

Lingnan University
Social Science Faculty
Department of Political Science

Course Title : Taiwan: Society and Politics
Course Code : SSC3215
Instructor : Professor Wong Yiu-chung
(Office: WYL217, Tel: 2616-7130; Email: wongyc@ln.edu.hk)
Recommended Study Year: 2nd and 3rd Year
No. of Credits/Term : 3 credits/2nd term (2017/2018)
Mode of Tuition : Lecture plus tutorial
Class Contact Hours : 2 hours of lecture, 1 hour tutorial
Category in Major Prog. : Stream elective

Brief Course Description:

The course intends to acquaint students with social and political development of Taiwan after 1949. The history of Japanese colonial legacy will be briefly introduced. It then follows by analyzing the ideology and party structures of the ruling parties of KMT and DPP. The democratization process in which Taiwan evolves from authoritarianism to democracy will be discussed. The dynamics of economic development, societal development and political change will be examined. Finally the problem of Cross Strait relations will be explored.

Aims:

It is hoped that students will acquire a basic understanding of the dynamics of the socio-political processes in Taiwan and the interaction with Mainland China.

Learning Outcomes:

Students will be able to develop their expertise in analyzing Taiwanese societal and political development (and its relations with Mainland China) in future.

Indicative Content:

- I. Modern Taiwan: Japanese Colonial Legacy and the KMT (GMD) Occupation
- II. The Changing Ideology: From Authoritarian Paternalism to Populism
- III. Political Structure: Separation of Five Powers and Constitutional Amendments
- IV. The KMT: Origins, Development, and Prospect
- V. The KMT, Democratic Progressive Party and Multi-Party Politics
- VI. Economic Development, Social Change, and Political Democratization
- VII. Electoral Politics and Foreign Policies
- VIII. Cross Strait Relations: Independence or (Re)-unification ?

Intended Learning Outcomes (ILOs):

Upon completion of the course, the students will be able to:

- 1) Comprehend the macro developmental trends in Taiwan after 1949
- 2) Identity the historical/social/political forces that shaped the trends
- 3) Enhance the theoretical knowledge about how authoritarianism evolves to democracy, using Taiwan as a case study
- 4) Acquaint with the ideological positions of both Taiwan and mainland on the reunification issue of China
- 5) Nurture a habit of critical analysis and explore deeper political implications behind every day routine phenomena
- 6) Develop and improve students' skills of argumentative essay writings and oral presentation communication

Teaching Method:

The course consists of lectures, tutorials and guest lecturer(s) may be invited. VCD and Video tapes may be shown to arouse the interest of students.

Measurement of Learning Outcomes:

Tutorial presentation, discussion, papers and final examination

Assessment:

60% final examination, 40% continuous assessment (paper 15%, presentation 15%, attendance & discussion 10%)

The matching of the assessment items and intended learning outcomes is given as follows

	Assessment Tasks				
	Final Examination (60%)	Written Group Report (15%)	Group Oral Presentation (15%)	Attendance and Class Participation (10%)	
Intended Learning Outcomes					
1. Introduce to students macro-developmental trends in Taiwan after 1949	X			X	
2. Identity the historical/social forces shaping the trends	X				

3. Enhance the theoretical knowledge of students about how authoritarianism evolves to democracy, using Taiwan as a case study	X				
4. Acquaint students with the ideological positions of both Taiwan and mainland on the reunification issue of China	X				
5. Nurture students habit of critical analysis and explore hidden meanings		X	X	X	
6. Develop and improve students' skills of argumentative essay writings and oral communications	X	X	X	X	

Rubrics for final examination

Criteria	Excellent	Proficient	Meets Minimum Standard	Below Standard	Marks
Comprehension of all the relevant concepts. (40%)	Demonstrates a deep insightful level of understanding (40)	Demonstrates a good surface level of understanding (30)	Demonstrates a fair level of surface understanding (20)	Demonstrates an inadequate level of understanding (0-10)	
Application of concepts to the problem posed. (40%)	Appropriate concepts are all applied correctly, (40)	Most concepts are applied correctly (30)	Some concepts are applied at too general a level or misapplied but the central ones are applied correctly and	Most concepts are applied at too general a level or misapplied (0-10)	

			specifically (20)		
Extent to which ideas are expressed logically, accurately and clearly. (10%)	Expression of ideas is consistently accurate, logical and clear (10)	Expression of ideas is generally accurate, logical and clear with some minor lapses (8)	Expression of ideas is comprehensible but there are some major lapses (6)	Largely incomprehensible with some major inconsistencies and errors (0-3)	
Quality of English. (10%)	English is consistently excellent (10)	English is proficient with no major errors (8)	English conveys the essential meaning but contains a number of errors (6)	English is below acceptable university standard (0-3)	
Total Marks	A(80-100)	B(65-79)	C(50-64)	D(40-49), F(0-39)	

Rubrics for term papers/assignments/ reports:

Level of Performance	Marks	Criteria
Very Good – Excellent	12-15	<p>Thesis & Focus</p> <ul style="list-style-type: none"> - Fully addresses the topic/question and demonstrates a thorough understanding of and original insight into the important issues in the topic/question - Skillfully applies a good range of relevant concepts or theories <p>Analysis & Argumentation</p> <ul style="list-style-type: none"> - Comprehensively analyzes and synthesizes the issues from multiple perspectives - Evaluates implications and complications or responds to counter-arguments <p>Evidence & Support</p> <ul style="list-style-type: none"> - Evidence/supporting data is very relevant, accurate, complete, well integrated to support the arguments - Correct citation of sources; provides detailed and proper footnotes/endnotes <p>Writing & Structure</p> <ul style="list-style-type: none"> - Excellent organization of various contents - Presents the materials in a cohesive and logical manner
Fair – Good	6 – 11	<p>Thesis & Focus</p> <ul style="list-style-type: none"> - Demonstrates a complete understanding of the important issues in the topic/question but may miss some minor themes - Attempts to relate theories/concepts <p>Analysis & Argumentation</p> <ul style="list-style-type: none"> - Interprets and evaluates information, but may overlook some information - Superficially evaluates obvious alternative points of view, perspectives or dimensions <p>Evidence & Support</p> <ul style="list-style-type: none"> - Provides necessary evidence to convince reader of most aspects of the main argument but not all

		<ul style="list-style-type: none"> - Correct citation of sources; provides some details in footnotes/endnotes <p>Writing & Structure</p> <ul style="list-style-type: none"> - Good organization of various contents - Attempt to present the materials in a cohesive and logical manner
Very Poor – Poor	0-5	<p>Thesis & Focus</p> <ul style="list-style-type: none"> - Demonstrates misconceptions about the important themes or issues - Fails to connect to theories/concepts or real life <p>Analysis & Argumentation</p> <ul style="list-style-type: none"> - Demonstrates some basic comprehension of texts/data but does not make connections with the bigger picture - Superficially analyzes or synthesizes the issues <p>Evidence & Support</p> <ul style="list-style-type: none"> - Some evidence but not enough to develop argument in unified way - Evidence may be inaccurate, irrelevant, or inappropriate to support the arguments - Incorrect citation of sources; provides limited or no detail in footnotes/endnotes <p>Writing & Structure</p> <ul style="list-style-type: none"> - Lacks clarity or does not present ideas in a coherent or analytical manner - Merely copying original writings

Essential Readings

Fell, Dafydd, *Government and Politics in Taiwan*, New York and London: Routledge, 2012.

Roy, Denny, *Taiwan: A Political History*, Ithaca: Cornell University Press, 2003.

Supplementary Readings

Chao, Linda and Ramon Myers, *The First Chinese Democracy*. Baltimore, The Johns Hopkins University Press, 1998.

Chuang, Ya-Chung, *Democracy on Trial-Social Movements and Cultural Politics in Post-authoritarian Taiwan*. Hong Kong: The Chinese University Press, 2013.

Chiou, C.L., *Democratizing Oriental Despotism.*, New York: St Martin Press, 1995.

Deyo, Frederic C., ed., *The Political Economy of the New Asian Industrialism*, Ithaca, Cornell University Press, 1987.

Liu, Xinzong, *Taiwan Since 1977* (Chinese), Zhongqing: Zhongqing Chubanshe, 2009.

Pang, Wei Yan, *Political Development in Taiwan* (Chinese), Taipei: Fung Lui Forum Publishing House, 2003.

Rigger, Shelley, *Politics in Taiwan*, New York: Routledge, 1999.

Shi Weimin, *Analysing Taiwan's Elections* (Chinese), Beijing: Jiuzhou Chubanshe, 2007.

Suisheng Zhao, (ed.), *Across the Taiwan Strait*, New York: Routledge, 1999.

Weng, S.J. Byron, "A Short History of Taiwan's Democracy Movement", in *Public Governance in Asia and the Limits of Electoral Democracy*, Brian Bridges & Lok-sang Ho, eds. Cheltenham, UK: Edward Elgar, 2010, pp.115-146.

Wong, Yiu-chung, 'A Bridge No More-Hong Kong's Diminished Role in Cross Strait Relations', in *Global Asia*, vol.7, no.2, Summer, 2012, pp.110-119.

Wong Yiu-chung, 'Independence or Reunification? The Evolving Cross Straits Relations since 1949', unpublished working paper, 2015, pp.35.

Year Book, Republic of China, 2017

Website: Taiwan or Republic of China.

Tutorial Arrangements

Tutorial Class Format

The class will be divided into a number of groups, consisting of one or more students, depending on the size of the class. The presentation will last for about 30 minutes and followed by comments and discussion. The written report should be submitted two weeks after the presentation. The paper is about 15 pages (A4-double spacing) including footnotes, references or bibliography. Do not write more than 15 pages and marks will deducted beyond that.

The penalty for the late submission of term papers

- A) Late submission within five working days of the due date. 5 marks will be deducted, e.g. 15 will become 10, etc.
- B) Late submission beyond five working days will receive "F" grade for the work.

Important Notes

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.

- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit reports/term paper/writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.