

City University of Hong Kong
Course Syllabus

offered by College/School/Department of Public Policy
with effect from Semester B 2020/21

Part I Course Overview

Course Title: International Relations

Course Code: POL3108

Course Duration: One semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) None

Precursors:
(Course Code and Title) None

Equivalent Courses:
(Course Code and Title) SA3108 International Relations

Exclusive Courses:
(Course Code and Title) None

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to

- examine the key concepts, core issues, principles and processes in international relations;
- discover the underlying values of international relations and the challenges of international relations in face of globalization and the changes in the new era of global configuration
- apply the concepts and theories to analyse the international conflict and cooperation; and
- evaluate critically the role of international organizations, international non-governmental organization and the new alliance among the emerging powers.

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.	Detect and recognize the essential concepts and theories in international relations	20%	✓	✓	
2.	Examine the different approaches and models in the study of international relations	20%	✓	✓	
3.	Assess foreign policy goals and strategies; foreign policy actions; and the instruments of foreign policy.	20%	✓	✓	
4.	Apply various theories to analyse different topics in the international relations	20%	✓	✓	
5.	Analyze and cultivate basic research skills and ability to develop and apply theoretical frameworks in analytical academic writing	10%	✓	✓	
6.	Appraise and develop the basic skills in performing tasks associated with careers demanding an understanding of international relations	10%	✓	✓	
		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	
Readings	Students have to read assigned readings preferably before each lecture. Students should make themselves well informed of current international issues.	✓	✓	✓	✓	✓	✓	
Lectures	Students will acquire knowledge of the concepts, values, and development of international relations and develop their analytical and critical capabilities to discuss various topics. They should apply the theoretical knowledge to analyse empirical cases.	✓	✓	✓	✓	✓	✓	
Blackboard	On-line availability of lecture materials, questions, response, debate, and discussion on readings, lectures materials, and contemporary issues in international relations	✓	✓	✓	✓	✓	✓	
A combination of individual and group work; problem-based investigation, group discussion and team learning	Students will be divided into groups to conduct in-depth study on IR problems /issues. Students will summarize the literature, look up the reference materials and data from library, and detect original information from the internet, documentaries and the mass media. They should analyse and re-organize the research materials in groups, generate new perspectives, integrate their ideas, construct their arguments, and design their analysis and class presentations.	✓	✓	✓	✓	✓	✓	
Essay-writing	Students should compose a group paper of at least 5,000 words.	✓	✓	✓	✓	✓	✓	

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: <u>100</u> %								
Participation in class discussion: Students' active participation in class discussion—through providing examples, synthesizing, analysing, appraising and reflecting on other students' responses—would facilitate group learning.	✓	✓	✓	✓	✓	✓	10%	
Group presentation and paper. They should demonstrate students' creative and critical thinking abilities. The group paper must be based on the related readings and reference materials, integrate the relevant points through providing examples, analysing, synthesizing, appraising and reflecting on other students' responses and support the main argument with facts, examples and illustrations from current issues in IR. The paper has to be appropriately referenced and footnoted.	✓	✓	✓	✓	✓	✓	40% (5% presentation; 35% paper)	
Online test at the end of the semester: Both short and long questions will be set to test students' command of the subject, their depth of understanding, innovative ideas and critical interpretation of public administration issues. The writing skills of students will also be assessed.	✓	✓	✓	✓	✓	✓	50%	
Examination : 0 % (duration: if applicable)								

* The weightings should add up to 100%.

100%

Note:

If a course has both coursework and examination components, students are required to pass BOTH the coursework assessment AND the examination before they can be awarded an overall passing grade of the course.

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)
Participation in tutorial discussion	Students' active participation in tutorial discussion—through providing examples, synthesizing, analysing, appraising and reflecting on other students' responses—would facilitate group learning.	High standard of knowledge of key concepts, underlying values, core issues, principles and dynamic process in IR. Highly innovative ideas and critical attitude in analysing IR issues. Strong abilities to apply the concepts and theories to analyse International affairs. Excellent research and communication skills to organize and generate new perspectives orally and in written papers.	Fairly good understanding of knowledge of key concepts, underlying values, core issues, principles and dynamic process in IR. Fairly innovative ideas and critical attitude in analysing IR issues. Ability to apply the concepts and theories to analyse IR topics. Good research and communication skills to organize and generate new perspectives orally and in written papers.	Rudimentary understanding of knowledge of key concepts, underlying values, core issues, principles and dynamic process in IR. Little innovative ideas and critical attitude in analysing IR issues. Weak ability to apply the concepts and theories to analyse IR issues. Basic research and communication skills to organize and generate new perspectives orally and in written papers.	Poor understanding of knowledge of key concepts, underlying values, core issues, principles and dynamic process in IR. Very little innovative ideas and critical attitude in analysing IR. Very little ability to apply the concepts and theories to analyse IR issues. Weak research and communication skills to organize and generate new perspectives orally and in written papers.	Almost no knowledge of key concepts, underlying values, core issues, principles and dynamic process in IR. No innovative ideas and critical attitude in analysing IR issues. Almost no ability to apply the concepts and theories to analyse IR issues. Very inadequate research and communication skills to organize and generate new perspectives orally and in written papers.

Group presentation and paper	Students have to construct the main ideas of their research topic and answer questions raised in class. The tutor will comment on the strengths and weaknesses of the presentations, help students to re-organize their argument, and give suggestions for improvement in writing-up the term paper. The paper has to be appropriately referenced and footnoted.	Same as above	Same as above	Same as above	Same as above	Same as above
Online test	Both short and long questions will be set to test students' command of the subject, their depth of understanding, innovative ideas and critical interpretation of public administration issues. The writing skills of students will also be assessed.	Same as above	Same as above	Same as above	Same as above	Same as above

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.)

Levels of analysis; international systems; foreign policy strategies; security; autonomy; alliance; non-alignment; power; influence; diplomatic recognition; the functions of diplomats; international negotiations; propaganda; economic rewards and coercion; military sales and transfers; clandestine actions and military intervention; deterrence strategies; arms control and disarmament; international law; international public opinion; ethics in international relations; conflict and crisis; conflict resolution; United Nations, regional organizations; international co-operation; technological change; and globalization.

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.)

Essentials of International Relations / K. A. Mingst & I. M. Arreguín-Toft, New York: W.W. Norton & Company, [2017], 7th Edition. [Reserve (Semi-closed) JZ1305 .M56 2017]

Essential Readings in World Politics / [edited by] K. A. Mingst & J. L. Snyder, New York: W.W. Norton & Company, [2014] 5th Edition. [Reserve (Semi-closed) JZ1305 .E85 2014]

Chinese Foreign Relations: Power and Policy Since the Cold War / [4th ed.], R. Shutter, Rowman & Littlefield, 2016.

2.2 Additional Readings

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

1. Bull, H. (1997) *The Anarchical Society: A Study of Order in World Politics* (New York: Columbia University Press).
2. Gilpin, R. (2000) *The Challenges of Global Capitalism: The World Economy in the 21st Century* (Princeton: Princeton University Press).
3. Goldstein, J. S. (2013), *International Relations* (Boston, Mass.; Hong Kong: Pearson Longman).
4. Gray, C. S (2012), *War, Peace and International Relations: an introduction to strategic history* (London: Routledge, 2012)
5. Graig, G. A., and Alexander, L. G. (1990) *Force and Statecraft: Diplomatic Problems of Our Time* (New York: Oxford University Press).
6. Holsti, K. J. (1995) *International Politics* (7th edition), Englewood Cliffs (New Jersey: Prentice Hall).
7. Huntington, S. P. (1993) "The Clash of Civilizations?", *Foreign Affairs*, Vol. 72, No. 3, Summer, pp. 22-49.

8. Larsen, J. A. and Gregory J. R. (eds.) (1996) *Arms Control Towards the 21st Century*, (Boulder: Lynne Rienner).
9. Nye, J. S. (1993) *Understanding International Conflicts: An Introduction to Theory and History* (New York: Harper Collins).
10. Robert, A. and Robert J. (2000) *International Politics* (N.Y.: Longman).
11. Vincent, R. J. (1992) "The Idea of Rights in International Ethics", in T Nardin and David Mapel (eds.), *Traditions of International Ethics* (Cambridge: Cambridge University Press).
12. Viotti, P. R. and M. V. Kauppi (2013), *International Relations and World Politics*, (Boston, Mass.; Hong Kong : Pearson)
13. Waltz, K. N. (1994) "The Spread of Nuclear Weapons: More May Be Better", in Richard K. Betts (ed.), *Conflict After the Cold War: Arguments on Causes of War and Peace* (New York: Macmillan).
14. Online Resources:

It is expected that students may access to most journals online. Suggested sources include:

LexisNexis Academic
Academic Search Premier
WiseNews
CNN.com International
BBC News
Channel NewsAsia
CCTV International
Xinhua online