

Economics 536, Line #18457
 Department of Economics
 ♦ Comparative Economics
 Fall 2010, 8:30-9:20 MWF
 E. W. Nafziger (nafwayne@ksu.edu)
 Leasure 013

Homepage: <http://www.ksu.edu/economics/nafwayne/>

Office hours (in Waters 312): 11:30-12:45 MWF and by appointment. I will notify you in advance about any changes in office hours.

Econ 536. Comparative Economics. (3) II. Analyzes capitalism in the United States, Japan, France, Germany, Sweden, the European Union; transition by Russia, Poland, Hungary, Slovenia, and the rest of the former Yugoslavia to market economies; economic reform in China, India, and Mexico; the contrasting economies of North and South Korea; and the Marxian critique of capitalism. Pr.: Econ 110 or 120. The course is a university general education course and counts for the international studies secondary major and Arts and Sciences' international overlay.

Objectives: The major objectives of the course are for students to be able to: (1) analyze and compare the United States's, Japan's, France's and Germany's capitalist economic developments and compare them to other capitalist economies; (2) analyze the reasons for the collapse of state socialism and the problems of the transitions of socialist to market economies; (3) discuss and analyze the transitions to the market in Russia, the former Soviet Union, and case studies in Eastern and Central Europe; (4) discuss and analyze the problems of economic reform and liberalization in developing countries such as China, India, and Mexico; (5) understand the basics of Marxian economics, how Marxist economists analyze the political economy, and the contrasts between the approaches of Marxism and Western standard economics, and (6) generally compare economic systems and ideas.

To attain the background essential to meet these objectives, you need to read the readings and attend lectures, presentations, and class discussions.

Required text: J. Barkley Rosser, Jr. and Marina V. Rosser, Comparative Economics in a Transforming World Economy, 2nd ed. (Cambridge, MA: MIT Press, 2004), ISBN 0-262-18234-3. The Rossers' text is required and its reading is assumed in examination questions, but the lecture-discussion outline will not always parallel the reading. If any changes or deletions are made in readings during the course of the semester, they will be announced in class.

Internet Resources on Comparative Economics: Country information and country background notes are at <http://www.ksu.edu/economics/nafwayne/>. The European Banks for Reconstruction and Development (EBRD), at www.ebrd.com/ provides a menu of EBRD activities for Eastern Europe and the former Soviet Union, by country. Selecting Russia, for example, gives you the EBRD's activities on Russia. Other menu options are Poland, the Czech Republic, Hungary, and other countries from Eastern Europe or the former Soviet Union. The Central Bank of Russia's statistics are at <http://www.cbr.ru/eng/>. The Stockholm School of Economics' page on transitional economies is at <http://www.hhs.se/site/2ndpage.htm>. For Soviet economic history and related links, <http://lweb2.loc.gov/frd/cs/sutoc.html>. Links to 25 international agencies, including organizations, commissions, and development banks for most regions of the world, are at <http://altaplana.com/Gate.international.html>.

<http://newton.uor.edu/Departments&Programs/AsianStudiesDept/> includes general information, government institutions, directories, search engines, travel information, East Asian libraries, etc. for East and Southeast Asia (click Japan for that country); add the suffix [japan-pol.html#econ](#) for a wealth of current materials on the economy. Links to Japan are also at www.ksu.edu/economics/nafwayne/japan.htm. The Organization for Economic Cooperation and Development (OECD) is at <http://www.oecd.org/>, with national-income statistics of OECD members, United States, Japan, Germany, France, Italy, the Euro zone, the EU, Britain, Sweden, Poland, Czech Republic, Hungary, South Korea, Mexico, at <http://www.oecd.org/std/nahome.htm>. Other information includes the European Union <http://www.europa.eu.int/>; the European Central Bank <http://www.ecb.int/>; and Germany <http://www.germany-info.org/relaunch/index.html>, <http://smith.diw.de/english/index.html>, and (statistics) http://www.destatis.de/e_home.htm.

Lexis-Nexis, on the KSU system, enables you to get information on a country by topic, at <http://web.lexis-nexis.com/universe>. News stories are archived for more than 20 years. EconLit, www.econlit.org/, is a database with a comprehensive indexed bibliography with abstracts of the world's economic literature, 1969 to the present, with over 300 major economic journals and collected volumes, compiled from the American Economic Association.

<http://www.onlinenewspapers.com/> is for recent news from a country's newspapers. Click the country you are interested in on the world map, and you will receive a menu of newspaper options. www.state.gov/www/background_notes/ is for background notes on countries. At www.odci.gov/, under "Library and Reference, click the World Factbook and "Country Listing," for the economy, government, and maps on countries. Recent news on countries may be available in hard copy or online in the *Wall Street Journal*, BBC, CNN, the Economist, New York Times, and perhaps Financial Times

The selected and collected works of Karl Marx are at <http://csf.colorado.edu/mirrors/marxists.org/archive/marx/works/>. Adam Smith's *Wealth of Nations* is at www.duke.edu/~atm2/SMITH/.

Grades: I plan three one-hour examinations, each worth 100 points; two 50-point exams; and a 5 to 30 minute presentation by each student on a topic related to comparative economics, together with a written one-page summary handed to the instructor and placed on K-State Online in advance, worth 100 points (total 500 points). Additional points for *required* work beyond 520 points include occasional quizzes (announced in advance); internet assignments; and in-class team exercises. Sometimes I may ask students to respond in 3-5 minutes to questions such as "What was the most important thing you learned during this class? And "What important question remains unanswered for you?" Grades will be posted on K-State Online.

5-30 minute presentations: Each student is required to make a 5 to 30 minute presentation on a topic related to comparative economics, together with a written one-page summary handed in to the instructor and placed on K-State Online in advance. The presentation, with one-page summary, including three major bibliographical sources, whether internet or written (author, title, year, and, where relevant, journal), is worth 100 points. Your presentation should rely on sources beyond the text. The deadline for a *listing* of the topic you are going to present is Friday, September 3. You are allowed to change your topic later in the semester with the approval of the instructor. Here are some of the options for topics (you are free to propose another alternative to the instructor): A Marxist Critique of the US economy (Ch. 3); Lange's view of market socialism (Ch. 3); Confucianism's Effect on China, Japan, or some other East Asian economy (Ch. 4, 6 or 15); The Effect of Hinduism on the Indian Economy (Ch. 4 or 16); An Islamic Economy other than Iran (e.g., Pakistan) (Ch. 4 or after Ch. 16); The Health Care Controversy in the US (Ch. 5); Are Obama's Economic Policies Similar to Roosevelt's New Deal? (Ch. 5); Will Keynesianism Work (or Has Keynesianism Worked) in the US's Present-day Economy? (Ch. 5); Is Dr. Doom (Nouriel Roubini) correct? (Ch. 5); Why has Japan's Economic Growth Slowed Since 1990? (Ch. 6); Japan's DPJ, the Most Recent Election and the Economy (Ch. 6); Toyota v. GM &/or Ford: FutureTrends (Ch. 6); The British Economy (or some aspect of it) (Ch. 7); Economic Aspects of the British 2009 Election (Ch. 7); The Norwegian Economy (or some other Scandinavian Economy) (Ch. 8); Germany's Major Political Parties (Ch. 9); The Rise of Hitler (Ch. 9); Would Trotskyism have worked better than Stalinism in the Soviet Union, 1924-53 (Ch. 10); The Transition to Capitalism in the Czech Republic (Ch. 14); Will China be the Leading Automobile Producer in the Next Decade? (Ch. 15); Information Technology, Software or Hardware in one of the developing economies (China or India, e.g.) (Ch. 15 or 16); China under Mao (Ch. 15); Will China Have the Largest Economy in the World by 2020? (Ch. 15); Should India's Economy be more Liberal (i.e., more like the US economy)? Ch. 16; Africa's Economy (after Ch. 16 and 3rd exam); Nigeria's Economy (after Ch. 16 and 3rd exam); The South African Economy (after Ch. 16 and 3rd exam); Iran: a Summary of Ch. 17 (after Ch. 16 and 3rd exam); The Canadian Economy (Ch. 18); The South Korean Economy (Ch. 19) and The North Korean Economy (Ch. 19) [the two presentations can be done in lieu of my lecture on Ch. 19]; The European Union (Ch. 20). (You are free to consider sub-aspects of the topics listed or topics related to those listed).

The student giving the talk must be able to show his/her ability to undertake economic analysis and use bibliographical sources. In addition, in grading, we consider the following (1) format and mechanics (legibility, orderliness, spelling, punctuation, and sentence structure), (2) clarity, (3) organization (logical development, continuity, originality in organization and presentation), and (4) technical content (quality of material, evidence of understanding, and use of source material or evidence of reading background).

Exams: I have indicated tentatively the coverage of each one-hour examination (the readings and corresponding lectures just before the listing of the examinations. Each one-hour exam is roughly half multiple choice and half essay/problem, with an occasional short identification or explanation question. Exams and quizzes encompass readings, lecture/discussion, powerpoints, talks, student presentations, videos, and e-mails. To find out the type of exams, peruse previous comparative economics exams at

<https://www.ksu.edu/economics/nafwayne/exams/index.htm> (KSU computing ID and password required) and on K-State Online.

Discussion: Students who make an excellent contribution to class can raise their semester numerical grade.

Plagiarism: University policy is: "Plagiarism and cheating are serious offenses and may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university." For more information refer to "Academic Dishonesty," <http://www.ksu.edu/uac/fhbook/fhxf.html>.

Honor system: The university has an honor system based on personal integrity, which is presumed to be sufficient assurance that in academic matters one's work is performed honestly and without unauthorized assistance. Undergraduate students, by registration, acknowledge the jurisdiction of the Undergraduate Honor System. The policies and procedures of the Undergraduate Honor System apply to all full and part-time students enrolled in undergraduate courses on-campus, off-campus, and via distance learning. A prominent part of the Honor System is the inclusion of the Honor Pledge, which applies to all assignments, examinations, or other course work undertaken by undergraduate students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." This statement means that the student understands and has complied with the requirements of the assignment as set forth by the instructor. A grade of XF can result from a breach of academic honesty. An XF would be failure of the course with the X on the transcript indicating failure as a result of a breach of academic honesty. For more information, refer to <http://www.ksu.edu/honor>.

Academic Accommodations for Students with Disabilities: If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as I have outlined it or which will require academic accommodations, please notify me in the first two weeks of the course.

Tentative Outline of the Course (numbers correspond to Rossers' chapters):

Introduction to the Course (Mon. Aug. 23)

Preface, I. Overview of Comparative Economics, & 1. How do we Compare Economies (Wed., Aug. 25)

2. The Theory and Practice of Market Capitalism? (Fri., Aug. 27)

3. The Theory and History of Marxism and Socialism (Wed., Sept. 1)

4. Islamic Economics and the Economics of Other Religions (Wed., Sept. 8)

50-POINT ONE-HOUR EXAMINATION (Friday, September 10)

II. Varieties of Advanced Market Capitalism

5. The United States of America: The Market Capitalist Leader

6. Japan: A Planned Market Economy with Traditional Elements

7. Whither Indicative Planning? The Case of France

8. Sweden: Crisis and Reform of the Social Market Welfare State: Gina Wagel report on Sweden

100-POINT ONE-HOUR EXAMINATION (Friday, October 1)

9. The Unification of Germany and the Unification of Europe

10. The Former Soviet Union: The Myth and Reality of the Command Economy and Russia's Economic Transition

11. Alternative Paths of Transition in the Former Soviet Union

12. Poland: The Peril and Promise of Shock Therapy

50-POINT ONE-HOUR EXAMINATION

13. Hungary: Gradualism and the First Successful Completed Transition?

14. Worker-Managed Market Socialism: The Collapse of Yugoslavia and the Success of Slovenia

15. China's Socialist Market Economy: The Sleeping Giant Wakes

IV. ALTERNATIVE PATHS AMONG DEVELOPING ECONOMIES

16 India: The Elephant Walks

100-POINT ONE-HOUR EXAMINATION (Friday, November 19)

18. Revolution and Reform in the Mexican Economy

19. North and South Korea: The Lingering Shadow of the Cold War

20. Evolving Trends of the Transforming World Economy

FINAL EXAMINATION, THURSDAY, DECEMBER 16, 11:50-1:40 IN LEASURE 013 (COUNTS SAME AS A ONE-HOUR EXAMINATION)