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COURSE PROGRAMME

1. Information about the programme

1.1 University	University "Alexandru Ioan Cuza" of Iași
1.2 Faculty	Faculty of Philosophy and Social-Political Sciences
1.3 Department	DEPARTMENT OF SOCIOLOGY, SOCIAL WORK AND HUMAN RESOURCES
1.4 Domain	Social work
1.5 Cycle	Master
1.6 Programme / Qualification	Life-long Wellbeing and Healthy Ageing

2. Information about the course

2.1 Course Name	International Law for Sustainable Development. Health and well-being						
2.2 Course taught by	Associate Professor PhD Carmen Moldovan						
2.3 Seminary / laboratory taught by	Associate Professor PhD Carmen Moldovan						
2.4 Year	I	2.5 Semester	I	2.6 Type of evaluation	E	2.7 Course type*	OP

*OB - Obligatory / OP - Optionally / F - Facultative

3. Total hours (estimated per semester and activities)

3.1 Number of hours per week	3	3.2 course	2	3.3 seminary/laboratory	1
3.4 Total number of hours	42	3.5 course	28	3.6 seminary/laboratory	14
Distribution					hours
Individual study using textbooks, course notes, bibliography items, etc.					20
Supplementary study (library, on-line platforms, etc.)					34
Individual study for seminary/laboratory, homework's, projects, etc.					40
Tutoring					10
Examination					4
Other activities					

3.7 Total hours of individual activity	108
3.8 Total hours per semester	150
3.9 Credit points	6

4. Pre-requisites (if necessary)

4.1 Curriculum	It is not necessary
4.2 Competencies	It is not necessary

5. Conditions (if necessary)

5.1 Course	It is not necessary
5.2 Seminary / Laboratory	It is not necessary

6. Specific competencies acquired

Professional competencies	<p>CP1. In-depth knowledge of theoretical practical approaches on Public International Law and the general mechanisms of operation of the UN;</p> <p>CP2. Integrated use of knowledge and synthesis skills on notions of Public International Law regarding Objective 3 of Sustainable Development;</p> <p>CP3. Adequate use and application of legal and interdisciplinary concepts on health and well-being;</p> <p>CP4. Critical analysis of the evolution registered in achieving the objectives associated with health and well-being</p> <p>CP5. Awareness of the issues raised by the application of specific measures in order to achieve the associated objectives.</p>
Transversal competencies	<p>CT1. To be able to apply professional research standards;</p> <p>CT2. To be able to consider issues related to public and general welfare within his activity;</p> <p>CT3. To be able to develop a tolerant, non-discriminatory and fair approach on various aspects and contexts of professional activity and inter-human relations;</p> <p>CT4. To be able to diversify learning styles and forms.</p>

7. Course objectives (from the accumulated specific competency grid)

7.1 General objective	To support the acquisition of knowledge and skills on the life-course perspective and lifelong well-being
7.2 Specific objectives	<p>Upon successful completion of this discipline, students will be able to:</p> <ul style="list-style-type: none"> • understand the specifics of the notions of health and well-being from the perspective of International Law • analyse the targets of SDG 3 • conduct case studies in relation to concrete policies and measures adopted at the universal, regional and national level • address problems critically • consider social impact of actions on service users

8. Contents

8.1	Course	Teaching methods	Remarks (number of hours, references)
1.	General aspects on Public International Law (definition, features, sources) and the United Nations. The activity of the UN General Assembly in setting the Sustainable Development Goals.		
2.	Global framework and overview of Sustainable Development Goals (UN Agenda 2030); concepts and pillars of sustainable development (economic, social and environmental sustainability).		
3	The UN Agenda 2030 and the Goal 3 of Sustainable Development -		

	Promoting Healthy Living and Well-Being for All Ages - Overview, evolution, identification and analysis of components / associated targets		
4	International measures and policies proposed to achieve the targets associated with the Goal 3 of Sustainable Development.		
5	Evolution of the associated targets of the Goal 3 and comparative analysis with the UN Agenda 2000-2015 (analysis of concrete data on different associated targets).		
6	Convergence in achieving the associated targets of the Goal 3 of Sustainable Development at UN, EU and national level (reception of proposed measures and objectives at regional and national level).	Lecture, creative teaching and learning approaches, problem-based learning, research-based learning, critical thinking, group works, learning using new media.	See the references below
7	The right to health as a fundamental human right - theoretical and practical aspects - Case law of the European Court on Human Rights I		
8	The right to health as a fundamental human right - theoretical and practical aspects - Case law of the European Court on Human Rights II		
9	The right to health as a fundamental human right - theoretical and practical aspects - Case law of the European Court on Human Rights III		
10	Strengthening the implementation of the World Health Organization Framework Convention on Tobacco Control.		
11	Children's rights - reducing infant mortality; access to reproductive medicine; vaccination of the population.		
12	Policies and measures to protect the environment and reduce the effects of pollution and climate change.		
13	Implications of the Covid-19 pandemic on sustainable development goal 3: WHO response; access to medical services		
14	Implications of sustainable development concept and Goal 3 for the future of society.		

Bibliography

1. J. Crawford, *Brownlie's Principles of International Law*, ninth edition, Oxford University Press, 2019;
2. M. Gigliotti, G. Schmidt, T. Simone Bastianoni, *The Sustainable Development Goals, Encyclopedia of Ecology*, Volume 4, Second Edition, Elsevier, 2019;
3. eds. Ewa Latoszek, Agnieszka Kłos, *Global Public Goods and Sustainable Development in the Practice of International Organizations: Responding to Challenges of Today's World*, BRILL, Leiden/Boston, 2023,

4. ed. H. C. Bugge, C. Voigt, Sustainable Development in International and National Law, Europa Law Publishing, Groningen 2008;
5. J. Mensah, *Sustainable development: Meaning, history, principles, pillars, and implications for human action*: Literature review, Cogent Social Sciences, 5:1, 2019;
6. A. C. Michalos (eds), *Encyclopedia of Quality of Life and Well-Being Research*, Springer, Dordrecht, 2014;
7. P. Sands, P. Klein, Bowett`s Law of International Institutions, Thomas Reuters, 2009;
8. UN, SDG Good Practices. A compilation of success stories and lessons learned in SDG implementation (First Edition), 2020;
9. O. Nnamuchi, "The Sustainable Development Goals (SDGs) and the Right to Health: Is There a Nexus?," Florida Journal of International Law: Vol. 32: Issue. 2, 2020;
10. Gitanjali Nain Gill, "Just Sustainabilities and Sustainable Development Goals in the Time of Covid-19," Law, Environment and Development Journal (LEAD Journal) 16, no. 2, 2020;
11. James R. May; Erin Daly, "The Role of Human Dignity in Achieving the UN Sustainable Development Goals," Global Environmental Law Annual 2021, 2021;
12. Rakhyun E. Kim, "The Nexus between International Law and the Sustainable Development Goals," Review of European, Comparative & International Environmental Law 25, no. 1, 2016;
13. Joshua C. Gellers; Trevor J. Cheatham, "Sustainable Development Goals and Environmental Justice: Realization through Disaggregation," Wisconsin International Law Journal 36, no. 2, 2019;
14. United Nations World Commission on Environment and Development, ed. Report of the World Commission on Environment and Development: Our Common Future, Oxford University Press, 1987 (online: <http://www.un-documents.net/our-common-future.pdf>);
15. United Nations, The Future We Want. Rio+20 United Nations Conference on Sustainable Development (Resolution adopted by the General Assembly, September 11, 2012, online: <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/476/10/PDF/N1147610.pdf?OpenElement>);
16. OECD Report, Measuring Progress Towards Sustainable Development Goals, 2019;
17. United Nations, The Sustainable Goals Report 2020 (online: <https://unstats.un.org/sdgs/report/2020/>);
18. OECD, Better Policies for 2030 An OECD Action Plan on the Sustainable Development Goals (online: <https://www.oecd.org/dac/Better%20Policies%20for%202030.pdf>);
19. D. Marguerit, G. Cohen, and Carrie Exton, Child well-being and the Sustainable Development Goals: How far are OECD countries from reaching the targets for children and young people? OECD, Working paper nr. 92, 2018;
20. United Nations Convention on Climate Change, 1992;
21. UN Convention on biological diversity, 1992;
22. World Health Organization Framework Convention on Tobacco Control, 2003.

8.2	Seminary / Laboratory	Teaching methods	Remarks (number of hours, references)
1.	The defining elements of healthy life and well-being of the population as a Goal of Sustainable Development.	creative learning approaches, problem-	See the references below
2.	The evolution of Goal 3 of Sustainable Development and its targets at universal (UN), regional and national level.		
3	Activities and policies of the World Health Organization in achieving Goal 3 of Sustainable Development.		
4	Case studies on policies and measures to achieve the targets of Goal 3: reduction of the overall maternal mortality rate; halting preventable deaths of newborns and children; halting epidemics of AIDS,		

	tuberculosis, malaria and other communicable diseases; reducing disease mortality noncommunicable.	based learning, research-based learning, critical thinking, group works, learning using new media.	
5	Case studies on policies and measures to achieve the targets of Goal 3: strengthening the prevention and treatment of substance abuse; halving the number of deaths and injuries from road accidents; ensuring universal access to sexual and reproductive health care services; achieving universal health coverage; and reducing the number of deaths and illnesses caused by hazardous chemicals and pollution.		
6	Analysis of the jurisprudence regarding the right to health and their consequences.		
7	Protecting the environment and reducing the effects of pollution - examples of case law.		

Bibliography

1. J. Crawford, *Brownlie's Principles of International Law*, ninth edition, Oxford University Press, 2019;
2. M. Gigliotti, G. Schmidt, T. Simone Bastianoni, *The Sustainable Development Goals, Encyclopedia of Ecology*, Volume 4, Second Edition, Elsevier, 2019;
3. J. Mensah, *Sustainable development: Meaning, history, principles, pillars, and implications for human action*: Literature review, *Cogent Social Sciences*, 5:1, 2019;
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6. UN, *SDG Good Practices. A compilation of success stories and lessons learned in SDG implementation (First Edition)*, 2020;
7. O. Nnamuchi, "The Sustainable Development Goals (SDGs) and the Right to Health: Is There a Nexus?," *Florida Journal of International Law*: Vol. 32: Issue. 2, 2020;
8. Gitanjali Nain Gill, "Just Sustainabilities and Sustainable Development Goals in the Time of Covid-19," *Law, Environment and Development Journal (LEAD Journal)* 16, no. 2, 2020;
9. James R. May; Erin Daly, "The Role of Human Dignity in Achieving the UN Sustainable Development Goals," *Global Environmental Law Annual* 2021, 2021;
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13. United Nations, *The Future We Want. Rio+20 United Nations Conference on Sustainable Development (Resolution adopted by the General Assembly, September 11, 2012, online: <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/476/10/PDF/N1147610.pdf?OpenElement>)*;
14. OECD Report, *Measuring Progress Towards Sustainable Development Goals*, 2019;
15. United Nations, *The Sustainable Goals Report 2020* (online: <https://unstats.un.org/sdgs/report/2020/>);
16. OECD, *Better Policies for 2030 An OECD Action Plan on the Sustainable Development Goals* (online: <https://www.oecd.org/dac/Better%20Policies%20for%202030.pdf>);

17. D. Marguerit, G. Cohen, and Carrie Exton, Child well-being and the Sustainable Development Goals: How far are OECD countries from reaching the targets for children and young people? OECD, Working paper nr. 92, 2018;
18. United Nations Convention on Climate Change, 1992;
19. UN Convention on biological diversity, 1992;
20. World Health Organization Framework Convention on Tobacco Control, 2003.
21. Internet sites:
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https://www.oecd-ilibrary.org/economics/how-far-are-oecd-countries-from-achieving-sdg-targets-for-women-and-girls_17a25070-en
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<https://www.oecd-ilibrary.org/>
<https://www.oecd.org/sdgs/>
<http://www.fao.org/sustainable-development-goals/goals/goal-3/en>
www.echr.coe.int

9. Coordination of the contents with the expectations of the community representatives, professional associations and relevant employers in the corresponding domain

The course meets the expectations of training, participation and understanding of the life course, active aging, public and private social service providers, public policy authors, professional associations and employers.

10. Assessment and examination

Activity	10.1 Criteria	10.2 Modes	10.3 Weight in the final grade (%)
10.4 Course	participation in the final exam and obtaining at least 50% of the score; .	The final exam will be a colloquium on the course contents	50%
10.5 Seminary / Laboratory	- carrying out the works at the seminar and obtaining at least 50% of the score	For the seminar students will choose a topic (protective and / or risk factors related to lifelong well-being and healthy ageing) and will present their new learnings	50%
10.6 Minimal requirements			
Evaluation along the way: active participation in at least 50% courses and seminars Final grade is the average of the assessments for the course and seminar			

Date,
17.09.2024

Course coordinator,
Associate Prof. PhD Carmen Moldovan

Seminary coordinator,
Associate Prof. PhD Carmen Moldovan

Approval date in the department,
19.09.2024

Head of the department,
Conf. Univ. Dr. Mihaela RĂDOI