Tamkang University Academic Year 109, 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	General CourseRequiredOne Semester

Departmental Aim of Education

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.

Subject Departmental core competences

- A. Every student will process essential understanding of theories of international relations. (ratio:30.00)
- B. Every student will have primary perception of current international issues.(ratio:30.00)
- C. Every student will become capable of Independent thinking and information processing to further improve international relations.(ratio:20.00)
- D. Every student will process essential knowledge of participation in governmental & non-governmental affairs.(ratio:10.00)
- E. Every student will display high-level competence in English.(ratio:10.00)

Subject Schoolwide essential virtues

- 1. A global perspective. (ratio:30.00)
- 2. Information literacy. (ratio:30.00)
- 3. A vision for the future. (ratio:10.00)
- 5. Independent thinking. (ratio:30.00)

Course Introduction

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.

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.

The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

I. Cognitive: Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.

II. Affective: Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.

III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.			objective methods					
	To understar USA well.	nd the tria	Cognitive					
2	To understar	nd the sel	lf-identity problem in T	aiwan	Cognitive			
	The correspondences of teaching objectives: core competences, essential virtues, teaching methods, and assessment							
No.	Core Competences		Essential Virtues	Teaching Methods	Assessment			
1	ABCDE		1235	Lecture, Discussion	Testing, Discussion(including classroom and online)			
2	ABCDE		1235	Lecture, Discussion	Testing, Discussion(including classroom and online)			
				Course Schedule				
Week	Date	ate Course Contents		Note				
1	109/09/14 ~ 109/09/20	Different "diplomatic" ideas and systems between China and Europe						
2	109/09/21 ~ 109/09/27	the situation before the Opium War and the causes for the outbreak of the War						
3	109/09/28 ~ 109/10/04	The imperialistic aggressions in the Ching-Dynasty						
4	109/10/05 ~ 109/10/11	The influence of the imperialistic aggression on the mentality of the Chinese						
5	109/10/12 ~ 109/10/18	The national revolution and the building of the ROC						
6	109/10/19 ~ 109/10/25	The diplomatic problems in the beginning phase of the ROC left by the Ching-Dynasty						
7	109/10/26 ~ 109/11/01	The diplomacy of the ROC during the WWII						

8 109/11/02 ~ 109/11/08		The loss of the Mainland China of the ROC and the			
	103/11/00	subsequent diplomatic problems			
9	109/11/09 ~ 109/11/15	The problem of the UN representative right and the loss of the UN membership			
10	109/11/16 ~ 109/11/22	Midterm Exam Week			
11	109/11/23 ~ 109/11/29	The diplomatic crisis of the ROC during the 1970s			
12	109/11/30 ~ 109/12/06	The ROC-USA relationship after 1979			
13	109/12/07 ~ 109/12/13	The Change of the cross-strait relationship			
14	109/12/14 ~ 109/12/20	the democratization and the rise of the "Taiwan Subjectivity Consciousness"			
15	109/12/21 ~ 109/12/27	The divergence of the self-identity and the diplomatic goals			
16	109/12/28 ~ 110/01/03	The intensified integration of Taiwan and China and its stop in 2016			
17	110/01/04 ~ 110/01/10	The diplomatic goal of the pro-Taiwan Independence Party DPP and the tension in the Taiwan Strait			
18	110/01/11 ~ 110/01/17	Final Exam Week			
Re	equirement	active participation and concentration			
Tea	aching Facility	Computer, Projector			
Textbooks and Teaching Materials		The Diplomatic History of China, Tzei, Dong-Jay, Taipei: Fong-Yun Lung Tang, 2000			
References		the diplomatic history of China, Lan, Yu-chung, Taipei: San-Ming, 2007			
Number of Assignment(s)		(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.			

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