

Tamkang University Academic Year 114, 2nd Semester Course Syllabus

Course Title	THE MANAGEMENT OF INTERNATIONAL CRISES	Instructor	GREGORY COUTAZ
Course Class	TRDXB4A DEPARTMENT OF DIPLOMACY AND INTERNATIONAL RELATIONS (ENGLISH-TAUGHT PROGRAM), 4A	Details	♦ General Course ♦ Selective ♦ One Semester ♦ 2 Credits
Relevance to SDGs	SDG11 Sustainable cities and communities SDG13 Climate action 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			
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:35.00) B. Every student will have primary perception of current international issues.(ratio:35.00) C. Every student will become capable of Independent thinking and information processing to further improve international relations.(ratio:10.00) 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:20.00) 2. Information literacy. (ratio:20.00) 3. A vision for the future. (ratio:15.00) 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	War and peace are two outcomes of the continuous dynamic nature of social interactions in world politics. In turn, these social events are connected by social conflicts that may or may not degenerate into a crisis situation and war. Thus this course will explore the genesis of social conflicts, and their possible resolution, or their ultimate degeneration into crisis and war.
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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 and analyze tough choices that policy-makers face when they contemplate or undertake interventions in conflicts. To better evaluate the outcomes of actions taken and alternatives eschewed. To identify underlying ethical issues that are embedded in the decisions and actions of policymakers and practitioners in the field of conflict management. To read closely and critically evaluate scholarly and non-scholarly sources.	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 Crisis Management?	
3	115/03/09 ~ 115/03/15	Leading in Crisis	
4	115/03/16 ~ 115/03/22	Group Project	Compulsory presence
5	115/03/23 ~ 115/03/29	Conflict Resolution	
6	115/03/30 ~ 115/04/05	No Class	
7	115/04/06 ~ 115/04/12	The Role of the UN and the Choice to Intervene	
8	115/04/13 ~ 115/04/19	Midterm Exam (Climate Change)	
9	115/04/20 ~ 115/04/26	Case studies: Global Pandemic and Refugee Crisis	
10	115/04/27 ~ 115/05/03	Interviews	
11	115/05/04 ~ 115/05/10	D&D (Documentary and Discussion)	
12	115/05/11 ~ 115/05/17	Class Presentation (I)	
13	115/05/18 ~ 115/05/24	Class Presentation (II)	
14	115/05/25 ~ 115/05/31	Final Week of Diverse Assessments for Graduating Class Courses	
15	115/06/01 ~ 115/06/07		
16	115/06/08 ~ 115/06/14		
17	115/06/15 ~ 115/06/21		
18	115/06/22 ~ 115/06/28		
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	Using teaching materials from other writers: Textbooks, Presentations
References	Reading materials will be uploaded to iclass.
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 40.0 %</p> <p>◆ Final Exam : 20.0 %</p> <p>◆ Other 〈Interviews〉 : 20.0 %</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>