

1. BASIC INFORMATION

Course	Human Rights and Cooperation for Development
Degree program	Global Degree in International Relations
School	School of Social Sciences
Year	First 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. Jelena Pavlovic

2. PRESENTATION

Students will learn the most important aspects related to the regulation of Human Rights, as well as the concepts related to development cooperation, both notions are considered today as a vital instrument for human beings and their development.

This course will focus on the relevance of the Sustainable Development Goals. To do so, they will analyse the main articles included in international treaties and conventions.

At the end of the course, students will know the main concepts that affect humanitarian and development cooperation today.

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:

- SC2. Knowing the international legal framework and its regulation through treaties, conventions, agreements, and resolutions.
- SC4. Knowing and understanding the role of international organizations today. Their functions, objectives, and internal organization.
- SC7. 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, CB4, CC10, CC13, CC15, CC7, SC7, SC12, SC13	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.
CB3, CB4, CC7, CC8, SC4, SC12	LO2: Will be able to define and implement development objectives in international cooperation agencies and organizations.
CB4, CC13, CC7, SC4, SC7, SC13	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.
CB1, CB3, CB4, CC1, CC8, SC7	LO4: Will be able to make use of research techniques to identify problems.
CB2, CB3, CC13, CC15, CC7, SC2, SC4, SC12, SC13	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.
CB1, CB3, CB4, CC13, CC7, SC2, SC7, SC13	LO6: Will be able to analyze legal-economic problems related to environmental issues at national, EU and international level.
CB1, CB3, CB4, CC13, SC7, SC13	LO7: Will be able to integrate knowledge to understand the concept of sustainable development.
CB1, CB2, CC15, CC13, CC7, SC4, 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.
CB1, CB3, CB4, CC8 Y SC2	LO9: Will be able to analyse, integrate and evaluate the information coming from the legal and socioeconomic environment, necessary for decision making.

4. CONTENT

Basic definitions and evolution of human rights. National, regional and international protection systems. Analysis of the phenomenon of development cooperation: evolution and current situation, as well as the international cooperation system.

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	25%
Individual assignments	30%
Oral presentation	30%
Portfolio	15%

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:

- CORRIGAN, D. (2020). From Concept to Conceptions: Can the Broad View Overcome the Debate Between Orthodox and Political Theories of Human Rights? *European Journal of Political Theory* 19 (3):417-425.

The recommended Bibliography is:

- GÓMEZ GIL, C. (2020). Debates y controversias en la cooperación al desarrollo: fondos privados de ayuda, acuerdos neocoloniales y ayuda a refugiados. Universidad de Alicante, Servicio de Publicaciones.
- MARÍN-CONEJO, S., SORIANO DÍAZ, R.L. (2021). El reto de los derechos humanos: cuestiones actuales controvertidas, Dykinson.
- RABANOS, J.A. (2021). Normas de Derechos Humanos: entre principios y reglas. *Iuris Dictio* 27 (27):101- 109.
- RIBAS MATEOS, N. (ed. lit.), DUNN, T. (ed. lit.) (2021). Handbook on human security, borders and migration, Edward Elgar.
- SANAHUJA PERALES, J.A. (2020). La Agenda 2030 en Iberoamérica: Políticas de cooperación y “desarrollo en transición”. Fundación Carolina.
- SUNGUROV, A., BARRANCO AVILÉS, M. (2020), Current Issues On Human Rights, Dykinson.

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.