

Tamkang University Academic Year 107, 1st Semester Course Syllabus

Course Title	GLOBAL CLIMATE CHANGE	Instructor	CHEN CHIEN-FU
Course Class	TRDXB4A DEPARTMENT OF DIPLOMACY AND INTERNATIONAL RELATIONS (ENGLISH-TAUGHT PROGRAM), 4A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 2 Credits
D e p a r t m e n t a l A i m o f E d u c a t i o n			
<p>To provide students with an understanding of the major theories in diplomacy & international relations and to equip students with practical skills and help them become outstanding members of the diplomatic and international relations community.</p>			
D e p a r t m e n t a l c o r e c o m p e t e n c e s			
<p>A. Every student will process essential understanding of theories of international relations.</p> <p>B. Every student will have primary perception of current international issues.</p> <p>C. Every student will become capable of Independent thinking and information processing to further improve international relations.</p> <p>D. Every student will process essential knowledge of participation in governmental & non-governmental affairs.</p> <p>E. Every student will display high-level competence in English.</p>			
Course Introduction	<p>This is an introductory survey course on the science and policy of climate change, for both non-science majors and introductory science students. The course reflects the most recent science from the latest Intergovernmental Panel on Climate Change reports, and many illustrations include new data and political debate over climate change.</p>		

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

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|-------------------------|--|--|
| (i) Cognitive Domain | : C1-Remembering, C2-Understanding, C3-Applying, C4-Analyzing, C5-Evaluating, C6-Creating | |
| (ii) Psychomotor Domain | : P1-Imitation, P2-Mechanism, P3-Independent Operation, P4-Linked Operation, P5-Automation, P6-Origination | |
| (iii) Affective Domain | : A1-Receiving, A2-Responding, A3-Valuing, A4-Organizing, A5-Characterizing, A6-Implementing | |

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	An introductory survey course on the science and policy of climate change, for both non-science majors and introductory science students.	C2	ABCDE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	An introductory survey course on the science and policy of climate change, for both non-science majors and introductory science students.	Lecture, Discussion	Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	107/09/10~ 107/09/16	An introduction to this course	
2	107/09/17~ 107/09/23	An introduction to the climate change	Movie: The day after tomorrow
3	107/09/24~ 107/09/30	Is the climate changing?	
4	107/10/01~ 107/10/07	Is the climate changing? A brief history of climate science and politics	group photo
5	107/10/08~ 107/10/14	Double Ten Day and Happy Birthday to Taiwan, the Republic of China!	
6	107/10/15~ 107/10/21	Radiation, energy balance and the carbon cycle	Draw a map of environment iissues in our world
7	107/10/22~ 107/10/28	Fish bowl #1 Taiwan and Asia-Pacific regions	Group one
8	107/10/29~ 107/11/04	A simple climate model + Forcing, feedbacks, and climate sensitivity	
9	107/11/05~ 107/11/11	Fish bowl #2 Your country's cases	Group two
10	107/11/12~ 107/11/18	Midterm Exam Week	

11	107/11/19 ~ 107/11/25	What's the impact of the climate change?	
12	107/11/26 ~ 107/12/02	G 20 Leaders Summit: The developed countries debate Role player game	G 20
13	107/12/03 ~ 107/12/09	Fundamentals of climate change policy	
14	107/12/10 ~ 107/12/16	Leaders Summit: The north and The South debate Role player game	North vs South
15	107/12/17 ~ 107/12/23	Mitigation policies and agreement of climate change	Climate Change Refugee Program
16	107/12/24 ~ 107/12/30	Bali Road map; NGO Forum: Putting it together: a long-term policy to address climate change, Role player game	NGO groups
17	107/12/31 ~ 108/01/06	feedback and assignment	
18	108/01/07 ~ 108/01/13	Final Exam Week	
Requirement	<p>Group assignment: (final exam 30% and others 20%) #1 group photo in campus #2 Draw the environmental map in the world #3 Fish Bowl: choose 1 or 2, (3-6 Page) #4 Fish Bowl: Bali Roadmap (role-players) (3-6 pages)</p> <p>Individual assignment (Midterm exam 30%) #5 Movie The day after tomorrow(1-2page) #6 climate refugee (1-2 pages)</p>		
Teaching Facility	Computer, Projector		
Textbook(s)	Andrew Dessler, Texas A & M University, 2012, Introduction to Modern Climate Change, Cambridge press.		
Reference(s)			
Number of Assignment(s)	2 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 30.0 % ◆ Other 〈group reports〉 : 20.0 %		
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.		