**Logo%20Memo**

**MODULE SPECIFICATION**

FOR TAUGHT MODULES AT ALL LEVELS

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| **Name of Module** | | **International Environmental Law** | | | | | | | | | | | | | |
| **Parent School/Dept** | | Political Science/International Relations | | | | | | | | | | | | | |
| **Programmes where module is offered** | | LLM International Law | | | | | | | | | | | | | |
| **Status** (compulsory, optional, free choice) | | Optional | | | | | **Pre-Requisite Modules or Qualifications** | | | | Recommended: Successful completion of all 1st semester Modules | | | | |
| **FHEQ Level** | 7 | **Unit Value** | | 6 ECTS | | | **Module Code** (where applicable) | IL502 | | | **Module Coordinator** | | | | Mladen Šain |
| **Semester Taught** | | Spring /Autumn | | | | | **Applicable From** | | | | SEMESTER/YEAR 3rd semester/ 2nd year and/or 2nd semester/1st year | | | | |
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| **Educational Aims of the Module** | | | | | | | | | | | | | | | |
| This module focuses on the legal principles and requirements of modern international environmental law. It examines major marine, freshwater, hazardous waste, climate change and bio-diversity treaties and protocols dealing with these fields and compares their relative successes and weaknesses. It also examines methods of enforcement and how competing global values like free trade priorities, common but different responsibilities and demands of state sovereignty can impact upon international environmental law. It critically discusses best practice in the construction of multilateral environmental agreements and protocols and analyses when best to apply general or specific legal obligations, how to develop environmental norms and why what works for one goal might fail for another. It explores the successes and limitations of the leading conferences in development of the momentum of environmental laws and policies.  This module, within the aims set out above, and with special reference to the leading treaties and conventions mentioned, encourages critical examination of whether international environmental law is failing or succeeding in its goals and examines the roles assigned to major environmental players at global, regional, state, organisational and individual levels.  Students will be expected to critically evaluate the effectiveness of specific treaties, protocols and tribunals and tribunal decisions and to defend their opinions in class. | | | | | | | | | | | | | | | |
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| **Module Outline/Syllabus** | | | | | | | | | | | | | | | |
| 1. Foundation and normative development of international environmental law 2. Concepts and major principles of international environmental law 3. The application and scope of international environmental law at global, regional and lower levels. 4. The structure of leading International Environmental Agreements and Protocols and common modes of implementation. 5. The main actors in environmental law and environmental protection. 6. The main fields of application of international environmental law: marine, freshwater, atmosphere, climate change, bio-diversity protection, hazardous wastes, environmental emergencies. 7. Differing solutions for differing international environmental goals 8. Environmental protection in other fields of international law. 9. Efficacy of applied international environmental law: causes of successes and failures. | | | | | | | | | | | | | | | |
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| **Student Engagement Hours** | | | | | | | | | | | | | | | |
| *Type* | | | | | ***Number per term*** | | | | ***Duration of each*** | | | | ***Total Time*** | | |
| *Lectures* | | | | | 13 | | | | 3 hours | | | | 39 | | |
| *Seminars* | | | | | 13 | | | | 1 hour | | | | 13 | | |
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| *Total Guided/Independent Learning Hours* | | | | | | | | | | | | | | **98** | |
| *Total Contact Hours:* | | | | | | | | | | | | | | **52** | |
| **Total Engagement Hours** | | | | | | | | | | | | | | **150** | |
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| **Assessment Method Summary** | | | | | | | | | | | | | | | |
| ***Type*** | | | ***Number required*** | | | ***Duration*** | | | | ***Weighting*** | | ***Timing/***  ***Submission Deadline*** | | | |
| Seminar participation and presentation | | | 1 presentation, continuous participation in discussion of problems during seminars (group work) | | | 20 min presentation, seminar participation | | | | 10% | | Ongoing | | | |
| Written examination (mid-semester written test – case study and multiple choice) | | | 1 | | | 1 hour | | | | 10% | | Mid-semester | | | |
| Set Assignment (workshop participation: workshop on codification and progressive development of International Environmental Law in form of a simulated international legal conference with written substantiated country-specific legal proposals and draft convention) | | | 1 written legally substantiated proposal per student on workshop topic(s),  1 written convention draft (group work) | | | 2000 words on legally substantiated proposal; 500 – 1000 words on draft convention | | | | 30% | | Week 13 | | | |
| Written examination (final exam) | | | 1 | | | 3 hours | | | | 50% | | End of semester | | | |
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| **Module Outcomes** | | | |
| ***Intended Learning Outcomes:***   1. Awareness of how the principles and rules of International Law apply at National, Regional and State level and analysis of the norms, legal structures and organisations that guide and direct such law; 2. Ability to analyse the strengths and weaknesses in International Law, understand the causes and form a cohesive argument; 3. Analysis of Treaty Structure in International Environmental Law and how different environmental problems may require different legal formulas and imperatives; 4. Deeper appreciation of the disciplines and competing social imperatives that inter-face with International | |  | ***Teaching/Learning Strategy:***   1. Lectures provide the core information (ILO: 1-6) 2. Seminars operate as a platform for group discussion, debate, presentations and case-study analysis.(ILO:3-6) 3. Students will be set assignments which complement the lectures and Seminars (ILO:1-5) 4. Group discussions will enable students to express and enhance their understanding of core topics (ILO: 3-6) 5. Individual case-study presentations in class will help students to obtain additional in-depth knowledge and receive guidance on specific topics (ILO: 3-5) 6. Films (documentary) will provide students with valuable knowledge of practice enabling critical evaluation and inciting in-depth discussion on issues arising in International Environmental Law (ILO: 1-6) 7. Guided workshop sessions (ILO: 1-6) |
|  | ***Assessment Strategy:***   1. Final exam (ILO: 1-6), 2. Mid-semester test (ILO: 1-6) 3. Set assignment: workshop proposals, case-studies, draft convention (ILO: 1-5) 4. Group discussion and active participation (ILO: 3-6)   Individual presentation on a specific topic in class (to be assessed immediately) (ILO: 3-5) |
| ***Practical Skills***   1. Ability to effectively analyse complex and varied legal material relating to international environmental law 2. Ability to recognise and interpret legal resources to utilise effective research techniques 3. Ability to apply rules of International Environmental Law to a given set of facts through case studies 4. Ability to draft comprehensive and thorough proposals for codification and progressive development of rules of International Environmental Law 5. Advanced ability to search and use specialised on-line legal resources for research and tracking developments in the area of International Environmental Law | |  | ***Teaching/Learning Strategy:***   1. Lectures will provide information on relevant issues in International Environmental Law (PS: 1) 2. Set reading lists will direct students to relevant material and they will be guided through independent study.   (PS: 2-5)   1. Seminars operate as a forum for group discussion and debate, and enable in-depth case-stud analysis.(PS:1-2) 2. Students will be set assignments which complement lectures and seminars.(PS:1-5) 3. Short presentation in class on previously assigned topics will help students to develop arguments and formulate answers instantly (PS: 1,2) 4. Films (documentary) will provide students with valuable understanding of practice, aiding in the interpretation and application of International Environmental Law (PS:1) 5. Guided workshop sessions (ILO: 1,2,4,5) |
|  | ***Assessment Strategy:***   1. Written examination: final exam, mid-semester test   (PS: 1-3)   1. Group participation (group discussion) (PS: 1) 2. Set assignments: workshop proposals and draft convention (PS: 1-5) 3. Short presentation on a specific previously assigned topics in class (to be assessed immediately) (PS: 1, 2,5) |
| ***Transferable skills:***   1. Presentation skills 2. Time management skills 3. Analytical skills 4. Research skills 5. Group work and independent study skills | |  | ***Teaching/Learning Strategy:***   1. Lectures provide the core (practical) knowledge and are complimented by a set reading list which students are expected to study from. (TS: 2-5) 2. Seminars discuss key subjects in greater detail and provide a platform for group exercises and debate.   (TS:2-5)   1. Tutors set topical assignments and guide students through independent study. (TS: 2-5) 2. Short presentation on specific previously assigned topics and group discussions in class contribute to mastery of transferrable skills (TS: 1-5) 3. Guided workshop sessions (TS: 1-5) |
|  | ***Assessment Strategy:***   1. Written examination: final exam, mid-semester test   (TS: 2-5)   1. Group participation (group discussion, to be assessed immediately by course instructor) (TS:1-5) 2. Set assignments: workshop participation (TS: 2-5) 3. Short presentation (TS: 1-5) |
| **Key Texts and/or other learning materials** | | | |
| **Key text:s**   1. Pring, G., Nanda, V.P., 2012, *International Environmental Law and Policy for the 21st Century*, 2nd revised edition, Martinus Nijhoff. 2. Morgera, E., 2012, *The External Environmental Policy of the European Union: EU and International Law Perspectives*, Cambridge, Cambridge University Press. 3. Bodansky, B., Brunnée, J., Hey, E., 2008, *The Oxford Handbook of International Environmental Law*, Oxford: Oxford University Press.   **Other learning materials:**   1. United Nations Audivisual Library of International Law, 2013*. International Environmental Law – an Introduction,* [online], <http://untreaty.un.org/cod/avl/ls/weiss_el.html> (Accessed 16. July 2013). 2. United Nations Environmental Programme, 2013. [online], <http://www.unep.org/delc/EnvironmentalLaw/tabid/54403/Default.aspx> (Accessed 16 July 2013) 3. United Nations Sustainable Development Knowledge Platform, 2013. *Sustainable Development Issues Briefs,* [online]*.* <http://sustainabledevelopment.un.org/sdissuesbriefs.html> (Accessed 16 July 2013). | | | |
| **Please note:** This specification provides a concise summary of the main features of the module and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module and programme can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency. | | | |
| **Date of Production:** |  | | |
| **Date approved by School Learning and Teaching Committee** |  | | |
| **Date approved by School Board of Study** |  | | |
| **Date approved by University Learning and Teaching Committee** |  | | |
| **Date of Annual Review:** |  | | |