



Comparative Economic Systems

Economics 113

Credit hours: 3

Grading: A/B/C/D/F

Class meeting time(s): TTh 12:30 - 1:50

Prerequisite Course(s): None

LAC/Gen Ed designation: *International Understanding*

Economists were invented to make weather forecasters look accurate.

Instructor(s): Wilfrid W. Csaplar Jr., Ph.D.
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Office Location: 022 Richardson
Office Hours: MWF: 11:00 - 11:50, 1:30 - 1:50
TTh: 10:30 - 11:50 (if no meetings), 2:00 - 3:30
My preferred contact is via the [Zoom link in Canvas](#), but a phone calls or visits to my office are acceptable.
Contact me if you want to see me at other times.

I. Rationale: This course studies how the economies of different countries work. You will learn the differences between capitalism and socialism, and the strengths and weaknesses of both. You will also learn that neither have ever existed in the real world. **This course fits the *International Understanding* requirement for graduation.** Therefore, you will learn how various different countries' economies work. The countries studied will range from very diverse "rich" countries like the USA, Japan, and Germany, to communist economies and to transitional economies.

II. Course Description: *Comparative Economic Systems* examines the post World War II performance of the industrialized economies. The course compares the relative economic performance of the market capitalist economies and the former centrally planned socialist economies. Emphasis is on international competition among the industrialized economies. The course concludes with a brief survey of the less developed economies and their prospects for economic modernization.



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II. Course Description: Principles of Macroeconomics introduces the fundamental topics of macroeconomics. The course focuses on the empirical characteristics of the modern American economy and how those characteristics are measured. Topics covered include aggregate demand and supply analysis, national income determination, fiscal policy, the banking system and the role of fiscal and monetary policies in controlling and stabilizing unemployment and inflation.

IIIA. Course Delivery Mode and Structure: This course will be a hyflex course. I will be teaching the class in the scheduled room at the scheduled time. I will also be recording it on Zoom via Canvas for the students who cannot make it to class. If the college goes entirely online, the only difference will be that no students will be in the room when I teach the class. All assignments will be handed in electronically on Canvas.

IIIB. Course Communication Plan: Announcements will be made on both my personal webpage, <http://www.WCsaplarJr.info>, and on Canvas. I generally check my e-mail irregularly, but at least on a daily basis in the evening. I normally reply to an e-mail once I have read it. I expect the student will reply within 24 hours to an e-mail.

IIIC. Technical Requirements:

This course uses Canvas for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Canvas course site can be accessed at <https://bethanywv.instructure.com>. Your Bethany College username and password are used to access the system.

You are responsible for having a reliable computer and internet connection throughout the term. *Caution! You will be at a disadvantage if you attempt to complete all coursework on a smartphone or tablet.* It may not be possible to submit the files required for your homework assignments.

The following list details a minimum recommended computer set-up and the software packages you will need to have access to, and be able to use:

Feature	Laptop
Screen Size	15" or smaller or portability
Operating System	Windows 10 or Max OSX or higher recommended; Windows 7 not recommended
Base Memory	4 GB – minimum 8 GG – recommended



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Hard Drive Storage	128 GB - minimum 256 GB - recommended
Optical Drive	Optional
Network/Wireless	802.11 ac Wave 2 or 802.11ax wireless – both connect at the 802.11 ac Wave 1 level, Ethernet port
Mic and Camera	Built-in microphone and webcam

Students should be able to use email, a word processor, spreadsheet program and presentation software to complete this course successfully. All students have access to Office 365 with their Bethany username and password. Students are reminded that sharing their credentials with others or using the credentials assigned to others to prepare or submit work, attend online classes, or view grades and assignments is a violation of the student code of conduct as well as academic rules. Each student should keep their password to Bethany’s services confidential. [Edit as needed for specific courses.]

IIID. Technical Assistance:

If you need technical assistance with access to email, Self-Service, Canvas, or Office 365, you can submit a help request to hdesk@bethanywv.edu.

If you need technical assistance at any time during the course or to report a problem within Canvas (i.e. submitting an assignment, taking a quiz, etc.), you can submit a help request to canvashelp@bethanywv.edu.

IVA. Student Learning Outcomes: You will know how to analyze an economic system and be able explain the strengths and weaknesses. Because this fits the International Understanding core, students show their international understanding by comparing two or more social institutions or countries outside of the United States.

IVB. Topics: By the end of this course, you will be able be able to explain how we use six criteria to evaluate an economic system and how sometimes improving in one area will hurt another criteria. **I added *environmental viability*** to the book’s *economic growth, efficiency, income distribution, stability, and long-run viability*. You will be able to explain how capitalism and socialism work in theory. How do they address the five institutions of *property rights, decision making organization, market vs. planned economy, incentive mechanisms, and procedures for public choice*. You will know the strengths and weakness of them. You will be able to explain how the countries studied fit the descriptions of capitalism and socialism and how they differ from the theory. You will be able to explain both why the countries diverged from the theory and how that

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divergence is both helpful and harmful to some of the desired outcomes. You will understand the special problems that transitional economies. Incentives play an important role in this course. You will understand them and apply them frequently. You will take part in two presentations about different countries. You will write a paper which will analyze those two countries' economies and problems facing them and present possible solutions for one of their biggest problems

V. Format and Procedures: This course will consist of predominately modified lecture format. What I mean by that, is that I will ask questions and we will figure out the material as we go. There will be weekly homework assignments except for weeks when there is a test. We will go over the assignments when they are handed back. The same format will be used to review the tests when they are handed back. You will participate in two group presentations about a country. You will also write a paper comparing the economies of the two countries you presented.

VI. My Assumptions: You will attend all classes. You will be dressed professionally when presenting your countries. Remember, that the students listening will be tested on what you taught them, so do a high quality job. When other students are presenting, you will be courteous, and pay attention. Remember that you will be tested on the material they present. Like all 3 credit-hour classes, it is expected that you will study 4.5 to 6 hours per week outside of class. This includes working on the homework, researching your presentations and paper, seeing a tutor, seeing me, etc.

VII. Course Requirements:

(A) COVID-19 Policy: Because I am borderline of more than one group of people at a high risk for COVID-19, you will wear a mask in class. If you come to my office, you will be wearing a mask. You will stay at least six feet from me. If you suspect that you may have COVID-19 or another serious illness, you will not come to class nor will you come to my office. The preferred contact for all students during office hours is via Zoom. If you miss class because of exposure to COVID-19 or other illness, you are expected to watch the video of the class, either live as the class is going on, or later after it is posted.

If this class is forced to go fully online, then all aspects of this syllabus will remain the same except for class participation. I will stop recording the class participation grade. Your class participation grade for the semester will be whatever it was prior to going online. This means all class recordings will be done at the time the class is scheduled to meet. You can watch them live or at a later time. The assignments will be due when they were originally scheduled.

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(B) Class attendance and participation policy: Because of the class participation grade, it is expected that you will attend all classes and actively participate. That means you will answer questions that I ask, or that other students ask, and you will ask questions when you are uncertain about something. If you miss a large number of classes, then you will have a poor participation grade, and more important, you will not have heard the material. Not hearing the material will hurt your grade more than the lower participation grade (see grading rubric below). Not participating, showing up late, or leaving early will lower your participation grade. A valid reason for missing class, as explained in *Late Work Policy* below, will not hurt your participation grade.

(C) Late Work Policy: If you miss an assignment or test because of an unanticipated event like an illness, you have two choices. The first is to get me an *Explanation of Absence Form* signed by the appropriate person, or you can tell me what the problem was and I will decide whether or not it is a valid reason for missing the assignment. **You do NOT have to tell me why you are absent, but if you want more time than the *Explanation of Absence Form* provides, you can tell me your reason and I will decide the reasonableness of your request.** If you know beforehand that you will be missing an exam and have a valid reason to do so, then contact me beforehand to determine how it will be made up. I will ask for external verification of your reason, so do not wait until the day before the exam. Either the *Explanation of Absence Form* or my personal decision can be used to determine if you have a valid explanation for missing the assignment. If you have no valid explanation, then there will be a 10% penalty per day, including the weekend. The assignment is considered late if it is not handed in at the start of class on the day it is due and the day we go over it. Otherwise, it is considered to be handed in the next day if it is handed in after I leave to go home. **Makeup exams require 24 hour advance notice so that I can write another exam.** Suppose that an assignment or exam is scheduled on a Wednesday and you are sick and I determine that you have a valid reason for Wednesday and Thursday. If you turn it in on the following Monday after class has met, then it will be considered four days late. Those days are Friday, Saturday, Sunday, and Monday because it was the day that we went over it in class – it was due at the start of class – so it is counted as handed in on Tuesday.

(D) Calculators: I will not permit use of, cell phones, graphing calculators, or any other calculator which can store equations. The HP 10B and the TI BA II Plus are acceptable in all courses in Economics, Business, and Accounting courses. The former is the preferred calculator for some of the courses in Business and Accounting.



(E) Course readings:

(1) Required text: *The Global Economy and its Economic Systems*. The 1st edition by Paul R. Gregory and Robert C. Stuart is © 2014 by South-Western CENGAGE Learning.

(2) Background readings: All assignments from every time I taught this course are available on my web page: <http://www.WCsaplarJr.info>

VIII. Grading, Evaluation and Assessment Procedures, including Grading Scale:

(A) Point Distribution: There will be daily class participation, weekly homework assignments, three exams, two presentations, and a paper. Because the topics covered require analytical thought, rather than memorization, the majority of the questions will be short-essay. There may be one or two definition type questions on the exams, but, they will be rare. There are 1000 points available during the semester. The grades are calculated as follows:

Class participation	3%	30 points
10 homework assignments	10% (1% each)	100 points (100*1/10 = 10 each)
The three exams combined	54% (18% each)	540 points (180 = 150*1.2 each)
First presentation	8%	80 points (80= 100*.8)
Second presentation	10%	100 points
Paper	15%	150 points (100*1.5)

(B) Grading Scale: The minimum scores necessary to get each grade will be:

A+ 97% = 970 points	A 93% = 930 points	A- 90% = 900 points
B+ 87% = 870 points	B 83% = 830 points	B- 80% = 800 points
C+ 77% = 770 points	C 73% = 730 points	C- 70% = 700 points
D+ 67% = 670 points	D 63% = 630 points	D- 60% = 600 points
	F 0%	

The borders are not firm. Any student near the border of two grades will have their case looked at on a case by case basis after the final exam has been graded.

IX. Grading Rubric:

(A) Class Participation: The class participation grade is 0 to 5. 0 means you were not in class and 5 means you were there on time, participated, did not leave in the middle or early, did not text message or use the phone, did not carry on a private conversation, did not sleep, and did not do work for another class. Each of those discouraged activities lowers your grade. If you have an excused absence, you will get no grade, so your grade is not affected. If you do not have an excused absence and watch the video rather than attending class, you will get a 4/5. You must e-mail me that you have watched the video to avoid getting a zero. I will verify on Canvas that you did watch it.

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(B) Homework Assignments: This course has weekly homework assignments. Homework assignments are the only area that I allow students to work together. In fact, I recommend that you work together on these assignments because the better students learn the material better by teaching it and the poorer students get another person teaching it and may learn it better. However, if I find that students have worked together on any assignment other than the homework assignments, I will consider it as cheating. See the next section. All homework assignments will be typed, except graphs and mathematics (which can be done by hand). The assignments will be handed in via Canvas. The pictures of any hand drawn or handwritten parts of the answer will be converted into PDF files and merged with the PDF files of the typed answers. The final assignment will be one PDF file with size A4 pages. pdfcandy.com can be used to convert pictures into PDF files, merge PDF files, and resize PDF files. If you have an Apple product, there is software CamScanner which can be used to create PDF files of photographs. If you do not use CamScanner, Apple products save pictures in a format which cannot be read by pdfcandy.com.

(C) Oral Presentations: Each student will be part of two group presentations. On the first day of class, I will ask you to e-mail me your preferences for topics or turn them in with the first assignment. **No student will be allowed to present a country that they lived more than one year in.** The group will spend 40 - 75 minutes presenting the country they have been assigned. You will turn in the presentation as one file on Canvas, at least a half hour before class starts. Due to COVID-19, I will change the slides for the speakers. The speakers will be standing at their seats. The grade will have two parts. (See below.) There will be both a group grade and an individual grade. The group grade will be split into five categories. There will be an individual grade for each person. Your grade will be a weighted average of the group grade and your individual grade, with 75% of the grade being the group grade and 25% being the individual grade. The emphasis of the presentation will be to provide a historical background of the economics of the country **and** the current economic situation.

The group grade for the presentation will have five parts, all worth 20 points: 1) Did the group discuss the important events and institutions of the past **and explain how they impact the current economy of that country?** 2) Did the group discuss the country's current financial system's structure, anti-trust policies, level of corruption, tax structure, level of economic freedom, and level of political freedom? 3) Did the group give the current unemployment rate, GDP per capita, growth rate of GDP, inflation rate, government deficit/surplus and debt as a percent of GDP, interest rates (prime rate, discount rate, and/or government bond rate), Gini Coefficient and trade deficit/surplus as a percent of GDP? 4) Did the group presentation analyze the strengths and

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weaknesses of what was discussed in Parts 2 & 3? 5) Did the group's presentation exhibit research that did not come from the book and was it accurate? Did you turn in a copy of the PowerPoint file via Canvas at least a **half hour before** class? The whole presentation should be on one file and must include a bibliography. All statistics and pictures must have the sources on the slide.

The individual grade will be determined by: Was it presented in a professional manner and did the student talk for at least **5 minutes for the first presentation and 7 minutes for their second presentation**? You will lose 5 points for every minute short of the required time for that presentation. Did the student avoid hems and haws, reading their notes, talk in a monotone, etc.? Was the information accurate?

(D) Paper: Each student will write a eight to fourteen page paper (**not** including graphs, tables, charts, title page, and bibliography) which compares and contrasts the economic problems facing the two countries that you presented. You will give advice to both countries as to how they can solve their economic problems. Your grade will be based upon the accuracy of your statements of their current economic situation, how well you apply economic theory to the situations that the countries are facing, and how professional the paper appears to be. 36% of the grade will be for the first country. Of that 36%, 18 points will be for how accurate your information is about their current economic situation. Is the problem you chose a major problem? How well did you explain the impact of the problem? The second 18 points for that country will be for how well your proposals solve their economic problems. Are your solutions feasible? How well did you argue that they will have the desired effect? The second 36% will be for the second country and split in an identical manner. 8% of the grade will be for contrasting the two countries economies. The remaining 20% will be for how professional it appears. Was it double spaced, 12 point Times New Roman font, with 1" margins? Did you number the pages and have appropriate section headings? Was the information **properly referenced**? Did you avoid grammatical problems? Did you turn it in to Canvas? **It will be due when the final for this course would be scheduled.** **Turning in a rough version of the paper is encouraged providing you do not expect a four-day or shorter turnaround.** This paper replaces the normal final exam. It is due by the end of the time the final is scheduled for, i.e., by 1:00 PM on 11/23.

X. Academic Honesty: Each student in this course is expected to abide by the Bethany College Policy on Academic Honesty (see College Catalogue section on Academic Honesty). Any work submitted by a student in this course for academic credit will be the student's own work.

For this course, collaboration is allowed for homework assignments. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy. During examinations and for the term paper, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and College disciplinary action. **I have zero tolerance for cheating, lying, copying, plagiarism, etc. The first time that I find you cheating, I will definitely give a zero for the assignment. I may also flunk you for the whole course. I have done it here and many times in the past here and at other schools.**

XI. Behavioral Expectations, Classroom Etiquette:

A) Withdrawing From the Course: As per the college's rules, if you want to withdraw from this course, you must bring the form to me to sign - you cannot just call me or send me an e-mail.

B) Classroom Etiquette: See grading rubric.

XII. Electronic Communication and Course Management:

My web page is <http://www.WCsaplarJr.info>. On it will be all current syllabi, current announcements, and old assignments for all courses I have taught at Bethany College. If you miss a class, you can find the material covered and any new assignment on the page. You can also find my class and office hours' schedule. I taught this course several times in the past but as both ECON 113 and ECON 270. Checking out those courses' exams and homework assignments could give you an idea of what my tests are like. **However, I was forced to change textbooks in 2014 because the old book is out of publication. Therefore, some material on tests before 2014 will not be the same.** I will try to point out the differences in the review sheets.

XIII. Accommodations for students with disabilities: This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with the instructor, or if you need specific arrangements in case of an emergency, please let the instructor know. The instructor is



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committed to creating an effective learning environment for all students, but the instructor can only do so if you discuss your needs with the instructor as early as possible. The instructor promises to maintain the confidentiality of these discussions. If appropriate, also contact the McCann Learning Center (accommodations for learning disabilities) or the 504 Coordinator (medical accommodations and accessibility) to get more information about specific information. The McCann Learning Center is located on the second floor of Cramblet Hall and the 504 Coordinator is located in Student Life in Bethany House.

Anti-Racism Pledge

As a member of the Bethany College faculty, I pledge to continually work to be anti-racist, to be an active ally for and create safe spaces for my students, colleagues, and community members.

XIV. Title IX Disclosure: Your instructor is a mandated reporter of suspected discrimination. Please do not share anything regarding sexual harassment or discrimination if you wish to keep it expressly confidential. Please see the College's Title IX policy in Volume VII of the Policy Manual. A hard copy can be obtained in the Office of Student Life, or an electronic copy can be found on the College's website (<http://www.bethanywv.edu/students/title-ix/>).

XV. Course Schedule:

Tues.	Tuesday Classes	Th.	Thursday Classes
8/18	Intro, Chapter 1, tiny bit of Chapter 2	8/20	The rest of Chapter 2 <u>Homework #1 Due</u>
8/25	½ of Chapter 3, Review Homework #1	8/27	½ of Chapter 3, ¼ of Chapter 5 <u>Homework #2 Due</u>
9/1	½ of Chapter 5 Review Homework #2	9/3	¼ of Chapter 5, ½ of Chapter 6 <u>Homework #3 Due</u>
9/8	¼ of Chapter 6, Review Homework #3 & 3A	9/10	<u>Exam 1 on Chapters 1- 3, 5</u>
9/15	¼ of Chapter 6, ½ Chapter 9	9/17	Review Exam #1 <u>Homework #4 Due</u>
9/22	½ of Chapter 9, Review Homework #4	9/24	¾ of Chapter 11, <u>Homework #5 Due</u>
9/29	<u>Present Germany</u> (½ of Ch 12), Rev. HW #5	10/1	¼ Chapter 11, ½ of Chapter 12, <u>Homework #6 Due</u>
10/6	<u>Get Out Day</u>	10/8	<u>Presentation Japan</u> (½ of Ch. 13) Review HW #6
10/13	½ of Chapter 13, Review Homework #6A	10/15	<u>Exam #2 on Chapters 6, 9, 11 - 13</u>
10/20	¾ of Chapter 7	10/22	Review Exam #2, <u>Homework #7 Due</u>
10/27	¼ of Chapter 7, ¼ of Chapter 16, Rev. HW #7	10/29	¾ of Chapter 16 <u>Homework #8 Due</u>
11/3	<u>Presentation Russian</u> ½ of Ch 14, Rev. HW #8	11/5	<u>Presentation China</u> ½ of Ch 15, ¼ of Ch 14 <u>HW #9 Due</u>
11/10	¼ of Chapter 14, ¼ of Chapter 15, Rev. HW #9	11/12	<u>Presentation Czech Republic Homework #10 Due</u>
11/17	Review HW #10 & 10A printout of grades	11/19	<u>Exam #3 on Chapters 7, 14, 15, 16, Czech Republic</u>

The paper is due at the time the final exam is scheduled for, Monday 11/23 at 1:00.

The review sessions for the exams will generally be the night before the exam.

*To give the presenters enough time, at the start of discussing of each country, the presentations for Germany and China will be made before we finish discussing USA and



Russia.

XVI. Course Materials and Copyright Statement:

Course material accessed from the Bethany College Canvas site is for the exclusive use of students who are currently enrolled in the course. Content from these courses cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law.

XVII. COVID-19 Statement:

Bethany College has established specific requirements to create a safe in-person learning environment for all students, faculty, and staff. My role as an instructor is to ensure that these requirements are followed to support equal opportunities for learning and respectful treatment of all individuals present in an instructional area. Anyone who does not comply with these requirements will not be permitted to enter or will be asked to leave any in-person instructional area. The ramifications for not following these expectations as stated in Bethany College's COVID-19 Policy (www.bethanywv.edu/student-life/health-wellness) are as listed below.

- First Violation: written warning and education sanction
- Second Violation: loss of housing and, when possible, continued education at home with forfeiture of housing cost.

Requirements:

1. **Before class**

- a. Complete a **daily self-check** of your temperature and any new or different COVID-19 symptoms and report this information using the designated Canvas monitored by the Student Health Center. Any student who has a temperature of 100.4 °F (37.8 °C) or higher, or has one or more symptoms of COVID-19 should stay in their residence and contact the Health Center. Please inform your instructor by email prior to the beginning of class if your screening indicates that you need further evaluation and that you will not be able to attend in-person class.
- b. **Hand hygiene** – All members of the Bethany community should regularly wash their hands with soap and water, or use a 60% alcohol-based hand sanitizer. Avoid touching your eyes, nose, and mouth, and also avoid eating until you are sure that your hands are properly cleaned.

2. **During class**

- a. **Face masks** - Cloth face masks (multiple layers of material recommended) that completely cover your nose and mouth are required in public campus spaces and instructional areas to reduce the transmission of viruses from person to person through the air. If you have obtained permission to not wear a face covering, the wristband bracelet must be clearly visible when entering an instructional space and a face shield is recommended.



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- b. **Social distancing** – Social distancing (keep at least 6 ft. away from others) is required in public campus spaces and instructional areas. Social distancing reduces the risk that viruses will transmit through the air or by direct contact between people. Certain laboratory or studio experiences may require brief periods of contact where 6 ft. of distance cannot be maintained, but these interactions should be made as minimal and infrequent as possible.
3. **After class**
- a. **Maintain hygiene** – All members of the Bethany community should regularly wash their hands with soap and water, or use a 60% alcohol-based hand sanitizer. Avoid touching your eyes, nose, and mouth, and also avoid eating until you are sure that your hands are properly cleaned.
- b. **Disinfect your space** – Ensure that your workspace and belongings (desk, face mask, phone, keyboard, etc.) are properly cleaned using a disinfecting wipe, soap and water, or other CDC-recommended disinfectant as appropriate.

XVI. Note: This syllabus is subject to change at the discretion of the professor.

Either fill in this list on your first homework assignment, or e-mail your preferences to me at WCSaplarJr@bethanywv.edu by 3:00 on Friday, August 14. **Note that no student will be assigned to discuss a country they lived in for more than one year.** Rank them from 1 (first choice) to 5 (last choice).

Exam #2

_____ Germany 9/29 (before we finish discussing USA)
_____ Japan 10/8

Exam #3

_____ Russia 11/3
_____ China 11/5 (before we finish discussing Russia)
_____ Czech Republic 11/12