

## Tamkang University Academic Year 104, 2nd Semester Course Syllabus

Course Title	ASIA-PACIFIC ECONOMIC DEVELOPMENT	Instructor	TSAY CHING-LUNG
Course Class	TIPXM1A MASTER'S PROGRAM IN TAIWAN AND ASIA-PACIFIC STUDIES, COLLEGE OF INTERNATIONAL STUDIES (ENGLISH- TAUGHT PROGRAM), 1A	Details	<ul style="list-style-type: none"> <li>◆ Selective</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
Departmental Aim of Education			
<p>I. To nurture talented researchers proficient in Taiwan and Asia-Pacific affairs.</p> <p>II. To cultivate professionals specializing in Taiwan and Asia-Pacific affairs.</p>			
Departmental core competences			
<p>A. Empower students with basic academic skills.</p> <p>B. Promote understanding of basic theories of international relations.</p> <p>C. Bolster independent thinking and judgment.</p> <p>D. Develop a comprehensive understanding of Taiwan affairs.</p> <p>E. Cultivate a heightened awareness of Asian affairs.</p> <p>F. Ensure advanced knowledge of the political transition process in Taiwan and Asian democracies.</p> <p>G. Provide comprehensive understanding of cross-strait relations and Asian security.</p> <p>H. Foster appreciation for Taiwan and Asia-Pacific economic development.</p>			
Course Introduction	<p>This course aims to study broad issues in economic development in Asia-Pacific region with special focus on Southeast Asia. The topics include; (1) concepts, data and measurement of development; (2) globalization and development; (3) aid and development; (4) foreign investment and development; (5) middle income trap; (6) Poverty alleviation; (7) Human Development.</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 understand concepts, data and measurement of economic development	C2	AB
2	To capture main development issues in Asia-Pacific in general and in Southeast Asia in particular	C4	ABCEH
3	To understand conditions for, process of, and impacts of development	C5	ABCEH
4	To assess implications of development to human beings	C5	ABCEH

### Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	To understand concepts, data and measurement of economic development	Lecture, Discussion	Report, Q/A
2	To capture main development issues in Asia-Pacific in general and in Southeast Asia in particular	Lecture, Discussion	Report, Q/A
3	To understand conditions for, process of, and impacts of development	Lecture, Discussion	Report, Q/A
4	To assess implications of development to human beings	Lecture, Discussion	Report, Q/A

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 orientation	
2	105/02/22 ~ 105/02/28	Introduction to Asia-Pacific (esp. SE Asian) Development	
3	105/02/29 ~ 105/03/06	Concepts and measurement issues	
4	105/03/07 ~ 105/03/13	Approaches to Development	
5	105/03/14 ~ 105/03/20	Globalization and Development	
6	105/03/21 ~ 105/03/27	Aid and Development	
7	105/03/28 ~ 105/04/03	FDI, Remittances and Development (I)	
8	105/04/04 ~ 105/04/10	Teaching Administration Observation Days	
9	105/04/11 ~ 105/04/17	FDI, Remittances and Development (II)	
10	105/04/18 ~ 105/04/24	Mid-term Examination Week	
11	105/04/25 ~ 105/05/01	Southeast Asian Development	
12	105/05/02 ~ 105/05/08	Malaysian and Thai Experiences	

13	105/05/09 ~ 105/05/15	Development strategies in VIP Countries	
14	105/05/16 ~ 105/05/22	Greater Mekong Sub-Region	
15	105/05/23 ~ 105/05/29	Middle Income Trap	
16	105/05/30 ~ 105/06/05	Poverty Alleviation	
17	105/06/06 ~ 105/06/12	Human Development	
18	105/06/13 ~ 105/06/19	Final Examination Week	
Requirement			
Teaching Facility	Computer, Projector		
Textbook(s)	ANU, Crawford School (2000-2014), ASIA-PACIFIC ECONOMIC LITERATURE (various issues). Canberra: Crawford School of Economic and Government, Australian National University.		
Reference(s)	ANU, Indonesia Project (2004-2014), BULLETIN OF INDONESIAN ECONOMIC STUDIES (various issues). Canberra: Indonesia Project, Australian National University. . Damien Kingsbury, John Mckay, Janet Hunt, Mark Mcgillivray and Matthew Clarke (2012), INTERNATIONAL DEVELOPMENT ISSUES AND CHALLENGES (2nd,ed,). New York: Palgrave Macmillan.		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 15.0 %   ◆ Mark of Usual : 15.0 %   ◆ Midterm Exam : 20.0 % ◆ Final Exam : 50.0 % ◆ Other ( ) :        %		
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> . <b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b>		