Tamkang University Academic Year 107, 2nd Semester Course Syllabus

Course Title	TOPICS ON ECONOMIC DEVELOPMENT IN SOUTHEAST ASIA	Instructor	TSAY CHING-LUNG
Course Class	TRHXM1A MASTER'S PROGRAM IN TAIWAN AND ASIA-PACIFIC STUDIES (ENGLISH-TAUGHT PROGRAM), 1A	Details	SelectiveOne Semester2 Credits

Departmental Aim of Education

- I. To nurture talented researchers proficient in Taiwan and Asia-Pacific affairs.
- II. To cultivate professionals specializing in Taiwan and Asia-Pacific affairs.

Departmental core competences

- A. Empower students with basic academic skills.
- B. Promote understanding of basic theories of international relations.
- C. Bolster independent thinking and judgment.
- D. Develop a comprehensive understanding of Taiwan affairs.
- E. Cultivate a heightened awareness of Asian affairs.
- F. Ensure advanced knowledge of the political transition process in Taiwan and Asian democracies.
- G. Provide comprehensive understanding of cross-strait relations and Asian security.
- H. Foster appreciation for Taiwan and Asia-Pacific economic development.

Course Introduction

This course aims to guide students to conduct research on key issues related to economic development in Asia, especially Southeast Asia. Based on their interest and familiarity, students are required to select a particular topic to be pursued in the semester and even beyond. Among others, examples include Globalization, ODA, FDI, Export-oriented Industrialization, Trade Promotion, Regional Integration, Migration, HRD and the Labour Market, Middle Income Trap, Poverty and Inequality, and the Role of Rising China. Both cross-cutting themes and country-specific topics are encouraged.

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

P6-Origination

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,

(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.)

	Teaching Objectives		Relevance	
No.			Departmental core competences	
1	To capture characteristics and significance of economic development in Asia, especially SE Asia	C2	АВ	
2	To identify major development issues and key challenges in Asia, particularly SE Asia	C4	АВСЕН	
3	To examine conditions for, process of, and impacts of development problems in both MDCs and LDCs	C5	АВСЕН	
4	To gain ability and experiemces in investigating special topics of economic development in (SE) Asia	C5	АВСЕН	

Teaching Objectives, Teaching Methods and Assessment

	Teaching Objectives	Teaching Methods	Assessment
1	To capture characteristics and significance of economic development in Asia, especially SE Asia	Lecture, Discussion, Problem solving	Report, Participation, Q/A
2	To identify major development issues and key challenges in Asia, particularly SE Asia	Lecture, Discussion, Problem solving	Report, Participation, Q/A
3	To examine conditions for, process of, and impacts of development problems in both MDCs and LDCs	Lecture, Discussion, Problem solving	Report, Participation, Q/A

★ Information literacy Becoming adept at using information technology and learning the proper way to process information. ★ A vision for the future 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 whice 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. Improving one's ability to communicate and cooperate so as 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 Subject/Topics No 1 108/02/18 - 108/03/24 Course orientation Asian Economic Development Approaches 2 1 108/03/18 - 108/03/25 - 108/03/25 - 108/03/25 - 108/03/25 - 108/03/25 - 108/03/25 - 108/03/25 - 108/03/25 - 108/03/25 - 108/03/25 - 108/03/25 - 108/03/25 - 108/03/25	ir	nvestigating	y and experiemces in special topics of velopment in (SE) Asia	Lecture, Discussion, Problem solving	Report, Participation, Q/A
◆ A global perspective Helping students develop a broader perspective from which t 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 developments as 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 whice 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 spirit of teamwork and dedication Resisting an awareness of the fine balance between one's body and soul and the environment helping students like a meaningful life. ♦ A sense of aesthetic appreciation Equipping students with the ability to communicate and cooperate so as integrate resources, collaborate with others, and solve problems. Course of aesthetic appreciation Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process. Learning for the student in the properties of the problems. Review of Basic Concepts and Measurement Issues Learning for the student in the properties of the problems. Review of Basic Concepts and Measurement Issues Learning f		Т	his course has been designed to	cultivate the following essential qualities	s in TKU students
		Essential (Qualities of TKU Students	Description	
Information literacy 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 whice to solve ethical problems. Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically. 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 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 No 1 108/02/18- 108/03/24 Course orientation 2 108/03/10- 108/	♦ A	A global persp	pective	Helping students develop a broader perspective from which to understand international affairs and global development.	
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Asian Economic Development: Characteristics and Significance 5	3		Debate on Devbelopment Approaches		
Southeast Asian Economies: Diversity and Interactions 108/03/24 ASEAN Economic Community 108/04/01~ Globalization and Development (I) 8 108/04/08~ Globalization and Development (II)	4				
6 108/03/31 ASEAN Economic Community 7 108/04/07 Globalization and Development (I) 8 108/04/08 ~ Globalization and Development (II)	5				
7 Globalization and Development (1) 8 108/04/08 ~ Globalization and Development (Π) 108/04/15	6		ASEAN Economic Community		
8 Globalization and Development (II)	7		Globalization and Development (I)		
108/04/15~	8		Globalization and Development (II)		
9 Globalization and Development (Ⅲ) Globalization and Development (Ⅲ)	9	108/04/15 ~ 108/04/21	Globalization and Development (III)		
10 108/04/22 ~ Mid-term Examination Week	10		Mid-term Examination Week		

11	108/04/29 ~ 108/05/05	FDI, Remittances and Development (1)		
12	108/05/06 ~ 108/05/12	FDI, Remittances and Development (II)		
13 108/05/13 ~ 108/05/19		Human Capital and Labour Utilization		
108/05/20 ~		Development Strategies of VIP Countries: a Comparison		
15	108/05/27 ~ 108/06/02	Middle Income Trap: Concept and Expericnes		
16	108/06/03 ~ 108/06/09	Development and Poverty Alleviation		
17	108/06/10 ~ 108/06/16	Relations between China, India and SE Asia		
18	108/06/17 ~ 108/06/23	Final Examination Week		
Re	equirement			
Tea	ching Facility	Computer, Projector		
Textbook(s)		Hal Hill, Jayant Menon (eds.) (2016). MANAGING GLOBALIZATION IN THE ASIAN CENTURY. Singapore: Institute of Southeast Asian Studies.		
Reference(s)		Prema-Chandra Athukorala, Arianto A. Patunru and Budy P. Resosudarmo (eds.) (2014). TRADE, DEVELOPMENT, AND POLITICAL ECONOMY IN EAST ASIA. Singapore: Institute of Southeast Asian Studies. Ramon L Clarete, Emmanuel F Esguerra, Hal Hill (eds.) (2018). THE PHILIPPINE ECONOMY: NO LONGER THE EAST ASIAN EXCEPTION? Singapore: Institute of Southeast Asian Studies. Prema-Chandra Athukorala, Edmon Ginting, Hal Hill, and Utsav Kumar (eds.) (2017). THE SRI LANKAN ECONOMY: CHARTING A NEW COURSE. Manila: Asian Development Bank. Damien Kingsbury, John Mckay, Janet Hunt, Mark Mcgillivray and Matthew Clarke (2012), INTERNATIONAL DEVELOPMENT ISSUES AND CHALLENGES (2nd,ed,). New York: Palgrave Macmillan.		
Number of Assignment(s)		(Filled in by assignment instructor only)		
Grading Policy		 ◆ Attendance: 15.0 %		
Note http://info.ais.tku.edu.tw/csp or through th home page of TKU Office of Academic Affa Wunauthorized photocopying is illegal		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.		

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