

**City University of Hong Kong
Course Syllabus**

**offered Department of of Asian and International Studies
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	International Organisations
Course Code:	AIS4122
Course Duration:	One semester
Credit Units:	3
Level:	B4
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course looks at the role of international organisations in relation to states and citizens around the world. In doing so, it builds on the theoretical and empirical material and methods of discovery introduced in AIS 3123 Theories of Development. We maintain a primary focus on Asia, so we will look closely at the Asian Development Bank, ASEAN and APEC, as well as some leading global organisations – the IMF, the World Bank, the OECD, and the G20. The principal focus is on the response of the international organisations to the changing global economy and the rise of Asia within it.

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 roles of the primary international and regional institutions (UN, World Bank, IMF, OECD, G20; ADB, ASEAN)		√		
2.	Reflect critically upon the role played by these organisations in relation to citizens and states		√	√	
3.	Apply discovery-related skills to the current practice of these organisations in specific countries and issue areas		√	√	√
4.	Demonstrate those skills in oral presentation and in writing			√	
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	4			
1-4	Lectures	√	√	√	√			
1-4	Tutorial Presentation	√	√	√	√			
1-4	Essay	√	√	√	√			
1-4	Quiz	√	√	√	√			

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: ____%								
Group Tutorial Presentation	√	√	√	√			25%	Incorporating independent research from group members
Individual Tutorial Participation	√	√	√	√			10%	
Essay	√	√	√	√			35%	Critical assessment of a topical policy area
Quiz	√	√	√	√			30%	Including one essay on a current issue 'live' followed during the course and individually researched (e.g. 2011-12 World Bank succession)
Examination: ____% (duration: _____, if applicable)								

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group Tutorial Presentation	Students in groups to present on current affairs topics and facilitate Q-&-A sessions	Presentation with excellent analysis, argument, research and organization.	Presentation with good analysis, argument, research and organization.	Presentation with adequate analysis, argument, research and organization.	Presentation with marginal analysis, argument, research and organization.	Presentation with poor analysis, argument, research and organization
2. Individual Tutorial Participation	Students will work individually to present on current affairs topics and facilitate Q-&-A sessions	Presentation with excellent analysis, argument, research and organization.	Presentation with good analysis, argument, research and organization.	Presentation with adequate analysis, argument, research and organization.	Presentation with marginal analysis, argument, research and organization.	Presentation with poor analysis, argument, research and organization
3. Essay	Show ability to understand, analyse and organise a topical policy area with critical thinking	Excellent ability to understand, analyse and organise a topical policy area with critical thinking	Good ability to understand, analyse and organise a topical policy area with critical thinking	Adequate ability to understand, analyse and organise a topical policy area with critical thinking	Limited ability to understand, analyse and organise a topical policy area with critical thinking	Little or no ability to understand, analyse and organise a topical policy area with critical thinking
4. Quiz	Assessment will be based on capacity to master the topics covered in class, a evidence of critical thinking and extensive knowledge base	Excellent knowledge of the topics covered in class, strong evidence of critical thinking and extensive knowledge base	Good knowledge of the topics covered in class, some evidence of critical thinking and good knowledge base	Adequate knowledge of the topics covered in class, adequate evidence of critical thinking and adequate knowledge bas	Limited knowledge of the topics covered in class, little evidence of critical thinking and marginal knowledge base	Inadequate knowledge of the topics covered in class, no evidence of critical thinking and poor knowledge base

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.)

Realism, Liberalism, UN, World Bank, IMF, WTO, ASEAN, APEC, technical regimes, transnational government networks, NATO, environmental treaties

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.)

2.2 Additional Readings

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

1.	Margaret P. Karns and Karen A. Mingst, <i>International Organisations: The Politics and Processes of Global Governance</i> (2 nd edition, Lynne Rienner, 2010)
2.	Michael Barnett and Martha Finnemore, <i>Rules for the World: International Organisations in Global Politics</i> (Ithaca and London: Cornell University Press, 2004)
3.	David Armstrong, Lorna Lloyd and John Redmond, <i>International Organisation in World Politics</i> , 3 rd edition (Basingstoke, Palgrave Macmillan, 2004)
4.	Robert B. Zoellick, 'The End of the Third World: Modernizing Multilateralism for a Multipolar World', Woodrow Wilson Center for International Scholars, 14 April 2010.
5.	Ngairé Woods, 'Global Governance after the Financial Crisis: A New Multilateralism or the Last Gasp of the Great Powers?', <i>Global Policy</i> , 1, 1, January 2010.
6.	World Bank, <i>World Development Report 2009: Reshaping Economic Geography</i> , 'Overview' (Washington: World Bank, 2009)
7.	UNDP, <i>Human Development Report 2010: The Real Wealth of Nations, Pathways to Human Development</i> , 'Overview' (New York: UNDP, 2010).
8.	Jo Marie Griesgraber, 'Reforms for Major New Roles of the International Monetary Fund? The IMF Post-G-20 Summit', <i>Global Governance</i> , 15, 2, 2009.

Online Resources:

A. Centre for International Governance Innovation (www.cigionline.org)

B. United Nations, *The Millennium Development Goals Report 2010*,

<<http://www.undp.org/mdg/reports.shtml>>