

Environmental Legislation (I001571)

Course size *(nominal values; actual values may depend on programme)*

Credits 3.0 **Study time 75 h**

Course offerings and teaching methods in academic year 2024-2025

A (semester 1)	English	Gent	lecture
			peer teaching

Lecturers in academic year 2024-2025

Schoukens, Hendrik	RE22	lecturer-in-charge
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Offered in the following programmes in 2024-2025

	crdts	offering
Master of Science in Teaching in Science and Technology(main subject Chemistry)	3	A
Master of Science in Chemistry(main subject (Bio)Organic and Polymer Chemistry)	3	A
Master of Science in Chemistry(main subject Analytical and Environmental Chemistry)	3	A
Master of Science in Chemistry(main subject Materials and Nano Chemistry)	3	A
International Master of Science in Sustainable and Innovative Natural Resource Management	3	A
Master of Science in Environmental Science and Technology	3	A
Exchange Programme in Bioscience Engineering: Environmental Technology (master's level)	3	A

Teaching languages

English

Keywords

International and regional environmental law, international environmental policy, pollution, transboundary damage, environmental impact assessment

Position of the course

Introduction to international environmental law, the principles and the specific rules applicable to transboundary water and air pollution, protection of the ozone layer, oceans and seas, climate change, transboundary movements of hazardous waste.

Contents

Theory

The first part is a general introduction, in particular the position of international environmental law within the broader framework of international public law and its development. Following topics are dealt with: sources and development of international environmental law, governmental organisations and ngo's involved, international environmental conferences and policy, the interaction between universal-regional approaches, the status of territory, sea, air and space in international law, the status of natural resources in international law (common heritage of mankind, common concern, ...).

A second part is dedicated to the general principles of international environmental law (prevention of pollution/damage, state sovereignty over natural resources, precautionary principle, polluter pays principle, sustainable development, common but differentiated responsibilities, ...). Focus is mainly on prevention and reduction of transboundary pollution and sustainable management of natural resources from a legal and policy perspective. Furthermore attention will be paid to procedural principles, such as the duty to exchange information, the duty to cooperate and the duty to conduct an environmental impact assessment and a strategic environmental assessment.

A third part concentrates on specific rules and policies implementing the general principles related to the protection of oceans and seas, transboundary river pollution and river management, transboundary air pollution, protection of the ozone layer, climate change,

international transport of hazardous waste. Particular attention will be paid to international and EU rules on environmental impact assessment and strategic environmental assessment, on a case based approach.

Microteaching

Application of the above mentioned principles and rules related to a particular environmental problem chosen by the student, to be prepared by each student in a paper (max. +/- 20 pages). There is also a list of topics available on Ufora. Paper instructions can be found on Ufora as well. Each paper has to be presented by the students and will be discussed in the classroom. Students need to prepare a power point presentation in support of their paper presentation.

Initial competences

To be able to distinguish the essentials from the side issues
Have the attitude to be willing to develop a critical and scientific attitude

Final competences

- 1 Having insight into international environmental law and its developments
- 2 Know the historical background of international environmental law
- 3 Are able to evaluate, analyse and assess the impact of the respective political and inter-state elements/actors that influence international environmental law
- 4 Are able to analyse and evaluate legal texts and sources in the field of international environmental law
- 5 Are able to apply the involved rules and regulations to specific cases, inter alia when environmental impact assessments are required
- 6 Are able to argue potential solutions for a given environmental problem

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Lecture, Peer teaching

Extra information on the teaching methods

A hours = ex cathedra (50%)
B hours = microteaching (50%)

Study material

None

References

LOUKA, E., International Environmental Law. Fairness, Effectiveness, and World Order, Cambridge, Cambridge University Press, 2006
+ web pages environmental organisations : www.unep.org, www.unfccc.org, www.unece.org,
...

Course content-related study coaching

- discussing cases during lectures
- guidance during the preparation of the paper and paper instructions on Ufora
- providing power point presentations and an example of an examination question
- providing extra material via Ufora
- answering questions of students by e-mail or otherwise

Assessment moments

end-of-term and continuous assessment

Examination methods in case of periodic assessment during the first examination period

Oral assessment

Examination methods in case of periodic assessment during the second examination period

Oral assessment

Examination methods in case of permanent assessment

Participation, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

Extra information on the examination methods

Students who eschew period aligned and/or non-period aligned evaluations for this course unit may be failed by the examiner. Not participating in the non-periodic aligned evaluation leads to a failure. In this case the student has a second chance in a compensating activity during the first and second examination period. This activity consists in writing a paper and a discussion on the content of the paper with the lecturer.

Calculation of the examination mark

Theory: period aligned evaluation (50%)

Microteaching: period aligned and non-period aligned evaluation (50%)

De examiner kan de student die zich onttrekt aan periodegebonden en/of niet-periodegebonden evaluaties voor dit opleidingsonderdeel niet-geslaagd verklaren.