

Tamkang University Academic Year 105, 2nd Semester Course Syllabus

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| Course Title | INSTITUTIONAL CHANGE AND ECONOMIC DEVELOPMENT IN CHINA | Instructor | LI, CHI-KEUNG |
| 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 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.</p> | | |
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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 | 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 | ABCDEG |

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 |
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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 | 106/02/13 ~ 106/02/19 | Course Introduction | |
| 2 | 106/02/20 ~ 106/02/26 | The Background of Formation of the Traditional Planned Economic System | |
| 3 | 106/02/27 ~ 106/03/05 | The Contents of the Planned Economic System | |
| 4 | 106/03/06 ~ 106/03/12 | The Plights of the Planned Economic System | |
| 5 | 106/03/13 ~ 106/03/19 | The Comparative Advantage Strategy | |
| 6 | 106/03/20 ~ 106/03/26 | The Background and the Environment of Economic Reforms | |
| 7 | 106/03/27 ~ 106/04/02 | The Contents of Economic Reforms (I) | |
| 8 | 106/04/03 ~ 106/04/09 | The Contents of Economic Reforms (II) | |
| 9 | 106/04/10 ~ 106/04/16 | The Courses of Economic Reforms (I) | |
| 10 | 106/04/17 ~ 106/04/23 | Mid-term I Exam week | |
| 11 | 106/04/24 ~ 106/04/30 | The Courses of Economic Reforms (II) | |
| 12 | 106/05/01 ~ 106/05/07 | The Achievements of Economic Reforms (I) | |

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| 13 | 106/05/08 ~ 106/05/14 | The Achievements of Economic Reforms (II) | |
| 14 | 106/05/15 ~ 106/05/21 | Problems in the Process of Economic Reform (I) | |
| 15 | 106/05/22 ~ 106/05/28 | Problems in the Process of Economic Reform (II) | |
| 16 | 106/05/29 ~ 106/06/04 | Experiences and lessons of Economic Reforms (I) | |
| 17 | 106/06/05 ~ 106/06/11 | Experiences and lessons of Economic Reforms (II) | |
| 18 | 106/06/12 ~ 106/06/18 | Final Exam week | |
| Requirement | | | |
| Teaching Facility | Computer, Projector | | |
| Textbook(s) | 1. Barry J. Naughton, "The Chinese Economy: Transitions and Growth " The MIT Press, 2006. 2. Linda Yueh, "Economy of China" , Oxford University Press, 2010. | | |
| 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. | | |
| 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. | | |