

Tamkang University Academic Year 101, 2nd Semester
Course Syllabus

Course Title	CHINA'S ECONOMIC REFORMS AND CROSS-STRAIT ECONOMIC RELATIONS	Instructor	LI, CHI-KEUNG
Department/Year/Class	Course Details		
TICBM	<input type="checkbox"/> Required <input checked="" type="checkbox"/> Selective	<input checked="" type="checkbox"/> 0 (One Semester) <input type="checkbox"/> 1 (1st Semester) <input type="checkbox"/> 2 (2nd Semester) <input type="checkbox"/> 3 (3rd Semester)	Credits 2
Aim of Education		Core Competences	
<p>Our goal is to prepare our graduate students to become professionals in mainland China affairs across the Taiwan Straits. The aims of education are to train professionals in cultural, educational, economic and trade aspects through theoretical as well as practical courses offered by faculties.</p>		<p>A. the ability to process economic and trade, culture, education, and legal affairs across the straits. B. the ability to analyze the current situation of mainland China's policy and cross-strait relations. C. the ability to write study plan and complete the study independently D. the ability to write professional academic articles. E. the ability to use the tool, collect data, and present professional written and oral reports. F. the ability to do fieldwork independently in mainland China. G. the ability of self-demanding and lifelong learning.</p>	
Course Introduction (50 to 100 words)	<p>This course provides students with a basis for understanding the functioning of the Chinese economy and economic relations between Taiwan and China. Built on these foundations, elective subjects covering the most important aspects of the Chinese economy and cross strait economic relations are offered for students to select as their areas of concentration for more specialized study. Topics discussed include the changes of economic system, reforms of institutional arrangements for agriculture, manufacturing industry, foreign direct investment, division of labor between Taiwan and China.</p>		

The Relevance among Teaching Objectives, Objective Levels and Core Competences

I. Objective Levels (select applicable ones) :

(I) Cognitive Domain : C1 Remembering · C2 Understanding · C3 Applying · C4 Analyzing · C5 Evaluating · C6 Creating

(II) Psychomotor Domain : P1 Imitation · P2 Mechanism · P3 Independent Operation · P4 Linked Operation · P5 Automation · P6 Origination

(III) Affective Domain : A1 Receiving · A2 Responding · A3 Valuing · A4 Organizing · A5 Charaterizing · A6 Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Core Competences :

- (I) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objectives. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (II) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (III) Determine the core competences that correspond to each teaching objective. Each objective may correspond to one or more core competences at a time. (For example, if one objective corresponds to three core competences: A, AD, and BEF, list all of the three in the box.)

Teaching objectives	Relevance	
	Objective Levels	Core Competences
1 Students will be able to summarize basic concepts about China's reforms and development of economic institution which includes: the background, contents and performance of different economic systems, as well as the economic relations between Taiwan and China since the late 1980s.	C5	ABCDEG
2		
3		

Teaching Objectives, Teaching Methods and Assessment

Teaching Objectives	Teaching Methods	Assessment
1 Students will be able to summarize basic concepts about China's reforms and development of economic institution which includes: the background, contents and performance of different economic systems, as well as the economic relations between Taiwan and China since the late 1980s.	lecture, discussion	term paper, class participation and performance
2		
3		
4		

This course has been designed to cultivate the following essential qualities in TKU students.			
Essential Qualities of TKU Students		Description	
<input checked="" type="checkbox"/> global perspectives		翻譯建構中	
<input checked="" type="checkbox"/> a vision for the future			
<input checked="" type="checkbox"/> information literacy			
<input checked="" type="checkbox"/> ethical and moral principles			
<input checked="" type="checkbox"/> independent thinking			
<input checked="" type="checkbox"/> an awareness of healthy living			
<input type="checkbox"/> effective teamwork			
<input checked="" type="checkbox"/> an appreciation of the arts			
Course Schedule			
Week	Date	Subject/Topics	Note
1	102/02/18 ~ 102/02/24	Course Introduction	
2	102/02/25 ~ 102/03/03	The Background of Formation of the Traditional Planned Economic System	
3	102/03/04 ~ 102/03/10	The Contents of the Planned Economic System	
4	102/03/11 ~ 102/03/17	The Plights of the Planned Economic System	
5	102/03/18 ~ 102/03/24	The Comparative Advantage Strategy	
6	102/03/25 ~ 102/03/31	The Background and the Environment of Economic Reforms	
7	102/04/01 ~ 102/04/07	The Contents of Economic Reforms	
8	102/04/08 ~ 102/04/14	The Courses of Economic Reforms	
9	102/04/15 ~ 102/04/21	The Achievements of Economic Reforms	
10	102/04/22 ~ 102/04/28	Midterm Exam Week	
11	102/04/29 ~ 102/05/05	Problems in the Process of Economic Reform (I)	
12	102/05/06 ~ 102/05/12	Problems in the Process of Economic Reform (II)	
13	102/05/13 ~ 102/05/19	Experiences and lessons of Economic Reforms	
14	102/05/20 ~ 102/05/26	The Economic Relations between China and Taiwan (I)	

15	102/05/27 ~ 102/06/02	The Economic Relations between China and Taiwan (II)	
16	102/06/03 ~ 102/06/09	Taiwanese Investment in China and Cross-strait Division of Labor (I)	
17	102/06/10 ~ 102/06/16	Taiwanese Investment in China and Cross-strait Division of Labor (II)	
18	102/06/17 ~ 102/06/23	Final Exam Week	
Requirement			
Teaching Facility	<input type="checkbox"/> Computer <input type="checkbox"/> Overhead Projector <input type="checkbox"/> Other (<u> DVD Player </u>)		
Textbook(s)	1. Barry J. Naughton, "The Chinese Economy: Transitions and Growth" The MIT Press, 2006. 2. Linda Yueh, "Economy of China", Oxford University Press, 2010.		
Suggested Readings	1. Tim Clissold, "Mr. China: A Memoir", HarperCollins, 2005. 2. Juan Antonio Fernandez and Laurie Underwood, "China CEO: Voices of Experience from 20 International Business Leaders", John Wiley & Sons, 2006. 3. Sam Goodman, "Where East Eats West: The Street-Smarts Guide to Business in China", Book Surge Publishing, 2008. 4. Alexandra Harney, "The China Price: The True Cost of Chinese Competitive Advantage", The Penguin Press, 2008. 5. James Kynge, "China Shakes The World: A Titan's Rise and Troubled Future and the Challenge for America", Houghton Mifflin Harcourt, 2006. 6. James McGregor, "One Billion Customers: Lessons from the Front Lines of Doing Business in China", Free Press, 2005.		
Number of Assignment(s)	One term paper (Filled in only for those courses that apply)		
Grading Policy	1.class participation: 25%, 2.class performance: 25% 3.Final: 50%		
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/index.asp . ※Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.		