

Comparative Economic Systems

UNH Course Code: ECN322

Subject Areas: Economics, Sociology, Politics

Level: 300

Prerequisites: None required but basic principles in Economics would be helpful

Language of Instruction: English

Contact Hours: 45

Credits: 3

DESCRIPTION

After a process that started a few centuries ago, capitalism has become the dominant socio-economic system in the world. For this reason, understanding the rules and mechanisms upon which capitalism is based has become absolutely indispensable for comprehending today's world and one's own role in it. This course describes the pillars and mechanisms upon which capitalism functions. This is done by first laying the theoretical grounds of capitalism and then undertaking an applied analysis of this socio-economic system with reference to its strengths and shortcomings, as well as to the role of the economic agents that make it function as it does: international organizations, nation-states, multinational companies and civil society.

The logical consequence and the present phase of capitalism is globalization, a “buzzword” that admits different definitions and interpretations. What is it that becomes global? Is globalization mainly an economic phenomenon? To which possible scenarios does it lead? In the second quarter of the course globalization is defined and described from a multidisciplinary point of view, with emphasis on the different pace at which it takes place depending on the country and the dimension (economic, technological, cultural, environmental, political or demographic) to which we refer. As with capitalism, globalization is also analyzed from a critical perspective, that is, pointing out both the positive and negative effects that it brings about and which can be supported with empirical evidence.

Following a tradition dating back to Aristotle, the course then undertakes the question of how to measure human “progress” and of whether wealth accumulation and economic growth should be means or ends in themselves, the latter being in coherence with the logic of capitalism. For the purpose of this appraisal, the concept of “human development” is used, as defined by the United Nations Development Program. Alternative ways to measure “progress” and which go beyond the merely quantitative approach of GDP are then analyzed and used to provide a statistical description of today's state of the world.

The last part of the course is devoted to analyzing and discussing some proposals (or alternative economic arrangements) that have been thought out and brought forward in the last few years by members of civil society, whether they are academicians, politicians, independent associations, etc. The common purpose of all these proposals is to foster sustainability in the broadest sense of the term (“the capacity to continue”) and thus contributing to overcome, from within the capitalist

system, today's most severe problems facing humanity, such as poverty, environmental degradation, etc.

LEARNING OBJECTIVES

- Comprehend the rules and mechanisms that act as pillars of the capitalist system
- Analyze the economic and non-economic effects of capitalism
- Conceptualize globalization as a multi-centered and cross-sectional phenomenon, with its own set of causes and consequences
- Explore the concept of "sustainability" as well as trace and explain symptoms of unsustainable behavior
- Develop some alternative economic arrangements (within the capitalist system) that have recently been proposed or implemented

INSTRUCTIONAL FORMAT

Class will meet twice a week for 75 minutes. Course work is comprised of in-class lectures and discussions, group exercises, student *exposés*, documentary films, extensive outside readings, independent group and individual onsite study, a research project, and a number of instructor-led onsite research excursions to relevant course-related sites and institutions in the city. Some onsite study will be integrated into class-time while others will be assigned as out-of-class independent learning. *If you require any special accommodations, please contact the instructor.*

You will also actively participate in the learning process of this course, sharing your research and readings with other students through individual and group presentations that will make up much of each session.

You are encouraged to bring to class any topic that catches your attention or sparks your curiosity throughout the term and propose it for to the instructor for discussion. Your initiative here will be factored into your class participation.

Every session will start with a lecture in which the instructor will lay the theoretical grounds of the day's subject (you are required to read the assigned materials prior to coming to class). The second part of the session will take on a more participatory format, such as discussing an article, debating on a given topic, carrying out statistical analyses, watching a documentary or listening to filmed experts' opinions. At the later stage of the course, the second part of the class will also be devoted to the oral presentations.

Field studies requiring preparatory readings and research have been integrated into the syllabus so that you get direct and practical experience of the theoretical concepts introduced in class. In addition, you will meet with professionals who can give you insight into current business practices.

FORMS OF ASSESSMENT

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. However, you must complete all grading assessment categories to receive a grade for this course. In addition, your work and behavior in this course must fully conform to the regulations of the [CEA Academic Integrity Policy](#) to which you are subject. Finally, all formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of such work.

Attendance	Mandatory
Class Participation	10%
Oral Presentation	15%
Project	25%
Mid-Term Exam	25%
Final Exam	25%

Class Participation: This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the required texts, your ability to use language effectively, and your analytical skills in intellectual, constructive argumentation. When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, etc.). Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–89.90)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.69)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.90)

Oral Presentation (15%): A specific presentation topic will be assigned and scheduled individually at the beginning of the term.

You may prepare a PowerPoint file for your presentation, (at least 15 slides) depending on the topic that you will present. This document must include the sources that you used to prepare the *exposé* (books, academic/press articles, internet sites, interviews etc.).

Always use the appropriate academic reference style when citing your sources. Do not neglect to make note of your sources during the preparation of your work in a conscientious manner so that you may cite them appropriately in your final report and avoid the pitfalls of plagiarism.

The evaluation of your individual presentation will be based upon the following elements:

- Presentation & Communication Skills: 40%
(Organization of the *exposé*, engaging tone of voice, eye contact with the audience, eloquence and ease at delivery)
- Content of the Report: 60%
(Depth of research, quality and pertinence of sources consulted, knowledge of the topic, clarity of analysis, capacity to synthesize the elements examined into a coherent whole)

Project (25%): It will consist of a group research followed by a presentation done in class (about 20 minutes). You can choose among the following topics depending on your personal interests:

- The Free Trade Area of the Americas (FTAA)
- A comparison of two countries in terms of Human Development
- Socially Responsible Investment (SRI)
- Sustainability
- Fair Trade
- Responsible Consumption
- An example of Corporate Social Responsibility
- Global Governance
- Participatory Democracy
- Social Entrepreneurship

Other topics related to the course may also be presented; prior approval from the instructor is necessary).

The grade obtained in the presentation will be based on:

- Presentation & Communication Skills: 40%
(Organization of the *exposé*, engaging tone of voice, eye contact with the audience, eloquence and ease at delivery)
- Content of the Report: 60%
(Depth of research, quality and pertinence of sources consulted, knowledge of the topic, clarity of analysis, capacity to synthesize the elements examined into a coherent whole)

Mid-Term Exam (25%): The midterm is designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. The purpose is to test your abilities in two important areas of competency: the amount of information you master and the accuracy of the information you present. Both the mid-term and final exam will be non-cumulative and will consist of a sequence of short essay questions. Prior to the examinations, a review will be given in class.

Final Exam (25%): The final exam is designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. The purpose is to test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information

you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. The final exam will be non-cumulative and will consist of a sequence of short essay questions. Prior to the examinations, a review will be given in class.

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range	Numerical Grade High Range	Percentage Range	Quality Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 - 93.9%	3.70
B+	8.70	8.99	87.0 - 89.9%	3.30
B	8.40	8.69	84.0 - 86.9%	3.00
B-	8.00	8.39	80.0 - 83.9%	2.70
C+	7.70	7.99	77.0 - 79.9%	2.30
C	7.00	7.69	70.0 - 76.9%	2.00
D	6.00	6.99	60.0 - 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00
INC	Incomplete			0.00

CEA ATTENDANCE POLICY

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence.
- You will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

CEAClassroom: CEA'S MOODLE CMS

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives. The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

Required Reading

Listed below are the required course textbooks and additional readings. Whether you buy your books from our locally affiliated merchants or whether you acquire these before arrival, you must have constant access to these resources for reading, highlighting and marginal note-taking. It is required that you have unrestricted access to each. Additional copies will be placed on reserve in the Academic Affairs office for short-term loans. Access to additional sources required for certain class sessions will be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the Academic Affairs Office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

BHAGWATI, J., *In Defense of Globalization*, Oxford University Press, 2004, chapters 2, 3, 5, 6, 9 and 12.

CAVANAGH, J and MANDER, J., *Alternatives to Economic Globalization*, Berrett-Koehler Publishers, 2nd edition, 2004, chapters 3, 5, 7, and 9.

HARFORD, T., *How China Grew Rich*, The Undercover Economist, Oxford University Press, 2006, chapter 10.

KORTEN, D., *The post-corporate World: Life after Capitalism*, Berrett-Koehler Publishers, 1st edition, 2000, chapters 7, 8 and 11.

NILSSON, E., *Capitalism: Power, Profits and Human Flourishing*, available at <http://economics.csusb.edu/faculty/nilsson/nilsson.htm>, chapters 1, 9, 10 and 26.

PETRAS, J. and VELTMEYER, H., *System in Crises: the Dynamics of Free Market Capitalism*, Fernwood Publishing, 2003, chapter 1.

SACHS, J., *The End of Poverty: Economic Possibilities for Our Time*, Penguin Press, 2005, chapters 12 and 15.

SEN, A., *Development as Freedom*, Anchor, 2000, Introduction and chapter 2 and 6.

STIGLITZ, J., *Globalization and Its Discontents*, W.W. Norton & Company, 1st edition, 2003. chapter 1.

UNDP, "The State of Human Development", *The Human Development Report 2005*, chapter 1

UNITED NATIONS, *The Millennium Development Goals Report*, 2006, pages 1-32.

TAYLOR, K.S., *Human Society and the Global Economy*, available at <http://online.bcc.ctc.edu/econ100/ksttext/chaplist.htm>, chapters 6 and 7

WALZER, M., "International Society: What is the Best We Can Do", *Ethical Perspectives*, v. 6 (1999) 3-4, p. 202.

Periodical literature, articles, documents, digital images and other sundry materials also required for your class are available in PDF or Word format, are stored in the e-course file assigned to each class, and are located on the CEA shared drive for in-house consultation or copying to your own USB flash-drive. You will be required to use these resources throughout your studies.

Recommended Readings (to be selected and assigned throughout the semester)

Many of the following primary and secondary materials, articles and readings have been placed on reserve and are located in the CEA office resource center. The instructor will guide you on these readings.

BAUMAN, Z., *Globalization*. New York: Columbia University Press, 2000.

BOWLES, S., EDWARDS, R. and ROOSEVELT, F., *Understanding Capitalism: Competition, Command and Change*, Oxford University Press, 3rd edition, 2005.

FISCHER, S., *Globalization and Its Challenges*, American Economic Review, V.93-#2, pp. 1-30, 2003.

FRIEDMAN, Th., *The World Is Flat: A Brief History of the Twenty-First Century*. New York: Farrar, Straus, and Giroux, 2005.

HOCKMAN, B., AADITYA M. and ENGLISH Ph., eds. *Development, Trade, and the WTO, A Handbook*, World Bank, June 2002.

IMF and WB staffs, "Poverty Reduction Strategy Papers- Progress in Implementation", www.imf.org/external/np/prsp/2000/prsp.htm

KRUGMAN, P. and OBSTFELD, M., *International Economics: Theory and Policy*, Addison-Wesley Series in Economics, 7th edition, 2005.

NAÍM, Moisés. "Globalization: Passing Fad or Permanent Revolution?" *Harvard International Review*, v. 26, no. 1 (Spring 2004), pp. 84-85.

POLANYI, Karl, *The Great Transformation: The Political and Economic Origins of Our Times*. Boston: Beacon Press, 1957.

SKLAIR, L., *Globalization: Capitalism and its Alternatives*, Oxford University Press, 3rd edition, 2002.

TODARO, M. and SMITH, S., *Economic Development*, Addison Wesley, 9th edition, 2005

VELTMEYER, H., ed. *Globalization and Antiglobalization: Dynamics of Change in the New World Order*. Aldershot, Hants, UK; Burlington, VT: Ashgate, 2005.

WOLF, M., *Why Globalization Works*. New Haven, CT: Yale University Press, 2004.

Recommended Films

ACHBAR, Mark and ABBOTT, Jennifer, *The Corporation*, Canada, 2003 (145 minutes)

BLACK, Stephanie, *Life and Debt*, US, 2001 (80 minutes)

CANTET, Laurent, *Ressources Humaines*, FRA/UK, 1999 (100 minutes)

CHAPLIN, Charles. *Modern Times*, US, 1936 (87 minutes)

DEMME, Jonathan, *The Manchurian Candidate*, US, 2004 (129 minutes)

FOLEY, James, *Glengarry Glen Ross*, US, 1992 (100 minutes)

FOX, Louis and LEONARD, Annie, *The Story of Stuff*, US, 2008, (20 minutes)

FRANCIS, Marc and Nick, *Black Gold*, US, 2006 (78 minutes)

GAGHAN, Stephen, *Syriana*, US, 2005 (126 minutes)

LEWIS, Awi, *The Take*, Canada, 2004 (87 minutes)

LOACH, Ken, *Bread and Roses*, UK/GER/FRA/SPA/SWI, 2000 (110 minutes)

MEIRELLES, Fernando, *The Constant Gardener*, GER/UK, 2005 (129 minutes)

MOORE, Michael, *The Big One*, US/UK, 1997 (91 minutes)

NOSSITER, Jonathan, *Mondovino*, ARG/FRA/ITA/US, 2004 (135 minutes)

SAUPER, Hubert, *Darwin's Nightmare*, AUS/BEL/FRA/CAN/FIN/SWED, 2004 (107 minutes)

SCHRADER, Paul, *Blue Collar*, US, 1978 (114 minutes)

WINTERBOTTOM, Michael, *In This World*, UK, 2002 (88 minutes)

ZHANG, Yang, *Shower*, CHI, 1999 (92 minutes)

Online Reference & Research Tools

<http://www.bigpicture.tv>

Big Picture TV streams free video clips of leading experts, thinkers and activists in environmental and social sustainability

<http://www.cgdev.org>

Center for Global Development (CGD) is an independent, not-for-profit think tank that works to reduce global poverty and inequality by encouraging policy change in the U.S. and other rich countries through rigorous research and active engagement with the policy community.

<http://www.cepr.net/>

The Center for Economic and Policy Research (CEPR) was established in 1999 to promote democratic debate on the most important economic and social issues that affect people's lives. In order for citizens to effectively exercise their voices in a democracy, they should be informed about the problems and choices that they face. CEPR is committed to presenting issues in an accurate and understandable manner, so that the public is better prepared to choose among the various policy options.

<http://www.epi.org/>

Economic Policy Institute: Descriptions for recent *print* publications (books, studies, briefing papers, and issue briefs) are also available *by topic* on our subject pages: Living Standards & Labor Markets, Government & The Economy, Trade & Globalization, and Education

<http://www.ftaa-alca.org/>

Free Trade Area of the Americas official website :The effort to unite the economies of the Americas into a single free trade area began at the Summit of the Americas, which was held in December 1994 in Miami, U.S.A. The Heads of State and Government of the 34 democracies in the region agreed to construct a Free Trade Area of the Americas, or FTAA, in which barriers to trade and investment will be progressively eliminated.

<http://www.unglobalcompact.org/>

The Global Compact: The Global Compact is a framework for businesses that are committed to aligning their operations and strategies with ten universally accepted principles in the areas of human rights, labour, the environment and anti-corruption. As the world's largest, global corporate citizenship initiative, the Global Compact is first and foremost concerned with exhibiting and building the social legitimacy of business and markets.

<http://www.ifg.org>

International Forum on Globalization (IFG) is a North-South research and educational institution composed of leading activists, economists, scholars, and researchers providing analyses and critiques on the cultural, social, political, and environmental impacts of economic globalization. Formed in 1994, the IFG came together out of shared concern that the world's corporate and political leadership was rapidly restructuring global politics and economics on a level that was as historically significant as any period since the Industrial Revolution.

<http://www.iisd.org/>

International Institute for Sustainable Development: IISD is in the business of promoting change towards sustainable development. As a policy research institute dedicated to effective communication of our findings, we engage decision-makers in government, business, NGOs and other sectors in the development and implementation of policies that are simultaneously beneficial to the global economy, the global environment and to social well-being.

<http://www.imf.org>

International Monetary Fund: The IMF is an international organization of 185 member countries. It was established to promote international monetary cooperation, exchange stability, and orderly exchange arrangements; to foster economic growth and high levels of employment; and to provide temporary financial assistance to countries to help ease balance of payments adjustment.

<http://www.oecd.org>

Organization for Economic Cooperation and Development: The OECD brings together the governments of countries committed to democracy and the market economy.

<http://www.undp.org>

United Nations Development Program: UNDP is the UN's global development network, an organization advocating for change and connecting countries to knowledge, experience and resources to help people build a

better life. We are on the ground in 166 countries, working with them on their own solutions to global and national development challenges.

<http://www.worldbank.org/>

World Bank: The World Bank is a vital source of financial and technical assistance to developing countries around the world.

<http://www.wri.org/>

The World Resources Institute (WRI) is an environmental think tank that goes beyond research to find practical ways to protect the earth and improve people's lives. Its mission is to move human society to live in ways that protect Earth's environment and its capacity to provide for the needs and aspirations of current and future generations.

<http://www.wto.org/>

The World Trade Organization (WTO) is the only global international organization dealing with the rules of trade between nations. At its heart are the WTO agreements, negotiated and signed by the bulk of the world's trading nations and ratified in their parliaments. The goal is to help producers of goods and services, exporters, and importers conduct their business.

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Course Content

Session	Topic	Activity	Student Assignments
1	Capitalism: A Socio-Economic System	Introduction and Overview	Reading: <ul style="list-style-type: none"> Nilsson, chapter 1: "Introduction"
2	The Basic Pillars of Capitalism	Lecture & Discussion	Reading: <ul style="list-style-type: none"> Taylor, chapter 6: "Metamorphosis"
3	Competition, Markets and Salaried Labor	Lecture & Discussion	Reading: <ul style="list-style-type: none"> Nilsson, chapter 10: "Competition"
4	Capital Accumulation, Mass Production and Mass Consumption	Lecture & Oral Student Presentation	Reading: <ul style="list-style-type: none"> Taylor, chapter 7: "Capitalism's Crises and Critics"
5	State Intervention: European vs. American Capitalism	Lecture & Oral Student Presentation	Reading: <ul style="list-style-type: none"> Nilsson, chap. 26: "The Labor Market and the Employment..."
6	Capitalism: A Certain Culture	Lecture & Oral Student Presentation	Reading: <ul style="list-style-type: none"> Nilsson, ch. 9: "Does Capitalism Give People What They Want"
7	China Today: Socialism or Capitalism?	Lecture & Oral Student Presentation	Reading: <ul style="list-style-type: none"> Harford, chapter 10: "How China Grew Rich"
8	Economic Agents: International Organisms, States and Civil Society	Lecture & Oral Student Presentation	Reading: <ul style="list-style-type: none"> Cavanagh, chapter 3: "The Unholy Trinity"
9	Economic Agents: Corporations	Film & discussion: "The Corporation"	Reading: <ul style="list-style-type: none"> Cavanagh, chapter 9: "Corporate Structure and Power"
10	Globalization: A Cross-Sectional, Multidisciplinary Description	Lecture & Oral Student Presentation	Reading: <ul style="list-style-type: none"> Bhagwati, ch. 12: "Corporations, predatory or Beneficial?"
11	In Favor of Globalization (I): Trade and Economic Growth	Lecture & Oral Student Presentation	Reading: <ul style="list-style-type: none"> Bhagwati, chapters 2, 3 and 5

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Session	Topic	Activity	Student Assignments
12	In Favor of Globalization (II): Development and Multiculturalism	Lecture & Oral Student Presentation	Reading: <ul style="list-style-type: none"> Bhagwati, chapters 6 and 9
13	Against Globalization (I): Neo-Liberalism, A Biased Strategy	Lecture & Oral Student Presentation	Reading: <ul style="list-style-type: none"> Stiglitz, chapter 1: "The Promise of Global Institutions"
14	Against Globalization (II): Poverty and Unfair Trade	Case: "Google's dilemma in China"	Reading: <ul style="list-style-type: none"> Petrus & Veltmeyer, ch. 1: "The Dynamics of Systemic Crisis"
15	Mid-Term Exam	Mid-Term Exam	
16	Economic Growth and Shortcomings of the GDP	Lecture & Oral Student Presentation	Reading: <ul style="list-style-type: none"> Sen, chapter 2: "The Ends and Means of Development"
17	The Concept of Human Development	Lecture & Oral Student Presentation	Reading: <ul style="list-style-type: none"> Sen, introduction: "Development as Freedom"
18	Measuring "Development": the Human Development Index (HDI)	Data analysis & Interpretation	Reading: <ul style="list-style-type: none"> HDR 2005, chapter 1: "The State of Human Development"
19	The Millennium Development Goals (MDGs)	Case: "GSK in South Africa"	Reading: <ul style="list-style-type: none"> The Millennium Development Goals Report 2006
20	Reclaiming the Commons	Lecture & Oral Student Presentation	Reading: <ul style="list-style-type: none"> Cavanagh, chapter 5: "Reclaiming the Commons"
21	Socially Responsible Investment (SRI)	Lecture & Oral Student Presentation	Reading: <ul style="list-style-type: none"> Korten, chapter 7: "Responsible Freedom"
22	Fair Trade and Responsible Consumption	Film & discussion: <i>The Story of Stuff</i>	Reading: <ul style="list-style-type: none"> Sachs, chapter 15: "Can the Rich Afford to Help the Poor?"
23	Environmental Sustainability	Lecture & Student Project Presentation	Reading: <ul style="list-style-type: none"> Cavanagh, chapter 7: "Alternative Operating Systems"

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Session	Topic	Activity	Student Assignments
24	Corporate Social Responsibility (CSR)	Lecture & Student Project Presentation	Reading: <ul style="list-style-type: none"> Korten, chapter 11: "Culture Shift"
25	Basic Income	Debate: BI, in favor or against	Team research of the topic and preparation for debate
26	Global Governance: New International Structures	Lecture & Student Project Presentation	Reading: <ul style="list-style-type: none"> Walzer: "International Society: What is the Best We Can Do?"
27	Social Entrepreneurship	Lecture & Student Project Presentation	Reading: <ul style="list-style-type: none"> Sachs, ch. 12: "On-the-Ground Solutions for Ending Poverty"
28	Representative vs. Participatory Democracy	Lecture & Student Project Presentation	Reading: <ul style="list-style-type: none"> Sen, chapter 6: "The Importance of Democracy"
29	Conclusion: the State of the World	Course Review	Reading: <ul style="list-style-type: none"> Korten, chapter 8: "Mindful Markets"
30	Final Exam	Final Exam	