

Tamkang University Academic Year 105, 1st Semester Course Syllabus

Course Title	CHINA AND WORLD ECONOMY	Instructor	GUO JIANN-JONG
Course Class	TICBM1A MASTER'S PROGRAM, DIVISION OF ECONOMICS AND TRADE, GRADUATE INSTITUTE OF CHINA STUDIES, 1A	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>Aims to train professionals in mainland China and cross-strait cultural, educational, economic and trade affairs. In the rapid changer of china and the cross-strait relations in terms of politics. Social and economic, the teaching program combined theorie.</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. Ability to involve in the processing of cross-strait economic and trade, culture, education, law and politics Affairs. B. Has evolved the ability to analysis of the current situation and China's mainland policy of cross-strait relations. C. Independent ability to work on research proposal, the ability to complete the study. D. With professional academic writing ability. E. With the use of books, collect data, and professional written and oral report. F. Independent fieldwork capacity in mainland China. G. With self-requirements and lifelong learning skills. 			
Course Introduction	<p>This course was design to cultivate student' s ability in analyzing the Chinese economy from global prospective. This term we will focus on how China developed its economy after entered to WTO and what are impacts of China's economy to global economy.</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	The cause was design to cultivate student' s ability in analyzing the Chinese economy from global prospective ; in understanding of how China response to globalization ; in understanding of the impacts of China' s globalization on global economy ; in understanding of the internal and external Chinese economic problems while facing economic globalization ; and finally to help student to develop abilities in analyzing the future development of the Chinese economy.	C4	BCDEG

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment

1	The course was designed to cultivate student's ability in analyzing the Chinese economy from global perspective ; in understanding of how China response to globalization ; in understanding of the impacts of China's globalization on global economy ; in understanding of the internal and external Chinese economic problems while facing economic globalization ; and finally to help student to develop abilities in analyzing the future development of the Chinese economy.	Lecture, Discussion	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	105/09/12 ~ 105/09/18	Holiday of Moon Festival	
2	105/09/19 ~ 105/09/25	Post-Deng Xiaoping Economic Policies	Ken Moak & Miles Lee
3	105/09/26 ~ 105/10/02	China's Economy after Three Decades of Reform: A systems Approach	Wolfgang Klenner

4	105/10/03 ~ 105/10/09	China Coming to thr End of Its High Growth	John Wong
5	105/10/10 ~ 105/10/16	Evolving Industrial Policies in China	Sarah Tong
6	105/10/17 ~ 105/10/23	China's State-owned Enterprises: The Dilemma of Reform	Huang Yanjie
7	105/10/24 ~ 105/10/30	China's Economy Remains Highly Export-oriented	Sarah Tong
8	105/10/31 ~ 105/11/06	Rethinking the Success of China's High-Tech Exports	Xing Yuqing
9	105/11/07 ~ 105/11/13	Innovation in China	Peilei Fan
10	105/11/14 ~ 105/11/20	期中考週	break
11	105/11/21 ~ 105/11/27	China Is Not yet Number One	Jeffrey Frankel
12	105/11/28 ~ 105/12/04	The World in 2050 Will the shift in global economic power continue?	PWC UK 2015
13	105/12/05 ~ 105/12/11	Geo-economics with Chinese Characteristics: How China' s economic might is reshaping world politics	World Economic Forum 2016
14	105/12/12 ~ 105/12/18	China' s Economic Rise: History, Trends, Challenges, and Implications for the United States	Wayne M. Morrison
15	105/12/19 ~ 105/12/25	China Moving Forward	Ken Moak & M. Lee
16	105/12/26 ~ 106/01/01	China's Economic Rise: Sustainable, Opportunity or Threat?	Ken Moak & M. Lee
17	106/01/02 ~ 106/01/08	The China Model vis-a-vis The Washington Consensus	Ming Wan
18	106/01/09 ~ 106/01/15	期末考試	Writing up essay
Requirement	1. Q & A are very important in the class. 2. The ability to find good and right books, papers, articles are important. 3. The final essay is also crucial, which require to present in class.		
Teaching Facility	Computer, Projector		
Textbook(s)	1.China: Development and Governance, Wang Gungwu ed., World Scientific Publishing, 2013. 2. China's Economy, I. Claus & L. Oxley, Wiley 2015.		

Reference(s)	<p>1. China&#39;s Economic Rise & Global Impact, K. Moak, Palgrave, 2015.</p> <p>2. The China Model & Global Political Economy, M. Wan, Routledge, 2014.</p> <p>3. China&#39;s Futures, D. C. Lynch, Stanford University, 2015.</p> <p>4. Addressing US-China Strategic Distrust, 2015.</p> <p>5.The World in 2050 Will the shift in global economic power continue? PWC, 2015.</p> <p>6.Geo-economics with Chinese Characteristics: How China’ s economic might is reshaping world politics, World Economic Forum, 2016.</p> <p>7.China’ s Economic Rise: History, Trends, Challenges, and Implications for the United States, Wayne M. Morrison,Congressional Research Service 7-5700</p> <p>8.China Is Not yet Number One,Jeffrey Frankel, Front. Econ. China 2015, 10(1): 1–6.</p> <p>9.Vice President Biden on Asia-Pacific Policy, 2013.</p>
Number of Assignment(s)	<p>1 (Filled in by assignment instructor only)</p>
Grading Policy	<p>◆ Attendance : 30.0 % ◆ Mark of Usual : 30.0 % ◆ Midterm Exam : %</p> <p>◆ Final Exam : %</p> <p>◆ Other 〈Q&A and Final Essay〉 : 40.0 %</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>