This EC545 course offers at least two clearly stated goals for students to achieve over this ten-week term. If not before, at least by Week 10 or 11 of this course, enrolled students would have raised their levels of proficiency and knowledge of this field known as “Comparative Economics” that is sometimes referred to as “Comparative Economic Systems.” The second goal that registers as equally important: if not before, at least by the end of Week 11 of this course, enrolled students would have raised their proficiencies for absorbing and thinking through high-level ideas, and then writing up their own synthetic understanding artfully and in a manner that makes use of a sophisticated approach that involves effectively citing literature from contributors to this field.

With respect to method, this ten-week course in Comparative Economic Systems is designed to introduce students to the Evolutionary-Institutional approach to Economic Science. This course also emphasizes the application of this approach to selected socio-economic formations that can be considered as state-centered, market-centered; and community centered. Considering these and other categories offers us a way to explore actual cases stretching from the Roman Empire to the rise and dominance of neoliberalism in our contemporary globalized world.

Other socio-economic formations shall also be considered: including the feudal system of Medieval Europe; the Laissez-Faire Market Economy; Command Over Market Economy that emerged congruent with the rise of Fascism in Europe; and the various socio-economic arrangements, typically viewed as “corporatist” that emerged after world war two in France, Sweden, China and Japan, as well as newly industrializing economic systems. Currently, corporatist regimes are under pressure as the bottom challenges the elites. Challenges have been aggravated by immigration pressures. In addition, selected planned economies and their transitions to market economies will also be considered.

This course relies on the text: The Evolution of Economic Systems: Varieties of Capitalism in the Global Economy, authored by Barry Clark. (Last checked, our bookstore has copies available for purchase.) I shall also rely on a text from James Angresano entitled: Comparative Economics that offers a theoretical framework and relies heavily on ideas developed by Karl Polanyi. I shall be relying on Polanyi’s famous work The Great Transformation [1944] to offer a theoretical overview for this course. For students, please read Polanyi’s important inquiry: “The Economy as Instituted Process” [1957] as these ideas offer a theoretical overview for our course.

Some of the readings can be had at: sites.google.com/site/econreadings45/
A set of three “Learning Opportunities” will be offered as a way to goad your learning, and for my evaluating your progress and grade for this course. Please be aware and keep in mind that attending the Tuesday and Thursday lectures proves important for doing well in this course, as material is being presented that needs to be considered, absorbed, and incorporated into your thoughts and also in the writing assignments. Students who tend to miss lectures also tend to earn low and sometimes failing grades for their assignments. On the other hand, students who attend lectures and incorporate the knowledge being presented in class discussions as well as in written assignments tend to earn decent and often high grades.

For this course, all students start with a zero which is an especially low “F,” something like a “F-”.

Writing a “Learning Opportunity #1” could count for as much as 50 points, but still renders a low “F.”

Writing the first draft of your term paper (Learning Opportunity #2) could count for as much as 25 points. This could possibly stretch your grade to 75 points, yielding an unquestioned “C.”

Turning in the second draft of your paper (Learning Opportunity #3) could count for as much as 25 points, and potentially yielding a whopping 100 points – what would register in as super strong “A.” Written materials will be graded based on assessments of content and style. During the course, materials will be handed out and instruction on style will be provided to assist you in writing up your research. Your “Learning Opportunities” will be judged by how effectively you can manage to incorporate the new knowledge that are gained from lectures, discussion, and readings into your research and writing. Finally, presenting your research findings is wholly optional, but could serve to raise your final grade by five additional points, assuming it done earnestly and your ideas and their presentation hold our interests.

Failure to turn in or perform any of the assignments on time would result in zero (0) points for that assignment. Or, I could take off five points for each 24 hour period the assignment is turned in late. So, please organize your term around attending all lectures and then fulfilling course assignments on time.

When our course ends in December, grades will be calculated and turned in on time. One’s final grade would be based on the accumulated points set against the standard PSU grading scale, plus considering whether research was presented. I do not plan to offer any incompletes, that is, “I” grades or “X” grades.

Assignments have to be handed in as paper documents (no electronically transferred documents will be accepted unless prior arrangements are made). Assignments are to be typed, double spaced, normal margins, and with a 12 point
font that proves easy on my eyes, like “Times New Roman,” then **printed out on fronts of pages**. I like staples in the upper left hand corner. Papers are to be referenced according to the style established in the course.

Learning Opportunity #1 will be issued for you to complete outside of class time as a take-home. This “Learning Opportunity” is due by 5:00 pm on **Monday, 23 October**, or you slide under my office door prior to class on **Tuesday, 23 October**.

Then, you will be required to consider “Learning Opportunities 2 and 3.” The 2nd Learning Opportunity involves developing a thesis and then writing up a first draft for a 2,850 word, or about a 10 or 11 page term paper. This first draft is due on **Monday, 12 November** by **5:00 pm**, or (Tuesday the 13th prior to lecture). Learning Opportunity 3 involves refining Draft One and creating and handing it in as Second and Final Draft. And, this Final Draft is due by 5:00 pm on **Thursday, 06 December** (exam week). Please turn in your assignments by sliding them under my office door (CH241-P).

Guidelines will be presented regarding the writing and referencing format for the exam and term paper.

Learning Opportunity #1 50 points and percent (Monday, 22 October, by 5:00 pm and under my office door)
Final Paper in Two Shots (25 points + 25 points, 50 percent of total grade.)
First draft of research paper (due Monday, 12 November by 5:00 p.m. under my office door)

Final Draft of your research paper is due at 5:00 pm on Thursday, 06 December, and should be slipped under my office door.

This course places great emphasis on students’ abilities to absorb course material and to later select out an area of knowledge that can then be formulated into a thesis. Your thesis would then be further developed into well-written and skillfully referenced research paper (at least by the second draft). Your performance will be judged, and grades assigned related to your ability to respond to the knowledge being offered over during our class meetings and to advance your abilities and facilities in research and writing.

I hope that you learn from my method, and also enjoy this course.
**Week 1** (Sept 25, 27 Sept.)

Required:
Clark, Chapter 1 “Understanding Economic Systems”  
Chapter 2, “Assessing Economic Systems”


Optional readings:
Angresano, Chapter 1 “An Introduction to the Study of Comparative Economics”  
Chapter 2 “Evaluating and Comparing Economies

**Week 2**  (2, 4 Oct.)

Clark  Chapter 3 “Market-centered Economic Systems”  
Chapter 4 “State-Centered Economic Systems”

Joseph Schumpeter, Chapter One, “Graeco Roman Economics” in *History of Economic Analysis*

Useful reading, but not required: Angresano, Chapter 3, “Ancient Rome”  
Polany, *The Great Transformation*  “Chapter One, “The Hundred Years’ Peace;”  
Chapter 2, “Conservative Twenties, Revolutionary Thirties”

**Week 3**  (09, 11 Oct)

Clark  Chapter 4 “Community-Centered Economic Systems”  
Chapter 5 “The US Economic System”

**Encouraged Readings**
Angresano, Chapter 8, “The Philosophical Basis for a Guided Market Economy”

Angresano, Chapter 12, “The Philosophical Basis for a Democratically Controlled Economy”

Angresano, Chapter 4 “The Medieval Economy: England, 1000-1400”

**Week 4** > work at home on preparing your “Learning Opportunity #1

**Learning Opportunity #1, Due Monday, 22 October 2017, by 5:00 p.m. under my office door. Cramer Hall 241-P**

**Week 5** 23, 25 Oct
Required:
Clark Chapter 7 “The British Economic System”

Clark, Chapter 8 “The French Economic System”
Angresano, Chapter 10, The French Economy.”

**Week 6** (30 Oct, 01 Nov.)
Required:
Clark Chapter 9 “The German Economic System”
Mussolini, Benito, “What Is Fascism, 1932” www.fordham.edu

Angresano, Chapter 7, “Command Over A Market Economy”
Look up on-line “Generalplan Ost”
Article by Richard Neuberger dealing with his observations related to the implementation of the Nürnberg Laws, first published in *The Nation*, found at course website.

Chapter 10 “The Swedish Economic System”
Angresano, Chapter 13 “The Swedish Economy, 1932-Present”


**Week 7** (06, 08 Nov.)
Required:
Clark Chapter 11 “The Russian Economic System”

Chapter 12 “The Chinese Economic System”

**Week 8 (13, 15 Nov.)**
Required:
Clark Chapter 13 The Japanese Economic System
Angresano, Chapter 8 “The Japanese Economy,” and Chapter 9, Behavior of the Japanese Economy;

**Week 9 (20 Nov)**
Clark Chapter 14 “Newly Industrializing Economic Systems:
Brazil, India, Iran, and South Korea

**Week 10 (27, 29 Nov)**
Clark Chapter 15 “Globalization and Economic Systems

Also,


**House Rules:**
1) Please do not consume food of any form in our classroom.

2) No student has my permission to record my voice either in the classroom or during office visitations.

3) If a student disturbs me by breaking my concentration the student could be asked to leave the course for that day. Paying more attention to an e-notebook or a handheld device during course time typically disturbs me and breaks my concentration.

**Affirmative Action**

Portland State University supports equal opportunity for all, regardless of age, color, disability, marital status, national origin, race, religion or creed, sex or gender, sexual or gender identity, sexual orientation, veteran status, or any other basis in law.

**Disability Resources at PSU**

Students with accommodations approved through the Disability Resource Center are responsible for contacting the faculty member prior to, or during, the first week of term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval should contact the DRC immediately.

**Academic Honesty**

Academic honesty is expected and required of students enrolled in this course. Suspected academic dishonesty in this course will be handled according to the procedures set out in the *Student Code of Conduct.*