



University of  
New Haven

## *Environmental and Agricultural Policies in the EU*

### SECTION I: Course Overview

**Course Code:** AGS333FLR / ENV333FLR

**Subject Area(s):** Agricultural Studies, Environmental Sciences

**Prerequisites:** See Below

**Language of Instruction:** English

**Additional Fees:** See Below

**Total Contact Hours:** 45

**Recommended Credits:** 3

### COURSE DESCRIPTION

In the last few decades, the European Union (EU) has developed some of the world's highest environmental standards directed at protecting natural habitats, keeping air and water clean, and reducing the environmental footprint of agriculture.

This course aims to present students with the structure and functioning of the EU, identify the key areas of EU agri-environmental policies relevant for US students from a comparative perspective, and sharpen students' analytical skills when analyzing the effectiveness of environmental policies.

The course is divided into three parts. In the first part, the students are introduced to the developments of the EU including the history of European integration from its beginnings after WW2 until today. The aim of that part is to understand the institutional framework in which the EU environmental policy is developed and adopted. The second part presents the main EU fields of environmental policy such as nature, water and air protection, and defines the concept of environmental governance. That section aims to define the essential content of the EU environmental policy and to provide the students with the knowledge to compare the different approaches and guiding principles in the EU and the USA. Finally, the third part of the course is largely devoted to important cross-cutting issues such as climate change, biodiversity, and agriculture. This last section underlines the links between biodiversity, agri-environmental policy and food, and how non-strictly environmental issues have a relevant role in the EU trade relations and environmental policy.

### LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Identify the functioning of the EU and its governance framework of environmental policy.
- Compare the main areas of EU environmental policies to the USA.

- Examine critically the links between the different sectors of environmental policy in relation to agri-environmental policy in the EU.
- Investigate key areas and tools of environmental policy to propose solutions on specific agri-environmental topics.

## PREREQUISITES

Prior to enrollment, this course requires you to have completed either **one** 200-level course or **two** 100-level courses in any of the following subject areas: Environmental Science, Environmental Policy, Agricultural Sciences, Agricultural Economics, or Ecology.

## CROSS-LISTED COURSE

Due to the interdisciplinary nature of the content, this course is cross-listed with Agricultural Studies (AGS333FLR) as well as Environmental Science (ENV333FLR). The instructor will provide directions during the first week of class regarding how to choose your desired course code.

## ADDITIONAL COURSE FEES

This course requires payment of an additional fee to cover active learning components that are above and beyond typical course costs, such as site visits, entrance fees and other expenses. Please see the Course Overview online for further information.

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

|                             |          |
|-----------------------------|----------|
| <b>Name:</b>                | TBA      |
| <b>Contact Information:</b> | TBA      |
| <b>Term:</b>                | SEMESTER |

### ATTENDANCE POLICY

This class will meet once weekly for 150 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

| ALLOWED ABSENCES – SEMESTER       |                    |  |
|-----------------------------------|--------------------|--|
| Courses Meeting X day(s) Per Week | Allowed Absence(s) | Automatic Failing Grade at X <sup>th</sup> absence |
| Courses meeting 1 day(s) per week | 1 Absence          | 4 <sup>th</sup> Absence                            |

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply

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if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

| ATTENDANCE DOCKING PENALTIES                      |                 |                  |                 |                   |
|---|-----------------|------------------|-----------------|-------------------|
| Absence   | 1 <sup>st</sup> | 2 <sup>nd</sup>  | 3 <sup>rd</sup> | 4 <sup>th</sup>   |
| Penalty   | No Penalty      | 0.5 Grade Docked | 1 Grade Docked  | Automatic Failure |
| HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES |                 |                  |                 |                   |
| Grade   | A+              | A                | A-              | F                 |

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

## GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

|                                |            |
|--------------------------------|------------|
| <b>Class Participation</b>     | <b>10%</b> |
| <b>Group Work Essay 1</b>      | <b>10%</b> |
| <b>Group Work Essay 2</b>      | <b>10%</b> |
| <b>Midterm Exam</b>            | <b>20%</b> |
| <b>Policy Paper</b>            | <b>15%</b> |
| <b>Group Work Presentation</b> | <b>10%</b> |
| <b>Final Exam</b>              | <b>25%</b> |

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

| CEA GRADING SCALE |                 |                  |                |
|-------------------|-----------------|------------------|----------------|
| Letter Grade      | Numerical Grade | Percentage Range | Quality Points |
| A+                | 9.70 – 10.0     | 97.0 – 100%      | 4.00           |
| A                 | 9.40 – 9.69     | 94.0 – 96.9%     | 4.00           |
| A-                | 9.00 – 9.39     | 90.0 – 93.9%     | 3.70           |
| B+                | 8.70 – 8.99     | 87.0 – 89.9%     | 3.30           |
| B                 | 8.40 – 8.69     | 84.0 – 86.9%     | 3.00           |
| B-                | 8.00 – 8.39     | 80.0 – 83.9%     | 2.70           |
| C+                | 7.70 – 7.99     | 77.0 – 79.9%     | 2.30           |

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|     |             |              |      |
|-----|-------------|--------------|------|
| C   | 7.40 – 7.69 | 74.0 – 76.9% | 2.00 |
| C-  | 7.00 – 7.39 | 70.0 – 73.9% | 1.70 |
| D   | 6.00 – 6.99 | 60.0 – 69.9% | 1.00 |
| F   | 0.00 – 5.99 | 0.00 – 59.9% | 0.00 |
| W   | Withdrawal  | N/A          | 0.00 |
| INC | Incomplete  | N/A          | 0.00 |

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation (10%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

| CLASS PARTICIPATION GRADING RUBRIC  |                               |
|---|-------------------------------|
| Student Participation Level   | Grade                         |
| You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.     | <b>A+</b><br>(10.0 – 9.70)    |
| You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.                                   | <b>A/A-</b><br>(9.69 – 9.00)  |
| You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.                   | <b>B+/B</b><br>(8.99 – 8.40)  |
| You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.  | <b>B-/C+</b><br>(8.39 – 7.70) |
| You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.                            | <b>C/C-</b><br>(7.69 – 7.00)  |
| You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.                      | <b>D</b><br>(6.99 – 6.00)     |
| You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings. | <b>F</b><br>(5.99 – 0.00)     |

**Group Work Essay 1 (10%):** During part 1 of the course, you will be part of a working group that will perform a deskwork analysis of a case study area proposed by the instructor. The group will meet periodically during the course part 1 to discuss the case study and its implications concerning the environment. Minutes of the group meetings will be recorded to outline the different personal reflections and points of view. The minutes together with a brief essay outlining a common position of the group and the divergent opinions will compose the assignment. The exercise should stimulate your capacity to discuss and find solutions in a group setting.

**Group Work Essay 2 (10%):** During part 2, you will continue the group work in parallel to the sessions. The groups of the first assignment will be reshuffled to stimulate your ability to work in different group settings. The assignment will consist of developing a prospective study following guidelines provided by the instructor (e.g. by means of the morphological chart method). The group will develop under the supervision of the instructor a scenario analysis concerning one selected environmental topic. The aim is to describe different and divergent futures by means of narratives and opposite trends (e.g. business as usual, sustainability, triumph of the market, etc.).

**Midterm Exam (20%):** The midterm exam is designed as a measure of the students' ability to understand the course material and as a formative exercise to establish improvement goals.

**Policy Paper (15%):** This will be an in depth comparative analysis of an aspect or area of environmental policy in EU and USA that you will decide together with the instructor. The aim is to develop a description of differences and an assessment following a Strengths Weaknesses Opportunities Threats (SWOT) format. Periodic updates on the progress of your research are included and will count towards the overall assessment of your work.

**Group Work Presentation (10%):** During the third and final part of the course, you will be part of a working group that will prepare a presentation about a "future brief" topic. Future Briefs are a series of horizon-scanning policy briefs, which provide an accessible overview of emerging areas of science and technology concerning the environment. The class will select one of the "future briefs" Following a "backcasting" approach, each group will develop and present to the class a future desirable target to achieve and will propose a policy path that should be followed ("stepping stones") to get to that objective. The group should be able to defend the ideas proposed and challenge the presentations of the other group(s).

**Final Exam (25%):** the final exam will give the opportunity to revise the course material and measure the students' understanding and capacity to elaborate on the course topics.

## REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. **SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Dimas, S. Speech "Climate change and Air Quality: Press Statement at the Environmental Council" (October 2006) [https://europa.eu/rapid/press-release\\_SPEECH-06-624\\_en.htm?locale=en](https://europa.eu/rapid/press-release_SPEECH-06-624_en.htm?locale=en)

Fontaine, P. Europe in 12 Lessons. EU DG Communication, Publication Office of the European Union, 2019, 106pp.

Garcia, P. R. "Directive 2001 /18/EC on the Deliberate Release into the Environment of GMOs: an Overview and the Main Provisions for Placing on the Market" in *Journal for European Environmental & Planning Law*, vol. 3, 2006, 3-12pp.

Haigh, N. EU Environmental Policy, Routledge, 2016, 214pp.

Hanley, et al. "How should we incentivize private landowners to 'produce' more biodiversity?" Oxford Review of Economic Policy, Volume 28, Number 1, 2012, 93–113pp.

Jordan, A. and Adelle, C. Environmental Policy in the EU, Routledge, 2013, 398pp.

Matson, P., Clark, W. C., and K. Andersson. Pursuing Sustainability: A Guide to the Science and Practice, Princeton Univ. Press, 2016, 248pp.

Scheuer, S. EU Environmental Policy Handbook. A Critical Analysis of EU Environmental Legislation European Environmental Bureau, 2005, 344pp.

Vanthoor, W. F. V. A Chronological History of the European Union 1946-2001, Edward Elgar Pub, 2002, 360pp.

**II. SELECTED ONLINE READINGS:** The selected online readings for this course are listed below. You will not need to purchase these readings; but you will need access to an internet connection to access these readings. The instructor will provide these selected online readings to you in class.

80 Final - A Framework Strategy for a Resilient Energy Union with a Forward-Looking Climate Change Policy (2015) [https://eur-lex.europa.eu/resource.html?uri=cellar:1bd46c90-bdd4-11e4-bbe1-01aa75ed71a1.0001.03/DOC\\_1&format=PDF](https://eur-lex.europa.eu/resource.html?uri=cellar:1bd46c90-bdd4-11e4-bbe1-01aa75ed71a1.0001.03/DOC_1&format=PDF)

The Common Agricultural Policy at a glance [https://ec.europa.eu/info/food-farming-fisheries/key-policies/common-agricultural-policy/cap-glance\\_en](https://ec.europa.eu/info/food-farming-fisheries/key-policies/common-agricultural-policy/cap-glance_en)

Communication from the Commission: An Energy Policy for Europe (2007) <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A52007DC0001>

EC COM (2017) “The future of food and farming”  
[https://ec.europa.eu/agriculture/sites/agriculture/files/future-of-cap/future\\_of\\_food\\_and\\_farming\\_communication\\_en.pdf](https://ec.europa.eu/agriculture/sites/agriculture/files/future-of-cap/future_of_food_and_farming_communication_en.pdf)

The Economist: dossier on climate change (2006)  
<https://www.economist.com/printedition/specialreports>

ENVI Relevant Legislative Areas of the EU-US Trade and Investment Partnership Negotiations (TTIP) (2014) [https://ieep.eu/uploads/articles/attachments/cab35f4c-7ef1-4276-974c-c41af388f5c9/ENVI\\_relevant\\_areas\\_of\\_TTIP\\_-\\_Final\\_study.pdf?v=63664509866](https://ieep.eu/uploads/articles/attachments/cab35f4c-7ef1-4276-974c-c41af388f5c9/ENVI_relevant_areas_of_TTIP_-_Final_study.pdf?v=63664509866)

EU DG Agri Overview of CAP Reform 2014-2020 (2013)  
[https://ec.europa.eu/agriculture/sites/agriculture/files/policy-perspectives/policy-briefs/05\\_en.pdf](https://ec.europa.eu/agriculture/sites/agriculture/files/policy-perspectives/policy-briefs/05_en.pdf)

Future Briefs  
[https://ec.europa.eu/environment/integration/research/newsalert/future\\_briefs.htm](https://ec.europa.eu/environment/integration/research/newsalert/future_briefs.htm)

Manual of European Environmental Policy (2012) <https://ieep.eu/understanding-the-eu/manual-of-european-environmental-policy>

Measuring the CAP’s environmental and climate performance (2018)  
<https://ieep.eu/publications/measuring-the-cap-s-environmental-and-climate-performance>

Trade, Governance and Sustainable Development (2002)  
<https://trade.ec.europa.eu/civilsoc/meetdetails.cfm?meet=52>

#### **ACADEMIC REVIEWS:**

Science for Environment Policy Ecosystem Services and the Environment. In-depth Report 11 produced for the European Commission, DG Environment (2015)

Taylor, P. “Selecting Policy Instruments for Better Environmental Regulation: a Critique and Future Research Agenda” Environmental Policy and Governance, 22, (2012), 268-292 pp.

## RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Baudrillard, J. *The Consumer Society: Myths and Structure*, Sage, 1998, 208pp.

Cooper, T., Hart, K. and Baldock, D. (2009) *The Provision of Public Goods Through Agriculture in the European Union*, Report Prepared for DG Agriculture and Rural Development, Contract No 30-CE-0233091/00-28, Institute for European Environmental Policy: London.

EU DG ENV Science for Environment Policy website <http://ec.europa.eu/science-environment-policy>

Kinzig, et al. 2011 *Paying for Ecosystem Services—Promise and Peril*, *Science*, Vol 334, 603-604pp.

Pe'er, et al. 2014. EU agricultural reform fails on biodiversity, *Science*, Vol 344, pp. 1090-1092.

Pretty & Ward, 2001. *Social Capital and the Environment*, *World Development*, Vol. 29, No. 2, 209-227pp.

Summary of environment and climate change legislation  
[https://eurlex.europa.eu/summary/chapter/environment.html?root\\_default=SUM\\_1\\_CODED\\_%3D20,SUM\\_2\\_CODED%3D2005&locale=en](https://eurlex.europa.eu/summary/chapter/environment.html?root_default=SUM_1_CODED_%3D20,SUM_2_CODED%3D2005&locale=en)

## ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

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**COURSE CALENDAR**  
*Environmental and Agricultural Policies in the EU*

| SESSION   | TOPICS  | ACTIVITY  | READINGS & ASSIGNMENTS   |
|---|---|---|--|
| <b>PART I - INTRODUCING THE EU AND ENVIRONMENTAL POLICY</b>         |   |   |  |
| <b>1</b>  | <p><b>Introduction to the Course:</b><br/>Foundations and history of the EU</p> <p><b>How does the EU work?:</b><br/>Institutional organization of the EU</p> | <p>Course Overview<br/>Lecture &amp; Discussion</p> <p><b>Video:</b><br/>EC The European Commission explained -<br/>Functioning and Tasks<br/><a href="https://www.youtube.com/watch?v=nWp_gO1EPO_Y">https://www.youtube.com/watch?v=nWp_gO1EPO_Y</a></p> | <p>Fontaine, <i>Europe in 12 Lessons</i>, Ch. 1, 2, 4</p> <p>Vanthoor W.F. (extracts)</p>  |
| <b>2</b>  | <p><b>Sustainability &amp; Environmental Policy:</b><br/>Concepts and foundations</p>   | Lecture & Discussion  | <p>Matson, Clark, Andersson Ch. 1, “Pursuing Sustainability”</p> <p>Taylor, “Selecting Policy Instruments”, pp. 268-292</p>  |
| <b>3</b>  | <p><b>EU Environmental Policy:</b><br/>General policy &amp; the EU action program to 2020</p>   | Lecture & Discussion  | <p>Scheuer, S. pp. 11-30</p> <p>Haigh, N., (extracts)</p> <p>Jordan and Adelle (extracts)</p> <p>Manual of European Environmental Policy (extracts)</p> <p><b>*Assignment part 1</b></p> |
| <b>PART II – EU POLICY &amp; GOVERNANCE; TRAGEDY OF THE COMMONS</b> |   |   |  |
| <b>4</b>  | <p><b>Sector EU Environmental Policies:</b><br/>Nature protection<br/>Air and chemicals</p>   | Lecture & Discussion  | <p>Scheuer, S. pp. 36-45, pp. 46-76</p> <p>Science for Environment Policy</p>  |
| <b>5</b>  | <p><b>EU Environmental Policy:</b><br/>Waste and soil<br/>Water and sea</p>   | Lecture & Discussion  | <p>Scheuer, S. pp. 77-124 &amp; pp. 125-156</p> <p>Science for Environment Policy</p> <p>Manual of European Environmental Policy (extracts)</p>  |

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|   |  |                      |  |
|---|--|----------------------|--|
| 6   | <b>EU Environmental Governance</b>   | Lecture & Discussion | Scheuer, S. pp. Ch. 5 (extracts)<br>Science for Environment Policy   |
| 7   | <b>Hardin's Tragedy of the Commons:</b><br>Wicked problems and collective resource management                      | Guest Speaker        | <b>*Assignment 2</b>   |
| 8   | <b>MIDTERM EXAM</b>  |                      |  |
| <b>PART III – CLIMATE CHANGE, ENERGY, AGRICULTURE, &amp; FOOD</b> |  |                      |  |
| 9   | <b>Climate Change:</b><br>Positions on countries on climate change<br>Difference between mitigation and adaptation | Lecture & Discussion | Dimas, Speech “Climate change and Air Quality:” (October 2006)<br>The Economist: dossier on climate change (November 2006)   |
| 10  | <b>Energy and Transports &amp; Biodiversity:</b><br>Approaches to the energy challenge<br>Renewable energy         | Lecture & Discussion | Communication from the Commission: An Energy Policy for Europe (2007)<br>80 Final - A Framework Strategy for a Resilient Energy Union with a Forward-Looking Climate Change Policy (2015)<br>Hanley et al., How should we incentivize private landowners to ‘produce’ more biodiversity? (extracts)<br>Manual of European Environmental Policy Ch. 9 |
| 11  | <b>Common Agricultural Policy:</b><br>Foundations and history<br>Agri-environmental policies                       | Lecture & Discussion | The Common Agricultural Policy at a glance<br>EU DG Agri Overview of CAP Reform 2014-2020<br>Manual of European Environmental Policy Ch. 13.2<br>EC COM November 2017 “The future of food  |

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|    |  |  |   |
|----|--|--|---|
|    |  |  | and farming”<br>Measuring the CAP’s environmental and climate performance (2018)<br><b>*Assignment 3</b>  |
| 12 | <b>Food Trade &amp; Environment (I):</b><br>Biotechnologies and food waste<br>Ecolabelling & protected origin policy | Lecture & Discussion<br><br><b>Video:</b><br>Brief Guide to the EU Common<br>Agricultural Policy<br><a href="https://www.youtube.com/watch?v=vu1PYTqupec">https://www.youtube.com/watch?v=vu1PYTqupec</a>  | ENVI Relevant Legislative Areas of the EU-US<br>Trade and Investment Partnership Negotiations<br>(TTIP) (extracts)<br><br>Trade, Governance and Sustainable Development<br>(Brussels 24-25/6/2002)<br><br>Manual of European Environmental Policy Ch.<br>13.8 |
| 13 | <b>Food Trade &amp; Environment II:</b><br>Genetically Modified Organisms<br>(GMOs)<br>Meat Trade Agreement          | Lecture & Discussion<br><br><b>Videos:</b><br>EC EU Trade Policy explained<br><a href="https://www.youtube.com/watch?v=liOC5XG2I5Y">https://www.youtube.com/watch?v=liOC5XG2I5Y</a><br><br>Health and food safety - EU import<br>requirements for food of animal origin<br><a href="https://www.youtube.com/watch?v=vc4C0td7FDc">https://www.youtube.com/watch?v=vc4C0td7FDc</a> | Garcia, P.R. “Directive 2001/18/EC”<br>Environmental legislation and TTIP<br><br>Manual of European Environmental Policy Ch. 9<br><br><b>*Assignment 4</b>  |
| 14 | <b>Presentations of working groups and discussion of a “future” environmental topic</b>                              |  |   |
| 15 | <b>FINAL EXAM</b>  |  |   |

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## SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)