

# SAMPLE SYLLABUS



## Business and the Environment

**ECON-UB 9225 and ENVST-UA 9465**

**Instruction Mode: Blended/Remote/In-person**

### **Fall 2021**

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU Washington, DC, please make sure that you have completed the online academic orientation via Brightspace so that you are aware of site-specific support structure, policies and procedures. Please contact [dc.academics@nyu.edu](mailto:dc.academics@nyu.edu) if you have trouble accessing the Brightspace site.

**Syllabus last updated on 08 September 2021**

### **Lecturer Contact Information**

Prof. Dr. Tom Moerenhout

Office hours upon appointment and via zoom

Instructor e-mail:

### **Units earned**

3

### **Course Details**

- Wednesday: 1:15pm to 4:15pm, room 307
- All times are Eastern (ET) - US Time Zone (for calculating time zone conversions, please note that Eastern-US Daylight Savings Time ends on November 7, 2021).
- Location: Rooms will be posted in Albert before your first class.
- Remote Participants: Your instructor will provide you with the Zoom link via NYU Brightspace.
- COVID-related details: In the interest of protecting the NYU Washington, DC community, we are closely following CDC and Washington, DC-specific guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being are our top priorities.
  - If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.

# SAMPLE SYLLABUS



## Course Description

Environmental problems typically arise from “market failures.” This course examines several environmental issues at local, national, and international levels, with a particular focus this year on the COVID-19 economic recovery and energy and climate change. We will also briefly touch on water and biodiversity. The course explores the key fault lines between business and the environment and some of the potential remedies, including government regulation as well as potential related business opportunities. The schedule will also include guest lectures by relevant experts and industry representatives.

## Course Objectives

The course exposes the students to the many nuances that characterize the interaction between the business world, the environment, and environmental policy. Most business activity impacts directly or indirectly the environment, by consuming non-reproducible resources, polluting water, air, and grounds, and contributing to climate change. There is both a risk to the environment from business practices, and also risks to businesses from environmental problems, including rising temperatures and sea levels, invasive species, freshwater shortages, overexploitation and extinctions, and global pandemics. Because of externalities, the market system is bound to produce more pollution than efficiency. This is the normative rationale for environmental policies whose goal is to reduce pollution-producing business activities. While economic science has often stark recipes for optimal regulatory instruments, in practice environmental policy is the outcome of a complex political process that mediates the desires of the citizenry, expressed via voting and interest groups, and those of the businesses themselves, which have channeled via the lobbying process.

Upon completion of this course, students will be able to:

- Understand the core challenges related to the business-environment intersection
- Participate in debates on the COVID-19 economic recovery and the energy transition
- Get a sense of how different businesses react differently to integrating sustainability into their business model and value chains
- Understand what businesses and sectors might be facing difficult times as a result of environmental policies, and which ones might have new opportunities to grow
- Have a deeper understanding of the challenge of the deep impacts of the energy transition on existing sectors and businesses

## Assessment Components

You are expected to attend class in person or remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

- **Class Participation (25%):** You are expected to attend class in person or remote synchronously. Your active participation in class and attendance will be reflected in this part of the course requirements. I very much value questions and comments, and

# SAMPLE SYLLABUS



students are also welcomed to bring up a topic from the media and news themselves for critical discussion. I also strongly value good questions and participation during guest lectures. This class will also have a slack platform, where we will share news and be able to discuss contemporary issues in Business & the Environment.

- **Midterm Exam (25%):** After the first four lectures, students will be given a midterm exam to assess their understanding of the theoretical and knowledge foundation portion of the course.
- **Research Note and Presentation (50%):** Each student is required to prepare a research note of about 10 pages (excluding figures & tables) – Font 12, Times New Roman, 1.15 spacing. This research note will be prepared on a topic chosen by the student. This topic needs to relate to Business & the Environment. The note will have a data component and an analytical component. The data component will require the student to do research on primary sources and assess what businesses and sectors will be impacted by the policy, how and to what extent. The analytical component will include an assessment of what coping mechanisms businesses could revert to, how they might innovate to comply with the new policy, and what governments could do to protect their competitiveness while still implementing the new policy. Students will give a presentation in class (duration to be decided based on number of class participants) presenting their research note. Presentations on similar topics will be grouped and a moderated discussion will follow the presentations.

## Teaching and Learning Philosophy

Healthy balance of theory and practice; focus on real-world sectors and problems; guest lectures to share expertise; case-based teaching; active student involvement.

## Required Text(s)

Electronic Resources (available via Brightspace / NYU Library Course Reserves). The Professor will provide students with the most up-to-date readings and audiovisual material via the online platform. Each week on Friday, the Professor will send out an e-mail highlighting what readings (or sections thereof) are required to prepare for next week's class.

## Supplemental Text(s) (not required to purchase)

Electronic Resources (available via Brightspace / NYU Library Course Reserves). The Professor will provide students with the most up-to-date readings and audiovisual material via the online platform. Each week on Friday, the Professor will send out an e-mail highlighting what readings (or sections thereof) are supplemental materials to contextualize next week's class.

Session/ Date	Topic	Assignment Due
Class 1: 08 Sep 2021	Introduction to the course; introduction to business; introduction to environment and sustainability; introduction to globalization and the Anthropocene; Key trends in international energy;	/

# SAMPLE SYLLABUS

Class 2: 15 Sep 2021	Mapping the complex interaction between business sectors and the environment; Tragedy and management of the commons; Externalities; Temporal dimensions of the costs of pollution; Workshop on core concepts in Business and Environment.	Prepare & present 1 example of tragedy/management of the commons; Prepare & present 1 core concept per student
Class 3: 22 Sep 2021	<b>NO CLASS.</b> This class will be replaced by a later class on Energy scenarios (a day between the class on energy sources & energy subsidies). New date TBC.	/
Class 4: 29 Sep 2021	Types of goods; The polluter pays principle in practice; major concepts in Business & Environment; Workshop on core concepts in Business and Environment.	Prepare & present 1 core concept per student
Class 5: 06 Oct 2021	Paradigms of Business & Environment; The Anthropocene; US presidents & climate action; Circular economy theory & practice. <i>Guest speaker: William Becker, Presidential Climate Action Project</i> <i>Guest speaker: Irene Martinetti, World Business Council for Sustainable Development</i>	Finalize topic for research paper
Class 6: 13 Oct 2021	Corporate responsibility; standardization in practice. Science-based targets. <i>Guest speaker: Justin Meier, Forest Stewardship Council</i> <i>Guest speaker: Luz Cervantes, World Wildlife Fund</i>	/
Class 7: 20 Oct 2021	Midterm (1.5h) Energy sources: oil, natural gas, coal	Midterm
Class 8: 27 Oct 2021	Energy sources continued: hydro, nuclear, wind, solar	/
Class 9: 3 Nov 2021	Energy subsidies & Business	Annotated outline of research paper
Class 10: 10 Nov 2021	History of oil & gas businesses; how to understand oil & gas wealth; climate risk of oil & gas producers; shale oil & gas policy in the US; business models; financial threats to oil & gas <i>Guest speaker: Jim Krane, Baker Institute for Public Policy</i> <i>Guest speaker: Milo McBride, NYU</i>	/

# SAMPLE SYLLABUS

Class 11: 17 Nov 2021	Innovation in the Energy Transition; Brown, grey, blue and green hydrogen; Offshore wind; strategies of oil companies to diversify portfolios. <i>Guest speaker: Vicente Loyola, Inter-American Development Bank</i> <i>Guest speaker: TBC, Equinor</i>	/
Class 12: 24 Nov 2021	Regulatory capture in biofuel policy in the European Union and United States; Farmer and biofuel lobbying practices; Challenge of complete policy-overhaul; Concept of industry grandfathering; The development dimension; Sustainable mining and supply chains for electric vehicles, electrical appliances and grid-level batteries; <i>Guest speaker: Albert Gore, Tesla</i>	Full draft of research paper
Class 13: 01 Dec 2021	Final presentations	Presentations
Class 14: 08 Dec 2021	Final presentations	Presentations
17 Dec 2021	Final papers deadline	Final research paper

## Classroom Etiquette

To optimize the experience in a blended learning environment, please consider the following:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- If deemed necessary by the study away site (i.e. COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class.

## Your Lecturer

Dr. Tom Moerenhout is a Research Scholar at the Center on Global Energy Policy, and an Adjunct Professor at Columbia University's School of International and Public Affairs and at NYU Washington DC. He is also an advisor on energy subsidy reform to the World Bank's Infra Energy Global Program, and a senior associate at the International Institute for Sustainable Development. Tom also leads the energy subsidy program at Johns Hopkins' Initiative for Sustainable Energy Policy.

# SAMPLE SYLLABUS



Tom's research expertise and practical engagements focus on international affairs, political economy and international economic law. Tom's main expertise lies in the role of trade, investment and subsidy policies in sustainable development, the sustainability dimension of economic globalization and resource valuation & regulation. He has published extensively on sustainable development and energy policy reforms in developing and emerging economies. He supports a more proactive integration of behavioral psychology into development policy and reform programs and focuses strongly on investigating corruption in energy and development policies.

For over 10 years, Tom has also worked as a practitioner supporting in-country reforms. In this capacity, he managed development projects with and for various organizations such as the OECD, OPEC, IRENA, UNEP, ADB, GIZ, Nestle and Greenpeace. He has also consulted for the World Bank, the Bill and Melinda Gates Foundation, the Institute for Development Studies and the Government of Nigeria. In recent years, Tom has provided practical, in-country support to energy and development policy reforms in Lebanon, India, Nigeria, Egypt, Iraq, Iraqi Kurdistan, Morocco and Jordan.

Tom holds two master's degrees and a PhD at the Graduate Institute of International and Development Studies in Geneva. Prior to joining Columbia University, he was a visiting fellow at the LSE Department of Government and Aramco-OIES fellow at the Oxford Institute for Energy Studies. In 2015-2016 he was a Fulbright fellow at Columbia University.

## Academic Policies

### Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

A = 94-100 or 4.0  
A- = 90-93 or 3.7  
B+ = 87-89 or 3.3  
B = 84-86 or 3.0  
B- = 80-83 or 2.7  
C+ = 77-79 or 2.3  
C = 74-76 or 2.0  
C- = 70-73 or 1.7  
D+ = 67-69 or 1.3  
D = 65-66 or 1.0  
F = below 65 or 0

At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have adopted a grading guideline for core courses with enrollments of more than 25 students in which approximately 35% of students will receive an "A" or "A-" grade. In core classes of less than 25 students, the instructor is at liberty to give whatever grades they think the students deserve, while maintaining rigorous academic standards.]

# SAMPLE SYLLABUS



## **Attendance Policy**

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspace if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to [dc.academics@nyu.edu](mailto:dc.academics@nyu.edu) to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, significant mental or physical discomfort, Moses Center accommodations, religious observance, or emergencies. Your professor or site staff may ask you to present a doctor's note, a Wellness Counselor's note, or permission from an NYU-DC staff member or an onsite Residence Life Administrator as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's or other notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, 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 site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

## **Final exams**

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

## **Late Submission of Work**

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been

# SAMPLE SYLLABUS



approved (with a doctor's note or by approval of NYU-DC site staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.

- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Washington, DC Site Director.
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) 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.

## **Academic Honesty/Plagiarism**

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using *TurnItIn* or another software designed to detect offences against academic integrity.

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. 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 guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)



# SAMPLE SYLLABUS



## **Inclusivity Policies and Priorities**

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

### **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 due to religious observance should notify their lecturer *and* NYU DC's Academics Office in writing via email one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the instructor will schedule a make-up examination or extend the deadline for assignments and can use the Academics Office for support as needed. 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. See also [University Calendar Policy on Religious Holidays](#).

### **Pronouns and Name Pronunciation (Albert and Zoom)**

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, NYU Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

### **Moses Accommodations Statement**

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through [dc.academics@nyu.edu](mailto:dc.academics@nyu.edu).

### **Bias Response**

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

# SAMPLE SYLLABUS



Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: [bias.response@nyu.edu](mailto:bias.response@nyu.edu)
- Phone: 212-998-2277