

Tamkang University Academic Year 107, 2nd Semester Course Syllabus

Course Title	MULTIFACETED SOCIAL DEVELOPMENT OF TAIWAN	Instructor	CHEN HSINCHIH
Course Class	TRDXB3A DEPARTMENT OF DIPLOMACY AND INTERNATIONAL RELATIONS (ENGLISH-TAUGHT PROGRAM), 3A	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>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>			
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. 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>The goal of this course is to help students get a better understanding on how an individual well-being is shaped by the contemporary social arrangement, the historical background of the arrangement, and thus, what collected efforts can be done to improve our well-being. This course is composed of 3 parts including introducing some theoretical frameworks to study the subject of social development, some important issues for the social development of Taiwan, and how to conduct a well-being study.</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-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	introducing some theories and concepts related to the issue of social development	C3	BCD
2	Finding out the well-being of students in TKU campus	A6	CD
3	Introducing the social development of Taiwan for the past several decades	A5	BCD

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	introducing some theories and concepts related to the issue of social development	Lecture, Discussion	Written test, Participation
2	Finding out the well-being of students in TKU campus	Problem solving	Report
3	Introducing the social development of Taiwan for the past several decades	Lecture, Discussion, Problem solving	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	108/02/18 ~ 108/02/24	A brief introduction about the course	
2	108/02/25 ~ 108/03/03	Part 1: Relationship between individuals and society: Socialization	
3	108/03/04 ~ 108/03/10	Micro-level and Macro-level studies //What is well-being?	turn in the group name list
4	108/03/11 ~ 108/03/17	Part 2: What is social development?	
5	108/03/18 ~ 108/03/24	Theories and concepts---1 // Design a questionnaire---1	
6	108/03/25 ~ 108/03/31	Theories and concepts---2 // Design a questionnaire---2	
7	108/04/01 ~ 108/04/07	holidays	
8	108/04/08 ~ 108/04/14	Continue..... // Finalizing the questionnaire wording	Choosing the target department
9	108/04/15 ~ 108/04/21	Part 3:Social development of Taiwan //Statistics needed for the project	
10	108/04/22 ~ 108/04/28	Midterm Exam Week	

11	108/04/29 ~ 108/05/05	Population and brief history of Taiwan	Send out the questionnaires
12	108/05/06 ~ 108/05/12	Ethnic groups & New residents //Introducing statistics package	Go to the special computer room
13	108/05/13 ~ 108/05/19	Group oral presentation--- Well-being group project	Each group 6 min. presentation
14	108/05/20 ~ 108/05/26	Demographic aging & pension reform	
15	108/05/27 ~ 108/06/02	Family and marriage & multiple family bills	Social issue project—A, B, C
16	108/06/03 ~ 108/06/09	Foreign workers & foreign domestic helpers	Social issue project—D, E, F
17	108/06/10 ~ 108/06/16	Pollution & health (or environmental issues) Conclusion	
18	108/06/17 ~ 108/06/23	Final Exam Week	
Requirement	well-being project 30% social issue project 25% personal thoughts 25%		
Teaching Facility	Computer, Projector		
Textbook(s)	the teacher will prepare the hand-out material for each class.		
Reference(s)	Midgley, James 2014. Social development: Theory & Practice. London: Sage Publications. Hemerijck, Anto 2013. Changing Welfare States. Oxford: Oxford University Press. Noble, Trevor 2000. Social theory and Social Change. New York: St Martin' s Press.		
Number of Assignment(s)	2 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : % ◆ Mark of Usual : % ◆ Midterm Exam : 20.0 % ◆ Final Exam : % ◆ Other (group projects & ...) : 80.0 %		
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.		