

Tamkang University Academic Year 104, 2nd Semester Course Syllabus

Course Title	CHINA'S ECONOMIC REFORMS AND CROSS-STRAIT ECONOMIC RELATIONS	Instructor	LI, CHI-KEUNG
Course Class	TIPXM1A MASTER'S PROGRAM IN TAIWAN AND ASIA-PACIFIC STUDIES, COLLEGE OF INTERNATIONAL STUDIES (ENGLISH- TAUGHT PROGRAM), 1A	Details	♦ Selective ♦ One Semester ♦ 2 Credits
Departmental Aim of Education			
I. To nurture talented researchers proficient in Taiwan and Asia-Pacific affairs. II. To cultivate professionals specializing in Taiwan and Asia-Pacific affairs.			
Departmental core competences			
A. Empower students with basic academic skills. B. Promote understanding of basic theories of international relations. C. Bolster independent thinking and judgment. D. Develop a comprehensive understanding of Taiwan affairs. E. Cultivate a heightened awareness of Asian affairs. F. Ensure advanced knowledge of the political transition process in Taiwan and Asian democracies. G. Provide comprehensive understanding of cross-strait relations and Asian security. H. Foster appreciation for Taiwan and Asia-Pacific economic development.			
Course Introduction	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.		

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	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	ACEGH

Teaching Objectives, Teaching Methods and Assessment

No.	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	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	105/02/15 ~ 105/02/21	Course Introduction	
2	105/02/22 ~ 105/02/28	The Background of Formation of the Traditional Planned Economic System	
3	105/02/29 ~ 105/03/06	The Contents of the Planned Economic System	
4	105/03/07 ~ 105/03/13	The Plights of the Planned Economic System	
5	105/03/14 ~ 105/03/20	The Comparative Advantage Strategy	
6	105/03/21 ~ 105/03/27	The Background and the Environment of Economic Reforms	
7	105/03/28 ~ 105/04/03	The Contents of Economic Reforms	
8	105/04/04 ~ 105/04/10	The Courses of Economic Reforms	
9	105/04/11 ~ 105/04/17	The Achievements of Economic Reforms	
10	105/04/18 ~ 105/04/24	Mid-term I Exam week	
11	105/04/25 ~ 105/05/01	Problems in the Process of Economic Reform (I)	
12	105/05/02 ~ 105/05/08	Problems in the Process of Economic Reform (II)	

13	105/05/09 ~ 105/05/15	Experiences and lessons of Economic Reforms	
14	105/05/16 ~ 105/05/22	The Economic Relations between China and Taiwan (I)	
15	105/05/23 ~ 105/05/29	The Economic Relations between China and Taiwan (II)	
16	105/05/30 ~ 105/06/05	Taiwanese Investment in China and Cross-strait Division of Labor (I)	
17	105/06/06 ~ 105/06/12	Taiwanese Investment in China and Cross-strait Division of Labor (II)	
18	105/06/13 ~ 105/06/19	Final Exam week	
Requirement			
Teaching Facility		Computer, Projector	
Textbook(s)			
Reference(s)		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. 7.Barry J. Naughton, "The Chinese Economy: Transitions and Growth " The MIT Press, 2006 8.Linda Yueh, "Economy of China" , Oxford University Press, 2010.	
Number of Assignment(s)		1 (Filled in by assignment instructor only)	
Grading Policy		◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 50.0 % ◆ 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.	