



STUDY PROGRAMME

1. POL  
2. MATA

ACADEMIC YEAR

2019 - 2020

SEMESTER

Second

COURSE TITLE

European Energy and Climate Governance

COURSE PROFESSOR

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COURSE ASSISTANT

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NATURE OF COURSE (COMPULSORY, OPTIONAL)

1. Optional  
2. Optional

LANGUAGE OF INSTRUCTION

English

ECTS CREDITS

5

## 1. COURSE OBJECTIVE

The energy sector lies at the heart of the European integration project. There is also no sector more fundamental to our societies, economies and individual lives than the energy sector. A motor of the industrial revolution and globalization, as well as a subject of geopolitical conflict, it is increasingly being viewed from yet another perspective: decarbonization. Our traditional ways to produce and consume energy are the reasons behind climate change, mankind's biggest challenge in the 21<sup>st</sup> century. Bold and smart energy policy changes can also pave the way out of the global warming crisis. We are already in an energy transition, which will profoundly affect the way we are living in Europe and beyond. This transition will bring a multitude of challenges, from disruptive innovation to social unrest to new conflicts. Future decision-makers should be prepared to meet these challenges, and have the tools and the knowledge needed to make the transition a success.

What is key in this respect is understanding governance – the objectives, instruments, processes and institutions shaping the great energy and climate transition. Within the European Union, the energy governance has significantly evolved over the last few years, and will continue to do so under President von der Leyen's Green Deal. At the same time, Europe's evolving energy governance is closely and increasingly intertwined with global developments such as the Paris Agreement or trade with China. Getting into and keeping up to speed with the European and international energy transition governance is the key objective of the course.

The Course aims at making students understand the complexity of the energy and climate transition, its objectives, stakeholders and decision-making processes on a global and European level. They



should be empowered to participate in the transition debate, and ultimately help shaping the new energy and climate policy, including Europe's new Green Deal and its relations with global partners. As a precondition for this, they will learn how European and international energy governance has evolved, its current state and the perspectives and challenges it faces. They will also be encouraged to establish a practical affinity with the sector and expand their network, including through interaction with professionals in the field (through participating in Energy Governance Labs).

## 2. LEARNING OUTCOMES

Course-specific learning outcomes

- Students possess a pluri-disciplinary understanding of European integration, allowing them to understand fully the nature, dynamics and functioning of the EU system.
- Students have a general knowledge of the main components of the EU political system: institutions, actors, decision-making procedures, competences and policies.
- Students possess an in-depth knowledge of fundamental aspects of the EU political system (institutions, actors, policies etc.).
- 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.
- Students can recognize, contextualize, explain, and interpret political, societal and economic phenomena in European integration. They can assess events, governance problems and political crises.
- 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.
- Students can flexibly apply theories and analytical frameworks from different disciplinary perspectives to the main issues of EU politics and policies.
- Students are able to analyse, in a limited amount of time, complex and new issues, by finding and investigating various sources of information and delivering an analytical and critical synthesis.
- 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.
- Students can communicate clearly and effectively, through oral presentations or written documents, to different kinds of audiences.

For MATA students, the following MATA programme-specific learning outcomes are relevant

- The graduate can describe, explain and illustrate the current state of scientific research in the field of transatlantic affairs in a broad sense and, is, in line with his or her disciplinary focus, able to critically assess the results of this research.
- The graduate has good knowledge of, depending on his or her disciplinary focus, the political and/or legal systems, the decision-making processes, the economic structures and the main internal and external policies of the European Union and the United States.
- The graduate can approach the field of transatlantic affairs in a broad sense analytically by assessing the challenges in this domain with an open mind for diversity and for complex



situations.

- The graduate has the ability to critically reflect upon problems regarding an extensive range of transatlantic affairs, to adopt well-informed points of view and to communicate them effectively orally and in writing, whether working independently or in a team.
- The graduate can independently transform complex transatlantic issues into a research question within the broader field of transatlantic affairs and, depending on his or her disciplinary focus, find, select and critically assess relevant sources, answer the question using appropriate concepts and methods and present the research results in line with the ethical rules of the chosen discipline.
- The graduate is capable of processing a large amount of information and appropriately analyse relevant sources depending on his or her disciplinary focus within a short period of time and of suggesting possible actions that contribute to problem-solving in a creative way.
- The graduate has the intellectual maturity and skills to take responsibilities and function autonomously in a professional environment at national or international level, and especially in a transatlantic context, and to work efficiently and effectively through planning, organizing, setting priorities, meeting deadlines, cooperating across cultural boundaries and networking.

### 3. COURSE CONTENTS

This course covers European energy and climate governance in a comprehensive manner and embedded in an international context. I will cover the following aspects:

1. Rockefeller reloaded: how we became dependent on fossil fuels (the development of a global and concentrated oil sector will serve as an introduction to the energy and natural resource business and conflicts)
2. Natural gas – between the internal market and geopolitics (Europe's dependence on natural gas from a few dominant sources and pipelines has led to an increasingly open and interconnected internal energy market but keeps fuelling debates about pipelines, dependence and crises).
3. Electricity – the universal fuel? (electricity takes center stage in the energy and climate transition. It is a highly complex system subject to a recent wave of innovation, with the potential to become the same standard for the energy system as data has become for the internet. Consequences of innovation such as network management, storage and cybersecurity will be also discussed)
4. European energy policy – from coal management to coal phase-out (European integration history starts with the European Coal and Steel Community and currently is all about decarbonisation. We will explore the eventful history of European energy policy between market liberalisation and public intervention in this chapter)
5. From Paris to Brussels – the Governance of the Green Deal (the Paris Agreement and the Energy Union are two key elements of the new energy and climate governance. Energy efficiency, emission trading and renewable energies are its most important objectives)
6. Challenges and Chances of the Transition (important future aspects of the energy and climate transition include the coupling of sectors which were traditionally separated, including transport and agriculture. We will also discuss trends and effects of innovation,



- social aspects of decarbonisation and green finance)
7. Energy and Climate Governance in a changing world (energy and climate policy become increasingly globalized under the Paris Agreement. New features such as trade policy and global security matters need to be taken into account).

## 4. TEACHING METHOD(S)

The Course follows a multi-disciplinary approach and includes historical, technical, economic, political and legal aspects. It is based on academic research as much as on practical experience of the lecturer in designing and implementing European and international energy policy. Besides lectures, the Course will include case studies, debates and simulations as well as interventions by external experts and the students themselves within the “Governance Labs”.

During the Governance Labs, the students are brought in contact, in small groups of 2-3, with a professional working in the sector (public authorities, companies, associations, consultancy and think-tanks). This professional will act as a ‘coach’ for the writing of the essay. Each group is allocated a topic, which is discussed between the coach and the students of that group. The students write their essay on the basis of own research. The last classes consist partly of student presentations (10 minutes max.), in presence of the coach.

## 5. COURSE MATERIAL

Course powerpoints and notes, readings.

## 6. EVALUATION

### Oral examination (50 %)

**Governance lab essay and presentation (40%)** – The essay is written within the framework of the governance labs, in which students are assigned, in small groups, to a coach working in the field of energy policy (private, public sector, NGOs etc). The essay should be between 5400 and 6400 words long. This mark also includes the presentation of the essay at the feedback session of the governance labs.

**Participation (10%)** – This includes the performance of the students during the exercises, their attendance, punctuality and active participation to class and exercises.

### Note:

1. Papers can only be submitted once. Only the first version received will be corrected. Papers should be submitted via mail to the assistant and coach.
2. Rules regarding referencing/plagiarism applying to the thesis also apply to the essays/papers.
3. Word limit: 5400 – 6400 words
  - a) All footnotes must be included in the word count, but annexes, cover page and the bibliography are excluded.



b) Tables should be in word format and will be counted as part of the word count. Graphs can be in pdf or image format.

4. The paper must be written in the language of the course.

5. Penalties:

a) Regarding the non-respect of the word limit: 1 point will be subtracted from the mark that would have been awarded for every 100 words (or part thereof) either below 5400 words or above 6400 words.

b) Regarding late submissions: for every 24 hours of delay, or part thereof, after the specified submission deadline, 2 points will be deducted from the final mark of the paper.