PIA3113: ISSUES IN CONTEMPORARY WORLD POLITICS

Effective Term

Semester A 2023/24

Part I Course Overview

Course Title

Issues in Contemporary World Politics

Subject Code

PIA - Public and International Affairs

Course Number

3113

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

SA3113 Issues in Contemporary World Politics / POL3113 Issues in Contemporary World Politics

Exclusive Courses

Nil

Part II Course Details

Abstract

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.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	To enhance the students' understanding of some important issues in contemporary world politics.	40	x	x	x
2	To familiarize the students with relevant concepts and theories to provide a framework for analysis of political issues.	40	x	x	x
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	x	x	x

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 real-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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Lecture attendance is required.	1, 2, 3	2 hours
2	Readings and preparation	Students should follow the reading schedule and read the assigned papers before attending the lecture.	1, 2, 3	3 hours

3	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, 2, 3	1 hour
4	Consultation	Students are welcome to raise questions to the instructor during the class or after class by email.	1, 2, 3	
5	Essays	Students shall write an analytical essay on one of the theme/issues discussed in class, and 2 short reading reviews on prescribed readings.	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class participation	1, 2, 3	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.
2	Workshop Project	1, 2, 3	30	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.
3	Individual essay (up to 2000 words excluding references)	1, 2, 3	30	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.
4	Reading reviews (500 word @)	1, 2, 3	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.

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Class Participation

Excellent (A+, A, A-)

Outstanding ability to pinpoint major forces affecting international politics. Demonstration of strong analytical thinking by establishing causality from factual data.

Good (B+, B, B-)

Fairly good ability to pinpoint major forces affecting international politics. Reasonable analytical think and argumentation.

Fair (C+, C, C-)

Only able to partially pinpoint the major forces affecting international politics. Rudimentary analytical thinking.

Marginal (D)

Inadequate ability to pinpoint the major forces affecting international politics. Weak logical thinking.

Failure (F)

Unable to pinpoint the major forces affecting international politics. Confused logical thinking.

Assessment Task

2. Individual Essay

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

Inadequate ability to pinpoint the major forces affecting international politics. Weak logical thinking. Unclear standpoints and incoherent conclusions. Weak research, writing and communication skills.

Failure (F)

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.

Assessment Task

3. Workshop Project

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

Inadequate ability to pinpoint the major forces affecting international politics. Weak logical thinking. Unclear standpoints and incoherent conclusions. Weak research, writing and communication skills.

Failure (F)

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.

Assessment Task

4. Reading reviews

Excellent (A+, A, A-)

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 (B+, B, B-)

Good ability to pinpoint major forces affecting international politics from the reading. Reasonable analytical thinking. Clear and firm standpoints. Good writing skills.

Fair (C+, C, C-)

Able to summarise the basic contents of the reading but insufficient development arguments and weak conclusions. Basic writing skills.

Marginal (D)

Inadequate ability to summarise the contents and arguments of the reading. Weak writing skills.

Failure (F)

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

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

Reading List

Compulsory Readings

	Title
1	Bevir, Mark and Rhodes, R. A. W. (2010). "The Stateless State," in The Sage Handbook of Governance, ed. Mark Bevir, 203-217.
2	Lynn Jr., Laurence E. (2010). "The Persistence of Hierarchy," in The Sage Handbook of Governance, ed. Mark Bevir, 218-236.
3	Karns, Margaret P. and Mingst, Karen A. (2010). International Organizations: the Politics and Processes of Global Governance. Boulder, Colo: Lynne Rienner Publishers.
4	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.
5	Clarke, G. (1998). Non-governmental organizations (NGOs) and politics in the developing world. Political Studies, 46(1), 36.
6	Keck, M. E. and Sikkink, K. (1999), Transnational advocacy networks in international and regional politics. International Social Science Journal, 51: 89-101.
7	Li, Linda Chelan (2014). "Multiple Trajectories and 'Good Governance' in Asia: An Introduction," Journal of Contemporary Asia 44(2): 187-203.
8	Gibbon, P. (1993). "The World Bank and the New Politics of Aid," in Political Conditionality, ed., G. Sorensen. London: Frank Cass, 35-62.

Additional Readings

	Title
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.
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.
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.
9	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.
10	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.