

## Tamkang University Academic Year 106, 2nd Semester Course Syllabus

Course Title	THE THEORY OF INTERNATIONAL RELATIONS	Instructor	WANG KAO-CHENG
Course Class	TIPXM1A MASTER'S PROGRAM IN TAIWAN AND ASIA-PACIFIC STUDIES, COLLEGE OF INTERNATIONAL STUDIES (ENGLISH- TAUGHT PROGRAM), 1A	Details	<ul style="list-style-type: none"> <li>◆ Selective</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
Departmental Aim of Education			
<p>I. To nurture talented researchers proficient in Taiwan and Asia-Pacific affairs.</p> <p>II. To cultivate professionals specializing in Taiwan and Asia-Pacific affairs.</p>			
Departmental core competences			
<p>A. Empower students with basic academic skills.</p> <p>B. Promote understanding of basic theories of international relations.</p> <p>C. Bolster independent thinking and judgment.</p> <p>D. Develop a comprehensive understanding of Taiwan affairs.</p> <p>E. Cultivate a heightened awareness of Asian affairs.</p> <p>F. Ensure advanced knowledge of the political transition process in Taiwan and Asian democracies.</p> <p>G. Provide comprehensive understanding of cross-strait relations and Asian security.</p> <p>H. Foster appreciation for Taiwan and Asia-Pacific economic development.</p>			
Course Introduction	<p>This course intends mainly to introduce the major contemporary theories of international relations including the neorealism, neoliberalism, constructivism, decision-making theory and other related theories. It also aims to enable the students to understand and apply these theories.</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 facilitate the students to learn, evaluate and apply the major contemporary international relations theories.	C3	ABE

**Teaching Objectives, Teaching Methods and Assessment**

No.	Teaching Objectives	Teaching Methods	Assessment
1	to facilitate the students to learn, evaluate and apply the major contemporary international relations theories.	Lecture, Discussion	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	107/02/26~ 107/03/04	Introduction	
2	107/03/05~ 107/03/11	Classic Realism, Neorealism and Balance of Power	
3	107/03/12~ 107/03/18	Research Method Training	
4	107/03/19~ 107/03/25	Offensive and Defensive Realism	
5	107/03/26~ 107/04/01	Neoclassical Realism	
6	107/04/02~ 107/04/08	Hegemonic Stability Theory	
7	107/04/09~ 107/04/15	Power Transition Theory	
8	107/04/16~ 107/04/22	Spring Break	
9	107/04/23~ 107/04/29	Neoliberalism: Interdependence Theory	
10	107/04/30~ 107/05/06	Midterm Report	
11	107/05/07~ 107/05/13	Conference Participation	
12	107/05/14~ 107/05/20	Neoliberalism: International Regime Theory	

13	107/05/21 ~ 107/05/27	Globalization Theory	
14	107/05/28 ~ 107/06/03	Clash of Civilization Theory	
15	107/06/04 ~ 107/06/10	Constructivism	
16	107/06/11 ~ 107/06/17	Decision-Making Theory	
17	107/06/18 ~ 107/06/24	Final Report	
18	107/06/25 ~ 107/07/01	Final Report	
Requirement	Attendance rate, class participation, one midterm report and one final report.		
Teaching Facility	Computer, Projector		
Textbook(s)	Kenneth Waltz, Theory of International Politics (New York: Random House, 1979). Robert Kohane and J. Nye · Power and Interdependence (New York: Longman, 2001).		
Reference(s)	Alexander Wendt, Social Theory of International Politics (New York: Cambridge University Press, 1999). Graham Allison and Philip Zelikow, Essence of Decision (New York: Addison Wesley Longman, Inc., 1999).		
Number of Assignment(s)	2 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 10.0 %    ◆ Mark of Usual :        %    ◆ Midterm Exam : 30.0 % ◆ Final Exam : 60.0 % ◆ Other ( ) :        %		
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>		