

## Tamkang University Academic Year 105, 2nd Semester Course Syllabus

Course Title	SEMINAR ON FOREIGN POLICY ANALYSICS	Instructor	CHENG CHIN-MO
Course Class	TIDXB1A DEPARTMENT OF DIPLOMACY AND INTERNATIONAL RELATIONS (ENGLISH-TAUGHT PROGRAM), 1A	Details	◆ Required ◆ 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			
To provide students with an understanding of the major theories in diplomacy & international relations and to equip students with practical skills and help them become outstanding members of the diplomatic and international relations community.			
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			
A. Every student will process essential understanding of theories of international relations. B. Every student will have primary perception of current international issues. C. Every student will become capable of Independent thinking and information processing to further improve international relations. D. Every student will process essential knowledge of participation in governmental & non-governmental affairs. E. Every student will display high-level competence in English.			
Course Introduction	This course offers the discussion on the differences between foreign policy options, decisions, behaviors, and outcomes together with the differences between individual, state, and system levels of decision making analysis. Therefore, help students to identify with the problems inherent in foreign policy making and to place themselves in the shoes of decision makers.		

## 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	Equip students with the realization of the role of leaders and then proceeds to situate these individual decision makers in the context of advisors and bureaucracies, as well as domestic and international constraints.	C4	ABCDE

### Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Equip students with the realization of the role of leaders and then proceeds to situate these individual decision makers in the context of advisors and bureaucracies, as well as domestic and international constraints.	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	106/02/13 ~ 106/02/19	Preparation	
2	106/02/20 ~ 106/02/26	Why Study Foreign Policy Comparatively?	
3	106/02/27 ~ 106/03/05	Why Study Foreign Policy Comparatively?	
4	106/03/06 ~ 106/03/12	Do Leaders Shape Foreign Policy?	
5	106/03/13 ~ 106/03/19	Do Leaders Shape Foreign Policy?	
6	106/03/20 ~ 106/03/26	Do Leaders Shape Foreign Policy?	
7	106/03/27 ~ 106/04/02	Prospect of Peace and Prosperous New Era	Seminar participation
8	106/04/03 ~ 106/04/09	How Leaders Make Sense of the World	
9	106/04/10 ~ 106/04/16	How Leaders Make Sense of the World	
10	106/04/17 ~ 106/04/23	Midterm Exam Week	
11	106/04/24 ~ 106/04/30	Leaders Are Not Alone	
12	106/05/01 ~ 106/05/07	The Role of Advisors	

13	106/05/08 ~ 106/05/14	The Role of Bureaucracies	
14	106/05/15 ~ 106/05/21	Domestic Constraints on Foreign Policy Making	
15	106/05/22 ~ 106/05/28	Domestic Constraints on Foreign Policy Making	
16	106/05/29 ~ 106/06/04	International Constraints on Foreign Policy Making	
17	106/06/05 ~ 106/06/11	International Constraints on Foreign Policy Making	
18	106/06/12 ~ 106/06/18	Final Exam Week	
Requirement	1. Politics I and International Relations are the prerequisites of taking this course. 2. Active participation is especially requested in the class meets. Absents would severely damage student's final grade.		
Teaching Facility	Computer, Projector		
Textbook(s)	Breuning, Marijke. 2007. Foreign policy analysis: a comparative introduction. New York: PALGRAVE MACMILLAN.		
Reference(s)	Hudson, Valerie M.. 2007. Foreign Policy Analysis: Classic and Contemporary Theory. New York: Rowman & Littlefield. Alden,Chris & Aran, Amnon. 2012. Foreign Policy Analysis: New Approaches. London: Routledge.		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 30.0 %    ◆ Mark of Usual : 30.0 %    ◆ Midterm Exam : % ◆ Final Exam : % ◆ Other 〈final report〉 : 40.0 %		
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> . <b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b>		