

Tamkang University Academic Year 105, 2nd Semester Course Syllabus

Course Title	U.S.-SINO RELATIONS	Instructor	CHENG CHIN-MO
Course Class	TIDXB2A DEPARTMENT OF DIPLOMACY AND INTERNATIONAL RELATIONS (ENGLISH-TAUGHT PROGRAM), 2A	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>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.</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. Every student will process essential understanding of theories of international relations.</p> <p>B. Every student will have primary perception of current international issues.</p> <p>C. Every student will become capable of Independent thinking and information processing to further improve international relations.</p> <p>D. Every student will process essential knowledge of participation in governmental & non-governmental affairs.</p> <p>E. Every student will display high-level competence in English.</p>			
Course Introduction	<p>Over the subsequent twenty years after President Nixon's historic trip to China in February 1972, U.S.-China relations have experienced repeated cycles of progress, stalemate, and crisis, with the events in Tiananmen Square in June 1989 the most recent and disruptive example. This course discusses the principal substantive issues in U.S.-China relations, including the way in which the two countries have addressed their differences over Taiwan and human rights, and how they have approached the blend of common and competitive interests in their economic and strategic relationships.</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-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	This course aims at discussion of the principal substantive issues in U.S.-China relations, including the way in which the two countries have addressed their differences over Taiwan and human rights, and how they have approached the blend of common and competitive interests in their economic and strategic relationships.	C1	ABCD

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	This course aims at discussion of the principal substantive issues in U.S.-China relations, including the way in which the two countries have addressed their differences over Taiwan and human rights, and how they have approached the blend of common and competitive interests in their economic and strategic relationships.	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	Overview: Twenty Years' Evolution	
3	106/02/27 ~ 106/03/05	Substantive Issues	
4	106/03/06 ~ 106/03/12	Breakthrough: Hostility & Rapprochement	
5	106/03/13 ~ 106/03/19	Unofficial Relations & Ambivalence	
6	106/03/20 ~ 106/03/26	Normalization: Progress toward Normalization	
7	106/03/27 ~ 106/04/02	The Growth of Economic and Cultural Ties	
8	106/04/03 ~ 106/04/09	Estrangement: Reagan and Taiwan	
9	106/04/10 ~ 106/04/16	China's Independent Foreign Policy	
10	106/04/17 ~ 106/04/23	Midterm Exam Week	
11	106/04/24 ~ 106/04/30	Reconciliation: Back on Track	
12	106/05/01 ~ 106/05/07	The Decline of the Anti-Soviet Rationale	

13	106/05/08 ~ 106/05/14	Economic and Cultural Problems & Human Rights	
14	106/05/15 ~ 106/05/21	Crisis in Tiananmen	
15	106/05/22 ~ 106/05/28	The First Debate over China's Most-Favored-Nation Status	
16	106/05/29 ~ 106/06/04	The Second Debate over China's Most-Favored-Nation Status	
17	106/06/05 ~ 106/06/11	Prospects	
18	106/06/12 ~ 106/06/18	Final Exam Week	
Requirement	Only those who has gained the credits of "International Relations" and Politics is permitted to take this course.		
Teaching Facility	Computer, Projector		
Textbook(s)	Harry Harding (1992). A Fragile Relationship: The United States and China since 1972. Washington, DC.: Brookings Institution.		
Reference(s)	Steve Chan (2012). Looking for Balance: China, the United States, and Power Balancing in East Asia. Stanford, CA.: Stanford University Press.		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 30.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 20.0 % ◆ Final Exam : 30.0 % ◆ Other () : %		
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.		