**COMPARATIVE NON-WESTERN**

**ECONOMIC SYSTEMS**

**CSE (Comparative Studies: Economics) 250-01**

M W F 2:45 - 3:50

Rike 154

Fall 2010

[Dr. Barbara Hopkins](http://www.wright.edu/~barbara.hopkins)

Department of Economics (290 Rike)

211 Rike Hall

775-2080

E-mail: barbara.hopkins@wright.edu

Office hours: M W 1:00 - 2:30 or by appointment

**Texts:**

Digital Course Packet (purchased online) Available at [www.XanEdu.com](http://www.XanEdu.com) CoursePack ID 332597 for $28.99.

Readings on library reserve (Password: system)

You are also required to sign up on [www.turnitin.com](http://www.turnitin.com). class ID: **3388220** enrollment password: system

**Mode of Learning:**

Students are ultimately responsible for what they choose to take away from this course. Learning is facilitated through reading assignments, writing assignments, lectures, films, and class discussion. Reading each assignment before the class for which it was assigned allows you, as the student, a full opportunity to understand the lectures and ask questions that will help you to understand the material and relate it to your own educational and life experience.

**Course Objectives:**

Comparative Non-Western Economic Systems will expose students to cultures and economies that are different from those in the United States and Western Europe. After this course students should be able to explain several different mechanisms for organizing production and distribution associated with societies that vary both historically and geographically.

*General Education:*

CSE 250 is part of the general education program at Wright State. This course meets requirements for Area II and Area VI (Liberal Arts only). The general education program provides a foundation for learning and seeks to:

• “develop skills and knowledge that will form the basis for…lifelong learning”

• “…sharpen critical thinking, problem solving and communication skills while learning about the aesthetic, ethical, moral, social and cultural dimensions of human experience”

Specifically, CSE 250 uses class discussion, and writing assignments to sharpen students' critical thinking and communication skills and to prepare students for lifelong learning.

Students through their writing assignments and participation in class discussion will investigate the moral and ethical implications of economic systems. Readings, lectures, and films will expose students to social and cultural influences on economic behavior.

Area II

 • describe and analyze historical-social elements of nonwestern cultures.

• describe and analyze the global interdependence of groups and of individuals.

Specifically, CSE 250 includes both present day and historical economic systems that will continue to impact the world economy well into the next century. As the economy becomes more global, the economic systems of other countries will impact our daily lives more and more. In particular, a key question of economic structures is the degree of information about production available to decision makers. As global trade increases, the distance between the consumer and the producer increases, and the consumer’s knowledge of the true costs of production decreases.

Area VI

• communicate with individuals who are in the student’s major, in allied fields, and non-specialists

• understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.

CSE250 is one of only two economics courses offered for the college component of the college where most social science majors are located.

*Writing Intensive:*

This class meets the writing across the curriculum requirements for a general education writing intensive course.

Writing in General Education serves the following purposes:

• To improve students’ writing proficiency – their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.

• To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

• To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

The writing intensive requirement is met with short essays. Students must follow the instructions provided with writing assignments. Failure to do so will result in a 0 for the assignment. A separate pass/fail writing intensive grade will accompany your grade for the course. Writing assignments cover 16% of your grade for the course. To pass the writing intensive portion of the course you must receive a minimum of 150 points out of 200.

**Grades will be based on:**

Two pop (unannounced) quizzes 80 points (40 points each)

Midterm 200 points

Eight System Projects (done as a Group) 160 points (20 points each)

Eight Essays 160 points (20 points each)

Cumulative Final 400 points

**Additional Policies:**

*Class Attendance:*

If you are unable to attend, it is your responsibility to obtain notes from another student. However, there is no substitute for participating in class. Every three class periods you miss represents 10% of the material, equivalent to one letter grade. A make-up quiz will NOT be given. Make-up exams will be given at the discretion of the instructor only if she has been notified of the extenuating circumstances BEFORE the exam begins. Essays must be handed in on Turnitin and will **not** be accepted late. That means that you want to start uploading BEFORE the deadline to allow for technical difficulties. All films are held by Dunbar library and may be viewed ahead of time if you know you will have a conflict.

 *Academic Dishonesty:*

The University policies on Academic Dishonesty will be strictly enforced. Plagiarism is clearly defined in the guide provided by WSU’s English Dept. <http://www.wright.edu/cola/Dept/ENG/wsuwweb/guide/integrity.htm>

*Assignments:*

Reading assignments should be read before coming to class. You are responsible for all of the material in the reading assignments and the films. Films will be shown in class, but may be “made up” through media services in the library.

Written assignments must be submitted to www.Turnitin.com. It is YOUR responsibility to set up your account BEFORE the due date. All assignments must be submitted before the deadlines. Turnitin will not accept late assignments. It is your responsibility to keep yourself aware of all due dates.

[www.turnitin.com](http://www.turnitin.com)

Essays must be handed in to turnitin.com. First you must set up an account and then join this class. To do this you must use an e-mail address that incorporates your name, preferably your Wright State e-mail.

class ID: **3388220**

enrollment password: system

**SCHEDULE:** (This schedule is subject to change. Changes will be posted on Wings.)

Sept. 8: **Introduction to Economic Systems**

* Nilsson, Eric. 2006. “Different Economic Systems” from *Capitalism: Power, Profits, and Human Flourishing*. Unpublished. 29-52.

Sept. 10-15 **Hunter Gather Economy: Affluence without Abundance**

* Sahlins, Marshall. 1997. “The Original Affluent Society,” in Majid Rahnema and Victoria Bawtree (eds.) *Post-Development Reader*. London: Zed Books, 1997. 3-20.
* Walker, Christopher. 1996. *Trinkets and Beads* [Videorecording]. New York: Icarus Films.

**Paper due Sept. 22**

Sept. 17-24 **Village Economy: Development of Ownership, Exchange, and Inequality**

* Kurien, C.T. 1992. "Village Economy," in *The Economy: an Interpretive Introduction*. New Delhi: Sage. 45-73.
* Kurien, C.T. 1992. "Exchange," in *The Economy: an Interpretive Introduction*, New Delhi: Sage. 74-110.
* **Dhanraj, Deepa.** 1994. *Legacy of Malthus* **[videorecording].** Oley, PA : Bullfrog Films.

**Paper due Sept. 29**

Sept. 27-Oct. 1 **Slavery: Forms of Labor Relations**

* Bales, Kevin. 2000. “The New Slavery,” in *Disposable People: New Slavery in the Global Economy*. Berkeley: University of California Press. 1-33.
* Excerpt (Section 11.3) from: Bernstein, Henry. 2000. "Colonialism, capitalism, development," in Tim Allen and Alan Thomas (eds.) *Poverty and Development into the 21st Century*. New York, Oxford University Press. 254-265.
* **Woods, Brian and Kate Blewett. 2004.** *Slavery: a global investigation*[videorecording]. Washington D.C. : Free the Slaves.

**Paper due Oct. 6**

Oct. 4-8 **Capitalism: Growth and Inequality**

* Kurien, C.T. 1992. "Capitalism," in *The Economy: an Interpretive Introduction*, New Delhi: Sage. 111-157.
* Handel, Alan. 1993. *Behind the Smile* [videorecording]. New York, N.Y. : Filmakers Library.

**Paper due Oct. 13**

Oct. 11 **MIDTERM**

Oct. 13-18 **Asian Capitalism: Developmental Capitalism or Crony Capitalism**

* Angresano, James. 1996. “The Japanese Economy,” in *Comparative Economics* (2nd Edition), Upper Saddle River, NJ: Prentice-Hall. 167-196.
* Smith, H., Marner, E. 2003. *Old ways, new game*. [videorecording] Princeton, NJ: Films for the Humanities.
* Smith, H., Marner, E. 2003. *The culture of commerce*. [videorecording] Princeton, NJ: Films for the Humanities and Sciences.

**Paper due Oct. 20**

Oct. 20-27 **Reforming Socialism: China**

* Rosser, J. Barkley and Marina V. 2004. “China’s Socialist Market Economy: The Sleeping Giants,” in *Comparative Economics in a Transforming World Economy*. Cambridge, Mass.: MIT Press. 417-449.
* **Crowley, John. 2004. *In search of China* [videorecording].** Princeton, N.J.: Films for the Humanities & Sciences.

**Paper due Nov. 3**

Oct. 29-Nov. 3 **Structural Adjustment and Colonialism**

* Geisler, Gisela and Karen Tranberg Hansen. 1994. “Structural Adjustment, the Rural-Urban Interface and Gender Relations in Zambia,” in Nahid Aslanbeigui, Stephen Pressman, and Gale Summerfield (eds.) *Women in the Age of Economic Transformaiton.* New York and London: Routledge. 95-112.
* Bloemen, Shantha. 2001. *T-shirt travels* [videorecording]. New York : Filmmakers Library.

**Paper due Nov. 10**

Nov. 5-12 **Religion and Economic Systems**

* Essen, Julianna. Forthcoming. “Buddhist Economics,” in J. Peil and I. van Staveren (eds.) *Handbook of Economics and Ethics*. London: Edward Elgar Publishing.
* Huat, Tan Chwee. 1989. “Confucianism and Nation Building in Singapore,” International Journal of Social Economics. 16(8): 5-16.
* Kuran, Timur, 1995. "Islamic Economics and the Islamic Subeconomy," Journal-of-Economic-Perspectives; 9(4): 155-73.
* **Wangchuk,** **Karma. 2005.** “Gross National Happiness” [videorecording]. Switzerland: FAVACH.

**Paper due Nov. 15**

**Wednesday, Nov. 17: Final Exam 3:15-5:15**

Videos

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| --- | --- | --- | --- |
| 9/13 | Hunter Gatherer | Trinkets and Beads – 53 Minutes | HD9574.E22 T7 1996 |
| 9/20 | Village Economy | Legacy of Malthus – 52 minutes | HB863.L43 1994 |
| 9/27 | Slavery | Slavery: a Global Investigation  |  [HT867 .S63 2004](http://wsuol2.wright.edu/search~S3?/cHT867+.S63+2004/cht++867+s63+2004/-3,-1,,B/browse) |
| 10/4  | Growing Capitalism | Behind the Smile – 46 minutes |  HD6192.55.T5 B44 1993 |
| 10/15 | Japan  | Culture of Commerce – 58 minOld Ways, New Game – 58 min |  [HF3001 .C85 2003](http://wsuol2.wright.edu/search~S7?/cHF3001+.C85+2003/chf+3001+c85+2003/-3,-1,,B/browse)[HF1414 .O43 2003](http://wsuol2.wright.edu/search~S3?/cHF1414+.O43+2003/chf+1414+o43+2003/-3,-1,,B/browse)   |
| 10/22-25 | China | In Search of China – 90 minutes | HC427.92.I5 2000 |
| 11/1 | Structural Adjustment | T-Shirt Travels – 57 minutes | HD9940.D462 T74 2001 |
| 11/8 | Buddhist Economics | Gross National Happiness – 60 minutes |  [DS491.4 .G76 2005](http://wsuol2.wright.edu/search~S3?/cDS491.4+.G76+2005/cds++491.4+g76+2005/-3,-1,,B/browse) |