

Tamkang University Academic Year 107, 1st Semester Course Syllabus

Course Title	HISTORY OF R.O.C. DIPLOMACY	Instructor	LIEN LIE
Course Class	TRDXB1A DEPARTMENT OF DIPLOMACY AND INTERNATIONAL RELATIONS (ENGLISH-TAUGHT PROGRAM), 1A	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			
<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>To understand the diplomatic history of the ROC one must begin from the Opium War The aggressions of the imperialism have until now shaped the mentality of the Chinese. The clash of China and the Western powers symbolizes the different "diplomatic" ideas that were formed by different philosophies.</p> <p>The diplomacy of the ROC, after it lost the Mainland China, has been always influenced by the "cross-strait issues" , namely the diplomatic struggle between the PRC and the ROC. Therefore, the diplomacy of the PRC also must be introduced, insofar as it was related to Taiwan.</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 understand the triangular relationship between ROC, PRC and the USA well.	C2	ABCDE
2	To understand the self-identity problem in Taiwan	C2	ABCDE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	To understand the triangular relationship between ROC, PRC and the USA well.	Lecture	Report
2	To understand the self-identity problem in Taiwan	Lecture	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	107/09/10~ 107/09/16	Different "diplomatic" ideas and systems between China and Europe	
2	107/09/17~ 107/09/23	the situation before the Opium War and the causes for the outbreak of the War	
3	107/09/24~ 107/09/30	The imperialistic aggressions in the Ching-Dynasty	
4	107/10/01~ 107/10/07	The influence of the imperialistic aggression on the mentality of the Chinese	
5	107/10/08~ 107/10/14	The national revolution and the building of the ROC	
6	107/10/15~ 107/10/21	The diplomatic problems in the beginning phase of the ROC left by the Ching-Dynasty	
7	107/10/22~ 107/10/28	The diplomacy of the ROC during the WWII	
8	107/10/29~ 107/11/04	The loss of the Mainland China of the ROC and the subsequent diplomatic problems	
9	107/11/05~ 107/11/11	The problem of the UN representative right and the loss of the UN membership	
10	107/11/12~ 107/11/18	Midterm Exam Week	

11	107/11/19 ~ 107/11/25	The diplomatic crisis of the ROC during the 1970s	
12	107/11/26 ~ 107/12/02	The ROC-USA relationship after 1979	
13	107/12/03 ~ 107/12/09	The Change of the cross-strait relationship	
14	107/12/10 ~ 107/12/16	the democratization and the rise of the "Taiwan Subjectivity Consciousness"	
15	107/12/17 ~ 107/12/23	The divergence of the self-identity and the diplomatic goals	
16	107/12/24 ~ 107/12/30	The intensified integration of Taiwan and China and its stop in 2016	
17	107/12/31 ~ 108/01/06	The diplomatic goal of the pro-Taiwan Independence Party DPP and the tension in the Taiwan Strait	
18	108/01/07 ~ 108/01/13	Final Exam Week	
Requirement	active participation and concentration		
Teaching Facility	Computer, Projector		
Textbook(s)	The Diplomatic History of China, Tzei, Dong-Jay, Taipei: Fong-Yun Lung Tang, 2000		
Reference(s)	the diplomatic history of China, Lan, Yu-chung, Taipei: San-Ming, 2007		
Number of Assignment(s)	1 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : % ◆ Final Exam : % ◆ Other < report > : 80.0 %		
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.		