Course Title
European Environmental Policy

Course Number
ENVST-UA.9460001/SASEM UG.9100001

SAMPLE SYLLABUS – ACTUAL SYLLABUS MAY VARY

Instructor Contact Information
Andrzej Ancygier
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Course Details
Mondays, 5:15 pm to 8:00 pm
NYUB Academic Center, Room "Spandau"

Prerequisites
None

Units earned
4

Course Description
This course provides an introduction to various aspects of environmental policy in Europe. Special focus will be placed on the European Union (EU) as the main entity shaping environmental policies on the European continent. At the same time, the EU's impact on non-member states will also be paid close attention to. After a brief overview of the basics of policy making in the EU, students will learn about the guiding principles of and developments in European environmental policy, the main actors and their interests in this area, as well as the way these actors influence the policy-making process at the domestic and national levels. In the second part of the course we will analyze European climate change policy and the policies and instruments adopted to mitigate the threat of global warming. Among these, the development of renewable energies and the Emission Trading Scheme (ETS) will be given the most attention. The third part of the course will be largely devoted to policy areas such as nature conservation, biodiversity, waste and recycling policies. In addition, the attempts of the EU to shape the transport policy of member states and lower emissions in this sector will be looked into. Finally, the last session will be devoted to the role of European environmental policy in shaping environmental policies of non-European countries and global climate negotiations. Understanding this aspect of European environmental policy will be especially important in light of the recent global climate summit in Paris in late 2015.

Course Objective
The goal of the course is to give students a basic understanding of European environmental policy. Students should be able to explain European environmental policy based on its underlying principles, the actors and interest groups involved, as well as historical developments. Students will also be encouraged to compare policies adopted on the European continent with certain policies adopted in the United States and to explain the reasons for these differences. This course should contribute to sharpening students' analytical
skills for analyzing the effectiveness of environmental policies and enable them to assess European environmental politics within a global framework.

**Assessment Components**

a. In-class participation and attendance (15%). This covers having read all of the assigned reading requirements and participating in the discussions.

b. Two reading responses (400-700 words each, 10%, 5% each) on the reading material for a chosen session. Alternatively the student may also write his/her reactions to the discussion which has taken place in class.

c. Two quizzes (10%, 5% each). The 10-minute-long quizzes will consist largely of multiple choice questions and will cover the content of the reading assignments and the in-class discussions of the previous sessions.

d. One in-class presentation (10%). Students will be asked to give a 10 to 15-minute-long presentation in which they compare a specific aspect of environmental policy in Europe and in the USA. The presentation should be held during the session covering the respective topic. Students have until 29 February 2016 to inform the instructor about the topic of the presentation.

e. Mid-term essay (30%). Students will have to write a take-home essay (around 2000 words, +/- 10% including references) in which they compare a specific aspect of environmental policy in Europe and their home country. The exact topic can be the same as the one chosen for the in-class presentation but should also include the suggestions made during the presentation. Additional readings are required for the essay and can be determined in consultation with the instructor. The mid-term essays are due on March 31, 2016.

f. Closed-book, in-class final exam (25%). The final exam will be held during the session on 13 May 2016 and last around 60 minutes. Students will have to choose and answer two out of three open questions which will necessitate a longer response. In addition, the exam will include a number of open questions that should be answered with one or two sentences, as well as some multiple choice questions.

Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

**Assessment Expectations**

**Grade A:** The student makes excellent use of empirical and theoretical material and offers well-structured arguments in his/her work. The student writes comprehensive essays / answers to exam questions and his/her work shows strong evidence of critical thought and extensive reading.

**Grade B:** The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.

**Grade C:** The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

**Grade D:** The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.

**Grade F:** The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.
Grade Conversion
Your instructor may use one of the following scales of numerical equivalents to letter grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Scale</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>95-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
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<tr>
<td>D</td>
<td>65-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-64</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
</tr>
</tbody>
</table>

Alternatively:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Scale</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<td>C+</td>
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<tr>
<td>C</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<td>D+</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>1.0</td>
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<tr>
<td>F</td>
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Attendance Policy
Participation in all classes is essential for your academic success, especially in NYU Berlin’s content courses that, unlike most courses at NYU NY, meet only once per week in a double-session for three hours. Your attendance in both content and language courses is required and will be checked at each class meeting. As soon as it becomes clear that you cannot attend a class, you must inform your professor by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, religious observance or emergencies. If you want the reasons for your absence to be treated confidentially and not shared with your professor, please approach NYU’s Director or Wellness Counselor. Your professor or NYU’s administration may ask you to present a doctor's note or an exceptional permission from the Director or Wellness Counselor. Doctor's notes need to be submitted to the Assistant Director for Academics or the Arts Coordinator, who will inform your professors.

Unexcused absences affect students' grades: In content courses each unexcused absence (equaling one week's worth of classes) leads to a deduction of 2% of the overall grade and may negatively affect your class participation grade. Three unexcused absences in one course may lead to a Fail in that course. In German Language classes two or three (consecutive or non-consecutive) unexcused absences (equaling one week's worth of classes) lead to a 2% deduction of the overall grade. Five unexcused absences in your German language course may lead to a Fail in that course. Furthermore, faculty is also entitled to deduct points for frequent late arrival to class or late arrival back from in-class breaks. Being more than 15 minutes late for class counts as an unexcused absence. Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive at the announced meeting point in a punctual and timely fashion.

Exams, tests, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to the Assistant Director for Academics; until this doctor's note is produced the missed assessment is graded with an F. In content classes, an F in one assignment may lead to failure of the entire class.

Attendance Rules on Religious Holidays
Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent because of any religious observance should notify their instructor AND NYU’s Academic Office in writing via e-mail one week in advance before being absent for this purpose. If
examinations or assignment deadlines are scheduled on the day the student will be absent, the Director or Assistant Director will re-schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday.

Late Submission of Work
(1) Written work due in class must be submitted during the class time to the professor.

(2) Late work should be submitted in person to the instructor or to the Assistant Director for Academics, who will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff may also personally accept the work, and will write the date and time of submission on the work, as above.

(3) Unless an extension has been approved (with a doctor's note or by approval of the Director or Assistant Director), work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late.

(4) Without an approved extension, written work submitted more than 5 weekdays following the session date fails and is given a zero.

(5) End of semester essays must be submitted on time.

(6) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.

(7) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Provisions for Students with Disabilities
Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see their website (http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html) for further information.

Plagiarism Policy
The presentation of another person's words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. Proper referencing of your sources avoids plagiarism (see as one possible help the NYU library guide to referencing styles: http://nyu.libguides.com/citations).

NYUB takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your written work must be submitted as a hard copy AND in electronic form to the instructor. Your instructor may ask you to sign a declaration of authorship form.

It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.
For a summary of NYU Global's academic policies please see: [www.nyu.edu/global/academic-policies](http://www.nyu.edu/global/academic-policies)

**Required Text(s)**
The texts listed below will be available online at NYU Classes.

**Internet Research Guidelines**
To be discussed in class

### Module 1: Introduction to European Environmental Policy

**Session 1 – 1 Feb 2016**

**Introduction to environmental issues**
During this class, we will look into the main actors shaping environmental policy on the European continent. A short overview of the genesis and development of the EU as the major actor shaping European environmental policy will be provided. We will also look into the EU's main institutions and discuss the impact of EU policies on non-member states.


**Session 2 – 8 Feb 2016**

**History of European environmental policy**
During this class we will recapitulate the guiding principles of European environmental policy and analyze the degree to which these principles differ from the principles shaping US environmental policy.

**Reading:**

- Stefan Scheuer, “Executive Summary”, pp. 11-16.

European Commission (2014):“Environment and Climate Change Policies”. In: *Study for the ENVI Committee*, pp. 9-22. [03]
Module 2: European Climate and Energy Policy

Session 3 – 15 Feb 2016

Introduction to the issue of climate change
Climate change has been defined as the major environmental issue that our civilization will have to deal with in this century. Reduction of GHGs emissions will affect not only global economy but also our daily lives. But while the costs of inaction will be enormous, climate change mitigation is bringing significant opportunities. During this session we will look at the state of the global climate change negotiations with the special focus on the Paris Agreement adopted in December 2015.

Reading:
- Executive Summary, pp. i-xxvii
- Summary of Conclusions, pp. vi-ix

UNFCCC (2015), “The Paris Agreement”, 31 pages [Special Focus on points 12-21, and articles 2, 3 and 4] [05]


Session 4 – 22 Feb 2016

European climate change policy
For a long time, the European Union has been considered the leader in the fight against climate change. But the EU Eastern enlargements and economic crisis have significantly changed the situation. What factors are driving European climate change policy? What roll does climate policy play in shaping European environmental policies? What is the chance that the European Union will regain its leadership in the fight against climate change?

Reading:


Session 5 – 29 Feb 2016
Energy policy and global warming. During this session, we will analyze the links between energy policy and global warming. How do different sources of energy influence global warming? How is global warming influencing energy policy?

Reading:

- Chapter 1: “Energy and Climate: State of Play”, pp. 17-34
- Chapter 4: “Achieving the Transition”, pp. 105-130.
- Chapter 5: “Building Success in Paris and Beyond”, pp. 131-147.

Session 6 – 7 Mar 2016

German energy transition
In 2011, Germany – for the second time – decided to switch off its nuclear power plants by 2022 and replace them, as well as coal-fired power plants, with renewable sources of energy. How realistic is this plan? What challenges and opportunities could result from this decision? Will it end up in a blackout of the largest European economy? Or will Germany set an example for the rest of Europe to follow?

Reading:


Session 7 – 14 Mar 2016

European renewable energy policy
Can renewable energy help us mitigate global warming? What role does the development of renewable energies play in European environmental policy? What factors determine the development of this policy?

Reading:
Langsdorf, Susanne (2011): “EU Energy Policy: From the ECSC to the Energy Roadmap 2050”. In: Green European Foundation. (8 pages) [14]

Session 8 – 21 Mar 2016

Emission Trading Scheme
This session will explain the principle of burden sharing, outline the EU-wide climate change program, examine national climate programs and outline the role of the EU Emissions Trading System (ETS). As well, we will discuss the impact of the EU ETS on non-EU countries.

Reading:

Corporate Europe Observatory (2013) “EU ETS Myth Busting. Why it Can’t Be Reformed and Shouldn’t be Replicated”. (14 pages) [18]

Sonja Peterson (2015) “Clash between National and EU Climate Policies – the German Climate Levy as a Remedy?” (10 pages) [19]

28 Mar 2016: Spring Break – No Class

Module 3: Other Environmental Policies

Session 9 – 4 Apr 2016

Nature conservation and biodiversity
The factors affecting the delicate balance of biodiversity are global warming, the migration of invasive alien species, desertification and genetically modified organisms (GMO). How can the loss of biodiversity be stopped? What impact does it have on our lives? During this session the main policies aiming at slowing down diversity loss will be investigated.

Reading:


European Commission (2015), “GMOs: Commission’s proposal on Food/Feed.” (8 pages) [22]

Session 10 – 11 Apr 2016
Waste management
We will discuss the role of waste management and recycling in European environmental policy and its impact on the European economy. The main focus will be given on the most preferred ways of dealing with waste.

Reading:

Session 11 – 18 Apr 2016

Sustainable transport
The VW Scandal showed, that German and European transport policies are not as sustainable as assumed. Why is Europe lagging behind some other countries in this regard, especially as far as the development of e-mobility is concerned? What is the role of the European Commission in making the European transport sector more sustainable?

Reading:
European Environmental Agency (2015), “Evaluating 15 Years of Transport and Environmental Policy Integration” (59 pages) [26].

Session 12 – 25 Apr 2016

Air pollution, soil and noise pollution
For a long time, air pollution was the major environmental issue facing European countries. Has the situation improved over the last two decades? Which measures were successful, which have failed? Soil and noise pollution are often ignored but are still very important environmental issues. How effective has European policy been in these areas so far? What measures are planned for the future? How are different countries dealing with this subject?

Reading:

**Session 13 – 2 May 2016**

**Green cities**

With more than half of the global population and 75% of the European population living in cities, the environmental issues resulting from an increasing amount of people sharing a limited amount of space are becoming clearer. Air pollution, noise pollution and enormous amounts of waste are becoming the challenges that many European and American cities have to deal with. During this class, the best and worst examples of how to deal with these issues will be discussed.

**Reading:**
Economist Intelligence Unit (2009) “European Green City Index”, pp. 6-39, plus two descriptions of a city from the report. [31]


**Session 14 – 9 May 2015**

**EU versus the rest of the world. US and EU environmental politics in comparison**

What impact does the EU have on global climate negotiations? What is the impact of the measures introduced in Europe on non-member countries? How does EU environmental policy compare to that of the United States?

**Reading:**


**Session 15 - 13 May 2016 (FRIDAY!)**

Wrap-up session. In-Class exam: Around 60 minutes and discussion of results afterwards.