as busy as a bee, as gentle as a lamb,” and goes on to say:

We sometimes observe that he [man] has the memory of an elephant and works like a beaver. (Why this should make him dog-tired instead of beaver-tired I dont know.)

Some of the similes cited above have indeed become as dog-tired as a limp worm. Yet similes have the potential power to make for vivid writing. A newspaper article says of a character at a neighborhood meeting that he drifted through the shaded room like ectoplasm clothed in blue jeans.

A *symbol*, speaking literally, is anything that represents something else. In its general use, a symbol is a public convention, something that everyone agrees upon and recognizes. In specialized use a flag is a symbol of automobile dealerships. A cross is a symbol of economic modeling. For some people a Ph.D. or a mountain bike are symbols of wealth.

We live in a world of symbols. Words are symbols. The word chairperson, for example, is not the chair itself. It is a symbol of power. Uniforms are symbols of professions, flowers are symbols of emotions, and certain animals are symbols of strength. On the one hand, symbols like these are easily recognized by most of us. Literary symbols, on the other hand, are often more difficult to recognize because they usually deal with abstractions, such as wealth, power, greed, society, war, religion.

*Hyperbole* (from the Greek, overshooting) is a figure of speech that uses bold and obvious exaggeration: The skys the limit; I’m the greatest of all time. These statements are obviously figurative. Even Muhammad Ali, given his religious faith, would not take himself seriously in claiming to be the greatest of all time. Although hyperbole is used to make something bigger than life, smallness too can be exaggerated:

Her brain is so small it could fit on the head of a pin.

Hes so thin no door is tight enough to keep him out.

Shes so tiny youd miss her in a crowd of ants.

Hyperbole is not intended to deceive anyone, nor is it in any sense a realistic description. As propaganda, however, hyperbole may be an effective tool. F. M. Cornford defined propaganda as “that branch of the art of lying which consists in very nearly deceiving your friends without quite deceiving your enemies.”

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\*Adapted from *Building English Skills*, Evanston, IL: McDougal, Littell, 1977, pp. 189‑203.

COREWRECKED SPELLING !!!

 Eye halve a spelling checker

 It came with my pea sea

 It plainly marks four my revue

 Miss steaks eye kin knot sea.

 Eye strike a key and type a word

 And weight four it two say

 Weather eye am wrong oar write

 It shows me strait a weigh.

 As soon as a mist ache is maid

 It nose bee fore two long

 And eye can put the error rite

 Its rare lea ever wrong.

 Eye have run this poem threw it

 I am shore your pleased two no

 Its letter perfect awl the weigh

 My checker tolled me sow

**Simple Rules for Simple Writers**

1. All verbs has to agree with their subjects.

2. Use the apostrophe in it’s proper place and omit it when its not needed.

3. Prepositions are not words to end sentences with.

4. And don't start a sentence with a conjunction.

5. Avoid cliches like the plague. (They're old hat.)

6. Also, always avoid annoying alliteration.

7. Be more or less specific.

8. Parenthetical remarks (however relevant) are (usually) unnecessary.

9. Also too, never, ever use repetitive redundancies.

10. No sentence fragments.

11. Contractions aren't necessary and shouldn’t be used.

12. Foreign words and phrases are not apropos.

13. Do not be redundant; do not use more words than necessary; it’s highly superfluous.

14. One should never generalize.

15. Bad comparisons are as bad as cliches.

16. Don't use no double negatives.

17. Eschew ampersands & abbreviations, etc.

18. One-word sentences? Eliminate.

19. Butchered analogies in writing are like feathers on a snake.

20. The passive voice is to be ignored.

21. Eliminate commas, that are, not necessary. Parenthetical words however should be enclosed in commas.

22. Never use a big word when substituting a diminutive one would suffice.

23. Kill all exclamation points!!!

24. Use words correctly, irregardless of how others use them.

25. Understatement is always the absolute best way to put forth earth-shaking ideas.

26. It is wrong to ever split an infinitive.

27. Eliminate quotations. As Ralph Waldo Emerson said, “I hate quotations. Tell me what you know.”

28. If you’ve heard it once, you’ve heard it a thousand times. Resist hyperbole; not one writer in a million can use it correctly.

29, Puns are for children, not groan readers.

30. Go around the barn at high noon to avoid colloquialisms.

31. Even if a mixed metaphor sings, it should be derailed.

32. Who needs rhetorical questions?

33. Exaggeration is a billion times worse than understatement.

34. Avoid “buzz-words”; such integrated transitional scenarios complicate simplistic matters.

And finally ...

35. Have it proofreaded carefully to see if you any words out.