



Course and Examination Fact Sheet: Autumn Semester 2020

7,371: Energy and Climate Governance

ECTS credits: 4

Overview examination/s

(binding regulations see below)

Decentral - Presentation (in groups - all given the same grades) (50%)

Examination time: term time

Decentral - Presentation (in groups - all given the same grades) (5%)

Examination time: term time

Decentral - Active participation (25%)

Examination time: term time

Decentral - examination paper written at home (individual) (20%)

Examination time: term time

Attached courses

Timetable -- Language -- Lecturer

[7.371.1.00 Energy and Climate Governance](#) -- Englisch -- [Lopez de Barros Thaler Philipp](#), [Rinscheid Adrian](#)

Course information

Course prerequisites

This course is open to all students with an interest in energy and climate governance.

Prior attendance of related classes with an energy or climate focus is welcome but not mandatory. A basic understanding of energy and climate politics as well as political science concepts is an advantage.

Learning objectives

In this course, students will:

- discuss the main challenges and trends of contemporary energy and climate governance from a political science perspective;
- identify ways in which the energy transition challenges existing structures of domestic and international energy affairs;
- examine different transition pathways as well as their economic and societal consequences;
- evaluate the future prospects of different energy sources;
- assess causes for progress, resistance and backlash in the energy transition;
- analyze the interests and interactions of policy-makers, stakeholders and incumbents;
- and apply key concepts and theories to make sense of the observed and anticipated developments.

By the end of this course students will have acquired a comprehensive and structured understanding of energy and climate governance in the 21st century. They will be able to critically reflect upon different pathways leading to a sustainable energy system as well as the opportunities and challenges these entail for sound energy and climate governance.

Course content

Energy and climate have risen to the top of policy agendas around the world. There is now widespread recognition that climate change is deeply entangled with international security, economic development, and environmental sustainability of modern civilization. At the same time, the energy sector is going through a phase of deep transition, characterized by rapid technological change, new actors and - more generally - a new way how we 'think energy'. Energy and climate governance in the Anthropocene is anything but trivial, on the one hand due to intricacies in the technological realm, but perhaps even more so



because of socio-political contestation and conflicting visions of how a sustainable future should be achieved.

The Paris Climate Agreement sets the scene for international climate governance. Yet, the challenge to replace fossil fuels and the concomitant cognitive and institutional infrastructures with more sustainable alternatives involves public and private actors in multiple sectors (electricity, transport, agri-food) and at multiple governance levels (local, regional, national, international). Some countries have enacted ambitious climate and energy policies, including the phase-out of conventional energy sources (e.g., nuclear and coal) and substantial increases in both energy efficiency and renewable energy sources. Others show little sign of moving away from conventional fuels. And some administrations have reversed progressive energy and climate policies.

Is decarbonization a choice or destiny? What properties will define the international political economy (IPE) of energy in a post-carbon world? How does the Covid-19 pandemic affect the prospects for a sustainable transformation of carbon-intensive sectors? How do companies deal with the opportunities and challenges of the global energy transition, and what determines whether they will be successful? Are Western style democracies prepared to bring about the massive societal, behavioral and economic changes required to make the energy transition a success?

These are some of the questions that will be addressed in this seminar, co-taught by Prof. Dr. Philipp Thaler and Dr. Adrian Rinscheid. Philipp Thaler is Assistant Professor for Energy Governance at the Institute for Political Science at the University of St. Gallen. His research has been published in the *Journal of European Public Policy, Politics and Governance*, and the *Journal of European Integration*, as well as with Edward Elgar Publishing. Besides his research in academia, he has worked on issues of energy governance and market regulation at energy and climate think tank E3G, the European Commission and as a consultant in the private sector. Adrian Rinscheid is a PostDoc at the Chair for Management of Renewable Energies at the University of St. Gallen. He is co-leader of the international research project "The Political Economy of Coal Policy" (COALSTAKE) and a researcher within the Swiss Competence Center for Research in Energy, Society and Transition (SCCER-CREST). His research on the political dimensions of decarbonization has appeared in leading international journals such as *Nature Energy, Regulation & Governance*, and *Climate Policy*.

Course structure

This course is an inter-university course that will be taught in parallel at the University of St.Gallen, the Copenhagen Business School and the Vienna University of Economics and Business. Offline classes take place at the University of St.Gallen. Students from the Copenhagen Business School and the Vienna University of Economics and Business will join these classes via online conference tools.

In the first session, lecturers will introduce their perspectives on energy and climate governance. This will be followed by the assignment of seminar topics to 8 student teams. These topics match the questions that will be addressed in the seminar's subsequent sessions. The first session is a double session and will replace the session in the week before the Christmas break (session 12).

For all sessions, active student participation is essential. Each student is expected to have completed the required readings in order to contribute actively to class discussions.

8 sessions (session 2-5 and session 7-10) will consist of presentations and class discussions. For each of these sessions, one student team will prepare a 30 minutes presentation to address the assigned research question. Criteria for grading include originality, coherence of the argument, analytical precision, and presentation quality. Students can share the outline of the presentation with the lecturers for feedback. The presentation file should be shared with other course participants at least 48 hours before the session by uploading it to the e-learning platform. The presentation is followed by a brief (5 min) comment by another student team. Regarding this comment, criteria for grading include the structure of the feedback as well as the quality of the comments on presentation style and content. Each session will conclude with a general discussion led by the presenting team.

2 sessions (session 6 and session 11) are group work sessions. After a brief discussion of the literature, students work in small groups on specific topics and related policy questions. At the end of these sessions, groups present and discuss their work. Students' individual contributions to the group work and the discussions will be part of their grade for active participation. The final class (session 11) will also entail a debriefing on the lessons learned.

At the end of the seminar, each student is required to write a reflection paper (1500 words, max +/- 10%), which is to be submitted by the end of the last week of classes. This reflection paper will address how the research experience and seminar discussions altered the student's knowledge and perceptions prior to taking this course.

The presentation represents 50% of the grade, and each team member will receive the same grade. The comment following another group's presentation represents another 5% of the grade and is also a team grade. Active classroom participation (25%) and the reflection paper (20%) are the remaining grading components, and both are based on individual performance.



Preliminary seminar topics

- Decentralization: Can an energy transition be centrally governed?
- Energy Transition and Foreign Policy: Will there be no more energy wars?
- German Energiewende: Success story and/or spectacular failure?
- UNFCCC, climate clubs or city-networks: Who ensures effective climate governance?
- The economics and governance of nuclear power: Renaissance or terminal decline?
- Governing climate change through fossil fuel divestment: Major blow or drop in the bucket?
- Technological innovation, government intervention or behaviour change: How to manage structural change?
- The Covid-19 pandemic: A recovery for climate or return to business as usual?
- Framing & communication strategies: Energy Transition in the age of fake news
- Climate activists: Heroes and/or criminals?

Course literature

To prepare for the course, students should have a close look at the introduction/executive summaries of the following reports:

- IEA World Energy Outlook 2019, Paris: IEA. <https://www.iea.org/reports/world-energy-outlook-2019>
- REN 21: Renewables Global Status Report 2020, Paris: REN21/UNEP. <https://www.ren21.net/reports/global-status-report/>

For each session, students are expected to prepare assigned course readings that enable them to participate actively in the discussion. These course readings will be made available via the e-learning website.

Additional course information

This course is an inter-university course. As such, it is designed to be held both offline and online. If necessary, offline elements of the course will be moved online. The main course components (including topics, readings, participation, and grading) will be unaffected by this change.

In the case of the President's Board having to implement new directives due to the SARS-CoV-2 pandemic in AS2020, the course information listed above will be changed as follows:

- The course is conducted online via the platform zoom
- The recordings of the course are available for 30 day
- The lecturer informs via StudyNet and/or e-mail on the changed implementation modalities of the course
- There are no changes necessary to the course information.

The examination information listed below would be changed as follows:

- The presentations and discussions are conducted online and are being recorded
- The different examination parts as well as their weight to the overall grade remain unaffected. There are no changes necessary to the examination information.

Examination information

Examination sub part/s

1. Examination sub part (1/4)

Examination time and form

Decentral - Presentation (in groups - all given the same grades) (50%)

Examination time: term time

Remark

Group/individual presentation on seminar topic



Examination-aid rule

Presentations

In presentations, aids for visual presentation can be used. These aids can be specified or restricted by the lecturers.

Supplementary aids

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Examination languages

Question language: English

Answer language: English

2. Examination sub part (2/4)

Examination time and form

Decentral - Presentation (in groups - all given the same grades) (5%)

Examination time: term time

Remark

Discussion of other group presentation

Examination-aid rule

Presentations

In presentations, aids for visual presentation can be used. These aids can be specified or restricted by the lecturers.

Supplementary aids

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Examination languages

Question language: English

Answer language: English

3. Examination sub part (3/4)

Examination time and form

Decentral - Active participation (25%)

Examination time: term time

Remark

Active class participation

Examination-aid rule

Practical examination

No examination-aid rule is necessary for such examination types. The rules and regulations of the University of St. Gallen apply in a subsidiary fashion.

Supplementary aids

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Examination languages

Question language: English

Answer language: English

4. Examination sub part (4/4)

Examination time and form

Decentral - examination paper written at home (individual) (20%)

Examination time: term time

Remark



Individual reflection paper on course content

Examination-aid rule

Term papers

Term papers must be written without anyone else's help and in accordance with the known quotation standards, and they must contain a declaration of authorship which is a published template in StudentWeb.

The documentation of sources (quotations, bibliography) has to be done throughout and consistently in accordance with the chosen citation standard such as APA or MLA.

For papers in law, the legal standard is recommended (by way of example, cf. FORSTMOSER, P., OGOREK R. et SCHINDLER B., *Juristisches Arbeiten: Eine Anleitung für Studierende*, newest edition respectively, or according to the recommendations of the Law School).

The indications of the sources of information taken over verbatim or in paraphrase (quotations) must be integrated into texts in accordance with the precepts of the applicable quotation standard, while informative and bibliographical notes must be added as footnotes (recommendations and standards can be found, for example, in METZGER, C., *Lern- und Arbeitsstrategien*, newest edition respectively).

For any work written at the HSG, the indication of the page numbers is mandatory independent of the chosen citation standard. Where there are no page numbers in sources, precise references must be provided in a different way: titles of chapters or sections, section numbers, acts, scenes, verses, etc.

Supplementary aids

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Examination languages

Question language: English

Answer language: English

Examination content

Content of faculty and student presentations; content of student discussions; content of course literature; content of written work (reflection paper).

Active student participation is assessed by the quantity and quality of student contributions (including references to the course readings, practitioner and political debates, climate change, sustainable development, energy and climate policies, global energy and climate governance, implications for policymakers and for businesses).

Examination relevant literature

All background and mandatory course literature (updated throughout the course) as well as lecture notes. Students are expected to find additional literature (at least 10 references) for their group presentations.



Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW51) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 42 are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 34 (Thursday, 20 August 2020);
- Examination information (regulations on aids, examination contents, examination literature) for decentralised examinations: in CW 42 (Monday, 12 October 2020);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 42 (Monday, 12 October 2020);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before the end of the registration period in CW 44 (Thursday, 29 October 2020).