

**City University of Hong Kong
Course Syllabus**

**offered by College of Business
with effect from Semester B 2023 / 24**

Part I Course Overview

Course Title: International Relations and World Development

Course Code: FB6925P

Course Duration: Intensive Mode: 4 days

Credit Units: 2

Level: P6

Medium of Instruction: Putonghua

Medium of Assessment: Chinese

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

The course aims to provide students the opportunity to understand the current situation, problems and trends of international relations, world economy, politics, society, and cultural development; the development and changes of major countries and regions in the world, national strategies, and their impact on the world and China; China's development, prospects and influence in the world position, role and influence.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Understand the overall international relations and world development, trends, problems and challenges	30%	✓	✓	
2.	Understand China's development situation, problems, trends, functions and influences, cultivate international vision, establish international awareness, and have long-term and comprehensive strategic thinking capabilities; realize the requirements of education that is oriented to the world, oriented to modernization, and oriented to the future.	30%	✓	✓	✓
3.	Demonstrate an international perspective, establish international awareness, and have long-term and comprehensive strategic thinking capabilities; realize the requirements of education facing the world, modernization, and the future.	40%	✓	✓	✓
		100%			

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.			Hours/week (if applicable)
		1	2	3	
Lectures	Identify and recognize the related concepts and principles.	✓	✓	✓	
Readings	Consolidate the understanding on lecture information by reading books, articles, reports and official documents.	✓	✓		
Discussion and Sharing	Strengthen major concepts and frameworks by discussion.	✓	✓	✓	
Essay-writing	Conduct independent research and accomplish an individual essay on a specific topic with a thoughtful integration of the readings and arguments presented in class.		✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.			Weighting	Remarks
	1	2	3		
Continuous Assessment: 100%					
Class Participation and Discussion	✓	✓	✓	20%	
Written Assignment		✓	✓	80%	
Examination: % (duration: , if applicable)				100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Class Participation and Discussion		Contribute frequently to the class discussions, promoting exchange of ideas from different perspectives.	Contribute regularly to the class discussions, promoting exchange of ideas from different perspectives.	Contribute occasionally to the class discussions, promoting exchange of ideas from different perspectives.	Fail to contribute to the class discussions.
2. Written Assignment		As in Good but with a higher degree of originality and internalization to form a well-defined perspective on the subject matter. Strong evidence of reflection on own position based on a comprehensive understanding of principles/conceptual framework and the contemporary context. Generalizes principles, models or practices to generate new insights and questions. A soundly structured essay with balanced and compelling conclusions thoroughly grounded in the arguments presented.	The arguments demonstrate a good appreciation of the subject matter, principles/ conceptual framework and the contemporary context with indications of reflection on own position. Some new insights and questions offered with clear evidence of learning from the lectures and of the ability to apply it. A well-structured, original essay with conclusions properly grounded in the arguments and convincingly justified.	The arguments are relevant and accurate but isolated, addressing the subject matter only in part and lacking both a strong grounding in principles/ conceptual framework and understanding of the contemporary context. No originality, weak justification of conclusions and poorly structured.	Little evidence of familiarity with the subject matter; Fail to submit the individual essay.

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class Participation and Discussion		Contribute frequently to the class discussions, promoting exchange of ideas from different perspectives.	Contribute regularly to the class discussions, promoting exchange of ideas from different perspectives.	Contribute from time to time to the class discussions, promoting exchange of ideas from different perspectives.	Contribute occasionally to the class discussions, promoting exchange of ideas from different perspectives.	Fail to participate in class.
2. Written Assignment		As in Good but with a higher degree of originality and internalization to form a well-defined perspective on the subject matter. Strong evidence of reflection on own position based on a comprehensive understanding of principles/conceptual framework and the contemporary context. Generalizes principles, models or practices to generate new insights and questions. A soundly structured essay with balanced and compelling conclusions thoroughly grounded in the arguments presented.	The arguments demonstrate a good appreciation of the subject matter, principles/ conceptual framework and the contemporary context with indications of reflection on own position. Some new insights and questions offered with clear evidence of learning from the lectures and of the ability to apply it. A well-structured, original essay with conclusions properly grounded in the arguments and convincingly justified.	The arguments are relevant, accurate but they fall short of a comprehensive understanding of the subject matter, principles/ conceptual framework and the contemporary context. Some evidence of learning from the case studies and of the ability to apply it. Fair justification of arguments and conclusions but little originality demonstrated. Essay structure needs improvement.	The arguments are relevant and accurate but isolated, addressing the subject matter only in part and lacking both a strong grounding in principles/ conceptual framework and understanding of the contemporary context. No originality, weak justification of conclusions and poorly structured.	Little evidence of familiarity with the subject matter; Fail to submit the individual essay.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

- World Development Trends: Distribution of International Power and Changes in the World Pattern
- Long-term trends in the development of the world and China
- The Development of Developing Countries and China's Role
- Trends in International Society, Thought, and Culture Development
- The process of European integration and the role of the status of the European Union
- The Development and Change of the United States and Its World Impact

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	弗朗西斯·福山：《政治秩序和政治衰败》（中文版），中信出版社，2015
2.	皮凯蒂：《21 世纪资本论》（中文版），中信出版社，2015 年
3.	亨利·基辛格：《世界秩序》9 中文版，中信出版社，2015 年

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	楚树龙：《国际关系基本理论》，清华大学出版社，2003 年
2.	楚树龙、金威：《中国外交战略和政策》，时事出版社，2008 年。
3.	【西班牙】圣地亚哥·加奥纳·弗拉加，《欧洲一体化—过去与现在》（中译本），社会科学文献出版社，2009.
4.	周弘主编：《认识变化的欧洲》，社会科学文献出版社，2013 年。
5.	徐平：《苦涩的日本》，北京大学出版社，2012 年。
6.	陈友骏：《日本的新政治经济》，时事出版社，2013 年。
7.	张国有主编：《俄罗斯的变化与重新崛起》，北京大学出版社，2014 年。
8.	【印】卡迈勒·纳特：《崛起的印度》（中译本），湖南人民出版社，2012 年。
9.	李放、卜凡鹏主编：《印度：飞舞的“大象之国”》，民主与建设出版社，2013 年。
10.	Michael Reid, Brazil: The Troubled Rise of a Global Power. New Haven and London: Yale University Press, 2014.
11.	李放、卜凡鹏主编：《巴西：“美洲豹”的腾飞》，民主与建设出版社，2013 年。
12.	刘鸿武主编：《非洲地区发展报告 2012-2013》，中国社会科学出版社，2013 年。
13.	苏振兴主编：《拉美国家现代化进程及其启示》，知识产权出版社，2012 年。
14.	期刊：Foreign Affairs, 《国际经济评论》、《世界经济与政治》，《现代国际关系》，《国际问题研究》。
15.	报纸：《环球时报》、《人民日报》。