**DISCIPLINE DESCRIPTION**

**1. Information about the program**

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| 1.1 Higher education institution | Babeş–Bolyai University, Cluj, Romania |
| 1.2 Faculty | Faculty of Political, Administrative and Communication Sciences |
| 1.3 Department | Political Science |
| 1.4 Field of study | Political Science |
| 1.5 Level of study | Undergraduate |
| 1.6 Study program / Qualification | Political Science |

**2. Information about the discipline**

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| 2.1 Discipline title | Political culture and economic development in Taiwan |
| 2.2 Course lecturer | Bogdan Mihai Radu  |
| 2.3 Seminar assistant | Bogdan Mihai Radu |
| 2.4 Year of study | 2 | 2.5 Semester | 1 | 2.6. Evaluation type | E | 2.7 Discipline type | Optional |

**3. Total estimated time (hours of didactic activities per semester)**

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| 3.1 Number of hours per week | 4 | Of which: 3.2 course | 2 | 3.3 seminar/laboratory | 2 |
| 3.4 Total hours in the study plan | 56 | Of which: 3.5 course | 28 | 3.6 seminar/laboratory | 28 |
| Time distribution: face-to-face study: 4 hours. Individual study: 3 hours | 7 |
| Studying the manual, course reader, bibliography and notes: | 1 |
| Supplementary documentation in the library, on electronic platforms and in the field: | 1 |
| Preparing seminars/laboratories, homework, syntheses, portfolios and essays: | 1 |
| Tutorials |  |
| Examinations |  |
| Other activities: .................. |  |
| 3.7 Total hours of individual study | 42 |
| 3.8 Total hours per semester | 98 |
| 3.9 Number of credits | 4 |

**4. Prerequisites (where applicable)**

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| 4.1 based on the curriculum | * Not required
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| 4.2 based on competences | * Not required
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**5. Conditions (where applicable) N/A**

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| 5.1. attendance for the course | Attendance of the course is not mandatory, but is strongly encouraged.  |  |
| 5.2. attendance for the seminar | Attendance of the seminars is mandatory, according to the university's regulations, in proportion of 75%.Students should be active in the seminar and ask questions about the ideas found in the texts they read. They should also participate actively in all debates. The grade from the retake also includes attendance record from the seminar. If the activity performed by the student in the seminars does not meet the criteria for promotion of the discipline, she has the obligation to repeat the discipline in the following academic year. |  |

**6. Accumulated specific competencies**

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| **Professional competencies** | - to gain an introductory image of politics in East Asia, and, especially, in Taiwan**-** to understand how to apply the comparative method to analyzing different cases- to gain a through image of democratization and development in Taiwan |
| **Transversal competencies** | - skills to evaluate the relevant literature- debating skills/argumentation- the comparative method |

**7. Discipline objectives (from the accumulated competencies grid)**

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| 7.1 General objective | Transition to democracy is the one process that led to the creation of more democracy in the world in the shortest period of time. However, every country chose a different path and arrived at “more” or “less” democratic outcomes. In Taiwan, this process led to the construction of a free and fair society that strongly emphasizes societal values, while allowing for the free manifestation of individual freedoms, and the functioning of an efficient civil society. Consequently, the study of Taiwanese transition to democracy can be perceived as a valuable lesson for other countries struggling with the hardships of democratization, thus being a valuable resource for comparative research. Taiwan’s democratic transformation cannot be understood without analyzing its foreign policy and the international context in which political and social change occurred. This course introduces the topic of Taiwan's democratization to Romanian students. Its content includes a wide range of topics, such as the presentation of the pre-democratic authoritarian regime in Taiwan, the penetration of democratic values and ideas and their strengthening force, the importance of an economic model that requires democratic opening, the relationship between democracy and cross-strait relations, foreign policy and international development, the importance of Taiwanese democracy in East Asia, and in the more globalized context. While the focus of the class will be in the proper and detailed understanding of Taiwan's democracy and economic development, a critical comparative approach will also be employed in order to better grasp the importance of transitions in a globalized and nonetheless diverse world. |
| 7.2 Specific objectives | • Students' familiarization with the terminology and basic concepts specific to comparative democratization• Understanding how some countries East Asia, and, especially Taiwan, became both prosperous and democratic• Develop cultural sensitivity |

**8. Contents**

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| **8.1 Course** | **Teaching methods** | **Observations** |
| 1. Introduction to Taiwan
 | Theories and concepts will be introduced and explored through interactive methods.  | Reading the bibliography is mandatory.  |
| 1. Democratic transition and consolidation – the theory
 | Theories and concepts will be introduced and explored through interactive methods.  | Reading the bibliography is mandatory.  |
| 1. Economic development in East Asia
 | Theories and concepts will be introduced and explored through interactive methods.  | Reading the bibliography is mandatory.  |
| 1. Taiwan under authoritarin rule and the begining of the democratic transition
 | Theories and concepts will be introduced and explored through interactive methods.  | Reading the bibliography is mandatory.  |
| 1. Democratic consolidation in Taiwan
 | Theories and concepts will be introduced and explored through interactive methods.  | Reading the bibliography is mandatory.  |
| 1. Institutional reform
 | Theories and concepts will be introduced and explored through interactive methods.  | Reading the bibliography is mandatory.  |
| 1. Political culture in Taiwan
 | Theories and concepts will be introduced and explored through interactive methods.  | Reading the bibliography is mandatory.  |
| 1. The quest for identity
 | Theories and concepts will be introduced and explored through interactive methods.  | Reading the bibliography is mandatory.  |
| 1. Foreign policy and the PRC
 | Theories and concepts will be introduced and explored through interactive methods.  | Reading the bibliography is mandatory.  |
| 1. Democracy and the quest for recognition

  | Theories and concepts will be introduced and explored through interactive methods.  | Reading the bibliography is mandatory.  |
| 1. Taiwan and globalization
 | Theories and concepts will be introduced and explored through interactive methods.  | Reading the bibliography is mandatory.  |
| 1. Taiwan’s role in international development/aid
 | Theories and concepts will be introduced and explored through interactive methods.  | Reading the bibliography is mandatory.  |
| 1. The Taiwanese democratic experience and its transferrability
 | Theories and concepts will be introduced and explored through interactive methods.  | Reading the bibliography is mandatory.  |
| 1. Recapitulation
 | Theories and concepts will be introduced and explored through interactive methods.  |  |
| **Bibliography**Cal Clarke, The Taiwan Exception: Implications for Contending Political Economy Paradigms, International Studies Quarterly, Vol. 31, No. 3 (Sep., 1987), pp. 327-356Chan, G. (1997). Taiwan as an Emerging Foreign Aid Donor: Developments, Problems, and Prospects. Pacific Affairs, 70(1), 37-56. doi:10.2307/2761227Charney, J., & Prescott, J. (2000). Resolving Cross-Strait Relations between China and Taiwan. The American Journal of International Law, 94(3), 453-477. doi:10.2307/2555319Chien-pin Li, Taiwan’s Participation in Inter-Governmental Organizations: An Overview of Its Initiatives, Asian Survey, Vol. 46 (Jul. – Aug., 2006), pp. 597-614\Diven, P., & Constantelos, J. (2009). Explaining generosity: a comparison of US and European public opinion on foreign aid. Journal of Transatlantic Studies, 7(2), 118-132.Ger, Y. (2015). Cross-Strait Relations and the Taiwan Relations Act. American Journal of Chinese Studies, 22, 235-252. Retrieved from http://www.jstor.org/stable/44289169Guillermo O’Donnell, Democratic Theories after the Third Wave: A Historical Retrospective, Taiwan Journal of Democracy, 3(2), 2007, 1-11I-Fen Lin, Noreen Goldman, Maxine Weinstein, Yu-Hsuan Lin, Tristan Gorrindo, Teresa Seeman , Gender Differences in Adult Children's Support of Their Parents in Taiwan, Journal of Marriage and the Family, Vol. 65, No. 1 (Feb., 2003), pp. 184-200Jonathan I. Charney and J. R. V. Prescott , Resolving Cross-Strait Relations between China and Taiwan , The American Journal of International Law, Vol. 94, No. 3 (Jul., 2000), pp. 453-477Joseph Wong, Deepening Democracy in Taiwan , Pacific Affairs, Vol. 76, No. 2 (Summer, 2003), pp. 235-256Jui-Shan Chang, Refashioning Womanhood in 1990s Taiwan: An Analysis of the Taiwanese Edition of "Cosmopolitan" Magazine, Modern China, Vol. 30, No. 3 (Jul., 2004), pp. 361-397Junhan Lee,Primary Causes of Asian Democratization: Dispelling Conventional Myths, Asian Survey, Vol. 42, No. 6 (Nov. - Dec., 2002), pp. 821-837Phillip C. Saunders , Long-Term Trends in China-Taiwan Relations: Implications for U.S. Taiwan Policy, Asian Survey, Vol. 45, No. 6 (Nov. - Dec., 2005), pp. 970-991Political Culture Revisited , Political Psychology, Vol. 12, No. 3 (Sep., 1991), pp. 487-508Shao-chuan Leng and Cheng-yi Lin, Political Change on Taiwan: Transition to Democracy? , The , No. 136, Special Issue: Greater China (Dec., 1993), pp. 805-839Yangsun Chou and Andrew J. Nathan, Democratizing Transition in Taiwan, Asian Survey, Vol. 27, 87), pp. 277-299Yung-mei Tsai, Mei-lin Lee, Temu Wang, The Personal Consequence of Globalization in Taiwan, Ethnology, Vol. 45, No. 4 (Fall, 2006), pp.275-285 |  |
| **8.2 Seminar / laboratory** | **Teaching methods** | **Observations** |
| 1. Introduction to Taiwan
 | During the seminar, students will have to discuss and debate (team work) on various issues characterizing the Taiwanese democratic trajectory, and, if possible, compare them with their own experience.  | Reading the bibliography is mandatory.  |
| 1. Democratic transition and consolidation – the theory
 | During the seminar, students will have to discuss and debate (team work) on various issues characterizing the Taiwanese democratic trajectory, and, if possible, compare them with their own experience.  | Reading the bibliography is mandatory.  |
| 1. Economic development in East Asia
 | During the seminar, students will have to discuss and debate (team work) on various issues characterizing the Taiwanese democratic trajectory, and, if possible, compare them with their own experience.  | Reading the bibliography is mandatory.  |
| 1. Taiwan under authoritarin rule and the begining of the democratic transition
 | During the seminar, students will have to discuss and debate (team work) on various issues characterizing the Taiwanese democratic trajectory, and, if possible, compare them with their own experience.  | Reading the bibliography is mandatory.  |
| 1. Democratic consolidation in Taiwan
 | During the seminar, students will have to discuss and debate (team work) on various issues characterizing the Taiwanese democratic trajectory, and, if possible, compare them with their own experience.  | Reading the bibliography is mandatory.  |
| 1. Institutional reform
 | During the seminar, students will have to discuss and debate (team work) on various issues characterizing the Taiwanese democratic trajectory, and, if possible, compare them with their own experience.  | Reading the bibliography is mandatory.  |
| 1. Political culture in Taiwan
 | During the seminar, students will have to discuss and debate (team work) on various issues characterizing the Taiwanese democratic trajectory, and, if possible, compare them with their own experience.  | Reading the bibliography is mandatory.  |
| 1. The quest for identity
 | During the seminar, students will have to discuss and debate (team work) on various issues characterizing the Taiwanese democratic trajectory, and, if possible, compare them with their own experience.  | Reading the bibliography is mandatory.  |
| 1. Foreign policy and the PRC
 | During the seminar, students will have to discuss and debate (team work) on various issues characterizing the Taiwanese democratic trajectory, and, if possible, compare them with their own experience.  | Reading the bibliography is mandatory.  |
| 1. Democracy and the quest for recognition

  | During the seminar, students will have to discuss and debate (team work) on various issues characterizing the Taiwanese democratic trajectory, and, if possible, compare them with their own experience.  | Reading the bibliography is mandatory.  |
| 1. Taiwan and globalization
 | During the seminar, students will have to discuss and debate (team work) on various issues characterizing the Taiwanese democratic trajectory, and, if possible, compare them with their own experience.  | Reading the bibliography is mandatory.  |
| 1. Taiwan’s role in international development/aid
 | During the seminar, students will have to discuss and debate (team work) on various issues characterizing the Taiwanese democratic trajectory, and, if possible, compare them with their own experience.  | Reading the bibliography is mandatory.  |
| 1. The Taiwanese democratic experience and its transferrability
 | During the seminar, students will have to discuss and debate (team work) on various issues characterizing the Taiwanese democratic trajectory, and, if possible, compare them with their own experience.  | Reading the bibliography is mandatory.  |
| 1. Recapitulation
 | During the seminar, students will have to discuss and debate (team work) on various issues characterizing the Taiwanese democratic trajectory, and, if possible, compare them with their own experience.  | Reading the bibliography is mandatory.  |

**9. The corroboration of discipline contents with the expectations of epistemic community representatives, professional associations and representative employers in the study program’s corresponding field**

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| At the end of the semester students should:- Be familiar with the political situation in East Asia- Be able to compare different political systems, while also displaying cultural sensitivity- Be familiar with Taiwan’s democratization and its development strategies  |

**10. Evaluation**

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| Type of activity | 10.1 Evaluation criteria | 10.2 Evaluation methods | 10.3 Weight in final mark |
| 10.4 Course | Term paper, written throughout the semester, and discussed within class.  | Written paper | 50% |
| 10.5 Seminar/laboratory | Work in the seminars/debates | Quality of replies to questions about the topics discussed in seminars. | 50% |
| 10.6 Minimum performance standard |
| The class is organized in weekly meetings. Students are expected to cover the assigned readings and participate in discussions. Each student will have to work on an individual project on a topic approved by the instructor, resulting in a term paper. The term paper will focus on public opinion data that can be downloaded from the Academia Sinica website or from other comparative datasets, such as the World Values Survey. The data for these projects and the bibliography will be made available by the instructor. The final grade will be calculated as follows:1. written paper – 50%2. attendance and participation to class – 50%Plagiarism and academic fraud are sanctioned according to the Students’ Ethics code, available at https://fspac.ubbcluj.ro/ro/resurse/administrative/regulamente . Plagiarism and attempted fraud is punished with the failing grade “1” and the case is reported to the Dean’s office for further examination and sanctioning. Fraud during the final exam is punished with elimination from the exam.Any academic paper relies on information with proper sources cited according to scientific rules. It is strongly recommended to use one of the existing bibliographical styles (APA, MLA, Chicago, etc.). The Department of Political Sciences recommends using the APSA style (American Political Science Association). If any other style is preferred, it should be used consistently throughout the paper. Evaluation of the papers will take into consideration also the correct use of the bibliographical style. |