

Course Title	:	International Political Economy
Course Code	:	SSC4207
Recommended Study Year	:	3 and 4
No. of Credits/Term	:	3
Mode of Tuition	:	Lecture-Tutorial/Sectional approach
Class Contact Hours	:	3 hours per week
Category in Major Prog.	:	IEP (Required Course) Stream
Discipline	:	Economics / Social Sciences
Prerequisite(s)	:	None
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	N/A

Brief Course Description

The International Political Economy (IPE) course offers a multidisciplinary approach to the study of modern society. IPE encourages the integrated analysis of economic problems and issues, using tools and methods of political science, economics, and sociology as informed by an understanding of history and tempered by appreciation of the differences in economic and political systems in the world. This course introduces four perspectives in IPE and thus offers such a broad and critical vision to look at the world and to understand current issues.

Aims

This course stresses the appreciation of competing theoretical perspectives, the consideration of multiple and over-lapping economic, political, and social linkages between and among global actors and events, and the application of this powerful framework to the analysis of a wide range of issues. IPE students necessarily learn to consider issues broadly, to see how issues and problems are interconnected, and to engage in critical and creative thinking.

Learning Outcomes (LOs)

Upon completion of this course, successful students should be able to:

1. demonstrate an understanding of some important international political economy's theories;
2. identify the problems in the current international monetary system and the impact of multinational corporations on their home and host countries; and
3. apply the knowledge to analyse critically the current important international political and economic events and identify possible solutions for the international problems raised.

Indicative Contents

- Introduction: Globalization
- Wealth and power : the mercantilist perspective
- Freedom and liberalism: The liberal perspective
- Domination and imperialism: The structuralist perspective
- Civil Society: The constructivist perspective
- Global issue 1 : Global trade, economic and cultural globalization
- Global issue 2 : Trade protections, trade agreements and the WTO system
- Global issue 3 : Trade policy issues and political links with international trade

Teaching Method

Lectures are supported by tutorials involving discussions, presentations and term paper. The instructor may adopt a flipped classroom approach in which students complete an assigned reading, take a pre-lecture quiz, and receive the ability to watch an explanatory lecture video prior to lecture. Lecture time will become an opportunity to expand on content for that week via extra discussion or guided research. Students are expected to participate actively in class discussions. Facilitated discussion will stimulate students to give critical responses to the reading and current events and enhance their analytical mind on the subject matter. In presentations and the News Portfolio, students will apply the theoretical approaches to analyse the current issues.

This course may be the subject of a Teaching Development Grant (TDG) in term 2 of the 2020-2021 academic year. The goal of the TDG is to evaluate how students use the online resources provided by textbook publishers. The TDG will provide the relevant resources to students at no cost to the students. Students can choose to use or not use these resources as they prefer. However, the course instructor will invite students to report their decision and their explanation as part of the reporting on the TDG. Cooperation with such reporting is entirely voluntary on the part of the students and will not affect their marks earned or final grade in any way. The instructor will keep students regarding the status of this aspect.

Measurement of Learning Outcomes

1. Quizzes administered on a regular basis (online and in lecture) will ensure that students 1) revise on a regular basis, 2) do not fall behind in learning factual material, and 3) receive the opportunity to practice simple intellectual analysis. Some quizzes may consist of multiple-choice questions while others will be open-ended. There will be no make-ups for quizzes though the instructor may drop the lowest or 2 lowest quizzes of a term in the event that students miss lecture for various reasons. The instructor will provide additional details in lecture. (LOs 1-3)

2. Each week beginning approximately after the midterm (to be confirmed later), students will submit a news article published within the last year concerning a topic being discussed in lecture that week. The article must come from a well-respected international news source. Here are examples (note that this list is not exhaustive):
 - a. BBC ([English](#), [Cantonese](#), [Putonghua](#))
 - b. The New York Times ([English](#) and [Chinese](#))
 - c. [France24](#)/RFI ([English](#) and [Chinese](#))
 - d. Australian Broadcast Corporation ([English](#) and [Chinese](#))
 - e. Deutsche Welle ([English](#) and [Chinese](#))
 - f. [National Public Radio](#)
 - g. [Marketplace](#)
 - h. [The World](#) (Public Radio International)

Students must summarize the article (no more than 1.5 pages) and write a commentary (at least 1 full page but no more than 3 pages) about how the article informs our understanding of international political-economy concepts studied in class or how our understanding of those concepts informs our understanding of the article. The article need not be in English. Students will maintain a portfolio of news stories about socio-economics concepts. All assignments will be submitted through Moodle's Turnitin. Make sure that you submit the correct file to Turnitin as you may not be able to remove and re-submit your assignment if you make a mistake. All assignments unless otherwise stated require attaching a coversheet. This coversheet is available on Moodle. If you fail to include this coversheet or if you fill it out incorrectly, you will lose 3 marks on the assignment.

In tutorial, students will volunteer or be called on to present the articles from their News portfolio or their completed answers to an optional homework/sample exam question. Students will be expected to describe the story and explain it using concepts and tools presented in lecture and in the readings.

3. A midterm will assess students' overall understanding and applications of economic and political concepts introduced in the course. (LOs 1-3)
4. A final exam covering post-midterm topics will assess students' overall understanding and applications of economic and political concepts introduced in the course. (LOs 1-3)
5. The instructor will follow a Socratic method in which the instructor poses questions to the students and facilitates classroom discussion. Students who answer promptly and fully will receive points to reward them for engaging fully in the academic community and demonstrating a commitment to the class. Students who do otherwise will receive few to no points as befits those who seek "to free ride" on the work of others. (LOs 1-3)

Assessment

Midterm examination	20%
Final examination (non-cumulative)	20%
Pre-lecture quizzes	10%
In-lecture quizzes	10%
Classroom participation	20%
News Portfolio	20%

Good Practices

1. Each study group is required to meet the instructor/tutor and hand in the outline for discussion before the presentation.
2. An on-line CTLE course teaching and learning evaluation will be conducted about 6 weeks after the term begins. Students can give early feedback regarding the course.
3. All necessary course materials and readings will be uploaded at the course web site in due time over the course of the term. Students are expected to read relevant materials beforehand and be well prepared for classes and presentations.
4. Group presentation and term paper writing provide good chance to lift up the English proficiency of the students. They are expected to present their research findings in English fluently and confidently. Students are encouraged to form tutorial groups with exchange students so that they are exposed to different cultural background and knowledge structures from different regions and countries.
5. The instructor will give immediate comments and suggestions for further improvements to tutorial presentations to students. Students have full interactions with the instructor and their peers about the feedback and suggestions in tutorial sessions and also during office hours provided by the instructor.

Required/ Essential Readings

Balaam, David N. and Bradford L. Dillman, *Introduction to International Political Economy*, 7th Edition, Routledge, 2018 (available on Library reserve)

Warning against plagiarism

Sources of quotations should be spelled out clearly. Taking others' writings as your own is plagiarism and will be taken seriously and punished accordingly. Changing just a few words within a passage is not enough to avoid plagiarism. I.e., the following examples (an original text and how a student might change that text) would be instances of plagiarism resulting in punishment:

Original	Not original enough to avoid plagiarism
Interviews were conducted by teams of students from the countries surveyed who had business experience and training. The managers interviewed were middle managers, since they were familiar with day-to-day operations as well as the management practices of the firm (for example hiring and firing decisions, performance reviews).	To collect the data, teams of MBA-type students were hired to conduct the telephone interviews, as they had some business experience and training. The survey was completed by plant managers in manufacturing, retail store managers, school principals or headmasters, etc. This level of middle managers was purposely selected, as they were senior enough to have an overview of management practices but not so senior as to be detached from day-to-day operations.
In a randomized field experiment, subjects (in this case, firms in India) are randomly assigned to either a treatment or a control group. Researchers try to ensure that there are no other differences between the groups besides the treatment (as in laboratory experiments where researchers only change one thing). Since the assignment is random, we are more confident that any observed differences between the treatment and control groups after the treatment phase are due to the treatment itself (improved management practices), rather than other variables. As long as the randomization has been done properly, we can make causal statements such as 'improved	Subjects are uniformly allocated to either a procedure or a control group in a randomized field experiment. Researchers aim to ensure that, besides the procedure, there are no other variations between the groups (as in laboratory studies where only one element is modified by researchers). We are more sure that all reported discrepancies in the treatment and control groups during the treatment process are related to the treatment itself, because the classification is random, rather than other causes. They may render causal claims such as 'improved management practices triggered a productivity boost' as long as the randomization has been performed correctly.

management practices caused a productivity increase’.	
To use reported life satisfaction in interpersonal and cross-country comparisons, we need to assume that all individuals share similar presuppositions and answer the questions in similar environments and contexts.	To use self-reported life satisfaction as an assumption to measure interpersonal and across countries, we need to assume that all respondents from a different cultural background share the same presumption and perception of “life satisfaction”. The interview must also be conducted in a similar if not identical environment and under the same contexts in order to prevent confounding variables.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to follow university regulations governing academic integrity and honesty strictly.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

Comments on online teaching:

If part or all of this class will take place online, then the teaching arrangement will be as follows. Lecture and tutorial will take place via Zoom (unless the instructor announces a different platform). Students must have their cameras turned on so that the instructor can verify that they are paying attention unless students can provide strong justification for having the camera turned off. Students should note that many devices allow the option of blurring the background. Students may keep themselves mute but must be ready to unmute themselves in order to make comments or to answer questions asked by the instructor. The reason for requiring that cameras be turned on is that online teaching makes it too easy for students to lose focus and become disengaged from the class. This loss of focus and disengagement almost surely harms a student’s performance. Therefore, the instructor has adopted this policy on cameras in order to prevent students from falling behind.

Rubric for Classroom participation

Marks	Descriptor
6	The student is prepared, readily contributes to the conversation but doesn't dominate it; makes thoughtful contributions that advance the conversation; shows interest in and respect for others' views; participates actively in small groups.
5	<p>The student comes to class prepared and makes thoughtful comments when called upon; contributes occasionally without prompting; shows interest in and respect for others' views; participates actively in small groups.</p> <p>A score of 5 may also be appropriate to an active participant whose contributions are less developed or cogent than those of a 6 but still advance the conversation.</p>
4	The student participates in discussion, but in a problematic way. Such students may talk too much, make rambling or tangential contributions, take way too long to form an intelligent thought, continually interrupt the instructor with digressive questions, bluff their way when unprepared, or otherwise dominate discussions, not acknowledging cues of annoyance from instructor or students.
3	The student comes to class prepared, but does not voluntarily contribute to discussions and gives only minimal answers when called upon. Nevertheless the student shows interest in the discussion, listens attentively, and takes notes.
2-1	The student is on the margin of the class and does not participate.

Rubric for quizzes

Excellent: 4 marks	Acceptable: 2-3 marks	Poor: 1 mark
The response is from appropriate, clear, direct, and accurate.	The information in the response is mostly relevant and generally correct.	The response contains several factual errors.

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Grading Rubric for News Portfolio Assignments

Criteria	Exemplary (4 marks)	Accomplished (3 marks)	Developing (2 marks)	Beginning (1 mark)	Fail
Thesis & Focus	<ul style="list-style-type: none"> Fully addresses the questions and demonstrates a thorough and accurate understanding of the important issues or themes in the questions; Connects questions to broader issues in theories/concepts and real life Clear, precise, original, well-defined and well-positioned answers which are sophisticated in both statement and insight 	<ul style="list-style-type: none"> Demonstrates a rather complete understanding of the important issues or themes in the questions relating to theories/concepts and real life Clear, specific, argumentative answers, may have left minor terms undefined 	<ul style="list-style-type: none"> Demonstrates an incomplete understanding of the important issues or themes in the questions but attempts to relate theories/concepts and real life Some intelligible ideas, but the answer is weak, unclear, or too broad, may not define several central terms 	<ul style="list-style-type: none"> Demonstrates severe misconceptions about the important themes or issues; Fails to connect to theories/concepts or real life Answers vague or not central to argument, central terms not defined 	Plagiarism or fails to meet any descriptor to the left
Analysis & Argumentation	<ul style="list-style-type: none"> Thoroughly interprets and evaluates the information; Distinguish among fact, opinion and value judgments Comprehensively analyzes and synthesizes the issues from multiple perspectives or dimensions Evaluates implications and complications or responds to counter-arguments 	<ul style="list-style-type: none"> Information with some interpretation and evaluation; Attempts to distinguish from fact, opinion and value judgments Offers analyses and evaluations of obvious alternative points of view, perspectives or dimensions Most ideas are elaborated 	<ul style="list-style-type: none"> Interprets and evaluates information, but may overlook some important information Superficially evaluates obvious alternative points of view, perspectives or dimensions Connections between some ideas and facts are not elaborated clearly 	<ul style="list-style-type: none"> Lists information without justification Superficially analyzes or synthesizes the issues Single perspective is discussed Connections between ideas and facts are not made 	
Evidence & Support	<ul style="list-style-type: none"> Evidence is very relevant, accurate, complete, well documented and integrated, and appropriate to support the arguments A wide range of relevant scholarly sources is used and assessed analytically and critically, including lectures and course readings and information not explicitly discussed in class Provides detailed and proper footnotes/endnotes Correct citation of sources 	<ul style="list-style-type: none"> Provides necessary evidence to convince reader of most aspects of the main argument but not all Evidence is relevant, accurate, and well documented, but may not well integrated Some variety of sources are used Provides some details in footnotes/endnotes Citation style often used correctly 	<ul style="list-style-type: none"> Some evidence but not enough to develop argument in unified way Evidence may be inaccurate, irrelevant, or inappropriate to support the arguments Uses only a few of the sources provided in class, or does not analyze the sources Provides limited detail in footnotes/endnotes Frequent errors in citation style 	<ul style="list-style-type: none"> Much of information included is irrelevant and inadequate to support the arguments with numerous factual mistakes, omissions or oversimplifications Only minimally uses sources provided in class without any analysis, or relies exclusively on non-scholarly outside sources No citation or footnotes/endnotes or incorrectly cites the sources 	
Writing & Structure	<ul style="list-style-type: none"> Solid topic sentences in paragraphs Each sentence structured effectively, rich, well-chosen variety of sentence styles and length Almost entirely free of spelling, punctuation, and grammatical errors Well organized, clear and presents ideas in a coherent and analytical manner 	<ul style="list-style-type: none"> Acceptable topic sentences in paragraphs Effective and varied sentences; Some errors in sentence construction May contain a few errors, which may annoy the reader but not impede understanding 	<ul style="list-style-type: none"> Weak topic sentences in paragraphs Sentences show errors of structure and little or no variety Contains several mechanics errors, which may confuse the reader but not impede the overall understanding; Careful proofreading not evident 	<ul style="list-style-type: none"> Poor topic sentences in paragraphs Multiple and serious errors of sentence structure Contains serious errors that block the reader's understanding; Proofreading not evident 	

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Grading Rubric for the midterm and final examination

	4 marks	3 marks	2 marks	1 mark	0 marks
Analysis	The response has a clear thesis that is analytically interesting and creative, plausible; the analysis has impressive depth	The response meets most of the criteria listed in the column to the left, but is lacking in one or more of them-or accomplishes all of them at a slightly lower level than excellence	The response has an identifiable thesis, but it may be a bit mundane or uninteresting, and not particularly creative; the analysis is superficial	The response has an identifiable thesis, but it is not analytically interesting, plausible; there is little analysis	The response lacks any clear thesis and little to no analysis.
Documentation	The response provides ample evidence in support of its thesis, with no extraneous detail; evidence is well-connected to the thesis; documentation is clear.	The response provides significant amounts of supporting evidence, well-connected to the thesis; some detail is extraneous; documentation is mostly clear.	The response provides supporting evidence, but less than is needed to make the argument; there is a significant amount of extraneous detail; documentation is incomplete or unclear.	The details of the response relate very thinly to a main argument; the evidence is poorly documented.	The response provides little to no evidence in support of a main argument; most evidence provided is undocumented.
Organization	All writing relates to the thesis in a clear manner; individual paragraphs have a clear focus; there are clear transitions between paragraphs or ideas when appropriate; the order in which the ideas are presented makes sense.	Nearly all writing relates to the thesis in a clear manner; all or most individual paragraphs have a clear focus; there are generally clear transitions between paragraphs or ideas; the order in which the ideas are presented makes sense.	Most writing relates to the thesis in a clear manner, most individual paragraphs have a clear focus, and the order in which the ideas are presented generally makes sense; but there are often unclear transitions between ideas.	Most writing relates to the thesis in a clear manner, most individual paragraphs have a clear focus; it is often unclear why ideas are presented in their particular order, and there are often unclear transitions between ideas.	The response is extremely disorganized to the point that the order in which ideas are presented appears virtually random.
Language skills	The writing displays excellent English language skills, with few mistakes, and is easily understandable	The writing contains several fairly minor errors, but the writing is clear and understandable	The writing contains several minor errors and/or a few major ones; the writing is mostly clear but may be difficult to understand in places.	The writing contains numerous writing errors that are serious enough that the paper is very difficult to understand	The writing contains an unacceptably large number of writing errors, major or minor, to the point of making it difficult or impossible to understand.

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Presentation rubric

	4 marks	3 marks	2 marks	1 mark	0 marks
Analysis and topic	Presentation has a clear thesis that is analytically interesting and creative, plausible; the analysis has impressive depth	Presentation meets most of the criteria listed in the column to the left, but is lacking in one or more of them-or accomplishes all of them at a slightly lower level than excellence	Presentation has an identifiable thesis, but it may be a bit mundane or uninteresting, and not particularly creative; the analysis is superficial	Presentation has an identifiable thesis, but it is not analytically interesting, plausible; there is little analysis	Presentation lacks any clear thesis and little to no analysis
Documentation	Presentation provides ample evidence in support of its thesis, with no extraneous detail; evidence is well-connected to the thesis; documentation is clear	Presentation provides significant amounts of supporting evidence, well-connected to the thesis; some detail is extraneous; documentation is mostly clear	Presentation provides supporting evidence, but less than is needed to make the argument; there is a significant amount of extraneous detail; documentation is incomplete or unclear	The details of the presentation relate very thinly to a main argument; the evidence is poorly documented	Presentation provides little to no evidence in support of a main argument; most evidence provided is undocumented
Organization	All sections relate to the thesis in a clear manner; individual sections have a clear focus; there are clear transitions between sections or ideas; the order in which the ideas are presented makes sense	Nearly all sections relate to the thesis in a clear manner; all or most individual sections have a clear focus; there are generally clear transitions between sections or ideas; the order in which the ideas are presented makes sense	Most sections relate to the thesis in a clear manner, most individual sections have a clear focus, and the order in which the ideas are presented generally makes sense; but there are often unclear transitions between ideas	Most sections relate to the thesis in a clear manner, most individual sections have a clear focus; it is often unclear why ideas are presented in their particular order, and there are often unclear transitions between ideas	The presentation is extremely disorganized to the point that the order in which ideas are presented appears virtually random
Language skills	Presentation displays excellent spoken and written English language skills, with few mistakes, and is easily understandable	Presentation contains several fairly minor errors, but the spoken and written language is clear and understandable	Presentation contains several minor errors and/ or a few major ones; the language is mostly clear but may be difficult to understand in places.	Presentation contains numerous language errors that are serious enough that the presentation is very difficult to understand	Presentation contains an unacceptably large number of language errors, major or minor, to the point of making it difficult or impossible to understand