

Tamkang University Academic Year 103, 2nd Semester Course Syllabus

Course Title	CHINESE ECONOMY AND SOCIETY	Instructor	RUDAKOWSKA, ANNA
Course Class	TQGX2A DEPARTMENT OF GLOBAL POLITICS AND ECONOMICS (ENGLISH-TAUGHT PROGRAM), 2A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 2 Credits
Departmental Aim of Education			
<p>To be equipped with a basic knowledge of economics and political science, to develop confidence in communicating professionally and academically in English in matters related to the global political economy; to acquire the capability to conduct further research individually and collectively with others; and ultimately to prepare oneself to become professionals and leaders with a global perspective for the international arena.</p>			
Departmental core competences			
<ul style="list-style-type: none"> A. Provide essential analytical abilities in the area of politics and economics B. Provide knowledge and skills to understand the current global issues C. Develop a high level of proficiency in verbal and written English required in the course of study and for communication purposes D. Develop ability to pursue research independently as well as in teams E. Provide basic knowledge on Taiwan's political and economic development 			
Course Introduction	<p>The goal of this course is to familiarise students with the social consequences of the transition to a market economy in China. It consists of two blocks. The first one introduces students to the economic transformation with special attention to the consequences for the selected spheres of life of Chinese people. The second block takes under scrutiny particular social issues and analyses which structures have been changing and which are more resilient.</p>		

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-Characterizing, 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	To develop a basic understanding of the process of economic and political reforms in China	C2	AB
2	To explore and evaluate their social consequences	C4	AB

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	To develop a basic understanding of the process of economic and political reforms in China	Lecture, Discussion	Written test, Participation
2	To explore and evaluate their social consequences	Lecture, Discussion	Written test, 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	104/02/24 ~ 104/03/01	Introduction to the course	
2	104/03/02 ~ 104/03/08	Rising China: the emergence of China as a world economic and political power	Guthrie 2012: 1-17
3	104/03/09 ~ 104/03/15	The social, political and economic order in China before the reforms: the Chinese society under Mao	Guthrie 2012: 27-37
4	104/03/16 ~ 104/03/22	Introduction to the economic reforms in China - historical background and the main characteristics	Guthrie 2012: 37-42, Dittmer & Liu 2006: 229-250
5	104/03/23 ~ 104/03/29	The main goals of the economic reforms and their implementation in the rural and urban economy (Quiz 1)	Guthrie 2012: 42-70, Sachs & Wu 1997
6	104/03/30 ~ 104/04/05	Spring Break	
7	104/04/06 ~ 104/04/12	The economic reforms at the work place- and individual- level: transformation of the social security system	Lee 2002, Tomba 2004
8	104/04/13 ~ 104/04/19	Changing state-society relations	Guthrie 2012: 86-96, Zang 2011: Ch. 13

9	104/04/20 ~ 104/04/26	Conclusions: the main characteristics of China's transformation and the spheres of everyday life under influence (Presentations)	
10	104/04/27 ~ 104/05/03	Midterm Exam Week	
11	104/05/04 ~ 104/05/10	Family and marriage - tradition and transition (Quiz 2)	Guthrie 2012: 74-86, Zang 2011: Ch.4
12	104/05/11 ~ 104/05/17	Corruption - a new phenomenon in China?	Guthrie 2012: 96-108, 169-186; Zang 2011: Ch. 8
13	104/05/18 ~ 104/05/24	Status and hierarchy - new chances for individuals after reforms	Guthrie 2012: 169-186, Zang 2011: Ch.8
14	104/05/25 ~ 104/05/31	Income inequality - only a part of the story: inequality before and after the Reform Era (Quiz 3)	Guthrie 2012: 186-198, Wu & Treiman 2007
15	104/06/01 ~ 104/06/07	The rule of law in China: Chinese vs. Western perspective	Blasek 2015: 1-18 & 44-51
16	104/06/08 ~ 104/06/14	Prospects for democracy in China	O'Brien 2001: 381-404; Dittmer & Liu 2006: 285-302
17	104/06/15 ~ 104/06/21	Conclusions: the changing and resilient structures in the Chinese society	
18	104/06/22 ~ 104/06/28	Final Exam Week	
Requirement	<p>ATTENDANCE POLICIES:</p> <p>1. If you are absent 3 times (6 hours) without excuse (without asking for a leave 請假) and 6 times with the official excuse, you'll fail the class. 2. The roll call: between 13:00 and 13.10. If you do not sign on time, it will be counted as absence, unless you report during the break time that you were late.</p> <p>3. The students who are late will seat in the front row. The students, who seat in the last row, must clean the class after it ends. 4. Participation (10%): you will get points for participation during the class, 2 answers / comments during a lecture (two hours) count as 100% for participation.</p> <p>GRADING:</p> <p>1. Mark of usual = participation 2. Midterm and Final = Presentations 3. There will be 3 quizzes (30%)</p> <p>Others:</p> <p>1. No FOOD in the class! 2. No MOBILES in the class!</p>		
Teaching Facility	Computer, Projector		
Textbook(s)	Guthrie D. (2012) China and Globalization, Routledge [reserved] Zang, X. W. (ed.) (2011) Understanding Chinese Society, Routledge [reserved].		

Reference(s)	<p>Dittmer, L. and G.L. Liu (2006) <i>China's Deep Reform: Domestic Politics in Transition</i>, Maryland: Rowman & Littlefield Publishers, Inc. [reserved]</p> <p>Tomba, L. (2004) 'Creating and Urban Middle Class: Social Engineering in Beijing' , <i>The China Journal</i>, No. 51, January 2004, pp. 1-26.</p> <p>Lee, C.K. (2002) 'From the specter of Mao to the spirit of the law: Labor insurgency in China' , <i>Theory and Society</i> 31: 189-228.</p> <p>Goodkind, D. (2011) 'Child underreporting, fertility, and sex ratios imbalance in China' , <i>Demography</i>. 48(1): 291-316. http://www.springerlink.com/content/j7301552383u2860/</p> <p>Wu, X.G & D.J. Treiman (2007) 'Inequality and Equality under Chinese Socialism: The Hukou System and Intergenerational Occupational Mobility' , <i>American Journal of Sociology</i>, Vol. 113, No. 2, September 2007.</p> <p>Blasek, K. (2015) <i>Rule of Law in China: A Comparative Approach</i>, Heidelberg, New York, Dordrecht, London: Springer, pp. 1-18 & 44-51.</p> <p>O' Brien, K.J. (2001) 'Villagers, Elections, and Citizenship in Contemporary China' , <i>Modern China</i>, Vol. 27, No. 4 (Oct. 2001), pp. 381-404.</p>
Number of Assignment(s)	(Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : 10.0 % ◆ Midterm Exam : 20.0 %</p> <p>◆ Final Exam : 20.0 %</p> <p>◆ Other (Quizzes) : 30.0 %</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>