

Tamkang University Academic Year 114, 2nd Semester Course Syllabus

Course Title	HISTORY OF WESTERN DIPLOMACY	Instructor	GREGORY COUTAZ
Course Class	TRDXB1A DEPARTMENT OF DIPLOMACY AND INTERNATIONAL RELATIONS (ENGLISH-TAUGHT PROGRAM), 1A	Details	♦ General Course ♦ Required ♦ One Semester ♦ 2 Credits
Relevance to SDGs	SDG4 Quality education SDG5 Gender equality SDG10 Reducing inequalities SDG16 Peace, justice and strong institutions		
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			
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:5.00) 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:30.00) D. Every student will process essential knowledge of participation in governmental & non-governmental affairs.(ratio:15.00) E. Every student will display high-level competence in English.(ratio:20.00)			
Subject Schoolwide essential virtues			
1. A global perspective. (ratio:25.00) 2. Information literacy. (ratio:20.00) 3. A vision for the future. (ratio:5.00) 4. Moral integrity. (ratio:5.00) 5. Independent thinking. (ratio:30.00) 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>The course 'History of Western Diplomacy' seeks to introduce International Relations (IR) students to diplomacy. Specifically, its overarching objective is to offer students an overview of the historical evolution of contemporary diplomacy. Still, the course does not only aim to survey the roots of classic diplomacy, but also explores historical continuities, changes, and innovations in the machinery of diplomacy and its role in the international arena.</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	Upon successful completion of the course, students should be able to: understand the essence and objectives of diplomacy; understand, explain and discuss the origins and evolution of diplomatic practice and its contemporary employment; and write an historically informed and concise foreign policy memo.	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	Testing, Discussion(including classroom and online), Report(including oral and written)

Course Schedule

Week	Date	Course Contents	Note
1	115/02/23 ~ 115/03/01	Introduction	
2	115/03/02 ~ 115/03/08	What is Diplomacy?	
3	115/03/09 ~ 115/03/15	History of Diplomacy	

4	115/03/16 ~ 115/03/22	Group Project	Compulsory presence
5	115/03/23 ~ 115/03/29	Modern Diplomacy	
6	115/03/30 ~ 115/04/05	No Class	
7	115/04/06 ~ 115/04/12	Organizations and Negotiation	
8	115/04/13 ~ 115/04/19	Midterm Exam (Climate Change)	
9	115/04/20 ~ 115/04/26	D&D (Documentary and Discussion)	
10	115/04/27 ~ 115/05/03	Presentations	
11	115/05/04 ~ 115/05/10	Force and Diplomacy	
12	115/05/11 ~ 115/05/17	Individual Assignment	
13	115/05/18 ~ 115/05/24	Disaster Diplomacy	
14	115/05/25 ~ 115/05/31	Sport Diplomacy	
15	115/06/01 ~ 115/06/07	Soft Power and Public Diplomacy	
16	115/06/08 ~ 115/06/14	Final Week of Diverse Assessments	
17	115/06/15 ~ 115/06/21	Final Week of Diverse Assessments/Flexible Teaching Week for Teachers	
18	115/06/22 ~ 115/06/28	Flexible Teaching Week for Teachers	
Key capabilities			
Interdisciplinary			
Distinctive teaching			
Course Content		Gender Equality Education	

Requirement	Students are expected to adhere strictly to the university's ethical guidelines and policies in all matters related to the use, development, and application of AI. This includes ensuring integrity, transparency, and responsibility in their work, avoiding misuse of AI technologies, and respecting principles of fairness, privacy, and academic honesty.
Textbooks and Teaching Materials	Self-made teaching materials:Presentations Using teaching materials from other writers:Textbooks
References	Bartson, R.P. (2014) Modern Diplomacy (4th ed.), New York, Routledge. Berridge, G.R. (2015) Diplomacy: Theory and Practice (5th ed.), Basingstoke: Palgrave Macmillan.
Grading Policy	<p>◆ Attendance : 10.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 60.0 %</p> <p>◆ Final Exam : 30.0 %</p> <p>◆ Other < > : %</p>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at https://web2.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>※"Adhere to the concept of intellectual property rights" and "Do not illegally photocopy, download, or distribute." Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>