

Tamkang University Academic Year 102, 2nd Semester Course Syllabus

Course Title	ALLIANCE THEORY AND U.S.-JAPAN? RELATIONS	Instructor	TAI WAN-CHIN
Course Class	TIFXD1A DOCTORAL PROGRAM, GRADUATE INSTITUTE OF THE AMERICAS, 1A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 2 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 experts in American affairs.</p> <p>II. To educate experts engaging in teaching America related knowledge.</p> <p>III. To train students with excellent English proficiency.</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 cultivate students' academic research abilities.</p> <p>B. To nourish students' capabilities in using and realizing international relation theories.</p> <p>C. To educate students with critical and independent thinking and judgment.</p> <p>D. To foster students fully understanding American affairs.</p> <p>E. To cultivate students with professional expertise in English communication and writing.</p>			
Course Introduction	<p>This course aims to enable Ph.D. students to understand the contending arguments of alliance theory. It trains students to understand the origins of the alliance relationship between the United States and Japan. It analyzes the relevance of their alliance to China' s rise. It covers the respective policies of the Abe government and the Obama Administration toward alliance. It emphasizes the importance of equipping students with the basic capacity for writing their doctoral dissertations. Additionally, it aims to reinforce the capacity for students in critical and independent thinking.</p>		

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

I. Objective Levels (select applicable ones) :

- (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-Characterizing, 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	Enable students to understand the contending arguments of alliance theory.	C2	AB
2	Enable students to grasp the origins of U.S.-Japanese defense alliance and its current status.	C4	ABD
3	Enable students to possess the basic capacity for writing their doctoral dissertations.	C6	DE
4	Enable students to reinforce their capacity for critical thinking and independent research.	C4	BC

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Enable students to understand the contending arguments of alliance theory.	Discussion, Teaching	Report, Participation
2	Enable students to grasp the origins of U.S.-Japanese defense alliance and its current status.	Discussion, Teaching	Report, Participation
3	Enable students to possess the basic capacity for writing their doctoral dissertations.	Discussion, Teaching	Report, Participation

4	Enable students to reinforce their capacity for critical thinking and independent research.	Discussion, Teaching	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	The fundamental concepts of national Interests	
2	103/02/24 ~ 103/03/02	The concept of security	
3	103/03/03 ~ 103/03/09	National security as an ambiguous symbol	
4	103/03/10 ~ 103/03/16	The definition of strategic triangle	
5	103/03/17 ~ 103/03/23	Alliances and balance of power	
6	103/03/24 ~ 103/03/30	Cooperation under the security dilemma	
7	103/03/31 ~ 103/04/06	Neoliberal institutionalism	
8	103/04/07 ~ 103/04/13	The social construction of power politics	
9	103/04/14 ~ 103/04/20	Alliance politics	
10	103/04/21 ~ 103/04/27	The origin of U.S.-Japan defense alliance	
11	103/04/28 ~ 103/05/04	U.S.-Japan security alliance after the fall of Soviet Union	

12	103/05/05 ~ 103/05/11	U.S.-Japan security alliance and the rise of China	
13	103/05/12 ~ 103/05/18	Diaoyutai islands and U.S.-Japan alliance	
14	103/05/19 ~ 103/05/25	Japanese Democratic Party and U.S.-Japan alliance	
15	103/05/26 ~ 103/06/01	Abe government and U.S.-Japan alliance	
16	103/06/02 ~ 103/06/08	U.S.-Japan alliance and East Asian security	
17	103/06/09 ~ 103/06/15	Xi Jinping and U.S.-Japan alliance	
18	103/06/16 ~ 103/06/22	Final Exam Week	
Requirement			
Teaching Facility	(None)		
Textbook(s)	Hughes, Christopher W and Lai Yew Meng, eds. Security Studies: A Reader Walt, Stephen M., The Origins of Alliances Naidu, M. V., Alliances and Balance of Power		
Reference(s)	Handbook of Conflict Analysis and Resolution Vasquez, John A, ed., Classics of International Relations Sandole, Dennis J. D., Sean Bryne, Ingrid Sandole-Staroste and Jessica Senehi, eds., Security Studies: A Reader. Chandler, Clay, Chhor Heang and Brian Salsberg, eds., Reimagining Japan: The Quest for a Future That Works		
Number of Assignment(s)	5 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : % ◆ Mark of Usual : % ◆ Midterm Exam : % ◆ Final Exam : 50.0 % ◆ Other 〈Class performance〉 : 50.0 %		
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.		