

# Emneevalueringsrapport / course evaluation report ISV

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**Viktig informasjon før du leverer emneevalueringsrapporten:**  
Alle våre evalueringsrapporter publiseres på UiOs nettsidene etter at programrådet har godkjent dem, og er da tilgjengelige for allmennheten. Språkbruk må gjenspeile det.

Navn til emneansvarlig \*

Maryna Povitkina

Semester

Våren 2026

Velg kursnivå \*

Master

\*

Bolk 2

Emnekode \*

STV4341

Emnenavn \*

Comparative Environmental and Climate Politics

## Emnerapport

### 1. Studentenes tilbakemeldinger \*

Oppsummer de viktigste tilbakemeldingene fra studentene.

Overall, the students liked the course very much, especially the interactive elements within the course, including the seminar and preparation for it (both reading and the paper). Some noted that they would like to have more of those in this and other courses, and that is how they envisioned their time in academic environments, not only attending lectures.

Some students liked the exam form (term paper), highlighting that term paper is a good way to learn analytical thinking and writing, as well as engage with the literature in an in-depth way. They noted that they feel like there is too much concern from the university administration about the AI, which prevents developing their analytical and writing skills through term papers. Some wished for a more elaborate paper task in preparation for the seminar in order to engage with the literature in a bit more in-depth way and train how to write. Others felt like the exam (term paper) was disconnected from the lectures and the reading, wondering if it is the best way to assess the knowledge obtained in the course.

Students liked the new lecture within the course on Climate and Conflict and suggested making it a permanent part of the course. They also suggested updating some of the literature and adding more articles using case studies for the debate instead of some of the readings in green political theory.

2. Helhetlig vurdering av emnet \*

Gi din faglige vurdering av kvaliteten på emnet. Inkluder en refleksjon over læringsutbytte, undervisningsformer, særlig studentaktive undervisningsformer, og andre relevante temaer i lys av [instituttets strategiske mål for undervisning](#).

The course contained 9 lectures on different topics in comparative environmental and climate politics, among which one lecture was a guest lecture, and one compulsory seminar. The seminar is a debate/discussion on the pros and cons of democratic rule for responding to climate change and other environmental problems. The goal of the seminar was for students to train to articulate an informed opinion on a heated topic. Moreover, the course has two additional compulsory activities: a memo for the seminar preparation (which does not lead to the term paper draft) and an online discussion of ideas for the term paper draft with mandatory commenting on others' ideas, which does lead to the term paper draft. This structure of the course worked well.

The exam is a term paper with the goal of applying comparative methods to analyze an environmental problem of a student's choice. The paper generally worked well, but this was the first time I did not participate in the grading of the term papers, and I noticed that it was challenging for the graders to grasp the grading logic for the suggested paper setup. Next time the course is given, I plan to reconsider how the term paper task is formulated.

The course had a lot of discussions in class, both group brainstorming and mentimeter exercises in order to engage students in active learning and activate their attention. They worked very well, and I intend to expand them in the future editions of the course.

3. Justeringer siden forrige gjennomføring

Beskriv eventuelle justeringer som er gjort basert på tidligere evalueringer, samt endringer som er implementert i løpet av emnet.

The course changed the examination type this year. The oral part of the exam was removed, and only the term paper + compulsory elements during the course were left. It was much easier to organize, so I intend to keep things this way next time the course is given.

This year, I changed the content of one lecture based on students' wishes identified during the first lecture. Half of the students were interested in Climate and Conflict; the other half – in Climate action in authoritarian regimes. As a result, one of the lectures was dedicated to two of these themes to respond to students' interests. This went exceptionally well. The students liked being consulted on the content on the course, and the lecture itself fit well within the selection of topics in the course.

4. Forslag til videreutvikling "Action points"

List opp muligheter for videre utvikling av emnet til neste gjennomføring.

- 1) The course should incorporate new literature in comparative environmental and climate politics, especially on climate action in autocracies, published in 2025.
- 2) The course should also include a lecture on Conflict and Climate as a permanent part of the course, as it was a success.
- 3) The lectures could incorporate even more discussion elements than they do now, as students seem to appreciate them. Potentially test introducing another seminar.
- 4) Potentially amend the task for the term paper to make it easier to grade.

5. Behov for oppfølging gjennom programrådet

List opp eventuelle behov for oppfølging gjennom programrådet (ph.d.-utvalget for ph.d.emner) som følge av evalueringen.

No