

Tamkang University Academic Year 111, 2nd Semester Course Syllabus

Course Title	DIPLOMATIC HISTORY OF MODERN CHINA	Instructor	LIEN LIE
Course Class	TRDXB2A DEPARTMENT OF DIPLOMACY AND INTERNATIONAL RELATIONS (ENGLISH-TAUGHT PROGRAM), 2A	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Selective ◆ One Semester
Relevance to SDGs	SDG15 Life on land		
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			
<ul style="list-style-type: none"> 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:20.00) C. Every student will become capable of Independent thinking and information processing to further improve international relations.(ratio:25.00) 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:15.00) 			
Subject Schoolwide essential virtues			
<ul style="list-style-type: none"> 1. A global perspective. (ratio:30.00) 2. Information literacy. (ratio:5.00) 3. A vision for the future. (ratio:20.00) 4. Moral integrity. (ratio:10.00) 5. Independent thinking. (ratio:20.00) 6. A cheerful attitude and healthy lifestyle. (ratio:5.00) 7. A spirit of teamwork and dedication. (ratio:5.00) 8. A sense of aesthetic appreciation. (ratio:5.00) 			

Course Introduction	<p>To understand the history of foreign relations in modern China one must begin from the invasions of the imperialistic powers since the late period of the Ching-Dynasty. A series of defeats has “reshaped” the mentality of the Chinese as well as the way of diplomatic behaviors.</p> <p>The wish for reform made people pursues different ways for “” rescuing China” . Finally the Chinese chose the communism. The new regime, based on both the trauma of the past and the Marxist ideology, has shown a special attitude toward the world and the remaining ROC in Taiwan.</p>
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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.	Teaching Objectives	objective methods
1	To understand the triangular relationship between ROC, PRC and the USA well.	Cognitive
2	To understand the self-identity problem in Taiwan	Cognitive

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABCDE	12345678	Lecture, Discussion	Discussion(including classroom and online), Report(including oral and written)
2	ABCDE	12345678	Lecture, Discussion	Discussion(including classroom and online), Report(including oral and written)

Course Schedule

Week	Date	Course Contents	Note
1	112/02/13 ~ 112/02/19	Different "diplomatic" ideas and systems between China and Europe	

2	112/02/20 ~ 112/02/26	the situation before the Opium War and the causes for the outbreak of the War	
3	112/02/27 ~ 112/03/05	The imperialistic aggressions in the Ching-Dynasty	
4	112/03/06 ~ 112/03/12	The influence of the imperialistic aggression on the mentality of the Chinese	
5	112/03/13 ~ 112/03/19	The national revolution and the building of the ROC	
6	112/03/20 ~ 112/03/26	The diplomatic problems in the beginning phase of the ROC left by the Ching-Dynasty	
7	112/03/27 ~ 112/04/02	The diplomacy of the ROC during the WWII	
8	112/04/03 ~ 112/04/09	The loss of the Mainland China of the ROC and the subsequent diplomatic problems	
9	112/04/10 ~ 112/04/16	The loss of the Mainland China of the ROC and the subsequent diplomatic problems	
10	112/04/17 ~ 112/04/23	Midterm Exam Week	
11	112/04/24 ~ 112/04/30	The Sino-Indian War in 1962 and its very negative influence until today.	
12	112/05/01 ~ 112/05/07	The diplomatic achievements during the 1970s.	
13	112/05/08 ~ 112/05/14	The Reform and Opening-Up Policy and the new phase of the cross-strait relation.	
14	112/05/15 ~ 112/05/21	The Sino-Vietnamese War.	
15	112/05/22 ~ 112/05/28	The negative effect of the 64 Massacre at the place of the Heavenly Peace.	
16	112/05/29 ~ 112/06/04	The third cooperation between the CCP and the KMT	
17	112/06/05 ~ 112/06/11	The third cooperation between the CCP and the KMT	
18	112/06/12 ~ 112/06/18	Final Exam Week	
Requirement	active participation and concentration		
Teaching 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)	1 (Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : %</p> <p>◆ Final Exam : %</p> <p>◆ Other (report) : 80.0 %</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>