



Course and Examination Fact Sheet: Autumn Semester 2024

7,355: Climate Change and Inequality

ECTS credits: 4

Overview examination/s

(binding regulations see below)

decentral - Presentation, Analog, Group work group grade (50%)

Examination time: Term time

decentral - Written work, Digital, Individual work individual grade (45%)

Examination time: Term time

decentral - Presentation, Digital, Peer Review (5%)

Examination time: Term time

Attached courses

Timetable -- Language -- Lecturer

[7,355,1.00 Climate Change and Inequality](#) -- English -- [Rinscheid Adrian](#)

Course information

Course prerequisites

This course is open to all students with an interest in the course contents (see below). Prior attendance of related classes with an inequality or climate focus is welcome but not mandatory.

Learning objectives

Students will:

- Understand the links between climate change and various kinds of inequality;
- Discuss the ways in which inequality is a driver of climate change;
- Analyze distributional effects of climate change and their consequences at the global and national level;
- Assess the distributional impacts of climate change mitigation policies;
- Examine responses to climate-related inequalities at the level of international climate governance;
- Interrogate and apply the notion of climate justice in the context of the current climate governance regime complex.

By the end of this course, students will be able to interrogate the complex links between climate change and inequalities from various perspectives. They will have acquired comprehensive knowledge about the ways in which well-designed climate change mitigation policies can contribute to alleviating different inequalities. This will enable students to become shapers of a climate-resilient and more equitable society.

Course content

Climate change is closely linked to inequalities in various ways. At the international level, high-income countries are responsible for considerably higher shares of greenhouse gas emissions than low-income countries. At the same time, poorer countries are more vulnerable to the consequences of climate change and are experiencing more negative impacts already now. One tool to address these inequalities is international climate finance, but its effectiveness in alleviating global inequalities in the capacity to adapt to climate change has so far been very limited. And at the national level, both income and emissions inequalities have increased in many countries in recent decades. Socially and economically disadvantaged groups are disproportionately affected by climate change not only in low-income countries, but also in high-income countries. These developments have given rise to an increasingly vocal climate justice movement, which advocates for a more equitable distribution of the burdens associated with climate change. In this course, we interrogate the links between climate change and



various kinds of inequality, examine the distributional effects of climate change, learn about the design and implementation of international climate finance, and discuss the role of the climate justice movement.

The course also deals with the nexus between climate change mitigation policies and inequality. The transition to decarbonized energy and transport systems produces winners and losers, and while poorly designed policies will aggravate existing inequalities, policy interventions can also be designed in a way to simultaneously improve various socio-economic outcomes. We will uncover the links between climate policy and inequality by studying the design and impact of different policy approaches, including carbon taxes and green industrial policy.

Course structure and indications of the learning and teaching design

The course is based on 12 sessions and divided into 6 modules:

- Module 0: The climate crisis as a crisis of inequalities
- Module 1: Social and economic impacts of climate change
- Module 2: International climate governance and responses to inequalities
- Module 3: Inequality as a driver of climate change
- Module 4: The distributional impacts of climate change mitigation
- Module 5: Climate justice

During the first session (Module 0), the lecturer will provide an overview on the links between climate change and inequalities as well as on the following modules. During the second and third session, the lecturer will provide his insights on Module 1. Short group assignments during the sessions will contribute to students' involvement.

In the second week of the semester, research topics associated with Modules 2-5 will be assigned to ca. 9 student teams. In the following weeks, student teams will work on their assigned topics and present their findings in class. Sessions 4 through 12 each include a student presentation as well as additional input prepared by the instructor.

The preliminary seminar topics include:

- Do more vulnerable countries receive more support for climate change adaptation?
- Is climate change a risk factor for armed conflict?
- How do socio-economic inequalities drive emissions-intensive consumption, production, and obstruction of climate policies?
- How can the energy transition be organized in a way that disadvantaged groups and communities can benefit from it?
- How do environmental taxes need to be designed to realize socio-economic co-benefits?
- How can social and environmental policy be integrated to tackle various complex challenges at once?
- Will the climate justice movement delay or accelerate ambitious climate action?

Each team will deliver a 30-minutes presentation. Criteria for grading include analytical precision and coherence, breadth of consulted sources, originality, and presentation quality. Students should share the outline of their 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 Studynet course room.

Each presentation is followed by a brief (5 min) peer feedback by another student team. Grading criteria for the peer feedback include structure and quality of the comments on presentation style and content, and the development of questions to spur further class discussions.

At the end of the seminar, each student is required to write a policy paper (2'000 words, max +/- 10%), which is to be submitted by Dec. 23. In the policy paper, students will build upon their analysis provided in the (group) presentation, delivering a concise characterization of the problem and deriving targeted and evidence-based recommendations for relevant decisionmakers.

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 policy paper represents 45% of the grade and is an individual task.



Course literature

For each session following the introductory session, students are expected to prepare the relevant course reading so that they can actively participate in class discussions. All course readings will be made available via Studynet in week 1 of the semester.

Additional course information

Since February 1st, 2024, Dr. Rinscheid is an assistant professor of Climate Policy & Decision Making (with Tenure Track) at the School of Economics and Political Science (SEPS-HSG). His research on the political dimensions of decarbonization has appeared in leading international journals such as *Climate Policy*, *Climatic Change*, *Nature Energy*, and *Ecological Economics*. Adrian Rinscheid is also an Associated Researcher at the Cluster of Excellence "The Politics of Inequality" at the University of Konstanz (Germany), where he is conducting research at the intersection of climate change and inequality.

Examination information

Examination sub part/s

1. Examination sub part (1/3)

Examination modalities

Examination type	Presentation
Responsible for organisation	decentral
Examination form	Oral examination
Examination mode	Analog
Time of examination	Term time
Examination execution	Asynchronous
Examination location	On Campus
Grading type	Group work group grade
Weighting	50%
Duration	--

Examination languages

Question language: English
Answer language: English

Remark

Group presentation on a seminar topic (30 min)

Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

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2. Examination sub part (2/3)

Examination modalities

Examination type	Written work
Responsible for organisation	decentral
Examination form	Written work
Examination mode	Digital



Time of examination	Term time
Examination execution	Asynchronous
Examination location	Off Campus
Grading type	Individual work individual grade
Weighting	45%
Duration	--

Examination languages

Question language: English
Answer language: English

Remark

Policy Paper (indiv.) building on the presentation

Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

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3. Examination sub part (3/3)

Examination modalities

Examination type	Presentation
Responsible for organisation	decentral
Examination form	Oral examination
Examination mode	Digital
Time of examination	Term time
Examination execution	Asynchronous
Examination location	Off Campus
Grading type	Peer Review
Weighting	5%
Duration	--

Examination languages

Question language: English
Answer language: English

Remark

Group peer feedback on another group presentation

Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

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Examination content



Presentation in groups (50%): Presentation topics will be defined by the lecturer (based on the contents of the course). Students will be allocated to topics based on their preferences. Criteria for grading include analytical precision and coherence, breadth of consulted sources, originality, and presentation quality. Optionally, they can also conduct original research for their presentation. Presentation length should not exceed 30 minutes. There will be 9 student presentations in sessions 4-12.

Peer feedback (5%): Following each group presentation, another group will provide a short feedback, which should not exceed 5 minutes. Criteria for the peer feedback include structure and quality of the comments on presentation style and content, and the development of questions to spur further class discussions.

Term paper (45%): The term paper is an individual task. It should be written in the form of a policy paper. Length: 2'000 words, +/- 10%. In the policy paper, students will build upon their analysis provided in the (group) presentation, delivering a concise characterization of the problem and deriving targeted and evidence-based recommendations for relevant decisionmakers. Due by 23 December 2024 at 23:59 CET.

Examination relevant literature

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 at the beginning of the course.

The group presentation should be based on the course readings for the respective topics, which will be made available via Studynet. Additional literature should be identified by students.

The term paper may make use of the course readings but should include further readings identified by students as well.

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, 22nd August 2024);
- Examination information (supplementary aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 18 March 2024);
- Examination information (supplementary aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 42 (Monday, 14 October 2024);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before ending with de-registration period in CW 45 (Monday, 04 November 2024).