

Tamkang University Academic Year 104, 2nd Semester Course Syllabus

Course Title	THE EU'S FOREIGN TRADE POLICIES	Instructor	BIEDERMANN REINHARD PETER
Course Class	TIEAM1A MASTER'S PROGRAM, DIVISION OF EUROPEAN UNION STUDIES, GRADUATE INSTITUTE OF EUROPEAN STUDIES, 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>Graduate Institute of European Studies focuses on cross-field research, among European Union (European nations) and Russia. It is our commitment to cultivate students whom has the ability to explore not only in the research of politics and economics but a.</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			
<ul style="list-style-type: none"> A. Broadening European knowledge and vision. B. Cultivating students with self-expression and the ability to write academic reports. C. Understanding the institutions and function of European Union. D. Possessing the knowledge of interdisciplinary field. E. Developing future career potential and direction. 			
Course Introduction	<p>The course on trade policies of the European Union introduces the historical development, goals, instruments, and strategies of the world's largest trade entity. Successes, but also failures of her economic diplomacy in multilateral, interregional, and bilateral settings will be analysed. The multifaceted trade policy of the EU is the strongest foreign policy instrument of the EU, and therefore strongly politicized by the EU, but also by European societies. The ongoing debate which kind of actor (normative, realist, etc.) the EU in trade policy is will also be subject of debate in class.</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	Gaining deeper understanding about goals of EU's foreign trade policy and training on doing independent research by applying sound social sciences methodology and trade and European integration theories.	C1	ABCDE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Gaining deeper understanding about goals of EU's foreign trade policy and training on doing independent research by applying sound social sciences methodology and trade and European integration theories.	Lecture, Discussion, Appreciation, Problem solving	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	105/02/15 ~ 105/02/21	Introduction and Preparation	
2	105/02/22 ~ 105/02/28	Trade Policy Theories	
3	105/02/29 ~ 105/03/06	Overview of EU's Trade Policy since GATT (till 1995)	Woolcock 2010, .381-400.
4	105/03/07 ~ 105/03/13	The external dimension of EU's single market and the failure of "managed globalisation" (1995 till 2006)	Burckhardt 2013, 271-289.
5	105/03/14 ~ 105/03/20	EU's Trade Policy Strategies since 2006 and the new paradigm (external environment and "competitive liberalisation")	
6	105/03/21 ~ 105/03/27	EU's Trade Policy New Instruments since Lisbon Treaty (internal policies)	
7	105/03/28 ~ 105/04/03	Trade Policy Instruments: Offensive Policies	
8	105/04/04 ~ 105/04/10	Trade Policy Instruments: Defensive Policies	
9	105/04/11 ~ 105/04/17	Analyzing EU's Trade Policy	
10	105/04/18 ~ 105/04/24	Assessing EU's trade policy negotiations effectiveness	Woolcock 2012, p. 45-84

11	105/04/25 ~ 105/05/01	The EU and WTO: The Doha Development Round (Multilateralism)	
12	105/05/02 ~ 105/05/08	The EU and Korea (EUKOR) FTA: Bilateralism	
13	105/05/09 ~ 105/05/15	Transatlantic Trade and Investment Partnership: EU and USA	Loon 2013, 219-234
14	105/05/16 ~ 105/05/22	The EU Partnership Agreements (Africa)	
15	105/05/23 ~ 105/05/29	EU's Trade Policies and the ASEAN Region	
16	105/05/30 ~ 105/06/05	EU and China: Trade Conflicts and Goals	
17	105/06/06 ~ 105/06/12	The EU's Raw Materials Diplomacy: Market Access, Trade, and Development	Biedermann, European Foreign Affairs Review, 20/1, 2016
18	105/06/13 ~ 105/06/19	Final Discussion and Summary	
Requirement			
Teaching Facility	Computer		
Textbook(s)	H. Wallace, M Pollack, A. Young (2010), Policy Making in the European Union, Sixth Edition S. Woolcock (2012), European Union Economic Diplomacy.		
Reference(s)			
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 30.0 % ◆ Mark of Usual : 10.0 % ◆ Midterm Exam : % ◆ Final Exam : % ◆ Other (Presentation, Report) : 60.0 %		
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.		