

Tamkang University Academic Year 104, 1st Semester Course Syllabus

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| Course Title | U.S. TRADE TRADE AND INVESTMENT POLICIES FROM THE PERSPECTIVE OF GLOBALIZATION | Instructor | CHEN I-HSIN |
| Course Class | TIFXD1A DOCTORAL PROGRAM, GRADUATE INSTITUTE OF THE AMERICAS, 1A | Details | <ul style="list-style-type: none"> ◆ Selective ◆ One 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>To cultivate students in capabilities engaging in practical and academic endeavors who are familiar with Japanese political and economic situations. And to induce teachers and students dedicating to the development of politico-legal as well as business an.</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 pass the preliminary test of the Intermediate Level GEPT or other equivalent English proficiency tests as well as JLPT N2.</p> | | | |
| Course Introduction | <p>This course is an introduction of U.S. trade and investment policy from the Perspective of Globalization. Methodology will be offered during the class so that students can learn how to write readable term paper. It is expected that students of the sequential courses will be able to develop a reading and writing ability as well as a creative and independent way of thinking in future studies.</p> | | |
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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-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 what IPE is, how the US trade, financial and investment policies are made, why and how the economic blocs are formed, what complex interdependence is, can the theory of hegemonic stability help explain why the U.S. maintains its hegemonic leadership until now, can the theory of international regimes help explain how the U.S. maintain its hegemonic leadership since the end of World War II. | C6 | A |

Teaching Objectives, Teaching Methods and Assessment

| No. | Teaching Objectives | Teaching Methods | Assessment |
|-----|---|---------------------|-------------------------------------|
| 1 | The goal of this course is to help students to understand what IPE is, how the US trade, financial and investment policies are made, why and how the economic blocs are formed, what complex interdependence is, can the theory of hegemonic stability help explain why the U.S. maintains its hegemonic leadership until now, can the theory of international regimes help explain how the U.S. maintain its hegemonic leadership since the end of World War II. | 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 |
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| ◆ 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 | 104/09/14~ 104/09/20 | Week 1 Introduction of IPE/Methodology of Reading/Writing | |
| 2 | 104/09/21~ 104/09/27 | Week 2 International Cooperation Theory I | |
| 3 | 104/09/28~ 104/10/04 | Week 3 International Cooperation Theory II | |
| 4 | 104/10/05~ 104/10/11 | Week 4 International Cooperation Theory III | |
| 5 | 104/10/12~ 104/10/18 | Week 5 How the U.S. Trade Policy Is Made? I | |
| 6 | 104/10/19~ 104/10/25 | Week 6 How the U.S. Trade Policy Is Made? II | |
| 7 | 104/10/26~ 104/11/01 | Week 7 How the U.S. Trade Policy Is Made? III | |
| 8 | 104/11/02~ 104/11/08 | Week 8 International Trading System | |
| 9 | 104/11/09~ 104/11/15 | Week 9 Mid-term Exam | |
| 10 | 104/11/16~ 104/11/22 | Week 10 The End of Nation State: The Rise of Regional Economies | |
| 11 | 104/11/23~ 104/11/29 | Week 11 Navigating New Markets Abroad | |
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| 12 | 104/11/30 ~ 104/12/06 | Week 12 American Hegemony and the Trilateral Commission | |
| 13 | 104/12/07 ~ 104/12/13 | Week 13 Social Constructivism | |
| 14 | 104/12/14 ~ 104/12/20 | Week 14 Paper Proposal & Methodology Discussion | |
| 15 | 104/12/21 ~ 104/12/27 | Week 15 Paper Proposal & Methodology Discussion | |
| 16 | 104/12/28 ~ 105/01/03 | Week 16 Paper Proposal & Methodology Discussion | |
| 17 | 105/01/04 ~ 105/01/10 | Week 17 Paper presentation | |
| 18 | 105/01/11 ~ 105/01/17 | Week 18 Final Exam | |
| Requirement | | | |
| Teaching Facility | Computer, Projector | | |
| Textbook(s) | Stein and Pauly, Choosing to Cooperate Stein, Why Nations Cooperate Bruno S. Frey, International Political Economics Destler, American Trade Politics Lawrence et al, ed. American Trade Strategy | | |
| Reference(s) | Hirschman, National Power and the Structure of Foreign Trade Gourevitch, Politics in Hard Times Jackson, The World Trading System | | |
| Number of Assignment(s) | (Filled in by assignment instructor only) | | |
| Grading Policy | ◆ Attendance : % ◆ Mark of Usual : 25.0 % ◆ Midterm Exam : 25.0 % ◆ Final Exam : 25.0 % ◆ Other 〈Paper Presentation〉 : 25.0 % | | |
| 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. | | |