Introduction

This course is designed to provide students an in-depth understanding of the key concepts, actors, concerns and issues related to European integration, environmental policy making and sustainable development.

The course is divided into four modules. The first, introductory module provides a primer on the historical genesis and the organizational make-up of EU environmental and sustainable development governance. It will trace the emergence of environment and sustainable development on the Community agenda and will focus on the key issues, actors, and institutions involved in this process. At the end of the first module, students are expected to have a broad understanding of major European environment and sustainable development issues and central aspects and components of the relevant governance system.

The second module examines the development of EU environmental policy and integration over time. Time will be spent on comparative case studies of member states (including cases of enlargements) as well as in-depth case studies of specific issues. At the end of the second module, students are expected to have a deeper understanding of EU environmental policy making and central aspects of European integration on environment and sustainable development, both at the physical and policy levels.

The third module looks at issues of European environmental integration and sustainable development from a transatlantic and global perspective. This module will relate EU policy...
developments in the area of environment and sustainable development to transatlantic and global cooperation. It will ask questions of how deepening European environmental integration relate to transatlantic and global politics. At the end of the third module, students are expected to better understand the role of the EU in the context of transatlantic and global environment and sustainable development politics.

The fourth and final module will a) synthesize the learning from the earlier modules to get a sense of the larger picture of European environmental policy making and implementation, b) to critically evaluate the efficacy of existing policy, and c) to discuss remaining challenges and alternative approaches that might lead to more effective environmental management and a better process of European and international environmental decision-making.

**Prerequisites**
There are no formal prerequisites for this course. A background in European studies and/or environmental policy is useful, but not required. Contact the professor if you have any questions.

**Attendance & Grading**
Great importance will be placed on regular attendance (including arriving on time and not leaving early), active and productive class participation, and timely submission of assignments. There will be a penalty for late submissions of assignments and for irregular attendance, although individual emergencies will be accommodated as far as possible. In such cases, students should make every effort to talk with the professor before the said class.

The final grade for the class will be calculated as follows:

- **Class Participation** 10% (20 points)
- **Mid-term** 30% (60 points)
- **Take-home Essay** 20% (40 points)
- **Research Paper** 40% (80 points)
- **TOTAL** 100% (200 points)

**Assignments**
Assignments for the class will be explained in greater detail on the first day of class. Students are responsible for remembering when their assignments are due and submitting them properly.

**CLASS PARTICIPATION (10% of grade, 20 points)**
Class meetings are designed to be a series of discussion meetings, rather than lecture meetings, with full participation by all students. Active student participation will be an important part of the class, and students should come well prepared to speak their mind and to be called upon to speak their mind!

**MID-TERM (30% of grade, 60 points)**
Students will be assigned a take-home mid-term relating to topics discussed in class and course readings. The mid-term questions can be picked-up outside the instructor's office (156 Bay State Road) beginning Monday, February 27th at 2pm. The typed and printed answers to the mid-term should be handed to the instructor no later than Wednesday, February 29th at 12pm. More information about the mid-term will be given in class.
TAKE-HOME ESSAY (20% of grade, 40 points)
Students will be assigned a take-home essay question relating to a topic or set of topics discussed in class and course readings. Essay topic and further instructions will be given on class #9 (March 26). The essay should be handed in to the instructor on class #10 (April 2). More information about the essay will be given in class.

RESEARCH PAPER (40% of grade, 80 points)
A short research paper (8 pages for undergraduates and 10 pages for graduate students, single spaced) is due by beginning of class #14 on April 30th (last class of the semester). The research paper should both be a descriptive and a proscriptive analysis of a particular aspect of European environmental policy making and issues of sustainable development. The paper should be properly referenced and footnoted and written in proper academic style. Additional information regarding the research paper will be given in class and each student will be required to present a paper topic in class #9 (March 26th).

Academic Honesty
The American College Dictionary defines plagiarism as “Copying or imitating the language, ideas, or thoughts of another author and passing off the same as one’s original work.” Plagiarism is intellectual theft and violates the student honor code. Exact quotations must have quotation marks and the appropriate citation. Paraphrases, even if not exact quotes, must have the appropriate citation. Submitting a paper written by someone else, whether “borrowed” from a friend or purchased from a ‘service’, even if updated, constitutes plagiarism.

Using the Internet for research is allowed and encouraged, but plagiarizing its resources is not allowed. Cheating of any sort, submitting the same work for more than one course, deliberately impeding the academic performance of others, and other forms of academic misconduct are serious offenses. As a general rule, if you have any doubts, give credit to the source; if you have any questions, talk to the instructor.

Readings
There is two required books for the course:


The books are available for purchase at Barnes and Noble at Boston University Bookstore and various web based book sellers.

The course uses the Blackboard system. All readings in addition to those found in the required books will be posted on the Blackboard web site: http://blackboard.bu.edu.

To ensure meaningful class discussion, it is very important that students have read the assigned readings before each class.
Module I: European Environmental Governance

This module will provide a primer on the historical genesis and the organizational make-up of European Community environmental and sustainable development governance. It will trace the emergence of environment and sustainable development on the Community agenda and will focus on the key issues, actors and institutions involved in this process. At the end of the first module, students are expected to have a broad understanding of major European environment and sustainable development issues and central aspects and components of the relevant governance system.

Class #1

Course Introduction

- **European Union Website**: http://europa.eu.

Class #2

European Governance

- **European Environment Agency.** 2010. The European Environment – State and Outlook 2010 (Read Chapters 1 and 6) (Blackboard).

Class #3

Environmental Politics

- **Andrew Jordan et al.** 2005. "European Governance and the Transfer of ‘New’ Environmental Policy Instruments (NEPIs) in the European Union" in Andrew Jordan...


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**Class #4**

**Institutions and Actors**


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**Class #5**

**Analyzing Europeanization**

Class #6

Mid-term

MODULE II: Issues of European Environmental Integration

This module will examine the development of EU environment policy and integration over time with a particular focus on Community commitment to the precautionary principle and sustainable development. Time will be spent on comparative case studies of member states as well as in-depth case studies of specific issues. At the end of the second module, students are expected to have a deeper understanding of EU environmental policy making and central aspects of European integration on environment and sustainable development, both at the physical and policy levels.

Class #7

Environmental Policy and Member States I
France, Germany, Spain and the United Kingdom


Class #8

Environmental Policy and Member States II
Finland, Ireland, the Netherlands and Sweden

Class #9

Enlargements and Environmental Policy
Hungary, Poland, the Czech Republic and Norway


Student Research Paper Discussion

Oral and written presentation of research paper topic and tentative paper outline (1 page).

Class #10

Air, Water and Fisheries Policy


### Class #11

**Chemicals, Waste and Agricultural Policy**


### Class #12

**Climate Change and GMO Policy**


### MODULE IV: European Environmental Governance in a Transatlantic and Global Perspective

This module will look at issues of European environmental integration and sustainable development from a transatlantic and global perspective. This part module will build on earlier modules and relate EU policy developments in the area of environment and sustainable development to transatlantic and global cooperation. It will ask questions of how deepening European environmental integration relate to transatlantic and global politics on environment and sustainable development issues. At the end of the fourth module, students are expected to
better understand the role of the EU in the context of transatlantic and global environment and sustainable development politics.

Class #13

European Union, Transatlantic Environmental Relations and Global Environmental Governance


**Module V: Synthesis**

This module seeks to a) synthesize the learning from the earlier modules to get a sense of the larger picture of European environmental policy making and implementation, b) to critically evaluate the efficacy of existing policy, and c) to discuss remaining challenges and alternative approaches that might lead to more effective environmental management and a better process of European and international environmental decision-making.

Class #14

Achievements and Challenges

- **CONCLUDING DISCUSSION BASED ON STUDENT RESEARCH PAPERS.**
Summary Outline of Class Schedule

**MODULE I: EUROPEAN ENVIRONMENTAL GOVERNANCE**

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Class #1</td>
<td>January 23</td>
<td>Course Introduction</td>
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<td>Class #2</td>
<td>January 30</td>
<td>European Governance</td>
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<tr>
<td>Class #3</td>
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<td>Environmental Politics</td>
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<tr>
<td>Class #4</td>
<td>February 13</td>
<td>Institutions and Actors</td>
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<tr>
<td>Class #5</td>
<td>February 21 (Tue)</td>
<td>Analyzing Europeanization</td>
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<td>Class #6</td>
<td>February 27</td>
<td>Mid-term</td>
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**MODULE II: ISSUES OF ENVIRONMENTAL INTEGRATION**

| Class #7 | March 5   | Environmental Policy and Member States I  |
| Class #8 | March 19  | Environmental Policy and Member States II |
| Class #9 | March 26  | Enlargements and Environmental Policy     |
|          |           | Student Research Paper Discussion        |
| Class #10| April 2   | Air, Water and Fisheries Policy          |
| Class #11| April 9   | Chemicals, Waste and Agricultural Policy  |
| Class #12| April 18 (Wed) | Climate Change and GMO Policy |

**MODULE III: EUROPEAN ENVIRONMENTAL GOVERNANCE IN A TRANSATLANTIC AND GLOBAL PERSPECTIVE**

| Class #13 | April 23   | European Union, Transatlantic Relations and Global Environmental Governance |

**MODULE IV: SYNTHESIS**

| Class #14 | April 30 | Achievements and Challenges |

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