

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

Course Title: International Political Economy

Course Code: AIS 3126

Course Duration: One semester

Credit Units: 3

Level: B3

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) AIS4121 International Political Economy

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This is an introductory course on international political economy. It is structured around key issues of contemporary international political economy, including production, trade, finance and technology, with an emphasis on how various theoretical perspectives and levels of analysis (global, regional, national, city) can help us understand these issues. Discussion will transcend the international/global level, and covers domestic affairs, and interactions between the two levels of analysis. IPE is a thriving sub-discipline that seeks to combine political and economic variables in its analysis of the changing global economy and students should be well prepared, by the end of the course, for deeper study in this area in third and fourth year and Master's studies.

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:

Analyze issues of international political economy from different theoretical perspectives;

Collect evidence on the sources of power in the global economy;

Grasp the interplay between international and domestic levels of analysis;

Produce an original argument on the merits/limitations of economic approaches to environmental change

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Analyze issues of international political economy from different theoretical perspectives		√	√	
2.	Collect evidence on the sources of power in the global economy		√	√	
3.	Grasp the interplay between international and domestic levels of analysis		√	√	
4.	Produce an original argument on the merits/limitations of economic approaches to environmental change		√	√	√
		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			
1-4	Readings	√	√	√	√			
1-4	Lectures	√	√	√	√			
1-4	In-class problem solving	√	√	√	√			
1-4	Tutorial discussions	√	√	√	√			
1-4	Guest lectures by experts from business, government, international organizations and NGOs	√	√	√	√			

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: ____%								
Proposal for major project	√	√	√	√			10%	Due in Week 6, the proposal will set out the group's preliminary argument and planned research
Major project presentation at symposium	√	√	√	√			40%	Project teams will present their findings and recommendations. Outside experts will provide questions and feedback. Each year, the project will address a major issue in IPE. In 2015-2016, the major project will engage with the question of whether economic approaches to the environment can lead to significant environmental change
Essay or quiz	√	√	√	√			35%	Students have the choice of writing a term paper or a quiz to test the knowledge they have gained in the course. For the essay, students will

								choose one issue to explore in depth and go beyond what has been presented. For the quiz, students will be expected to demonstrate a strong grasp of the concepts and empirical matter studies in the course.
Tutorial participation	√	√	√	√			15%	Students will be assessed on the quality and quantity of their contributions to tutorials
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)
1. Proposal for major project		Evidence of excellent conceptual and critical thinking. Ability to comprehend and critique lectures and reading materials. Student is able to make sophisticated arguments and draw insightful conclusions about the key issues and debates concerning IPE as well as being able to extend the different theoretical models in a clear and precise manner.	Evidence of good conceptual and critical thinking. Major themes of the lectures and readings are understood. Student is able to form plausible arguments and reasonably convincing conclusions about key issues and debates concerning IPE and have broad understanding of the theories that underpin them.	Evidence of incomplete/marginal ability to analyse material presented in lectures and discussion groups. While the student has regularly attended class, performance has been below class average demonstrating only a general understanding of lectures and reading materials. Student cannot make sustained arguments or reach convincing conclusions.	Evidence of limited comprehension of the lectures or readings materials. The student was marginal in class discussions. Limited participation in discussions and groupwork. The written work was of a low standard. Student has a very limited grasp of key issues and debates concerning IPE and the theories used to explain it.	Little or no effort put into the course. The student has failed to demonstrate even a minimal capacity to analyse issues and debates concerning IPE and theories behind it. The student has missed a number of classes and participated little, if at all, in class discussions and group activities. Written work, if submitted, has been of a poor standard or plagiarized.
2 Major project presentation at symposium		Evidence of excellent conceptual and critical thinking. Ability to comprehend and critique lectures and reading materials. Student is able to make sophisticated	Evidence of good conceptual and critical thinking. Major themes of the lectures and readings are understood. Student is able to form plausible arguments and reasonably	Evidence of incomplete/marginal ability to analyse material presented in lectures and discussion groups. While the student has regularly attended class, performance has been below class	Evidence of limited comprehension of the lectures or readings materials. The student was marginal in class discussions. Limited participation in discussions and groupwork. The written work was of a low standard.	Little or no effort put into the course. The student has failed to demonstrate even a minimal capacity to analyse issues and debates concerning IPE and theories behind it. The student has missed a number of classes and

		arguments and draw insightful conclusions about the key issues and debates concerning IPE as well as being able to extend the different theoretical models in a clear and precise manner.	convincing conclusions about key issues and debates concerning IPE and have broad understanding of the theories that underpin them.	average demonstrating only a general understanding of lectures and reading materials. Student cannot make sustained arguments or reach convincing conclusions.	Student has a very limited grasp of key issues and debates concerning IPE and the theories used to explain it.	participated little, if at all, in class discussions and group activities. Written work, if submitted, has been of a poor standard or plagiarized.
3. Essay or quiz		Evidence of excellent conceptual and critical thinking. Ability to comprehend and critique lectures and reading materials. Student is able to make sophisticated arguments and draw insightful conclusions about the key issues and debates concerning IPE as well as being able to extend the different theoretical models in a clear and precise manner.	Evidence of good conceptual and critical thinking. Major themes of the lectures and readings are understood. Student is able to form plausible arguments and reasonably convincing conclusions about key issues and debates concerning IPE and have broad understanding of the theories that underpin them.	Evidence of incomplete/marginal ability to analyse material presented in lectures and discussion groups. While the student has regularly attended class, performance has been below class average demonstrating only a general understanding of lectures and reading materials. Student cannot make sustained arguments or reach convincing conclusions.	Evidence of limited comprehension of the lectures or readings materials. The student was marginal in class discussions. Limited participation in discussions and groupwork. The written work was of a low standard. Student has a very limited grasp of key issues and debates concerning IPE and the theories used to explain it.	Little or no effort put into the course. The student has failed to demonstrate even a minimal capacity to analyse issues and debates concerning IPE and theories behind it. The student has missed a number of classes and participated little, if at all, in class discussions and group activities. Written work, if submitted, has been of a poor standard or plagiarized.
4. Tutorial participation		Evidence of excellent conceptual and critical thinking.	Evidence of good conceptual and critical thinking. Major themes of	Evidence of incomplete/marginal ability to analyse material presented in	Evidence of limited comprehension of the lectures or readings materials. The	Little or no effort put into the course. The student has failed to demonstrate even a

		<p>Ability to comprehend and critique lectures and reading materials. Student is able to make sophisticated arguments and draw insightful conclusions about the key issues and debates concerning IPE as well as being able to extend the different theoretical models in a clear and precise manner.</p>	<p>the lectures and readings are understood. Student is able to form plausible arguments and reasonably convincing conclusions about key issues and debates concerning IPE and have broad understanding of the theories that underpin them.</p>	<p>lectures and discussion groups. While the student has regularly attended class, performance has been below class average demonstrating only a general understanding of lectures and reading materials. Student cannot make sustained arguments or reach convincing conclusions.</p>	<p>student was marginal in class dicussions. Limited participation in discussions and groupwork. The written work was of a low standard. Student has a very limited grasp of key issues and debates concerning IPE and the theories used to explain it.</p>	<p>minimal capacity to analyse issues and debates concerning IPE.and theories behind it. The student has missed a number of classes and participated little, if at all, in class discussions and group activities. Written work, if submitted, has been of a poor standard or plagiarized.</p>
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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 trade; foreign investment; global finance; multinational corporations; Realism; liberalism; Marxism; globalization; regional level of analysis; national capitalisms; global cities; economic approaches to environmental change; automation and labour; Hong Kong as a technology hub; the political economy of food; global supply chains; tax havens.

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.)

1.	Ravenhill, J., 2011. <i>Global Political Economy</i> . Oxford: Oxford University Press.
2.	O'Brien, R. & Williams, M., 2010. <i>Global Political Economy: Evolution and Dynamics</i> . Houndmills: Palgrave Macmillan.
3.	
...	

2.2 Additional Readings

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

1.	Balaam, D. & Dillman, B., 2011. <i>Introduction to International Political Economy</i> . Boston: Longman.
2.	Stiglitz, J., 2002. <i>Globalization and its Discontents</i> . New York : W. W. Norton & Co

Online Resources:

Asian Development Bank.

Available at: <http://www.adb.org/>

Asia-Pacific Economic Cooperation.

Available at:

http://www.apec.org/apec/publications/all_publications/human_resources_development.html

International Centre for the Study of East Asian Development.

Available at: http://www.icsead.or.jp/7publication/wp2006_e.html

IPEnet, International Political Economy Network.

Available at: <http://www.isanet.org/sections/ipe/>

The Economist.

Available at: <http://www.economist.com/index.html>

United Nations Economic and Social Commission for Asia and the Pacific.

Available at: <http://www.unescap.org/>

World Bank.

Available at: <http://www.worldbank.org/>

Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	
PILO 3: Demonstrate critical thinking skills	
PILO 4: Interpret information and numerical data	
PILO 5: Produce structured, well-organised and fluent text	
PILO 6: Demonstrate effective oral communication skills	
PILO 7: Demonstrate an ability to work effectively in a team	
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	
PILO 9: Value ethical and socially responsible actions	
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

- A. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Essay



City University of Hong Kong

Course Syllabus Explanatory Notes

1. Course Title

Full title of the course.

2. Course Code

Courses other than Gateway Education Courses

An alphanumeric code normally using the department code as a prefix, followed by 4-5 digits, where the first digit indicates the level of the course.

For example, the course “Operating Systems” may have a course code of “CS5001”. “CS” is the department code for the Department of Computer Science. “5” after the department code is the level of the course, and in this case the course is at the level of P5, and “001” is the sequence number assigned to the course.

Gateway Education Courses

An alphanumeric code using “GE” as a prefix, followed by 4 digits, where the first digit indicates the level of the course and the second digit indicates the area.

For example, the course “Accounting in Everyday Life” will have a course code of “GE1222”. “1” is the level of the course, and the digit that follows is the GE area. In this case, the course is at the level of B1 and falling into Area 2. The last 2 digits “22” is the sequence number assigned to the course.

3. Course Duration

This refers to the duration of the course in terms of number of weeks or semesters.

4. Credit Units

Number of credit units assigned to the course, with 1 credit unit earned by approximately forty to fifty hours of student work.

5. Level

The level of a course shows its degree of academic difficulty. The following levels should be used:

Associate Degree courses can have levels of A1 or A2;

Bachelor’s Degree courses can have levels of B1, B2, B3 or B4;

Taught postgraduate courses can have levels of P5 or P6; and

Professional Doctorate and Research Degree courses can have levels of D8 and R8 respectively.

6. Proposed Area

This section applies to Gateway Education courses only. Insert “1” for the single primary area, and “2” for the secondary area if applicable. Students will only earn credit units from the primary area.

7. Medium of Instruction and Assessment

Unless otherwise determined by Senate for a specific course, the medium of instruction and assessment at the University is English.

8. Prerequisites

Courses that students must pass before being allowed to take the current course. A rigid structure of prerequisites may unintentionally hinder a student’s progress and limit flexibility in the choice of courses. Furthermore, the timing of the availability of the prerequisite courses as well as the current course would be critical. Departments should therefore be careful when defining extensive prerequisites for courses.

9. Precursors

Courses that students are advised to take and pass before they attempt the current course. In general, precursors are more flexible in allowing student choice and progression. They also serve as indicators of the requirements of the current course.

10. Equivalent Courses

Courses of same level where there is sufficient overlap in content that students may register in the course to meet degree/programme requirements, to recover a failure or to improve a course grade.

11. Exclusive Courses

These are courses which have sufficient overlap in their content to make it inappropriate for students to earn credit units for more than one of these courses. Students thus should not be allowed to enrol in them.

12. Abstract

The abstract is a short description about the course.

13. Course Intended Learning Outcomes (CILOs)

CILOs state what the student is expected to be able to do at the end of a course according to a given standard of performance. Outcomes should be achievable and assessable. They should be clear to students on the learning outcomes expected at the end of the course and also clear to staff to enable them to design appropriate teaching and learning activities (TLAs) and assessment tasks which facilitate the achievement of CILOs. It is important to ensure that Course ILOs address Programme/Major ILOs. Use verbs from the SOLO Taxonomy in defining Learning Outcomes. The Programme/Major leader has the responsibility to ensure and can demonstrate a proper mapping between the CILOs with the Programme/Major and/or Minor Intended Learning Outcomes.

Weightings can be assigned to CILOs according to their relative importance to the course.

14. Teaching and Learning Activities (TLAs)

TLAs are designed to align with CILOs to facilitate student's achievement of those outcomes. TLAs could be teacher, peer, or self-initiated and take various formats such as project work, case studies, lectures, tutorials, practicals, placements, problem-based learning, studio, etc. The choice of TLAs should facilitate active learning and the achievement of CILOs. Some TLAs may address more than one CILO.

15. Assessment Tasks/Activities

Assessment tasks or activities are designed to align with the CILOs to provide evidence on how well each student has achieved the CILOs. Such evidence could be provided by project work, case studies, assignments, examinations, laboratory work and reports, practicals, practicum, etc. The choice of Assessment Tasks should relate directly to the learning outcomes of the course. "Remarks" could include information such as when a task is to be performed, due dates, word limit of the assessment tasks/activities, assessed on a Pass/Fail basis, etc., as applicable.

16. Assessment Rubrics

Grading of student achievements is based on student performance in assessment tasks/activities with the rubrics defined and be in accordance with the Academic Regulations for Associate Degrees, Bachelor's Degrees, Postgraduate Degrees, Professional Doctorate and Research Degrees, where appropriate. Information on grading of courses can be found at the end of the explanatory notes.

17. Notes for Dissertation-type Courses

Courses may be designated "dissertation-type" courses in the course catalogue. Dissertation-type courses relate to independent work which takes a variable time to complete. Sections of "Teaching and Learning Activities" and "Assessment Tasks/Activities" should be replaced with information relevant to such courses, including a specification of a *normal duration* for course registration and a *maximum duration* for course registration, both in terms of the number of semesters. In all cases, the Course Syllabus for dissertation-type courses should specify that students are not permitted to repeat a dissertation-type course.

18. Keyword Syllabus

An indication of the key topics of the course. It is provided to let students make informed decisions of whether to take the course. Variations from the indicative topics would be identified in the teaching plan.

19. Amendments/Revisions to Course Syllabus

Amendments or revisions to the information provided in the Course Syllabus are subject to the procedures outlined in the University's Quality Manual. College and School Boards should consider delegation of authority to Programme Committees, College/School Validation and Monitoring Committees, academic units (in particular for Part III where updates are expected to be quite frequent), as necessary to facilitate innovation and change as appropriate.

Grading of Courses

- Courses are graded according to the following schedule:

Letter Grade	Grade Point	Grade Definitions	
A+	4.3	Excellent	The qualifiers, such as “Excellent”, “Good”, “Fair” etc., define student performance with respect to the achievement of course intended learning outcomes (CILOs).
A	4.0		
A-	3.7		
B+	3.3	Good	
B	3.0		
B-	2.7		
C+	2.3	Fair	
C	2.0		
C-	1.7		
D	1.0	Marginal	
F	0.0	Failure	
P		Pass	
Operational Grades			
IP	In Progress	An IP grade is shown where students will register for the same course in the subsequent semester/term to complete the assessment of the course.	
I	Incomplete	A grade of incomplete may be granted (1) where there are extenuating circumstances that have prevented a student from completing required work, or attending the examination; (2) at the discretion of the Assessment Panel. Where an "I" grade is assigned, the Assessment Panel may approve a schedule for the completion of work, or a supplementary examination. An alternative grade should be assigned no later than four weeks after the “I” grade is first reported or as soon as practicable thereafter.	
S	Dissertation Submitted	In a dissertation-type course, an S grade is assigned by the Course Leader when a student's dissertation has been submitted for assessment.	
TR	Credit Transfer	Assigned when a student is granted transferred credit units for the course.	
Z	Exemption	Assigned when a student is exempted from the course.	
AU	Audit	An audited grade is assigned when an auditing student has completed the conditions established at registration as an auditor. No assessment is made or grade awarded for auditing.	
X	Late Drop	Assigned when a student is permitted to drop the course after the add/drop deadline.	
WD	Withdrawn	Assigned when a student has registered for the course in a semester/term and subsequently submitted a notification of withdrawal from the University.	

- Students assigned a grade of D or better, or a Pass grade in a pass-fail course, earn credit units for the course. Grades of F, IP, I, S, Z, AU, X and WD do not earn credit units.
- A grade with an asterisk (e.g. B+*) is excluded from the calculation of the GPA. The credits earned will not be counted toward the minimum credit requirement for graduation but will be counted toward the maximum number of credit units permitted.
- Grades of P, IP, I, S, TR, Z, AU, X and WD are not counted in the calculation of a student's CGPA. Grades of F are counted, unless the fail is recovered under the section of "Repeating Courses to Improve Grades" in Academic Regulations.
- Grades of P, IP, I, S, TR, Z, AU, X and WD are not counted in the calculation of a student's SGPA.