

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public and International Affairs
with effect from Semester B 2024/25**

Part I Course Overview

Course Title: International Political Economy

Course Code: PIA5023

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) AIS5023 International Political Economy

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

IPE is a thriving sub-discipline that seeks to combine political and economic variables in its analysis of the changing global economy. Challenging purely economic analysis, one scholar (Andrew Walter) rightly asks, “why do most countries ignore economists and raise barriers to trade?” In this course, we consider whether there are persistent patterns (national capitalisms), new patterns (globalization and regionalization) and key geographic sites (global cities). Multinational corporations (MNCs) play a prominent role in the production, consumption and exchange of goods and services in most economies. One of our objectives is to investigate the ways through which MNCs seek to enhance their positions in a competitive and volatile global economy. We also examine the themes of economic approaches to the environment, food and the global economy, the global illicit economy and the future of Hong Kong logistics.

We want to think closely about the following questions concerning the IPE and our case studies:

- Which are the key actors in IPE?
- At what level of analysis should we study these actors?
- Is there continuity or change in the global political economy?
- How can we see a link between the global political economy and Asia/Hong Kong?

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.	Explain how scholars in this discipline draw together political and economic analysis of the international economy		✓	✓	✓
2.	Identify the key debates over the study of the global financial and production systems		✓	✓	✓
3.	Develop arguments concerning the sources of power in the global economy		✓	✓	✓
4.	Present well thought-out analysis on the likelihood of change in the global economy		✓	✓	✓
		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 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.

3. Learning and Teaching Activities (LTAs)

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

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	Critically evaluate readings and draw on this new knowledge during lectures	✓	✓	✓	✓			
2	Fully engage in student-led discussions during class time	✓	✓	✓	✓			
3	Reflect on the value of documentaries in better understanding the operation of the global political economy	✓	✓	✓	✓			
4	Work together with other students on mini case studies to develop research, collaborative and creative thinking skills	✓	✓	✓	✓			

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	4				
Continuous Assessment: 100%								
Debate	✓	✓	✓	✓			20	Students will develop a strong case in favour or against a motion in 4 versus 4 debates. Three speakers from each team will take turns speaking for 2 minutes each to develop the group's central argument. No PowerPoint slides will be used. There will then be a rebuttal session where each group gets to challenge two points made by the other side and the other side gets a chance to respond. Each rebuttal is two minutes long. Finally, the student who did not speak in the opening statements is responsible for a 2-minute closing statement on behalf of the group. Half of the debates will feature a cooperative element at the end of the debate, in which the two teams are asked to look beyond competitive terms of debating and come together to form a consensus on the best points made in the debate and a path forward. Sample debate topics include: The globalization era has passed and we have now entered a period of deglobalization; Parag Khanna is right . . the Belt and Road project has diluted Chinese influence rather than strengthened it; Shanghai is less important than Hong Kong as a global city; To tackle growing levels of obesity, a tax on high-sugar food products, especially drinks like Coke and Pepsi, should be implemented; Nolan is wrong . . . the top global companies are no overwhelmingly Western headquartered; and "The Bloomberg column headlined 'Even after \$100 billion, self-driving cars are going nowhere' accurately captures the failing

								attempt to bring self-driving cars to society at scale.”
Letter to Editor	✓	✓	✓	✓			15	To teach students to write concisely and to test their critical skills in reading media materials, they will be required to submit a letter to the editor. This is not a mock exercise. They have to physically submit their letter to a major news outlet. Students will read about the global economy on a daily basis and think of an interesting angle on which to write a letter to the editor concerning one of their stories or letters, or an issue in the news generally. role in smaller groups, when appropriate
Participation	✓	✓	✓	✓			15	Grading here is based on active and informed participation. Being active means contributing insights, asking questions and being a good listener. Being informed entails careful reading of the course materials.
Research essay	✓	✓	✓	✓			50	The most important piece of assessment comes last when the discoveries from theories and cases during semester will be applied in the form of intensive research. The findings will be presented in a research essay.
Examination: 0% (duration: N/A , 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 before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Debate	Performance in presenting point of view, evidence, and rebuttals in a debate	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.	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.	Evidence of incomplete/marginal ability to analyse material presented in lectures and discussion groups. Demonstrating only a general understanding of lectures and reading materials. Student cannot make sustained arguments or reach convincing conclusions.	Evidence of limited comprehension of the lectures or readings materials. The presentation 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.	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.
2. Letter to editor	Quality of argument and evidence assembled in a letter to the editor submitted to a publication	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.	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.	Evidence of incomplete/marginal ability to analyse material presented in lectures and discussion groups. Demonstrating only a general understanding of lectures and reading materials. Student cannot make sustained arguments or reach convincing conclusions.	Evidence of limited comprehension of the lectures or readings materials. 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.	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.
3. Participation	Quantity/quality of questions and comments raised each week	Evidence of excellent conceptual and critical thinking. Ability to comprehend and critique	Evidence of good conceptual and critical thinking. Major themes of the lectures and	While the student has regularly attended class, performance has been below class average	The student was marginal in class dicussions. Limited participation in	Little or no effort put into the course. The student has failed to demonstrate even a

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		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.	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.	demonstrating only a general understanding of lectures and reading materials.	discussions and groupwork.	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.
4. Research essay	Research, analysis and argument in major paper	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.	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.	Evidence of incomplete/marginal ability to analyse material presented in lectures and discussion groups. Demonstrating only a general understanding of lectures and reading materials. Student cannot make sustained arguments or reach convincing conclusions.	Evidence of limited comprehension of the lectures or readings materials. 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.	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.

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Debate	Performance in presenting point of view, evidence, and rebuttals in a debate	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.	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.	Evidence of limited comprehension of the lectures or readings materials. The presentation 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.	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.
2. Letter to editor	Quality of argument and evidence assembled in a letter to the editor submitted to a publication	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.	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.	Evidence of limited comprehension of the lectures or readings materials. 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.	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.
3. Participation	Quantity/quality of questions and comments raised each week	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.	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.	The student was marginal in class discussions. Limited participation in discussions and groupwork.	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.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
4. Research essay	Research, analysis and argument in major paper	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.	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.	Evidence of limited comprehension of the lectures or readings materials. 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.	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.

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.)

Anti-globalization movement, classical political economy, climate change, convergence, divergence and national capitalisms, crisis and the world economy, domestic politics and international political economy, economic nationalism, food and the global political economy, foreign investment, global cities, global finance, global industries, international trade, key economies (US, Europe, Japan, China, India, Brazil), labour, multinational corporations, new actors (hedge funds and private equity funds), new political economy, private economic governance, regions, the state in a competitive global economy, technology, transnational capitalist class, wildlife trade and global illicit economy.

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.)

Ravenhill, J., 2020. *Global Political Economy*. Oxford: Oxford University Press.

O'Brien, R. & Williams, M., 2020. *Global Political Economy: Evolution and Dynamics*. Houndmills: Palgrave Macmillan.

2.2 Additional Readings

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

Anderson, "The Last Two Northern White Rhinos On Earth: What will we lose when Najin and Fatu die?" *New York Times Magazine*, January 6, 2021.

Balaam and Dillman, "The Illicit Global Economy: The Dark Side of Globalization" in Balaam and Dillman, *Introduction to International Political Economy*.

Baldwin, "Globalization is Close To Its 'Holy Cow' Moment" *Chicago Booth Review*, 30 April 2018.

Bhagwati, "Culture Imperiled or Enriched?" in Bhagwati, *In Defense of Globalization*.

Brawley, "The Politics of International Investment," in Brawley, *Power, Money & Trade*.

Breslin, "Regions and Regionalism in World Politics" in Beeson and Bisley (eds) *Issues in 21st Century World Politics*.

Buzan, "The Timeless Wisdom of Realism?" in Smith et al (eds) *International Theory: Positivism and Beyond*.

Carrington, "Reasons to be hopeful: the climate solutions available now" *The Guardian*, October 31, 2021.

Cohen, "Introduction" in Cohen, *International Political Economy: An Intellectual History*.

Douhat, "One Cheer for the Green New Deal" *New York Times*, 9 February 2019.

Evans, Jon "It is Engineers, not Politicians Who Can Solve Climate Change" *The Walrus*, June 13, 2017.

Fickling, "Singapore's Long-Awaited Moment May Have Arrived" *Bloomberg*

Gillis, Justin "Forget the Carbon Tax for Now" *The New York Times*, December 27, 2018.

Gilpin, "Three Ideologies of Political Economy" in Gilpin, *The Political Economy of International Relations*, pp. 25-54.

Goff, "It's Got to be Sheep's Milk or Nothing!" in Helleiner and Pickel (eds) *Economic Nationalism in a Globalizing World*.

- Guillen, *The Limits of Convergence: Globalization and Organizational Change in Argentina, South Korea and Spain*.
- Hay, “International Relations Theory and Globalization” in Dunne et al, *International Relations Theories: Discipline and Diversity*.
- Ikenberry, “Liberal Hegemony and the Future of American Postwar Order” in Paul and Hall (eds) *International Order and the Future of World Politics*.
- Khanna, Parag, “Washington Is Dismissing China’s Belt and Road. That’s a Huge Strategic Mistake” *Politico*, April 30, 2019.
- Kratke, “Cities in Contemporary Capitalism” *International Journal of Urban and Regional Research*, 2014.
- Kirschner, “Realist Political Economy: Traditional Themes and Contemporary Challenges” in Blyth (ed) *Routledge Handbook of International Political Economy: IPE as a Global Conversation*.
- Lorr, Benjamin (2020) *The Secret Life of Groceries: The Dark Miracle of the American Supermarket*
- Martens et al., “New Directions in Globalization Indices” *Globalizations*, Vol. 12, No. 2, 217-228.
- Metz, “The Costly Pursuit of Self-Driving Cars Continues On. And On. And On” *New York Times*, May 24, 2021.
- Minter, Adam “How To Solve the Plastic Crisis” *Bloomberg*, June 26, 2018.
- Monbiot, George (2020) “Lab-grown Food Will Soon Destroy Farming—and Save the Planet” *The Guardian*, 8 January 2020.
- Nair, “The Developed World is Missing the Point About Modern Slavery” *Time*, June 20, 2016.
- Nolan, “Is China Buying the World?” *World Financial Review*, November 12, 2013.
- O’Brien and Williams, “Methods and Theorists” in O’Brien and Williams, *Global Political Economy: Evolution and Dynamics*.
- Palan, “New Trends in Global Political Economy” in Palan (ed) *Global Political Economy: Contemporary Theories*.
- Phillips, “Globalizing the Study of International Political Economy” in Phillips (ed) *Globalizing International Political Economy*.
- Sassen, “The Global City: Introducing a Concept” *Brown Journal of World Affairs*, Vol. XI, No. 2 (2005).
- Scholte, “Defining Globalisation” *The World Economy*, Vol. 31, No. 11 (2008).
- Sinclair, “Beyond International Relations Theory: Robert W. Cox and Approaches to World Order” in Cox, *Approaches to World Order*.
- Thomas, Richard, Williams, Mark, Zalasiewicz, Bennett, Carys, “How Chickens Became the Ultimate Symbol of the Anthropocene” *The Conversation*, 12 December 2018.
- Thompson, “The End of Work” *The Atlantic*, July/August 2015.
- Whitley, “East Asia and Anglo-American Business Systems” in Thompson (ed) *Economic Dynamism in the Asia-Pacific: The Growth of Integration and Competitiveness*.