

## MASTER SYLLABUS

### 1. COURSE INFORMATION

**College:** Raj Soin College of Business

**Department:** Economics

**Course Title:** Comparative Non-Western Economic Systems

**Course Designation and Number:** CSE 250

**GE Area(s):** II. Cultural-Social Foundations – The Non-Western World  
VI: College Component

**Writing Intensive:**  Yes  No

**For WI Courses:**  All sections  Selected Sections are WI

**Method(s) of Instruction:**  Lecture  
 Discussion  
 Web-enhanced  
 Web-only  
 Other (Explain below)

**Includes Lab:**  Yes  No

**Prerequisite:** None

### 2. OBJECTIVES

#### **GE Program Objectives:**

- “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”

#### **GE Area Objectives:**

##### **Area II: The Non-Western World**

- describe and analyze historical-social elements of nonwestern cultures.
- describe and analyze the global interdependence of groups and of individuals.

##### **Area VI: College Component: Liberal Arts**

- 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.

#### **Course Objectives and GE Learning Outcomes:**

Comparative Non-Western Economic Systems will expose students to cultures and economies that are different from those in the United States and Western Europe. Technology is making our world smaller. Globalization will continue to impact our lives. An understanding of the world beyond what is familiar to us prepares us for participation in the world community. Furthermore, understanding other economies gives us insight into our own economy.

CSE 250 is part of the general education program at Wright State. The general education program provides a foundation for learning and seeks to:

- “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 a book review to sharpen students' critical thinking and communication skills and to prepare students for life long learning. We will investigate the moral and ethical implications of economic systems.

#### **Area II Objectives**

- 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.

#### **Area VI Objectives**

- 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.

#### **WAC Requirements at WSU**

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.

WI objectives are met with essay questions on exams totaling 200 words and a book review.

Students will write a book review of one of a list of books chosen for the course. The books were chosen because they are written for an educated but not specialized audience. Students who wish to read another book instead must get approval from the instructor first. Book reviews must be at least 1300 words and will require revision in response to comments.

### **3. SUGGESTED COURSE MATERIALS**

Allen, Tim and Alan Thomas, *Poverty and Development into the 21st Century*, second edition  
London: Oxford, 2001

Kurien, C.T., *The Economy : an Interpretative Introduction*. New Delhi ; Newbury Park, Calif. :  
Sage, 1992.

*Kevin Bales ,Disposable People : New Slavery in the Global Economy*

[\*Tropical Gangsters : One Man's Experience With Development and Decadence in Deepest Africa\*](#)

[\*Robert Klitgaard\*](#)

[\*Jihad vs. McWorld: How Globalism and Tribalism are Reshaping the World\*](#)

[\*Benjamin R. Barber\*](#)

Kuran, Timur, 1995. "Islamic Economics and the Islamic Subeconomy," *Journal-of-Economic-Perspectives*; 9(4):155-73.

Ahmad, Eqbal, 2000. *Stories my country told me* [videorecording].

Handel, Alan (dir.), 1993. *Behind the Smile* [videorecording]. New York, N.Y. : Filmmakers Library.

Richter, Robert, (dir.), 1985. *Hungry for Profit* [videorecording]. Richter Productions.

Eichert, Benjamin, et. al. (dir.), 1998. *Zapatista* [videorecording]. Santa Barbara, CA: Big Noise Films

### **4. SUGGESTED METHODS OF EVALUATION**

Midterm

Book review or Paper

Cumulative Final

Video Responses

### **5. GRADING POLICY**

All GE courses are graded A-F.

WI component is graded Pass/Unsatisfactory.

### **6. SCHEDULE**

This schedule is subject to change.

<u>Week</u>	<u>Topic</u>
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	Hunter Gather to Agricultural Economies
2	Trading
3	Colonization
4	Slavery (including modern day slavery)
5	Asian Capitalism
6	Midterm and Developmental State vs. Crony Capitalism
7	Post-Colonial Feudalism <b><u>Rough Draft of Book Review is due</u></b>
8	Third World Socialism
9	Islamic Economies
10	Neoliberalism vs. Post-Development <b><u>Final Draft of Book Review is due</u></b>
Date	<b>Final Exam</b>

## 7. **OTHER**

Syllabus distributed to students should employ the format approved by UCAP and must include:

- Instructor name, office hours, and contact information
- Office of Disability Services Information
- Information on how grades will be determined
- Attendance policy