

Tamkang University Academic Year 111, 2nd Semester Course Syllabus

Course Title	THE INDUSTRIAL REVOLUTION	Instructor	RONALD ALAN EDWARDS
Course Class	TLYAM1A MASTER'S PROGRAM IN ECONOMICS AND FINANCE, DEPARTMENT OF ECONOMICS, 1A	Details	♦ General Course ♦ Selective ♦ One Semester
Relevance to SDGs	SDG16 Peace, justice and strong institutions		
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			
I . Establish a strong core foundation and enhance advanced specialized skills. II. Encourage active thinking and cultivate independent analysis. III. Creatively apply specialized knowledge and skills to practical issues. IV. Emphasize the development of group communication, coordination and cooperation. V . Shape an international perspective and civic consciousness.			
Subject Departmental core competences			
A. Have a firm grasp of advanced economic concepts.(ratio:20.00) B. Have the ability to apply advanced analytical tools to economic issues.(ratio:20.00) C. Understand the interrelations in practice between advanced economics and finance. (ratio:10.00) D. Possess the skill to communicate and integrate advanced economic concepts.(ratio:20.00) E. Understand and be able to analyze international economic affairs and trends.(ratio:20.00) F. Have the skill to apply advanced economic analysis to welfare topics.(ratio:10.00)			
Subject Schoolwide essential virtues			
1. A global perspective. (ratio:20.00) 2. Information literacy. (ratio:20.00) 3. A vision for the future. (ratio:5.00) 4. Moral integrity. (ratio:20.00) 5. Independent thinking. (ratio:20.00) 6. A cheerful attitude and healthy lifestyle. (ratio:5.00)			

7. A spirit of teamwork and dedication. (ratio:5.00)				
8. A sense of aesthetic appreciation. (ratio:5.00)				
Course Introduction	This is a graduate course that introduces numerous cases of "early modern growth", including England (1650 - 1800), Song China (960 - 1279), the Netherlands (1580 - 1700), Abbasid Caliphate (750 - 900) as well as others. The theory that Early Modern Growth is a prerequisite to the onset (not the spread) of the Industrial Revolutuion will be explored. The idea that the level of military threat may affect political institutions to the extent that the property rights system may or may not allow an industrial revolution.			
<p>The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.</p> <p>Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.</p> <p>I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.</p> <p>II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.</p> <p>III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.</p>				
No.	Teaching Objectives			objective methods
1	This course aims to teach students to analyze the process and causes of early economic growth. A basic knowledge of at least five different cases will be required.			Cognitive
The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment				
No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABCDEF	12345678	Lecture, Discussion	Testing
Course Schedule				
Week	Date	Course Contents		Note
1	112/02/13 ~ 112/02/19	Introduction		
2	112/02/20 ~ 112/02/26	Early modern growth vs. the Industrial Revolution		
3	112/02/27 ~ 112/03/05	Case: Song China (960 - 1279)		
4	112/03/06 ~ 112/03/12	Regional military governors and commercial taxes		

5	112/03/13 ~ 112/03/19	Song China's early modern growth	
6	112/03/20 ~ 112/03/26	Case: England (1650 - 1800)	
7	112/03/27 ~ 112/04/02	Civil War, Parliament, the King and excise taxes	
8	112/04/03 ~ 112/04/09	England's early modern growth	
9	112/04/10 ~ 112/04/16	Case: Tokugawa Japan (1603 - 1868)	
10	112/04/17 ~ 112/04/23	Onin War, Daimyo, wars of unification and commercial taxes	
11	112/04/24 ~ 112/04/30	Tokugawa Japan's early modern growth	
12	112/05/01 ~ 112/05/07	Case: The Netherlands (1580 - 1700)	
13	112/05/08 ~ 112/05/14	Holland, the Dutch Revolt, the States General and commercial taxes	
14	112/05/15 ~ 112/05/21	The Netherlands' early modern growth	
15	112/05/22 ~ 112/05/28	The onset vs. spread of industrial revolution	
16	112/05/29 ~ 112/06/04	Military threats, political institutions, property rights and technological innovation	
17	112/06/05 ~ 112/06/11	Why England and not Song China, Tokugawa Japan, and the Netherlands.	
18	112/06/12 ~ 112/06/18	Final Exam	
Requirement			
Teaching Facility		(None)	
Textbooks and Teaching Materials			
References			
Number of Assignment(s)		(Filled in by assignment instructor only)	
Grading Policy		◆ Attendance : % ◆ Mark of Usual : % ◆ Midterm Exam : % ◆ Final Exam : 100.0 % ◆ Other 〈 〉 : %	

Note	<p>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.</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>
------	--