

1. BASIC DETAILS

Subject	The United Nations Organization
Qualification	Bachelor's Degree in International Relations
School/Faculty	Economics, Business, and Communication Sciences
Year	Second
ECTS	6
Type	Mandatory
Language(s)	English
Modality	Campus-based
Semester	S4
Academic year	2025/2026
Coordinating professor	Isa Bimi

2. PRESENTATION

The UNITED NATIONS ORGANIZATION is a mandatory subject in the curriculum of the degree in International Relations. It is worth 6 ECTS credits, and is taught in the second year.

The importance of subject in the curriculum is obvious. It offers a basic approach to the most well-known and representative international organization in existence. Among other topics, its origins and history, structure, functioning and main objectives will be studied.

Students will acquire a good knowledge of the institutions that make up the organization and of the decision-making processes of the United Nations.

3. COMPETENCIES AND LEARNING OUTCOMES

Basic competencies:

- BC1: Students have demonstrated knowledge and understanding in the field of study based on general secondary education and, although they are aided by advanced textbooks, this also includes certain aspects that require cutting-edge knowledge in their field of study.
- 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.

Cross-cutting competencies:

- 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.
- CC5: Ability to apply the knowledge to practice, using the knowledge acquired in the academic field in situations as close as possible to the reality of the profession for which they are being educated.
- 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.
- CC12: Critical reasoning. Ability to analyze an idea, phenomenon or situation from different perspectives and take a personal approach to it, built on rigor and argued objectivity, and not on intuition.
- CC13: Problem solving. Ability to find a solution to a confusing issue or a complicated situation without a predefined solution that is hindering the attainment of an end.

Specific competencies:

- SC1: Knowledge and understanding of the historical evolution of international society.
- SC2: Knowledge of the international legal framework and its regulation through treaties, conventions, agreements and resolutions.
- SC4: Knowledge and understanding of the role of international organizations today – their functions, objectives and internal organization.
- 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.
- SC19: Ability to interpret and analyze legal texts.

Learning outcomes:

- LO1: Students will be able to contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.
- LO2: Students will be able to recognize global, universal and cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute international relations. Students will be able to analyze, interpret and develop programs and projects aimed at improving aspects related to international security.
- LO3: Students will understand the human rights dimension as the inspiring values of international society and the legal framework on which it is based.

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

Competencies	Learning outcomes
BC1, BC2, CC4, CC5, SC1, SC2, SC4	LO1: Students will be able to contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.
BC2, BC4, CC5, CC6, CC12, CC13, SC2, SC7, SC19	LO2: Students will be able to recognize global, universal and cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute international relations. Students will be able to analyze, interpret and develop programs and projects aimed at improving aspects related to international security.
BC2, BC4, CC5, CC6, CC12, CC13, SC2, SC7, SC19	LO3: Students will understand the human rights dimension as the inspiring values of international society and the legal framework on which it is based.

4. CONTENTS

- International organizations as subjects of Public International Law.
- Background, creation and development of the United Nations in the second half of the twentieth century.
- Structure of the United Nations (I) and (II): Study of its bodies and functioning.
- Main objectives of the United Nations as an international organization.
- The Security Council decision-making process through practical case studies.

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
- Simulation environments

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
Resolution of case studies	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 be solved, to answer them, reflecting in a practical way, the theoretical and practical knowledge of the subject).	50%
Evaluation of activities and individual work.	30%
Evaluation of group work.	20%

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
Assignment 1	Weeks 3-4
Assignment 2	Week 5
Assignment 3	Week 6
Assignment 4	Weeks 7-8
Assignment 5	Weeks 9-10
Assignment 6	Weeks 13-14
Assignment 7	Weeks 14-15

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:

- BOISSON DE CHAZOURNES, L.: International organizations and international dispute settlement: trends and prospects, New York, 2002.
- BROWNLIE, I.: The rule of law in international affairs: international law at the fiftieth anniversary of the United Nations, Kluwer, The Hague, 1998.
- CONFORTI, B.: The law and practice of United Nations. Martinus Nijhof Publishers, 2005
- DIEZ DE VELASCO, M.: Organizaciones Internacionales, ed. Tecnos, Madrid, 2013.
- Everything you always wanted to know about the United Nations, United Nations Department of Public Information, New York, 2010.
- PASTOR RIDRUEJO, J.A: Curso de Derecho Internacional Público y Organizaciones internacionales, ed. Tecnos, Madrid, 2017.
- SHAW, M.: International Law, Cambridge University Press, 2003.
- The United Nations today, United Nations Department of Public Information, New York, 2008
- WET, E.: The chapter VII: powers of the United Nations Security Council, Oxford, 2004
- ZIRING, L.:The United Nations, International Organization and World Politics. 2004.

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.