| STUDY PROGRAMME | ACADEMIC YEAR | SEMESTER |
|---|---|---|
| 1. POL<br>2. MATA-POL | 2025-2026 | Second |

COURSE TITLE

**Governing the green transition: EU environment and climate policy**

| COURSE PROFESSOR | COURSE ASSISTANT |
|---|---|
| **Prof Tom DELREUX** | **Tanguy BALCON** |

| NATURE OF COURSE (COMPULSORY, OPTIONAL) | LANGUAGE OF INSTRUCTION |
|---|---|
| 1. Optional<br>2. Optional | **English** |

ECTS CREDITS

**4**

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## 1. COURSE OBJECTIVE

The European Union has developed one of the world's most stringent sets of environmental policies. A complex framework of regulatory standards aiming to improve the state of the environment is in force in all major areas of environmental policy, including water, air, biodiversity and climate change. These policies are shaped, adopted and implemented through a complex governance system including various actors, different legal procedures and political practices, and multiple levels of governance. They have undoubtedly contributed to an improved state of the environment in Europe, but they simultaneously leave the EU with major challenges in the longer term.

The course aims to introduce to students the state of play of the EU's environmental and climate policies. It discusses the development and the driving forces of the EU's environmental policy, the main political dynamics in the policy cycle, the EU's policy instruments and activities in the traditional and the 'new' environmental subdomains, and the role of the EU in global environmental politics.

Approaching the EU's environmental and climate policies from the perspective of the debates on sustainability and transition governance, as emphasized in the context of the European Green Deal, the course emphasizes the horizontal and cross-sectoral nature of environmental and climate policies. Consequently, the interactions with other policy domains (such as transport, energy or agriculture) are also examined.

## 2. LEARNING OUTCOMES

Course-specific learning outcomes:

A.1 Students develop a multidisciplinary understanding of the European political system.

A.2 Students have a general knowledge of the main components of the EU political system: institutions, actors, decision-making procedures, competences and policies.

A.3. Students comprehend disciplinary knowledge and theories specific to EU studies.

A.4 Students possess an in-depth knowledge of fundamental aspects of the EU political system (institutions, actors, policies etc.).

A.5 Students develop a concrete understanding of the logics of policy-making and negotiations within the EU political system, thanks to simulation exercises and the drafting of policy papers.

A.7 Students can communicate in both French and English in an academic or professional context.

B.1 Students can recognize, contextualize, explain, and interpret political, societal and economic phenomena in European integration. They can assess events, governance problems and political crises.

B.3 Students can transform a complex problem into a research question, mobilize theories, develop a research design, and conduct empirical work to provide solutions in an analytical and balanced way.

B.4 Students can flexibly apply theories and analytical frameworks from different disciplinary perspectives to the main issues of EU politics and policies.

B.6 Students are capable of working as part of a complex project, individually or collectively, and they develop skills of planning, organisation, prioritisation and time management.

B.7 Students can communicate clearly and effectively, through oral presentations or written documents, to different kinds of audiences.

## 3. COURSE CONTENTS

1. Evolution and driving forces of EU environmental policy
2. EU environmental policy in a global and societal context
3. Legal basis and principles
4. Actors and policy-making
5. Environmental policy instruments
6. Traditional sectors of environmental policy
7. Climate change policy
8. Environmental policy integration and the challenge of 'greening' other policy areas
9. EU external environmental policy

## 4. TEACHING METHOD

The course will be taught by means of **lectures** with active participation of the students. One or two **guest lectures** will probably be scheduled (depending on availability of guest lecturers).

Students are expected to **give a presentation (flipped classroom)** on
- either a traditional environmental policy field (in the context of chapter 6)
- or environmental policy integration in a non-environmental policy field (in the context of chapter 8).

Students have to **discuss each other's work (peer review)**.

Students have to **write a paper** on the topic of the presentation.

CONNECT LIFE & LEARNING.

## 5. FURTHER DETAILS ON THE TEACHING METHOD

- **Topic and objective of the assignment**
    - In groups of two students (or in case of an odd number of students: one group of three students), students have to write a paper and to give a presentation in the context of either chapter 6 of the course ('traditional sectors of environmental policy') or chapter 8 ('environmental policy integration and the challenge of "greening" other policy areas'). The paper and the presentation are on the same topic.
    - The presentation should be based upon a draft paper. The presentation has a twofold objective. First, it gives the students the opportunity to present their work-in-progress and to receive feedback on their draft paper, which can inform the final version of the paper. Second, the presentations serve a 'flipped classroom' objective: students teach their fellow students about

either the traditional sectors of environmental policy or the greening of a non-environmental policy field.
- All students of each group will receive the same grade for the presentation and the same grade for the paper.
- There are ten topics that students can choose from:
  o five topics that are part of chapter 6 ('traditional sectors of environmental policy'):
    1. air policy
    2. water policy
    3. biodiversity and nature policy
    4. chemicals
    5. circular economy and waste
  o five topics that are part of chapter 8 ('environmental policy integration and the challenge of "greening" other policy areas'):
    6. the greening of energy policy
    7. the greening of agriculture policy
    8. the greening of transport policy
    9. the greening of budget and finance policy
    10. the greening of building and renovation policy
- Students working on topics 1-5 should address the following questions in their presentation and paper:
  o What are the main environmental challenges in the chosen policy field? Why is it important to regulate the chosen policy field?
  o What is the main policy architecture in the chosen policy field?
  o What are objectives of the EU in the chosen policy field and through which instruments does the EU aim to achieve these objectives? (Avoid describing one directive/regulation after the other, but rather discuss and analyse the main ideas and approaches behind the policies.)
  o What are the main achievements and failures of the EU in the chosen policy field? How can these achievements and failures be explained? What are the main challenges the EU is facing?
  o What are the main current, ongoing policy developments and debates in the chosen policy field?
- Students working on topics 6-10 should address the following questions in their presentation and paper:
  o What are the main environmental challenges in the chosen policy field? Why is environmental policy integration in the chosen policy field important?
  o What are the main initiatives and policy instruments that the EU has adopted in order to 'green' the chosen policy field?
  o What are the main achievements and failures in the 'greening' of the chosen policy field? How can these achievements and failures be explained? What are the main challenges the EU is facing?
  o What are the main current, ongoing policy developments and debates regarding the 'greening' of the chosen policy field?

- **Presentation/flipped classroom (15% of the final grade).**
  - Each group has 20 minutes to give an oral presentation on their topic. The calendar of presentations will be communicated by the academic assistant after the first session of the course.
  - A clever use of slides is encouraged.

- Each presentation will be followed by an intervention by two discussants (see below) and by a Q&A session with the course participants, moderated by the presenting students. The feedback received from the discussants and during the Q&A session can be used by the students for finalizing their paper.
- At least 72 hours before their presentation, students are required to send their draft paper to the discussants and to tanguy.balcon@coleurope.eu.
- At least 24 hours before their presentation, students are required to send an outline of their presentation to tanguy.balcon@coleurope.eu.

- **Discussion/peer review (10% of the final grade).**
  - Each student will be assigned the role of discussant for one presentation (two discussants per presentation).
  - Each discussant reviews the work from another group, based on the draft paper (sent beforehand) and the presentation. The discussant should, in an intervention of about 5 minutes,
    o mention the strong and weak points of the work in progress;
    o make a few suggestions on how the draft paper can be improved;
    o ask 2-3 questions.

- **Paper (25% of the final grade).**
  - Each group writes a paper of 3000 to 4000 words.
  - The paper should address the questions outlined above.
  - The paper should include a cover page, with the word count clearly indicated on the cover page.
  - Papers, saved in Word format, have to be submitted by 24/04/2026 at 12h00 to tanguy.balcon@coleurope.eu.
  - Please refer to the Guide for Referencing with regard to the required referencing style.
  - Concerning late submission, word count and plagiarism, the rules outlined at the end of this document apply.

- The **final written examination (50% of the final grade)** will take place in May or June with questions on any subject covered in the course. It will be a written, closed-book exam.

## 6. COURSE MATERIAL*

See the detailed course outline for the full reading list.

## 7. EVALUATION
- Presentation/flipped classroom (15% of the final grade)
- Discussion/peer review (10% of the final grade)
- Paper (25% of the final grade)
- Written examination (50% of the final grade)

**Plagiarism:** Pursuant to Articles 39a and subsequent provisions of the College of Europe Study Regulations 2025–2026, plagiarism, self-plagiarism, collusion, and the falsification of data are expressly prohibited and shall be deemed to constitute academic misconduct. All written work submitted by a student shall be subject to assessment with regard not only to its originality but also to the scope and rigor of the research undertaken. Any instance of plagiarism, self-plagiarism, collusion,

or falsification of data, as defined in the aforementioned Study Regulation, shall give rise to the imposition of penalties in accordance with Article 40 thereof.

**Artificial Intelligence:** Pursuant to Articles 38 and subsequent provisions of the College of Europe Study Regulations 2025–2026, the category of permitted generative AI (genAI) use for the present course is **<u>restricted use</u>**. Students may employ genAI tools exclusively at the foundational stages of the work process, such as brainstorming on structure or approach, screening of literature, or the organisation of data. The use of genAI for advanced stages of the work process, including the analysis or interpretation of data, the generation of arguments, the drafting or writing of text, or translation and rewriting of content, is strictly prohibited.

The non-generative use of AI tools, such as for spell-checking, reference style management, or information searches, is by default permitted for all course work and the Master's thesis.

Any use of genAI, even within the restricted category, <u>must be transparently acknowledged</u> in accordance with the departments referencing guidelines. Students bear full responsibility for the entirety of the content they submit, irrespective of the tools used, and must ensure compliance with College regulations on academic integrity, data protection, and intellectual property. Violations of the permitted scope of AI use, or failures to acknowledge such use, shall constitute academic misconduct and will be sanctioned in line with Articles 39a, 39b, and 40 of the Academic Regulations on plagiarism, falsification of data, and related infringements.

## 8. ASSESSMENT AT SECOND ATTEMPT

During the second examination session the course is assessed **100%** on the basis of a written resit exam.