

PIA3126: INTERNATIONAL POLITICAL ECONOMY

Effective Term

Semester B 2022/23

Part I Course Overview

Course Title

International Political Economy

Subject Code

PIA - Public and International Affairs

Course Number

3126

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

AIS3126 International Political Economy
GE3207 Comparing Capitalisms in East Asia and the West

Exclusive Courses

Nil

Part II Course Details

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, individual) can help us understand these issues. Discussion will transcend the international/global level, and covers domestic affairs, and interactions between various 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 upper year courses and in Master' s studies.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Analyze issues of international political economy from different theoretical perspectives		x	x	
2	Collect evidence on the sources of power in the global economy		x	x	
3	Grasp the interplay between international and domestic levels of analysis		x	x	
4	Produce an original argument on the type of change taking place in the global food system		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	1 - 4	Readings	1, 2, 3, 4	
2	1 - 4	Lectures	1, 2, 3, 4	
3	1 - 4	In-class problem solving	1, 2, 3, 4	
4	1 - 4	Class discussions	1, 2, 3, 4	
5	1 - 4	Guest visits by experts from business, government, international organizations and NGOs	1, 2, 3, 4	
6	1 - 4	Themed group online interviews of food experts	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Introduction presenting framework for major project	1, 2, 3, 4	35	Groups of 3-4 students will work together to design a framework of analysis, and a central argument for a major project on the future of food. The group receives one grade for their introduction.
2	Individual chapter for major project	1, 2, 3, 4	30	Individual team members will each prepare one chapter in which they will collect empirical evidence to bolster the central argument and connect back to the conceptual framework set forth in the group introduction. The end result is essentially an edited volume. Students receive an individual grade for their own chapter.
3	Five points before class	1, 2, 3, 4	20	In two of the weeks, students must submit five bullet points on Canvas Discussions before class. After looking at the readings and thinking about the topic, two of the five points should be questions being raised for discussion. The three other points might be: examples that are relevant to the theory/issue; something about the relevance to Hong Kong or other parts of Asia; weaknesses that students see with readings; points that students feel are particularly important; and, links to other weeks in the course.

4	Discussant role	1, 2, 3, 4	5	<p>Each student is responsible for serving as a discussant in one week. Discussants will have carried out advance research to go deeper into the topic and they will:</p> <ul style="list-style-type: none"> - identify key points and questions raised by classmates on Canvas Discussions (see “Five Points Before Select Classes”) - present their position on some of the key issues - think of critical cases that shed light on the topic - think about provocative/ penetrating questions that will challenge classmates and/or any guests and generate discussion - be prepared to answer questions from classmates - be ready to take on a leadership role in smaller groups, when appropriate
5	Class participation	1, 2, 3, 4	10	<p>Grading here is based on 70% for active and informed participation and 30% for attendance. Being active means contributing insights, asking questions and being a good listener. Being informed entails careful reading of the course materials.</p>

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Introduction presenting project framework for major project

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

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.

Assessment Task

2 Individual chapter for major project

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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Assessment Task

3. Five points before class

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Good (B+, B, B-)

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Fair (C+, C, C-)

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Assessment Task

4. Discussant role

Excellent (A+, A, A-)

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.

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Fair (C+, C, C-)

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Assessment Task

Class participation

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

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Part III Other Information**Keyword Syllabus**

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.

Reading List**Compulsory Readings**

	Title
1	Ravenhill, J., 2020. Global Political Economy. Oxford: Oxford University Press.
2	O' Brien, R. & Williams, M., 2020. Global Political Economy: Evolution and Dynamics. Houndmills: Palgrave Macmillan.

Additional Readings

	Title
1	Balaam, D. & Dillman, B., 2019. Introduction to International Political Economy. Boston: Longman.
2	Stiglitz, J., 2002. Globalization and its Discontents. New York : W. W. Norton & Co
3	Asian Development Bank. Available at: http://www.adb.org/
4	Asia-Pacific Economic Cooperation. Available at: http://www.apec.org/apec/publications/all_publications/human_resources_development.html
5	International Centre for the Study of East Asian Development. Available at: http://www.icsead.or.jp/7publication/wp2006_e.html
6	IPEnet, International Political Economy Network. Available at: http://www.isanet.org/sections/ipe/
7	The Economist. Available at: http://www.economist.com/index.html
8	United Nations Economic and Social Commission for Asia and the Pacific. Available at: http://www.unescap.org/
9	World Bank. Available at: http://www.worldbank.org/