

Tamkang University Academic Year 105, 2nd Semester Course Syllabus

Course Title	CURRENT INTERNATIONAL POLITICS	Instructor	
Course Class	TNUTB0H GLOBAL OUTLOOK, 0H	Details	<ul style="list-style-type: none"> ◆ Required ◆ One Semester ◆ 2 Credits
Academic Aim of Education			
<p>The educational goal of this unit of study is to help all TKU undergraduate students develop a foundational outlook on the world. It aims to help them develop a global perspective, and to equip them with the capacity to constantly strengthen their grasp.</p>			
Schoolwide essential virtues			
<ul style="list-style-type: none"> A. A global perspective. B. Information literacy. C. A vision for the future. D. Moral integrity. E. Independent thinking. F. A cheerful attitude and healthy lifestyle. G. A spirit of teamwork and dedication. H. A sense of aesthetic appreciation. 			
Course Introduction	<p>This course help students to recognize the controversial topic in international affairs today such as the ideas, policies, and institutions that manage the local and international conflicts in the context of global economy.</p>		

The Relevance among Teaching Objectives, Objective Levels and Schoolwide essential virtues

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 Schoolwide essential virtues :

- (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 Schoolwide essential virtues that correspond to each teaching objective. Each objective may correspond to one or more Schoolwide essential virtues at a time. (For example, if one objective corresponds to three Schoolwide essential virtues: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Schoolwide essential virtues
1	This course will explore all important areas of policies and agendas that shape our world. It presents the hottest political debates associated with some controversial types of political legitimacy, poverty, ethnic conflicts, labor rights, environmental concerns, etc. It analyzes also the effects of globalization, which have shaped the current geopolitical order distinctly.	C1	ACE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	This course will explore all important areas of policies and agendas that shape our world. It presents the hottest political debates associated with some controversial types of political legitimacy, poverty, ethnic conflicts, labor rights, environmental concerns, etc. It analyzes also the effects of globalization, which have shaped the current geopolitical order distinctly.	Lecture, Discussion	Report

Course Schedule

Week	Date	Subject/Topics	Note

1	106/02/13 ~ 106/02/19	Introduction: Background of the problems and conflicts – what do we need to consider, dilemmas and puzzles in international politics, strategies and theories of international relations; actors in international politics; origins of the contemporary international system, the biggest global challenges: food security, unemployment, climate change, the future of global finance, etc.	
2	106/02/20 ~ 106/02/26	Is ISIS finished?	
3	106/02/27 ~ 106/03/05	How will Syria and Iraq look in 2017?	
4	106/03/06 ~ 106/03/12	Turkey challenge: How dangerous is Turkey's instability?	
5	106/03/13 ~ 106/03/19	Yemen crisis: Who is fighting whom?	
6	106/03/20 ~ 106/03/26	Libya - the unfinished Arab Uprising?	
7	106/03/27 ~ 106/04/02	Lake Chad basin crisis - Nigeria, Niger, Chad, and Cameroon. Can regional force beat militant Islamists?	
8	106/04/03 ~ 106/04/09	South Sudan: war and tragedy in the world's newest state	
9	106/04/10 ~ 106/04/16	Afghanistan: war without end?	
10	106/04/17 ~ 106/04/23	Midterm Exam Week	
11	106/04/24 ~ 106/04/30	Poverty, Inequality and Drugs in Colombia	
12	106/05/01 ~ 106/05/07	Climate Change and Pacific Island Countries	
13	106/05/08 ~ 106/05/14	The future of U.S.-China relations: Is conflict inevitable?	
14	106/05/15 ~ 106/05/21	New Cold War? Russia - the U.S. relations in 21th century	
15	106/05/22 ~ 106/05/28	The future of terrorism: what al-Qaida really wants	
16	106/05/29 ~ 106/06/04	Benefits and Risks of Financial Globalization: Challenges for Developing Countries	
17	106/06/05 ~ 106/06/11	People' s Republic of China: China's environment - An economic death sentence?	
18	106/06/12 ~ 106/06/18	Final Exam Week	
Requirement			

Teaching Facility	Computer, Projector
Textbook(s)	OECD, States of Fragility 2016, HIGHLIGHTS Urdal, H. and K. Hoelschler (2012) Explaining urban social disorder and violence:
Reference(s)	ACLED (2016) Armed Conflict &&& Location Event Data Project, Version 6 data, www.acleddata.com/data/version-6-data-1997-2015 European Commission (2015) STRIVE for Development: Strengthening Resilience to Violence and Extremism, International Cooperation and Development, Luxembourg, https://ec.europa.eu/europeaid/sites/devco/files/strivebrochure-20150617_en.pdf IEP (2016) Global Peace Index 2016: Ten Years of Measuring Peace, Institute for Economics and Peace, Sydney and New York http://static.visionofhumanity.org/sites/default/files/GPI%202016%20Report_2.pdf IISS (2016) Armed Conflict Survey 2016, (International Institute for Strategic Studies) www.iiss.org/en/publications/acs/by%20year/armed-conflict-survey-2016-14e7 - Glazzard et al. (2016) Conflict and countering Islamist violent extremism: Summary paper, Royal United Services Institute (RUSI) for UK Department for International Development, London, www.gov.uk/dfid-research-outputs/conflict-andcountering-violent-extremism-summary-paper Small Arms Survey (2016) A new development agenda, Bridging the development-security divide Research Notes, Number58, Geneva UNHCR (2016b) Where we work: Africa
Number of Assignment(s)	(Filled in by assignment instructor only)
Grading Policy	◆ Attendance : 30.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 40.0 % ◆ 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.