

Tamkang University Academic Year 106, 1st Semester Course Syllabus

Course Title	HISTORY OF R.O.C. DIPLOMACY	Instructor	CHEN HURNG YU
Course Class	TIDXB2A DEPARTMENT OF DIPLOMACY AND INTERNATIONAL RELATIONS (ENGLISH-TAUGHT PROGRAM), 2A	Details	<ul style="list-style-type: none"> ◆ 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			
<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			
<ul style="list-style-type: none"> 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	<p>This course focuses on the diplomatic history of the ROC from 1912 to recent years. But it shall concentrate on diplomatic situations after 1949 when the ROC government moved to Taiwan. The ensuing topics shall include Taiwan's international status after the Korean war and San Francisco Peace Conference, withdrew from the UN, interruption of diplomacy with the USA and other major powers, and adopting pragmatic foreign policy, southward policy in 1993.</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	To let students understand historical development of diplomacy of the ROC since its establishment in 1912. Especially to let students understand how the ROC government dealing with her diplomatic dilemma after she withdrew from the UN. The ROC government utilizes more clever strategy to survive her foreign relations.	C2	ABCDE
2	To let students understand historical development of diplomacy of the ROC since its establishment in 1912. Especially to let students understand how the ROC government dealing with her diplomatic dilemma after she withdrew from the UN. The ROC government utilizes more clever strategy to survive her foreign relations.	C2	ABCDE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	To let students understand historical development of diplomacy of the ROC since its establishment in 1912. Especially to let students understand how the ROC government dealing with her diplomatic dilemma after she withdrew from the UN. The ROC government utilizes more clever strategy to survive her foreign relations.	Lecture, Discussion	Written test

2	To let students understand historical development of diplomacy of the ROC since its establishment in 1912. Especially to let students understand how the ROC government dealing with her diplomatic dilemma after she withdrew from the UN. The ROC government utilizes more clever strategy to survive her foreign relations.	Lecture, Discussion	Written test
---	--	---------------------	--------------

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	106/09/18~ 106/09/24	Introduction: requirements of course	
2	106/09/25~ 106/10/01	Unit 1. Introduction: meaning of China and traditional Oriental international relations	
3	106/10/02~ 106/10/08	Unit 2. Nation-building of the ROC and Its Foreign Relation	
4	106/10/09~ 106/10/15	Unit 3: Repeal unequal treaty	
5	106/10/16~ 106/10/22	Unit 4: Chiang Kai-shek's Nanjing Nationalist Gov't and Chongchin Gov't	

6	106/10/23 ~ 106/10/29	Unit 5. Cairo Conference and Join the United Nations after WWII: 1943-1945	
7	106/10/30 ~ 106/11/05	Unit 6. Foreign Relations during 1945-1949: established diplomatic relations with the Southeast Asian countries	
8	106/11/06 ~ 106/11/12	Unit 7. Collapse of ROC Government and Its Foreign Relations in 1949	
9	106/11/13 ~ 106/11/19	Unit 8. Impact of Korean War on Taiwan's International Status	
10	106/11/20 ~ 106/11/26	Midterm Exam Week	
11	106/11/27 ~ 106/12/03	Unit 9. San Francisco Peace Conference and Peace Treaty between the ROC and Japan	
12	106/12/04 ~ 106/12/10	Unit 10. Diplomatic Meaning of Defense Treaty between the ROC and the United States	
13	106/12/11 ~ 106/12/17	Unit 11. Problem of Representative Rights of the ROC in the United Nations	
14	106/12/18 ~ 106/12/24	Unit 12. Relations between the ROC and the United States, economic and military aid, Interruption of Diplomatic Relations with the United States and Taiwan Relations Act	
15	106/12/25 ~ 106/12/31	Unit 13. Dynamic Foreign Policy in the 1980s	
16	107/01/01 ~ 107/01/07	Unit 14. Taiwan's Southward Policy since 1993	
17	107/01/08 ~ 107/01/14	Unit 15. Promote Agricultural Diplomacy and NGO Medical Mission	
18	107/01/15 ~ 107/01/21	Final Exam Week	
Requirement			
Teaching Facility		Computer, Projector	
Textbook(s)			

Reference(s)	<p>Chen Jie, Foreign policy of the New Taiwan : pragmatic diplomacy in Southeast Asia, Cheltenham, UK : Edward Elgar, c2002.</p> <p>Hickey, Dennis Van Vranken , Foreign policy making in Taiwan : from principle to pragmatism, London ; New York : Routledge, 2007.</p> <p>Swaine, Michael & Mulvenon James, Taiwan' s Foreign and Defense Policies: Features and Determinants, Rand, 2001 http://www.rand.org/publications/MR/MR1383 .</p> <p>Ross, Robert S., "Explaining Taiwan' s Revisionist Diplomacy" , Journal of Contemporary China (2006), 15(48), August, 443–458</p> <p>Tunsjo, Oystein, US Taiwan policy : Constructing the triangle, London ; New York : Routledge, 2008.</p> <p>C.X. George Wei ed., China-Taiwan relations in a global context : Taiwan's foreign policy and relations, New York : Routledge, 2012.</p> <p>Chao, Chin-yung, A brief history of Chinese foreign relations, Taipei : China Cultural Service, 1940.</p> <p>戴寶村等著·臺灣全志-外交志對外關係篇·國史館臺灣文獻館·南投縣·2015年。</p> <p>劉彥(李方晨增定)·中國外交史·台北:三民書局·1990年9月四版。</p> <p>陳鴻瑜·中華民國與東南亞各國外交關係史(1912-2000)·鼎文書局·台北市·民國93年10月。</p> <p>傅啟學·中國外交史·臺灣商務印書館·1994。</p> <p>陳鴻瑜·2012,10·「台灣與東南亞國家三十年雙邊關係之回顧」·載於徐遵慈主編·東南亞區域整合:台灣觀點·財團法人中華經濟研究院·台灣東南亞國家協會研究中心·台北市·頁189-248。</p> <p>傅啟學·中國外交史·臺灣商務印書館·1994。</p>
Number of Assignment(s)	(Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 5.0 % ◆ Mark of Usual : 5.0 % ◆ Midterm Exam : 45.0 %</p> <p>◆ Final Exam : 45.0 %</p> <p>◆ Other () : %</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>