

1. BASIC INFORMATION

Course	Environmental Risks and Climate Change
Degree program	Global Degree in International Relations
School	School of Social Sciences
Year	Fourth Year
ECTS	6 ECTS
Credit type	Compulsory
Language(s)	English
Delivery mode	Face-to-face
Semester	Second Semester
Academic year	2025/2026
Coordinating professor	PhD. Carolina Punset Bannel

2. PRESENTATION

This course is an introduction to the environmental problem and to the concept of climate change. Current environmental problems and their future projections will also be studied.

We will study how the problem is addressed from a global and national perspective. How Climate change is undoubtedly a great challenge of our age which conditions the life and development of many countries, has a great social impact and can change the geostrategic balance and, in many places, its effects are already felt.

The objectives that are intended to be achieved with the teaching of this course are:

- Introduction to the environmental issue from an international and multidisciplinary perspective (security, geopolitics, legal, economic, social, cultural and political)
- Study of current environmental problems and future prospects.
- Study of the major international treaties and the most important Climate Summits.
- Study of the most relevant environmental risks and catastrophes in recent decades and their consequences.
- Analyzing the impact of the environmental problem on International Relations.
- Explain the fundamentals of climate change.
- Present the international political and legal framework on climate change and explain the key issues under negotiation.
- Describe the expected consequences of climate change and the role of adaptation.
- Set out the reasons for climate change mitigation and propose initiatives in key sectors.
- Identify the main sources of funding to address climate change.
- Analyze key challenges and opportunities for action against climate change.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1– Students must demonstrate to possess and understand knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by

advanced textbooks, also includes some aspects that imply knowledge coming from the vanguard of her/his field of study.

- CB2 - Students must know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- CB3 – Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific, or ethical nature.
- CB4 – Students must transmit information, ideas, problems, and solutions to a specialized and non-specialized public.
- CB5 - Students must develop those learning skills necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:

- CC1 - Autonomous Learning: Ability to choose the strategies, tools and moments that he/she considers most effective for learning and to put into practice independently what he/she has learnt.
- CC3 - Ability to adapt to new situations: being able to assess and understand different positions, adapting one's own approach as the situation requires.
- CC7 - Awareness of ethical values: Ability to think and act according to universal principles based on the value of the person that are aimed at their full development and that entail commitment to certain social values.
- CC8 - Information management: Ability to search for, select, analyze and integrate information from different sources.
- CC10 - Initiative and entrepreneurial spirit: Ability to undertake difficult or hazardous actions with resolution. Ability to anticipate problems, propose improvements and persevere in their achievement. Preference for taking on and carrying out activities.
- CC13 - Problem solving: Ability to find a solution to a confusing question or a complicated situation without a predefined solution, which hinders the achievement of an end.
- CC15 - Responsibility: Ability to fulfil the commitments that the person reaches with him/herself and with others when carrying out a task and trying to achieve a set of objectives within the learning process. Capacity existing in every subject to recognize and accept the consequences of an act freely carried out.

Specific competencies:

- SC02 - Knowing the international legal framework and its regulation through treaties, conventions, agreements, and resolutions.
- SC04 - Knowing and understanding the role of international organizations today. Their functions, objectives, and internal organization.
- SC07 - Report on and discuss the problems that give rise to international instabilities: conflicts, inequalities, exclusion, environment, pressure groups and public opinion, among others.
- SC12 - Understand the dimension of Human Rights as values that inspire international society and the legal framework on which it is based.
- SC13 - Defining and implementing development objectives in international cooperation agencies and organizations.

Learning outcomes:

- LO1: The student will be able to contribute to the design of sustainable growth policies that favor equality, reduce poverty, foster citizen participation, and promote democratization processes.
- LO2: Will be able to define and implement development objectives in international cooperation agencies and organizations.
- LO3: Will be able to contribute to the design of sustainable growth policies that favor equality, reduce poverty, foster citizen participation, and promote democratization processes.
- LO4: Will be able to make use of research techniques to identify problems.
- LO5: Will be able to understand the dimension of human rights as values that inspire international society and the legal framework on which it is based.
- LO6: Will be able to analyze legal-economic problems related to environmental issues at national, EU and international level.
- LO7: Will be able to integrate knowledge to understand the concept of sustainable development.

- LO8: Will be able to value and apply principles of social responsibility in the company, paying particular attention to environmental management, oriented towards compliance with current legislation and as a source of opportunities for the reinforcement of the company's image and production process.
- LO9: Will be able to analyse, integrate and evaluate the information coming from the legal and socioeconomic environment, necessary for decision making.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB2, CB3, CB4, CC7, CT10, CT15, CSC7, CE13	LO1: The student will be able to contribute to the design of sustainable growth policies that favor equality, reduce poverty, foster citizen participation, and promote democratization processes.
CB2, CB5, CC1, CC11, SC4, SC13	LO2: Will be able to define and implement development objectives in international cooperation agencies and organizations.
CB2, CB3, CB4, CC7, CT10, CT15, CSC7, CE13	LO3: Will be able to contribute to the design of sustainable growth policies that favor equality, reduce poverty, foster citizen participation, and promote democratization processes.
CB3, CB5, CT8, CT13, SC07	LO4: Will be able to make use of research techniques to identify problems.
CB1, CB3, CB4, CC7, SC2, SC12	LO5: Will be able to understand the dimension of human rights as values that inspire international society and the legal framework on which it is based.
CB2, CB3, CC3, CC4, SC2, SC4	LO6: Will be able to analyze legal-economic problems related to environmental issues at national, EU and international level.
CB1, CB5, CC4, SC07, SC09	LO7: Will be able to integrate knowledge to understand the concept of sustainable development.
CB2, CB4, CC10, CT15, SC13	LO8: Will be able to value and apply principles of social responsibility in the company, paying particular attention to environmental management, oriented towards compliance with current legislation and as a source of opportunities for the reinforcement of the company's image and production process.
CB3, CB4, CC8, CC13, SC07	LO9: Will be able to analyse, integrate and evaluate the information coming from the legal and socioeconomic environment, necessary for decision making.

4. CONTENT

Introduction to environmental issues and analysis of the concept of climate change. Current environmental problems and future prospects.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Cooperative learning
- Problem-based learning
- Simulation environments
- Case Method

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Discussions and colloquiums	8
Oral presentations	11
Tutorials	18
Autonomous work	50
Master class	20
Asynchronous master classes	10
Case analysis	12
Problem solving	15
Reports and writings	4
Face-to-face knowledge tests	2
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Knowledge Test	30%
Individual assignments	30%
Oral presentation	20%
Portfolio	20%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Individual Activity 1	Week 2 - 3
Individual Activity 2	Week 5 - 6
Individual Activity 3	Week 7 - 8
Collective work - oral presentation	Week 09 - 14
Portfolio nº1	Week 4 - 5
Portfolio nº2	Week 12 - 13
Portfolio nº3	Week 14
Final knowledge test	The date will be determined and communicated in a timely manner by the official channels established by the Center.

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- United Nations online course on climate change (required to do so and obtain the certificate)
<https://unccelearn.org/course/view.php?id=48&page=overview>
- Duarte C. (Coordinador) Cambio Global: Impacto de la actividad humana sobre el sistema Tierra. Publishing: CSIC y Catarata
https://www.researchgate.net/publication/44097684_Cambio_Global_Impacto_de_la_Actividad_Humana_sobre_el_Sistema_Tierra
- Francis Pope. Laudato Si. Encyclical 2015
http://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html

Unit 1:

- Handbook of the United Nations Framework Convention on Climate Change https://unfccc.int/resource/docs/publications/handbook_esp.pdf Publishing. UN Secretary of Climatic Change. UNFCCC

Unit 2

- Estrategia de Seguridad Nacional of Spain 2017
https://www.lamoncloa.gob.es/serviciosdeprensa/notasprensa/presidenciadelgobierno/Documentos/2017-1824_Estrategia_de_Seguridad_Nacional_ESN_doble_pag.pdf
- Dialnet-ElCambioClimatico-3837190.pdf
https://www.google.es/search?source=hp&ei=N6BRYJfDBbKAjLsP66e2uAQ&iflsig=AINFCbYAAAAAYFGuR02ZXEdU5m3tVbNdDTRDd7u23bF&q=Dialnet-ElCambioClimatico-3837190.pdf&oq=Dialnet-ElCambioClimatico-3837190.pdf&gs_lcp=Cgdnnd3Mtd2l6EANQzhpYzhpg4iloAHAAeACAAVGIAGVSAQExmA EAoAECoAEbqgEHZ3dzLXdpeg&sclient=gws-wiz&ved=0ahUKEwjXusKX2LbvAhUyAGMBHeuTDUcQ4dUDCAk&uact=5
- Directiva de Defensa Nacional 2020 Spain
<https://www.defensa.gob.es/defensa/politicadefensa/directivadefensa/>

Unit 3

- United Nations Framework Convention on Climate Change <https://unfccc.int/process-and-meetings/the-convention/what-is-the-united-nations-framework-convention-on-climate-change>
- Kyoto protocol on United Nations Framework Convention on Climate Change
<https://unfccc.int/resource/docs/convkp/kpspan.pdf>
- Paris Agreement https://unfccc.int/sites/default/files/english_paris_agreement.pdf
- Campins Eritja, Mar. DE KIOTO A PARÍS: ¿EVOLUCIÓN O INVOLUCIÓN DE LAS NEGOCIACIONES INTERNACIONALES SOBRE EL CAMBIO CLIMÁTICO?
http://www.ieee.es/Galerias/fichero/docs_opinion/2015/DIEEE061-2015_Kioto_paris_MarCampins.pdf

Unit 4

- Duarte C. (Coordinador) Cambio Global: Impacto de la actividad humana sobre el sistema Tierra.
Publishing: CSIC y Catarata
https://www.researchgate.net/publication/44097684_Cambio_Global_Impacto_de_la_Actividad_Humana_sobre_el_Sistema_Tierra

Unit 5

- De Tapia M, Raúl (Coordinator) Manual sobre el protocolo de Kioto ¿Cómo puede contribuir la sociedad civil a su cumplimiento? Publishing: Fundación Tormes. https://fundaciontormes-eb.org/images/stories/documentos/materiales_editados/protocolo_kioto.pdf
- https://ec.europa.eu/clima/policies/eu-climate-action_es
- Verdaguer V-C, Carlos. Cambio Climático, sostenibilidad y urbanismo: un marco de referencia
http://oa.upm.es/35568/7/Cambio_Climatico_Sostenibilidad_Urbanismo.pdf

For the completion of the subject, different bibliographic and State or international organization databases will also be used as resources that will be made available to the student in Canvas.

10. EDUCATIONAL ORIENTATION, DIVERSITY AND INCLUSION UNIT

From the Educational Orientation, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.