

**City University of Hong Kong
Course Syllabus**

**offered by Department of Asian and International Studies
with effect from Semester A 2017/ 18**

Part I Course Overview

Course Title: International Security

Course Code: AIS 4123

Course Duration: One semester

Credit Units: 3

Level: B4

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:
(for GE courses only)

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course bolsters students' understanding of major events and issues in the field of international security. Students will study traditional and non-traditional forms of security and survey a wide range of major security episodes that spanned across the 20th century and affected different regions in the world. By focusing on various security cases, the students will engage in team work and apply critical and innovative thinking to analyse security challenges. With opportunities to ground their learning in a local context, the students will be able to discover real-world impacts of security threats. They will demonstrate good communication skills in group presentations and writing skills in collaborative research projects.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Recognise the historical background, nature and scope in security studies	15%	✓		
2.	Analyse theoretical approaches in the examination of international security affairs through data interpretation and information gathering	20%		✓	
3.	Demonstrate critical thinking skills in explaining the differences between security challenges	15%	✓	✓	
4.	Demonstrate effective oral communication skills in a team and individually	15%		✓	
5.	Describe major security challenges of the contemporary period	15%		✓	
6.	Discover the difference between traditional and non-traditional forms of security and to be able to apply the relevant models to local challenges	20%			✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lectures	The instructor will present concepts, theories and case studies on security studies	✓	✓	✓	✓			
Class discussions	Both in-class and in external for a will engage students in debates and explorations	✓	✓	✓	✓	✓	✓	
Oral presentations	Students will work in groups to lead class discussions and structured question and answer sessions on relevant topics		✓	✓	✓			
Group Work	Students will work together to develop research, collaborative and creative thinking skills, as applied to course topics and themes		✓	✓	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: ____%								
Attendance and participation	✓	✓	✓	✓	✓	✓	20%	
Presentation		✓	✓	✓	✓		30%	
Quiz	✓	✓	✓	✓	✓	✓	50%	
Examination: ____% (duration: _____, if applicable)								
							100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Presentation	Quality of argument Structure of individual presentation Cohesiveness of overall presentation Oral delivery Visual aids Evidence of research	Excellent structure supporting an analytical argument, individual presentation strongly supports overall presentation in answering set topic or question, clear speech, excellent use of powerpoint or similar tools to support argument, no spelling or grammatical errors, clear evidence of research (as covered in course)	Good structure and analytical argument, individual presentation supports overall presentation in answering set topic or question, clear speech, good use of powerpoint or similar tools to support argument, no spelling or grammatical errors, clear evidence of research (as covered in course)	Adequate structure mix of description and analytical argument, individual presentation could better support overall presentation in answering set topic or question, clear speech, powerpoint dominated presentation may not support argument, spelling or grammatical errors, minimal and/or non-standard research undertaken (as covered in course)	Largely descriptive presentation and/or poor structure, individual presentation does not support overall presentation in answering set topic or question, problems with oral delivery, powerpoint dominated presentation minimally supports argument, spelling or grammatical errors, minimal or non-standard research undertaken (as covered in course)	Descriptive presentation and poor structure, individual presentation does not support overall presentation in answering set topic or question, problems with oral delivery, powerpoint dominated presentation does not support argument, spelling and grammatical errors, no research evidence presented
2. Participation and Attendance	Contribution to class discussions Quality of contributions attendance	Regular contributions to classroom discussions and debates, contributions show high quality analysis and/or reference reading materials and/or contemporary	Frequent contributions to classroom discussions and debates, contributions show good quality analysis and/or reference reading materials and/or contemporary	Infrequent contributions to classroom discussions and debates, contributions show some quality analysis and/or reference reading materials and/or contemporary	Minimal contributions to classroom discussions and debates, contributions show little analysis and/or reference reading materials and/or contemporary reports, 3 missed classes	Rare or no contributions to classroom discussions and debates, contributions are generic in nature with little reference to reading materials and/or contemporary reports, more than 3 missed classes

		reports, no missed classes	reports, none of one missed classes	reports, 2-3 missed classes		
3. Quiz	Quality of argument Reference to texts covered in course Reference to contemporary events	Excellent analytical argument, excellent structure, clear incorporation of texts covered in course, clear use of contemporary events to illustrate argument, no spelling or grammatical mistakes	Good analytical argument, good structure, good incorporation of texts covered in course, good use of contemporary events to illustrate argument, no spelling or grammatical mistakes	Largely descriptive argument, adequate structure, minimal incorporation of texts covered in course, minimal use of contemporary events to illustrate argument, some spelling or grammatical mistakes	Descriptive argument, poor structure, minimal or no incorporation of texts covered in course, minimal or no use of contemporary events to illustrate argument, frequent spelling or grammatical mistakes	Descriptive argument, poor structure, no incorporation of texts covered in course, no use of contemporary events to illustrate argument, frequent spelling or grammatical mistakes
...						

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

World Wars; Vietnam, Cambodia, Koreas, Cold War and beyond; traditional security; non-traditional security; security communities and democratic peace; health security; environmental and energy security; societal security; war and peace keeping; migration and international security; territorial disputes and regional security; national security policies and strategic choices of world and regional powers.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Text(s):

EITHER

Kennedy, P., 1989. *The Rise and Fall of the Great Powers*. London: Fontana Press.

OR

Calvocoressi, P., 2000. *World Politics Since 1945*. 8 ed. London: Longman.

AND

Hough, P., 2004. *Understanding Global Security*. London: Routledge.

+ weekly readings (as presented on course outline)

Online Resources:

N/A unless otherwise stated in weekly readings.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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2.	
3.	
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