**Evaluation STV2547 Political Science Approaches to Climate Action**

**Main conclusions**

This course presented political science approaches to climate action drawing on all four political science approaches, international relation, public policy and administration, political theory, and comparative politics. We will continue to stick to presenting the four sub-categories of political science in this course. Despite the course being organized according to this, many students were very obsessed with their empirical cases and less interested in applying theory in their term papers. We need to communicate very clearly to the students that they will be tested in applying political science theory and perspectives on real-life climate issues, not how well they understand the empirical case they have chosen. It is also very challenging that half of the students are not political scientists, and struggle a bit with understanding the split into four political science specializations.

Challenges we need to work more with the next time we give this course:

* How to teach the students that they are tested in applying political science theory and perspectives, not their understanding of the empirical case?
* How to deal with half the students being on a political science program and the other half not?
* We need to improve coherence across the course, especially the lectures.
* We should make the process of writing the term paper simpler and provide them much more guidance on how to develop a good research question.
* We need to teach them how political science differ from other social sciences and natural science assessments?

We suggest adding a school-exam, and here we may consider some voluntary choices where non-political scientists can refer to differences between political science and their own specialization.

**Obligatory submissions and exam**

The students had several obligatory submissions and tasks: they presented early on a climate policy topic, and later submitted draft term papers, and gave feedback to each other on these. The exam was the term paper. We had made a very detailed memo to them about what a term paper should be, but most students struggled a lot with understanding how to write and develop a term paper. Thus we would like to make some changes to the examination on the course.

Add a three-hour written exam, and this will be held before the students submit their term papers.

We will specify 3-4 standard research questions they shall use as their starting points for their term papers. For instance these four:

* Why did organization/country/intergovernmental organization X adopt policy Y?
  + Then: add sub-question(s) that refers to the theories that will be applied to assess the causal question
* How well does policy Y, adopted by organization/country/intergovernmental organization X, fit with common criteria applied in assessment of climate policy?
  + Then: add a sentence that specify the theories that will be applied to develop the criteria that will be used in the evaluation or normative assessment.
* Why have organization/country/intergovernmental organization X and Z adopted different/similar climate policy/targets/organizational structures for climate governance?
  + Then: add sub-question(s) that refers to the theories that will be applied to assess the causal question

We will also consider choosing one specific sector or theme for term papers each year, for instance transport, adaptation, food-systems or industry each year.

**Readings**

We will not do major changes in the reading list, although all lecturers should consider whether they have too demanding readings on the list, and whether there are some new and easier accessible contributions that could replace the readings they have. According to the students, we referred to the same theories many times, such as free riding and the tragedy of the commons. We should make sure that we are more aware of this when we give the lectures. Maybe make clear which readings that will be referred to in several lectures? We should also consider whether there are some concepts we all should refer to, and specify its importance for our sub-dicepline, such as: wicked issue, political economy and tragedy of the commons.

**Lectures**

At the first lecture we should recommend some very basic readings about climate governance.

The students said that some lectures where too high-level, so we probably should make them a bit simpler. All lecturers need to remember that not everyone in the room are political science students.

Students think that there where too many readings for some of the lectures, so maybe even out the numbers a bit.

We could promote that this is part of a 40-group at the first lecture.

**Seminars**

The students want more teaching that focus on how to write a good term paper. The seminar leader should maybe add a very small ‘mini-lecture’ on each of the sub-sections of the term-paper memo into each seminar? Students call for a better connection between seminars and lectures. Some students thought they did not get valuable feedback from other students, while others disagree.