

## Tamkang University Academic Year 107, 2nd Semester Course Syllabus

Course Title	THE DEVELOPMENT OF HUMAN SECURITY	Instructor	LIEN LIE
Course Class	TRDXB4A DEPARTMENT OF DIPLOMACY AND INTERNATIONAL RELATIONS (ENGLISH-TAUGHT PROGRAM), 4A	Details	<ul style="list-style-type: none"> <li>◆ Selective</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
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 &amp; 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 &amp; non-governmental affairs.</p> <p>E. Every student will display high-level competence in English.</p>			
Course Introduction	<p>War and the repression of the human rights are the biggest threat of the stable progress of the human beings.</p> <p>In this lecture, therefore, it will be introduced how the development of the mankind was ever jeopardized by wars and the repression of the human rights. And, finally how the human beings have learned a lot from those lessons (tragic stories) and tried to improve the international law.</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 make the audience be well informed about both the issues in the history that harmed the secure development of the human beings and the improvement.	C2	ABCDE
2	To make the audience be well informed about both the issues in the history that ever threatened the secure development of human beings and the improvement.	C2	ABCDE

**Teaching Objectives, Teaching Methods and Assessment**

No.	Teaching Objectives	Teaching Methods	Assessment
1	To make the audience be well informed about both the issues in the history that harmed the secure development of the human beings and the improvement.	Lecture, Discussion	Report
2	To make the audience be well informed about both the issues in the history that ever threatened the secure development of human beings and the improvement.	Lecture, Discussion	Report

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	108/02/18 ~ 108/02/24	The classical view about the nature of war	
2	108/02/25 ~ 108/03/03	the modern imperialistic aggression and the colonialism	
3	108/03/04 ~ 108/03/10	The reaction to the modern imperialism and the Cold War	
4	108/03/11 ~ 108/03/17	The League of Nations and its failure	
5	108/03/18 ~ 108/03/24	Towards the prohibition of war	
6	108/03/25 ~ 108/03/31	The UN and the collective Security	
7	108/04/01 ~ 108/04/07	The deficit of UN in the protection of the human rights and the reasons.	
8	108/04/08 ~ 108/04/14	The establishment of the Council of Europe and its Court of human rights	
9	108/04/15 ~ 108/04/21	Survey of the documents of the human rights	
10	108/04/22 ~ 108/04/28	Midterm Exam Week	
11	108/04/29 ~ 108/05/05	Serious violation of the human rights in the 20th century: I	

12	108/05/06 ~ 108/05/12	Serious violation of the human rights in the 20th century: II	
13	108/05/13 ~ 108/05/19	The so-called New Interventionism	
14	108/05/20 ~ 108/05/26	The ambition of China and its threat for the universal human rights	
15	108/05/27 ~ 108/06/02	Graduate Exam Week	
16	108/06/03 ~ 108/06/09	---	
17	108/06/10 ~ 108/06/16	---	
18	108/06/17 ~ 108/06/23	---	
Requirement	fundamental knowledge about the political science		
Teaching Facility	Computer		
Textbook(s)	Hunt · Lynn · Inventing Human Rights : A History, New York, WW Norton and Company 2008		
Reference(s)			
Number of Assignment(s)	1 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 15.0 %   ◆ Mark of Usual : 15.0 %   ◆ Midterm Exam : % ◆ Final Exam : % ◆ Other <final term paper> : 70.0 %		
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>		