

GRAD-C1-1020: The Policy Process: Multi-Level Climate Governance

Prof Dr. Harald Fuhr and Dr. Thomas Hickmann

1. General information

Class time	Group A: Friday, 10:00-12:00 Group B: Friday, 14:00-16:00
Course Format	This course uses a “flipped classroom” format and combines 50 minutes of thematic pre-recorded material (audio or video) with a 50-minute interactive seminar. Students will use the pre-recorded material to prepare for the seminar. The seminar is taught onsite at the Hertie School, or online via the platform Clickmeeting, depending upon your location. For those attending the online seminar, Clickmeeting allows for interactive, participatory seminar style teaching.
Instructors	Prof. Dr. Harald Fuhr and Dr. Thomas Hickmann
Instructors’ e-mail	TBD
Assistant	TBD
Office hours	Office hours usually take place on Fridays

Link to Module Handbook [MIA](#) and [MPP](#); Link to [Study, Examination and Admission Rules](#)Instructor Information:

Prof. Dr. Harald Fuhr is Emeritus Professor of International Politics at the University of Potsdam. Since 1997 he has been working on international development and global climate policy with a particular focus on the Global South, having also coordinated various research projects and provided policy advice on these topics. He was speaker of the DFG research training group on ‘Wicked Problems – Contested Administrations’ and a vice president of the University of Potsdam. Prior to his position in Potsdam, he was an Assistant Professor at the University of Konstanz and a Sr. Public Sector Specialist at the World Bank’s headquarters in Washington, DC.

Dr. Thomas Hickmann is a researcher at Utrecht University’s Copernicus Institute of Sustainable Development. He is a core team member of the GlobalGoals project focusing on the steering effects of the United Nations Sustainable Development Goals and co-leads the work package international constraints and enablers of decarbonization in the Horizon-2020 ENGAGE consortium which aims at supporting the development of new climate policies to deliver on the Paris Agreement. Prior to his current position, he worked as a lecturer at the Faculty of Economics and Social Sciences of the University of Potsdam, and gained extensive teaching experience in the fields of Global Public Policy and International Relations.

2. Course Contents and Learning Objectives

Course contents:

This course consists of two interdependent parts. The first part covers key concepts of the policy process and theoretical approaches relating to the analysis of (multi-level) governance arrangements. In the second part, we will apply these concepts and theoretical approaches to the analysis of responses to the climate crisis at different levels of government. During the course, we will review experiences and lessons learnt from OECD and non-OECD countries and address the following key questions in particular: How has agenda-setting taken place at the global level and in selected national administrations? Who have been the relevant state and non-state actors in this process? How have different national governments reacted and what kinds of instruments for mitigation and adaptation have they applied? Are there tensions emerging between the mitigation commitments of OECD and non-OECD governments? How can we understand policy change and resistance to change, and what have been typical societal conflicts and power struggles unfolding at different levels of government? What has been the role of subnational actors and city networks for addressing climate policies? To what extent have governments considered green growth and low-carbon strategies as possible solutions to tackle the climate crisis?

Main learning objectives:

Students will become acquainted with the basic concepts of public policy and multi-level governance with a particular focus on the policy domain of climate change. The course will deal with actors and institutions at all governmental levels with the aim of making students familiar with the political response to wicked problems such as climate change, and will explore the complex institutional landscape in this field that has emerged over the past three decades. Students will advance their knowledge of public policy analysis and gain a profound overview of the multi-level governance system for addressing the problem of climate change.

Target group:

This course offers a master-level introduction for 1st year students to the core concepts of public policy and governance with a general interest in the policy domain of climate change. The readings selected for this course mainly draw on literatures from political science, public policy and global climate governance.

Teaching style:

This class combines lectures from both instructors, student presentations in groups, Q&A sessions and plenary discussions. In the sessions 2-4 and 6-11, students will provide short group presentations (20-30 minutes) followed by a plenary discussion and a wrap-up led by the course instructors.

Prerequisites:

None

Diversity statement:

We intend that students in this course who come from diverse backgrounds will be treated equally with the highest level of respect and fairness. The different perspectives that students bring to this class will broaden our horizons and enrich discussions. The available literature, material presented and class activities will be conducted in ways that are respectful of gender, sexuality, disability, age, status and culture. Student suggestions for improving inclusiveness of our course are encouraged and appreciated.

3. Grading and Assignments

Composition of final grade:

Assignment 1: Policy memo	Deadline: 15 Oct. 2020	Submit via email	25%
Assignment 2: Group presentation (these presentations will take place in sessions 2-4 and 6-11)	Individual deadline depending on date of student presentation	In-class presentation (in-person/online) together with a 1-page overview sheet	30%
Assignment 3: Research paper	Deadline: 18 Dec. 2020	Submit via email	45%

Assignment details

Assignment 1

Policy memo (25%): After the first part of the course, students will receive a tailor-made assignment and write a short policy memo of around 1,000 words. Students will adopt the role of a civil servant from their home country who is required to brief the new administrative leadership. The exact topic and detailed guidelines for writing the policy memo will be released on 2 October 2020. Students are expected to give a precise explanation of a specific concept, which we will discuss in the first four sessions of the course, and apply their conceptual knowledge to a practical issue.

Assignment 2

Group presentation (30%): After the first session of the course, students will form small groups to work on a particular topic related to the policy domain of climate change and prepare a student presentation. Students will receive a specific task for their presentation from the course instructors and conduct a mini case study based on a clearly defined question. Each presentation should include a short general introduction, a discussion on the existing knowledge within the respective topic and a tentative answer to the question with a broader conclusion and outlook. Presentations should not exceed 30 minutes and will take place during the sessions 2-4 and 6-11. Presentations will need to be uploaded on the Moodle platform three days ahead of the respective session. Students will receive individual feedback and be assigned a grade for their part in the group presentations.

Assignment 3

Research paper (45%): Each student will write a 4,000-word (+/- 10%) research paper. The research paper should start with a conceptual or theoretical approach and deal with a clearly delineated research question that is addressed in the empirical part of the paper. Research papers should include a general introduction that presents the research question, a brief state-of-the-art review, an empirical section that addresses the research question, and a conclusion. Students can choose their own topics within the overall theme of the course in consultation with both course instructors. The deadline for the submission of the research papers is **18 December 2020**. Further information on the term papers will be provided on Moodle.

Late submission of assignments: For each day the assignment is turned in late, the grade will be reduced by 10% (e.g. submission two days after the deadline would result in 20% grade deduction).

Attendance: Students are expected to be present and prepared for every class session. Active participation during seminar discussions is essential. If unavoidable circumstances arise which prevent attendance or preparation, the instructor should be advised by email with as much advance notice as possible. Please note that students may not miss more than two out of 12 course sessions. For further information please consult the Examination Rules §10.

Academic integrity: The Hertie School is committed to the standards of good academic and ethical conduct. Any violation of these standards will be subject to disciplinary action. Plagiarism, deceitful actions as well as free-riding in group work are not tolerated. See Examination Rules §16.

Compensation for disadvantages: If a student furnishes evidence that he or she is not able to take an examination as required in whole or in part due to disability or permanent illness, the Examination Committee may upon written request approve learning accommodation(s). In this respect, the submission of adequate certificates may be required. See Examination Rules §14.

Extenuating circumstances: An extension may be granted due to extenuating circumstances (i.e. for reasons such as illness, personal loss or hardship, or caring duties). In such cases, please contact the course instructors and the Examination Office *in advance* of the deadline.

4. General Readings

Bernauer, Thomas (2013): Climate Change Politics. Annual Review of Political Science 16, 421-448.

Bulkeley, Harriet; Newell, Peter (2015): Governing Climate Change. 2nd Edition. London/New York: Routledge.

Cairney, Paul (2019): Understanding Public Policy. 2nd Edition. London: Red Globe Press.

Jänicke, Martin; Schreurs, Miranda; Töpfer, Klaus (2015): The Potential of Multi-Level Global Climate Governance. IASS Policy Brief 2/2015.

Knill, Christoph; Tosun, Jale (2012): Public Policy. A New Introduction. New York: Palgrave Macmillan.

Stripple, Johannes; Bulkeley, Harriet (Eds.) (2014): Governing the Climate. New Approaches to Rationality, Power and Politics. Cambridge, UK: Cambridge University Press.

5. Session Overview

No.	Date	Session Title
1	11 Sep 2020	Studying Policy and Governance (HF&TH)
2	18 Sep 2020	Coping with Wicked Problems and Emergencies (HF)
3	25 Sep 2020	Understanding Institutional Complexity in Global Governance (TH)
4	02 Oct 2020	Problem Identification: Climate Crisis and Early Responses (HF)
5	09 Oct 2020	Guest Lecture: N.N. (HF)
6	16 Oct 2020	The Evolution of Global Climate Governance (TH)
<i>Midterm Exam Week: 19—23 Oct 2020 – no class</i>		
7	30 Oct 2020	Power Struggles in International Climate Policy (TH)
8	6 Nov 2020	Political Leadership of the European Union (TH)
9	13 Nov 2020	Climate Change and Developing Countries (HF)
10	20 Nov 2020	Cities and Local Climate Policies (HF)
11	27 Nov 2020	Energy and Low-Carbon Transitions (HF&TH)
12	4 Dec 2020	World Café: Future Prospects for Climate Policy (HF&TH)
<i>Final Exam Week: 14—18 Dec 2020 – no class</i>		

6. Course Sessions and Readings

Disclaimer: All readings listed below will be accessible on the Moodle course site before the semester starts. Should there be any change to the reading list, students will be notified by email. Students are expected to read and thoroughly analyse the assigned basic readings prior to the respective session. Further readings are intended to broaden your knowledge in the respective area and are highly recommended as relevant background literature. Online sources are included as supplementary sources to become familiar with the session topics.

Session 1: Studying Policy and Governance (HF&TH)	
Learning Objective	<i>Students will deal with the key definitions of (public) policy and (global) governance and gain an overview of the various understandings and usages of these terms in the academic literature.</i>
Basic Readings	<p>Bekkers, Victor; Fenger, Menno; Scholten, Peter (2017): Public Policy in Action. New Perspectives on the Policy Process. Cheltenham: Edward Elgar (chapter 1).</p> <p>Dingwerth, Klaus; Pattberg, Philipp (2006): Global Governance as a Perspective on World Politics. <i>Global Governance</i> 12 (2): 185-203.</p> <p>Knill, Christoph; Tosun, Jale (2012): Public Policy. A New Introduction. New York: Palgrave Macmillan (chapters 1 and 2).</p>

Further Readings	<p>Knill, Christoph; Tosun, Jale (2012) <i>Public Policy. A New Introduction</i>. New York: Palgrave Macmillan (chapters 5-8).</p> <p>Pierre, Jon; Peters, B. Guy (2020) <i>Governance Politics and the State</i>. London: Macmillan (chapters 1 and 5)</p> <p>Rosenau, James N. (1995): <i>Governance in the Twenty-First Century. Global Governance</i> 1 (1), 13-43.</p>
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Session 2: Coping with Wicked Problems and Emergencies (HF)

Learning Objective	<i>Students will gain an overview of the multi-actor, multi-sector, multi-level nature of climate change and the difficulties in addressing mitigation and adaptation, both in a national and a global context.</i>
Basic Readings	<p>Gupta, Joyeeta (2014): <i>The History of Global Climate Governance</i>. Cambridge, UK: Cambridge University Press. (chapter 1).</p> <p>Head, Brian W.; Alford, John (2015): Wicked Problems: Implications for Public Policy and Management. <i>Administration & Society</i> 47 (6), 711-739.</p> <p>Sterner, Thomas, et al. (2019): Policy Design for the Anthropocene. <i>Nature Sustainability</i> 2 (1), 14-21.</p> <p>Umweltbundesamt (2019) Policy Brief: Governance of Geoengineering. Dessau-Roßlau: Umweltbundesamt (German Environmental Agency).</p>
Further Readings	<p>Görg, Christoph et al. (2020): Scrutinizing the Great Acceleration: The Anthropocene and Its Analytic Challenges for Social-ecological Transformations. <i>The Anthropocene Review</i> 7 (1), 42-71.</p> <p>Hsiang, Solomon et al. (2017): Estimating economic damage from climate change in the United States. <i>Science</i> 356 (6345), 1362-1369.</p> <p>Lazarus, Richard J. (2009): Super Wicked Problems and Climate Change: Restraining the Present to Liberate the Future. <i>Cornell Law Review</i> 94, 1153-1233.</p> <p>Rittel, Horst W. J.; Webber, Melvin M. (1973): Dilemmas in a General Theory of Planning. <i>Policy Sciences</i> 4 (2), 155-169.</p>
Online Sources:	<p>National Geographic (2016): Before the Flood (Movie). Online: https://www.beforetheflood.com</p> <p>McKinsey Global Institute (2020): https://www.mckinsey.com/featured-insights/climate-change</p>

Session 3: Understanding Institutional Complexity in Global Governance (TH)

Learning Objective	<i>Students will become familiar with the development 'from government to governance' in contemporary politics and gain an overview of the existing institutional landscape in the policy domain of climate change.</i>
Basic Readings	Hickmann, Thomas (2016): <i>Rethinking Authority in Global Climate Governance: How transnational climate governance initiatives relate to the international climate regime</i> . London: Routledge (chapter 1).

	<p>Keohane, Robert O.; Victor, David G. (2011): The Regime Complex for Climate Change. <i>Perspectives on Politics</i> 9 (1), 7-23.</p> <p>Weiss, Thomas G.; Wilkinson, Rorden (2014): Rethinking Global Governance? Complexity, Authority, Power, Change. <i>International Studies Quarterly</i> 58 (1), 207-215.</p>
Further Readings	<p>Abbott, Kenneth W. (2012): The Transnational Regime Complex for Climate Change. <i>Environment and Planning C: Government and Policy</i> 30 (4), 571-590.</p> <p>Betsill, Michele et al. (2015) Building Productive Links between the UNFCCC and the Broader Global Climate Governance Landscape. <i>Global Environmental Politics</i> 15 (2), 1-10.</p> <p>Biermann, Frank; Kim, Rakhyun E. (2020): Architectures of Earth System Governance: Setting the Stage. In: Biermann, Frank, Kim, Rakhyun E. (eds): Architectures of Earth System Governance: Institutional Complexity and Structural Transformation. Cambridge, UK: Cambridge University Press, 1-34.</p>

Session 4: Problem Identification: Climate Crisis and Early Responses (HF)

Learning Objective	<p>Students will understand how a problem perceived as a climate crisis gradually entered the global political arena during the 1970s, and how agenda setting towards the Kyoto Protocol took place.</p>
Basic Readings	<p>Bernauer, Thomas (2013): Climate Change Politics. <i>Annual Review of Political Science</i> 16, 421-448.</p> <p>Brunnée, Jutta; Streck, Charlotte (2013): The UNFCCC as a Negotiation Forum: Towards Common but More Differentiated Responsibilities. <i>Climate Policy</i> 13 (5), 589-607.</p> <p>Najam, Adil; Huq, Saleemul; Sokona, Youba (2003): Climate Negotiations beyond Kyoto: Developing Countries Concerns and Interests. <i>Climate Policy</i> 3 (3), 221-231.</p>
Further Readings	<p>Anderson, J.W. (2001): How the Kyoto Protocol Developed: A Brief History. In: Toman, Michael A. (ed): Climate Change Economics and Politics. An RFF Anthology. Washington, DC: Resources for the Future, 11-23.</p> <p>Gupta, Joyeeta (2014): The History of Global Climate Governance. Cambridge, UK: Cambridge University Press (chapters 3-5).</p> <p>Hovi, Jon; Sprinz, Detlef F.; Bang, Guri (2010): Why the United States Did Not Become a Party to the Kyoto Protocol: German, Norwegian and US Perspectives. <i>European Journal of International Relations</i> 18 (1), 129-150.</p>
Online Sources	<p>Rich, Nathaniel (2018): Losing Earth: The Decade We Almost Stopped Climate Change. <i>New York Times Magazine</i> (1 August). Online https://www.nytimes.com/interactive/2018/08/01/magazine/climate-change-losing-earth.html</p>

Session 5: Guest Speaker, N.N. (HF)	
Learning Objective	<i>Students will understand the complexity, difficulties and techniques of international climate change negotiations as experienced by one of the key members of the German Delegation.</i>
Basic Readings	<p>Dimitrov, Radoslav S. (2010): Inside UN Climate Change Negotiations: The Copenhagen Conference. <i>Review of Policy Research</i> 27 (6), 795-821.</p> <p>Gereke, Marika; Brühl, Tanja (2019): Unpacking the Unequal Representation of Northern and Southern NGOs in International Climate Change Politics. <i>Third World Quarterly</i> 40 (5), 870-889.</p> <p>Najam, Adil; Huq, Saleemul; Sokona, Youba (2003): Climate Negotiations beyond Kyoto: Developing Countries Concerns and Interests. <i>Climate Policy</i> 3 (3), 221-231.</p>
Further Readings	<p>Karlsson, Christer; Parker, Charles; Hjerpe, Mattias; Linnér, Björn-Ola (2011): Looking for Leaders: Perceptions of Climate Change Leadership among Climate Change Negotiation Participants. <i>Global Environmental Politics</i> 11 (1), 89-107.</p> <p>Klöck, Carola and Castro, Paula (2018): Coalitions in Global Climate Change Negotiations. <i>INoGOV Policy-Brief</i> 05.</p>

Session 6: The Evolution of Global Climate Governance (TH)	
Learning Objective	<i>Students will comprehend the milestones of the past two decades in the global endeavor to address climate change and deal with the development of the top-down approach embodied in the Kyoto Protocol to the hybrid model stipulated by the Paris Agreement.</i>
Basic Readings	<p>Bulkeley, Harriet; Newell, Peter (2015): Governing Climate Change. 2nd Edition. London/New York: Routledge (introduction and chapter 1).</p> <p>Falkner, Robert (2016): The Paris Agreement and the New Logic of International Climate Politics. <i>International Affairs</i> 92 (5), 1107-1125.</p> <p>Hickmann, Thomas (2016): Rethinking Authority in Global Climate Governance: How transnational climate governance initiatives relate to the international climate regime. London: Routledge (chapter 2).</p>
Further Readings	<p>Bäckstrand, Karin; Kuyper, Jonathan W.; Linnér, Björn-Ola; Lövbrand, Eva (2017): Non-State Actors in Global Climate Governance: From Copenhagen to Paris and Beyond. <i>Environmental Politics</i> 26 (4), 561-579.</p> <p>Urpelainen, Johannes; Van de Graaf, Thijs (2018): United States Non-Cooperation and the Paris Agreement. <i>Climate Policy</i> 18 (7), 839-851.</p>

Midterm Exam Week: 19 – 23 Oct. 2020 – no class

Session 7: Power Struggles in International Climate Policy (TH)

Learning Objective	<i>Students will look at the power struggles in the policy domain of climate change and explore the fundamental power shifts that have been taking place since the Conference of the Parties held in Copenhagen in 2009.</i>
Basic Readings	<p>Goeminne, Gert (2012) Lost in Translation: Climate Denial and the Return of the Political. <i>Global Environmental Politics</i> 12 (2), 1-8.</p> <p>Hale, Thomas; Held, David; Young, Kevin (2013): Gridlock: Why Global Cooperation Is Failing When We Need It Most. Cambridge, UK: Polity Press (introduction and chapter 1).</p> <p>Terhalle, Maximilian; Depledge, Joanna (2013): Great-Power Politics, Order Transition, and Climate Governance: Insights From International Relations Theory. <i>Climate Policy</i> 13 (5), 572-588.</p>
Further Readings	<p>Johnsson, Filip; Kjärstad, Jan; Rootzén, Johan (2019): The Threat to Climate Change Mitigation Posed by the Abundance of Fossil Fuels. <i>Climate Policy</i> 19 (2), 258-274.</p> <p>Marquardt, Jens (2017): Conceptualizing Power in Multi-Level Climate Governance. <i>Journal of Cleaner Production</i> 154, 167-175.</p>

Session 8: Political Leadership of the European Union (TH)

Learning Objective	<i>Students will become acquainted with the role of the European Union in the field of climate change with a particular emphasis on its involvement in the international climate negotiations.</i>
Basic Readings	<p>Fischer, Severin; Geden, Oliver (2015): The Changing Role of International Negotiations in EU Climate Policy. <i>The International Spectator</i> 50 (1), 1-7.</p> <p>Oberthür, Sebastian (2016): Where to Go from Paris? The European Union in Climate Geopolitics. <i>Global Affairs</i> 2 (2), 119-130.</p> <p>Rayner, Tim; Jordan, Andrew (2013): The European Union: The Polycentric Climate Policy Leader? <i>Wiley Interdisciplinary Reviews: Climate Change</i> 4 (2), 75-90.</p>
Further Readings	<p>Geden, Oliver; Peters, Glen P.; Scott, Vivian (2019): Targeting Carbon Dioxide Removal in the European Union. <i>Climate Policy</i> 19 (4), 487-494.</p> <p>Schreurs, Miranda A.; Tiberghien, Yves (2007): Multi-Level Reinforcement: Explaining European Union Leadership in Climate Change Mitigation. <i>Global Environmental Politics</i> 7 (4), 19-46.</p>
Online Sources	<p>European Commission (2019): What is the European Green Deal? Online: https://ec.europa.eu/commission/presscorner/detail/en/fs_19_6714</p>

Session 9: Climate Change and Developing Countries (HF)

Learning Objective	<i>Students will review whether and to what extent there are major differences in the way key players in the Global South and Global North contribute to climate change (or suffer from it) and formulate policy positions accordingly.</i>
Basic Readings	<p>Fuhr, Harald (Forthcoming): The Rise of the Global South and the Rise in Carbon Emissions. <i>Third World Quarterly</i> (under review).</p> <p>Gereke, Marika; Brühl, Tanja (2019): Unpacking the Unequal Representation of Northern and Southern NGOs in International Climate Change Politics. <i>Third World Quarterly</i> 40 (5), 870-889</p> <p>Jakob, Michael; Steckel, Jan Christoph (2014): How Climate Change Mitigation Could Harm Development in Poor Countries. <i>Wiley Interdisciplinary Reviews: Climate Change</i> 5 (2), 161–168.</p>
Further Readings	<p>Dyer, Hugh (2011): Eco-Imperialism: Governance, Resistance, Hierarchy. <i>Journal of International Relations and Development</i> 14 (2), 186–212.</p> <p>Gilley, Bruce (2012): Authoritarian Environmentalism and China's Response to Climate Change. <i>Environmental Politics</i> 21 (2), 287-307.</p> <p>Hurrell, Andrew; Sengupta, Sandeep (2012): Emerging Powers, North-South Relations and Global Climate Politics. <i>International Affairs</i> 88 (3), 463-484.</p> <p>Never, Babette; Betz, Joachim (2014): Comparing the Climate Policy Performance of Emerging Economies. <i>World Development</i> 59, 1-15.</p>

Session 10: Cities and Local Climate Policies (HF)

Learning Objective	<i>Students will review the approaches of subnational actors, particularly cities and their local constituencies, to effectively address climate change mitigation and adaptation. We will jointly explore the drivers of climate change action and its obstacles.</i>
Basic Readings	<p>Bansard, Jennifer S.; Pattberg, Philipp; Widerberg, Oscar (2017): Cities to the Rescue? Assessing the Performance of Transnational Municipal Networks in Global Climate Governance. <i>International Environmental Agreements: Politics, Law and Economics</i> 17 (2), 229–246.</p> <p>Fuhr, Harald; Hickmann, Thomas; Kern, Kristine (2018): The Role of Cities in Multi-Level Climate Governance: Local Climate Policies and the 1.5° C Target. <i>Current Opinion in Environmental Sustainability</i> 30, 1-6.</p> <p>Stehle, Fee; Höhne, Chris; Hickmann, Thomas; Lederer, Markus (2020): Urban Climate Politics in Emerging Economies: A Multi-Level Governance Perspective. <i>Urbanisation</i> Online First.</p> <p>Ürge-Vorsatz, Diana et al. (2018): Locking in Positive Climate Responses in Cities. <i>Nature Climate Change</i> 8, 174-177.</p>
Further Readings	Bulkeley, Harriet; Betsill, Michele M. (2013): Revisiting the Urban Politics of Climate Change. <i>Environmental Politics</i> 22 (1), 136-154.

	<p>Chu, Eric; Anguelovski, Isabelle; Carmin, JoAnn (2016): Inclusive Approaches to Urban Climate Adaptation Planning and Implementation in the Global South. <i>Climate Policy</i> 16 (3), 372-392.</p> <p>Krause, Rachel M. (2010): Policy Innovation, Intergovernmental Relations, and the Adoption of Climate protection by U.S. Cities. <i>Journal of Urban Affairs</i> 33 (1), 45-60.</p>
Online Sources	<p>City of Copenhagen (2012) CPH 2025 Climate Plan. A Green, Smart, and Carbon Neutral City. Copenhagen: City of Copenhagen. Online: https://urbandevelopmentcph.kk.dk/artikel/cph-2025-climate-plan</p>

Session 11: Energy and Low-Carbon Transitions (HF&TH)

Learning Objective	<p><i>Students will analyze the upcoming challenges and potential trade-offs in policies addressing the climate crisis, both nationally and internationally. However, transitions to low-carbon development, for example in the energy sectors, also offer a variety of new opportunities for societal innovation and economic prosperity that would need to be critically evaluated.</i></p>
Basic Readings	<p>Klinsky, Sonja (2018): An Initial Scoping of Transitional Justice for Global Climate Governance. <i>Climate Policy</i> 18 (6), 752-765.</p> <p>Newell, Peter; Bulkeley, Harriet (2017): Landscape for Change? International Climate Policy and Energy Transitions: Evidence from Sub-Saharan Africa. <i>Climate Policy</i> 17 (5), 650-663.</p> <p>O'Brien, Karen (2018): Is the 1.5°C Target Possible? Exploring the Three Spheres of Transformation. <i>Current Opinion in Environmental Sustainability</i> 31, 153-160.</p>
Further Readings	<p>Carbon Tracker and Grantham Institute (2017): Expect the Unexpected. The Disruptive Power of Low-carbon Technology. London: Carbon Tracker and Grantham Institute.</p> <p>Green, Fergus; Gambhir, Ajay (2019): Transitional Assistance Policies for Just, Equitable and Smooth Low-carbon Transitions: Who, What and How? <i>Climate Policy</i> Online First, 1-20.</p> <p>International Monetary Fund (2019): Fiscal Monitor: How to Mitigate Climate. Washington, DC: International Monetary Fund, 1-29.</p>
Online Sources	<p>Carbon Disclosure Project (2020): Online https://www.cdp.net/en/climate</p> <p>Carbon Tracker (2020): Online: https://carbontracker.org/</p>

Session 12: World Café: Future Prospects for Global Climate Policy (HF&TH)

Learning Objective	<p><i>In this final session, students will visit a World Café and engage in different round table discussions in which they can apply their conceptual knowledge on selected key topics of the course and share their individual insights.</i></p>
Basic Readings	<p>Jänicke, Martin; Schreurs, Miranda; Töpfer, Klaus (2015): The Potential of Multi-Level Global Climate Governance. IASS Policy Brief 2.</p>

	<p>Tàbara, J. David et al. (2018): Positive Tipping Points in a Rapidly Warming World. <i>Current Opinion in Environmental Sustainability</i> 31, 120-129.</p> <p>Tobin, Paul (2017) Leaders and Laggards: Climate Policy Ambition in Developed States. <i>Global Environmental Politics</i> 17 (4), 28-47.</p>
Further Readings	<p>Carbon Brief, (2016) Explainer: 10 ways 'negative emissions' could slow climate change (April 11)</p> <p>Jordan, Andrew et al. (2015): Emergence of Polycentric Climate Governance and Its Future Prospects. <i>Nature Climate Change</i>, 5 (11), 977-982.</p> <p>United Nations Research Institute for Social Development (2016): Policy Innovations for Transformative Change. Geneva: United Nations Research Institute for Social Development (chapter 7).</p>
Online Sources	<p>Monbiot, George; Yamin, Farhana; Turner, Adair; Juniper, Tony (2020): To Stop Climate Collapse, We Must End Capitalism. Intelligence Squared. Online: https://www.intelligencesquared.com/events/to-stop-climate-collapse-we-must-end-capitalism/</p> <p>Rockström, Johan (2018): 5 Transformational Policies for A prosperous and Sustainable world. TED / We the Future: Online: https://www.youtube.com/watch?v=Rv-tDrv_mc</p>

Final Exam Week: 14 – 18 Dec. 2020 – no class