

## Tamkang University Academic Year 107, 2nd Semester Course Syllabus

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| Course Title   | TOPICS ON ECONOMIC DEVELOPMENT IN SOUTHEAST ASIA   | Instructor | TSAY CHING-LUNG  |
| Course Class   | TRHXM1A<br>MASTER'S PROGRAM IN TAIWAN AND ASIA-PACIFIC STUDIES (ENGLISH-TAUGHT PROGRAM), 1A  | Details    | <ul style="list-style-type: none"> <li>◆ Selective</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>I. To nurture talented researchers proficient in Taiwan and Asia-Pacific affairs.</p> <p>II. To cultivate professionals specializing in Taiwan and Asia-Pacific affairs.</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. Empower students with basic academic skills.</p> <p>B. Promote understanding of basic theories of international relations.</p> <p>C. Bolster independent thinking and judgment.</p> <p>D. Develop a comprehensive understanding of Taiwan affairs.</p> <p>E. Cultivate a heightened awareness of Asian affairs.</p> <p>F. Ensure advanced knowledge of the political transition process in Taiwan and Asian democracies.</p> <p>G. Provide comprehensive understanding of cross-strait relations and Asian security.</p> <p>H. Foster appreciation for Taiwan and Asia-Pacific economic development.</p> |  |            |  |
| Course Introduction  | <p>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.</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-Appling, 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   | To capture characteristics and significance of economic development in Asia, especially SE Asia     | C2               | AB                            |
| 2   | To identify major development issues and key challenges in Asia, particularly SE Asia               | C4               | ABCEH                         |
| 3   | To examine conditions for, process of, and impacts of development problems in both MDCs and LDCs    | C5               | ABCEH                         |
| 4   | To gain ability and experimces in investigating special topics of economic development in (SE) Asia | C5               | ABCEH                         |

### Teaching Objectives, Teaching Methods and Assessment

| No. | 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 |
|     |  |                                      |                            |

|  |  |   |                            |
|--|--|---|----------------------------|
| 4  | To gain ability and experiences in investigating special topics of economic development in (SE) Asia | Lecture, Discussion, Problem solving  | Report, Participation, Q/A |
| 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 ~<br>108/02/24   | Course orientation  |                            |
| 2  | 108/02/25 ~<br>108/03/03   | Review of Basic Concepts and Measurement Issues   |                            |
| 3  | 108/03/04 ~<br>108/03/10   | Debate on Development Approaches  |                            |
| 4  | 108/03/11 ~<br>108/03/17   | Asian Economic Development: Characteristics and Significance  |                            |
| 5  | 108/03/18 ~<br>108/03/24   | Southeast Asian Economies: Diversity and Interactions   |                            |
| 6  | 108/03/25 ~<br>108/03/31   | ASEAN Economic Community  |                            |
| 7  | 108/04/01 ~<br>108/04/07   | Globalization and Development ( I )   |                            |
| 8  | 108/04/08 ~<br>108/04/14   | Globalization and Development ( II )  |                            |
| 9  | 108/04/15 ~<br>108/04/21   | Globalization and Development ( III )   |                            |
| 10   | 108/04/22 ~<br>108/04/28   | Mid-term Examination Week   |                            |

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|-------------------------|---|---|--|
| 11                      | 108/04/29 ~<br>108/05/05  | FDI, Remittances and Development ( I )                |  |
| 12                      | 108/05/06 ~<br>108/05/12  | FDI, Remittances and Development (II)                 |  |
| 13                      | 108/05/13 ~<br>108/05/19  | Human Capital and Labour Utilization                  |  |
| 14                      | 108/05/20 ~<br>108/05/26  | Development Strategies of VIP Countries: a Comparison |  |
| 15                      | 108/05/27 ~<br>108/06/02  | Middle Income Trap: Concept and Experiences           |  |
| 16                      | 108/06/03 ~<br>108/06/09  | Development and Poverty Alleviation                   |  |
| 17                      | 108/06/10 ~<br>108/06/16  | Relations between China, India and SE Asia            |  |
| 18                      | 108/06/17 ~<br>108/06/23  | Final Examination Week                                |  |
| Requirement             |   |   |  |
| Teaching 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)            | <p>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.</p> <p>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.</p> <p>Prema-Chandra Athukorala, Edmon Ginting, Hal Hill, and Utsav Kumar (eds.) (2017). THE SRI LANKAN ECONOMY: CHARTING A NEW COURSE. Manila: Asian Development Bank.</p> <p>Damien Kingsbury, John Mckay, Janet Hunt, Mark Mcgillivray and Matthew Clarke (2012), INTERNATIONAL DEVELOPMENT ISSUES AND CHALLENGES (2nd,ed.). New York: Palgrave Macmillan.</p> |   |  |
| Number of Assignment(s) | (Filled in by assignment instructor only)   |   |  |
| Grading Policy          | <p>◆ Attendance : 15.0 %    ◆ Mark of Usual : 15.0 %    ◆ Midterm Exam : 20.0 %</p> <p>◆ Final Exam : 50.0 %</p> <p>◆ Other ( ) : %</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>  |   |  |