

Tamkang University Academic Year 112, 1st Semester Course Syllabus

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| Course Title | INTERNATIONAL COOPERATION | Instructor | FRANCISCO SANDRIM BEAFRIZ |
| Course Class | TRJXB2A DEPARTMENT OF GLOBAL POLITICS AND ECONOMICS (ENGLISH-TAUGHT PROGRAM), 2A | Details | <ul style="list-style-type: none"> ◆ General Course ◆ Selective ◆ One Semester |
| Relevance to SDGs | SDG8 Decent work and economic growth SDG10 Reducing inequalities SDG16 Peace, justice and strong institutions SDG17 Partnerships for the goals | | |
| 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 be equipped with a basic knowledge of economics and political science, to develop confidence in communicating professionally and academically in English in matters related to the global political economy; to acquire the capability to conduct further research individually and collectively with others; and ultimately to prepare oneself to become professionals and leaders with a global perspective for the international arena.</p> | | | |
| S u b j e c t 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 | | | |
| <ul style="list-style-type: none"> A. Provide essential analytical abilities in the area of politics and economics(ratio:30.00) B. Provide knowledge and skills to understand the current global issues(ratio:10.00) C. Develop a high level of proficiency in verbal and written English required in the course of study and for communication purposes(ratio:20.00) D. Develop ability to pursue research independently as well as in teams(ratio:10.00) E. Provide basic knowledge on Taiwan's political and economic development(ratio:30.00) | | | |
| S u b j e c t S c h o o l w i d e e s s e n t i a l v i r t u e s | | | |
| <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:5.00) 5. Independent thinking. (ratio:25.00) 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) | | | |

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| Course Introduction | <p>This course is about cooperation in the international arena. To gain a better understanding of our readings and relate them to reality, each class will present case studies that complement the material and foster discussion on topics such as security, international trade, international finance, poverty and development, foreign aid and environmental issues.</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 |
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| 1 | To understand the meaning of international cooperation, its costs, benefits and, ultimately, the challenges to achieve it and its consequences in domestic and international scenarios. | Cognitive |
| 2 | To understand different patterns of international cooperation as well as to think critically about them. | Cognitive |
| 3 | To foster discussion on topics such as security, international trade, international finance, poverty and development, foreign aid and environmental issues. To improve critical thinking skills and a better understanding of the various scopes of international cooperation. | Cognitive |
| 4 | To foster discussion on topics such as security, international trade, international finance, poverty and development, foreign aid and environmental issues. | Cognitive |

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

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

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|---|-------|----------|---------------------|---|
| 2 | ABCDE | 12345678 | Lecture, Discussion | Testing, Discussion(including classroom and online), Report(including oral and written) |
| 3 | ABCDE | 12345678 | Lecture, Discussion | Testing, Discussion(including classroom and online), Report(including oral and written) |
| 4 | ABCDE | 12345678 | Lecture, Discussion | Testing, Discussion(including classroom and online), Report(including oral and written) |

Course Schedule

| Week | Date | Course Contents | Note |
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| 1 | 112/09/11 ~ 112/09/17 | Outline of the course and requirements. Brief Introduction. | |
| 2 | 112/09/18 ~ 112/09/24 | International Relations Theories and International Cooperation | Morgenthau (1965) and Doyle (1986) |
| 3 | 112/09/25 ~ 112/10/01 | International Relations Theories and International Cooperation | Wendt (1992) |
| 4 | 112/10/02 ~ 112/10/08 | Globalization and International Cooperation, Types of International Cooperation | Alastair (2001) |
| 5 | 112/10/09 ~ 112/10/15 | A Successful Cooperation? Case Study Discussion | |
| 6 | 112/10/16 ~ 112/10/22 | Guest Speaker | |
| 7 | 112/10/23 ~ 112/10/29 | Institutional Designs | |
| 8 | 112/10/30 ~ 112/11/05 | Monitoring, Enforcement, and Compliance + Review for Midterm | *Deadline for response paper on Guest Speaker's Lecture |
| 9 | 112/11/06 ~ 112/11/12 | Midterm Week | |
| 10 | 112/11/13 ~ 112/11/19 | Movie Discussion | |
| 11 | 112/11/20 ~ 112/11/26 | Non-State Actors, Global Governance and the case of Taiwan | Lindemann (2014) Cross-Strait Relations and International Organizations (Chapters 1 and 3) |
| 12 | 112/11/27 ~ 112/12/03 | Non-State Actors and International Cooperation | *Deadline for response paper on Movie. |
| 13 | 112/12/04 ~ 112/12/10 | Non-State Actors and Transnational Governance | Avant, Finnemore and Sell (2010) |

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| 14 | 112/12/11 ~ 112/12/17 | Case Study Analysis | |
| 15 | 112/12/18 ~ 112/12/24 | Group Presentations | |
| 16 | 112/12/25 ~ 112/12/31 | Group Presentations | |
| 17 | 113/01/01 ~ 113/01/07 | Group Presentations | |
| 18 | 113/01/08 ~ 113/01/14 | Flexible | |
| Key capabilities | self-directed learning International mobility Information Technology Social Participation Humanistic Caring Problem solving Interdisciplinary | | |
| Interdisciplinary | STEAM course (S:Science, T:Technology, E:Engineering, M:Math, A field:Integration of Art and Humanist) Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics) In addition to teaching content of the teacher's professional field, integrate other subjects or invite experts and scholars in other fields to share knowledge or teaching | | |
| Distinctive teaching | Collaborative teaching (multiple teachers and business teachers in the school) course | | |
| Course Content | Logical Thinking | | |
| Requirement | There are no prerequisites for this class, however: Attending class regularly is a good way of getting a better grade. Attendance will be taken during each class and, per university regulations, if a student' s absence from class reaches one-third of the total class hours in a semester, the student will not be allowed to take part in the remaining course examinations and will fail the course. Please be mindful of your absences and talk to the instructor in case of an emergency that justifies your leave for a longer period. | | |
| Textbooks and Teaching Materials | Self-made teaching materials:Presentations, Videos Using teaching materials from other writers:Textbooks | | |
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| References | <p>Avant, Deborah D., Martha Finnemore and Susan K. Sell. 2010. Who governs the globe. In Who Governs the Globe?, eds. Deborah D. Avant, Martha Finnemore and Susan K. Sell. Cambridge: Cambridge University Press pp. 1-31</p> <p>Lindemann (2014) Cross-Strait Relations and International Organizations (selected chapters, electronic resource)</p> <p>Johnston, A. I. "Treating International Institutions as Social Environments," International Studies Quarterly 45:4 (2001), pp. 487-515.</p> <p>Wendt, A. "Anarchy is What States Make of It," International Organization 46:2 (Spring 1992), pp. 391-425.</p> <p>Morgenthau, H.J. Politics Among Nations: The Struggle for Power and Peace (Alfred A. Knopf, 1965), chapter 1, pp. 3-13</p> <p>Doyle, M. "Liberalism and World Politics," American Political Science Review 80:4 (December 1986), pp. 1151-1169.</p> <p>Downs, G.W. Rocke, D.M. and Barsoom, P. (1996). "Is the good news about compliance good news about cooperation?" International Organization 50: 379-406.</p> <p>J. Whitman (ed.) (2009) Palgrave Advances in Global Governance (Chapter 2, electronic resource)</p> <p>D. Hickey (2006) Foreign Policy Making in Taiwan [electronic resource]</p> |
| Grading Policy | <p>◆ Attendance : % ◆ Mark of Usual : 10.0 % ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 30.0 %</p> <p>◆ Other (Presentation/ Report) : 30.0 %</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> |