

Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

Expected Implementation in Academic Year (New format)	AY2025-2026
Semester/Trimester/Others (specify approx. Start/End date)	Semester 2
Course Author * Faculty proposing/revising the course	Dr Natasha Bhatia
Course Author Email	nbhatia@ntu.edu.sg
Course Title	Global Environmental Politics and Governance
Course Code	ES2203
Academic Units	3
Contact Hours	39
Research Experience Components	Not Applicable

Course Requisites (if applicable)

Pre-requisites	ES1001 Environment and Society; ES2003 Biosphere
Co-requisites	N/A
Pre-requisite to	N/A
Mutually exclusive to	N/A
Replacement course to	N/A
Remarks (if any)	

Course Aims

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.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Identify and describe the key actors, institutions, mechanisms, norms and power dynamics which characterize global environmental problems
ILO 2	Engage critically with different disciplinary and theoretical perspectives on environmental issues
ILO 3	Use logical and critical thinking to analyse global environmental challenges
ILO 4	Communicate the key issues surrounding global environmental politics effectively with your peers and the public
ILO 5	Apply what you have learned to the wider world

Course Content

The problems, policy and practise of environmental politics. Looking into why environmental problems occur, then linking large scale environmental issues with potential political solutions.

Reading and References (if applicable)

Main text:

Stevenson, H., 2017. Global Environmental Politics: Problems, Policy and Practice. Cambridge University Press

Additional texts:

Steinberg, P.F. 2015. Who Rules the Earth? Oxford University Press

Chasek, P.S. 2013. Global Environmental Politics. 7th edn. Westview Press

Additional materials will be provided via NTUlearn

Planned Schedule

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
1	Introduction to the course and assignments Introduction to Environmental Politics	1,2,4	In-person	Lecture / Tutorial	
2	Recap- Why do environmental problems occur? Actors in the environmental arena	1,2,4	In-person	Lecture / Tutorial	
3	Conflict and securitisation & the water wars	1,2,3,4,5	In-person	Lecture / Tutorial	
4	Multilateral diplomacy & sustainable development	1,2,3,4,5	In-person	Lecture / Tutorial	
5	Regional governing structures; ASEAN and the EU	1,2,3,4,5	In-person	Lecture / Tutorial	
6	Transnational governance experiments & climate change	1,2,3,4,5	In-person	Lecture / Tutorial	
7	Aid and finance & deforestation	1,2,3,4,5	In-person	Lecture / Tutorial/ Midterm I	
8	Individualising responsibility & unsustainable consumption	1,2,3,4,5	In-person	Lecture / Tutorial	
9	Problem displacement & hazardous substances	1,2,3,4,5	In-person	Lecture / Tutorial	
10	Resistance and localization & agriculture and food systems	1,2,3,4,5	In-person	Lecture / Tutorial	
11	Radicalism & Green Politics	1,2,3,4,5	In-person	Lecture / Tutorial	

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
12	Green Consciousness	1,2,3,4,5	In-person	Lecture / Tutorial Midterm II	
13	Governance and complexity + Roundup	1,2,3,4,5	In-person	Lecture / Tutorial	

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Active learning	You will engage in active learning techniques periodically throughout lectures, and during tutorial sessions. This will include solving problems, applying concepts to real-world scenarios, and discussing concepts and theories with your peers.
Independent learning	You are required to show self-motivation and initiative in your learning process, such as preparation for tutorials and opportunities to participate in class

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Description of Assessment Component	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Test/Quiz(Midterms 2 online midterms with short answer and MCQ questions, weighted 25% each)	1,2,3,4,5		50		Individual	Analytic	Multistructural
2	Continuous Assessment (CA): Class Participation(Continuous Assessment Participation in class and tutorials)	1,2,3,4,5		15		Individual	Holistic	Multistructural
3	Continuous Assessment (CA): Report/Case study(Written paper Critical analysis of a current real-world situation. 1200 words, written in the style of a informational blog post)	1,2,3,4,5		35		Team	Holistic	Multistructural

Description of Assessment Components (if applicable)

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.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Building Inclusivity	Intermediate
Care for Environment	Intermediate
Care for Society	Intermediate
Global Perspective	Intermediate
Learning Agility	Intermediate

Course Policy

Policy (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. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (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.

Policy (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.

Policy (Others, if applicable)

Diversity and inclusion policy

Integrating a diverse set of experiences is important for a more comprehensive understanding of science.

It is our goal at ASE to create an inclusive and collaborative learning environment that supports a diversity of perspectives and learning experiences, and that honours your identities; including ethnicity, gender, socioeconomic status, sexual orientation, religion or ability.

To help accomplish this:

- If you are neuroatypical or neurodiverse, have dyslexia or ADHD (for example), or have a social anxiety disorder or social phobia;
- If you feel like your performance in the class is being impacted by your experiences outside of class;
- If something was said in class (by anyone, including the instructor) that made you feel uncomfortable;

Please speak to your teaching team, a peer or senior, Natasha or Fadhila (either in-person or via email) about how we can help facilitate your learning experience.

As a participant in course discussions, you should also strive to honour the diversity of your classmates. You can do this by: using preferred pronouns and names; being respectful of others opinions and actively making sure all voices are being heard; and refraining from the use of derogatory or demeaning speech or actions.

All members of the class are expected to adhere to the NTU anti-harassment policy. if you witness something that goes against this or have any other concerns, please speak to your instructors or an ASE faculty member.

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Last Updated By: Siti Nur Amirah Binte Suhari