

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester A 2018/19**

Part I Course Overview

Course Title: Taiwanese Society and Politics

Course Code: POL5717

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

The course will introduce to students some of the most important issues in Taiwanese society and politics. It will begin with a brief review of Taiwanese history and Taiwan's current conditions. Then it covers topics such as Taiwan's ethnic groups, social stratification, national identity, constitutional framework, party politics, electoral system, policy-making procedure, social movement, as well as central-local relations and cross-Strait relations. The course consists of lectures and tutorials. Students will learn the basic knowledge about Taiwan, the theoretical analysis of Taiwan's salient social-political problems, and develop their own evaluation of Taiwan's political and social development.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	To introduce to the students some of the important issues of Taiwanese society and politics.		√	√	√
2.	To familiarize the students with relevant analytical skill and theoretical concepts.		√	√	√
3.	To help the students to develop their capacity to critically analyse and assess the relevant practical issues.		√	√	
4.	To encourage the students to compare the socio-political issues of Taiwan and those of Hong Kong, and to build up the capability of comparative analysis.		√	√	
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lecture	The lectures provide an overview on the topic each week. Primary source readings, audio-visual presentation, methodological issues and comparative approaches will be selectively adopted in class.	√	√	√	√	
Tutorial	Each student will deliver an oral presentation, either individually or in group. Student should read and organise the assigned or self-selected readings. Based on those readings, students are required to finish the oral report. The audience should give comments and responses to the presenter. Oral presentation and discussion aim to assess students' critical thinking, analytical skills and understanding of various issues.	√	√	√	√	
Term paper	Every student will finish a term paper individually. The paper can demonstrate the student's writing skill and the ability to apply relevant concepts and theories to practical issues.	√	√	√	√	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Participation in Learning Activities	√	√	√	√			20%	
Oral presentation	√	√	√	√			30%	
Term paper	√	√	√	√			50%	
Examination: 0% (duration: 0 hours)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Participation in Learning Activities	This assessment will grade on performance in learning activities. Students are required to actively participate in discussions and express their ideas in tutorials.	<p>Strong evidence of :</p> <ul style="list-style-type: none"> Active in-class participation, positive listening, ability to simulate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. 	<p>Some evidence of :</p> <ul style="list-style-type: none"> Active in-class participation, positive listening, ability to initiate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. 	<p>Limited evidence of :</p> <ul style="list-style-type: none"> Active in-class participation, listening comprehension, ability to participate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. 	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation
2. Oral Presentation	This assessment will grade on content and fluency of presentation. The presenter must have thoroughly studied and researched the topic and worked on the collection, reading, selection, integration, analysis of the resources.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; Rigorous organization, coherent structure, 	<p>Some evidence of:</p> <ul style="list-style-type: none"> Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; Rigorous organization, coherent structure, balanced 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; Rigorous organization, coherent 	<ul style="list-style-type: none"> Loose organization, but acceptable identified content. Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials; 	<ul style="list-style-type: none"> Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes; Loose organization, without distinct

	The presenters must show their abilities to lead the classmates into participating in the discussion.	<p>balanced composition;</p> <ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>composition;</p> <ul style="list-style-type: none"> •Critical analysis, convincing statement and creative comment; •Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>structure, balanced composition;</p> <ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<ul style="list-style-type: none"> • Simple and unilateral comments, without clear explanation; • Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. 	<p>primary and secondary structure;</p> <ul style="list-style-type: none"> • Devoid of personal comment and/or unreasonable opinion; • Overly soft voice, indistinct pronunciation and improper diction, seriously over time.
3. Term paper	This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analyse.	<p>Strong evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Creative, and insightful ideas • Able to interpret the opinions originally; • Sufficient and 	<p>Some evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas • Able to interpret the opinions 	<p>Limited evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas 	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose organization; • Able to express relevant points to the subject matter; • References are insufficient, ability to provide some reasonable personal 	<ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate limited resources ; • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot express the subject matter or relevant themes; • Summary of references, no personal idea and/or

		<p>organized references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> • Exact and fluent expression, good sense of context, able to use various research methods and writing skills to make the paper convincing with proper diction. 	<p>originally;</p> <ul style="list-style-type: none"> • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction. 	<ul style="list-style-type: none"> • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction. 	<p>comments, but no clear demonstration;</p> <ul style="list-style-type: none"> • Sentence fluency and diction is acceptable. 	<p>unreasonable comment;</p> <ul style="list-style-type: none"> • Seriously insufficient/no reference;
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Taiwanese society, Taiwanese politics, democratization, national identity, constitution, government, political party, electoral system, policy-making, civil society, social movement, cross-strait relations.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1. Copper, John F. (2013). *Taiwan: Nation-State or Province?* 6th ed. Boulder, CO: Westview Press.
2. Roy, Denny. (2003). *Taiwan: a Political History*. Ithaca, NY: Cornell University Press, 2003.
3. Wu, Yu-Shan and Jung-Hsiang Tsai. (2011). "Taiwan: Democratic Consolidation under President-Parliamentarism." In Robert Elgie, Sophia Moestrup, and Yu-Shan Wu, eds., *Semi-Presidentialism and Democracy*. Basingstoke, UK: Palgrave Macmillan.
4. Jiang Yi-Huah. (2017). "Taiwan's National Identity and Cross-Strait Relations." In Lowell Dittmer ed., *Taiwan and China: Fitful Embrace*. Berkeley: University of California Press.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1. Rigger, Shelley. (2011). *Why Taiwan Matters: Small Island, Global Powerhouse*. Lanham: Rowman & Littlefield Publishers.
2. Bush, Richard C. (2013). *Uncharted Strait: the Future of China-Taiwan Relations*. Washington, D.C.: Brookings Institution Press.
3. Dittmer, Lowell ed. (2017). *Taiwan and China: Fitful Embrace*. Berkeley: University of California Press.
4. Alagappa, Muthiah. (2001). *Taiwan's Presidential Politics: Democratization and Cross-Strait Relations in the Twenty-first Century*. Armonk, N.Y.: M.E. Sharpe.
5. Chu, Yun-han. (2011). "Navigating between China and the United States." In Gunter Schubert and Jens Damm eds. *Taiwan Identity in the Twenty-first Century*. London: Routledge.
6. Wu, Yu-Shan. (2007). "Semi-Presidentialism -- Easy to Choose, Difficult to Operate: The Case of Taiwan." In Robert Elgie and Sophia Moestrup, eds., *Semi-Presidentialism Outside Europe: A Comparative Study*. London: Routledge.

7. Jiang, Yi-Huah. (2006). "Is Taiwan a Nation? On the Current Debate over Taiwanese National Identity and National Recognition." In Sechin Chien and John Fitzgerald eds., *The Dignity of Nations*. Hong Kong: Hong Kong University Press.
8. Lin, Jih-wen. (1998). "Vote Buying vs. Noise Making: Two Models of Electoral Competition under the Single Non-transferable Vote - Multimember District System." *Chinese Political Science Review*. 30: 93-122.