

**City University of Hong Kong  
Course Syllabus**

**offered Department of Asian and International Studies  
with effect from Semester B 2020-21**

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**Part I Course Overview**

<b>Course Title:</b>	<b>Introduction to International Studies Through Film</b>
<b>Course Code:</b>	<b>AIS 2200</b>
<b>Course Duration:</b>	<b>One semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>B2</b>
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

*Introduction to International Studies Through Film* introduces six broad themes in International Studies through the use of film: 1) Global Inequality; 2) Industry and the Environment; 3) War; 4) The Capitalist Rise of China; 5) Global Financial Crisis; and 6) Corporate Globalization. We will spend two weeks on each theme, introduce key concepts, debates, facts, questions, theories, worldviews — and discuss how each film addresses these issues. This course draws upon a variety of disciplines (economics, international relations, political science, sociology) while moving beyond and adopts a pedagogical strategy that emphasizes critical analysis and thinking, as well as active participation, exploration and discovery. Students will be introduced not only to major themes and issues in International Studies, but also how to make them relevant to their daily lives through film.

### 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.)*

Upon successful completion of this course, students should be able to:

No.	CILOs <sup>#</sup>	Weighting * (if applicable )	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate an awareness of key socio-political-economic and ecological issues of our times, form an opinion about them, and understand their interconnectedness and relation to concentrations of global power.	30%	√	√	√
2.	Be able to compare and contrast different perspectives and theories that attempt to explain these issues, especially liberalism, realism, and critical theory.	10%	√	√	√
3.	Examine the roles of various actors in shaping and possibly reshaping these key issues, especially states, corporations, international organizations, nongovernmental organizations, and activists.	30%			
4.	Develop a holistic understanding of key issues in International Studies and be able to relate abstract theories to daily life through critical analysis of lectures and films.	30%	√	√	√

\* 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			
1-4	Lectures: Each of the six themes will entail a 3-hour lecture introducing the theme, theories, questions, controversies, facts, key terms, main actors, and how the theme is related to students' lives.	√	√	√	√			
1-4	Films: Each of the six themes will entail a film through which to bring the issues alive, Then a class discussion based on students' initial impressions on how the film is relevant to the week's themes and their lives, then a quiz.	√	√	√	√			
1-4	Participation: Students will be encouraged to debate and discuss key ideas and issues arising from the lecture, readings, and film, and to share their discoveries, both in class and/or on the Canvas discussion board.	√	√	√	√			
2-3	Readings: Both of the lecture and film weeks for each theme will involve relevant readings, mainly to enhance students' theoretical understanding		√	√				

### 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				
Continuous Assessment: 100%								
Think Pieces	√	√	√	√			15%	Students will be required to write 10 think pieces across 10 weeks of their choice.
Lecture & Canvas Discussion Board Participation	√	√	√	√			9%	Students will be assessed on the quantity & quality of participation in Lecture & Canvas discussions.
In-class Quiz	√	√	√				36%	Each of 6 quizzes will have two questions each on the lecture, the readings, and the film.
Essay	√	√	√	√			40%	Students will be graded on their understanding and critical analysis of one of the six themes.
Examination: _____% (duration: _____, if applicable)								
* The weightings should add up to 100%.							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)
Essay	Students will be expected to demonstrate knowledge of and critical thinking related to facts and concepts studied in the course and in the readings.	Critical capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature/ Film.	Understanding of the subject; ability to develop solutions to simple problems in the material.	Basic familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature/ film.
Lecture & Online discussion	Both quality & quantity of participation.	Excellent comments are given; good analytical skill.	Some good ideas are generated; logical presentation.	Sufficient understanding of the topic; acceptable presentation.	Little personal view is expressed; poor presentation.	No personal view is expressed; poor presentation.
Think Pieces	Students will be required to write 10 1-page think pieces.	Excellent analytical and critical thinking skills; original comments and personal views.	Provided with some good ideas; logical presentation and organization.	Sufficient understanding of the theme; acceptable presentation and organization.	Little personal view is expressed; poor presentation and organization.	No personal view is expressed; poor presentation and organization.
Quizzes	Each of six quizzes (taken immediately after the Film) has six multiple choice questions testing comprehension & retention of Lecture, Readings, Film	Excellent retention & comprehension of facts & ideas introduced in the Lecture, Readings, Film	Good retention & comprehension	Fair retention & comprehension	Marginal retention & comprehension	Failing retention & comprehension

**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.)

International Studies, Film, Globalization, Inequality, Global Poverty, War, Oil and Resource Depletion, Industrial Pollution, Global Warming, Production, Mass Consumption, The Rise of China, Global Finance, Transnational Corporations, Global Capitalism, Media, Alternatives, Social Movements.

**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.)

**2.2 Additional Readings**

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

There is no required textbook for this course. All required readings will be journal articles available through the library system and/or freely available online sources. The following is an indicative list of the types as well as the level of reading materials that will be used.

1.	Cammack, Paul (2004) <i>What the World Bank Means by Poverty Reduction and Why it Matters</i> in <i>New Political Economy</i> 9, 2: 189-211.
2..	Stiglitz, Joseph (May 2011) <i>Of the 1%, By the 1%, For the 1%</i> in <i>Vanity Fair</i> <a href="http://www.vanityfair.com/society/features/2011/05/top-one-percent-201105">http://www.vanityfair.com/society/features/2011/05/top-one-percent-201105</a>
3.	Credit Suisse (2014) <i>Global Wealth Report</i> <a href="http://www.credit-suisse.com/hk/en/news-and-expertise/research/credit-suisse-research-institute/publications.html">www.credit-suisse.com/hk/en/news-and-expertise/research/credit-suisse-research-institute/publications.html</a>
4.	Gilpin, Robert (2005) <i>War is Too Important to be Left to Ideological Amateurs</i> in <i>International Relations</i> 19, 1: 5-18.
5.	Zinn, Howard (March 19, 2006) <i>Lessons of Iraq War Start with US History</i> in <i>ZNet Commentary</i> <a href="http://zcomm.org/zcommentary/lessons-of-iraq-war-start-with-us-history-by-howard-zinn/">http://zcomm.org/zcommentary/lessons-of-iraq-war-start-with-us-history-by-howard-zinn/</a>
6.	Li, M. (2007) "Peak Oil and the Rise of China and India, and the Global Energy Crisis" <i>Journal of Contemporary Asia</i> , Vol. 37, No. 4, 449-471.
7.	Glaser, Charles (2011) <i>Will China's Rise Lead to War?</i> in <i>Foreign Affairs</i> 90, 2: 80-91
8.	Mearsheimer, John (May 19, 2005) <i>Hans Morgenthau and the Iraq War: Realism versus Neo-Conservatism</i> in <i>Open Democracy</i> <a href="https://www.opendemocracy.net/democracy-americanpower/morgenthau_2522.jsp">https://www.opendemocracy.net/democracy-americanpower/morgenthau_2522.jsp</a>
9.	Sachs, Wolfgang (2008) <i>Climate Change and Human Rights</i> in <i>Development</i> 51, 3: 332-337.
10.	Wilson, Robert (July 9, 2014) <i>Why China's Energy Consumption Will Keep Rising</i> in <i>The Energy Collective</i> Available at: <a href="http://theenergycollective.com/robertwilson190/420531/why-china-still-behind-west-energy">http://theenergycollective.com/robertwilson190/420531/why-china-still-behind-west-energy</a>

11.	Chan, Kam Wing (2012) Crossing the 50 Percent Population Rubicon: Can China Urbanize to Prosperity? in <i>Eurasian Geography and Economics</i> 53, 1 (Jan-Feb): 63-86
12.	Carroll, Toby (2013) Asia Under Late Capitalism: A Refocus on Reality in <i>Critical Asian Studies</i> 45, 1
13.	Starrs, Sean (2014) The Chimera of Global Convergence in <i>New Left Review</i> 87 (May-June): 81-96.
14.	Helleiner, Eric (2011) Understanding the 2007–2008 Global Financial Crisis: Lessons for Scholars of International Political Economy in <i>Annual Review of Political Science</i> 14: 67-87.
15.	Hanlon, Joseph (2006) Illegitimate Loans: Lenders, Not Borrowers, Are Responsible in <i>Third World Quarterly</i> 27, 2: 211-26.
16.	Borras, Saturnino, Marc Edelman, and Cristobal Kay (2008) Transnational Agrarian Movements: Origins and Politics, Campaigns and Impact in <i>Journal of Agrarian Change</i> 8, 2: 169-204.
17.	Evans, Peter (2000) Fighting Marginalization with Transnational Networks: Counter Hegemonic Globalization in <i>Contemporary Sociology</i> 29, 1: 230-241.
18.	Huang, C. (2011) “Children of the revolution, grown older and apart” <i>South China Morning Post</i> , October 10.