Universidad Rey Juan Carlos

TEACHING GUIDE

IMMIGRATION, POLITICAL ASYLUM AND DEVELOPMENT COOPERATION

GRADO EN RELACIONES INTERNACIONALES (INGLÉS)

ACADEMIC YEAR 2026-27

Q2803011B UNIVERSIDAD REY JUAN CARLOS
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I.-Subject Identification	
Type	OBLIGATORIA
Teaching period	4 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

This course examines the international law on inmigration, asylum and devolpment cooperation. Hence, this subject is designed to introduce studentes to main aspects and rules related to international migration and development cooperation from a human rights perspective

International migration occurs when peoples cross state boundaries and stay in the host state for some minimum length of time. International migration is a global phenomenon that is growing in scope, complexity and impact. Migration is both a cause and effect of broader development processes and an intrinsic feature of our ever globalizing world. While no substitute for development, migration can be a positive force for development when supported by the right set of policies. The rise in global mobility, the growing complexity of migratory patterns and its impact on countries, migrants, families and communities have all contributed to international migration becoming a priority for the international community. Migration occurs for many reasons and there are several different potential systems for categorizing international migrants.

As it is a very broad subject, only key aspects are going to be considered.

Part I of the Program covers the international framework and international protection for asylum, refugees and migrant workers and, also, the fight against migrant smuggling and human trafficking.

Part II covers European law relating to free movement of persons, asylum, borders and immigration and, finally,

Part III addresses, very briefly, development cooperation at United Nations, european level and national level with an especial attention to current International Cooperation Agenda, Agenda 2030/Sustanaible Develpment Goals,

III.-Learning outcomes

CG03. Students must have the ability to gather and interpret relevant data in order to make value judgements that include an analysis of the relevant political, legal, social, economic, scientific and ethical issues.

CG06. Students must have developed the learning skills required to deal with further study with a high degree of independence.

CG07. Students must be able to understand international relations from a perspective based on respect for human rights and the principles of democratic life and multicultural society.

CE01. Students must acquire general knowledge on the source, development and nature of legal systems and protocols governing actions and meetings that regulate interpersonal and institutional relations in national and international scenarios.

CE08. Students must acquire the necessary skills to study and independently analyse the protagonists, relations and institutional framework of the International Society, as well as obtain the necessary resources for such an analysis.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

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IV.-Contents

IV.A.-Syllabus

Students will be able to understand current migratory flows as well as the legal treatment of migrants and the policies that are developed .

PART I. INTERNATIONAL FRAMEWORK .

Lesson 1: Introduction. History and Sources. Human Rights Law and Migration Law. International Legal Regulation. Global Compact for Safe, Orderly and Regular Migration (GCM) Global Compact on RefugeesStatelessness

Lesson 2: Asylum iInternational Law. Refugees and Interntional Protection System. UNHCR

Lesson 3: International Legal Regulation. Migrant Workers. UN, IOM. OIT.

Lesson 4: Fight against human trafficking. UNDOC REgional Levews: Council of Europe Convention on Action Against Trafficking in Human Beings Migration and Development.

PART II. EUROPEAN LAW RELATING TO FREE MOVEMENT OF PERSONS, ASYLUM, BORDERS AND IMMIGRATION

Lesson 5: Introduction. Areea of Freedom. Secruty and Justice. EU Migration Policies. New Pact on Migration and Asylum Schengen Area.

Lesson 6: Free movement of European citizens within the Union. Immigration and rights of nationals of non-EU countries.Legal Migration to the EU.

Lesson 7: Border Management and the fight against irregular migration.

Lesson 8: Asylum and the principle of non-refoulement. Common European Asylum System.

PART III. DEVELOPMENT COOPERATION

Lesson 9: United Nations Development Cooperation. Agenda 2030: Sustainable Develpment Goals.

Lesson 10: European Union Development and Cooperation. Spanish Devolpment Cooperation Policies

IV.B.-Training activities

Type	Title
Lectures	Students must come to clases prepared to discuss the assigned reading for the day
Theoretical sessions	Studentes will have to solve and discuss in the clases some practical exercises for the protection of migrants, refugees and asylum seekers
Individual work	Students will have to summarize guest professors classes
Test and/or exams	Multiple choise test, part I
Other activities	Guest Lecturer
Oral presentations	Students will have to make group oral presentations in class
Other activities	Students will have to attend a Seminar or Congres or do an institutional visit

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V.-Student workload	
Theoretical sessions	25
Resolution of exercises, problems, case studies, etc.	25
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	10
Academic tutorials	9
Related activities: conferences, seminars, etc.	9
Preparation of theoretical sessions and self-study	34
Preparation of practical tasks, exercises, case studies, projects, etc.	34
Preparation for tests and/or exams	34
Total student workload	180

VI.-Methodology and academic programme

Type	Period	Content
Theoretical sessions	Week 7 to Week 7	Lesson 6: Introduction. Areea of Freedom. Secruty and Justice. EU Migration Policies. European Agenda on Migration. Schengen Area.
Theoretical sessions	Week 8 to Week 8	Lesson 7: Free movement of European citizens within the Union. Immigration and rights of nationals of non-EU countries.Legal Migration to the EU.
Theoretical sessions	Week 6 to Week 6	Lesson 5: Fight against human trafficking. UNDOC REgional Levews: Council of Europe Convention on Action Against Trafficking in Human Beings Migration and Development.
Resolution of exercises, problems, case studies	Week 11 to Week 11	Practical exercise
Theoretical sessions	Week 12 to Week 12	Lesson 9: United Nations development cooperation. 2015 Post AgendaMillennium Development Goals.
Theoretical sessions	Week 3 to Week 3	Lesson 3: Asylum international Law. Refugees Protection System. UNHCR

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Theoretical sessions	Week 1 to Week 1	Lesson 1: Introduction. History and sources. Human Rights Law and Migration Law.
Theoretical sessions	Week 2 to Week 2	Lesson 2: International Legal Regulation. Global Compact for Safe, Orderly and Regular Migration (GCM) Global Compact on RefugeesStatelessness
Theoretical sessions	Week 4 to Week 5	Lesson 4: International Legal Regulation. Migrant Workers. UN, IOM. OIT.
Tests and/or exams	Week 5 to Week 5	Practical exercise
Theoretical sessions	Week 13 to Week 13	Lesson 10: European Union Development and Cooperation. Spain.
Theoretical sessions	Week 14 to Week 14	Practical Exercise: Human Development Report 2014
Other activities	Week 1 to Week 14	Seminar, institutional visit or similar
Theoretical sessions	Week 9 to Week 10	Lesson 9: United Nations development cooperation. Sustainable Develpment Goals.
Resolution of exercises, problems, case studies	Week 11 to Week 11	Practical exercise
Group work	Week 7 to Week 14	Public Presentation
Other activities	Week 3 to Week 5	Guest Lecturer

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VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.
All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.
The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).
Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.
The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

Assessable Activities 50%
Final Exam 50%
I. Assessment tests or assessable activities
1. Reading, Class Discussion and Summary 10%
2. Multiple Choice Exam. Non-liberatory 10%
3. Group Work: Team Paper and Exposition 20%
4. Readings/Seminars: 10%

II. Final Exam
Multiple Choice Test + Some Program Questions

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.
Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

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VIII.-Teaching resources and materials
Basic bibliography
https://www.unhcr.org/about-unhcr/who-we-are/1951-refugee-convention
Handbook on European law relating to asylum, borders and immigration Handbook on European law relating to asylum, borders and immigration - Edition 2026 | European Union Agency for Fundamental Rights No updated 2024
World Migration Report 2026 World Migration Report 2026 | IOM Publications Platform
Asylum Report 2026 Asylum Report 2026 | European Union Agency for Asylum
International Refugee Law Edited by Helene Lambert routledge
International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families | OHCHR
Consultation bibliography
The 1961 Convention on the Reduction of Statelessness http://www.unhcr.org/519e210a9.html
Migration, Nation States, and International Cooperation Ed. Randall Hansen,Jobst Koehler,Jeannette Money, -ROUTLEDGE.
Fighting Poverty in a Changing Word,Development andcooperation. European Commission. February 2014 http://europa.eu/pol/index_en.htm
The UN Refugee Agency http://www.unhcr.org
Constitution and Basic Texts of the Governing Bodies International Organization for Migration (IOM) http://publications.iom.int/bookstore/free/IOMConstitution_EN.pdf
United Nations Office on Drugs and Crime http://www.unodc.org/
Angeles Cano Linares: SEGURIDAD VS RESPETO DE LOS DERECHOS HUMANOS EN LA GESTIÓN DE LAS FRONTERAS EXTERIORESLA UNIÓN EUROPEA COMO ACTOR GLOBAL: DESAFÍOS POLÍTICOS, JURÍDICOS Y DE SEGURIDAD, 2024. DE LA UNIÓN EUROPEA: PROPUESTAS LEGISLATIVAS EN CURSO en
La activación y aplicación de la Directiva de Protección Temporal de la Unión Europea tras la agresión rusa a Ucrania: Logros y desafíos María Ángeles Cano LinaresUniversidad Rey Juan Carlos https://orcid.org/0000-0002-1440-5880

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Los rohinyás, apátridas perseguidos del siglo XXI. La actuación de la Comunidad internacional

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Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorias póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	6
Number of sexennia	2
No. of positive evaluations by Docentia	6

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