

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	APSS1B30
Subject Title	International Relations and Global Issues
Credit Value	3
Level	1
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="padding-left: 40px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> Community, Organization and Globalization</p> <p style="padding-left: 40px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="padding-left: 40px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 40px;"><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> English or <input type="checkbox"/> Chinese</p>
Pre-requisite / Co-requisite/ Exclusion	<p>Exclusion :</p> <p>GEC1B12 International Relations and Global Issues</p>
Objectives	<p>In this subject, the following cluster specific attributes will be emphasized:</p> <p><input checked="" type="checkbox"/> Use quantitative and qualitative data in analyzing social/political/economic issues;</p> <p><input checked="" type="checkbox"/> Consider various issues and their moral implications for local/national and global communities;</p> <p><input checked="" type="checkbox"/> Understand and critically evaluate different political systems, economic systems, and legal systems;</p> <p><input checked="" type="checkbox"/> Understand and critically evaluate different political ideologies and political philosophies;</p> <p><input checked="" type="checkbox"/> Consider and critically evaluate different approaches for studying local, national, and global problems; and</p> <p><input checked="" type="checkbox"/> Become better-informed citizens, well prepared to participate in public life and public decision-making.</p>

<p>Intended Learning Outcomes</p> <p><i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) identify the major paradigms that affect understanding of the world <ul style="list-style-type: none"> ○ To explain how the world can be understood through the different angles offered by different theories. (b) compare and contrast key players in international relations (IR) <ul style="list-style-type: none"> ○ To examine the roles of the different key players in international relations, i.e. individuals, states, and non state actors and examine how they affect the outcome in IR. (c) assess the roles and effectiveness of international organizations <ul style="list-style-type: none"> ○ To examine what roles and functions international organizations (IOs) do play in IR, with particular reference to pointing out the inadequacy of states in performing the same functions. (d) describe major global issues <ul style="list-style-type: none"> ○ To understand and be able to identify some of the key global issues the world is facing as well as to help students realize how these issues are related to human responsibility. <p><u>Explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Life-long learning</u></p> <p>Literacy: Students are required to refer to textbooks assigned and read the relevant chapters at home to understand the details of the topics discussed in class. In addition students also need to present their ideas and arguments in tutorials based on their readings of books and journal articles. Thus, there is an need for students to read in addition to the textbook so as to make their arguments more convincing. Moreover, since this is a Reading intensive (ER) course, a substantial part of the assessment, particularly the quiz, will be based on the reading materials assigned.</p> <p>Higher Order Thinking: The higher order thinking is reflected in the analysis of the issues. In addition to identifying and discussing the major global issues that the world faces, there will be analyses of how these issues arose as well as the various attempts used to “explain” the. Multi – level (individual vs state) and multi – dimensional (political, economic, societal, religious and cultural) analyses will be involved. This will broaden students’ horizons and thus allow students to develop higher order thinking.</p> <p>Life – Long Learning: The course provides a general background in the area to students and they can then apply the methodology learned to understand different issues not mentioned in the course. This requires students “to learn out of the course”. In addition, as time goes by, the nature as well as the content of the issues</p>
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	<p>examined in the course will also change and so students who are interested in the issues will be well equipped to continue their learning process, particularly after they have graduated from university.</p>
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<ul style="list-style-type: none"> • Perspectives and Actors in IR: unit of analysis, different paradigms/theories <ul style="list-style-type: none"> ○ Unit and Level of Analysis ○ State Sovereignty: Relevance Vs Obsolete ○ NGOs: what are they and how important are they in the study of IR ○ Realism and Neo – Realism ○ Liberalism ○ Constructivism • Power and Security: war on terrorism, peacekeeping • Foreign Policy: The making of foreign policy <ul style="list-style-type: none"> ○ International and Internal determinants of foreign policy behaviour <ul style="list-style-type: none"> ▪ Geopolitics ▪ Military capabilities ▪ Economic development ▪ Types of government ○ States: A unitary actor or rational decision making? ○ Bureaucracy and the making of foreign policy ○ Role of state leader in the making of foreign policy • International Political Economy: financial and trade regimes, trade barriers vs free trade <ul style="list-style-type: none"> ○ WTO ○ IMF ○ World Bank • International Organizations: <ul style="list-style-type: none"> ○ UN ○ European Union • International Law: sovereignty, international criminal justice, sources of international law • Global Issues: <ul style="list-style-type: none"> ○ Loss of biodiversity ○ Global climate change ○ Deforestation

<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>There are several methods to be used in the lectures and tutorials in this course. First, students will be guided through cases in newspaper stories to examine the issues mentioned above. Second, audio – visual materials, which are abundantly available in the library, will be used to further illustrate the ideas. Third, occasionally and where available, guest speakers from different organizations, such as the Ministry of Foreign Affairs or representatives from different consulates in Hong Kong or those from NGOs etc, will be invited to give guest talks. And finally, where applicable, students will also be given chances to pay visits to these places so as to allow them to have a personal and deeper understanding of the roles of these places in the world.</p> <p>In order to fulfill the ER requirement, students would be facilitated the reading of the required text in class through some class workshops held at the end of the lectures. These are some simple exercises to let students reflect what they have learnt in class about the topics they have gone through in lectures. By doing so, students would have a deeper understanding about the topics as well as better reflections of how much they have learnt in lectures.</p>																																	
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="496 1032 1458 1536"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Individual Report</td> <td>40% (10% from ELC; 30% from subject lecturer)</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Quizzes (30% x 2)</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>A substantial part of the assessment will be made based on the required readings. In order to pass this subject, students must pass the writing component, i.e., attain a minimum grade “D” in the writing component.</p>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Individual Report	40% (10% from ELC; 30% from subject lecturer)	✓	✓	✓	✓	2. Quizzes (30% x 2)	60%	✓	✓	✓	✓	Total	100 %				
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<p>Student Study Effort Expected</p>	Class contact:																																	
	<ul style="list-style-type: none"> ▪ Lecture 			39 Hrs.																														
	Other student study effort:																																	
	<ul style="list-style-type: none"> ▪ Reading and Revising 			35 Hrs.																														

	<ul style="list-style-type: none"> ▪ Consultation, group meetings, preparation for the presentation & writing the presentation report 	36 Hrs.
	<p>Total student study effort</p> <p>* A maximum of 12 hours is designed for tutorial due to the fact that there would be no tutorial for the first 2 weeks of the course. In addition, it is also subject to the availability of resources by that time.</p>	110 Hrs.
<p>Reading List and References</p>	<p>Required Readings:</p> <p>[ER] Kegley, Charles W. Jr. (2014). <i>World Politics: Trend and Transformation</i>, international ed., Belmont, CA: Wadsworth Cengage Learning.</p> <p>[ER] Russert, Bruce, Starr, Harvey and Kinsella, David (2010). <i>World Politics: The Menu for Choice</i>, 9th ed., Boston, MA: Wadsworth, Cengage Learning. (pp. 3 – 21; 51 – 73)</p> <p>[ER] Snow, Donald M. (2010). <i>Cases in international Relations: Portraits of the Future</i>, 4th ed., New York: Pearson Education, Inc. (pp. 235 – 251.)</p> <p>Supplementary Readings:</p> <p>Baylis, J, Smith and S, Owens, P (eds) (2017). <i>The Globalization of World Politics : An Introduction to International Relations</i>, 7th ed., Oxford: OUP.</p> <p>Baylis, John, Smith, Steve and Owens, Patricia (2008). <i>The Globalization of World Politics</i>, Oxford: Oxford University Press.</p> <p>Betts, R K (2017). <i>Conflict After the Cold War: Arguments on Causes of War and Peace</i>, 5th ed., London: Taylor & Francis Ltd</p> <p>Bhargava, Vinay Kumar (2006). <i>Global Issues for Global Citizens: An Introduction to Key Development Challenges</i>, Washington, DC: World Bank.</p> <p>Dunne, T., Kurki, M and Smith, S (eds) (2016). <i>International Relations Theories : Discipline and Diversity</i>, 4th ed., Oxford: OUP.</p> <p>Goldstein, Joshua S., and Pevehouse, Jon C (2010). <i>International Relations</i>, 9th ed., New York: Pearson/Longman.</p> <p>Hurrell, A (2017). <i>On Global Order : Power, Values, and the Constitution of International Society</i>, Oxford: OUP.</p>	

	<p>Kelleher, Ann and Klein, Laura (2009). <i>Global Perspectives: A Handbook for Understanding Global Issues</i>, Upper Saddle River, N.J.: Pearson/Prentice Hall.</p> <p>Lamy, S L and Masker, J S (2018). <i>Introduction to Global Politics</i>, 5th ed., NY: OPU.</p> <p>McKibben, H E, Mingst, K A and Snyder, J L (2019). <i>Essential Readings in World Politics</i>, 7th ed., NY: WW Norton & Co.</p> <p>Mingst, Karen A. (2008). <i>Essentials of International Relations</i>, 4th ed., New York: W.W. Norton & Co.</p> <p>Richard J Payne (2009). <i>Global Issues: Politics, Economics and Culture</i>, 2nd ed., New York: Pearson Longman.</p> <p>Seitz, John L. (2008). <i>Global Issues: An Introduction</i>, 3rd ed., Malden, Oxford and Carlton Victoria: Blackwell Publishing.</p> <p>Todaro, Michael P and Smith, Stephen C. (2009). <i>Economic Development</i>, 10th ed., Boston: Pearson Addison Wesley.</p> <p>Williams, P D and McDonald, M (eds) (2018). <i>Security: An Introduction</i>, 3rd ed., London: Taylor & Francis Ltd.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.