

Tamkang University Academic Year 104, 1st Semester Course Syllabus

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| Course Title | ECONOMIC GROWTH | Instructor | JOUNG-YOL LIN |
| 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 |
| D e p a r t m e n t a l A i m o f E d u c a t i o n | | | |
| <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> | | | |
| D e p a r t m e n t a l c o r e c o m p e t e n c e s | | | |
| <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>Economists study how people make decisions and interact with one another but they also analyze forces and trends that affect the economy as a whole.</p> | | |
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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 | Be able to understand and apply the key economic principles | C4 | ABCE |

Teaching Objectives, Teaching Methods and Assessment

| No. | Teaching Objectives | Teaching Methods | Assessment |
|-----|---|---|--|
| 1 | Be able to understand and apply the key economic principles | Lecture, Discussion, Practicum, Problem solving | Written test, Practicum, Report, Participation |
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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 | 104/09/14 ~ 104/09/20 | Economics, Institutions, and Development | |
| 2 | 104/09/21 ~ 104/09/27 | Comparative Economic Development | |
| 3 | 104/09/28 ~ 104/10/04 | Classic Theories of Economic Growth and Development | |
| 4 | 104/10/05 ~ 104/10/11 | Contemporary Models of Development and Underdevelopment | |
| 5 | 104/10/12 ~ 104/10/18 | Poverty, Inequality, and Development | |
| 6 | 104/10/19 ~ 104/10/25 | Population Growth and Economic Development: Causes, Consequences, and Controversies | |
| 7 | 104/10/26 ~ 104/11/01 | Urbanization and Rural-Urban Migration: Theory and Policy | |
| 8 | 104/11/02 ~ 104/11/08 | Human Capital: Education and Health in Economic Development | |
| 9 | 104/11/09 ~ 104/11/15 | | |
| 10 | 104/11/16 ~ 104/11/22 | Midterm Exam Week | |
| 11 | 104/11/23 ~ 104/11/29 | The Environment and Development | |

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|-------------------------|--|---|--|
| 12 | 104/11/30 ~ 104/12/06 | Development Policymaking and the Roles of Market, State, and Civil Society | |
| 13 | 104/12/07 ~ 104/12/13 | International Trade Theory and Development Strategy | |
| 14 | 104/12/14 ~ 104/12/20 | Balance of Payments, Developing-Country Debt, and the Macroeconomic Stabilization Controversy | |
| 15 | 104/12/21 ~ 104/12/27 | Foreign Finance, Investment, and Aid: Controversies and Opportunities | |
| 16 | 104/12/28 ~ 105/01/03 | | |
| 17 | 105/01/04 ~ 105/01/10 | | |
| 18 | 105/01/11 ~ 105/01/17 | Final Exam Week | |
| Requirement | | | |
| Teaching Facility | Computer, Projector | | |
| Textbook(s) | Michael P. Todaro, Stephen C. Smith, "Economic Development" | | |
| Reference(s) | | | |
| Number of Assignment(s) | 4 (Filled in by assignment instructor only) | | |
| Grading Policy | ◆ Attendance : 20.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 30.0 % ◆ Other < > : % | | |
| 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/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications. | | |