

Tamkang University Academic Year 105, 2nd Semester Course Syllabus

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| Course Title | EUROPEAN UNION CONTEMPORARY ISSUES AND CONTROVERSIES | Instructor | RUDAKOWSKA, ANNA |
| Course Class | TQGX2A DEPARTMENT OF GLOBAL POLITICS AND ECONOMICS (ENGLISH-TAUGHT PROGRAM), 2A | Details | <ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 2 Credits |
| Departmental Aim of Education | | | |
| <p>To be equipped with a basic knowledge of economics and political science, to develop confidence in communicating professionally and academically in English in matters related to the global political economy; to acquire the capability to conduct further research individually and collectively with others; and ultimately to prepare oneself to become professionals and leaders with a global perspective for the international arena.</p> | | | |
| Departmental core competences | | | |
| <ul style="list-style-type: none"> A. Provide essential analytical abilities in the area of politics and economics B. Provide knowledge and skills to understand the current global issues C. Develop a high level of proficiency in verbal and written English required in the course of study and for communication purposes D. Develop ability to pursue research independently as well as in teams E. Provide basic knowledge on Taiwan's political and economic development | | | |
| Course Introduction | <p>This course is designed for the students with the basic understanding of the European Union, who are ready for in depth examination of the selected issues from the contemporary EU's politics, economy and international affairs. It focuses on the several topics, such as euro, welfare systems, immigration and the EU's role in the world.</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-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 | The objective of this course is to understand the economic integration and related problems on the example of the EU | C2 | A |
| 2 | To understand the work of various welfare systems | C5 | A |
| 3 | To analyze and compare migration around the world with special attention to the events in the EU | C4 | B |
| 4 | To comprehend the EU's role in the world | C2 | B |

Teaching Objectives, Teaching Methods and Assessment

| No. | Teaching Objectives | Teaching Methods | Assessment |
|-----|--|--------------------------------------|-----------------------------|
| 1 | The objective of this course is to understand the economic integration and related problems on the example of the EU | Lecture, Discussion, Problem solving | Written test, Participation |
| 2 | To understand the work of various welfare systems | Lecture, Discussion, Problem solving | Report, 報告 |
| 3 | To analyze and compare migration around the world with special attention to the events in the EU | Lecture, Discussion, Problem solving | Report, 報告 |
| 4 | To comprehend the EU's role in the world | Lecture, Discussion | Written test, Participation |
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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 | Introduction to the course | |
| 2 | 106/02/20 ~ 106/02/26 | Populism as ideology | |
| 3 | 106/02/27 ~ 106/03/05 | Historical legacies and impact of economy and social policies on civil society | |
| 4 | 106/03/06 ~ 106/03/12 | Populism and national identity | |
| 5 | 106/03/13 ~ 106/03/19 | Review session | |
| 6 | 106/03/20 ~ 106/03/26 | Introduction to the welfare systems | Drogus & Orvis, Chapter 11 |
| 7 | 106/03/27 ~ 106/04/02 | Welfare systems in Europe - selected case studies | |
| 8 | 106/04/03 ~ 106/04/09 | Spring break | |
| 9 | 106/04/10 ~ 106/04/16 | Review session (Assignment) | |
| 10 | 106/04/17 ~ 106/04/23 | Midterm Exam Week | |
| 11 | 106/04/24 ~ 106/04/30 | Immigration in Europe | |
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| 12 | 106/05/01 ~ 106/05/07 | 1. Terminology related to immigration and international situation of displaced people around the world, 2. Refugee crisis | |
| 13 | 106/05/08 ~ 106/05/14 | European populism and immigration debate | |
| 14 | 106/05/15 ~ 106/05/21 | Brexit - the UK in the EU | |
| 15 | 106/05/22 ~ 106/05/28 | Referendum - the roots of the voting results | |
| 16 | 106/05/29 ~ 106/06/04 | Brexit - What now? | |
| 17 | 106/06/05 ~ 106/06/11 | Review session | |
| 18 | 106/06/12 ~ 106/06/18 | Final Exam Week | |
| Requirement | <p>Grading:</p> <ol style="list-style-type: none"> 1. Mark of usual = participation (you get points for each answer or comment made during the class) 2. Midterm and Final = Presentations (Part of Assignment 1 and 2). There will be no written test, but each assignment ends with a presentation + a report 3. There will be 4 Quizzes (each 10%) <p>Attendance:</p> <p>If a student's class absence reaches one-third of the total class hours (in a semester) for this course, the student will not be allowed to take part in the remaining course examinations and will receive a semester grade of zero.</p> | | |
| Teaching Facility | Computer, Projector | | |
| Textbook(s) | <p>Schubert, K., S. Hegelich and U. Bazant (2013) The Handbook of European Welfare System (book on reserve)</p> <p>Teaching materials provided by the course instructor</p> | | |
| Reference(s) | <p>Drogus, C.A. and S. Orvis (2011) Introducing Comparative Politics: Concepts and Cases in Context (book on reserve)</p> <p>Bomberg, E. and J. Peterson and R. Corbett (2012) The European Union: How Does it Work? (book on reserve)</p> <p>European Commission website: the euro, http://ec.europa.eu/economy_finance/euro/index_en.htm</p> <p>Cini, M. and N. Perez-Solorzano Borragan (2010) European Union Politics (book on reserve)</p> | | |
| Number of Assignment(s) | 6 (Filled in by assignment instructor only) | | |
| Grading Policy | <p>◆ Attendance : 10.0 % ◆ Mark of Usual : 10.0 % ◆ Midterm Exam : 10.0 %</p> <p>◆ Final Exam : 10.0 %</p> <p>◆ Other <Quizzes*4+AssignRep2> : 60.0 %</p> | | |
| Note | <p>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.</p> <p>✘ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p> | | |