



Course and Examination Fact Sheet: Autumn Semester 2022

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 - Written examination (with individual examination duration) (15%)

Examination time: term time

Decentral - examination paper written at home (individual) (30%)

Examination time: term time

Attached courses

Timetable -- Language -- Lecturer

[7.371.1.00 Energy and Climate Governance](#) -- Englisch -- [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

Students will:

- Discuss the main trends and challenges of contemporary energy and climate governance from a political science perspective;
- Identify ways in which decarbonization challenges existing structures of domestic and international energy affairs;
- Examine different pathways to a low-carbon future;
- Assess economic and socio-political causes for innovation, resistance and backlash in low-carbon transitions;
- Analyze the interests and interactions of key actors including policy-makers, stakeholders and incumbents;
- Apply key concepts and theories to make sense of the observed and anticipated developments.
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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 are at the top of policy agendas around the world. There is widespread recognition that climate change is deeply entangled with international security, economic development, and environmental sustainability of modern civilization. Given the imperative to decarbonize our energy systems, the energy sector has entered a phase of deep transition, which is characterized by rapid technological change but also contested visions for the future of energy systems. In addition, the Russian war against the Ukraine has exposed the great vulnerability of Europe's energy systems and accelerated the search for



alternative energy sources, which in turn is leading to global repercussions.

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). In light of the Paris Climate Agreement, which sets the scene for global climate governance, 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. Yet, others show little sign of moving away from conventional fuels. And some administrations have reversed progressive energy and climate policies.

Energy and climate governance in the Anthropocene face a number of wicked challenges. In this course, we will work together to better understand some of these and assess emerging solutions. We will thereby focus on the following (and further) questions:

- How does international climate governance need to be complemented in order to become effective?
- What properties will define the international political economy (IPE) of energy in a post-carbon world?
- Why does climate policy consistently stay behind scientific recommendations?
- Will the energy transition aggravate inequalities within and/or across countries?
- Why does the financial sector play a key role in the decarbonization of the global economy?
- How can states drive decarbonization in the transport and food sectors?
- Are direct democratic systems prepared to bring about the comprehensive changes required to make the energy transition a success?

These are some of the questions that will be addressed in this seminar.

Course structure and indications of the learning and teaching design

The course is based on 6 double sessions; one at the beginning of the semester and the other 5 after the semester break. During the first session (October 5), the lecturer will introduce his perspectives on energy and climate governance. This will be followed by the assignment of seminar topics to ca. 8 student teams, which will be addressed in the seminar's subsequent sessions (Nov. 16 - Dec. 21).

The preliminary seminar topics include:

- International climate governance from Rio to Sharm el-Sheikh - what have we learned so far?
- Climate governance at the country level: Can effective climate change mitigation be managed in a direct democracy?
- The role of hydrogen in tomorrow's energy systems: disentangling hype and reality
- Climate change litigation and the role of courts
- The financial sector - pacesetter for the global low-carbon transition?
- Climate governance and the transportation sector
- The role of food systems in climate change mitigation
- Will the energy transition aggravate inequalities within and/or across countries?
- How can we make sense of different low-carbon pathways?

Some of these topics will be prepared by student teams. Each team will deliver a 30-minute presentation. Criteria for grading include coherence of the argument, analytical precision, originality, and presentation quality. Students can share the outline of the presentation with the lecturer for feedback no later than one week before the presentation. The presentation file should be shared with other course participants at least 24 hours before the session by uploading it to the e-learning platform.

Each presentation is followed by a brief (5 min) comment by another student team. Regarding this peer feedback, grading criteria include the structure of the feedback, the quality of the comments on presentation style and content, and the development of questions to spur further class discussions. Each session will conclude with a general discussion led by the presenting team. The sessions will be complemented by thematic input by the lecturer and group assignments. A guest lecture will complement the course schedule.

For all sessions, active student participation is essential. Prior to each of the 5 double sessions, each student is required to post at least one short comment or question per course topic (2 topics per double session) in the Studynet/Canvas discussion forum. The questions/comments should in some way relate to one of the mandatory readings for each topic, and they need to be posted at least 6 hours before the respective session. The course readings will be made available via Studynet/Canvas. This preparatory method will contribute to everyone's learning experience, and it will be part of the grade.

At the end of the seminar, each student is required to write a term paper (1500 words, max +/- 10%), which is to be submitted by



Dec. 23.

The presentation represents 50% of the grade, and each team member will receive the same grade. The peer feedback represents another 5% of the grade and is also a team grade. The preparatory comments/questions to be posted on Studynet/Canvas (15%) and the term paper (30%) are the remaining grading components, and both are based on individual performance.

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 2021, Paris: IEA. <https://www.iea.org/reports/world-energy-outlook-2021/executive-summary>
- IPCC 2021: Climate Change 2021: The Physical Science Basis - Summary for Policymakers. https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM.pdf

The following readings may be helpful, too:

- Sovacool, B. K., Brown, M. A., & Valentine, S. V. (2016). *Fact and Fiction in Global Energy Policy: Fifteen Contentious Questions*. Baltimore: Johns Hopkins University Press. Question 3: Should Governments Intervene in Energy Markets? (pp. 60-79).
- REN 21: Renewables Global Status Report 2022, Paris: REN21/UNEP. https://www.ren21.net/wp-content/uploads/2019/05/GSR2022_Full_Report.pdf

For each session following the introductory 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 Studynet/Canvas.

Additional course information

Dr. Adrian Rinscheid is a PostDoc at the Chair for Management of Renewable Energies at the University of St. Gallen. Dr. Rinscheid is involved in a number of international research projects on the governance and politics of climate change and energy system transformations. His research on the political dimensions of decarbonization has appeared in leading international journals such as *Nature Energy*, *Regulation & Governance*, and *Climate Policy*.

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 a 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

Peer feedback on another 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 - Written examination (with individual examination duration) (15%)

Examination time: term time

Remark

Posting at least one comment per topic on Canvas

Examination-aid rule

Online remote examination - Open book

Students are free to choose aids but will have to comply with the following restrictions:

- Calculator models which do not belong to the Texas Instruments TI-30 series are explicitly not allowed.
- In addition, any type of communication is inadmissible, as are all electronic devices that can be programmed and enable communication, such as electronic dictionaries, additional notebooks, tablets, mobile phones and other devices, which have not been explicitly permitted by the faculty member in charge.

The procurement of the electronic aids as well as ensuring their functionality and fulfillment of the technical requirements is the responsibility of the students.

The examination must be carried out using the programs defined in advance by the faculty member in charge. Mastery of the operation of the programs is part of the examination.

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) (30%)

Examination time: term time

Remark

Term Paper based on lecturer's instructions

Examination-aid rule

Term papers



Written work must be written without outside help according to the known citation standards, and a declaration of authorship must be attached, which is available as a template on the StudentWeb.

Documentation (quotations, bibliography, etc.) must be carried out universally and consistently according to the requirements of the chosen/specified citation standard such as e.g. APA or MLA.

The legal standard is recommended for legal work (cf. by way of example: FORSTMOSER, P., OGOREK R., SCHINDLER B., *Juristisches Arbeiten: Eine Anleitung für Studierende* (the latest edition in each case), or according to the recommendations of the Law School).

The reference sources of information (paraphrases, quotations, etc.) that has been taken over literally or in the sense of the original text must be integrated into the text in accordance with the requirements of the citation standard used. Informative and bibliographical notes must be included as footnotes (recommendations and standards e.g. in METZGER, C., *Lern- und Arbeitsstrategien* (latest edition)).

For all written work at the University of St.Gallen, the indication of page numbers is mandatory, regardless of the standard chosen. Where page numbers are missing in sources, the precise designation must be made differently: chapter or section title, section number, article, etc.

Supplementary aids

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Examination languages

Question language: English

Answer language: English

Examination content

Presentation in groups: Presentation topics will be defined by the lecturer (based on the contents of the course). The groups should make use of the mandatory reading (at least one per topic) and also use additional literature and sources for their presentations. There will be ca. 8 student presentations in double sessions 2-6.

Peer feedback: The feedback needs to relate to another group's presentation and discuss the group's presentation style and content in a structured way.

Questions/comments to be posted before each session on Studynet/Canvas: Prior to each of the 5 double sessions, each student is required to post at least one short comment or question per course topic (2 topics per double session) in the Studynet/Canvas discussion forum. The questions/comments should in some way relate to one of the mandatory readings for each topic, and they need to be posted at least 6 hours before the respective session.

Term paper: The term paper consists of a creative writing task, which allows the students to apply their newly gained knowledge in a creative way. The lecturer will provide more specific information during the first session. Formal requirements: Length 1,500 words, max +/- 10% Due by 23 December 2022 at 23:59 CET

Examination relevant 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 2021, Paris: IEA. <https://www.iea.org/reports/world-energy-outlook-2021/executive-summary>
- IPCC 2021: Climate Change 2021: The Physical Science Basis - Summary for Policymakers. https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM.pdf

The following readings are helpful for preparing for the course, too:

- Sovacool, B. K., Brown, M. A., & Valentine, S. V. (2016). *Fact and Fiction in Global Energy Policy: Fifteen Contentious Questions*. Baltimore: Johns Hopkins University Press. Question 3: Should Governments Intervene in Energy Markets? (pp. 60-79).
- REN 21: Renewables Global Status Report 2022, Paris: REN21/UNEP. https://www.ren21.net/wp-content/uploads/2019/05/GSR2022_Full_Report.pdf

For each session following the introductory 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 Studynet/Canvas before the end of the lecture period.

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, 25 August 2022);
- Examination information (regulations on aids, examination contents, examination literature) for decentralised examinations: in CW 42 (Monday, 17 October 2022);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 42 (Monday, 17 October 2022);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before the end of the registration period in CW 45 (Monday, 7 November 2022).