

Tamkang University Academic Year 102, 2nd Semester Course Syllabus

Course Title	THE ECONOMIC ANALYSIS OF SOCIAL ISSUES	Instructor	KLEYKAMP DAVID LEE
Course Class	TLYXM1A MASTER'S PROGRAM, DEPARTMENT OF ECONOMICS, 1A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 3 Credits
Departmental Aim of Education			
<ul style="list-style-type: none"> I. Establish a strong core foundation and enhance advanced specialized skills. II. Encourage active thinking and cultivate independent analysis. III. Creatively apply specialized knowledge and skills to practical issues. IV. Emphasize the development of group communication, coordination and cooperation. V. Shape an international perspective and civic consciousness. 			
Departmental core competences			
<ul style="list-style-type: none"> A. Have a firm grasp of advanced economic concepts. B. Have the ability to apply advanced analytical tools to economic issues. C. Understand the interrelations in practice between advanced economics and finance. D. Possess the skill to communicate and integrate advanced economic concepts. E. Understand and be able to analyze international economic affairs and trends. F. Have the skill to apply advanced economic analysis to welfare topics. 			
Course Introduction	This class reviews a total of fifteen different social issues, each of which is highly controversial and of widespread interest.		

The Relevance among Teaching Objectives, Objective Levels and Departmental 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 Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. 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 Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	Understand Social Problems	C2	BD
2	Learn Statistical Software	P2	BD
3	Learn Professional English	A1	ABD

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Understand Social Problems	Lecture, Discussion, Problem solving	Written test, Report, Participation
2	Learn Statistical Software	Lecture, Problem solving	Written test, Participation
3	Learn Professional English	Lecture, Discussion, Problem solving	Written test, Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◆ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◇ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	103/02/17 ~ 103/02/23	Introduction to the Class, Software, and Data	
2	103/02/24 ~ 103/03/02	The Business Cycle, Suicide, and Homicide	
3	103/03/03 ~ 103/03/09	Illegal Immigration	
4	103/03/10 ~ 103/03/16	Abortion on Demand	
5	103/03/17 ~ 103/03/23	Deindustrialization and the Decline of Manufacturing	
6	103/03/24 ~ 103/03/30	OPEC, Energy, and Nonrenewable Natural Resources	
7	103/03/31 ~ 103/04/06	Off Campus Study	
8	103/04/07 ~ 103/04/13	Man Made Global Warming?	
9	103/04/14 ~ 103/04/20	Health Care	
10	103/04/21 ~ 103/04/27	Midterm Exam	
11	103/04/28 ~ 103/05/04	Imbalances in World Trade and Finance	
12	103/05/05 ~ 103/05/11	Cloning and Stem Cell Research	

13	103/05/12 ~ 103/05/18	Illicit Drug Usage	
14	103/05/19 ~ 103/05/25	The Rise of China	
15	103/05/26 ~ 103/06/01	Debts and Deficits	
16	103/06/02 ~ 103/06/08	US Monetary Policy	
17	103/06/09 ~ 103/06/15	A Short Survey of Some Useful Econometric Methods	
18	103/06/16 ~ 103/06/22	Final Report	
Requirement			
Teaching Facility	Computer		
Textbook(s)	Lecture Materials at http://www.kleykampintaiwan.com		
Reference(s)	<p>Freakonomics: A Rogue Economist Explores the Hidden Side of Everything, Levitt and Dubner, 2009</p> <p>SuperFreakonomics: Global Cooling, Patriotic Prostitutes, and Why Suicide Bombers Should Buy Life Insurance, Levitt & Dubner, 2011</p> <p>Freedomnomics: Why the Free Market Works and Other Half-Baked Theories Don't, John Lott, 2007</p>		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : % ◆ Mark of Usual : % ◆ Midterm Exam : 40.0 %</p> <p>◆ Final Exam : %</p> <p>◆ Other <Oral/Written Report> : 60.0 %</p>		
Note	<p>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/CS/main.php .</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>		