



Graduate Diploma

Course Title.....

Course Code.....

Program Level

Bachelor

Graduate Diploma

Master

Higher

Doctor

Faculty/College/Institute

Department

Course Specification

Section 1 General Information

Section 1 General Information

1. Course Code and Title

Thai ICIR ๒๒๙ สิ่งแวดล้อมและทรัพยากรธรรมชาติในกิจการทั่วโลก

English ICIR 229 Environment and Natural Resources in Global Affairs

2. Number of Credits ... 4 (4-0-8)

3. Curriculum and Course Type

3.1 Curriculum

Bachelor Degree Program (International)

3.2 Course Type

Electives

4. Course Coordinator and Lecturer

4.1 Course Responsible Lecturers:

Dr Mike Hayes – Institute for Human Rights and Peace Studies. (66) 2-441-0813-5

michael.ger@mahidol.ac.th

5. Trimester/Class Level

5.1 Trimester

5.2 Number of Students Allowed

Approximately 40 Students

6. Pre-requisite: None

7. Co-requisites

None

8. Study Site Location Mahidol Salaya



Graduate Diploma

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Graduate Diploma

Master

Higher

Doctor

Faculty/College/Institute

Department

Section 2 Course Goals and Course Description

1. Course Goals

To develop a knowledge and understanding of global resource use and management within the context of the interstate system; to understand resource scarcity and the importance of collective management strategies for the benefit of the global collective.

2. Course Description

(Thai) การมีอยู่ การแจกจ่ายและการใช้ประโยชน์จากทรัพยากรโลก ได้แก่ อาหาร น้ำ ที่ดิน ดิน แร่ธาตุ พลังงาน ทรัพยากรประมง ฯลฯ การลดลงของทรัพยากรและการใช้ประโยชน์สูงสุดจากทรัพยากร นโยบายสาธารณะข้อตกลงระหว่างประเทศและความต้องการทางธุรกิจที่เกี่ยวข้องกับการผลิต การกระจายและการแลกเปลี่ยนทรัพยากร การพัฒนาเทคโนโลยีและวิทยาศาสตร์ที่เกี่ยวข้อง แนวโน้มในอนาคต นักเรียนจะเข้าใจ วิเคราะห์ และประเมินสภาพแวดล้อมและผลกระทบต่อความสัมพันธ์ระหว่างประเทศ

(English) The availability, distribution and uses of the world's resources: food, water, land, soil, minerals, energy, fisheries, etc; resource depletion and optimal usage; public policies, international agreements and business needs as related to the production, distribution and exchange of resources; relevant technological and scientific developments; future prospects. Students will understand; analyse; assess the environment and its impact on international relations.

Section 3 Course Objectives, Course-level Learning Outcomes and Course Implementation

1. Course Objectives

Cognitive: Students will understand the availability, distribution, and uses of the world's resources: food, water, land, soil, minerals, energy, fisheries, etc. They will examine resource depletion and optimal usage as well as public policies, international agreements and business needs related to the production, distribution and exchange of resources.

Affective: Students will understand how the environment is valued socially, economically, and intrinsically.

Social: Students will be apprised of relevant technological and scientific developments and their impact on international relations.



Graduate Diploma

Course Title.....

Course Code.....

Program Level

Bachelor

Graduate Diploma

Master

Higher

Doctor

Faculty/College/Institute

Department

2. Course-level Learning Outcomes: CLOs

On completion of the course, the students will be able to

1. CLO 1 Students will possess a basic understanding of the global ecosystem the historical impact of human habitation
2. CLO 2 Students will understand the problematic relationship between development, population pressure, commercial agriculture, global commodities trade, and food security
3. CLO 3 Students will have an analytic understanding of the impact of capitalism, consumerism and accelerated energy use on the global environment
4. CLO 4 Students can debate the how concepts such as climate justice, environmental law principles, and green politics are applied in national and international politics.
5. CLO 5 Students will be able to critically assess existing international mechanisms responding to climate change, biodiversity, and resource management

3. How to organize learning experiences to develop the knowledge or skills stated in number 2 and how to measure the learning outcomes

CLOs	Teaching and learning experience management					Learning outcomes measurements			
	Lecture	Discussion	Legal Analysis	Case Study	Debate	Essay	Participation	Group work	Take Home
CLO1	X	X			X	X	X	X	
CLO2	X	X	X	X			X		X
CLO3	X	X		X		X	X		
CLO4	X	X			X		X	X	
CLO5	X	X	X	X	X	X	X		X



Graduate Diploma

Course Title.....

Course Code.....

Program Level

Bachelor

Graduate Diploma

Master

Higher

Doctor

Faculty/College/Institute

Department

Section 4 Lesson Plan and Evaluation

1. Lesson Plan

Week	Topic	Number of Hours		Teaching Activities/ Media	Lecturer
		Lecture Hours	Lab/Field Trip/Internship Hours		
1	Introduction: Course, Subject, History	4	0	Lecture, multimedia materials, reading assignments, small group discussion	Mike H
2	Green Politics	4	0	Lecture, multimedia materials, reading assignments, small group discussion	Mike H
3	Environmental Economics	4	0	Lecture, multimedia materials, reading assignments, small group discussion	Mike H
4	Legal context to environment	4	0	Lecture, multimedia materials, reading assignments, small group discussion	Mike H
5	Climate Change	4	0	Lecture, multimedia materials, reading assignments, small group discussion	Mike H
6	Energy Politics: Fossil Fuel Industry	4	0	Lecture, small group discussion	Mike H
7	Alternative Energy	4	0	Lecture, multimedia materials, reading assignments, small group discussion	Mike H



Graduate Diploma

Course Title.....

Course Code.....

Program Level

Bachelor

Graduate Diploma

Master

Higher

Doctor

Faculty/College/Institute

Department

8	Forests	4	0	Lecture, multimedia materials, reading assignments, small group discussion	Mike H
9	Water: Rives, dams, and oceans	4	0	Lecture, multimedia materials, reading assignments, small group discussion	Mike H
10	Biodiversity	4	0	Lecture, multimedia materials, reading assignments, small group discussion	Mike H
11	Oceans	4	0	Lecture, multimedia materials, reading assignments, small group discussion	Mike H
12	The politics of Food and Food Security	4	0	Lecture, multimedia materials, reading assignments, small group discussion	Mike H
13	Final Examination	0	0		Mike H
	Total	48	0		

Also verify the consistency of the information in Section 4 with the methods of teaching and learning management specified in Section 3.

2. Plan for Assessment of Expected Course-Level Learning Outcomes (CLOs)

2.1 Measurement and Evaluation of learning achievement

A. Formative Assessment

- 1. Opinion piece on the environment 30%
- 2. Worksheet on specific topic 20%
- 3. Final Term Paper 50%

B. Summative Assessment

- (1) Tool and weight for measurement and evaluation



Graduate Diploma

Course Title.....

Course Code.....

Program Level

Bachelor

Graduate Diploma

Master

Higher

Doctor

Faculty/College/Institute

Department

Learning Outcomes	Evaluation Method*			Weight (Percentage)
	Opinion piece	Essay	Worksheet	
CLO 1 Students will possess a basic understanding of the global ecosystem the historical impact of human habitation	10		10	20
CLO 2 Students will understand the problematic relationship between development, population pressure, commercial agriculture, global commodities trade, and food security	10			10
CLO 3 Students will have an analytic understanding of the impact of capitalism, consumerism and accelerated energy use on the global environment	10		10	20
CLO 4 Students can debate the how concepts such as climate justice, environmental law principles, and green politics are applied in national and international politics		20		20
CLO 5 Students will be able to critically assess existing international mechanisms responding to climate change, biodiversity, and resource management		30		30
	30	50	20	100



Graduate Diploma

Course Title.....

Course Code.....

Program Level

Bachelor

Graduate Diploma

Master

Higher

Doctor

Faculty/College/Institute

Department

(2) Grading Rules

Grade	Achievement	Final score (% range)
A	Excellent	90-100
B+	Very Good	85-89
B	Good	80-84
C+	Fairly Good	75-79
C	Fair	70-74
D+	Poor	65-69
D	Very Poor	60-64
F	Fail	Less than 60

(3) Measurement and Evaluation

Originality and strength of argument. The paper must contain an argument or critical point of view. Papers which are well researched but descriptive may pass, but it will not get to the B+ or A level. The argument will be your ideas and criticisms of the topic, it will be your voice. Thus the paper must have expressions of your ideas and opinions, backed up with your research and reading.

Original research. The student is expected to research broadly, and read the material thoroughly. Using Google alone is not enough. The student is expected to consult academic articles, books, journals or magazines, and other research resources.

A major part of the original research is to engage with the reading and research on a critical level. You cannot only read and describe, but must give the context to the work you read, and also engage critically (that is evaluate) this work.

Finally you must clearly demonstrate your research. This means the research must be presented properly by being accurately referenced so that the paper clearly displays the research you have undertaken.

Logical essay structure. The term paper is in the category of an academic paper. It must conform to the standards of this genre. This means, it must have an introduction; it must give the theoretical, social, political context; it must have a conclusion. Further, the argument must be logical in its structure, and convincing in



Graduate Diploma

Course Title.....

Course Code.....

Program Level

Bachelor

Graduate Diploma

Master

Higher

Doctor

Faculty/College/Institute

Department

what it claims. You may need to develop counter arguments or explain contentious points of view depending on the argument you take.

Technical proficiency (essay format, bibliography, and referencing). While this is not a major concern, it is expected that students are professional in the presentation of their work, and that they check the spelling, grammar, referencing and page layout. At this level, students should be presenting work of a near publishable standard.

2.2 Re-examination (if the course allows any.)

No

3. Students' Appeal

Firstly level of appeal is to the lecturer. Student can appeal in writing stating their complaints. If there is no resolution student an appeal to director of program and request an independent evaluation.

Appeals of personal issues can be made directly to the program director.

Section 5 Teaching Resources

เสนอสิ่งที่สำคัญ และ จำนวนที่เหมาะสม กับเวลาเรียน (หน่วยกิต) ของรายวิชา เพื่อให้นักศึกษาสามารถใช้ประโยชน์ได้จริงในภาระการเรียนที่รายวิชากำหนดหน่วยกิต/จัดไว้ให้ ถ้าไม่มีการแนะนำจากอาจารย์ผู้สอน จำนวนที่มากเกินไป นักศึกษาอาจไม่สามารถเลือกใช้ประโยชน์ได้

1. Required Texts

- a) Andrew Dobson, 2016. *Environmental Politics: A Very Short Introduction*. Oxford: Oxford UP.
- b) Ken Conca and Geoffery D. Dabelko, 2015. *Green Planet Blues: Critical Perspectives on Global Environmental Politics*. 5th ed (2018).
- c) Chasek, P et al. 2017. "Ch 2: Actors in the Environmental Arena." *Global Environmental Politics*. 7th ed. London: Taylor and Francis
- d) Thomas Bernauer. Climate change politics. *Annual Review of Political Science*, 16(1): 421–448, 2013
- Hayley Stevenson, 2018. "Ch 2 Tragedy of the Commons" *Global Environmental Politics: Problems, Policy, And Practice*. Cambridge: Cambridge UP
 - i. Nick Feik, 2023. "The great stock 'n' coal swindle." *The Monthly*, March. [Link](#)
- e) Pierre-Marie Dupuy, Jorge Vinuales, 2018. "Ch 3: Principles of Environmental Law" *International Environmental Law*. 2nd Ed. Cambridge: Cambridge UP



Graduate Diploma

Course Title.....

Course Code.....

Program Level

Bachelor

Graduate Diploma

Master

Higher

Doctor

Faculty/College/Institute

Department

- f) Engobo Emeseh, 2011. “Human rights dimensions of contemporary environmental protection.” Odello, M., & Cavandoli, S. (Eds.). *Emerging Areas of Human Rights in the 21st Century: The Role of the Universal Declaration of Human Rights*. Routledge.
- g) Norichika Kanie, 2015. “Ch 13: Governance With Multilateral Environmental Agreements: A Healthy Or Ill-Equipped Fragmentation?” *Green Planet Blues: Critical Perspectives on Global Environmental Politics*. 5th ed (2018).
- h) John O’Brien. “Ch 17: International Environmental Law.” *International Law* 5th Ed. Cambridge
- i) Nina Hall, 2020. “Ch 4: The Institutionalization of Climate Change in Global Politics.” *Environment, Climate Change and International Relations*. Eds Gustavo Sosa-Nunez & Ed Atkins. E-International Relations Publishing
- j) Daniel Bodansky, “Introduction: Climate Change and Human Rights: Unpacking the Issues,” 38 *Ga. J. Int’l & Comp. L.* 511 (2010). [Link](#)
- k) Kirsti Jylhä, 2020. “Ch 5: Refusing To Acknowledge The Problem: Interests Of The Few, Implications For The Many.” *Environment, Climate Change and International Relations*. Eds Gustavo Sosa-Nunez & Ed Atkins. E-International Relations Publishing
- l) Diego Rojas, 2019. The climate denial machine: how the fossil fuel industry blocks climate action. September 5. *The Climate Reality Project*. [Link](#)
- m) Manfred Hafner and Simone Tagliapietra, 2020. *The Geopolitics of the Global Energy Transition*. “Introduction.” Switzerland: Springer. Lecture Notes in Energy 73.

2. Suggested Materials

- a) 1) Jeffrey Peirre, 2021. “How decades of disinformation about fossil fuels halted U.S. climate policy.” NPR October 27. [Link](#)
- b) Lada V. Kochtcheeva, 2020. “Ch 12: Renewable Energy: Global Challenges.” *Environment, Climate Change and International Relations*. Eds Gustavo Sosa-Nunez & Ed Atkins. E-International Relations Publishing
- c) Norichika Kanie, 2015. “Ch 13: Governance With Multilateral Environmental Agreements: A Healthy Or Ill-Equipped Fragmentation?” *Green Planet Blues: Critical Perspectives on Global Environmental Politics*. 5th ed (2018).

3. Other Resources (if any)

Viewing: The Merchants of Doubt (2014)

Multimedia available on google classroom

Section 6 Evaluation and Improvement of Course Implementation



Graduate Diploma

Course Title.....

Course Code.....

Program Level

Bachelor

Graduate Diploma

Master

Higher

Doctor

Faculty/College/Institute

Department

1. Analysis and Evaluation of Course Implementation

A. Data for Analysis

- a. Student evaluations of content covered
- b. Student suggestions for improvements to the course

B. Course Effectiveness Evaluation

- c. Student evaluations of content covered
- d. Student suggestions for improvements to the course

2. Revision Process and Improvement Plan for Course Effectiveness

Review student grades

Review student feedback

REvise

3. The self-assessment report of the course

Number of students completing

Distribution of grades

Feedback from students



Graduate Diploma

Course Title.....

Course Code.....

Program Level

Bachelor

Graduate Diploma

Master

Higher

Doctor

Faculty/College/Institute

Department

Appendix

1. Relations between the course and the program

Table 1 Relations between the course and the PLOs

Course Title.....	Program-Level Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO..	PLO..
(Course Code)								

แสดงระดับการจัดการเรียนรู้ของรายวิชา ด้วยอักษร I, R, P หรือ M โดยนำข้อมูลของรายวิชาที่แสดงไว้ในหลักสูตร Curriculum Mapping มาแสดงให้สอดคล้องกัน

Table 2 Relation between CLOs and PLOs

(Course Code)	Program-Level Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO..	PLO..
CLO1								
CLO2								
CLO3								
CLO								
CLO								

ระบุในแต่ละ CLO สอดคล้องกับ PLO ในระดับ SubPLO ไตบ้าง โดยใช้หมายเลขของ SubPLO ใน column PLO ที่ตรงกัน เพื่อ แสดงความเชื่อมโยงให้ชัดเจน (Program-level Constructive Alignment)

Table 3 PLOs and SubPLOs that the course is responsible for

PLOs	SubPLOs
PLO..	



Graduate Diploma

Course Title.....

Course Code.....

Program Level

Bachelor

Graduate Diploma

Master

Higher

Doctor

Faculty/College/Institute

Department

แสดงข้อมูลของ PLOs-SubPLOs เฉพาะที่รายวิชาอ้างอิงถึง เพื่อแสดงการมีส่วนร่วมพัฒนานักศึกษาใน PLOs ที่รายวิชารับผิดชอบ

2. Rubric scoring*

*หมายเหตุ ถ้ามีการใช้ Rubric scoring เป็นเครื่องมือในการวัดผล ให้แสดงเพิ่มเติมในภาคผนวกข้อที่ ๒.