

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Public Policy**  
**with effect from Semester A 2019/2020**

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**Part I Course Overview**

**Course Title:** Issues in Contemporary World Politics

**Course Code:** POL 3113

**Course Duration:** One semester

**Credit Units:** 3

**Level:** B3

**Proposed Area:** (for GE courses only)  
 Arts and Humanities  
 Study of Societies, Social and Business Organisations  
 Science and Technology

**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)  
SA3113 Issues in Contemporary World Politics

**Exclusive Courses:** (Course Code and Title)  
Nil

## **Part II Course Details**

### **1. Abstract**

(A 150-word description about the course)

This course will introduce to the students some important issues in contemporary world politics, such as human rights, democratization, international institutions and cooperation, global NGOs, global inequality, global health, nationalist movement, terrorism and war. These issues have enormous impacts on the life of the human beings and their future. The course will explore some of the theoretical discussion regarding these issues, and provide a framework for analysis of world politics. People have different and conflicting views on these matters. The instructor will help the students to understand the relevant arguments from both sides of the controversy. Once a student understands these arguments and counterarguments, he/she will be able to form his/her own views. The purpose of the course is to enlarge the students' vision of world politics and encourage the students to develop a genuine interest in global public affairs.

### **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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	To enhance the students' understanding of some important issues in contemporary world politics.	40	✓	✓	✓
2.	To familiarize the students with relevant concepts and theories to provide a framework for analysis of political issues.	40	✓	✓	✓
3.	To equip the students with the learning skills and communicative capacity to critically analyse and discuss these issues, orally and in written form.	20	✓	✓	✓
			100%		

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

<sup>#</sup> 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)**

**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			
Lectures	Lecture attendance is required.	✓	✓	✓			2 hours
Readings and preparation	Students should follow the reading schedule and read the assigned papers before attending the lecture.	✓	✓	✓			3 hours
Case/theme studies and discussion	During the class, students shall explore and discuss themes/issues in group, using the framework and questions as guided by the instructor.	✓	✓	✓			1 hour
Consultation (face to face or via email )	Students are welcome to raise questions to the instructor during the class or after class by email.	✓	✓	✓			Whenever necessary
Issue essays	Students shall write an analytical essay on one of the theme/issues discussed in class.	✓	✓	✓			
In-class quiz	Duration: 2 hours in week 13	✓	✓	✓			

#### **4. Assessment Tasks/Activities (ATs)**

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

\* 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. Class Participation	Outstanding ability to pinpoint major forces affecting international politics. Demonstration of strong analytical thinking by establishing causality from factual data.	Fairly good ability to pinpoint major forces affecting international politics. Reasonable analytical think and argumentation.	Only able to partially pinpoint the major forces affecting international politics. Rudimentary analytical thinking.	Inadequate ability to pinpoint the major forces affecting international politics. Weak logical thinking.	Unable to pinpoint the major forces affecting international politics. Confused logical thinking.
2. Individual Essays	Outstanding ability to pinpoint major forces affecting international politics. Demonstration of strong analytical thinking by establishing causality from factual data. Consistent and coherent standpoints and conclusions defended with cogency. Excellent research, writing and communication skills.	Fairly good ability to pinpoint major forces affecting international politics. Reasonable analytical think and argumentation. Clear and firm standpoints and conclusions. Good research, writing and communication skills.	Only able to partially pinpoint the major forces affecting international politics. Rudimentary analytical thinking. Insufficient development arguments and weak conclusions. Basic research, writing and communication skills.	Inadequate ability to pinpoint the major forces affecting international politics. Weak logical thinking. Unclear standpoints and incoherent conclusions. Weak research, writing and communication skills.	Unable to pinpoint the major forces affecting international politics. Confused logical thinking. Arguments and conclusions are not tenable or self-contradictory. Inadequate research, writing and communication skills.
3. Group Project Presentation	Outstanding ability to pinpoint major forces affecting international politics. Demonstration of strong analytical thinking by establishing causality from factual data. Consistent and coherent	Fairly good ability to pinpoint major forces affecting international politics. Reasonable analytical think and argumentation. Clear and firm standpoints	Only able to partially pinpoint the major forces affecting international politics. Rudimentary analytical thinking.	Inadequate ability to pinpoint the major forces affecting international politics. Weak logical thinking. Unclear standpoints and incoherent conclusions. Weak research, writing	Unable to pinpoint the major forces affecting international politics. Confused logical thinking. Arguments and conclusions are not tenable or self-contradictory. Inadequate research, writing and communication skills.

	standpoints and conclusions defended with cogency. Excellent research, writing and communication skills.	and conclusions. Good research, writing and communication skills.	Insufficient development arguments and weak conclusions. Basic research, writing and communication skills.	and communication skills.	
3. In-class Quiz	Outstanding ability to pinpoint major forces affecting international politics. Demonstration of strong analytical thinking by establishing causality from factual data. Consistent and coherent standpoints and conclusions defended with cogency. Excellent research, writing and communication skills.	Fairly good ability to pinpoint major forces affecting international politics. Reasonable analytical think and argumentation. Clear and firm standpoints and conclusions. Good research, writing and communication skills.	Only able to partially pinpoint the major forces affecting international politics. Rudimentary analytical thinking. Insufficient development arguments and weak conclusions. Basic research, writing and communication skills.	Inadequate ability to pinpoint the major forces affecting international politics. Weak logical thinking. Unclear standpoints and incoherent conclusions. Weak research, writing and communication skills.	Unable to pinpoint the major forces affecting international politics. Confused logical thinking. Arguments and conclusions are not tenable or self-contradictory. Inadequate research, writing and communication skills.

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

### **1. Keyword Syllabus**

human rights, devolution, good governance, international institutions, international cooperation and deficits, global NGOs, global inequality, key actors, framework of analysis

### **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.)

##### Differentiated Government Actors

- Bevir, Mark and Rhodes, R. A. W. (2010). “The Stateless State,” in *The Sage Handbook of Governance*, ed. Mark Bevir, 203-217.
- Lynn Jr., Laurence E. (2010). “The Persistence of Hierarchy,” in *The Sage Handbook of Governance*, ed. Mark Bevir, 218-236.

##### Global Institutions

- Karns, Margaret P. and Mingst, Karen A. (2010). *International Organizations: the Politics and Processes of Global Governance*. Boulder, Colo: Lynne Rienner Publishers.
- Pevehouse, Jon and Borzyskowski, Inken Von. (2016). “International Organizations in World Politics,” in *The Oxford Handbook of International Organizations*, eds. Jacob Katz Cogan, Ian Hurd and Ian Johnstone. Oxford: Oxford University Press, 3-32.

##### Global NGOs

- Clarke, G. (1998). Non-governmental organizations (NGOs) and politics in the developing world. *Political Studies*, 46(1), 36.
- Keck, M. E. and Sikkink, K. (1999), Transnational advocacy networks in international and regional politics. *International Social Science Journal*, 51: 89–101.

##### International Cooperation and Its Deficits

- Li, Linda Chelan (2014). “Multiple Trajectories and ‘Good Governance’ in Asia: An Introduction,” *Journal of Contemporary Asia* 44(2): 187-203.
- Gibbon, P. (1993). “The World Bank and the New Politics of Aid,” in *Political Conditionality*, ed., G. Sorensen. London: Frank Cass, 35-62.

#### **2.2 Additional Readings**

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

### **Supplementary Readings**

#### **Further readings/references:**

##### Differentiated Government Actors

1. Patrick Dunleavy and Brendan O’Leary, *Theories of the State: The Politics of Liberal Democracy*, Macmillan, 1987.

2. Linda Chelan Li ed. (2009). *The Chinese State in Transition: Processes and Contests in Local China*, Routledge.
3. James Scott (1972). 'Patron-Client Politics and Political Change in Southeast Asia', *American Political Science Review*, 66 (1), 91-113.

#### Global NGOs

4. Introduction. Ann Florini. (2000). *The Third Force: The Rise of Transnational Civil Society*.
5. Diehl, Paul F. & Brian Fredreking (2010). *The Politics of Global Governance: International Organizations in an Interdependent World*. Boulder, Colo: Lynne Rienner Publishers, chapters 3, 13-14.

#### Global institutions

6. B. S. Chimni, 'International Organizations, 1945-Present', in *The Oxford Handbook of International Organizations*, eds., Jacob Katz Cogan, Ian Hurd and Ian Johnstone, Oxford University Press, 2016: 113-130.
7. Jeffrey L. Dunoff, 'The Law and Politics of International Organizations', in *The Oxford Handbook of International Organizations*, eds., Jacob Katz Cogan, Ian Hurd and Ian Johnstone, Oxford University Press, 2016: 60-88.
8. Karns, Margaret P., & Mingst, Karen A. (2010). *International Organizations: the Politics and Processes of Global Governance*. Boulder, Colo: Lynne Rienner Publishers, chapter 5.

#### International Cooperation

1. Doornbos, M. 1995. 'State formation processes under external supervision: Reflections on Good Governance', in *Aid and Political Conditionality*, ed., O. Stokke, London: Frank Cass: 371-391.
2. Grindle, M., 2004. 'Good Enough Governance: Poverty Reduction and Reform in Developing Countries', *Governance: An International Journal of Policy, Administration, and Institutions*, 17, 4: 525-548.