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)

Societies across the globe are increasingly pre-occupied by a number of issues that have deep domestic and transnational implications. The course introduces an actor-institution framework and employs a student-centred teaching approach to encourage original analysis of the issues of world politics.   The framework looks into the role of differentiated state actors within a political system, the role of global actors and institutions, and the interacting themes of international cooperation and conflicts/competition in shaping the world issues.

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.	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%.

[#] *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				
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 Workshop	During the class, students shall explore and discuss themes/issues in group, using the framework and questions as guided by the instructor. Workshop in designated weeks towards end of course when sampled projects will be presented and discussed.	√	√	√				1 hour
Consultation	Students are welcome to raise questions to the instructor during the class or after class by email.	√	√	√				
Essays	Students shall write an analytical essay on one of the theme/issues discussed in class, and 2 short reading reviews on prescribed readings.	√	√	√				

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					
Continuous Assessment: 100%								
Class participation	√	√	√				20%	Assessment will be based on a mix of individual and team-based work, which could be in written forms and class learning activities and discussion.
Workshop Project	√	√	√				20%	
Individual essay (up to 2500 words)	√	√	√				40%	
Reading reviews (500 word @)	√	√	√				20%	
Examination: 0% (duration: 0 hours)								

* 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)
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 Essay	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. Workshop Project	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	Fairly good ability to pinpoint major forces affecting international politics. Reasonable analytical think and argumentation. Clear and firm standpoints and	Only able to partially pinpoint the major forces affecting international politics. Rudimentary analytical thinking. Insufficient	Inadequate ability to pinpoint the major forces affecting international politics. Weak logical thinking. Unclear standpoints and incoherent conclusions. Weak research, writing and communication	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.

	conclusions defended with cogency. Excellent research, writing and communication skills.	conclusions. Good research, writing and communication skills.	development arguments and weak conclusions. Basic research, writing and communication skills.	skills.	
4. Reading reviews	Outstanding ability to pinpoint major forces affecting international politics from the reading. Demonstration of strong analytical thinking. Consistent and coherent standpoints and conclusions defended with cogency. Excellent writing skills.	Good ability to pinpoint major forces affecting international politics from the reading. Reasonable analytical thinking. Clear and firm standpoints. Good writing skills.	Able to summarise the basic contents of the reading but insufficient development arguments and weak conclusions. Basic writing skills.	Inadequate ability to summarise the contents and arguments of the reading. Weak writing 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**

    World political issues, framework of analysis, actors and institutions,
    tiered governance, differentiated government actors, international cooperation and conflicts,
    global institutions, global NGOs,   inequality, human rights

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. Doormbos, 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.