

Academic Year	2017/2018	Semester	2
Course Coordinator	Dr Natasha Bhatia		
Course Code	ES2202		
Course Title	Global Environmental Politics and Governance		
Pre-requisites	ES1001; ES2003		
No of AUs	4		
Contact Hours	4 per week, 52 total		
Proposal Date	10.01.17		

Course Aims

The increasing global population, combined with rising incomes, means the world's environmental and natural resources are under significant pressure, and environmental politics are now thought of in global terms. Management of the Earth's natural and environmental assets has become a major global focus. Humans have the capacity to protect, alter or destroy natural resources on a grand scale. Regulators confront trade-offs between human wellbeing and profit, guided by greed, emotion or a moral standing as well as informed management approaches. This course aims to provide students with the tools to be able to apply scientific, political, economic and social knowledge to help society resolve issues surrounding the use of natural resources and the conservation of the environment. This understanding will be crucial for Environmental Science majors who wish to work in Government bodies, NGOs or Private Companies in this field.

Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) would be able to:

1. Identify and describe the key actors, institutions, mechanisms, norms and power dynamics which characterize global environmental problems
2. Clearly communicate these key concepts, their drivers and impacts, both orally and in writing.
3. Engage critically with different disciplinary and theoretical perspectives on environmental issues
4. Use logical and critical thinking in order to make informed assessments of current global environmental problems
5. Debate or lead a discussion on a current issue, in a measured and concise manner
6. Apply what you have learned in the classroom and in the field to the wider world

Course Content

See schedule below

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Weekly Quiz	1,2,3,4	Knowledge; Intellectual flexibility and critical thinking; Passion and communication; Problem solving; Interdisciplinary	20%	Individual	
2. Continuous Assessment	1,2,3,4,5,6	Knowledge; Intellectual flexibility and critical thinking; Passion and communication; Formulating questions;	45%	Team	Appendix I & II

		Research; Problem solving; Interdisciplinary; Lifelong learning; Values; Collaboration and leadership			
3. Final written report	2,3,6	Knowledge; Intellectual flexibility and critical thinking; Passion and communication; Formulating questions; Research; Problem solving; Interdisciplinary; Lifelong learning; Values; Collaboration and leadership	35%	Individual	Appendix III
Total			100%		

Formative feedback

You will receive informal feedback continuously throughout the course where appropriate, and formal feedback following every assignment. In addition, I will be available to answer questions regarding your research or assignments throughout this course.

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Active learning	You will engage in active learning techniques periodically throughout lectures, and during tutorial sessions.
Independent learning	You are required to show self motivation and initiative in your learning process, such as preparation for tutorials and team work opportunities

Reading and References

1. Steinberg, P.F. 2015. Who Rules the Earth? Oxford University Press. ISBN-13: 978-0199896615
2. Stevenson, H., 2017. Global Environmental Politics: Problems, Policy and Practice. Cambridge University Press. ISBN-13: 978-1107547537
3. Chasek, P.S. 2013. Global Environmental Politics. 7th edn. Westview Press. ISBN-13: 978 -0813348 964

Course Policies and Student Responsibilities

(1) General
Students are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. Students are expected to take responsibility to follow up with course notes, assignments and course related announcements for

seminar sessions they have missed. Students are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU’s approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU’s shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors

Instructor	Office Location	Phone	Email
Dr Natasha Bhatia	N2-01C-56	+65 6592 3230	nbhatia@ntu.edu.sg

Planned Weekly Schedule

Week	Lecture/Activity	Topic
1.1	Lecture	Introduction to the course and assignments Course structure, teaching style, learning outcomes, Details on assignments and deadlines
	Tutorial	Introduction to Tutorials and Debates What are tutorials and debates used for? Hints and tips for structuring and presenting tutorials and debates
1.2	Lecture	Introduction to Environmental Politics The emergence of global environmentalism in international politics. Global Macrotrends
	Tutorial	Picking groups

2.1	Lecture	Why do Environmental Problems Occur? I - Global Commons Tragedy
	Tutorial	Assigning topics and prep time
2.2	Lecture	Why do Environmental Problems Occur? II - Population & Poverty
	Tutorial	Guest lecture, Dr. Roland Kupers
3.1	Lecture	Why do Environmental Problems Occur? III - Capitalism
	Tutorial	Discussion/Debate Preparation time
3.2	Lecture	Actors in the Environmental Arena - State and Non-state Actors
	Tutorial	Rules and Superrules
4.1	Lecture	Multilateral Diplomacy I - Environmental Multilateralism
	Discussion 1	Is eco labelling the new consumer manifesto?
4.2	Lecture	Multilateral Diplomacy II - Politics and sustainable development
	Discussion 2	Is sustainability sustainable in the Age of Trump?
5.1	Lecture	Regional Governing Structures I - ASEAN - Conventions and Regulations
	Tutorial	ASEAN
5.2	Lecture	Regional Governing Structures II - The EU - Conventions and Regulations
	<i>Discussion 3</i>	<i>How will Brexit effect European environmental politics?</i>
6.1	Lecture	Conflict and Securitization I
	<i>Discussion 4</i>	- Conflict and the natural environment <i>Conflict and the role of natural resources</i>
6.2	Lecture	Conflict and Securitization II - A global water wars? <i>Water grabbing on the Mekong River. Laos should be</i>
	<i>Debate I</i>	<i>allowed to build Dams.</i>
	Lecture	Transnational Governance Experiments - Climate change and Ozone

7.1	<i>Debate II</i>	<i>India was justified in their reluctance to cooperate at COP21.</i>
7.2	Lecture	Aid and Finance I - Aid and Financial Assistance
	<i>Discussion 5</i>	<i>Indonesia turns to green finance for development projects</i>
Recess Week		
8.1	Lecture	Aid and Finance II - Finance and Deforestation
	<i>Discussion 6</i>	<i>In Papuan district, indigenous people push to revive a legacy of sustainability</i>
8.2	Lecture	Individualizing Responsibility I - Unsustainable consumption - Private sector and civil society initiatives
	<i>Tutorial</i>	<i>Should citizens be able to sue the Government over climate change?</i>
9.1	Lecture	Individualizing Responsibility II - Limitations
	<i>Guest tutorial</i>	<i>Prof Steve Lansing {TBC}</i>
9.2	Lecture	Problem Displacement I - Global Governance of Hazardous Substances
	<i>Debate III</i>	<i>Australia's increase in non-sustainable resource extraction is justified.</i>
10.1	Lecture	Problem Displacement II - Environmental Injustice
	<i>Tutorial</i>	<i>Environmental Injustice</i>
10.2	Lecture	Resistance and localization I - Social Movements and Resistance
	<i>Debate IV</i>	<i>Environment al activist groups such as Earth First! and the Sea Shepherd Society are justified in breaking the law for their cause.</i>
11.1	Lecture	Resistance and Localization I - Unsustainable Agriculture
	<i>Debate V</i>	<i>Veganism will save us all.</i>
11.2	Guest Lecture	Asst Prof Monamie Bhadra Haines
12.1	Lecture	Green Radicalism I - Green Consciousness
	<i>Debate VI</i>	<i>Renewable energy is not all that clean.</i>

12.2	Lecture	Green Radicalism II - Green Politics
	<i>Tutorial</i>	<i>Are Marine Protected Areas in Southeast Asia worth the effort?</i>
13.1	Lecture	What Next? - Appraising Global Governance
	<i>Tutorial</i>	<i>Report preparation</i>
13.2	Lecture	Review session
	<i>Tutorial</i>	<i>Final Q&A, roundup and report preparation</i>

Appendix I. Assessment Criteria for Participation in Discussion Tutorials

Grade / Numerical Score	Criteria
A+ (Exceptional) A (Excellent)	<ul style="list-style-type: none"> - Exceptionally prepared for oral communication. - Student has read given materials as well as several additional materials for context. - Content covers all the required elements, excellent structure, and introduces additional knowledge through secondary readings at appropriate times. - Delivery is clear, articulate and concise. - Discussion is lead with a clear trajectory. - Discussion points are insightful, relevant and thought provoking. - The session is consistently managed to optimize discussion time on the most interesting points. - Any questions are answered knowledgably. Questions asked are thoughtful, insightful and unexpected, sometimes presenting a new viewpoint to the discussion. - Student asks thoughtful questions to the other presenters, showing understanding and engagement with the rest of the class.
A- (Very good)	<ul style="list-style-type: none"> - Well prepared for oral communication. - Student has read given materials and sometimes additional materials for context. - Content covers all the required elements and is structured well - Delivery is clear, articulate and concise. - Discussion is lead with a clear trajectory. - Discussion points are relevant and thought provoking. - The session is managed to optimize discussion time on the most interesting points. - Any questions are answered knowledgably. Questions asked are thoughtful. - Student asks thoughtful questions to the other presenters, showing understanding and engagement with the rest of the class.
B+ (Good) B (Average)	<ul style="list-style-type: none"> - Somewhat prepared for oral communication. - Student has read given materials. - Content covers most of the required elements, could be structured better. - Delivery is somewhat clear, articulate and concise. - Discussion is lead well - Discussion points are relevant. - Any questions are answered somewhat knowledgably. - Student sometimes asks thoughtful questions to the other presenters, showing understanding and engagement with the rest of the class.
B- (Satisfactory) C+ (Marginally satisfactory) C (Bordering unsatisfactory)	<ul style="list-style-type: none"> - Some or little preparation for oral communication. - Student has read most of the given materials. - Content covers some of the required elements, poorly structured. - Delivery is not very clear, articulate and concise. - Discussion is not lead with any intent. - Discussion points are somewhat relevant. - Only some questions can be answered. - Student sometimes asks questions to the other presenters
C- (Unsatisfactory) D (Deeply unsatisfactory)	<ul style="list-style-type: none"> - No obvious preparation for oral communication. - Student has not read the given materials - Content misses many of the required elements, poor structure. - Delivery is unclear and poorly articulated. - No attempt to manage the discussion - Unable to answer questions. - Student asks no questions to the other presenters.
F (0-44)	Failure to participate

Appendix II. Assessment Criteria for Participation in Debates

Grade / Numerical Score	Criteria
A+ (Exceptional) A (Excellent)	<ul style="list-style-type: none"> - Exceptionally prepared for oral communication. - Student has read given materials as well as several additional materials for context. - Debate points are thoroughly researched, and arguments are presented logically and show progress ion throughthe topic. - Arguments present an insightful, thought provoking and creative view on the topic - Delivery is clear, articulate and concise. - Any questions are answered knowledgably. - Student asks thoughtful questions to the other presenters, showing understanding and engagement with the rest of the class. - Time restrictions are diligently obeyed
A- (Very good)	<ul style="list-style-type: none"> - Well prepared for oral communication. - Student has read given materials as well as a few additional materials for context. - Debate points are well researched, and arguments are presented logically. - Arguments present an insightful and thought provoking view on the topic - Delivery is clear, articulate and concise. - Any questions are answered knowledgably. - Student asks thoughtful questions to the other presenters, showing understanding and engagement with the rest of the class. - Time restrictions are diligently obeyed
B+ (Good) B (Average)	<ul style="list-style-type: none"> - Somewhat prepared for oral communication. - Student has read given materials thoroughly. - Debate points are somewhat researched. - Arguments present an accurate view on the topic - Delivery is partially clear, articulate and concise. - Most questions are answered knowledgably. - Student asks some questions to the other presenters - Time restrictions are mostly obeyed
B- (Satisfactory) C+ (Marginally satisfactory) C (Bordering unsatisfactory)	<ul style="list-style-type: none"> - Some or little preparation for oral communication. - Student has read some of the given materials. - Debate points are partially researched. - Arguments are partially formed. - Delivery is not clear, articulate and concise. - Only some questions can be answered. - Student asks few questions to the other presenters - Time restrictions are not always obeyed
C- (Unsatisfactory) D (Deeply unsatisfactory)	<ul style="list-style-type: none"> - No obvious preparation for oral communication. - Student has not read the given materials - Debate points are poorly researched. - Arguments are incorrect or illogical. - Delivery is unclear and poorly articulated. - Unable to answer questions. - Student asks no questions to the other presenters. - Time restrictions are not obeyed.
F (0 -44)	Failure to participate

Appendix III. Assessment criteria for Final Report

Grade / Numerical Score	Criteria
<p>A+ (Exceptional) A (Excellent)</p>	<ul style="list-style-type: none"> - Chosen topic is thoroughly thoughtful, relevant, interesting, unexpected and challenging. - Directly links to an aspect of the course in a meaningful and insightful way. - Shows clear ability to search for and read scientific texts, and originality in interpreting them in the context of the report. - Shows clear and definite ability to translate this information into engaging prose, which provides appropriate context for the report. - Correct use of referencing throughout. - Use of stylish scientific language, with no grammatical or spelling errors. - Ability to introduce, review and engage critically with secondary readings (where relevant) - Shows clear understanding of key concepts and theories, and interpretation of wider context issues. - Formatted in the correct scientific specification.
<p>A- (Very good)</p>	<ul style="list-style-type: none"> - Chosen topic is thoughtful, relevant, interesting, unexpected and challenging. - Directly links to an aspect of the course in a meaningful and insightful way. - Shows clear ability to search, read and interpret scientific texts. - Shows ability to translate this information into prose, which provides appropriate context for the report. - Correct use of referencing throughout. - Use of scientific language, with few grammatical and no spelling errors. - Shows an understanding of secondary readings/research - Shows an understanding of the key concepts and theories. - Formatted to the correct scientific specification.
<p>B+ (Good) B (Average)</p>	<ul style="list-style-type: none"> - Chosen topic is somewhat thoughtful, relevant, interesting, unexpected and challenging. - Shows some skills in searching for, reading and interpreting scientific texts. - Shows ability to translate this information into prose, which provides appropriate context for the report. - Correct use of referencing throughout most of the paper. - Fair use of scientific language, with some grammatical and spelling errors. - Shows a fair understanding of secondary readings/research - Shows some understanding of the key concepts and theories. - Formatted to the correct scientific specification.
<p>B- (Satisfactory) C+ (Marginally satisfactory) C (Bordering unsatisfactory)</p>	<ul style="list-style-type: none"> - Chosen topic is not thoughtful, relevant, interesting, unexpected or challenging. - Shows limited skills in searching for, reading and interpreting scientific texts. - Shows limited ability to translate this information into prose, which provides specific context for the report. - Correct use of referencing throughout some of the paper. - Some use of scientific language, with grammatical and spelling errors. - Identifies secondary readings/research - Identifies key concepts and theories. - Some attempt to format to the correct scientific specification.

<p>C- (Unsatisfactory) D (Deeply unsatisfactory)</p>	<ul style="list-style-type: none"> - Chosen topic is completely thoughtless, irrelevant, uninteresting, expected and easy. - Little or no attempt to search for, read and interpret scientific texts. - Shows little or no ability to translate this information into prose. - Incorrect use of referencing throughout most of the paper. - No scientific language, with grammatical and spelling errors. - No secondary readings/research referenced. - No identification or misinterpretation of key concepts and theories. - Incorrect formatting.
<p>F (0-44)</p>	<p>Failure to submit Assessment</p>