



东海大學
TUNG HAI UNIVERSITY

TUNG HAI UNIVERSITY
INTERNATIONAL
COLLEGE & CSAT

Summer Mini-Semester

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*Come
study in
Taiwan!*





*Rich and
diverse
learning
opportunities*

contents

general information	4
Overview	4
Taiwan	5
Tunghai University	6
International College	7
program details	8
Accommodations	8
Application Process	8
Day Trips, Cultural Activities & Excursions	9
Tentative Itinerary	10
Tentative Course Offerings	12
Included Day Trip Highlights	14
Overnight Excursion Highlights	18
courses	20
General Education / Language Courses	20
Business / Management Courses	33
Sustainability / Science Courses	45
instructors	53
Professors	53
Associate Professors	57
Assistant Professors	58
Lecturers	64
photo credits	67
contact	68

 *Click
to jump
directly
to a page*

general information

OVERVIEW

The Tunghai University International College (IC) is proud to announce the Tunghai University International College & Consortium for Study Abroad in Taiwan (CSAT) Summer Mini-Semester, which will provide content courses and cultural experiences to international students from around the world. The five-week mini-semester will be co-taught by visiting teachers from the US and resident faculty at the IC, with diverse course offerings ranging from arts, culture, business, and sustainability to Chinese language.

International students will take their courses together with students from the IC. Each student will select either one or two courses (3 credits per course, with 3 credits = 54 hours) held Monday to Thursday, with one course held in the morning and the other in the afternoon. Fridays will be devoted to cultural activities and day trips. The cost (tuition + housing + day trips) to students will be US\$3,800. After successful completion, students will be awarded a CSAT certificate and an official transcript from Tunghai University.

Before arrival, students should consult with their home institutions about credit transfer.

34
DAYS

3-6
CREDITS

\$3800
TOTAL COST
TUITION, HOUSING & DAY TRIPS

Our Partner:



The Consortium for Study Abroad in Taiwan (CSAT) is a hub linking U.S. and Taiwan universities. The CSAT is managed by the Foundation for Scholarly Exchange (FSE, Fulbright Taiwan) in partnership with the Foundation for International Cooperation in Higher Education of Taiwan (FICHET) and the Taiwan Ministry of Education (MOE).



23.7M PEOPLE

10TH 2018 HUMAN FREEDOM INDEX

13TH GDP PER CAPITA
BY PPP, IMF 2020 ESTIMATES

TAIWAN

Taiwan (The Republic of China) is a multi-cultural nation with a rich history formed by Indigenous Peoples, Taiwanese, Chinese, Japanese, and Westerners. A vibrant multi-party democracy with no restrictions on personal freedoms (no web censorship and no limits on political, artistic, or personal expression), Taiwan is also a gateway to China and a treasure trove of traditional Chinese culture and values. In Taiwan, you will meet warm, welcoming people and make life-long friendships. Taiwan has something for everyone: stunning natural scenery, rich traditional and modern culture, world-class hot springs and delicious food.



TUNG HAI UNIVERSITY



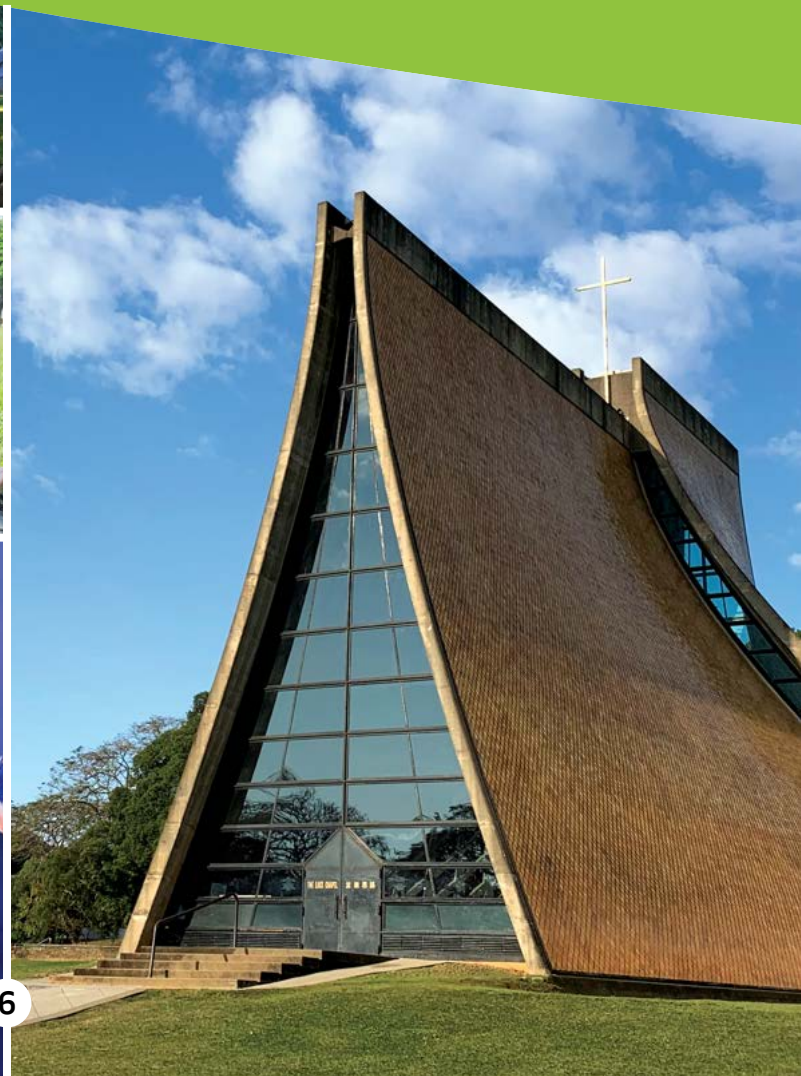
Tung Hai University was founded in 1955 as the first private university in Taiwan and the first and only Taiwanese educational institution to offer a comprehensive education from kindergarten to doctoral programs. Tung Hai was also the first university in Taiwan to establish its own systems of General

Education and Student Labor, pioneering programs that have been widely emulated at other universities in Taiwan. The lush Tung Hai University campus, featuring the landmark Luce Memorial Chapel, has been voted most beautiful in Taiwan, and offers a scenic and natural environment for learning.

17,000+
STUDENTS

345
ACRE
CAMPUS

#92
T.H.E. WORLD
IMPACT
RANKINGS
SUSTAINABLE CITIES &
COMMUNITIES, 2020



INTERNATIONAL COLLEGE



The IC faculty includes both local and international teachers. Nearly a quarter of the student population is from overseas, and together they represent more than 30 different countries. The diversity of the teachers and students creates a truly international environment. The language of instruc-

tion is English. A core component of the IC curriculum is our Global Leadership Program, an innovative, forward-looking course sequence devoted to global trends in business, the world economy, culture and ecology. For further information, visit: ic.thu.edu.tw.

34

COUNTRIES

REPRESENTED IN
STUDENTS & FACULTY

1ST

English-
immersion
undergrad
program
in Taiwan

Global Leadership
Program Core Values:

- Awareness of current events
- Engagement with the world
- A self-critical attitude
- Leadership and confidence



program details

APPLICATION PROCESS

Eligibility:

- Current college student
- Above the age of 18

Application Materials*:

- copy of passport personal information page
- proof of student status
- completed application form



Application Deadline: February 28, 2021.

Early Bird Registration: November 1, 2020 – January 31, 2021

- **US\$100 discount** for those who register during the Early Bird period

Course enrollments will be on a first-come-first-choice basis.

**Applicants may be required to submit additional materials.*



ACCOMMODATIONS

International students will stay at the Ful Won (富王), a 3-star family and business hotel located at a major junction in the public transit system, and only a 15-min bus ride from campus. Rooms will be double occupancy, and a breakfast buffet will be provided. All buses in Taichung are free for the first 10 km, and bike share rides are free for the first 30 minutes.

DAY TRIPS, CULTURAL ACTIVITIES & EXCURSIONS

The program tuition will cover four day trips to central and southern Taiwan:

Day Trip 1: **Nantou**: Sun Moon Lake + Snake Kiln in Shuili

Day Trip 2: **Tainan**: Chihkan Tower + Confucius Temple
+ Anping Old Street

Day Trip 3: **Changhua**: beach cleaning + three-wheeled truck
and oyster picking experience in Wanggong

Day Trip 4: **Taichung**: corporate visit (Johnson Health Tech)
+ Chio Tian Folk Drums & Arts Troupe

It will also cover three cultural activities:



**A rice dumpling
cooking class**



**The Dragon
Boat Festival**



**The International
Dragon Boat Races in
Changhua**

Students are welcome to take part (at extra cost) in our optional overnight excursions:

Excursion 1:
**Kenting (Kuan-san Sunset,
Nanwan, Eluanbi Lighthouse)**

Two days and one night

*Extra cost: NT\$4,200
(about US\$140)*

Excursion 2:
**Taipei (National Palace Museum,
Sun Yat-Sen Memorial Hall) +
Yilan (Center for Traditional Arts)
+ Hualien (Taroko, Qixingtan)**

Three days and two nights

*Extra cost: NT\$6,000
(about US\$200)*

TENTATIVE ITINERARY

(subject to change)

DATE	MORNING	AFTERNOON	EVENING
May 23 (Sun)	Airport Pickup	Hotel Check-In	
May 24 (Mon)	Content Course 1	Content Course 2	Opening Dinner
May 25 (Tues)	Content Course 1	Content Course 2	
May 26 (Wed)	Content Course 1	Content Course 2	
May 27 (Thu)	Content Course 1	Content Course 2	
May 28 (Fri)	Day Trip to Nantou: Sun Moon Lake & Snake Kiln in Shuili (included)		
May 29 (Sat)	Excursion 1: Kenting Beach (Kuan-san Sunset, Nanwan, Eluanbi Lighthouse)		
May 30 (Sun)	Two days and one night at an extra cost of NT\$4,200 (about US\$140)		
May 31 (Mon)	Content Course 1	Content Course 2	
June 1 (Tues)	Content Course 1	Content Course 2	
June 2 (Wed)	Content Course 1	Content Course 2	
June 3 (Thu)	Content Course 1	Content Course 2	
June 4 (Fri)	Day Trip to Tainan: Chikan Tower, Confucius Temple, Anping Old Street (included)		
June 5 (Sat)	Free Weekend		
June 6 (Sun)			
June 7 (Mon)	Content Course 1	Content Course 2	
June 8 (Tues)	Content Course 1	Content Course 2	
June 9 (Wed)	Content Course 1	Content Course 2	
June 10 (Thu)	Content Course 1	Content Course 2	Cooking Class: Rice Dumplings

DATE	MORNING	AFTERNOON	EVENING
June 11 (Fri)	Day Trip to Changhua: Beach cleaning + Three-wheeled truck oyster-picking experience in Wanggong (included)		
June 12 (Sat)	International dragon boat races in Changhua (included)		
June 13 (Sun)			
June 14 (Mon)	Dragon Boat Festival (Holiday)		
June 15 (Tues)	Content Course 1	Content Course 2	
June 16 (Wed)	Content Course 1	Content Course 2	
June 17 (Thu)	Content Course 1	Content Course 2	
June 18 (Fri)	Day Trip (Fri): Taichung: Corporate Visit (Johnson Technology) + Chio Tian Folk Drums & Arts Troupe (included) OR Excursion 2 (Fri-Sun): Taipei (Palace Mus., Sun Yat-Sen Hall) + Hualien (Taroko, Qixingtan) + Yilan (Public Art Center) <i>Three days and two nights at an extra cost of NT\$6,000 (about US\$200)</i>		
June 19 (Sat)			
June 20 (Sun)			
June 21 (Mon)	Content Course 1	Content Course 2	
June 22 (Tues)	Content Course 1	Content Course 2	
June 23 (Wed)	Content Course 1	Content Course 2	
June 24 (Thu)	International Conference		Farewell Dinner
June 25 (Fri)	Airport drop off		

TENTATIVE COURSE OFFERINGS

(subject to change)

General Education/Language

COURSE TITLE	INSTRUCTOR	HOME INSTITUTION
Elementary Chinese	TBA	Tunghai University
Intermediate Chinese	TBA	Tunghai University
Business Chinese	Wanching Hsieh	University of Pittsburgh
East Asian Cinema	Karen S. Kingsbury	Chatham University
Food and Identity	Carrie Helms Tippen	Chatham University
Tea: Science, Society, and Sustainability	Dan Choffnes	ASIANetwork (Chair)
Personal Identity in Historical Perspective	Ying-hsiu Lu	Tunghai University
Positive Psychology	Annie Tsai	Tunghai University
Strategic Communication for Global Leaders	Jim Hinterlong	Tunghai University

Sustainability/Science

COURSE TITLE	INSTRUCTOR	HOME INSTITUTION
Measurement Using Photogrammetry and Videogrammetry	Jack Leifer	Trinity University
Sustainable Water Uses and Management	Walter Den	Texas A&M - San Antonio
Introduction to Sustainable Design and Design Materials	Meichun Liu	Wolkland Design, Inc. (Founder)
Sustainable Materials and Technology	Mrinalini Mishra	Tunghai University
Permaculture and Eco-Living Systems	John Perez	Tunghai University
Marine Litter Management	Falk Schneider	Tunghai University

Business/Management

COURSE TITLE	INSTRUCTOR	HOME INSTITUTION
Supply Chain Management	Yuanjie He	CalState Polytechnic University, Pomona
Data Analysis and Problem-Solving	John Ni	Miami University
Monetary Policy or Financial Economics	Tzu-Hao Huang	Manhattan College
Sun Zi's Art of War and Business Strategies	Jue Xin Tan (Jesse)	Tunghai University
Fraud Examination	James Gillespie	Tunghai University
Excel for Finance	Carol Troy	Tunghai University
Seminar on Asia-Pacific Business Management	Hao-Cheng Chen	Tunghai University
Startup	Frank Lin, CFA	Tunghai University
Building an Inclusive and Diverse Workplace	Valerie Holton	Tunghai University

INCLUDED DAY TRIP HIGHLIGHTS



Day Trip 1

Nantou

11



Sun Moon Lake + Snake Kiln in Shuili

Our first included trip will begin at Sun Moon Lake in Yuchi Township, Nantou County. This is Taiwan's largest lake and a favorite destination for travelers of all nationalities. The area offers the best of both worlds: spectacular natural beauty and restaurants, shopping, and recreation. Activities include hiking, boating, and cable car rides. Home to the Thao people, among Taiwan's 13 indigenous tribes, indigenous performances and delicacies are a special attraction for visitors.

A short trip will take us from Sun Moon Lake to the Shuili Snake Kiln, a wood-fired kiln founded in 1927 by master potter Lin Jiangsong. For several generations, the kiln was a thriving family business. However, as Taiwan modernized, demand for pottery decreased, and the kiln's fortunes declined. In 1993, the kiln was opened to the public as an educational center, featuring a museum and pottery classes. The original kiln, rebuilt after the 1999 earthquake, can also be viewed.



Day Trip 2
Tainan



Chihkan Tower + Confucius Temple + Anping Old Street

The second included trip will take us to Tainan, Taiwan's oldest city and one-time capital. We will visit three attractions from the Dutch colonial period. Chihkan Tower, constructed in 1652, was the seat of the colonial administration. Anping Fort was built between 1624 and 1634 and served as a transit point for international trade. Nearby Anping Old Street, Taiwan's oldest named street, runs through a historic neighborhood teeming with shops selling snacks, souvenirs and crafts.

The Confucius Temple, built in 1666, was Taiwan's first Confucian temple and official institute of higher learning. The building has survived wars and natural disasters, and has been reconstructed more than 30 times. Today, it is both a tourist attraction and a center for traditional ceremonies, such as the annual Teacher's Day celebration held on September 28 to mark the great scholar's birthday. The temple also houses ancient musical instruments and other artifacts used in these ceremonies.

INCLUDED DAY TRIP HIGHLIGHTS



Day Trip 3

Changhua

12



13

Beach Cleaning + Clam and Oyster Picking in Wanggong

All hands on shore! We will start the third included day trip with a beach cleaning! The next stop will be Wanggong (王功), a traditional fishing village located in Fangyuan Township (Changhua County) in central Taiwan. In its glory days, Wanggong Port was a major hub in Taiwan's fishing industry. Now it is open to the public as a recreational center.

It is so much fun to ride a three-wheeled oyster truck through the mud flats outside Wanggong! These trucks may be noisy and

inelegant, but they are perfect companions for digging oysters and clams in the shallow waters. After all that activity, enjoy a delicious meal. For a few dollars, you can buy fresh-grilled oysters and other specialties at the Wanggong Food Court.

End your day in style! The Wanggong nightscape is a truly romantic sight. When the sun sets over the horizon, the water shimmers with lights from Wanggong Bridge.



Day Trip 4

Taichung

14



15



16

Corporate Visit + Chio Tian Folk Drums & Arts Troupe

Since Taiwan's early days, tīn-thâu (陣頭) troupes (such as the one pictured here) have staged ceremonies welcoming the temple gods. The fourth and last included trip will begin with a performance by the Chio-Tian Folk Drums & Arts Troupe, one of the most famous tīn-thâu troupes in Taiwan. The Chio-Tian Troupe is named after the main local deity, the Goddess of Chio-Tian (九天玄女). Chio-Tian's mission is to preserve traditional tīn-thâu and raise it to a higher level. Today, it is a performing arts group well known both at home and abroad.

We will round out the day by visiting Johnson Health Tech, a multinational producer of treadmills, stationary bicycles, massage chairs, and other exercise and wellness equipment, and the world's top specialty fitness retailer. The company has won numerous global and local awards, including two Taiwan Excellence awards. We will enjoy an introductory presentation and a tour of the manufacturing plant at the company's Taichung headquarters.

OVERNIGHT EXCURSION HIGHLIGHTS



Excursion 1:

Kenting

17



18

Kuan-san Sunset + Nanwan + Eluanbi Lighthouse

Two days / one night

Extra cost: NT\$4,200 (about US\$140)

Kenting, on the southern tip of Taiwan, is one of the island's top travel destinations. The area has a unique ecosystem, with coral cliffs, mountains, and a teeming diversity of vegetation and wildlife, including land crabs, monkeys, and hundreds of bird species. Visitors can enjoy swimming, surfing, snorkeling, scuba, and other water activities.

Eluanbi Lighthouse was built in 1883 to alert passing ships to hidden reefs and treacherous weather conditions on Taiwan's southernmost point. It has been restored twice, after damage in the First Sino-Japanese War and World War II. The lighthouse and surrounding Eluanbi Park were opened to the public in 1982.



Excursion 2:
Taipei–Yilan–Hualien

**Taipei (National Palace Museum, Sun Yat-Sen Memorial Hall)
+ Yilan (Center for Traditional Arts) + Hualien (Taroko Gorge, Qixingtan).**

Three days / two nights

Extra cost: NT\$6,000 (about US\$200)

Taipei is the thriving economic heart and capital of Taiwan. The National Palace museum holds some of the finest examples of traditional Chinese art and artifacts in the world, many collected by emperors themselves. National Dr. Sun Yat-sen Memorial Hall was built to commemorate the founding father of the Republic of China, Dr. Sun Yat-sen. Its design mirrors the grandeur of a traditional Chinese palace.

The National Center for Traditional Arts is located on a 24-hectare campus by the Dong Mountain (冬山) River in nearby Yilan. The Center is devoted to the devel-

opment of traditional art forms, hosting exhibits, performances, shops and craft shows.

Taroko Gorge National Park is one of Taiwan's most spectacular sights. With its marble canyons, cliffs, caves, and white-water rivers, it is among most beautiful places in Taiwan. It is a favorite spot for hiking, rafting, hot springs, and other outdoor activities.

Qixing Lake, located northeast of Hualien City, features natural beaches, crystalline waters, sparkling black beach stones, and views of the mountainous landscape and winding highways in the distance.

courses

GENERAL EDUCATION / LANGUAGE COURSES

Elementary Chinese (for Non-Native Speakers)

Instructor: TBA

Prerequisites: None

Textbook and Materials: Based on topics, PPT and PDFs will be provided by the instructor.

Course Description:

This course is designed for students with no previous knowledge of Mandarin Chinese. The lessons are based on practical communication to help students with everyday social interactions and tasks, such as meeting new people, inviting friends, shopping, giving directions, and expressing likes and dislikes, etc. This course

will emphasize spoken Chinese including pronunciation, grammatical structures, and vocabulary building, while covering the four basic language skills of speaking, listening, reading, and writing. Students will read and write in Pinyin and learn basic skills in the use of online dictionaries and translation tools. Additional topics include traditional Chinese characters, learning methods, the history of the Chinese language and cultural influences. This course will give beginning students a thorough introduction to Mandarin Chinese and a good foundation for further study.

Course Objectives:

Students who complete this course will demonstrate:

- Ability to initiate, sustain, and close short conversations in common social settings on campus
- Command of a basic 400-word daily vocabulary

- Appropriate pronunciation, e.g. tonal inflections, in spoken Chinese
- Ability to read and write phonetically, using pinyin
- Basic knowledge and learning methods about Chinese characters and radicals
- Basic skills in the use of online dictionaries and translation tools
- Understanding of the cultural underpinnings of Mandarin Chinese

Learning Activities and Assignments:

- Class activities include language exercises, role-play, class discussions, etc.
- Chinese culture activities include Tai-Chi exercise daily, Chinese calligraphy, and tea.
- Assignments include learning journal, online activities, and daily conversation with native speakers.
- Quizzes: daily quizzes on vocabulary or conversation.
- Oral Presentations: Suggested topics and details are posted in advance.

Grading Policy

25%	Class Participation
25%	Assignments
20%	Quizzes
20%	Weekly Presentations
10%	Final Presentation

Weekly Syllabus

Week	Conversation Topics	Suggested Presentation
1	Meeting New Friends: Names, relationships, countries, appeals.	Me and my friends
2	What would you like to do after class? Date, time, hobbies, activities, to initiate/accept/decline an invitation.	An unfortunate weekend!
3	What's for dinner? Where?, what?, like, food, food adjectives, campus buildings.	The best/worst food around campus!
4	Go shopping! Money, directions, clothes.	My best and worst shopping experience or commercial video
5	Go travel! Transportation, location, landscape	Final: When you come to my college in the U.S... (10%)

Intermediate Chinese

(for Non-Native Speakers)

Instructor: TBA

Prerequisites: Previous study equivalent to Elementary Chinese (or above).

Course Description:

This course will build on the student's elementary Mandarin Chinese proficiency. It will further develop the student's four basic language skills (speaking, listening, reading, and writing). As in Elementary Chinese, the main emphasis will be on oral

communication. Students will engage in longer, more involved conversations in which they describe their personal experiences and viewpoints on various current issues. To facilitate this practice, there will be a greater focus on written work, including extensive original writing assignments, as a means to develop self-expression. As in Elementary Chinese, most of the writing will be done in pinyin. However, students will also enlarge their repertoire of traditional Chinese characters, both through reading and writing. Some of the writing practice will require the use of online tools to search for information in Chinese. Using the writings as a foundation, students will do oral presentations on various topics.

Course Objectives:

Students who complete this course will demonstrate:

- Appropriate pronunciation, e.g. tonal inflections, in spoken Chinese
- Ability to hold more extended conversations
- Ability to communicate in a wider range of social settings
- Basic ability to describe personal experiences and points of view
- Command of a basic 700-word vocabulary
- Ability to compose original texts in pinyin
- Basic skills in using online tools and doing internet searches in Chinese
- A deeper understanding of the cultural underpinnings of Mandarin Chinese

Grading Policy: TBA

Weekly Syllabus: TBA

Learning Activities /Assignments: TBA

Business Chinese

(for Non-Native Speakers)

Instructor: Wanching Hsieh

Prerequisites: One year of Chinese study or permission of the instructor

Textbook and Materials: Will vary depending on students' proficiency; topic-based materials and PDFs provided by the instructor.

Course Description: This course is designed for students who have basic Chinese proficiency, and builds upon the fundamentals to learn essential business Chinese communication skills, such as writing letters, reports, oral presentations, etc. Appropriate cultural business interaction in Chinese speaking communities will be demonstrated and practiced.

Course Objectives:

At the conclusion of the course, students will be able to

1. Conduct basic Chinese conversations in business settings.
2. Make oral presentations on business-related topics in Chinese.
3. Write appropriate Chinese business correspondence, including letters and reports.

Learning Activities and Assignments

- *Class Participation:* Students are expected to actively participate in all class activities, discussions, etc.
- *Assignments:* Assignments can be written or typed in traditional or simplified Chinese, and should be double-spaced. For overdue assignments, a 5% grade deduction will apply for each day the assignment is late. Assignments include various business correspondence, such as letters, reports, etc.
- *Quizzes:* There will be vocabulary quizzes on each topic.
- *Oral Presentations:* Suggested topics and details are posted in advance.

Grading Policy

20%	Class Participation
30%	Assignments
25%	Quizzes
25%	Oral Presentations

Weekly Syllabus

Week	Topic
1	Introduction Structure of a Chinese Company
2	Applying for a Job
3	Attending Business Events
4	Business Negotiations
5	Cultural Similarities and Differences Conclusion

East Asian Cinema

Instructor: Karen Kingsbury, Ph.D.

Prerequisites: None

Textbook and Materials: PDFs provided by the instructor.

Course Description:

This course investigates the political-economic and ethical-aesthetic factors that have shaped cinematic expression in Japan, China, Taiwan, and Korea, starting in the 1930s, but emphasizing the 1990s to the present. Topics include social selves and ethics messaging, martial arts and war films, and non-fiction (documentary) storytelling. Emphasis is on speaking and writing judiciously about stimulating, sometimes controversial films, by showing a good understanding of relevant problems in interpretation and critical appreciation, as well as the pertinence of national narratives, historical events, and local/global market conditions for film production. Some of the films likely to be included: *The Goddess*, *Shoplifters*, *Secret Sunshine*, *City of Life and Death*, *Yi Yi*.

Course Objectives:

At the conclusion of the course, students will be able to

- Speak and write judiciously about a selected set of East Asian films, showing a good understanding of various problems in interpretation and critical appreciation, as well as the pertinence of national narratives, historical events, and market conditions for film production.
- Demonstrate understanding of global interdependence and local cultural values from multiple perspectives (e.g. social, economic, political, and environmental).

- Critically assess global and local events, processes, trends, and/or issues and be able to place their own culture in that context.
- Write 3-4 page formal papers on questions assigned by the professor.

Sample Films (final selection depends on screening logistics):

Social Selves and Ethics Messaging:

- OZU Yasujiro, dir. *I Was Born, But...* 1932. (Japan) 90 min.
- KORE-EDA Hirokazu, dir. *Shoplifters*. 2018. (Japan) 121 min.
- WU Yonggang, dir. *The Goddess*. 1934. (China) 85 min.
- ZHANG Yimou, dir. *Not One Less*. 1999. (China) 106 min.
- LEE Chang-dong, dir. *Secret Sunshine*. 2007. (South Korea) 142 min.

Martial Arts and War Films:

- LEE Ang, dir. *Crouching Tiger, Hidden Dragon*. 2000. (China/HK/Taiwan/USA) 120 min.
- ZHANG Yimou, dir. *Hero*. 2002. (China) 99 min.
- WEI Te-sheng, dir. *Warriors of the Rainbow: Seediq Bale*. 2011. (Taiwan) 150 min.
- LU Chuan, dir. *City of Life and Death*. 2009. (China) 133 min.

Non-fiction Depiction: Characters, Questions

- MIYAKE Kyoko. *Surviving the Tsunami—My Atomic Aunt*. 2013. (Japan) 52 min.
- FAN Jian. *Still Tomorrow*. 2016. (China) 88 min.

Learning Activities and Assignments

- *Forums:* Prompts are posted soon after each class session, and replies are due 2 hours before the subsequent session.

Replies are rated on a 4-point scale and content is used in class discussion.

- *2 Quizzes* (names, events, terms, short answer): 20% Study Guides are posted in advance.
- *Essay:* 20% Essay prompts are posted in advance.
- *Pair Presentation or Short Research Paper:* 30% Work with 1 partner to produce a 15-min presentation OR write a 1,500-word short research paper. Suggested topics and other details are posted in advance.

Grading Policy

30%	Participation in class and online forums
20%	2 Quizzes
20%	Essay 1 (1,000 words)
30%	Pair Presentation (15 min.) Or Essay 2 (1,500 words)

Weekly Syllabus

Week	Topic
1	Introduction Social Selves and Ethics Messaging I; Forum A
2	Social Selves and Ethics Messaging II; Forum B; Quiz 1
3	Martial Arts and War Films; Essay due
4	Martial Arts and War Films, contd. Non-fiction Depiction: Characters, Questions; Forum C
5	Non-fiction, cont'd. Pair Presentation or Short Research Paper; Forum D; Quiz 2

Other Requirements: Additional screening sessions, outside the usual class time, may be needed.

Food and Identity

Instructor: Carrie Helms Tippen, Ph.D.

Prerequisites: None

Textbook and Materials

- Bich Minh Nguyen, *Stealing Buddha's Dinner*. Penguin Books, 2008.
- Diana Abu-Jaber, *Crescent*. W.W. Norton, 2004.

All other course material will be provided.

Course Description

This course examines literature in multiple genres (fiction, poetry, creative non-fiction, graphic novel, film/television) through the theoretical lens of food studies to understand how writers use food as a cultural object to point to issues of identity including race, class, gender, sexuality, age, ability, and systems of belief. We especially explore the role that food plays in cross-cultural contact zones: places where people meet despite their differences. When characters of different backgrounds come together over food, does food bring them together or reveal their inequities? We will examine food as something that simultaneously unifies and divides human beings.

Course Objectives

- Know key terms of literary analysis and foster an ability to apply literary terms to primary texts.
- Generate meaningful critical analysis and close reading of challenging literary texts in cogent and persuasive essays.
- Describe constructions of race, class, gender, ethnicity, and beliefs as they apply to analyses of food in culture.

Learning Activities and Assignments

Weekly Abstracts

As a step in the process of writing your literary analysis essays and as another check for reading comprehension, you will write an abstract every week, proposing an argumentative essay on at least one of the readings assigned for that week. At 250-300 words, an abstract is concise and argument focused. It does not give a lot of evidence, instead, it makes a clear thesis statement, describes the contribution the essay would make to an ongoing conversation, and hints at an order of contents. Examples will be provided as models for you to follow.

Multimedia Presentation

For this 5-7 minute presentation with a small group of 2-3 students, you will be asked to make an Oral Presentation with a Visual Aid re-reading a text that is familiar to you, this time paying close attention to the role of food in that text. "Text" is defined broadly and may be fiction, non-fiction, graphic novel, poem, play, film, television show, etc. It should be a text that you have already read/viewed (maybe more than once), and it probably will not obviously be about food. Your presentation should summarize or present at least one food scene (eating, drinking, serving, cooking, starving, feasting, digestion, indigestion, selling, buying, farming, processing, etc) and examine the role of food in that scene. Why is there food in this scene? How do the characters interact with food in the scene? What do their interactions with food tell you about those characters and their identities? How does food communicate something about race, class, gender, culture, national identity, power, ability, health, systems of belief, etc? Your presentation should point out the most interesting questions about food that your text can raise.

Article Review

Class discussions and weekly abstracts should help you to find a research question

about food and identity that interests you and merits further exploration for a longer final essay. Using appropriate academic research methods and resources, locate one article published in a scholarly journal that explores issues of food and identity related to the topic you have chosen for your final essay.

In a concise, two-page review, summarize the article's arguments, outline its structure, and describe how the article connects with our class discussions. Include a PDF copy of the article. Use MLA Style Guide for citations and document formatting. The most successful reviews 1) choose appropriate article to review, 2) summarize fairly and accurately with effective uses of quotation and paraphrase, and 3) make insightful connections between the article and course themes.

Final Literary Analysis Essay

For the final essay, you will write a 6-8 page seminar paper that explores one of the categories of identity explored in the course using both primary and secondary sources. The topic of the essay is open, but it should serve as a capstone project for the term, drawing together the themes and texts of the course into a convincing interpretation and textual analysis. The essay should make a claim about the significance of food and identity in at least one primary text and support that claim with evidence from primary and secondary sources. At least one primary text must be from our assigned reading, but the secondary can come from the syllabus, your article review, or further library research. A minimum of 3 scholarly, academic sources are required. The essay should follow all the conventions of academic writing and literary scholarship concerning organization, argument, tone, and formality.

Grading Policy

20%	Weekly Abstracts
20%	Small Group Multimedia Presentation
20%	Article Review
40%	Final Literary Analysis Essay

Weekly Syllabus

Week	Topic
1	Introduction to Food Studies
2	Food and Gender (Multimedia Presentations)
3	Food and Class (Annotated Bibliography)
4	Food and Race/Ethnicity
5	Food and Belief (Final Literary Analysis Essay)

Tea: Science, Society, and Sustainability

Instructor: Dan Choffnes, Ph.D.

Prerequisites: None

Textbook and Materials

Provided readings will consist of excerpts from sources including:

- The Classic of Tea by Lu Yu, a Tang-era (circa 8th century) guide to tea preparation.
- The Grand Materia Medica by Li Shizhen, a Ming-era (circa 16th century) book of herbal medicines.

- A Record of Drinking Tea and Nourishing Life by Myōan Eisai, a 12th century Zen priest who is credited with introducing tea to Japan.
- The Book of Tea by Okakura Kakuzō, a study of tea aesthetics by a Japanese arts scholar residing in early 20th century Boston.
- For all the Tea in China by Sarah Rose (2010: Penguin), an account of Britain's acquisition (theft) of tea from Qing-era China for cultivation in its South Asian colonies.
- The Rise of Tea Culture in China by Bret Hinsch (2016: Rowman & Littlefield), a detailed and robust chronicle of tea in Tang-dynasty era literary, political, and religious life.
- The Tale of Tea: A Comprehensive History of Tea from Prehistoric Times to the Present Day by George van Driem (2019: Brill), a linguist's account of tea's cultivation and dissemination across East and Southeast Asia, and encounters with the West.
- The Darjeeling Distinction: Labor and Justice on Fair-Trade Tea Plantations in India by Sarah Besky (2013: California), who spotlights human rights and sustainability concerns in the tea industry.
- Scholarly literature of the 20th and 21st century dealing with the biomedical properties of tea and its chemical constituents, sociocultural analyses, and environmental-ecological studies.

Course Description

Tea is an evergreen perennial tree native to Asia whose leaves are widely consumed as a stimulating beverage. This course addresses the botany and chemistry of the tea plant, its dissemination and historical development, its economic and cultural importance, its medicinal properties, and its present cultivation in light of environmental, health, and social concerns. Students will draw on primary and secondary

sources from the historical and contemporary literature, as well as guest lecturers, interviews, and potential site visits, to appreciate the diversity of tea and its roles in various human settings in Taiwan, across Asia, and beyond. Students will learn how professionals evaluate tea, conduct business in tea, and perform tea ceremonies following different regional or national traditions, past and present. Students will see how tea growing affects the natural landscape, and consider the modern ecological and organic tea movement.

Course Objectives

By the end of the semester, students should be able to

1. Describe key botanical and agronomic characteristics of the tea plant (*Camellia sinensis*) and its major cultivated forms.
2. Explain the steps in tea manufacture, the types of tea produced, and regional variations.
3. Evaluate and describe the color, flavor, and aroma of tea.
4. Describe major periods in tea cultivation in East and South Asia, and how it was prepared, marketed, and transported in economic networks.
5. Describe the historical and contemporary cultural roles of tea in several Asian and Western settings, including Taiwan's contributions to tea industry and culture.
6. Discuss tea's health-related properties according to traditional beliefs and biomedical sources.
7. Explain the relationships between tea cultivation and the natural environment, organic and conventional production, labor and human development, and how tea growing is affected by (and adapting to) climate change.

Learning Activities and Assignments

Tea evaluations: Students will prepare and sample teas (provided), discuss their characteristics using appropriate terminology

Quizzes: Students will periodically submit brief multiple-choice and short-answer quizzes on subject matter content, including class presentations, slides, discussion, and readings.

Interview: Students will conduct an interview with a person having relevant personal experience as a tea producer, seller, consumer, or scholar, in English or another language (provide translation), and write up a transcript, summary, and brief analysis in light of course content.

Written report: Students will submit an argumentative paper relating tea to a topic of relevance to their own personal academic, social, or professional aspirations. Expectations for length and rigor to be determined in consultation with THU.

Other Requirements

We are engaging in an exploration of tea through all the senses, which means that you may find yourself in a position to smell and taste consumable products. You are not required to eat or drink anything in this class, and you may abstain at any time for whatever reason. Handle hot liquids with caution. Please be aware that it is not possible to account for all possible allergies, and do not ever consume a food or drink to which you are, or might be, allergic.

Grading Policy

Your grade in this course is based on 1000 total points to be earned through the following activities:

400	Tea Evaluations (16) @ 25 points each
150	Quizzes (6) @ 25 points each
150	Tea Industry Interview
100	Written Report
200	Active Participation
1000	TOTAL

Weekly Syllabus

Week	Topic
1	<ul style="list-style-type: none">• Botany and historical development• Tea in classical literature• Dissemination in premodern era• Cultural roots and branches
2	<ul style="list-style-type: none">• Tea manufacture: heritage, tradition, and innovation• Encounter with the West• Tea shaped the modern world:• Empire, exploitation, the contemporary order
3	<ul style="list-style-type: none">• Tea and health• Traditional medical beliefs and practices• Reception in the West• Biomedical science: methods, discoveries, and open questions• Tea safety concerns
4	<ul style="list-style-type: none">• Tea in social life• Ceremony, ritual, religion, kinship• Tea and nation, Tea and class, tea and gender• Business of tea
5	<ul style="list-style-type: none">• Environment, <i>terroir</i>, and the ecologies of tea production• Labor, fairness, human economic development• Natural and organic movements• Tea and climate change• Reflections

Personal Identity in Historical Perspective

Instructor: Ying-Hsiu Lu, Ph.D.

Prerequisites: None

Textbook and Materials

- Teacher's handout
- Chris Shilling, "Sexed Bodies." *The Body: A Very Short Introduction*. Oxford University Press, 2016, pp. 24-41.
- Ha Jin, "Children as Enemies." *A Good Fall*. Vintage, 2009, pp. 77-86.
- Kam Louie, "Introducing wen-wu: Towards a Definition of Chinese Masculinity." *Theorising Chinese Masculinity*. Cambridge University Press, 2002, pp.1-21.
- Kevin Kenny. "What is Diaspora?" *Diaspora: A Very Short Introduction*. Oxford University Press, 2013, pp.1-15.
- Margaret Walters. *Feminism: A very short introduction*, Oxford University Press.
- Song Geng, "Introduction," *The Fragile Scholar: Power and Masculinity in Chinese Culture*. Hong Kong University press, 2004, pp. 1-18.
- Thomas Laqueur, *Making Sex: Body and Gender from the Greeks to Freud*. Harvard University Press, 1992.

Course Description

"Who am I?" This course will answer an old question with a general survey of identity discourses. Identity (or identities) is socially and culturally constructed; it is fluid,

multi-dimensional, and indefinite. It is constructed through the relationship to and differences from the 'Other.' Several factors shape the formation and transformation of the notions of identity, such as class, race, ethnicity, gender, age, education, religion, and personal experiences. In this course, students will explore factors and experiences that shape who they are. They will also examine: 1) Sexed bodies and gender; 2) Gender in Chinese culture; 3) Diasporic and migrant identity. By exploring these topics, students will deepen their understanding of themselves in the context of public discourse and identity politics in a multi-cultural world.

Learning Activities and Assignments

- Group discussion
- Presentation

Grading Policy

50%	In-class (participation and attendance)
20%	Presentation Outline
30%	Presentation

Weekly Syllabus

<i>Week</i>	<i>Topic</i>
1	Who Am I? My name story and biographical poem
2	One-sex model, two-sex model, and gender
3	Gender and masculinity in Chinese culture
4	Diaspora and immigrant identity
5	Review and presentation

Basics of Positive Psychology

Instructor: Annie Y. Tsai, Ph.D.

Prerequisites: No prerequisites. However, if you have already taken a similar course, this class is NOT for you. It is a basic introductory class on Positive Psychology and happiness for non-majors or those who know nothing about Psychology.

Textbook and Materials

Required: Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment by Tal Ben-Shahar

Recommended: The Myths of Happiness: What Should Make You Happy, but Doesn't, What Shouldn't Make You Happy, but Does by Sonja Lyubomirsky

Course Description

What is Well-being and Happiness? What is the Good Life? This course explores what psychological science teaches us about how to be happier, why we often do not pursue the things that truly make us happy, how to feel less stressed, and how to flourish more. We will examine why we are not as happy and some misconceptions as well as features of our mind that work against our well-being. We will also put into practice some of these findings and try to create habits that help us to live a happier and more fulfilling lives. We will practice throughout the course some well-being improvement strategies and exercises. We will end the course by applying what we've learned to improve our own happiness and/or to make a difference in our relationships. The content of this course is modeled after the course, The Science of Well-Being by Professor Laurie

Santos. It is the most popular class offered by Yale University. We use the textbook "Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment" offered by a similar class at Harvard University.

Course Objectives

- Learn psychological research on happiness and well-being
- Develop skills for goals setting and achievement
- Develop skills for mindfulness, gratitude, stress management, empathy and spirituality
- Apply habits to helping self and others for increased well-being

Learning Activities and Assignments

- *Reading and Viewing assignments:* This course will be taught through lectures, discussions and in-class activities. Students are expected to have read/viewed the materials assigned and participate.
- *Frequent Quizzes:* Usually short almost every lecture will begin with a short quiz. There are no make-ups for this. You will be allowed to drop your two lowest scores, so if you miss a quiz, that will count as your lowest score.
- *HW: Well-being Improvement Strategies and Exercises (WISE):* These exercises are meant to help you practice and develop habits that improve happiness. They are generally graded on a participation basis meaning if you did the assignment, you pass. The point is for you to experience happiness strategies and begin to build a habit of them.
- *Improving Happiness Project:* Students develop an end of semester project, picking from WISE (see above) or creating their own, that will increase the happiness of themselves, a friend, family member, or a designated group. More details to be given.

Other Requirements: There is zero tolerance for cheating and plagiarism. If you cheat on an exam, quiz, or plagiarize on an assignment or presentation, you will get an automatic F with no room for negotiations.

Grading Policy

10%	<i>Midterm:</i> Based on reading and lectures. Multiple choice.
20%	<i>Final:</i> Based on reading and lectures. Multiple choice.
15%	<i>Weekly quizzes:</i> Short quiz at the beginning of class
20%	<i>HW:WISE:</i> Periodic assignments
20%	<i>Improving Happiness Project:</i> Presentation on an improving Happiness Project
15%	<i>Participation:</i> Individual and group participation

Weekly Syllabus

Week	Topic
1-3	Logistics and expectations, Intro: What is Positive Psychology? What do we think makes us happy? What actually makes us happy? What do we want things that don't make us happy (i.e., miswanting)? How do we manage miswanting? What are intentional strategies?
3	Midterm
3-5	Mind control, Strategies for practice, Happiness in relationships Group Project, Final Presentations, Final

Strategic Communication for Global Leaders

Instructor: Jim Hinterlong, Ph.D.

Prerequisites: None

Textbook and Materials: Open access course materials will be provided during the class.

Course Description

Great ideas, limitless ambition, stellar technical expertise – even good looks - are not enough. The ability to exchange and refine ideas with colleagues, clients and partners is the key to success. During this intensive course, you will critically examine your interpersonal and professional writing and speaking skills. You will learn, develop and strengthen high-impact communication techniques, including how to craft an integrated strategic communications plan that allows you and your ideas to reach the right audiences at the right time. Each class session will provide you with structured opportunities to practice a range of communications, such as interviewing, public speaking, memo and email writing.

Students should be willing to learn and share their ideas in English. You will have opportunities to work together in Chinese, Taiwanese or other shared language. You do not need to be fluent in English, but you should be excited to practice your speaking, writing and listening!

Course Objectives

After completion of this course, you will:

- Understand how to match your communication style and strategy to your audience

- Be able with design, develop and deliver effective professional communications verbally and in writing
- Be familiar of tools and techniques that can enable you to employ strategic communications as a core talent
- Be prepared to use effective communication techniques to achieve your professional goals

Learning Activities and Assignments

- *Written Communication:* Students will complete a variety of writing products, including memos, position/concept papers, and emails. These will be modeled and discussed before students develop and revise their own versions.
- *Verbal Communication:* Students will prepare, present and participate in a variety of scenario-driven speaking activities, including interview, supervision and group meetings, as well as public presentations.
- *Class Preparation:* Students will be expected to prepare in advance for each class. This will vary by the topics and activities scheduled.
- *Peer Engagement:* Students will work individually, in pairs and in groups. Activities will include sharing your work verbally and in writing with your classmates, and learning to provide constructive feedback.

Grading Policy

20%	Preparation for class
40%	Active participation in class
40%	Quality of work

Weekly Syllabus

Week	Topic
1	Why don't people grok me? The science and art of communication
2	Telling your story: Interviews and cover letters
3	Here's an idea: Memo, concept papers, and presentations
4	We need to talk: Supervising individuals and groups
5	To post or not to post: Reputation management in the internet age

BUSINESS / MANAGEMENT COURSES

Operations and Supply Chain Management

Instructor: Yuanjie He, Ph.D.

Prerequisites: Introductory Statistics

Textbook and Materials

Operations Management, 2nd Edition, By Gerard Cachon and Christian Terwiesch, ISBN10: 1260238873, ISBN13: 9781260238877, McGraw Hill Publishing (1st edition can also be used)

Other course materials will be available online or provided by the instructor.

Course Description

An overview of supply chain functional areas and supply chain risk management strategies. Main topics includes business processes analysis, supply chain metrics, production planning, logistics management, supply chain inventory strategy, and supply chain network design strategies.

Course Objectives

This course serves as an introduction to operations and supply chain management. The main objectives of taking this course are for students to be able to:

- understand concepts and terminologies about Operations Management and Supply Chain Management and relate such concepts to the contemporary issues (for example, COVID-19) and technologies used
- perform analysis for general business and different supply chain functions such as procurement, production, logistics etc.
- demonstrate the holistic view of supply chain management and basic understanding of supply chain design and supply chain risk management
- communicate supply chain management related issues, methodologies, and solutions to business leaders.

Learning Activities and Assignments

The course will be offered with face-to-face lectures. Class discussion is anticipated. Business cases will be used. Week-by-week assignments and quizzes are based on the lecture and in-class discussions and will be assigned as the class proceeds.

Grading Policy

20%	Assignments
20%	In-class quizzes
30%	Midterm Exam
30%	Final Exam

Weekly Syllabus

Week	Topic
1	Course introduction; Process Analysis
2	Operations and Supply Chain Process Improvement
3	Production and Inventory Management
4	Logistics and Transportation
5	Supply Chain Design and Strategy; Course Conclusion

Business Data Analysis and Decision Making

Instructor: John Ni, Ph.D

Prerequisites: None

Textbook and Materials

Business Analytics: Data Analysis & Decision Making | 6th Edition by S. Christian Albright/Wayne L. Winston

Course Description

Why this course is important

The world is rapidly changing. Nowhere are these changes more evident than in the increasing importance of information in economic and social exchange. Research indicates that the majority of jobs in the United States will eventually be "information jobs" requiring a high degree of technical and analytical ability. Students will need a combination of technical skills, business skills, and hands-on experience to be competitive in this job market. As one expert put it, in this world of dramatic change, "the basic economic resource is and will be knowledge." This knowledge—the raw material of productivity and innovation—is not a static body of information or a set of facts to be memorized. Rather, it is the ability to access, assimilate, and apply information—a marriage of critical thinking and technological skills.

What this course is about

Students will develop analytical and technical problem solving skills and be exposed to broad areas of business computing and the Information Technology (IT) industry. This course focuses on practical problem-solving skills, using electronic communication tools, spreadsheets and databases.

Course Objectives

- Students will be able to use the tools of technology to organize and evaluate data in the service of business decision-making;
- Students will be able to systematically apply tools of quantitative analysis and modeling to make recommendations and business decisions;
- Use spreadsheet software to calculate and analyze data to solve a given business problem. Students will demonstrate competence in this outcome by discussing and solving business problems in class, on individual projects to

solve a business problem, and by completing a practical exam.

Other Requirements

Miscellaneous class administration

1. Students must have completed the required prerequisite course or received instructor permission before taking this class.
2. Text material should be read before class.
3. Please check course website on regular basis for class announcements, slides and other course materials. If available, students should download and print the class slides before coming to the class.

Grading Policy: *The course grades will be assigned based on the following points:*

50	Class attendance
100	Quiz (week 3)
100	Quiz (week 5)

The final grade will be based on the total points the student accumulates out of 250 possible points.

As a general guideline, student grades will be based on their percent of total points as follows (*plus and minus grades will also be given in each range*):

90–100%	A
80–90%	B
70–80%	C
60–70%	D
<60%	F

Weekly Syllabus

Week	Topic
1	Intro to Data Analysis and Decision Making
2	Exploring Data
3	Probability and Decision Making under Uncertainty
4	Statistical Inference
5	Regression Analysis and Time Series Analysis

Introduction to Financial Economics

Instructor: Tzu-Hao Huang, Ph.D.

Prerequisites: None

Textbook and Materials

Money, Banking and Financial Markets, 2nd ed., 2011, Ball, Laurence, ISBN-10: 1429244097, ISBN-13: 978-1429244091

Course Description

This course's main objective is to give an introduction to the financial and monetary systems. We will also cover the details of a financial crisis, the problem of asymmetric information in financial market. The details of financial markets for stocks, bonds, derivatives, and currencies will be introduced to students. Other key topics are pricing tools, bubbles in stock prices, Gordon growth model of stock prices, roles of banks and other financial intermediaries.

Course Objectives

Introductory financial economics studies economic issues which are related to the operation of financial markets as a whole (the structure of capital and money markets and banking). By the end of the course students should have a solid understanding of these financial concepts and tools, and the ability to use financial reasoning and intuition to explain real-world issues to others with confidence.

Learning Activities and Assignments

Technically, this course is a lecture. The lecture notes will be posted before class so that you can take notes and build on them in class. I encourage you to scan and skim the textbook material and jot down notes beforehand. Students are expected to actively participate in discussion and questioning of concepts and ideas, combined with problem solving and case analysis, based on good out-of-class note-taking.

Each assignment is specifically designed to help students understand key concepts. All assignments will be collected at the beginning of class according to their due dates. Late assignments will not be accepted. Exam questions will be from lecture material and assignments. Each exam has 10 questions. All questions are equally weighted. Partial grades will NOT be granted to any single problem solving question. If you use the right approach and correct logic, the answers will be correct. If you use the wrong approach and wrong logic, the answers will be wrong. In other words, if you get the right answers, but your approach and logics are wrong, this implies you are either cheating or making lucky guesses!

Other Requirements

Cheating is absolutely unacceptable in any guise. If I catch you cheating, I will warn you once. The second offense will result in an "F" for the assignment. The third offense will result in an "F" for the course. Cheating means using the work of others

as your own. Copying homework, copying other students' exam answers, using papers from the Internet, any talking or looking around during exams, allowing others to look at your exam papers, or anything else I mention during the semester, is cheating.

Disclaimer:

The instructor reserves the right to modify any or all aspects of this course as it progresses should he feel that it becomes necessary to do so! However, every effort will be made to adhere to this course syllabus so that the students can effectively and efficiently budget their preparation time. Also, every effort will be made to communicate, advise, and consult with students on any changes necessary. You are fully responsible for adherence to university policies and regulations. Any representation made in this syllabus that appears in conflict with any such policy is deemed superseded by such policy.

Grading Policy

30%	Assignments
35%	Midterm
35%	Final

Weekly Syllabus

<i>Week</i>	<i>Topic</i>
1	The Financial System; Money and Central Banks
2	Asset Prices and Interest Rates; What Determines Interest Rates?
3	Securities Markets; Foreign Exchange Markets
4	Asymmetric Information in the Financial System; The Banking Industry
5	The Business of Banking; Banking Regulation

Sun Zi's Art of War and Business Strategies

Instructor: Jue Xin Tan (Jesse)

Prerequisites: None

Textbook and Materials

Wee, C. H. (2003). Sun Zi Art of War. An illustrated translation with Asian perspectives and insights. Singapore: Pearson/Prentice Hall.

Course Description

Sun Zi was a famous ancient Chinese military strategist in the Spring and Autumn Period two millennia ago who wrote the military classic, Art of War. His treatise denotes the strategies and methods for the deployment of troops for waging war. The timeless wisdom of the strategic rules set forth by Sun Zi is still applicable today. This course will discuss the creative applications of Sun Zi's philosophies in the contemporary business environment and how to build a competitive advantage over opponents. There are no prerequisites for this course.

Course Objectives

On completion of this subject students will be able to:

1. Relate Sun Zi's Art of War to modern business strategies and practices.
2. Apply Sun Zi's Art of War to the concept of lifelong learning in today's business world.

Learning Activities and Assignments

Midterm Presentation: Students are required to design a game that allows other classmate to participate. The game should let the participants apply Sun Zi's philosophies to win the game. A short presentation should be conducted to explain the objectives of the game.

Group Presentation: The aim of this presentation is to propose a new product for a selected company/business according to the industry assigned by the lecturer. The newly developed product must be aligned with the strengths of the selected company/business and must be able to win more market share from their competitors. Students are required to analyze the current strategies of the selected company/business as well as their competitors'. Students are required to form groups of 4–5 students. Repetition of topic is not allowed. Registration of topics must be done latest by week 3. Groups that are presenting on the same week will be competitors for each other. The students who are not presenting on that particular week will have to vote for their preferred group by filling in the group voting form. The votes will contribute 5% out of a total mark of 30% of the assessment.

Students are required to conduct a presentation which includes the components below:

- Commercial Video
- Pitch

The presentation will be conducted from 16th to 19th class. It will be assessed on a group basis but NOT individually. Therefore, the cohesion and team dynamics are extremely important. You may select the best presenter(s) to represent your group in convincing the investors (voters).

Important notes:

- Submit a hardcopy of the PowerPoint presentation slides before presentation.

- Students are to conduct the presentation in a PROFESSIONAL manner with an allowance for creativity including, but not limited to, attire and props that are relevant to the content of your presentation, in accordance to your discretion.
- Any member(s) who fail to turn up during presentation without valid reasons (examples of valid evidence: medical certificate, death certificate, police report, official leave of absence approved by faculty) will be given a zero (0) for the presentation.

Reflective Report:

After the presentation, students are required to write a reflection on their presentation based on the voting result. They have to analyze the reason for winning or losing to their opponents and which of Sun Zi's philosophies were used by each opponent. The report should include:

- A brief summary about the outcome of the presentation.
- Compare the strategies used by your opponents and yourself by applying the seven dimensions in Chapter 1 (Line 1.18-1.24).
- Explain how you won the battle if you won and how could you have won the battle if you have lost.
- The aspects of life that you can apply Sun Zi's philosophies to in future.

DATE OF SUBMISSION: the last lecture class

Other Requirements

9.74 The general must be able to instruct his troops with civility and humanity and unite them with rigorous training and discipline so as to secure victories in battles.

Students who fail to attend 80% of the classes will not be granted the 10% attendance mark. Only the official documents such as medical certification, marriage certification, death certification, police

report, and official letter from Tunghai University will be accepted for leave of absence approval.

A penalty of 10% reduction of the maximum mark applicable to the assignment will be levied for each day of late submission. Assignments submitted after the stipulated time on the submission date are considered late for 1 day and will be subject to a 10% reduction. Weekends and Public Holidays are counted as one (1) day late. Assignments submitted more than seven (7) days after the due date will be given a zero (0).

Grading Policy: Continuous assessment:

20%	Midterm Presentation
30%	Group Presentation
30%	Reflective Report
10%	Class Participation
10%	Attendance

Weekly Syllabus

Week	Topic
1	Introduction
2	Chapter 1 – Detailed Assessment and Planning
3	Chapter 2 – Waging War
4	Chapter 3 – Strategic Attack
5	Chapter 4 – Disposition of the Army

Fraud Examination

Instructor: James Gillespie

Prerequisites: None, accounting recommended

Textbook and Materials

Fraud Examination (6th ed.); by Albrecht, W.S., Albrecht, C.O., Albrecht, C.C., and Zimbelman, M.F.; Cengage (2019). ISBN: 978-981-4834-68-1

Course Description

Fraud is a crime of deception that involves making an intentionally false representation about a material point that is believed and acted upon by victims to their own detriment. Businesses are a prime target for fraudsters like Charles Ponzi in the 1920s, from whom we get the term “Ponzi scheme”, and Bernie Madoff who made global headlines in 2009 when he pleaded guilty to running the single largest investment fraud scheme in the history of the world. Fraudulent behavior of any size not only has a devastating impact on business performance and profitability, but it also erodes confidence in the integrity of our global financial institutions and economic systems. Modern business managers and entrepreneurs must be ready to prevent, detect, investigate, and resolve cases of fraud within their organizations. Selected topics in this course include: learning about the most common fraud schemes and their symptoms; strengthening internal controls; using data-driven fraud detection methods; employing investigative methods for both theft and concealment issues; discovering managerial accounting fraud in the financial statements; and understanding the risks of asset misappropriations such as larceny, skimming, and inventory theft at all levels

of an organization. This course will be taught in English.

Course Objectives

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

1. Explain the nature and scope of occupational fraud activity and why it occurs;
2. Implement a fraud detection and prevention framework within an organization; and
3. Investigate managerial fraud issues regarding company financial reports.

Learning Activities and Assignments

- Lectures
- Discussions
- Case studies and assignments

Grading Policy:

50%	Exams (midterm and final, 25% each)
30%	Assignments and homework
20%	Attendance and participation

Weekly Syllabus

<i>Week</i>	<i>Topic</i>
1	The nature of fraud and why people commit fraud
2	Techniques to fight fraud
3	Techniques to prevent fraud
4	Recognizing symptoms of fraud
5	Data-driven fraud detection

Excel for Finance

Instructor: Carol Troy, Ph.D.

Prerequisites: None

Textbook and Materials

Corporate Financial Analysis with Microsoft Excel (Francis J. Clauss)

Course Description

Microsoft Excel provides numerous functions and tools for carrying out financial analysis. Using spreadsheets, students can familiarize themselves with the basics of corporate finance through hands-on analysis. In this course, students will use Excel to gain an in-depth understanding of basic concepts in finance, including the time value of money, loan amortization, and depreciation. In the capstone project, students will work in groups to apply their knowledge to a business case study. This course is intended as a supplement to the Financial Management course requirement. However, no prerequisite courses are assumed.

Course Objectives

Students will demonstrate their command of the course material by completing four Excel assignments, by performing well on the four quizzes, and by presenting a capstone project at the end of the course.

Learning Activities and Assignments

Many of the class meetings will take place in computer classrooms. The course time will be divided equally between lectures, individual work done at the computer, and group discussions. Part of each meeting will be set aside for individualized practice. The course requirements include four Excel assignments, four quizzes, and a capstone project / presentation.

Grading Policy:

40%	Quizzes
20%	Exercise sets
10%	Attendance
30%	Capstone

Weekly Syllabus

<i>Week</i>	<i>Topic</i>
1	Course Introduction; The Time Value of Money; Valuation in Present and Future Dollars; Quiz 1
2	Present and Future Valuation of Lump Sum Investments and Annuities; Loan Amortization; Quiz 2
3	Project Evaluation: Irregular and Unequal Cash Flows; Capital Structure and the Cost of Capital; Quiz 3
4	Capital Budgeting I; Capital Budgeting II; Quiz 4
5	Capstone Projects

Seminar on Asia-Pacific Business Management

Instructor: Hao-Cheng Chen (Howard), Ph.D.

Prerequisites: None

Textbook and Materials: IVEY Cases (<https://www.iveycases.com/>)

Course Description

Seminar on Asia-Pacific Business Management is a case-study-oriented course. This course covers various concepts and approaches in the management field. Teaching methods adopt lectures, projects, discussions, and presentations.

This course aims to provide students with the opportunity to explain real business scenarios or fictitious accounts of a business situation or dilemma embedded in particularly Asian cultures and environments. The course's main objective is to help students think constructively and critically through analytical exploration of relevant materials in Asian context, including Asian leadership and ethics, family business, compensation and labor relationship in cross-border companies, and entrepreneurship.

Learning Activities and Assignments

Individual Report:

1. Any report should be your original work /concept. Students who plagiarize or permit plagiarism will receive a grade of zero for the work involved.
2. Individual case report must be uploaded on iLearn. The report should be

in Word format. Students who submit the individual report by other means, such as the LINE App, will receive a grade of zero for the work.

Group Case Presentation:

1. For group case presentations, each group should prepare an oral presentation and five questions for discussion. Any group member who arrives late for his/her group's presentation will receive a 20 point deduction.
2. Each team member should contribute equally to the group. Peer evaluation is one of the indicators for your final grade.

In-Class Activity:

1. In-Class Project refers to either "in-class individual work" or "in-class group work."
2. Students will be assigned tasks to complete by the end of the class.

Other Requirements

Information on the syllabus is subject to adjust with prior announcement. The changes will be announced in class and posted on iLearn platform. (<https://ilearn.thu.edu.tw/>)

Grading Policy:

10%	Attendance
30%	Individual Report
30%	Group Case Presentation
30%	In-Class Activity

Weekly Syllabus

Week	Topic
1	Din Tai Fung: The Art of the Dumpling (Product Number: 9B16D007)
2	UNIQLO: A Supply Chain Going Global (Product Number: HK1085)
3	YG Entertainment: Inside the Korean Pop Music Factory (Product Number: 9B16M009)
4	Fassler Gourmet Singapore: Innovation from A Crisis (Product Number: 9B13C016)
5	Group Project

Startup

Instructor: Frank Huai-En Lin, CFA

Prerequisites: Ideas for products or services to bring to the market.

Textbook and Materials: This course will rely heavily on *The Lean Startup* by Eric Ries. Additionally, the course will rely on freely available learning materials and references on the internet.

Course Description

A startup is a new business venture striving to bring a new product and service to market at scale. This can occur within an established organization or as a newly formed business. Processes and techniques have been refined over the years to improve likelihood of success. You will learn and apply them step-by-step via case studies and working through the phases.

Course Objectives

The objective of this course is to equip students with knowledge and skills needed to form or be a core member of a startup.

Outcomes:

- Broad knowledge of current startup methodologies and their success/failure examples
- Ability to develop and refine a startup proposal
- Ability to pitch and promote startup proposals
- Ability to develop or acquire the critical skills and resources required to achieve success

Learning Activities and Assignments

Two core elements of this course are 1) learning-by-doing and 2) building startup and personal development plans via team-based exercises. Participants will build understanding and capabilities with the support of team members and in a simulated startup environment.

Grading Policy:

70%	Group startup assignments
10%	Checkpoint assessment
10%	Personal development plan
10%	Feedback survey

Weekly Syllabus

Week	Topic
1	Introduction; Lean Startup; Design Thinking
2	Developing ideas: Build-measure-learn; Product-market Fit; Lean Canvas and Business Model Canvas
3	Business Case; Pitching: Elevator Pitch, Pitch Video, Pitch Desk
4	Business Model Development; Funding and Formation
5	Pitch Day (practice); Personal Development and Feedback

Building an Inclusive and Diverse Workplace

Instructor: Valerie Holton, PhD, LCSW

Prerequisites: None

Textbook and Materials

Open access course materials will be provided during the class.

Course Description

Some of the most innovative businesses and best work environments are also those that are the most diverse. This course will focus on how we can actively contribute to a diverse and inclusive work-

place. We will focus on issues of race and gender, but include other forms of diversity such as cultural, sexual orientation and gender identity, religion, physical and cognitive ability, class, and age. The course takes an in-depth look at ongoing challenges, and pays special attention to promising policies or interventions to promote diversity and inclusion. During class, students will participate in and help to lead collaborative learning, case-based learning, peer instruction, and other active learning strategies. Through this approach, students will gain essential skills for working in the global economy. By the end of this course, students will be inspired and prepared to be part of positive change in their workplace.

This course is designed for students who are fluent English speakers, and welcomes students who are not yet fluent in English. Although the class is taught in English, there will be opportunities for students to work together in other shared languages.

Course Objectives

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

- Explain issues of diversity and inclusion and its role in the workplace
- Increase awareness of their own perceptions and reactions related to issues of diversity and inclusion
- Understand some of the history and factors that have led to structural racism and inequalities in the workplace
- Articulate their own informed perspective on issues related to diversity and inclusion, including their causes, consequences, and potential solutions to issues.

Learning Activities and Assignments

Class Preparation: Students will be expected to prepare in advance for each

class. This will vary by the topics and activities scheduled.

Peer Engagement: Students will work individually, in pairs and in groups. Activities will include sharing your work verbally and in writing with your classmates, and learning to engage in conversations about these topics.

Personal Reflection: Students will reflect on class-related topics in a journal. Prompts will help students to integrate their learning with their own perceptions, experiences, and plans for their career.

Active Learning Activities: Students will engage in activities (mostly during class) that will highlight the topics covered in class. Activities will include, but be not limited to, the following:

- Examination of websites for signals regarding diversity and inclusion
- Use of photography to examine one's environment
- Development of a personal action plan to be part of positive change in a school or workplace environment

Other Requirements

Students are encouraged to bring a computer, tablet, or smart phone to each class, or be prepared to share with another student.

This course uses Google's suite of applications to collaborate, organize and share information. Therefore, all students must have a Gmail account and know how to use this technology. This course also uses LINE, so all students must have (and use) a LINE account.

Grading Policy:

20%	Preparation for class
40%	Active participation in class
40%	Quality of Work

Weekly Syllabus

Week	Topic
1	Diversity and inclusion in the workplace: understanding the concepts and impacts
2	Understanding our own perceptions and reactions in a diverse setting
3	Anti-racism and white privilege: the past to the present
4	Women in leadership: Opportunities, challenges and solutions
5	What you can do to enhance diversity and inclusion: Developing your personal action plan

SUSTAINABILITY / SCIENCE COURSES

Measurement Principles Using Photogrammetry and Videogrammetry

Instructor: Jack Leifer, Ph.D., P.E.

Prerequisites: Basic Math (Geometry & Calculus)

Textbook and Materials

PhotoModeler software (<https://www.photomodeler.com>; installed at TungHai computer lab), and a camera or camera phone capable of taking photos and video for analysis. Course notes from a variety of sources will be distributed.

Course Description

Fundamental principles of measurement and data analysis will be presented and applied via the use of photographs and

video to extract quantitative information (such as shape, distance, size and speed) from our surroundings.

Course Objectives

1. Understand and articulate basic mathematical principles of photogrammetry and videogrammetry
2. Select and assess applications for which photogrammetry or videogrammetry can be used to perform a quantitative measurement, and design an appropriate plan for taking the scene photographs
3. Identify factors that affect the accuracy, precision and resolution of a photogrammetric or videogrammetric reconstruction
4. Develop an effective visual representation of the geometric data (point cloud) obtained through the reconstruction and assess the quality of the reconstruction
5. Develop proficiency with PhotoModeler, a commercial software package used worldwide for photogrammetric and videogrammetric analysis

Learning Activities and Assignments

- Completion of PhotoModeler Tutorial Exercises (in computer lab)

- Project I (static measurement using photos)
- Project II (measurement of motion using sequences of photos)

Grading Policies

Attendance and Professionalism: Consistent attendance is required. Students will not successfully learn these unfamiliar concepts without attending lectures and completing assignments and projects (10%)

Exams and Quizzes: There will be a midterm and final exam. On weeks without an exam, there will be a short quiz given in class. (Midterm: 15%; Final: 15%; 3 quizzes of 5% each)

Projects: There will be two projects each done in groups of 2 or 3 students. Each of these projects will utilize PhotoModeler. (Project I: 20%; Project II: 25%)

Weekly Syllabus

Week	Topic
1	Introduction to Photogrammetric Reconstruction, and PhotoModeler Tutorial (ongoing)
2	Measurement Concepts; Assign Project I (static; non-moving measurement)
3	Conversion of Point Cloud to Visual Model; Evaluation of Quality; midterm exam
4	Introduction to Videogrammetry and concepts required for evaluation of motion; Assign Project II (measurement of motion)
5	Conversion of point clouds to visual model; evaluation of quality, final exam

Sustainable Water Uses and Management

Instructor: Walter Den, Ph.D.

Texas A&M University-San Antonio

Professor, Institute for Water Resources Science and Technology

Program Coordinator, Water Resources Science and Technology

Email: walter.den@tamusa.edu

Prerequisites: Basic Excel spreadsheet required.

Textbook and Materials

1. Designated reader prepared by the instructor.
2. Seneviratne, M. 2007. M. Amsterdam: Elsevier Science. ISBN: 9781856174893/9780080525068.

Course Description

The primary goal of this course is to examine the existing practices of water conservation goals and techniques for several key water-consuming sectors, including industrial, agriculture, and commercial sectors. The course will also practice how to make water conservation strategies at corporate level and integrate water conservation as part of a circular economy. The class will study several cases of economy-driving industries such as oil refinery, semiconductor and food and beverage production, as well as water-efficient irrigation methods.

Course Objectives

This course is to familiarize the student with the water conservation needs and opportunities across industrial, commercial, and agricultural sectors. While reading materials are provided as topic-guiding basis, students should expect intense and independent information gathering, writing, and reporting throughout the course. Specifically:

- A. Students will demonstrate the ability to gather and interpret the information as instructed.
- B. Students will demonstrate the ability to use Excel spreadsheet to construct water flow balance for well-defined systems.
- C. Students will gain experience in conceptual design of water conservation plan by performing industrial survey-based project.

Learning Activities and Assignments

1. Lecture
2. Topical discussion
3. Three presentations (in-class project, semester project, article sharing)
4. Industrial water reclamation site trip, if permissible.

Other Requirements

Class participation is of paramount importance. Team project requires active outreach and information acquisition from the industry.

Grades will be based on the percentage of points earned from the total (90% = A, 80% = B, 70% = C, 60% = D). In principle, grade curving will not be used in this course.

Grading Policy: *The course grades are broken down as follows:*

25%	Midterm
25%	Final exam
25%	Class project (and presentation)
25%	Contributions to/leading discussions

Weekly Syllabus

Week	Topic
1	Examination of water management plans for selected countries and U.S. states.
2	Water (and energy) conservation as an integral part of corporate social responsibilities and how corporates strategize water conservation goals.
3	Characterization of selected industries and their water consumption patterns and water conservation goals and methods.
4	Water consumption in common industrial cooling and heating facilities and water conservation opportunities.
5	Innovative methods for water conservation for irrigation.

Introduction to Sustainable Design and Design Materials

Instructor: Meichun Liu

Prerequisites: None

Textbook and Materials: All required reading materials will be provided by the instructor.

Course Description

This course provides an introduction to the study of sustainable design and design materials used in consumer products. After completing the course, you should have an understanding of current development and approaches to sustainable design, including concepts of product life cycle, cradle to cradle, carbon footprint, and circular economy. Also, you will learn the characteristics of some commonly used materials in mass-produced products, including different kinds of plastic, biodegradable materials, recycled materials, 3D-printing materials, and new applications of traditional materials, such as bamboo, ceramics, wood, copper, and glass. The environmental, economic, social, cultural, and aesthetic influences of these materials are discussed. In addition to the lectures, students will create a design proposal to apply sustainable design principles and design materials with your team members in a group project. For students without design background, basic product design concept, process, and techniques will be introduced. There will be a midterm exam, an individual presentation, and a group pre-

sentation of the group project. This course will be taught in English.

Course Objectives

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

1. Explain the principles and practices of sustainable design
2. Know some common materials used in consumer products
3. Apply the principles of sustainable design and design materials in a design project
4. Understand the influences and opportunities of sustainable design and new design materials

Learning Activities and Assignments

- Lectures
- Discussions
- Case studies
- Reading summary
- Individual presentation
- Group project and presentation

Grading Policy:

20%	Midterm exam
25%	Individual presentation
25%	Group presentation
20%	Reading summary (1-2 times per week)
10%	Attendance and participation

Weekly Syllabus

Week	Topic	Assignment/ Exam
1	Introduction to sustainable design	Reading summary
2	Introduction to design materials	Reading summary
3	Influences and opportunities of sustainable design and design materials	Reading summary; midterm exam; individual presentation
4	Sustainable design case studies	Reading summary; individual presentation
5	Current applications of new materials	Group presentation

Sustainable Materials and Technology

Instructor: Mrinalini Mishra, Ph.D.

Prerequisites: basic physics and chemistry

Textbook and Materials

Advanced Materials for Clean Energy, 1st Edition, By Qiang Xu and Tetsuhiko

Kobayashi, CRC Press, Taylor and Francis Group

Course Description

The objective of this course is to introduce the students to the various functional materials used in the different energy systems. They will learn about the synthesis techniques applied to obtain these materials as well (prerequisites: basic physics and chemistry).

Course Objectives

1. To know about the piezoelectric, thermoelectric, and superconducting materials
2. To know about the dye sensitized solar cells
3. To learn about the photocatalysts for solar water splitting and CO₂ capture
4. To learn about the battery and fuel cell materials

Learning Activities and Assignments

Grading Policy:

25%	Assignments (classwork/homework)
35%	Final Presentation
35%	Final Report (written report)
5%	Attendance

- The students have to be attentive and take notes.
- There will be quizzes at the end of each lecture.

Weekly Syllabus

Week	Topic
1	Introduction to sustainable energy
1	Thermoelectric materials
1	Piezoelectric materials
2	Super-conducting materials
3	Dye-sensitized solar cells
3	Photocatalysts for solar water splitting
3	Photocatalysts for carbon dioxide reduction
4	Battery electrode materials
4	Materials for electrodes, membrane, and electrolyte of fuel cells

Permaculture and Eco-living Systems

Instructor: John J. Perez C., Ph.D.

Prerequisites: None

Textbook and Materials

Permaculture: A Designers' Manual. by MOLLISON, B. C. AND HOLMGREN, D.

Permaculture one. 1990 - Tagari - [Australia]

Course Description

Permaculture is the conscious design and maintenance of agriculturally productive ecosystems along with their diversity, stability, and resilience. It is a way to find harmony and integration of landscape and people, their food, energy, shelter and other materials and non-materials needed in a sustainable way of living and hence the ultimate goal of a stable social order. In this course the philosophy behind permaculture will be discussed along with its ethics and possible impacts on landscape and society. Then basic concepts and themes of landscape design will be addressed around the concept of GAIA, its applicable laws and principles, along with the resources needed to produce sustainable food yields, growth and how these connect to diversity, social and ecological stability, etc. Finally, methods of design such as observation, deductions from nature, map data overlay, flow diagrams, zone analysis, ecology, and evolution of systems, etc. will be applied to the establishment and maintenance of Eco-Village Living.

Course Objectives

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

1. Define the principles and philosophy behind permaculture (GAIA, its ethics and how this apply to landscape and society).
2. Define and apply concepts and themes in design applicable to permaculture (such as the concepts of yields, cycles defining niche in space and time, food pyramids and food waves, growth and vegetarianism as a way to apply specific solutions to complexity, order and chaos, diversity, stability, and time yields).
3. Apply some basic methods of design (such as observation, deductions from nature, data and map overlay, random assembly, flow diagrams, work place

designs, zone analysis, ethics of zoning, succession and evolution of natural systems, etc.) to the analysis of characteristics and components needed for the use of permaculture in an actual Eco-Living setting.

Learning Activities and Assignments

- Lectures
- Discussions
- Case Studies
- Practical on-site Eco-Living project applications

Other Requirements

Gardening gear such as knee high rubber boots and gloves, a personal steel frame shovel, a water bottle, mosquito repellent, UV-protective hat and sunglasses, SPF 50+ sunscreen, a transparent face mask with durable visor, and comfortable clothing including a long sleeve t-shirt and long pants (no short pants, please).

Grading Policy:

50%	Exams
30%	Attendance and homework
20%	Participation

Weekly Syllabus

Week	Topic
1	Introduction to the Philosophy of Permaculture
2	Concepts and Themes in Permaculture Design
3	Methods of Permaculture Design
4	Pattern Understanding and its application to Eco-Living Design.
5	Permaculture and Eco-Living: the connections with climate, trees, water and soils.

Marine Litter Management

Instructor: Falk Schneider

Tunghai University

Assistant Professor. Sustainability Science and Engineering Program

Prerequisites: None

Textbook and Material:

Niaounakis, M. (2017). Management of Marine Plastic Debris. ISBN: 978-0-323-44354-8

Course Description:

This course introduces marine litter as a growing environmental problem. It follows the marine litter life cycle covering its sources and pathways (into the ocean); effects and impacts (inside the ocean); as well as clean-ups and waste treatments (out of the ocean). Case studies such as “The Ocean Cleanup” will be discussed,

inviting students to share their own knowledge on the topic. A local beach clean-up will be organized to get a better understanding of the problem. This will help to develop ideas on how to better prevent, mitigate, collect or recycle this type of waste in the future.

Course Objectives:

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

1. Explain the context and implications of marine litter
2. Conduct clean-ups and classify marine litter
3. Tackle environmental problems in a team

Learning Activities and Assignment:

- Lectures and presentations
- Group work and beach clean-up
- Case studies and assignment

Grading Policy:

50%	Assignment (one written essay)
30%	Oral presentation (individual or in groups)
20%	Attendance and participation

Weekly Syllabus

<i>Week</i>	<i>Topic</i>
1	The problem of Marine Litter
2	Clean-up techniques and initiatives
3	Beach clean-up near Taichung
4	Waste treatment and uses
5	Prevention and legislative measures

instructors

PROFESSORS



James Sims, Ph.D.

Tunghai University

Dean of the International College

Professor

Biography

James Sims is Chair of the Tunghai University International College Summer Mini-Semester. He earned his Ph.D. in Multilingual/Multicultural Education: Teaching English as a Second Language (TESL) at Florida State University. He first started teaching at in Taiwan in 1985 and since then has worked at positions of increasing rank and responsibility at Tunghai University. In his teaching, he has tried hard to help students reach their academic potential. His area of expertise is language assessment in the Asian context.

[Web-based Profile of Dr. James Sims](#)



Annie Y. Tsai, Ph.D.

Tunghai University

Chief International Officer
Office of International Relations

Professor
International College

Biography

Annie Y. Tsai is Professor of Psychology at the Tunghai University International College. She has been serving as Chief International Officer since August 2018. Before that, she was Vice President for Innovation and Alumni at Azusa Pacific University in Southern California, where she launched the Office of Innovation and Entrepreneurship, which was responsible for the success of Zuventurez.com, an in-house incubator for all students and alumni. Annie completed her BA in Psychology from UCLA and earned her Ph.D. in Social and Cultural Psychology from Stanford University. Prior to starting at APU, she was a visiting Fulbright Scholar at National Taiwan University. She currently serves on the Board of Directors for Veritas Forum, Christianity Today, and Christ College Taipei.

[Web-based Profile of Dr. Annie Tsai](#)



Walter Den, Ph.D.

Texas A&M University-San Antonio

Professor,
Institute for Water Resources Science and Technology

Program Coordinator,
Water Resources Science and Technology

Biography

Dr. Den joined Texas A&M University-San Antonio in the fall of 2018 and now serves as the founding professor and program coordinator for the Water Resources Science and Technology program. Prior to joining A&M-SA, he was a faculty member at Tunghai University in Taiwan. His research field has focused on water and wastewater treatment technologies, water reclamation and management, and industrial air pollution control processes. He is an active member of several professional societies, including the American Chemical Society and the American Water Works Association. Over his academic career, Dr. Den has published more than 60 peer-reviewed journal articles and presented his research works at many national and international conferences. Dr. Den received his doctoral and master's degrees in Civil and Environmental Engineering from the University of Southern California. Before moving to Los Angeles, he studied at the University of California, Santa Barbara, and obtained a Bachelor of Science degree in Mechanical Engineering.

[Web-based Profile of Dr. Walter Den](#)



Yuanjie He, Ph.D.

California State Polytechnic University, Pomona

Professor, Technology and Operations Management
College of Business Administration

Biography

Yuanjie He is the department chair of the Technology and Operations Management Department, College of Business Administration, California State Polytechnic University, Pomona, USA. He also serves as the donor's chair in Business Analytics and the program director of the new Master of Science in Business Analytics program. He received his Ph.D. in Operations from Weatherhead School of Management, Case Western Reserve University in 2005. His research focuses on areas such as sustainable supply chain management, supply chain risk management, sharing economy, and data analytics. He teaches in the areas of business analytics, operations, and supply chain management. His research work has appeared in leading journals such as Organization Science, European Journal of Operational Research, and International Journal of Production Economics etc. Professor He is an active member of both academic and professional societies, such as DSI, WDSI, CSCMP, ASCM, INFORMS, and ICISA. He served as board member for Western Decision Sciences Institute and served as the President of the International Chinese Information Systems Association.

[Web-based Profile of Dr. Yuanjie He](#)



Jim Hinterlong, Ph.D.

Tunghai University

Professor
College of Management

Biography

Jim Hinterlong, Ph.D. is professor and visiting scholar in the College of Management at Tunghai University. Previously, he was on the faculty of National Yang-Ming University in Taipei, and served as Advisor to the President for Strategic Initiatives and Dean of the School of Social Work at Virginia Common-

wealth University, one of the top public research universities in the United States. He has served on the operating and endowment boards of several local and national non-profit organizations in the U.S.

Jim earned a B.S. in psychology from the University of Illinois, and then served as a United States Peace Corps volunteer math and science teacher in Malawi. He later earned his MSW focusing on community and economic development and Ph.D. in social work from Washington University in St. Louis.



Karen Kingsbury, Ph.D.

Chatham University

Professor, Humanities and Asian Studies
School of Arts, Science & Business

Humanities Department Chair, Asian Studies Coordinator

Biography

Dr. Kingsbury teaches world literature and Asian Studies at Chatham University. From 1992-2006, she taught in the Foreign Languages and Literature Department at Tunghai University. Her research work focuses on Eileen Chang, and her interests include cinema, writing of all kinds, diasporic and transnational experience, and creative, productive exchanges that can improve bilateral and trilateral relations between the U.S., China, and Taiwan.

[Web-based Profile of Dr. Karen Kingsbury](#)



Dan Choffnes, Ph.D.

Chair, ASIANetwork

Former Associate Professor of Biology and Asian Studies
Carthage College

Director of Student Fellowships

Biography

Dan Choffnes is an ethnobotanist who conducts research at the intersection of plant science, culture, and human health. His recent projects have centered on aspects of tea folklore, agricultural heritage and innovation among tea producers. He teaches a range of subjects across the biology and Asian Studies fields and has organized several groups of US students on study tours in Asia. He was an Associate Professor of Biology and Asian Studies at Carthage College and is the current Chair of ASIANetwork.

ASSOCIATE PROFESSORS



Jack Leifer, Ph.D., P.E.

Trinity University (San Antonio, Texas, USA)

Associate Professor of Engineering Science
Center for Sciences & Innovation

Biography

I have been at Trinity University since the fall of 2005. Prior to my arrival at Trinity, I taught at two undergraduate-oriented engineering programs: the University of South Carolina Aiken, and the University of Kentucky/Extended Programs at Paducah. I also taught in the mathematics department at Austin Community College while pursuing my Ph.D. Over the past fifteen years, I have worked as an expert witness in the area of automobile crash analysis and have testified in court cases over 200 times. It is rewarding work because it specifically applies to the material I teach in Dynamics and Mechanics of Materials, and my calculation and analysis approach can be understood by students who have taken those classes. I'm currently a licensed Professional Engineer in the State of Texas. The course I am teaching, in Photogrammetry and Videogrammetry-based Measurement, is based on techniques I learned while working as a Summer Faculty Fellow at the NASA Langley Research Center in Hampton, Virginia during the early 2000's



Meichun Liu

Former Associate Professor and Department Chair
Asia University, Department of Creative Product Design

Founder and Design Director, Wolkeland Design Inc.

Biography

Meichun Liu was an Associate Professor and Department Chair of Department of Creative Product Design at Asia University, Taiwan. She founded Wolkland Design Inc, a product design firm based in Taipei in 2010. Over the past two decades, her design work has won numerous international design awards, including Red Dot Design Award, iF Design Award, and G-Mark Design award, and has been widely exhibited and published. She received an Excellent Educator Award from Taichung City and Excellent Teaching Award from Asia University for excellence in teaching, and a National Innovation Award from the Ministry of Science and Technology Taiwan for her research accomplishments. She earned a Bachelor of Science degree in Industrial Design from National Cheng Kung University in 1996, and a Master of Design degree from University of Alberta, Canada, in 2000.

ASSISTANT PROFESSORS



Hao-Cheng Chen (Howard), Ph.D.

Tunghai University International College

Assistant Professor
International Business Management Program

Biography

Howard Chen holds a Ph.D from the Kyoto University Graduate School of Economics. His research interests include strategic alliances and inter-organizational management. His publications focus on the development of trust in cross-national business alliances. Dr. Chen teaches a range of subjects, including Human

Resource Management, Organizational Behavior, and Strategic Business Alliances. He is the head of the undergraduate internship program, and has led a number of study-abroad trips to Japan.

[Web-based Profile of Dr. Howard Chen](#)



Valerie Holton, Ph.D., LCSW

Tunghai University

Assistant Professor
College of Management

Biography

Dr. Valerie Holton studies and supports the development of healthy and sustainable communities, with a focus on the role of gender equity and its intersection with the impact of adverse childhood experiences (ACEs) on lifelong health and wellbeing. This builds upon her over two decades of experience working with women and girls as a licensed clinical social worker, case manager and non-profit program director. Her work also leverages the potential of the community and of university-community partnerships to address the complex social problems affecting women and their families.

After serving as a guest editor and author of several manuscripts in Metropolitan Universities journal (MUJ), Dr. Holton became the executive editor in 2016. MUJ is a quarterly, peer-reviewed outlet for scholarship on cutting-edge issues in higher education affecting urban and urban-serving universities. In 2018, Dr. Holton was a Senior Fulbright Scholar in the Department of Social Work at National Taiwan University. This experience inspired her to relocate to Taiwan.



Tzu-Hao Huang, Ph.D.

Manhattan College

Adjunct Assistant Professor
Economics & Finance

Biography

Tzu-Hao Huang is Adjunct Assistant Professor of Economics and Finance at Manhattan College. He also teaches economics courses at Fordham University. His research focuses on understanding and modeling monetary policy using Taylor rules in the environment of the new Keynesian theory. His research extends our understanding of the dynamics of monetary policy models and improves the mathematical interpretations of modeling monetary policy. His work is the first Google search result under the keyword “baseline NKM.”

[Web-based Profile of Frank Huai-En Lin, CFA](#)



Frank Huai-En Lin, CFA

Tungahi University International College

Assistant Professor (Specialist Status)
International Business Administration Program

Biography

Frank H. Lin, CFA, is a finance, investment and analytics expert with over 20 years of experience across diverse roles with Goldman Sachs, Citigroup, MSCI (formerly known as Morgan Stanley Capital International), and HSBC. As an early champion of data analytics, Frank has honed his talent for finding wisdom in numbers, synthesizing research, and articulating insights. He has established, transformed, and governed best-in-class investment and data analytic operations at scale. He is now focused on sharing business insights to a new generation of leaders.

[Web-based Profile of Frank Huai-En Lin, CFA](#)



Ying-Hsiu Lu, Ph.D.

Tunghai University International College

Assistant Professor

Biography

Lu Ying-hsiu specializes in Chinese masculinity and male bonding culture as represented in late imperial Chinese literature. Her Ph.D. thesis is a comparative study of heroic masculinity in Luo Guanzhong's Three Kingdoms from 14th century China and Thomas Malory's Le Morte D'Arthur from 15th century England. Her current research interests are homoerotic literature and women's tanci novels of late imperial China.

[Web-based Profile of Dr. Lu Ying-Hsiu](#)



Mrinalini Mishra, Ph.D.

Tunghai University International College

Assistant Professor

Sustainability Science & Engineering Program

Biography

Mrinalini Mishra has a Ph.D. in Materials Science and Engineering from the University of Tsukuba, Japan. Her research focuses on energy materials: hydrogen generation and batteries.

[Web-based Profile of Dr. Mrinalini Mishra](#)



John Ni, Ph.D.

Miami University

Assistant Professor, Management
Farmer School of Business

Biography

John Z. Ni (Ph.D. Indiana University) is Assistant Professor at the Farmer School of Business, Miami University. His primary research interest is in the area of strategic supply chain, with a focus on supply chain risk and disruption, quality management, and adoption of management standards in supply chain. He currently serves on the Editorial Review Boards of Journal of Supply Chain Management.

[Web-based Profile of Dr. John Ni](#)



John J. Perez C., Ph.D.

Tunghai University International College

Assistant Professor
Sustainability Science & Engineering Program

Biography

John J. Perez C. is a faculty member of the Tunghai University International College's Sustainability Science and Engineering program where he teaches Introduction to Sustainability, Health Risk Assessment, Eco-Living, Ecology, Marine Ecology, and Projects in Sustainability. He currently researches carbon credits, public health issues related to migrant working populations, and primary production in marine and land ecosystems, particularly mangroves and microalgae.

[Web-based Profile of Dr. John J. Perez](#)



Carrie Helms Tippen, Ph.D.

Chatham University

Assistant Professor, English
School of Arts, Science & Business

Biography

Carrie Helms Tippen is Assistant Professor of English and Director of First Year Writing at Chatham University in Pittsburgh, PA. Her 2018 book, *Inventing Authenticity: How Cookbook Writers Redefine Southern Identity* (University of Arkansas Press), examines the rhetorical strategies that writers use to prove the authenticity of their recipes in the narrative headnotes of contemporary cookbooks. Her academic work has been published in *Gastronomica*, *Food and Foodways*, *Southern Quarterly*, and *Food, Culture, and Society*. Carrie is a host of the podcast *New Books in Food* from the *New Books Network*.

[Web-based Profile of Dr. Carrie Helms Tippen](#)



Carol Troy, Ph.D.

Tunghai University International College

Assistant Professor
International Business Administration Program

Biography

Carol Troy earned a master's degree in Applied Mathematics from Lehigh University (U.S.A.) and a Ph.D. from Feng-Chia University (Taiwan). She has taught at the Tunghai University International College since August of 2017. Her teaching specialties include Calculus, Data Science and Business Analytics in R, Excel for Finance, and Risk Analysis and Insurance. Her research interests include Corporate Governance and Property-Liability Insurance.

[Web-based Profile of Dr. Carol Troy](#)



Falk Schneider, Ph.D.

Tunghai University International College

Assistant Professor
Sustainability Science & Engineering Program

Biography

Falk Schneider graduated with a BSc degree in Business Administration and Engineering at from BTU Cottbus in 2014 and with an MSc degree in Innovation and Technology Management from the University of Bath in 2015. During this time, he partly worked for Bosch to assess and develop novel production processes. In 2016, Falk teamed up with WWF Germany and PreZero (a German recycling company) to write his PhD thesis at the University of Bath on marine litter waste management options. After graduating with his PhD in 2020, Falk is now employed as a part-time lecturer for the Sustainability Science and Engineering Program at the International College of the Tunghai University, teaching “Sustainable Resource Management” and “English for Sustainability.”

LECTURERS



James Gillespie

Tunghai University International College

Lecturer
International Business Administration Program

Biography

James Gillespie is a faculty member of the Tunghai University International College’s International Business Administration program where he teaches accounting, fraud examination, business ethics, and entrepreneurship. Prior to coming to Tunghai in 2012, he worked for the United States Department of the Treasury as a revenue agent auditor in Los Angeles. He has

also served as a manager/controller for AMC Theatres, Inc. in Los Angeles.

[Web-based Profile of Jim Gillespie](#)



Wanching Hsieh

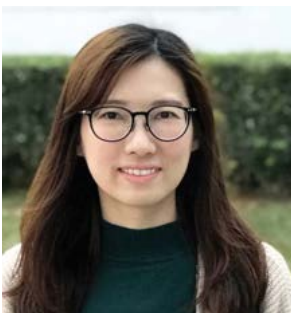
University of Pittsburgh

Instructor II of Chinese, East Asian Languages & Literatures
Kenneth P. Dietrich School of Arts & Sciences

Humanities Department Chair, Asian Studies Coordinator

Biography

Wanching (Jocelyn) Hsieh grew up in Taiwan, and received her B.A. in Foreign Languages and Literatures from Tunghai University. In 2009, she earned her M.S. Ed. in TESOL at the University of Pennsylvania, USA, and has stayed in the U.S. to teach Chinese as a foreign language since then. She has been teaching Chinese as an instructor at the University of Pittsburgh since 2012, and worked as a part-time Chinese instructor at Carnegie Mellon University from 2010 to 2012. She has taught First, Second, and Third Year Chinese language courses, and Mandarin for Business Managers. Her research interests include CFL pedagogy, second language acquisition and foreign language education.



Jue Xin Tan (Jesse)

Tunghai University International College

Lecturer, Management
International Business Administration Program

Biography

Tan Jue Xin has been a lecturer at Tunghai University since August 2019. She completed her tertiary education at Multimedia University, Cyberjaya. Upon the completion of her studies, she obtained a Bachelor's Degree in Management with Multimedia. After the graduating in 2009, she participated in a student exchange program to work in Pittsburgh, USA. Subse-

quent to the program, she worked at IBM Malaysia Sdn. Bhd as Learning Delivery Administrator on the Human Resource Integrated Services Team. A year later, her passion for academia was cultivated and she enrolled herself in the Human Resource Management Master of Science program at Putra Business School, Universiti Putra Malaysia. Currently, she is pursuing her PhD in Management at Multimedia University, Malaysia. She has worked in Universiti Tunku Abdul Rahman, Malaysia, which is ranked in the top 600 in the Times Higher Education World University Rankings 2020, placing second in Malaysia and first among all private universities in Malaysia.

Web-based Profile of Tan Jue Xin (Jesse)

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