



SUBJECT DATASHEET

Environmental and Regional Policy of the EU

BMEGT42M105

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Environmental and Regional Policy of the EU

ID (subject code)

BMEGT42M105

Type of subject

contact unit

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	2
Practice	2
Laboratory	0

Type of assessment

mid-term
grade

Number of credits

5

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
Csigéné Dr. Nagypál Noémi	senior lecturer	csigene.noemi@gtk.bme.hu

Educational organisational unit for the subject

Department of Environmental Economics and Sustainability

Subject website

<https://edu.gtk.bme.hu>

Language of the subject

magyar - HU, angol - EN

Curricular role of the subject, recommended number of terms

Programme: **Regional and Environmental Economic Studies MSc (in English) from 2019/20/Term 1**

Subject Role: **Compulsory**

Recommended semester: **2**

Programme: **Regional and Environmental Economics from 2016/17/Term 1, SPRING start**

Subject Role: **Compulsory**

Recommended semester: **1**

Direct prerequisites

Strong None

Weak None

Parallel None

Exclusion None

Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580119/9/2022. Valid from: 23.02.2022.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

To present the role and history, main elements and changing set of tools as well as present practices and principles of the environmental and regional policy of the European Union.

Academic results

Knowledge

1. Knows the concept of environmental and regional policy and their relationship with further policy fields.
2. Knows the history of environmental and regional policy in the EU.
3. Knows the principles of environmental and regional policy and their origin.
4. Knows the tool set of regional policy in the European Union.

Skills

1. Is able to see environmental and regional policy relevance of EU co-financed projects.
2. Is able to participate in the management of such projects in an efficient way, in an interdisciplinary team, in cooperation with other experts.
3. Is able to analyse the consistency of programs and projects with the principles of environmental and regional policy
4. Is able to make new conclusions independently, applying original thoughts and solutions, using well-developed analysing methods.
5. Working on the projects contributes to formulate his own position and to be able to discuss it as well as revise if needed.

Attitude

1. During the learning process cooperates with the lecturer as well as other students.
2. Develops his knowledge continuously, follows the processes of environmental and regional policy.
3. By knowing environmental and regional policy he considers the social, sectoral, regional, national and European values (including social, ecological, sustainability aspects)
4. Works to understand complex systems.

Independence and responsibility

1. Is able to evaluate the projects alone.
2. Is open to receive scientifically based critical comments.
3. Follows systematic thinking.
4. Knowing the regional and environmental policy of the EU, he is able to be initiator and responsible in relevant public issues.

Teaching methodology

Achieving the objectives in the framework of lectures. In addition, students independently complete their two practical assignments, in which they present, analyze and evaluate the environmental and regional policy of a country of their choice.

Materials supporting learning

- Kengyel Ákos (szerk.): Az Európai Unió közös politikái. Akadémiai Kiadó, Budapest. 2010. (IX. fejezet. Környezetpolitika).
- Az EU VII. Környezetvédelmi Cselekvési Programja (2013-2020). /"Jólét bolygónk felélése nélkül"/. ec.europa.eu/environment/newprg/index.htm
- Illés Iván: Regionális gazdaságtan. Területfejlesztés. Typotex Kiadó, Budapest. 2008 (3., 4. fejezet)
- Rechnitzer János, Smahó Melinda: Területi politika. Akadémiai Kiadó, Budapest. 2011 (III. rész)
- Hey, C. (2007) III. EU Environmental Policies: A short history of the policy strategies. EU Environmental Policy Handbook. [EU Commission - Working Document] online: <http://aei.pitt.edu/98675/>
- Ijjas, I. (2016) Good Practices for Integrated Water Resources Management in EU and Hungary, Hungarian Journal of Hydrology Vol. 96. No. 3. 2016
- Wallerstein, I. M. (2004). World-systems analysis: An introduction. Durham: Duke University Press.

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

A 2.2. The two pillars of the assessment of learning outcomes set out in 1. actions for the summative assessment of the competencies acquired during the semester (2 midterm exams); 2. group work and presentation of its results in the framework of the exercise

Performance assessment methods

A. Student evaluation during the semester 1. complex assessment of knowledge and skills through written tests. The test aims at the evaluation of knowledge gained during the course, as well as the students skill to implement it in practice. Course material to be defined by the professor, time available: maximum 60 minutes 2. complex assessment of knowledge, skills, attitude, self-reliance and responsibility of students through two assignments to be prepared in teams. The content, requirements and deadline of the assignments to be defined by the professor.

Percentage of performance assessments, conducted during the study period, within the rating

- 1st summative assessment: 25%
- 2nd summative assessment: 25%
- formative assessments (2 projects): 50%
- sum: 100%

Percentage of exam elements within the rating

- -: -

Conditions for obtaining a signature, validity of the signature

-

Issuing grades

Excellent	93-100
Very good	87-92
Good	75-86
Satisfactory	63-74
Pass	50-62
Fail	0-49

Retake and late completion

1) The two summative assessments can be retaken. Tests to be written during the semester can be retaken at the end of the term without a fee. Later results always override previous ones. 2) – in case of failing the retake there is a second retake offered to the student at a defined fee

Coursework required for the completion of the subject

contact lessons	56
preparation for classes during the term	14
preparation for assessments	30
preparation of assignment	50
total	150

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 07.02.2022.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

In order to achieve the learning outcomes set out in part 2.2. of this document, the subject consists of the following thematic blocks. In the bridge buses of the courses announced in each semester, these topics are scheduled according to the calendar and other feature

- 1 Content of regional policy, basic objectives, relationship with environmental policy and sectoral policies. Development of regional policy in individual European countries. Regions, regionalization, regionalism, regional identity.
- 2 Stages and goals of European regional policy in each country. Grouping countries according to their regional policy objectives. Grouping of countries in terms of regionalization.
- 3 The concept and types of region. The need, early history and tools of Community regional policy.
- 4 Groupwork.
- 5 The effects of the 1973 and Mediterranean enlargements. 1988 reform and principles of Community regional policy. The NUTS system. Groupwork.
- 6 Changes in the system of objectives and instruments of cohesion policy in the 1990s. Groupwork.
- 7 Antecedents and effects of the 2004 enlargement. Current issues and possible future developments. Evaluation of regional policy. Presentations on regional policy.
- 8 1st summative assessment
- 9 The basic conceptual elements of the study of contemporary environmental problems: complexity and globality. Framework for international environmental thinking and cooperation: cooperation within the United Nations. The most important stages of cooperation were in the 1970s and 1980s. Groupwork.
- 10 Activities of the United Nations World Commission on Environment and Development. Sustainable Development Strategy. UN II. World Conference on the Environment. Rio documents.
- 11 UN III. World Conference on the Environment (Johannesburg, 2002). International environmental cooperation in the XXI. at the beginning of the century. Groupwork.
- 12 Chronology of the development of the European Union's environmental policy. Reactive phase of Community environment policy (1957-1987) - Community I-III. Environmental Action Program (1973-1986). Groupwork.
- 13 The role of the Single European Act (1987), making environmental policy proactive. ARC. Environmental Action Program (1987-1992). EU Environment Action Program V (1993-2000) - Towards Sustainability. Objectives and tools. Groupwork.
- 14 VI. Environmental Action Program (2001-2010). The 'integrative environmental protection' approach, the so-called Cardiff process. Presentations from environmental policy.
- 15 EU VII. Environmental Action Program (2013-2020). The system of environmental regulation in the EU, comparison with domestic practice.
- 16 Domestic harmonization of EU environmental legislation. Presentations from environmental policy.
- 17 2nd summative assessment

Additional lecturers

Dr. Valkó László címzetes egyetemi tanár - honorary professor valko.laszlo@gtk.bme.hu

Dr. Ijjas Flóra egyetemi adjunktus - senior lecturer ijjas.flora@gtk.bme.hu

Barna Orsolya . barna.orsolya@gtk.bme.hu

Approval and validity of subject requirements