

1. BASIC INFORMATION

Course	The Organization of the United Nations
Degree program	Global Degree in International Relations
School	School of Social Sciences
Year	Second 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. Thomas Kruiper

2. PRESENTATION

This course offers an in-depth exploration of the United Nations, its historical development, and its pivotal role in addressing global challenges. Structured into five thematic blocks, students will gain a comprehensive understanding of the UN's founding principles, key organs, and operational dynamics. From peacekeeping and sanctions to human rights and sustainable development, the course examines how the UN engages with the world's most pressing issues.

Students will participate in diverse activities, including lectures, workshops, and a Model United Nations (MUN) simulation, enabling them to experience the complexities of international diplomacy firsthand. Assignments such as designing sanctions resolution and preparing position papers will sharpen their analytical and collaborative skills. By critically engaging with topics like reforming the Security Council and tackling modern peacekeeping dilemmas, students will develop nuanced perspectives on the UN's challenges and opportunities.

This course combines historical insight, practical exercises, and forward-looking discussions, aiming to prepare students for careers in international relations, public policy, and global governance. By the end, participants will not only understand the UN's mechanisms but also appreciate its unique role as a cornerstone of multilateralism in an increasingly complex world.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1 – Students possess and demonstrate their knowledge in an area that departs from a level of secondary education and is based on advanced textbooks and also includes aspects that imply knowledge of their field of study.
- CB2 – Students know how to apply knowledge from their field of study, work, or vocation in a professional manner and possess competencies that are demonstrated by elaborating and constructing arguments relevant to the main concepts of the course. Students show problem-

solving skills.

- CB3 – Students have the capacity to combine and interpret relevant data and content within the course and are able to analyze, judge, and reflect upon issues and case studies related to the course topic.
- CB4 – Students can transmit information, ideas, problems, and solutions to an audience, whether specialized or not.
- CB5 – Students develop learning abilities necessary to understand future studies with a great deal of autonomy.

Cross-curricular competencies:

- CC4 - Analytical and Synthetic Thinking: The ability to break down complex situations into their constituent parts, evaluate alternatives, and find optimal solutions. Synthesis involves reducing complexity to better understand or solve problems.
- CC6 - Oral and Written Communication: The ability to convey and receive data, ideas, opinions, and attitudes to achieve understanding and action—whether orally through words and gestures or in writing through text and/or graphic aids.
- CC10 - Initiative and Entrepreneurial Spirit: The ability to undertake challenging or risky actions resolutely, anticipate problems, propose improvements, and persist in achieving goals. Preference for assuming and carrying out activities.
- CC13 - Problem-Solving: The ability to find solutions to unclear or complicated issues without predefined answers, which hinder the achievement of a goal.
- CC14 - Innovation and Creativity: The ability to propose and develop new and original solutions that add value to presented problems, even in areas outside the scope of the problem.

Specific competencies:

- SC09 - Recognize the global, universal, cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute International Relations.
- SC12 - Understand the dimension of Human Rights as inspiring values of international society and the legal framework on which it is based.
- SC25 - Identify and relate to the different international actors.

Learning outcomes:

- LO1: Contribute to promoting peace policies and proposals for peaceful solutions to conflicts.
- LO2: Be able to recognize global, universal, cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute International Relations.
- LO3: Be able to analyse, interpret and develop programmes and projects aimed at improving aspects related to international security.
- LO4: They will be able to understand the dimension of human rights as inspiring values of international society and the legal framework on which it is based.

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

Competencies	Learning outcomes
CB2, CB3, CB4, CC6, CC10, CC13, SC12, SC25	LO1: Contribute to promoting peace policies and proposals for peaceful solutions to conflicts.
CB1, CB3, CB4, CC4, CC6, SC09, SC25	LO2: Be able to recognize global, universal, cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute International Relations.
CB2, CB3, CB4, CB5, CC4, CC10, CC14, SC25	LO3: Be able to analyse, interpret and develop programmes and projects aimed at improving aspects related to international security.

CB1, CB3, CC4, CC6, SC12

LO4: They will be able to understand the dimension of human rights as inspiring values of international society and the legal framework on which it is based.

4. CONTENT

Precedents, creation and development of the United Nations in the second half of the twentieth century. Study of its organs and functioning. Simulation exercise of the decision-making process of the Security Council through case studies.

5. TEACHING-LEARNING METHODOLOGIES

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

- Cooperative Learning
- Problem-Based Learning (PBL)
- Simulation Environments
- Case Studies

6. LEARNING ACTIVITIES

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

Learning activity	Number of hours
Debates	3
Oral Presentations	5
Tutoring	18
Autonomous work	50
Master Class	22
Non-Synchronous Classes	11
Case Studies	14
Problem Solving	18
Written assignments	7
Assessments	2
TOTAL	150

7. ASSESSMENT

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

Assessment system	Weight
Knowledge Assessment	30%
Oral expositions	30%
Portfolio	20%
Individual assignments	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
Oral Expositions	Weeks 13, 14, 15
Individual Assignment	Week 10
Final Assessment	15-30 May – Exact date and time TBD
Portfolio	Weekly forum activities

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:

- Fasulo, L. (2021). An insider's guide to the UN (4th ed.). Yale University Press.
- Hanhimäki, J. M. (2015). The United Nations: A very short introduction (2nd ed.). Oxford University Press.
- Kruiper, T. (2024). United Nations sanctions and selective security. Routledge.

The recommended Bibliography is:

- Koops, J. A., MacQueen, N., Tardy, T., & Williams, P. D. (Eds.). (2015). The Oxford handbook of United Nations peacekeeping operations. Oxford University Press.
- Weiss, T. G., & Daws, S. (Eds.). (2018). The Oxford handbook on the United Nations (2nd ed.). Oxford University Press.
- Chesterman, S., Malone, D. M., & Villalpando, S. (Eds.). (2019). The Oxford handbook of United Nations treaties. Oxford University Press.

To prepare for the MUN:

- NGO Mondo. (2021). Model United Nations handbook: Recommendations for participants and supervisors. Estonian National Commission for UNESCO.

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.