

COURSE SYLLABUS

MARX&MONEY: SOCIALIST ECONOMIES IN EASTERN EUROPE

EUS 3930 (Section 1EN2) - Class#26007

EUH 3931 (Section 8EN2) - Class#26686

Tuesdays, Period 4 LEI 104 (10.40am-11.30am)
Thursdays, Period 4-5 LEI 104 (10.40am-12.20pm)*

Instructor information: Edit Nagy
Office: TUR 3307
Office Phone: 352-294-7149 (voice) **E-mail:** edit@ufl.edu

Office Hours in person: Wednesday P4-5 (10.40am-12.25am)
 Thursday P2 (8.30am-9.30am)
 (or by appointment) optional Zoom: <https://ufl.zoom.us/j/98858593490>

Course Description:

The course invites students to explore and better understand the economic and political ideas and functions of the so-called existing socialism in the 20th century. Economic concepts played an important role at many stages of communist history, ranging from the utopia of war communism, through Stalinist political economy, all the way to the doctrines of workers' self-management and market socialism.

The model of the socialist plan economy has been formulated as an efficient and alternative method to the capitalism and market economy. This plan was created by the radical intellectuals (economists and other social scientists), revolutionaries, workers' movement leaders and ideologues of the communist state through the history. After few years of practice, it turned out that the project was defective and the whole structure had serious malfunctions from the beginning. The subject of the course is the paradox learning process of the socialist economy which ended with the collapse of the socialist system.

Course Objectives:

The goal of the course is to help understand the history of communist economies and societies by exploring a long detour in the history of universal economic thought. Because the economic concepts will be discussed in the context of both communist history and (Western) economic theory, the students may develop a variety of skills in multi-disciplinary research on intellectual history.

To help students develop analytical skills, the course is divided into three parts. The first part explores theories of ideologies, economic systems, varieties of capitalism and communism and models of central planning. The classical Soviet model, its origin, operation, and performance are explored in part two. The third part of the course will focus on different countries (especially Central Eastern European countries) who adopted the Soviet model and experienced the advantages/disadvantages of the socialist economy. This part of the course will also focus on non-Central-Eastern European countries, who adopted the Soviet model or just used components of the socialist economy.

Required Materials and Supplies Fees:

Readings and recommended materials will be posted on the e-learning website. There is no required textbook for this course. There are no additional fees for the course.

Evaluation of Grades:

- Class Participation (including attendance) 2x10%=20%
- Review Papers - 3 papers total (week 5/week10/week15) 3x20 = 60%
- Course Project and Presentation 1x20% =20%

Class Participation (2x10%):

Attendance (10% of grade). One unexcused absence over the course of the semester is allowed; after that, unexcused absences count against your attendance grade. Excused absences do not count against your grade, but these require prior consultation with the instructor. (*See detailed UF Attendance Policy below*)

Active participation (10% of grade) Students are expected to attend class and participate actively, share their opinions and questions, and take part in discussions. Required texts will be addressed in the discussions and their reading is mandatory. Student participation is a very important component of this course and any form of verbal involvement in class contributes to its grade. Full and active engagement with the readings, lectures, and discussions in the class is expected.

Evaluate your performance after every week. Here is the instruction:

0 point = You did not speak in any meetings this week or comments showed that you did not prepare for the class (did not watch visual materials, did not read the required reading)

1 = You participated in discussion in a meaningful way (understood the readings and could ask informed questions)

2 = Excellent performance (sophisticated analysis of readings, made connections between readings, added information/theory from outside of readings)

Review Papers (3x20%):

The course will be divided into three parts. Students will complete and submit a take-home review paper after each part. The paper should cover the content of the lectures and the provided reading and visual materials.

The expected schedule of the Review Papers: at the end of week5/week10/week15.

Detailed guidelines will be provided.

Course Project and Presentation (20%):

Students will do a classroom project during the semester. Classroom projects (depending on enrollment) will be presented in-class after around week 10. The presentation should be completed when it is scheduled. The ppt presentation with audio explanation should be sent to the instructor one week before it is scheduled. This can avoid the situation if students can't make the in-class presentation or synchronous online presentation.

The project will be a Case Study of Soviet-type economic systems (classical or reform stages) in one of the socialist or non-socialist countries who were forced to adopt the socialist economic system, or who voluntarily adopted some socialist component in their economy between 1945-1990.

Students will choose their topic between week 4 and week 7, confirm and discuss the direction of the topic with the instructor during office hours. Guidelines will be provided.

Grading Scale:

A = 94-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%	E = 59% and below
A- = 90-93%	B = 83-86%	C = 73-76%	D = 66-63	
	B- = 80-82%	C- = 70-72%	D- = 60-62	

For more information see “Grades and Grading Policies”

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Class Attendance and Make-Up Policy:

Attendance and participation are required for success. They not only constitute 20% of your grade. Repeated absences also affect your performance in exams (even take-home exams) since they will be based on lectures and discussions. Missing class likewise means missing participation and falling behind in other assignments.

Participation rubric

Level	Score Range	Criteria
Excellent	90-100%	Always prepared; consistently contributes thoughtful, relevant comments; engages peers respectfully; demonstrates leadership in group work.
Good	80-89%	Usually prepared; frequently participates with relevant ideas; listens respectfully; contributes reliably to group work.
Satisfactory	70-79%	Sometimes prepared; occasional or general participation; limited peer engagement; contributes when prompted in group work.

Needs Improv	60-69%	Often unprepared or late; rarely participates; little engagement with peers; minimal group contributions.
Unsatisfactory	<60%	Frequently absent or disruptive; does not participate; unprepared; behavior inconsistent with UF classroom standards.

Note: I understand that we all have different levels of comfort regarding speaking in class. If you have any issues that prohibit you from participating in class, I encourage you to contact me so I can find ways to make participation work for you in this class.

According to the Office of the University Registrar, “acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused.” For further information about the University of Florida’s attendance policy, please see the current Undergraduate Catalogue (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>)

I will only schedule make-ups or change the submission deadline for students who contact me by email at least a day before the assignment is due and who can provide official documentation why they were physically unable to take the exam.

Students' Responsibilities:

- Every Sunday afternoon I will post a **Canvas Announcement** about next week’s assignments, discussions, on-campus events that can connect to our course (ie. invited presentation, film screening, exhibition etc.). You will be responsible to read the Weekly Announcement and check the links I will post or mention.
- Reading or visual materials will be available every Saturday afternoon on Canvas, under **Canvas Pages** tab: "Preparation for Tuesday class" or "Preparation for Thursday class". You will be responsible for viewing and reading the assigned materials.
- Electronic devices are only allowed in the classroom when they are required for specific in-class activities, used to take class notes, or help facilitate conversation.
- Please note that I can call people in class. This means it's your responsibility to be always prepared. I reserve the right to lower your participation grade if you are unprepared.
- Students are required to visit one office hour during the semester (preferably between week 4 and week 10) and talk to the course instructor about his/her progress and the course project.
- University of Florida requires that you use your UF Gatorlink account for university (and class) related email communication. Please read more on this policy <https://it.ufl.edu/security/security-guidance/gatormail-safety/email-policy-faq/> and <https://it.ufl.edu/tss/procedures/email-requirements/>
- Auditors are requested to complete assignments and prepare for class as if they were registered as regular students. If an auditor does not fulfill these requirements, he/she will be asked to withdraw from the course. <https://registrar.ufl.edu/courses/audit>

Students Requiring Accommodations:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting

<https://disability.ufl.edu/students/accommodations/accommodation-letters/>

It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Faculty can expect to receive a student’s accommodation letter within the first 3 weeks of classes; however, if a student registers with the DRC later in the semester faculty are still obligated to facilitate accommodation. Neither faculty nor administrators may independently deny a request for accommodation that is approved by the Disability Resource Center.

Students are also advised to explore the opportunities offered by the UF Disability Resource Center. The Center is located at 001 Reid Hall, web page: <https://disability.ufl.edu>

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> and <https://sccr.dso.ufl.edu/process/student-conduct-code/> specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Course Policy on AI

Here are some acceptable uses of AI in coursework that maintain academic integrity and encourage critical thinking. Remember that AI can generate wrong outputs, but failing to cite AI makes you responsible for these mistakes.

The use of generative AI tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Editing and Proofreading
- Finding information on your topic;
- Language Translation

The use of generative AI tools is not permitted in this course for the following activities:

- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.
- Citing an article because the AI did and you haven’t read the original article

For further information click here:

<https://teach.ufl.edu/resource-library/academic-integrity-in-the-age-of-ai/>

- Students are responsible for all content they generate for the course, regardless of how the work is generated.
- Students should be transparent on their use of generative AI and ensure they are adhering to UF academic integrity standards.

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at a minimum, if at all.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: [1] The email they receive from GatorEvals; [2] Their Canvas course menu under GatorEvals; or [3] The central portal at <https://my-ufl.bluer.com>.

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>

Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without the permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Counseling and Wellness Center

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu> or 352-392-1575; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies
- *University Police Department*: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- Teaching Center: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information. Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

Course Schedule

Note: Tentative Course Schedule

Readings and topics listed below may be updated based on course needs during the semester (ie. unexpected events in real life that can link to the course topics; invited speaker's presentation in class or on campus; recently published book or article we can use in class etc.) Students will be notified via Canvas Announcement if instructor makes any changes.

Week 1

Course Introduction

Overview of course objectives, expectations, and key dates. Introduction to major themes through a brief history of the global economy and capitalism—from its early roots to the 20th century—alongside key 19th-century intellectual and political movements ("isms").

Follow-Up Reading (after class):

Hadas Their: *A People's Gueda to Capitalism: And Introduction to Marxist Economics* Haymarket Books 2020. (selected pages)

Milton Friedman: *Capitalism and Freedom* University of Chicago Press 1962. (2002) (selected chapters)

Immanuel Wallerstein: *World System Analysis: An Introduction* Duke University Press 2004. (selected pages)

Week 2

Transformations in 19th-Century Europe: Industry, Reform, and Competing Economic Models

Industrial revolution in England and its impact on European Society. Eastern Europe in the long 19th century.

Early reform efforts and contrast emerging economic systems: capitalism, socialism, and communism.

Tentative Reading:

Ivan T. Berend: *History Derailed*, UC Press 2003. (chapter: 4)

Ian Armour: *History of Eastern Europe 1840-1918*. Hodder Education 2012. (chapter 8)

Week 3 (Labor Day)

Economic Thought in the 19th Century

Focusing on concepts of class, labor and capital

Tentative Reading:

Karl Marx-Friedrich Engels: *The Communist Manifesto: A Modern Edition*, Verso 1998. (Intro by Eric Hobsbawm and Part 1) - Preface (Selected Editions (German 1872, Russian 1882, English 1888, Polish 1892), Manifesto of the Communist Party, Bourgeois and Proletarians

Carlo Rosselli: *Liberal Socialism*, Princeton University Press 2017. (chapter 2)

Week 4

The Soviet-Type System 1 – Origins and Economic Foundations – Lenin's policies

Russia in the beginning of the 20th century/Russia in the WWI. Lenin's revolution and consequences. War Economy and the NEP

Tentative Reading:

Martin Malia: *The Soviet Tragedy* The Free Press. 1994 (chapter 2)

Silvana Malle: *The Economic Organization of War Communism* Cambridge University Press (1985)

Sheldon L. Richman: *War Communism to NEP: The Road from Selfdom*. The Journal of Libertarian Studies, Vol. V. Winter 1981. pp.89-97.

Week 5

The Soviet-Type System 2 - Political Economy and the “Classical” Model – Stalin’s policies

Origins, the main features and the performance of the Soviet Model. Stalin’s political economy, reform economics; the “classical” model

Tentative Reading:

Peter Kenez: *History of the Soviet Union*. Cambridge University Press 2006. (chapter 4)

Alec Nove: *An Economic History of the USSR* 1989. (selected pages)

Weeks 6

The Anatomy of the Socialist Economy - Central Eastern Europe and the State Socialism

Marx-Engels-Lenin in Central Eastern Europe

The Antecedents and Prototypes of the Socialist System, Stalinist state socialism after 1945

The Power: The Party and the State; Mass organizations (Labor Unions), Repression and the Totalitarian Nature

The Ideology: The Socialist System’s Sense of Superiority, The Basic Promises, The Self-Legitimation and Paternalistic Nature of Power, Discipline, Willing Sacrifice and Vigilance

Tentative Reading:

TBA – on the transition from a fragile capitalism to the soviet model*

Janos Kornai: *The Socialist System*. Princeton University Press.1992. chapter 2-3-4 (selected pages)

Week 7

Characteristics of a command economy and society - 1

Property (criteria and rights), Property forms before the Socialist System, State-Owned Firm, Other State Property forms, The Cooperative

Planning and Direct Bureaucratic Control: Subject of Planning, Elaboration of the Planning. Plan implementation and Management, Motivation of Leaders in the Economic Bureaucracy

Tentative Reading:

Janos Kornai: *The Socialist System*. Princeton University Press.1992. chapter 5, chapter 7 (selected pages)

Week 8

Characteristics of a command economy and society -2

Money and Price: The financial system under the socialist system. Institution of the financial system and the structure of the financial processes – banking, the state budget and the money-holding sectors that control money flow. Administrative consumer prices, market prices and non-price signals.

Employment and Wages: characteristics of labor allocation in the short and long term, direct bureaucratic control of employment and wages; Shortage and Wages

Tentative Reading:

Janos Kornai: *The Socialist System*. Princeton University Press.1992. chapter 8, chapter 10-11 (selected pages)

Week 9

Characteristics of a command economy and society – 3

Consumption and Distribution

External Economic Relations (Foreign Trade, Bilateral Agreements, Comecon)

The Coherence of the Classical System - review

Tentative Reading:

Janos Kornai: *The Socialist System*. Princeton University Press.1992. chapter 13-14-15 (selected pages)

Week 10

Shifting from the Classical System

Political Liberalization; The Rise of the Private Sector; The Limits to Political Reform; Self-Management; Market Socialism

Tentative Reading:

Janos Kornai: *The Socialist System*. Princeton University Press. 1992. chapter 16-24 (selected pages)
TBA: about Self-Management and Market Socialism*

Week 11**Case Studies: Socialist Agriculture - Collectivism in Israel (Kibbutz system) and China under Mao**

Exploring two models of agriculture organization in the 20th century: collectivization in China and the kibbutz system. Institutional structure, policy goals, and economic outcomes; productivity, organization and community impact

Tentative Reading:

S.K. Bhutani: *China Under Mao Zedong* World Affairs: The Journal of International Issues, Vol. 3. pp. 25-38.

Choh-Ming Li: *What Happened to the Great Leap Forward?* Challenge, Vol. 11 pp.4-7.

Joseph R. Blasi: *The Israeli Kibbutz: Economic Efficiency and Justice* Community Development Journal Vol. 12 pp. 201-211.

Week 12**Case Studies: Economic Reform in Central Eastern Europe - Workers Council in Yugoslavia (in 1950s) and Workers' Union in Poland (1970s)**

Exploring the reforms in socialist economic systems in Central Eastern Europe through labor participation. Institutional changes, policy impacts, and the relationship between labor and the state.

Tentative Reading:

Goran Markovich: *Workers Council in Yugoslavia-Success and Failures*. Socialism and Democracy 2011. pp. 107-129.

Parbudyal Singh-Timothy J. Bartkiw-Zeljan Suster: *The Yugoslav Experience with Workers' Councils - A Reexamination*. Labor Studies Journal. 2007. Vol. 32. No 3 pp. 280-297.

David Ost: *Polish Labor before and after Solidarity*. International Labor and Working-Class History Fall 1996. pp. 29-43.

Week 13**Case Studies: Economic Reform attempts in the late 1960's in Central Eastern Europe - Czechoslovakia and Hungary**

Exploring reform efforts in Central Eastern Europe during the late 1960s. Czechoslovak economic reform movement and Hungary's New Economic Mechanism of 1968. Goals, implementation, and broader implications for centrally planned economies.

Tentative Reading:

Oldrich Kyn: *The Rise and Fall of Economic Reform in Czechoslovakia*. The American Economic Review. Vol 60. 1970. pp. 300-306

The New Economic Mechanism (1968) and its aftermath pattern of Hungarian Reform. Chapter 3. pp.78-109

Week 14**Case Studies: Varieties of Socialist Economy - East Germany, Romania, Bulgaria and Albania****Surveying different models of socialist economic organization in Central and Eastern European countries.**

Comparative case studies; examining state adapted core principles of central planning to its national context, and how these systems evolved over time.

Tentative Reading:

Michael Kaser: *Economic Continuities in Albania's Turbulent History*. Europe-Asia Vol 53. No.4 (2001) pp.627-637

Marvin Jackson *The Rise and Decay of the Socialist Economy in Bulgaria*. The Journal of Economic Perspectives, 1991. pp. 203-209.

Ronald H. Linden: *Socialist Patrimonialism and the Global Economy: The Case of Romania*. International Organization Vol. 40 No. 2 pp. 347-380

W. Treharne Jones: *East Germany under Honecker*. The World Today Vol. 32 No.9 1976. pp. 339-346

Week 15**Case Studies: Varieties of Socialist Economy - China under Deng Xiaoping, Southeast Asia, Central and South America**

Exploring socialist-oriented economies adapted reform strategies in diverse global contexts. Focus areas include China's economic transformation under Deng Xiaoping and developments in Southeast Asia, Central, and South America. Emphasis is placed on reform policies, institutional change, and integration into the global economy.

Tentative Reading:

Michael Ellman: *Economic Reform in China*. International Affairs. Vol. 62. No. 3 1986. pp. 423-442.

Xu Jian: *China's Role In A Changing World: Challenges and Prospects*. The Journal of International Issues. 2001. pp.51-57

Week 16 Conclusion and Review*

Reviewing key themes from the course and examine the economic challenges that socialist countries faced in the late 20th century. Focusing on external debt, creditworthiness, and the broader implications for economic reform and system sustainability.

Tentative Reading:

Lawrence J Brainard: *Overview of East Europe's Debt: The Evolution of Creditworthiness in the 1980s*. Business Economics Vol. 25 1990. pp. 10-16

Krzysztof Czerkowski - Don Hank: *The Indebtedness of Socialist Countries to the West*. Eastern European Economics Vol. 21 1982 pp. 77-90.