

Degree	Type	Year
Criminology	OT	4
Law	OT	4

## Contact

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## Teachers

Alexandre Moreno Urpi

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

Language requirements

To successfully follow the course, students are expected to have an advanced level of English, as both the lectures and the reading materials will be entirely in this language. In addition, a working knowledge of Spanish and/or Catalan is recommended to ensure effective collaboration in group assignments.

Contribution to the Sustainable Development Goals (SDGs)

This course contributes directly to the achievement of several Sustainable Development Goals (SDGs), notably:

- SDG 4: Ensure inclusive and equitable quality education
- SDG 16: Promote peaceful and inclusive societies for sustainable development
- SDG 3: Ensure healthy lives and promote well-being for all
- SDG 10: Reduce inequality within and among countries

## Objectives and Contextualisation

The course aims to provide students with a comprehensive understanding of the core issues of international criminal law, as well as the scope and content of the legal responses developed by the international community to protect individuals from abuses of power. Topics covered include human rights, war crimes, crimes against humanity, genocide, aggression, victims, reparation, justice, and international tribunals. The course seeks to

ensure that students acquire an in-depth and nuanced knowledge of these areas, while also developing academic skills through the analysis of codified international crimes, legal responses, and victim-oriented approaches, both in theory and in recent practice.

## Competences

### Criminology

- Ability to analyse and summarise.
- Analysing the conflict and criminology by using the criminological theories and their psychological and sociological foundations.
- Drawing up an academic text.
- Students must demonstrate they comprehend the criminological theories.
- Students must demonstrate they know a variety of criminal policies in order to face criminality and its different foundations.
- Working autonomously.
- Working in teams and networking.

### Law

- Demonstrating a sensible and critical reasoning: analysis, synthesis, conclusions.
- Integrating the importance of Law as a regulatory system of social relations.
- Present information in a way that is appropriate to the type of audience.
- Searching, interpreting and applying legal standards, arguing every case.
- Students must be capable of learning autonomously and having an entrepreneurial spirit.
- Students must be effective in a changing environment and when facing new tasks, responsibilities or people.
- Working in teams, being either a member or a coordinator of working groups, as well as making decisions affecting the whole group.

## Learning Outcomes

1. Ability to analyse and summarise.
2. Accurately applying the prevention models in specific crime situations.
3. Applying the criminological theories.
4. Applying the scientific criminological knowledge to the delinquency analysis.
5. Correctly drawing up every part of a criminological research project.
6. Demonstrating a sensible and critical reasoning: analysis, synthesis, conclusions.
7. Drawing up an academic text.
8. Efficiently applying the foundations of the different crime policies in the professional activity.
9. Students must be capable of learning autonomously and having an entrepreneurial spirit.
10. Students must be effective in a changing environment and when facing new tasks, responsibilities or people.
11. Working autonomously.
12. Working in teams and networking.
13. Working in teams, being either a member or a coordinator of working groups, as well as making decisions affecting the whole group.

## Content

NOTE: The required readings for session preparation, as well as the topics and/or questions to be prepared, will be indicated on the virtual campus (Moodle) according to the class schedule. All documentation will be in English.

### PART ONE: GENERAL FRAMEWORK

topic 1: (Introductory): the individual and the international system

- Common misunderstandings about the international society and its legal order
- The main actors at the international level and their role in the creation of international norms
- Individuals: from object to subject in the international system?

Topic 2: Conceptualization, Synergies, and Differences among International Legal Regimes Directly Addressed to Individuals

- The *jus in bello* and *jus ad bellum* regimes up to the World Wars
- The transformation of the international legal system with respect to individuals after World War II:
  - a) From *jus in bello* to contemporary International Humanitarian Law (IHL)
  - b) The emergence of international rights and obligations for individuals (IHRL and ICL)
- Distinction, coexistence, and synergies between regimes:
  - a) International protection of human rights
  - b) International humanitarian law
  - c) International criminal law
  - d) International criminal cooperation

Topic 3: The Distinction Between Prosecution (of Crimes) and Protection (of Human Rights): Two Independent but Complementary Forms of Responsibility

- Human rights: from recognition to international protection. Evolution and political logic behind state responsibility
- International criminal law: from impunity to (limited) prosecution. Evolution and political logic behind individual responsibility

Topic 4: The Determination of Victim Status in Relation to International Crimes and/or Human Rights Violations

- Different conceptions of "victim" within and across legal regimes and their relation to *locus standi* for reparation
- International principles on remedies and reparation for gross human rights violations: definition, characteristics, and evolution
- The need to make serious human rights violations and international crimes visible, versus the risk of re-victimization

## PART TWO: THE INTERNATIONAL NORMATIVE FRAMEWORK FOR HUMAN RIGHTS

Topic 5: The International Normativization of Human Rights

- From the "universality" of the UDHR to the conventional segmentation of rights (ICCPR and ICESCR)
- "Generations" of rights and their content (first, second, third, and fourth generation)
- Unequal regional crystallization: comparative analysis of existing (or non-existing) regimes

Topic 6: The Development of Certain Specific Rights at the Universal Level

- Mapping of specifically recognized (and protected) rights under international conventions
- The relevance of the geopolitical context in the development of the recognition and protection of certain human rights at the international level
- Material content of internationally developed rights
- Toward the crystallization of a new generation of human rights?

Topic 7: The Unequal Development of Specific Rights at the Regional Level

- Mapping of specifically recognized (and protected) rights under regional conventions
- The importance of the geopolitical context in their development
- Comparison of the material content of regionally developed rights among themselves and with universal standards

## PART THREE: INTERNATIONAL CRIMES

#### Topic 8: Challenges Regarding the Crime of Genocide

- The concept of genocide: the 1948 Convention
- The specificity of the crime of genocide
- The evolution of the concept: the role of case law

#### Topic 9: The Special Case of Crimes Against Humanity

- Origin and nature of crimes against humanity
- Concept of crimes against humanity: general characteristics and evolution of specific subtypes
- Jurisprudential practice: the importance of judicial development in defining the crime

#### Topic 10: War Crimes Today

- What is and what is not a war crime?
- The importance of the concept of "armed conflict" and individual international responsibility in the determination of the crime
- Prosecution of war crimes: case law practice

#### Topic 11: The Dual Nature of the Crime of Aggression

- The concept of aggression in international law: distinction between state aggression and the crime of aggression
- Challenges in defining the crime of aggression
- Current status of the legal development of the crime of aggression

### PART FOUR: INTERNATIONAL MECHANISMS FOR THE PROTECTION OF HUMAN RIGHTS

#### Topic 12: Non-Judicial Mechanisms for the Protection of Human Rights

- Universal monitoring mechanisms
- Universal protection mechanisms
- Regional mechanisms of monitoring and protection: comparative analysis with universal mechanisms

#### Topic 13: Judicial Mechanisms for the Protection of Human Rights

- Absence of direct universaljudicial mechanisms
- Regional judicial mechanisms: ECtHR, IACtHR, AfCHPR
- The role of national jurisdictions

### PART FIVE: MECHANISMS FOR THE PROSECUTION OF INTERNATIONAL CRIMES

#### Topic 14: Specific International Judicial Solutions: Ad Hoc and Hybrid Tribunals

- The importance of the socio-political context for the establishment of ad hoc and hybrid tribunals
- General characteristics of ad hoc tribunals and their distinction from hybrid tribunals
- International practice: ad hoc tribunals vs. hybrid tribunals?

#### Topic 15: The Permanent International Proposal: The International Criminal Court (ICC)

- Origin, nature, and structure of the ICC
- Limited jurisdiction and case law: from its inception to the present
- Victims before the ICC:
  - a) Victim participationbefore the ICC
  - b) Reparation vs. assistance at the ICC: the role of the Trust Fund
  - c) Practice

#### Topic 16: The Prosecution of International Crimes in National Systems and Transitional Justice: Case Studies

- Conceptual challenges in the domestic prosecution of those responsible for international crimes:
  - a) The social debate on justice and/or peace
  - b) The role of the "duty to protect"
  - c) The conflict between immunity regimes, impunity, and a possible duty to prosecute
  - d) Pros and cons of universal jurisdiction
  - e) Transitional justice as an ad hoc model: concept and purpose
- The (non-)recognition of international crimes in national legislation; their normative hierarchy and the obligation to prosecute
- The role of international human rights courts in domestic judicial action
- Case law

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars	19.5	0.78	2, 8, 4, 3, 6, 5, 12, 13
theoretical classes and participation	19.5	0.78	2, 8, 4, 3, 12, 13
Type: Supervised			
Tutoring for the supervision of readings	0.5	0.02	4, 3, 10, 6, 1
Tutoring on the final project and the required book reading	0.5	0.02	2, 8, 10, 6, 1, 12
Type: Autonomous			
Book	25	1	2, 3, 6, 9, 11
Research paper	50	2	2, 3, 5, 7, 9, 1, 11
Session preparation	35	1.4	2, 8, 10, 6, 9, 11

NOTE: The required readings to prepare each session, as well as the topics and/or questions to be addressed, will be indicated on the virtual campus (Moodle) following the class calendar. All materials will be provided in English.

### Continuous assessment and attendance

The course is based on a continuous assessment system, which requires active and regular attendance at in-person sessions. Students who attend less than 80% of classes will not be able to pass the course. Absences will only be excused in cases of illness or other force majeure circumstances, as well as for academic reasons previously approved by the teaching staff. Mere physical presence without active participation will not be considered as meeting the attendance requirement. Classes begin and end punctually; therefore, except in justified cases, late entry after the session has started or leaving before it has ended will not be permitted.

Each week, students are expected to prepare for the session in advance by completing the assigned readings or engaging in the designated activities/research tasks posted on the virtual campus (Moodle). Every session will include a practical component that relies on this prior preparation.

During the first week, students will be assigned to permanent working groups to facilitate the implementation of practical activities throughout the course. However, all assessment will be conducted on an individual basis.

Each group will give short presentations (approximately five minutes each) using a poster (PowerPoint presentations are not permitted). These presentations are designed to bridge theoretical concepts with practical application. Following each presentation, there will be a Q&A and group discussion to deepen understanding of the key concepts addressed in the session.

In addition to group work, each student will carry out an individual research project on a topic related to the course content. With the guidance of the teaching staff, students must formulate a research question, which will require prior approval from the instructor. The project will be assessed in two parts:

- A short in-class written exam (50%) based on the findings of the research,
- A research outline (50%) to be submitted one week before the exam,

Additionally, during the first third of the course, small group seminars will be held in the Department's office to discuss the compulsory reading book in a more interactive setting.

#### Citation and authorship guidelines

All written assignments must include proper referencing of all sources used (quotations, bibliography, and references). Failure to provide this information will negatively impact the final grade of the respective task.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
ACTIVITIES (PREPARATION + DEVELOPMENT IN CLASS)	40%	0	0	2, 4, 3, 10, 6, 5, 9, 1, 11, 12, 13
CLASS PARTICIPATION	5 %	0	0	8, 4, 10, 6, 9, 1
LITERARY SEMINAR	10 %	0	0	4, 10, 6, 1, 11
POSTER	15%	0	0	4, 7, 1, 12, 13
RESEARCH	30%	0	0	2, 8, 3, 6, 5, 7, 9, 1

#### 1. Research Project (30% of the final grade)

Based on the analysis of an official document (e.g. judgment, report, etc.), students are expected to investigate a specific issue related to the course themes. Under no circumstances will a mere summary of the selected official document be accepted as a valid submission. The document is to serve solely as a reference or starting point for identifying the issue under examination. Prior approval from the teaching staff is mandatory before beginning the research.

Assessment of the research project will consist of two components:

- A written report to be submitted via the virtual campus (50%)
- An individual oral/written examination based on the research conducted (50%)

The written report must be uploaded at least one week prior to the examination. The report, with a maximum length of two pages (excluding bibliography), must include at minimum:

- The initial research question or hypothesis
- An outline of the research process, including consulted sources at each step
- The conclusions of the research
- A reflective and critical commentary linking the findings to course content

The report must also include the complete list of references used (excluded from the page count). Both the written report and the final examination may be submitted in Catalan, Spanish, or English.

Note: To be considered for evaluation, the research project must receive a minimum score of 3.6 out of 10.

Assessment criteria for the research project:

Points	Written Report - Criteria
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0.5	Structure and research process
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0.5	Use of sources and bibliography
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1.5	Application and handling of course concepts
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1.5	Final critical reflection
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1.0	Academic rigour
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5	Subtotal: Written Report
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Points	Examination - 3 to 4 questions related to the student's research
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5	Subtotal: Oral/Written Exam
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2. Course Content Activities (40% of the final grade). As this is a continuous assessment course with no final exam, students are required to prepare each session in advance based on the materials and instructions posted on the virtual campus. Evaluation will be based on:

- Verification tests of session preparation
- In-class discussions and collaborative activities

The final score for this component will be calculated using the average of the top 80% of these activities and tests completed throughout the course.

3. Poster Presentation (15% of the final grade). This consists of:

- The design and delivery of a short oral presentation based on a real-life situation or case study, using a poster (10%)
- Active participation in other students' presentations and debates (5%)

Each student or group will select (or be assigned) a topic at the beginning of the course. The poster must progressively integrate course concepts and insights from other presentations. Poster and presentation are assessed separately from the Q&A and debate sessions.

4. Literary Seminar (10% of the final grade). Students must participate in a thematic seminar based on one of the following books, submitting a summary sheet beforehand:

a) *East-West Street. On the Origins of Genocide and Crimes against Humanity*, Philippe Sands, Weidenfeld & Nicolson, London, 2016 (387 pages).  
- Historical essay on the legal development of international crimes to prosecute Nazism.

b) *Half of a Yellow Sun*, Chimamanda Ngozi Adichie, Collins, 2007 (448 pages).  
- Historical novel on the Biafran War (1967-1970), set in post-colonial Africa.

c) *Monsieur Linh and His Child*, Philippe Claudel, Salamandra, 2013 (126 pages) [Original: *La petite fille de Monsieur Linh*, 2005] and *Small Country*, Gaël Faye, Salamandra, 2018 (224 pages) [Original: *Petit pays*, 2016].  
- A fable on forced exile and loneliness due to armed conflict, paired with a coming-of-age narrative on the Rwandan genocide from the viewpoint of a child.

5. Participation (5% of the final grade). Active and consistent participation during class sessions is compulsory and accounts for 5% of the final grade. Note: Mere attendance or passive presence does not count as participation.

Non-Evaluable students. A student will be considered evaluable if they have completed a set of activities whose weight constitutes at least two-thirds of the total grade for the course. If the value of the completed activities does not meet this threshold, the course instructor may consider the student as non-evaluable.

SINGLE ASSESMENT. There is the possibility of a single assessment, which will take place on the date scheduled by the Faculty for the final exam. This assessment will consist of:

- a) A written exam covering the theoretical concepts studied in class (50%)
- b) The resolution of a practical case, provided at the beginning of the course, with questions related to the course content to be asked on the day of the exam (40%)
- c) The preparation of a poster, which must be presented and defended orally. The poster should result from the analysis of a current news event or issue, applying some of the concepts discussed in the course (10%)

RE-ASSESSMENT (PASS/fALL) For students who have not obtained a minimum grade of 5 from the continuous assessment or single assessment during the course, but have scored over 4, there is the possibility of a re-assessment exam, which will take place on the date assigned by the Faculty. The structure of the exam will consist of 10 short questions related to the course content and a case study. The maximum final grade that can be achieved through re-assessment will be 6.5.

NOTICE: Academic Integrity and Use of AI Tools

- 1. Any submission not produced by the student when individual authorship is required will be graded with a zero for the corresponding assignment.
- 2. The use of Artificial Intelligence tools as a substitute for the student's own work will result in a final grade of zero for the course, with no right to resit or re-evaluation.

## Bibliography

NOTE: Mandatory readings for each session will be made available on the virtual campus platform



## 1. Basic international Instruments

Asamblea General de las Naciones Unidas. (1948, 9 de diciembre). \*Convención para la Prevención y la Sanción del Delito de Genocidio\*. <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-prevention-and-punishment-crime-ge>

Asamblea General de las Naciones Unidas. (2005, 16 de diciembre). \*Principios y directrices básicos sobre el derecho de las víctimas de violaciones manifiestas de las normas internacionales de derechos humanos y de violaciones graves del derecho internacional humanitario a interponer recursos y obtener reparaciones\* (Resolución 60/147). <https://www.ohchr.org/en/professionalinterest/pages/remedyandrepairation.aspx>

Conferencia Diplomática de Plenipotenciarios de las Naciones Unidas sobre el Establecimiento de una Corte Penal Internacional. (1998, 17 de julio). \*Estatuto de Roma de la Corte Penal Internacional y Elementos de los Crímenes\*, Doc. A/CONF.183/9.

Consejo de Seguridad de las Naciones Unidas. (1993). \*Estatuto del Tribunal Penal Internacional para la ex Yugoslavia (TPIY)\*. Doc. S/RES/827 (1993).

Consejo de Seguridad de las Naciones Unidas. (1994). \*Estatuto del Tribunal Penal Internacional para Ruanda (TPIR)\*. Doc. S/RES/955 (1994).

Corte Especial para Sierra Leona. (2002, 22 de enero). \*Estatuto de la Corte Especial para Sierra Leona\*. <http://www.specialcourt.org/documents/Statute.html>

Convenios de Ginebra del 12 de agosto de 1949.

Protocolos adicionales I y II a los Convenios de Ginebra del 8 de junio de 1977.

Protocolo III adicional a los Convenios de Ginebra (2005).

## 2. Access to Universal and Regional Human Rights Treaties"

Oficina del Alto Comisionado de las Naciones Unidas para los Derechos Humanos. (s.f.). \*Core International Human Rights Instruments\*. <https://www.ohchr.org/en/professionalinterest/pages/coreinstruments.aspx>

Consejo de Europa. (1950). \*Convenio Europeo para la Protección de los Derechos Humanos y de las Libertades Fundamentales\*. <https://www.echr.coe.int/>

Organización de los Estados Americanos. (1969). \*Convención Americana sobre Derechos Humanos (Pacto de San José)\*. <https://www.oas.org/es/cidh/mandato/Basicos/convinstrum.htm>

Organización de la Unidad Africana. (1981). \*Carta Africana sobre los Derechos Humanos y de los Pueblos\*. <https://www.achpr.org/legalinstruments/detail?id=49>

## 3. Key institutional web sites

Corte Penal Internacional: <https://www.icc-cpi.int>

Tribunal Europeo de Derechos Humanos - HUDOC: <https://hudoc.echr.coe.int>

Coalición por la Corte Penal Internacional: <https://www.iccnw.org>

Oficina del Alto Comisionado para los Derechos Humanos de Naciones Unidas: [OHCHR International Law](#)

## 4. Selected Supplementary Academic References

Public international law (general)

- Brownlie, I. (1998). *Principles of public international law* (5ª ed.). Oxford University Press.
- Crawford, J. (2014). *Chance, order, change: the course of international law. General course on public international law*. Hague Academy of International Law.

- Rehman, J. (2009). *International human rights law* (2<sup>a</sup> ed.). Pearson Education Ltd.

## International criminal law

- Akhavan, P. (2012). The core elements of international crimes. *Reducing genocide to law* (pp. 27-55). Cambridge University Press.
- Ambos, K., & Wirth, S. (2002). The current Law of crimes against humanity. *Criminal Law Forum*, 13, 1-90.
- Askin, K. (1999). Crimes within the jurisdiction of the ICC. *Criminal Law Forum*, 10(1), 33-59 DOI:10.1023/A:1009443422443
- Bassiouni, M. C. (1999). *Crimes against humanity in international criminal law* (2<sup>a</sup> ed.). Kluwer Law International.
- Beltrán Montoliu, A., Gil Gil, A., et al. (2019). *Derecho penal internacional* (2<sup>a</sup> ed.). Tirant lo Blanch.
- Betanzos Torres, E. O. (2021). *Notas para el estudio del derecho penal internacional: los casos Katanga, Lubanga, Bemba y Al Mahdi*. Tirant lo Blanch
- Bhuiyan, J. H., & Khan, B. U. (Eds.). (2022). *Human rights and International Criminal Law*. Routledge.
- Boot, M. (2002). Genocide, Crimes against humanity, war crimes, nullum crimen sine lege and the subject matter jurisdiction of the ICC. Intersentia.
- Cámara Arroyo, S. (2020). *La justicia transicional y derecho penal internacional: alianzas y desencuentros*. Dikynson.
- Cassese, A. (2008). *International criminal law* (2<sup>a</sup> ed.). Oxford University Press.
- Clark, R. S. (2001). Crimes against humanity and the Rome Statute. In M.. Polity (Ed.), *The Rome statute of the International Criminal Court* (pp. 139-151). Routledge.
- Dubler, R., & Kalyk, M. (2018). *Crimes against humanity in the 21st century: Law, practice and threats to international peace and security*. Brill.
- Gil Gandía, C. (2020). *Reparación de las víctimas de crímenes internacionales y la Corte Penal Internacional*. Aranzadi
- Gufoyle, D. (2016). *International criminal law*. Oxford University Press.
- Hert, P., Smis, S., & Holvoet, M. (Eds.). (2018). *Convergences and divergences between international human rights law, international criminal law and international humanitarian law*. Intersectia.
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- Human Rights Watch. (2004). *Genocide, war crimes, crimes against humanity: Topical digest of the case Law of the ICTR and ICTY*.
- Klinkner, M., & Davis, H. (2019). *The right to truth in International Law: Victims' rights in human rights and International Criminal Law*. Routledge.
- Kress, C. (2000). War crimes committed in non-international armed conflict and the emerging system of international criminal justice. *Israel Yearbook on Human Rights*, 30, 103-135.
- Kourtis, D. (2024). *Genocide and the right to exist: An international criminal law account*. Springer
- McAuliffe de Guzman, M. (2000). The road from Rome: The developing law of crimes against humanity. *Human Rights Quarterly*, 22(2), 335-403.
- Moran, C. F. (2023). *The authority of international criminal law: A controversial concept*. Cambridge University Press
- O'Keefe, R. (2011). State immunity and human rights: heads and walls, hearts and minds. *Vanderbilt Journal of Transnational Law*, 45, 999-1045.
- Olásolo, H. (2014). *Introducción al derecho internacional penal*. Tirant lo Blanch.
- Riccardi, A. (2016). *Sentencing at the International Criminal Court: from Nuremberg to The Hague*. Eleven International Publishing.
- Robinson, D. (2003). Serving the interests of justice: amnesties, truth commissions and the international criminal court. *European Journal of International Law*, 14, 481-505.
- Sánchez, J. (2010). *Inter-American court, crimes against humanity and peacebuilding in South America*. ICIP Working Paper 2010/2.
- Sivakumaran, S. (2009). Identifying an armed conflict not of an international character. In C. Stahn & G. Sluiter (Eds.), *The emerging practice of the International Criminal Court* (pp. 363-380). Martinus Nijhoff.
- Schabas, W. (2011). *An introduction to the International Criminal Court* (4<sup>a</sup> ed.). Cambridge University Press.
- Schabas, W. (Ed.). (2016). *The Cambridge companion to international criminal law*. Cambridge University Press.

- Simma, B., & Paulus, A. (1999). The responsibility of individuals for human rights abuses in internal conflicts: a positivist view. *American Journal of International Law*, 93, 302-316.
- Stahn, C. (2019). *A critical introduction to international criminal law*. Cambridge University Press.
- Sterio, M., & Scharf, M. (Eds.). (2019). *The legacy of ad hoc tribunals in international criminal law: assessing the icty's and the ictr's most significant legal accomplishments*. Cambridge University Press
- Triffterer, O. (2001). Genocide, its particular intent to destroy in whole or in part the group as such. *Leiden Journal of International Law*, 14, 399-408.

#### 5. Selected NGO's web sites

[Global Rights](#) A human rights advocacy group that partners with local activists to challenge injustice and amplify new voices within the global discourse

[Human Rights Watch](#) A global independent organisation dedicated to defending and protecting human rights.

[Amnesty International](#) A global charity which campaigns for internationally recognised human rights for all

[Save the Children](#) International Charity which campaigns on behalf of children

[The International Committee of the Red Cross](#) An organisation dedicated to the protection of the lives and dignity of victims of armed conflict and other violence.

[Index on Censorship](#) Organisation promoting freedom of expression

[Minority Rights Group, International](#) International organisation working to secure the rights of minorities and indigenous peoples

[World Organisation against Torture](#) A coalition of non-governmental organisations fighting against torture, summary executions and other inhumane treatment

[www.iccnw.org/](http://www.iccnw.org/) coalition for the International Criminal Court coalition of non-governmental organizations lobbying in favor of the ICC

[International Women's Rights Action Watch \(IWRAP\)](#) organized in 1985 at the Third World Conference on Women in Nairobi, Kenya, to promote recognition of women's human rights under the United Nation's Convention on the Elimination of All Forms of Discrimination against Women (the CEDAW Convention), an international human rights treaty

[Freedom House](#) Independent nongovernmental organization that supports the expansion of freedom in the world.

<http://www.bayefsky.com/bystate.php> This free website includes an extensive documents library organized by country and subject matter. You can find information on ratification, reservations and declarations, state reports, and other key documents.

## Software

See the Virtual Campus (moodle)

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM30) Seminaris (30 estudiants per grup)	1	English	second semester	morning-mixed
(SEM30) Seminaris (30 estudiants per grup)	2	English	second semester	morning-mixed
(TE) Theory	1	English	second semester	morning-mixed