

Tamkang University Academic Year 113, 2nd Semester Course Syllabus

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| Course Title | CHINESE ECONOMY AND SOCIETY | Instructor | RUDAKOWSKA, ANNA |
| Course Class | TRJXB2A DEPARTMENT OF GLOBAL POLITICS AND ECONOMICS (ENGLISH-TAUGHT PROGRAM), 2A | Details | ◆ General Course ◆ Selective ◆ One Semester ◆ 2 Credits |
| Relevance to SDGs | SDG5 Gender equality SDG13 Climate action | | |
| 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 | | | |
| To be equipped with a basic knowledge of economics and political science, to develop confidence in communicating professionally and academically in English in matters related to the global political economy; to acquire the capability to conduct further research individually and collectively with others; and ultimately to prepare oneself to become professionals and leaders with a global perspective for the international arena. | | | |
| Subject Departmental core competences | | | |
| A. Provide essential analytical abilities in the area of politics and economics(ratio:30.00) B. Provide knowledge and skills to understand the current global issues(ratio:20.00) C. Develop a high level of proficiency in verbal and written English required in the course of study and for communication purposes(ratio:20.00) D. Develop ability to pursue research independently as well as in teams(ratio:20.00) E. Provide basic knowledge on Taiwan's political and economic development(ratio:10.00) | | | |
| Subject Schoolwide essential virtues | | | |
| 1. A global perspective. (ratio:30.00) 2. Information literacy. (ratio:10.00) 3. A vision for the future. (ratio:15.00) 4. Moral integrity. (ratio:5.00) 5. Independent thinking. (ratio:25.00) 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) | | | |

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| Course Introduction | The goal of this course is to familiarise students with the social consequences of the transition to a market economy in China. It consists of two blocks. The first one introduces students to the economic transformation with special attention to the consequences for the selected spheres of life of Chinese people. The second block takes under scrutiny particular social issues and analyses which structures have been changing and which are more resilient. | | | |
| <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 | To develop a basic understanding of the process of economic and political reforms in China | | | Cognitive |
| 2 | To explore and evaluate their social consequences | | | Cognitive |
| The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment | | | | |
| No. | Core Competences | Essential Virtues | Teaching Methods | Assessment |
| 1 | ABC | 12345678 | Lecture, Discussion | Testing, Study Assignments, Discussion(including classroom and online), Report(including oral and written) |
| 2 | ABCDE | 12345678 | Lecture, Discussion, Imitation | Testing, Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation |
| Course Schedule | | | | |
| Week | Date | Course Contents | | Note |

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| 1 | 114/02/17 ~ 114/02/23 | Introduction to the course. Small assignment: Why is it worth to understand China? | |
| 2 | 114/02/24 ~ 114/03/02 | Why is it worth to understand China? China and the global order. Rising China: the emergence of China as a world economic and political power. Small assignment: why China's past is relevant to the present time? Assignment 1: China in the world | Guthrie 2012: 1-9 |
| 3 | 114/03/03 ~ 114/03/09 | 1. Assignment 1 - presentations, 2. The relevance of China's past for today. | H. Davies, M. Raskovic 2017: Ch.1 |
| 4 | 114/03/10 ~ 114/03/16 | The social, political and economic order in China before the reforms: the Chinese society under Mao, Assignment 2: Political Campaigns, (Quiz 1: China in the past and present) | M. Fullerton (2020) Guthrie 2012: 27-34 |
| 5 | 114/03/17 ~ 114/03/23 | Mao's era, Assignment 2 - presentations, Midterm Topics | |
| 6 | 114/03/24 ~ 114/03/30 | Introduction to the economic reforms in China - historical background and the main characteristics (Quiz 2) | Guthrie 2012: 37-42, Dittmer & Liu 2006: 229-250 M. Fullerton (2020: 85) |
| 7 | 114/03/31 ~ 114/04/06 | Public Holidays | |
| 8 | 114/04/07 ~ 114/04/13 | The economic reforms at the work place- and individual- level: transformation of the social security system. Assignment - Presentations in Teams | Guthrie 2012: 42-70&169-186 |
| 9 | 114/04/14 ~ 114/04/20 | Midterm Exam/Midterm Assessment Week (teachers can adjust the week as needed) | |
| 10 | 114/04/21 ~ 114/04/27 | China's economic miracle - four 'izations', part I | H. Davies & M. Raskovic 2017: Ch. 2 |
| 11 | 114/04/28 ~ 114/05/04 | China's economic miracle - four 'izations', part II | H. Davies & M. Raskovic 2017: Ch. 2 |
| 12 | 114/05/05 ~ 114/05/11 | Political regime | P.H. O'Neil (2021)ic 2017: Ch. 2 |
| 13 | 114/05/12 ~ 114/05/18 | Chinese guanxi and culture | R. Cavalieri 2017 |
| 14 | 114/05/19 ~ 114/05/25 | Chinese Population Policies | P. Farina (2017) |
| 15 | 114/05/26 ~ 114/06/01 | Chinese society: issues and problems (corruption, environmental degradation, migration, one child policy) | D. Collado-Nicol (2020) |
| 16 | 114/06/02 ~ 114/06/08 | Final Presentations | |
| 17 | 114/06/09 ~ 114/06/15 | Final Exam/Final Assessment Week (teachers can adjust the week as needed) | |

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| 18 | 114/06/16 ~ 114/06/22 | Flexible Teaching Week: Generally, no in-person classes; teachers may arrange teaching activities or final assessments, among other options. | |
| Key capabilities | Problem solving | | |
| Interdisciplinary | | | |
| Distinctive teaching | | | |
| Course Content | Logical Thinking | | |
| Requirement | <p>ATTENDANCE POLICIES:</p> <p>1. If a student' s class absence reaches one-third of the total class hours (in a semester) for this course, the student will not be allowed to take part in the remaining course examinations and will receive a semester grade of zero. 2.Participation (15%): you will get points for participation during the class, to get 100%, you need to comment/answer the question(s) twice per class(average).</p> <p>GRADING:</p> <p>1. Mark of usual = Participation</p> <p>2. Midterm and Final = Presentations + written report</p> <p>3. Quizzes and Assignments in Teams (60%)</p> <p>Others:</p> <p>1. No FOOD in the class!</p> <p>2. No MOBILES in the class!</p> <p>3. No sleeping and no slippers in the class!</p> | | |
| Textbooks and Teaching Materials | <p>Self-made teaching materials:Presentations, Handouts, Worksheets</p> <p>Using teaching materials from other writers:Textbooks, Journal Articles</p> | | |
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