

Tamkang University Academic Year 102, 2nd Semester Course Syllabus

Course Title	AMERICAN FOREIGN POLICY	Instructor	CHEN I-HSIN
Course Class	TIFAM1A MASTER'S PROGRAM, DIVISION OF AMERICAN STUDIES, GRADUATE INSTITUTE OF THE AMERICAS, 1A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ 2nd Semester ◆ 3 Credits
D e p a r t m e n t a l A i m o f E d u c a t i o n			
<p>I. To foster talents understanding American affairs.</p> <p>II. To cultivate professionals engaging to American affairs.</p> <p>III. To train students with competent capabilities in English or in Spanish.</p>			
D e p a r t m e n t a l c o r e c o m p e t e n c e s			
<p>A. To develop introductory academic research abilities for students.</p> <p>B. To teach students with basic international relations theories.</p> <p>C. To educate students with critical and independent thinking and judgment.</p> <p>D. To foster students understanding American affairs.</p> <p>E. To cultivate students with competent capabilities in English communication and writing.</p>			
Course Introduction	<p>This course is an introduction of American foreign policies in the 20th and 21st centuries. Methodology will be offered during the two semesters so that students can learn how to write readable term paper.</p>		

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

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|-------------------------|-------------------------------------|---------------------------|
| (i) Cognitive Domain | : C1-Remembering, C2-Understanding, | C3-Applying, |
| | C4-Analyzing, C5-Evaluating, | C6-Creating |
| (ii) Psychomotor Domain | : P1-Imitation, P2-Mechanism, | P3-Independent Operation, |
| | P4-Linked Operation, P5-Automation, | P6-Origination |
| (iii) Affective Domain | : A1-Receiving, A2-Responding, | A3-Valuing, |
| | A4-Organizing, A5-Charaterizing, | A6-Implementing |

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	The goal of this course is to help students to understand the political implications of separation of powers on American foreign policy, presidential powers.	C4	ABCDE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	The goal of this course is to help students to understand the political implications of separation of powers on American foreign policy, presidential powers.	Lecture, Discussion	Written test, Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◆ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	103/02/17 ~ 103/02/23	Alliance Theory I	
2	103/02/24 ~ 103/03/02	Alliance Theory II	
3	103/03/03 ~ 103/03/09	Alliance Theory III	
4	103/03/10 ~ 103/03/16	Alliance Theory IV	
5	103/03/17 ~ 103/03/23	Realism I	
6	103/03/24 ~ 103/03/30	Neorealism II	
7	103/03/31 ~ 103/04/06	Neorealism III	
8	103/04/07 ~ 103/04/13	校外教學週	
9	103/04/14 ~ 103/04/20	Neorealism IV	
10	103/04/21 ~ 103/04/27	Mid-Term Exam	
11	103/04/28 ~ 103/05/04	Cooperation and Alliance I	
12	103/05/05 ~ 103/05/11	Cooperation and Alliance II	

13	103/05/12 ~ 103/05/18	Cooperation and Alliance III	
14	103/05/19 ~ 103/05/25	Crisis Management	
15	103/05/26 ~ 103/06/01	Great Power Politics	
16	103/06/02 ~ 103/06/08	Great Power Politics	
17	103/06/09 ~ 103/06/15	Presentation of 2nd Term Paper	
18	103/06/16 ~ 103/06/22	Final Exam	
Requirement			
Teaching Facility	Computer, Projector		
Textbook(s)	Ambrose, "The Presidency and Foreign Policy," Foreign Affairs, Vol. No. 5, 1991 Louis Fisher, Constitutional Conflicts between Congress and the President		
Reference(s)	Rockman, "America' s Department of State: Irregular and Regular Syndromes of Policy Making," American Political Science Review, December 1981 Hurwitz & Peffley, "How Are Foreign Policy Attitudes Structured: A Hierarchical Model," American Political Science Review, December 1987		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : % ◆ Mark of Usual : % ◆ Midterm Exam : 35.0 % ◆ Final Exam : 35.0 % ◆ Other (Weekly classroom dis) : 30.0 %		
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.		