	TRDXB3A DEPARTMENT OF DIPLOMACY AND INTERNATIONAL RELATIONS (ENGLISH-TAUGHT PROGRAM), 3A	Details	<ul> <li>General Course</li> <li>Selective</li> <li>One Semester</li> <li>2 Credits</li> </ul>				
Relevance to SDGs	SDG1 No poverty SDG3 Good health and well-being for people						
	Departmental Aim of Educ	ation					
relations and	udents with an understanding of the major theories in diploma to equip students with practical skills and help them become the diplomatic and international relations community.	-	ional				
	Subject Departmental core competenc	es					
<ul> <li>A. Every student will process essential understanding of theories of international relations.</li> <li>(ratio:20.00)</li> </ul>							
<ul> <li>B. Every student will have primary perception of current international issues.(ratio:20.00)</li> <li>C. Every student will become capable of Independent thinking and information processing to further improve international relations.(ratio:20.00)</li> </ul>							
D. Every student will process essential knowledge of participation in governmental & non-governmental affairs.(ratio:20.00)							
E. Every student will display high-level competence in English.(ratio:20.00)							
Subject Schoolwide essential virtues							
1. A global	perspective. (ratio:20.00)						
2. Information literacy. (ratio:10.00)							
3. A vision for the future. (ratio:10.00)							
4. Moral integrity. (ratio:10.00)							
5. Independent thinking. (ratio:20.00)							
6. A cheerful attitude and healthy lifestyle. (ratio:10.00)							
7. A spirit of teamwork and dedication. (ratio:10.00)							
	8. A sense of aesthetic appreciation. (ratio:10.00)						

	Course rroduction The World Trade Organization is a crucial pillar supporting the international economic and trading system, providing a rules-based framework that governs trade relationships among its 166 Member States. As a WTO member, Taiwan's domestic industrial and economic development is significantly influenced by the organization. A foundational understanding of WTO rules and principles is essential to comprehend international relations. This course will offer an overview of the WTO's substantive rules and delve into key issues in WTO law and the challenges the organization currently faces.							
	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							
uon	nams of the C	ourse's lf	nstructional objectives.					
II.A	<ul> <li>I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.</li> <li>II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.</li> <li>III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.</li> </ul>							
No.		Teaching Objectives objective meth						
	This course will introduce the relevant principles and regulations of       Cognitive         the World Trade Organization, combined with the organization's       institutional arrangement and emerging issues, to improve students'							
	ability to ana	lyze inter	national politics and ec	onomic situations.				
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, Publication	Testing, Discussion(including classroom and online), Report(including oral and written), Activity Participation			
Course Schedule								
Week	Date	Course Contents Note						
1	113/09/09~ 113/09/15	Introduction to the Course and Topics						
2	113/09/16~ 113/09/22	What is the World Trade Organization						
3	113/09/23~ 113/09/29Basic Rules and Principles of the WTO							

4     11300000     Most-Favored-Nations Principle       5     1130001     National Treatment Principle       6     1130001- 1130002- 1130002- 1130002- 1130002- 1130002- 1130002- 1130002- 1130002- 1130002- 1130002- 1130002- 1131000- 11310002- 1131000- 11310002- 1131000- 113100000- 11310000- 11310000- 11310000- 11310000	4         113/1006         Most-Pavored-Nations Principle           5         113/1007         National Treatment Principle           6         113/0074         Tariff-Barriers to Trade           7         113/1002         Non-Tariff Barriers to Trade I           8         113/1002         Non-Tariff Barriers to Trade I           9         113/1002         Non-Tariff Barriers to Trade II           10         113/1004         Midterm Exam           10         113/1014         Midterm Exam           11         113/1020         WTO Dispute Settlement System I           11         113/1020         WTO Dispute Settlement System I           11         113/1020         WTO Crisis           13         113/1020         WTO Crisis           13         113/1020         Group Presentation           13         113/1020         F		
5       13/10/13       National (reating in Principle         6       13/10/23       Tariff-Barriers to Trade       Image: Constraint of Constraint Constraint of Constraint of Constraint of Con	5II320024 II320024National readment Principle6II320024 II320025Tariff-Barriers to Trade7II320026 II320026Non-Tariff Barriers to Trade I8II320028 II320026Non-Tariff Barriers to Trade I9II320028 II320026Non-Tariff Barriers to Trade II10II320027 II320126Midterm Exam10II320027 II320128WTO Dispute Settlement System I11II320026 II32026WTO Dispute Settlement System II11II32027 II32027Group Presentation13II32027 II32026Group Presentation14II32027 II32027Group Presentation15II32027 II32026Group Presentation16II32027 II32027Group Presentation17II32027 II32027Group Presentation18II40006 II400022Project-based Learning Week18Social Participation Humanistic Caring Problem SolvingSocial Participation Humanistic Caring Problem Solving11LetterdisciplinaryCompetency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics)	4	Most-Favored-Nations Principle
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12     IIJ / 12/01     WIO Crisis       13     IIJ / 12/02     Group Presentation       14     IIJ / 12/02     Group Presentation       15     IIJ / 12/02     Group Presentation       16     IIJ / 12/02     Group Presentation       17     IIJ / 12/02     Group Presentation       18     III / 02/06     Final Exam       18     III / 02/06     Project-based Learning Week       18     III / 02/06     Self-directed learning Social Participation Humanistic Caring Problem solving       Interdisciplinary     Competency-based ducation 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics)       Distinctive teaching     Special/Problem-Based(PBL) Courses       Course Content     Gender Equality Education Logical Thinking Environmental Safety Green Energy	12     113/12/01     WIO Crisis       13     113/12/02~ 113/12/08~     Group Presentation       14     113/12/08~ 113/12/15     Group Presentation       15     113/12/16~ 113/12/22     Group Presentation       16     113/12/23~ 113/12/29     Group Presentation       16     113/12/29     Group Presentation       17     113/12/30~ 113/12/30~     Final Exam       18     114/01/06~ 114/01/06~     Project-based Learning Week       Key capabilities     self-directed learning Social Participation Humanistic Caring Problem solving       Interdisciplinary     Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics)	11	WTO Dispute Settlement System II
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16     13/12/29     Group Presentation       17     113/12/29     Final Exam       18     114/01/06- 14/01/12     Project-based Learning Week       18     114/01/06- 14/01/12     Project-based Learning Week       Key capabilities     self-directed learning Social Participation Humanistic Caring Problem solving       Interdisciplinary     Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics)       Distinctive teaching     Special/Problem-Based(PBL) Courses       Course Content     Gender Equality Education Logical Thinking Environmental Safety Green Energy	16     113/12/29     Group Presentation       17     113/12/30~ 114/01/05     Final Exam       18     114/01/06~ 114/01/12     Project-based Learning Week       key capabilities     self-directed learning Social Participation Humanistic Caring Problem solving       Interdisciplinary     Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics)       Interdisciplinary     Special/Problem-Based(PBL) Courses	15	Group Presentation
11     114/01/05     Final Exam       18     114/01/06 114/01/12     Project-based Learning Week       18     114/01/12     self-directed learning Social Participation Humanistic Caring Problem solving       1     teaching       1     Social Participation Humanistic Caring Problem solving       1     teaching       1     teaching       Special/Problem-Based(PBL) Courses       Special/Problem-Based(PBL) Courses       Course Content     Gender Equality Education Logical Thinking Environmental Safety Green Energy	17       114/01/05       Final Exam         18       114/01/06~       Project-based Learning Week         18       114/01/12       self-directed learning         Key capabilities       self-directed learning         Social Participation       Humanistic Caring         Problem solving       Problem solving         Interdisciplinary       Competency-based education 'competency exploration' sustained competency or global         issues STEEP (Society, Technology, Economy, Environment, and Politics)       Special/Problem-Based(PBL) Courses	16	Group Presentation
18       114/01/12       Project-based Learning Week         key capabilities       self-directed learning         Social Participation       Social Participation         Humanistic Caring       Problem solving         Interdisciplinary       Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics)         Distinctive teaching       Special/Problem-Based(PBL) Courses         Course Content       Gender Equality Education Logical Thinking         Environmental Safety       Green Energy	18       114/01/12       Project-based Learning Week         Key capabilities       self-directed learning       Social Participation         Humanistic Caring       Problem solving         Problem solving       Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics)         Interdisciplinary       Special/Problem-Based(PBL) Courses	1/	Final Exam
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Distinctive teaching       Image: Course Content         Gender Equality Education       Logical Thinking         Environmental Safety       Green Energy		Interdisciplin	issues STEEP (Society Technology Economy Environment and Politics)
Course Content Environmental Safety Green Energy	teaching		Special/Problem-Based(PBL) Courses
	Course Content Environmental Safety Green Energy	Course Conte	Logical Thinking nt Environmental Safety Green Energy

Requirement						
Textbooks and Teaching Materials	Self-made teaching materials:Presentations, Handouts, Worksheets Name of teaching materials: Self-prepared materials					
References	Peter Van den Bossche and Werner Zdouc, The Law and Policy of the World Trade Organization, Cambridge University (2017).					
Grading Policy	<ul> <li>♦ Attendance: 20.0 %</li> <li>♦ Mark of Usual: 20.0 %</li> <li>♦ Midterm Exam: 20.0 %</li> <li>♦ Final Exam: 40.0 %</li> <li>♦ Other &lt; &gt;: %</li> </ul>					
Note	<ul> <li>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>.</li> <li>* Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</li> </ul>					
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