

## Tamkang University Academic Year 105, 2nd Semester Course Syllabus

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|--|--|------------|---|
| Course Title   | POLITICAL ECONOMY (II)   | Instructor | CHOU,SHIH-YU  |
| Course Class   | TIDXB2A<br>DEPARTMENT OF DIPLOMACY AND<br>INTERNATIONAL RELATIONS (ENGLISH-TAUGHT<br>PROGRAM), 2A  | Details    | <ul style="list-style-type: none"> <li>◆ Required</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul> |
| 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 provide students with an understanding of the major theories in diplomacy &amp; international relations and to equip students with practical skills and help them become outstanding members of the diplomatic and international relations community.</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  |  |            |   |
| <p>A. Every student will process essential understanding of theories of international relations.</p> <p>B. Every student will have primary perception of current international issues.</p> <p>C. Every student will become capable of Independent thinking and information processing to further improve international relations.</p> <p>D. Every student will process essential knowledge of participation in governmental &amp; non-governmental affairs.</p> <p>E. Every student will display high-level competence in English.</p> |  |            |   |
| Course Introduction  | <p>Capitalism is not only about creating wealth, it is also about the reproduction of the capital-labour relationship. What is unique about the capitalist economy is that labour power has been sold to the capitalist. We should be cognizant about who produces what, how and with what implications for the economy and society. This module exposes taken-for-granted assumptions about capitalism and shows how capitalism actually works in the real world.</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   | Denaturalise taken-for-granted assumptions about capitalism.<br>Learn how capitalism works in the real world. | C5               | ABE                           |

**Teaching Objectives, Teaching Methods and Assessment**

| No. | Teaching Objectives   | Teaching Methods    | Assessment                          |
|-----|---|---------------------|-------------------------------------|
| 1   | Denaturalise taken-for-granted assumptions about capitalism.<br>Learn how capitalism works in the real world. | Lecture, Discussion | Written test, 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    | 106/02/13 ~<br>106/02/19 | Intro  |      |
| 2    | 106/02/20 ~<br>106/02/26 | Thing 6 Greater macroeconomic stability has not made the world economy more stable |      |
| 3    | 106/02/27 ~<br>106/03/05 | Thing 7 Free-market policies rarely make poor countries rich                       |      |
| 4    | 106/03/06 ~<br>106/03/12 | Thing 8 Capital has a nationality  |      |
| 5    | 106/03/13 ~<br>106/03/19 | Thing 9 We do not live in a post-industrial age                                    |      |
| 6    | 106/03/20 ~<br>106/03/26 | Thing 10 The US does not have the highest living standard in the world             |      |
| 7    | 106/03/27 ~<br>106/04/02 | Thing 11 Africa is not destined for underdevelopment                               |      |
| 8    | 106/04/03 ~<br>106/04/09 | Thing 12 Governments can pick winners  |      |
| 9    | 106/04/10 ~<br>106/04/16 | Review for Midterm   |      |
| 10   | 106/04/17 ~<br>106/04/23 | Midterm Exam Week  |      |
| 11   | 106/04/24 ~<br>106/04/30 | Thing 17 More education in itself is not going to make a country richer            |      |

|                         |   |  |  |
|-------------------------|---|--|--|
| 12                      | 106/05/01 ~<br>106/05/07  | Thing 13 Making rich people richer doesn' t make the rest of us richer                   |  |
| 13                      | 106/05/08 ~<br>106/05/14  | Thing 14 US managers are over-priced   |  |
| 14                      | 106/05/15 ~<br>106/05/21  | Thing 15 People in poor countries are more entrepreneurial than people in rich countries |  |
| 15                      | 106/05/22 ~<br>106/05/28  | Thing 16 We are not smart enough to leave things to the market                           |  |
| 16                      | 106/05/29 ~<br>106/06/04  | Thing 18 What is good for General Motors is not necessarily good for the United States   |  |
| 17                      | 106/06/05 ~<br>106/06/11  | Review for Final   |  |
| 18                      | 106/06/12 ~<br>106/06/18  | Final Exam Week  |  |
| Requirement             | <p>1. Every student has to give a 5-min presentation.<br/> 2. Students who wish to learn Marxian economics and/or do extra credit assignments are invited to speak to me. Assigned readings will be given.</p>  |  |  |
| Teaching Facility       | Computer, Projector   |  |  |
| Textbook(s)             | 23 Things They Don't Tell You about Capitalism by Ha-Joon Chang   |  |  |
| Reference(s)            | <p>The ABCs of the Economic Crisis: What Working People Need to Know by Fred Magdoff and Michael Yates<br/> The Theory of Monopoly Capitalism by John Bellamy Foster<br/> What Every Environmentalist Needs to Know About Capitalism by Fred Magdoff and John Bellamy Foster</p>  |  |  |
| Number of Assignment(s) | (Filled in by assignment instructor only)   |  |  |
| Grading Policy          | <p>◆ Attendance :            %    ◆ Mark of Usual :            %    ◆ Midterm Exam : 30.0 %<br/> ◆ Final Exam :    30.0 %<br/> ◆ Other 〈Presentation〉 : 40.0 %</p>  |  |  |
| Note                    | <p>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> .</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p> |  |  |