

Miyazaki International College  
Course Syllabus  
SPRING SEMESTER 2018

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|---------------------------|---|
| Course Title ( Credits )  | ECO 310: Comparative Economics (3 credits)        |
| Course Designation for TC | N/A   |
| Content Teacher           |   |
| Instructor                | PAWEL MLODKOWSKI                                  |
| E-mail address            | mpawel@sky.miyazaki-mic.ac.jp                     |
| Office/Ext                | MIC 1-401/ telephone number (MIC-extension): 3727 |
| Office hours              | Tuesday 13:00-16:00                               |
| Language Teacher          |   |
| Instructor                |   |
| E-mail address            |   |
| Office/Ext                |   |
| Office hours              |   |

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| Course Description:  |
| <p>An important aspect of the trend towards the globalization of markets is that the economies of nations are becoming increasingly intertwined and inter-dependent. The relevant boundary of market exchanges is becoming less national and increasingly continental and global. This course examines the workings of various economies with respect to their decision making mechanisms, resource endowments, and changing/growing demand for goods and services.</p>  |
| Course Goals/Objectives:   |
| <p>This course has two important goals. The first is to introduce students to the field of comparative economics, including topics such as the comparison of capitalism and socialism, the study of socialist economic system, and the economics of transition. The second is to investigate and evaluate representative economies using the concepts and analytical framework of comparative economics.</p> <p>After completing this course, students should:</p> <ol style="list-style-type: none"> <li>1. Understand basic concepts and analytical framework of comparative economics.</li> <li>2. Be able to analyze economic system of representative countries using the framework of comparative economics.</li> </ol> <p>Students will engage in various types of class activities, such as class participation, group discussions and presentations.</p> <p>Topics/Assignments:</p> |

The course is divided into two main sections:

- i) Economic systems: issues, definitions, comparisons
- ii) Economic systems in practice

We will explore the themes of the class using a variety of materials: readings, case studies, videos, and internet source materials. The class will include in-class exercises and homework assignments.

**Tentative Course Schedule**

| Day | Topic  | Content/Activities   |
|-----|--|--|
| 1   | UNIT ONE: Introduction to the class goals                    | <p>Introduction of the teachers</p> <p>Presentation of the syllabus</p> <p>Explanation of the terms of engagement</p> <p>Presentation of the teacher's expectations</p> <p>Reading assignment for the next session</p> <p>An introduction to the study of comparative economics</p> <p>Video 1: <a href="https://www.youtube.com/watch?v=3ez10ADR_gM">https://www.youtube.com/watch?v=3ez10ADR_gM</a></p> <p>Video 2: <a href="http://youtube.com/watch?v=eG-rq7FRn3Q">http://youtube.com/watch?v=eG-rq7FRn3Q</a></p> <p>Handout 1: Comparative Economics</p>  |
| 2   | UNIT TWO: Economic systems – issues, definitions, comparison | <p>Group discussion on economic systems in the 21st century</p> <p>Video 1: <a href="https://www.youtube.com/watch?v=5xgwYRX19VU">https://www.youtube.com/watch?v=5xgwYRX19VU</a></p> <p>Group discussion on main concepts (based on the video 1).</p> <p>Video 2: <a href="https://www.youtube.com/watch?v=B43YEW2FvDs">https://www.youtube.com/watch?v=B43YEW2FvDs</a></p> <p>Group discussion on constituent features of an economic system (based on video 2).</p> <p>Reading assignment for the next session: <a href="http://www.economist.com/news/leaders/21627620-deflation-euro-zone-all-too-close-and-extremely-dangerous-worlds-biggest-economic">http://www.economist.com/news/leaders/21627620-deflation-euro-zone-all-too-close-and-extremely-dangerous-worlds-biggest-economic</a> (Handout 2)</p> |
| 3   |  | <p>Group discussion on economic problems and economic system (based on the reading)</p> <p>Video 1: <a href="http://youtube.com/watch?v=uWG_-Ehos9w">http://youtube.com/watch?v=uWG_-Ehos9w</a></p> <p>Group discussion on global economic problems 2017 (based on the video 1).</p> <p>Reading assignment for the next session: <a href="http://econc10.bu.edu/economic_systems/Lecture_notes/Introduction/intro_types_of_ecsys.htm">http://econc10.bu.edu/economic_systems/Lecture_notes/Introduction/intro_types_of_ecsys.htm</a></p>   |
| 4   |  | <p>Group discussion on comparative economic system and classifying economic systems (based on the reading)</p> <p>Video 1: Economic system</p> <p>Video 2: Different types of economic systems</p>   |

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|   | <p>Video 3: Why did some economic systems failed?</p> <p>Group discussion on failure of economic systems (based on the readings and videos).</p> <p>Reading assignment for the next session: Japan and the world economy.</p>  |
| 5 | <p>Group discussion on economic system in Japan (based on the reading)</p> <p>Video 1: Amazing facts about Japan<br/> <a href="http://youtube.com/watch?v=P5Pwn6JX4eY">http://youtube.com/watch?v=P5Pwn6JX4eY</a></p> <p>Video 2: Economic problems and young people.</p> <p>Video 3: Debt Problem</p> <p>Group discussion on economic problems of Japan (based on the readings and videos).</p> <p>Reading assignment for the next session: Market mechanism explained.</p>   |
| 6 | <p>Assessment 1: group presentations on economic systems – 10%.</p>  |
| 7 | <p>Group discussion on market mechanism and capitalism (based on the reading)</p> <p>The theoretical efficiency of market capitalism</p> <p>Economic institutions of capitalism</p> <p>Private property, profit motive, price system, freedom of enterprise</p> <p>Video 1: Price mechanism and decisions:<br/> <a href="https://www.youtube.com/watch?v=njTKa-dnJPo">https://www.youtube.com/watch?v=njTKa-dnJPo</a></p> <p>Video 2: Price as rationing mechanism:<br/> <a href="https://www.youtube.com/watch?v=lpL28gLyw0">https://www.youtube.com/watch?v=lpL28gLyw0</a></p> <p>Group discussion on market mechanism (based on the readings and videos).</p> <p>Reading assignment for the next session:</p> |
| 8 | <p>Group discussion on the theory and history of Marxism and Socialism:</p> <p>Non market mechanism</p> <p>The historical development and spread of socialist ideology</p> <p>Institutions of Socialism (based on the reading).</p> <p>Video 1: Introduction to Marxism:<br/> <a href="https://www.youtube.com/watch?v=W0GFSUu5UzA">https://www.youtube.com/watch?v=W0GFSUu5UzA</a></p> <p>Video 2: Why Marxism does not work?<br/> <a href="https://www.youtube.com/watch?v=kNdwXYvQ_F8">https://www.youtube.com/watch?v=kNdwXYvQ_F8</a></p> <p>Video 3: Adam Smith and Karl Marx</p>   |

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|    |   | <a href="https://www.youtube.com/watch?v=E4YIOyugato">https://www.youtube.com/watch?v=E4YIOyugato</a><br>Group discussion on Marxism (based on the readings and videos).<br>Reading assignment for the next session:   |
| 9  |   | Group discussion on the Command Socialist Central Planning Institutions of Communism; The collapse of Communism (based on the reading)<br>Video 1: Fall of Communism in Europe<br><a href="https://www.youtube.com/watch?v=6ty4AmrO6EI">https://www.youtube.com/watch?v=6ty4AmrO6EI</a><br>Video 2: Revolutions of 1989.<br>Group discussion on causes and consequences of the fall of communism in Europe (based on the readings and videos).<br>Reading assignment for the next session: Basic facts about capitalism. |
| 10 |   | Group discussion on capitalism and how to improve it (based on the reading)<br>Video 1: History of capitalism (critical view)<br>Video 2: How to improve capitalism.<br>Video 3: Is capitalism moral?<br>Video 4: Why capitalism works?<br>Group discussion on capitalism (based on the readings and videos).<br>Reading assignment for the next session   |
| 11 |   | Pre-assessment revision  |
| 12 | Assignment 2                                | Assessment 2: Quiz: Multiple-choice questions – 10%  |
| 13 | UNIT THREE:<br>Economic systems in practice | The Anglo-Saxon Model of Capitalism: United States   |
| 14 |   | Video 1: History of the USA<br>Video 2: Capitalism in the USA<br>Discussion on capitalism in the USA   |
| 15 |   | The European Model: France, Germany, Sweden  |
| 16 |   | Video 1: Modern history of Europe<br>Video 2: Capitalism and Socialism in Europe<br>Discussion on capitalism and socialism in Europe   |
| 17 |   | The Asian Model: South Korea, Taiwan, Indonesia  |
| 18 |   | Video 1: Modern history of Asia<br>Video 2: Capitalism, Communism and Socialism in Asia<br>Discussion on capitalism, communism and socialism in Asia   |
| 19 |   | The Soviet Command Economy   |
| 20 |   | Video 1: History of Soviet Union<br>Video 2: Communism in Soviet Union   |

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|    |          | Discussion on communism in Soviet Union  |
| 21 |          | China: Market Socialism?   |
| 22 |          | Video 1: <a href="https://www.youtube.com/watch?v=Z1-qCScSk8o">https://www.youtube.com/watch?v=Z1-qCScSk8o</a><br>Video 2: <a href="http://youtube.com/watch?v=OdNPNpoeAQ">http://youtube.com/watch?v=OdNPNpoeAQ</a><br>Video 3: <a href="https://www.youtube.com/watch?v=dVTqUWW7Lpl">https://www.youtube.com/watch?v=dVTqUWW7Lpl</a><br>Video 4: Why US companies leave China?<br>Video 5: Ghost cities in China<br>Video 6: Why Communist China is doing so well?<br>Group discussion on economic implosion of China (based on the videos). |
| 23 |          | LDCs: Latin America  |
| 24 |          | Video 1: Modern history of Latin America<br>Video 2: Capitalism, communism and socialism in Latin America<br>Discussion on capitalism, communism and socialism in Latin America  |
| 25 |          | LDCs: Africa   |
| 26 |          | Video 1: Modern history of Africa<br>Video 2: Capitalism, communism and socialism in Africa<br>Discussion on capitalism, communism and socialism in Africa   |
| 27 |          | Reserved for overdue presentations and unfinished topics.  |
| 28 | Revision | Systematic revision of all topics covered  |
| 29 | Revision | Systematic revision of all topics covered  |
| 30 | Revision | Systematic revision of all topics covered  |
|    | Finals   | Final examination (written)  |

**Required Materials:**

Students are not required to purchase any specific textbook. Several reading handouts will be distributed in class at various points during the semester. A properly organized and well-maintained two-ring notebook is your textbook for this course. It is important that you keep all handouts, exercises, group tasks, and homework in the notebook. Students are required to bring all of the handouts, worksheets and readings that the teacher gives to class.

**Reference Texts**

Schnitzer, M.C. 1994. Comparative Economic Systems. 6th edition, Ohio: South-Western Publishing Co. Gregory, P.R., & Stuart, R.C. 2004. Comparing Economic Systems in the Twenty-First Century. 7th edition, Ohio: South-Western, Cengage Learning.

**Course Policies (Attendance, etc.)**

Participation is required at all classes. Students are expected to attend all the classes on time, participate actively in all class activities and complete all assignments on time. As a criteria to pass

this course, students are required to attend at least 80% of the total class time. If you have four or more 'unexcused absences' you will be asked to withdraw from the class. All kind of absences must be presented with concrete documents and will be approved case by case. Problems related to your class performance should be brought up to the instructor as soon as possible.

An 'unexcused absence' is any absence for which you do not have permission. Medical reasons, family emergencies and so on are NOT counted as "unexcused absences" and will NOT INFLUENCE YOUR GRADE.

#### Class Preparation and Review

Students are expected to spend at least one hour preparing for every hour of lesson, and one hour reviewing and doing Homework. The reading materials must be read and prepared before class. Lectures will stress the most important issues addressed in the materials, and may go beyond the scope of the handouts for certain topics. Therefore, it is important for you to attend class.

#### Grades and Grading

Assignment 1: Presentation: 10%

Assignment 2: Quiz: multiple-choice questions: 10%

Participation: 10%

Final report: 70%

Attendance as such is not part of the final grade – BUT participation is! Participation means asking questions, answering questions, and demonstrating the willingness to try to work at a serious level.

#### Methods of Feedback:

Students receive feedback in few forms.

Feedback on the form and content of the written work is provided within one week from submission of the written work. This feedback is in a form of comments on their writing and suggestions how to improve form of presenting their answers and hints on the missing merit content.

Feedback on students' oral answers is provided ad hoc in the classroom during open discussions.

Feedback on students' presentations and presentation skills is provided individually during office hours, in order to avoid embarrassing comments in front of the whole class.

#### Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objective(s):

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
3. The ability to identify and solve problems
4. Advanced communicative proficiency in English
5. Proficiency in the use of information technology

#### Notes:

| 文部科学省から採択された<br>大学教育再生加速プログラム<br> |   | Advanced<br>  | Proficient<br>   | Developing<br>  | Emerging<br>  | No Attempt<br>                        |
|--|---|--|---|--|--|--|
| Critical Thinking  | Ability to Identify & Solve Problems        | Insightful comments in class discussions<br>Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.                 | Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.  | Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships                                | Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis   | I had no idea that this student was even enrolled in my class ←that is how underwhelming this student's performance was! |
|  | Information Gathering                       |  |   |  |  |  |
|  | Assessment of Credibility                   |  |   |  |  |  |
| Advanced Communication Proficiency   | Public Speaking                             | Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.   | Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted. | Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret. | Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence. |  |
|  | Social Skills                               |  |   |  |  |  |
|  | Professional Skills                         |  |   |  |  |  |
| Global Perspectives  | Cultural Relevancy                          | Fully engaged in current events and shows and understanding of social inequalities and cultural differences.   | Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.   | Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.  | Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.   |  |
|  | Awareness of Current Events & Global Issues |  |   |  |  |  |
| English Language Ability   | Reading                                     | Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary. | Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.   | Adequate English ability; must reference dictionary often  | Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation Unable to form questions                |  |
|  | Writing                                     |  |   |  |  |  |
|  | Oral Communication                          |  |   |  |  |  |
| Japanese Language Ability  | Reading                                     | Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.   | Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.  | Adequate oral and written communication; tends to have difficulty clearly expressing ideas.  | Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions                                     |  |
|  | Writing                                     |  |   |  |  |  |
|  | Oral Communication                          |  |   |  |  |  |