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 of this course, enrolled students would have raised their levels of proficiency and knowledge of this field known as “Comparative Economics” and also as “Comparative Economic Systems.” The second goal that registers as equally important: if not before, at least by 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 ideas artfully and in a manner that makes use of a sophisticated approach for developing a perspective: that involves effectively citing literature from contributors to this field.

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, stretching from the Roman Empire to the rise and dominance of neoliberalism in our contemporary world.

Other 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 that emerged after world war two in France, Sweden, and Japan. Planned economies and their transitions will also be considered, but only in summary.

This course, as well as Angresano, our text author, relies heavily on views developed by Karl Polanyi. I shall be relying on 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 text, Comparative Economics, authored by James Angresano (Prentice Hall, Englewood Cliffs, NJ)

A set of three-plus “Learning Opportunities” will be offered as challenge, for goading your learning, and for your achieving your final grade.

All students start with a zero which is an especially low “F,” something like a “F-.” Writing a midterm could count for as much as 50 points, but still renders a low “F.”
Writing the first draft of your term paper could count for as much as 25 points. This could possible stretch your grade to 75 points, yielding an unquestioned “C.” Turning in the second draft of your paper could count for as much as 25 points, and potentially yielding a whopping 100 points – what would register in as super strong A. During the course materials will be handed out, and instruction 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 in 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.

As you are taking this course for graduate credit, you have to author a book review of high quality. Please see the last page of this syllabus regarding this assignment.

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 day the assignment is turned in late. When the course ends in March, 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.

Assignments have to be handed in as paper documents (no electronically transferred documents will be accepted). 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 print 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 Cambridge Journal of Economics “Notes to Contributors,” with variations that will be explained in detail in class lectures.

One exam will be issued for you to complete outside of class time as a take-home. This “Learning Opportunity 1” is due by 5:00 pm on Monday 04 February. Then, you will be required to consider “Learning Opportunities 2 and 3.” The 2nd Learning Opportunity involves 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, 04 March by 5:00 pm. 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 the day of our officially scheduled final exam (Exam Week is 18 to 22 March) Guidelines will be presented regarding the writing and referencing format for the exam and term paper.
As the logistics are too difficult, attendance will not be taken. However, material and information will be presented during classes and students will be obliged to respond. If classes are being missed, then shortcomings should show up in the quality of your writing assignments, that will be graded rigorously as if each student made perfect attendance.

Requirements for this course involve attending and participating, writing up a mid-term exam according to guidelines emphasized in class, and then handing it in on time. After the mid-term we shall shift toward formulating a thesis and writing up research into a paper that can be submitted as a first and final draft. Students will be offered an option to present their research findings to the members of the class, in an attempt to raise the final grade by one letter grade.

Midterm  50 percent (Monday, 04 February by 5:00 p.m. under my office door)
Final Paper in Two Shots (25 + 25)
First draft of research paper  (due Monday, 04 March, 2013 by 5:00 p.m. under my office door)

Final Draft of your research paper is due at 5:00 pm on the day of our final exam, and should be slipped under my office door.

This course places great emphasis on students’ abilities to absorb course material, 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 our 20 class meetings.

I hope that you enjoy this course.

**Week 1** (08, 10 Jan.)


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

**Week 2** (15,17 Jan.) Angresano, Chapter 3, “Ancient Rome”
Joseph Schumpeter, Chapter One, “Graeco Roman Economics” in *History of Economic Analysis*

**Weeks 3, 4, and 5** (22, 24; 29, 31 Jan. and 05; 07 Febr.)

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


**Learning Opportunity #1, Due Monday, 04 February 5:00 p.m. under my office door.**

**Week 6** (Jan. 12, 14 Febr.) Angresano, Chapter 5, “The Evolution of the Laissez-Faire Market Economy”

Chapter 6, “England’s Laissez-Faire Market Economy;


**Week 7** (19, 21 Febr.) Angresano, Chapter 7, “Command Over A Market Economy”

Mussolini, Benito, “What Is Fascism, 1932”  www.fordham.edu

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*
Week 8  (26, 28 Febr.)  Angresano, Chapter 8, “The Philosophical Basis for a Guided Market Economy”

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

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

Also,


Week 9,  (05, 07 March.)  Angresano, Chapter 8  “The Japanese Economy,” and Chapter 9, Behavior of the Japanese Economy;”  Chapter 10, The French Economy,”


Week 10,  (13, 15 March)  Student Presentations

Final Draft of Research Paper due during scheduled final exam.
House Rules:

Please do not consume food of any form in our classroom.
Please do not allow a telephone to ring. Do not accept or send sms messages during my lectures.
If your rely on a lap top or notebook computer, best to lead me to believe that you are concentrated on the rich content of my course lecture.
During the ten minute break, please exit the classroom door completely before engaging in telecommuting in its various forms.

If a student disturbs me by breaking my concentration the student could be asked to leave the course for that day.

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.
Attention: Graduate Student

Authoring a Book Review
by: John Hall, Professor of Economics, Portland State University

In Social Science and also Economics many new books are reviewed.

Reviewing a new title serves as an important function as the contents of the book are presented in not too many words and can reach a large audience if and when published. Those interested in the book under review could then decide if this book should be acquired and read.

A fine book review can be undertaken in 1000 words. Such involves taking a book of many thousands of words and reducing the content to many fewer. This requires a good intellect and a willingness to engage in some hard work. This also proves a useful way to learn to write for publication, as many of my students have found.

A useful approach for structuring a review is to devote about one paragraph to noting the author.

Two approaches are worth considering. Is this book the author's eighth book? If so, what are some of the key books that this author has written prior? The review would then locate this contribution within the framework of the other contributions.

A second approach is to locate this book within the context of other notable books dealing with this book's topics.

After this paragraph, then an objective summary of the book is undertaken. In this objective summary, I think it best to begin by noting the main thesis of the book. Then the reviewer could note how this main thesis is developed. This generally involves noting the sections and key chapters. Please note that in this first, main section of a review, the author avoids offering value judgments.
The second major section involves critiquing the contents of the book under consideration. One approach is to consider the thesis the book seeks to establish. Is the thesis important?

Then, the reviewer might consider the sections and chapters. Was the thesis convincingly developed?

A final note at the very end should note: who should consider reading this book? This sentence, or these sentences are important for informing specifically who should consider obtaining and reading this book. As a reviewer you might also note whether the book might prove useful for a college or graduate level course.

A good list of new titles can be found at the *Journal of Economic Issues*. Some can be had through the library system, found at Powell’s, or ordered through the internet.

You might consider two reviews found at my PSU Econ. Homepage. The recent one considering *Foucault’s Archaeology of Political Economy* (Dec. 2011) seems a well balanced review, and mostly in praise of the author and her book. The review of *Darwin’s Conjecture* (Sept. 2011) largely condemns the book and the efforts of the authors.

Each new title deserves to be treated honestly, fairly, and professionally, as an author typically focused diligently to develop ideas and bring these to print in book form for you and us to consider.

Please consider that the first draft of your book review should be handed in to me by 5 pm on Monday, 25 February. The final draft should be handed in by 5 pm on the day of our final exam.