

Tamkang University Academic Year 104, 2nd Semester Course Syllabus

Course Title	ECONOMIC ORGANIZATIONS IN ASIA-PACIFIC	Instructor	LIN JUO-YU
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"> ◆ Selective ◆ One Semester ◆ 2 Credits
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>Asian financial crisis in 1997 (which specifically affected South Korea among all the East Asian countries) severely retarded the growth in the region. On the other hand, China has adopted a series of economic and political reforms since 1978, and its continuous economic growth has become a powerful engine of the regional development. As a result, China became an important regional power not only in the east but also the whole Asian region.</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-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	This course will focus both theoretical method and current economic situations, sometimes we shall invite experts and have two times off - campus teaching.	C1	A

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	This course will focus both theoretical method and current economic situations, sometimes we shall invite experts and have two times off - campus teaching.	Lecture, Discussion, Appreciation	Practicum, Report

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 Introductions	
2	105/02/22 ~ 105/02/28	Ippei Yamazawa, 2010, Regional Economic Integration Outlook of Asia Pacific after 2010 APEC Yokohama Hitotsubashi University, Tokyo, The 25th Pacific Economic Community Seminar	
3	105/02/29 ~ 105/03/06	YAMAZAWA Ippei , 2011, Declare the Japan' s Vision on the Asia-Pacific Liberalization, 19 December 2011	
4	105/03/07 ~ 105/03/13	Lincoln : Characteristics, CP 2	
5	105/03/14 ~ 105/03/20	Lincoln : Trade Links, CP 3	
6	105/03/21 ~ 105/03/27	Lincoln : Investment Links, CP 4	
7	105/03/28 ~ 105/04/03	Lecture or Off-Campus Teaching(I)	
8	105/04/04 ~ 105/04/10	Lincoln : Board Regional Institutions, CP 5	
9	105/04/11 ~ 105/04/17	Lincoln : The East Asia Alternatives, CP 6	
10	105/04/18 ~ 105/04/24	Mid-term week · No Class Please submit policy paper (3,000 words, 5~6 pages policy paper)	

11	105/04/25 ~ 105/05/01	Richard C. Bush, 2012, The Response of China's Neighbors to the U.S. "Pivot" to Asia	
12	105/05/02 ~ 105/05/08	Lincoln : Regional Leadership, CP 9	
13	105/05/09 ~ 105/05/15	"ASEAN+1" & "ASEAN+3"	
14	105/05/16 ~ 105/05/22	TPP and RCEP	
15	105/05/23 ~ 105/05/29	Off-Campus Teaching(II)	
16	105/05/30 ~ 105/06/05	Review and Discussions I - Student' presentations for term paper	
17	105/06/06 ~ 105/06/12	Review and Discussions II - Student' presentations for term paper	
18	105/06/13 ~ 105/06/19	Final week:Term paper done, 5,000~8,000 words	
Requirement			
Teaching Facility	Computer, Projector		
Textbook(s)	Edward. J. Lincoln · 2003 · 《East Asian Economic Regionalism》 · Brookings John Williamson, 2012, Is the "Beijing Consensus" Now Dominant?		
Reference(s)	John Williamson, 2012, Is the "Beijing Consensus" Now Dominant? http://www.nbr.org/publications/element.aspx?id=571 , THE NATIONAL BUREAU of ASIAN RESEARCH, Asia Policy, January 2012 Ipei Yamazawa, 2010, Regional Economic Integration Outlook of Asia Pacific after 2010 APEC Yokohama Hitotsubashi University, Tokyo, The 25th Pacific B. The Rise of the New East: Business Strategies for Success in a World of Increasing Complexity Hardcover – June 24, 2014 , by B. Simpfendorfer (Author)		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 15.0 % ◆ Mark of Usual : 15.0 % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 40.0 % ◆ 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.		