

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS1BN30														
Subject Title	International Relations and Global Issues														
Credit Value	3														
Level	1														
GUR Requirements Intended to Fulfill	This subject intends to fulfill the following requirement(s) : ☐ Healthy Lifestyle ☐ AI and Data Analytics (AIDA) ☐ Innovation and Entrepreneurship (IE) ☐ Languages and Communication Requirement (LCR) ☐ Leadership Education and Development (LEAD) ☐ Service-Learning ☒ Cluster-Area Requirement (CAR) ☐ Human Nature, Relations and Development [CAR A] ☐ Science, Technology and Environment [CAR D] ☐ Chinese History and Culture [CAR M] ☒ Cultures, Organizations, Societies and Globalization [CAR N] ☐ China-Study Requirement ☐ Yes or ☒ No ☐ Writing and Reading Requirements ☒ English or ☐ Chinese														
Pre-requisite / Co-requisite/ Exclusion	Exclusion : GEC1B12 International Relations and Global Issues APSS1B30 International Relations and Global Issues														
Assessment Methods	<table border="1"> <thead> <tr> <th>100% Continuous Assessment</th><th>Individual Assessment</th><th>Group Assessment</th></tr> </thead> <tbody> <tr> <td>1. Individual Report</td><td>40%</td><td>--</td></tr> <tr> <td>2. Quizzes</td><td>50%</td><td>--</td></tr> <tr> <td>3. Pre-class exercise</td><td>10%</td><td>--</td></tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Individual Report	40%	--	2. Quizzes	50%	--	3. Pre-class exercise	10%	--
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	• The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • Student must pass all component(s) if he/she is to pass the subject.
Objectives	In this subject, the following cluster specific attributes will be emphasized: ☑ Use quantitative and qualitative data in analyzing social/political/economic issues; ☑ Consider various issues and their moral implications for local/national and global communities; ☑ Understand and critically evaluate different political systems, economic systems, and legal systems; ☑ Understand and critically evaluate different political ideologies and political philosophies; ☑ Consider and critically evaluate different approaches for studying local, national, and global problems; and ☑ Become better-informed citizens, well prepared to participate in public life and public decision-making.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: (a) identify the major paradigms that affect understanding of the world ○ 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) ○ 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 ○ 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 ○ 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.
Subject Synopsis/ Indicative Syllabus	• Perspectives and Actors in IR: unit of analysis, different paradigms/ theories ○ Unit and Level of Analysis

(Note 2)	○ 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 ○ International and Internal determinants of foreign policy behaviour ▪ 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 ○ WTO ○ IMF ○ World Bank ● International Organizations: ○ UN ○ European Union ● International Law: sovereignty, international criminal justice, sources of international law ● Global Issues: ○ Loss of biodiversity ○ Global climate change ○ Deforestation
Teaching/Learning Methodology (Note 3)	This subject adopts a flipped learning approach. Students are required to complete graded pre-class exercises on Blackboard based on assigned readings and short videos, so they acquire foundational knowledge before coming to class. These online tasks ensure that students engage with core concepts in advance and provide the instructor with feedback on areas of difficulty, which will be addressed in class. In the face-to-face sessions, class time is used for active and interactive learning. 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. 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. To meet the EW requirement, student are required to submit an individual report with 1500-2500 words in English.																																		
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table><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><tr><td>Individual Report</td><td>40% (10% from ELC; 30% from subject lecturer)</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Quizzes (25% x 2)</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Pre-class exercise</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="4"></td></tr></table> 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.	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	Individual Report	40% (10% from ELC; 30% from subject lecturer)	✓	✓	✓	✓	Quizzes (25% x 2)	50%	✓	✓	✓	✓	Pre-class exercise	10%	✓	✓	✓	✓	Total	100 %				
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Student Study Effort Expected	<table><tr><td>Class contact:</td><td></td></tr><tr><td>▪ Lecture</td><td>39 Hrs.</td></tr><tr><td>Other student study effort:</td><td></td></tr><tr><td>▪ Reading and Revising</td><td>35 Hrs.</td></tr></table>	Class contact:		▪ Lecture	39 Hrs.	Other student study effort:		▪ Reading and Revising	35 Hrs.																										
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	▪ Consultation, group meetings, preparation for the presentation & writing the presentation report	36 Hrs.
	Total student study effort * 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.	110 Hrs.
Reading List and References	Required Readings: [ER] Kegley, Charles W. Jr. (2014). <i>World Politics: Trend and Transformation</i>, international ed., Belmont, CA: Wadsworth Cengage Learning. [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) [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.) Supplementary Readings: 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. Baylis, John, Smith, Steve and Owens, Patricia (2008). <i>The Globalization of World Politics</i>, Oxford: Oxford University Press. Betts, R K (2017). <i>Conflict After the Cold War: Arguments on Causes of War and Peace</i>, 5th ed., London: Taylor & Francis Ltd Bhargava, Vinay Kumar (2006). <i>Global Issues for Global Citizens: An Introduction to Key Development Challenges</i>, Washington, DC: World Bank. Dunne, T., Kurki, M and Smith, S (eds) (2016). <i>International Relations Theories : Discipline and Diversity</i>, 4th ed., Oxford: OUP. Goldstein, Joshua S., and Pevehouse, Jon C (2010). <i>International Relations</i>, 9th ed., New York: Pearson/Longman. Hurrell, A (2017). <i>On Global Order : Power, Values, and the Constitution of International Society</i>, Oxford: OUP. Kelleher, Ann and Klein, Laura (2009). <i>Global Perspectives: A Handbook for Understanding Global Issues</i>, Upper Saddle River, N.J.: Pearson/Prentice Hall.	

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