

**City University of Hong Kong
Course Syllabus**

**offered Department of of Asian and International Studies
with effect from Semester B 2021-22**

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

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: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: AIS4121 International Political Economy
GE3207 Comparing Capitalisms in East Asia and the West
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

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		√	√	√

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

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: 100%								
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)								
							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	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 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.

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4. Tutorial participation	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.

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.

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/>