

Tamkang University Academic Year 106, 2nd Semester Course Syllabus

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| Course Title | ECONOMIC DEVELOPMENT | Instructor | CHEN, YI-FAN |
| Course Class | TIDXB2A DEPARTMENT OF DIPLOMACY AND INTERNATIONAL RELATIONS (ENGLISH-TAUGHT PROGRAM), 2A | Details | <ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 2 Credits |
| Departmental Aim of Education | | | |
| <p>To provide students with an understanding of the major theories in diplomacy & international relations and to equip students with practical skills and help them become outstanding members of the diplomatic and international relations community.</p> | | | |
| Departmental core competences | | | |
| <ul style="list-style-type: none"> A. Every student will process essential understanding of theories of international relations. B. Every student will have primary perception of current international issues. C. Every student will become capable of Independent thinking and information processing to further improve international relations. D. Every student will process essential knowledge of participation in governmental & non-governmental affairs. E. Every student will display high-level competence in English. | | | |
| Course Introduction | <p>Economic development is the process by which a nation improves the economic, political, and social well-being of its people. The term has been used frequently by economists, politicians, and others in the 20th and 21st centuries. Economic development is a policy intervention endeavor with aims of economic and social well-being of people.</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-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 | Let students have basic understandings of the economic development. | C2 | BCE |

Teaching Objectives, Teaching Methods and Assessment

| No. | Teaching Objectives | Teaching Methods | Assessment |
|-----|---|---------------------|-------------------------------------|
| 1 | Let students have basic understandings of the economic development. | Lecture, Discussion | Written test, 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 | 107/02/26 ~ 107/03/04 | Introduction of the Course and Grading Policy | |
| 2 | 107/03/05 ~ 107/03/11 | Introducing Economic Development: A Global Perspective | |
| 3 | 107/03/12 ~ 107/03/18 | Comparative Economic Development | |
| 4 | 107/03/19 ~ 107/03/25 | Poverty, Inequality, and Development | |
| 5 | 107/03/26 ~ 107/04/01 | Population Growth and Economic Development: Causes, Consequences, and Controversies | |
| 6 | 107/04/02 ~ 107/04/08 | Spring Break | |
| 7 | 107/04/09 ~ 107/04/15 | Urbanization and Rural Urban Migration: Theory and Policy | |
| 8 | 107/04/16 ~ 107/04/22 | Human Capital: Education and Health in Economic Development | |
| 9 | 107/04/23 ~ 107/04/29 | Agricultural Transformation and Rural Development | |
| 10 | 107/04/30 ~ 107/05/06 | Midterm Exam Week | |
| 11 | 107/05/07 ~ 107/05/13 | The Environment and Development | |

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|-------------------------|--|--|--|
| 12 | 107/05/14 ~ 107/05/20 | Development Policymaking and the Roles of Market, State, and Civil Society | |
| 13 | 107/05/21 ~ 107/05/27 | International Trade Theory and Development Strategy | |
| 14 | 107/05/28 ~ 107/06/03 | Balance of Payments, Debt, Financial Crises, and Stabilization Policies | |
| 15 | 107/06/04 ~ 107/06/10 | Foreign Finance, Investment, Aid and Conflict: Controversies and Opportunities | |
| 16 | 107/06/11 ~ 107/06/17 | Finance and Fiscal Policy for Development | |
| 17 | 107/06/18 ~ 107/06/24 | Review for Final Exam | |
| 18 | 107/06/25 ~ 107/07/01 | Final Exam Week | |
| Requirement | | | |
| Teaching Facility | Computer, Projector | | |
| Textbook(s) | Todaro, Michael, "Economic Development (12 edition)" Trans-Atlantic Publications, January 24, 2014. | | |
| Reference(s) | | | |
| Number of Assignment(s) | 2 (Filled in by assignment instructor only) | | |
| Grading Policy | ◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 30.0 % ◆ Other <Presentation> : 20.0 % | | |
| 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. | | |