



# **SUBJECT DATASHEET**

**BME International Climate Change Role-Play**

**BMEGT42V101**

# I. SUBJECT DESCRIPTION

## 1. SUBJECT DATA

**Subject name**

BME International Climate Change Role-Play

**ID (subject code)** BMEGT42V101

**Type of subject**

contact unit

**Course types and lessons**

<i>Type</i>	<i>Lessons</i>
Lecture	0
Practice	3
Laboratory	0

**Type of assessment**

mid-term  
grade

**Number of credits**

3

**Subject Coordinator**

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
Dr. Buzási Attila	associate professor	buzasi.attila@gtk.bme.hu

**Educational organisational unit for the subject**

Department of Environmental Economics and Sustainability

**Subject website**

<https://edu.gtk.bme.hu>

**Language of the subject**

angol - ENG

**Curricular role of the subject, recommended number of terms**

**Direct prerequisites**

<i>Strong</i>	None
<i>Weak</i>	None
<i>Parallel</i>	None
<i>Exclusion</i>	None

**Validity of the Subject Description**

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580439/11/2024 registration number. Valid from: 29.05.2024.

## 2. OBJECTIVES AND LEARNING OUTCOMES

### Objectives

Upon successful completion of the course, participants will: 1. With the help of the roleplay students gain an understanding of the logic of international climate negotiation processes. They will understand the most important factors determining them as well as the various interests behind the negotiations and learn about the aspects determining the success or failure of international negotiations. 2. Learn the position and behaviour of the different stakeholders of climate negotiations including governments, businesses, the civil society, scientific/innovation experts and the general population. 3. Learn the complexity of climate change as a problem and understand the significance of the integration of technological, environmental and economic fields during the identification and implementation of potential solutions.

### Academic results

#### Knowledge

1. Understands the economic, social and environmental aspects of climate change, their interrelationships;
2. Understands the available GHG mitigation options;
3. Understands the limitations and potentials of adaptation to climate change;
4. Understands the responsibility and role of businesses, governments and consumers regarding climate change;
5. Understands the economic and social implications of potential technological solutions;
6. Understands the climate strategy of certain countries.

#### Skills

1. The student is able to participate in a professional debate regarding the potential solutions to climate change and their conditions;
2. Able to formulate the interests of a country or country group during international climate change negotiations;
3. Able to participate in a complex negotiation process and contribute to a successful agreement.

#### Attitude

1. Open to novel information technology and business solutions;
2. Sensitive to social and environmental issues;
3. Collects information regarding novel solutions and is able to critically assess them;
4. Open to the use of information technology tools;
5. Strives to take environmental and social aspects into account when making decisions.

#### Independence and responsibility

1. Perceives the environmental and social responsibility of business leaders;
2. Recognises those technological and organisational solutions, which provide economic, environmental and social benefits at the same time; is able to assess the limitations of different solutions;
3. Is able to distinguish between private and social aspects and can harmonise them.

### Teaching methodology

Interactive lectures, guest speakers, roleplay.

### Materials supporting learning

- Az IPCC legújabb, a klímaváltozással kapcsolatos összefoglaló tanulmányai - The most recent summary reports of IPCC
- A UNFCCC-vel kapcsolatban megjelent értékelések - Assessments of the UNFCCC process
- Egyes országok klímastratégiája - Climate strategies of individual countries

## II. SUBJECT REQUIREMENTS

### TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

#### General Rules

The evaluation of learning outcomes defined under section 2.2 will be based on a summative assessment (mid-term exam) during the semester, and two formative assessments (assignment to be prepared in teams of 3 students and a short report based on the participation in the roleplay (reflection paper)).

#### Performance assessment methods

A. Detailed description of performance evaluations during the study period: 1. Summative assessment (mid-term exam): a complex, written assessment of the knowledge and ability-type competence elements of the subject during the semester, in the form of a mid-term exam before the role-play. 2. Formative assessment (essay): group-task of presenting the climate strategy of the country/countries assigned to the team in the role-play, in a 15-20 page paper before the role-play. 3. Formative assessment (reflection paper): a short report prepared after the role-play.

#### Percentage of performance assessments, conducted during the study period, within the rating

- summative assessment: 40
- 1st formative assessment (essay): 40
- 2nd formative assessment (reflection paper): 20
- total: 100

#### Percentage of exam elements within the rating

#### Conditions for obtaining a signature, validity of the signature

-

#### Issuing grades

Excellent	90
Very good	80–89
Good	70–79
Satisfactory	60–69
Pass	50–59
Fail	0–49

#### Retake and late completion

1) Pursuant to the current CoS, each summative assessment can be retaken, repeated or completed late. 2) The summative assessments can be retaken, repeated or completed late for the first time during the late completion period free of charge. In the event of a retake, the new result always overwrites the old one. 3) If the student is unable to obtain a grade other than 'Fail' even with the retake, repeat and late completion possibilities according to point 1), they may make a second attempt to successfully complete the course after paying the fee specified in the regulations. 4) Pursuant to the current CoS, in the case of formative assessments, if the assignment was submitted on time, it is possible to repeat or retake it before the end of the late completion period, if the original task has already been accepted by the instructor. 5) Formative assessments cannot be submitted late.

#### Coursework required for the completion of the subject

contact classes: preparatory lectures	9
contact classes: roleplay 2 days	20
preparation of team assignment	25
preparation for the roleplay and summative assessment	30
individual essay reflection paper	6
total	90

#### Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 06.05.2024.

# III. COURSE CURRICULUM

## THEMATIC UNITS AND FURTHER DETAILS

### Topics covered during the term

In order to achieve the learning outcomes set out at point 2.2, the subject consists of the following thematic blocks. In the syllabi of the courses announced in each semester, these topics are scheduled according to the calendar and other conditions.

- 1 Climate change: international aspects and their social, economic and technological interrelationships
- 2 Mitigation of Greenhouse Gases; adaptation to Climate Change; the financial aspects of the fight against Climate Change
- 3 The history and underlying mechanisms of international climate change negotiations
- 4 The state of the art of international climate change negotiations
- 5 Features of international agreements, negotiation techniques
- 6 The strategic position of specific countries and country groups, their political and economic drives

### Additional lecturers

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### Approval and validity of subject requirements