

1. BASIC DETAILS

Subject	Human Rights and Development Cooperation
Qualification	Bachelor's Degree in International Relations
School/Faculty	Economics, Business, and Communication Sciences
Year	First
ECTS	6
Type	Mandatory
Language(s)	English
Modality	Campus-based
Semester	S2
Academic year	2025/2026
Coordinating professor	PhD Sebastián Linares Lejarraaga

2. PRESENTATION

The subject “Human Rights” is a mandatory subject within the curriculum of the degree in International Relations at the Universidad Europea de Madrid. This subject forms part of one of the traditional guiding axes in the educational process of the future graduate in international relations. Students will acquire solid training in human rights, understood as the area of public international law that covers the norms in the area of human rights, created by international organizations whose main mission is to provide protection to the most fundamental rights as defined by the international legal system.

In this context, beyond the knowledge and skills acquired around the study of the basic definition and evolution of human rights, this subject has as its ultimate objective the detailed analysis of the international reality through the perspective of human rights and specifically through the perspective of the Right to Development.

Throughout the course, students will analyze the typical elements that constitute the human rights system under study, carrying out this examination in accordance with the international regulations in force, with special emphasis on the universal and regional international organizations whose main mission is the protection of human rights, as well as on the analysis of reality under the rights approach, focusing in particular on the 3 headings of rights, responsibilities and obligations.

The subject “Human Rights” enables the student to analyze and understand the international regulation of human rights, the national, regional and international systems for the protection of human rights, the international and regional human rights bodies, and the system of development cooperation, both its evolution and current situation and the global agenda that sets the priorities of all global actors.

From the point of view of acquiring competences, this course in turn offers a stage from which the student will delve into the acquisition of knowledge with deep humanist roots, assuming the centrality of human rights in contemporary global society in parallel with the acquisition of research competences focused on the management of doctrine in relation to human rights.

3. COMPETENCIES AND LEARNING OUTCOMES

Basic competencies:

- BC2: Students know how to apply their knowledge to their work or career in a professional manner and they have skills that are typically demonstrated by developing and defending arguments and solving problems within their field of study.
- BC4: Students can convey information, ideas, problems and solutions to a specialist and non-specialist audience.
- BC5: Students have developed the learning skills needed to undertake subsequent studies in a highly independent way.

Cross-cutting competencies:

- CC2: Self-confidence. Ability to assess personal results, performance and abilities with the internal conviction that they are able to perform the tasks and take on the challenges presented.
- CC4: Ability to analyze and synthesize. Ability to break complex situations down into their constituent parts, as well as considering other alternatives and viewpoints to find optimal solutions. Synthesis seeks to reduce complexity in order to better understand it and/or solve problems.
- CC6: Oral/written communication. Ability to convey and receive data, ideas, opinions and attitudes to attain comprehension and perform actions, oral communication being that which is achieved through words and gestures and written communication that which is achieved through writing and/or graphic support.

Specific competencies:

- SC7: Knowledge of how to relate and discuss the problematic origins of international instabilities: conflicts, inequalities, exclusion, environment, pressure groups and public opinion, among others.
- SC9: Ability to recognize global, universal and cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute international relations.

- SC12: Ability to understand the human rights dimension as the inspiring values of international society and the legal framework on which it is based.
- SC21: Ability to contribute to the design of sustainable growth policies that promote equality, reduce poverty, promote citizen participation and enhance democratization processes.

Learning outcomes:

- LO1: Students will be able to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.
- LO2: Students will have the capacity to carry out basic research studies in the international area.
- LO3: Students will know how to use research techniques to identify problems.
- LO4: Students will be able to effectively apply different techniques for obtaining, integrating and representing, and analyzing information of a socio-cultural and political nature.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Competencies	Learning outcomes
BC2, BC5, CC2, CC6, SC9, SC21	LO1: Theoretical understanding of the different geopolitical, geoeconomic and socio-cultural areas as well as their particularities.
BC4, BC5, CC2, SC12, SC21	LO2: Ability to develop basic research studies in the international area.
BC4, BC5, CC2, CC4, CC6, SC12, SC21	LO3: Understanding of research techniques to identify problems.
BC5, CC2, CC6, SC7, SC21	LO4: Training in the effective management and application of different techniques for obtaining, integrating, representing, and analyzing information of a socio-cultural and political nature.

4. CONTENTS

- Basic definitions and evolution of human rights.
- International regulation of human rights.
- National, regional and international human rights protection systems.
- International and regional human rights organizations.
- Analysis of the phenomenon of development cooperation: evolution and current situation, as well as the system of international cooperation.
- Institutionalized international cooperation.
- Millennium Development Goals.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies to be applied are as follows:

- Case-based methodology.
- Cooperative learning.
- Problem-based learning.
- Master classes.
- Field experience.

6. EDUCATIONAL ACTIVITIES

Each of the educational activities to be carried out together with the number of hours students will dedicate to it is described below:

Campus-based modality:

Educational activity	Number of hours
Master classes	30
Asynchronous master classes	12
Academic tutorials	10
Activities based on the development of ethical values and social responsibility	25
Independent work	43
Knowledge integration test	5
Written reports and documents	25
TOTAL	150

7. ASSESSMENT

The assessment systems, as well as their weight in the total grade of the subject, are listed below:

Campus-based modality:

Assessment system	Weighting
Evaluation exercises through theoretical knowledge tests (with open questions on a topic, or objective and direct questions on a specific aspect of the subject, or objective test-type questions) or practical (with problems or cases to solve, to give an answer to the same, reflecting in a practical way, the theoretical and practical knowledge of the subject). practical knowledge of the subject).	50%
Oral presentations	20%
Case study	30%

When you access the subject in the Virtual Campus, you will be able to consult in detail the assessed assignments that you must perform, as well as the submission dates and the assessment procedures for each of them.

Observations on the evaluation system:

- The continuous evaluation system will be applied per subject throughout the different Learning Units, weighting and assessing in an integral way the results obtained by the student through the indicated evaluation procedures.
- The evaluation concludes with a recognition of the level of learning achieved by the student and is expressed in numerical grades, in accordance with the provisions of current legislation.

7.1. First exam sitting

In order to pass the subject at the first exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 5 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

7.2. Second exam sitting

In order to pass the subject at the second exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 5 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

Any assignments not passed at the first exam sitting must be resubmitted after having received the corresponding corrections by the professor, as well as any that were not submitted.

8. SCHEDULE

This section indicates the schedule with submission dates for the subject's assessed assignments:

Assessed assignments	Date
Oral presentations	Weeks 1-8
Oral presentations / case study	Weeks 9-12
Knowledge test	Week 12
Oral presentations / case study	Weeks 13-18
Knowledge test	Week 18

This schedule may be modified for logistical reasons related to the assignments. Any modification will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

The recommended bibliography is as follows:

- Universal Declaration of Human Rights: <https://www.un.org/en/universal-declaration-human-rights/>
- Human rights world report 2019: <https://www.hrw.org/world-report/2019>
- Los Derechos Humanos en el Mundo Contemporáneo. Antonio Cassese. Ariel, 1991.
- Los Derechos Humanos: preguntas y respuestas. Leah Levin. Bakeaz / Ediciones Unesco.1998.
- ALTER, G y HAGE, J. *Organizations working together. A typology of Cooperative Interorganizational*. Sage Public. University of Michigan: 1993.
- BANCO MUNDIAL. *Millennium Development Goals 2002. Environmental Protection, Climate Change, Desertification, Biodiversity and Forest*. Informe núm.24761. 2002.
- BANCO MUNDIAL. *Assessing aid, what works, what doesn't and why*. Spanish version: ¿Qué hacemos para ayudar a Latinoamérica? Erasmus Ediciones, 2010.
- BAYLIS, J., SMITH, S., OWENS, P. *The globalization of world politics. An introduction to International Relations*. Oxford University Press, Dec. 2013.
- CAD. *Shaping the 21st Century. The contribution of Development Cooperation*. Development Assistance Committee. OCDE. Paris, Mayo 1996.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance and Diversity 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.

From this unit we offer to our students:

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@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in our satisfaction surveys designed to identify strengths and areas for improvement regarding teaching staff, degree programs and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via your email.

Your opinion is needed to improve the quality of the degree.

Thank you very much for your participation.