



Universidad
de Alcalá

SCHOOL OF LAW

COURSE GUIDE

International Economic Law

**DEGREE PROGRAMME
IN INTERNATIONAL ECONOMY AND BUSINESS
University of Alcala**

**Academic Year 2021/2022
Second Year – Term one**

MODULE

Course Name:	International Economic Law
Code:	361000
Degree Course:	International Economy and Business
Department and Subject Area:	Department of Legal Sciences <i>Section of Public International Law and International Relations</i>
Type:	Compulsory
ECTS Credits:	6 Credits
Year/Term/Timetable:	Second Year – Term One – Morning Session
Course Convener:	Prof. Dr. Francisco Pascual-Vives
Office hours:	Appointments with the lecturer should be arranged in advance by contacting via email. They will take place in the School of Law. Prof. Dr. Francisco Pascual-Vives f.pascualvives@uah.es
Language of instruction:	English

1. PRESENTATION

International economic law is a compulsory course offered in the first term of the second year of the International Economy and Business degree programme.

It introduces students to the realities both of public international law and international economic law, and is part of a set of courses that deal with the legal regulation of international trade flows. As such, it complements International Economic Organizations, a course that is offered in the second year of the degree.

The knowledge acquired by students will enable them to advance professionally in the field of international economic relations in the areas of trade and/or finance.

This course is reinforced by the cross-curricular course on "Introduction to International Relations and the European Union" (code 100015), offered also by the Department of Public International Law and International Relations.

Lastly, for students to obtain significant benefit from this course, we recommend they possess skills; aptitudes and attitudes that will enable them to best comprehend and be able to deal in depth with complex international situations.

In particular, to get the most out of this course, *students should*:

- Be conversant in new information and communication technologies (use of the internet, specialized data bases, virtual classroom, etc.).
- Have knowledge of foreign languages (mainly English).
- Have a basic knowledge of the Humanities and the Social Sciences (History, Geography, etc.)
- Be a regular reader of written press.
- Constantly be interested in knowing more about things.

2. COMPETENCES

Basic competences:

BC1: Students should have demonstrated knowledge in an area of study that, despite being rooted in general secondary education is supported by advanced textbooks and implies state of the art knowledge from this field of study.

BC2: Students should demonstrate how to apply their knowledge in a professional manner and to possess the abilities to present reasoned arguments and to solve problems within their area of study.

BC3: Students should have the ability to gather and interpret relevant data (usually within their area of study) and to put forward arguments that include reflection on relevant issues of a social, scientific or ethical nature.

BC4: Students should be capable of transmitting information, ideas, problems and solutions to both specialized and non-specialized audiences.

BC5: Students should have developed learning skills necessary to undertake further studies with a high degree of autonomy.

General competences:

GC1: Learn negotiation techniques used in international institutions and transnational corporations.

GC2: Ability to analyse data and reports from international sources (transnational corporations and international institutions such as the IMF, the WTO or the Bank for International Settlements).

GC3: Interest in updating the organizational and planning techniques for international business and public activities.

GC4: Ability to assess the multiplicity of social, political and technical factors that converge in business and institutional decisions at international level.

GC5: Acquire the current evolving international ethical criteria that can be envisaged in anti-corruption codes or charters of international economic rights.

GC6: Ability to join interdisciplinary working groups composed by people from very different countries and backgrounds.

GC7: Scientific and professional curiosity for the permanent use of the latest analytical and conceptual instruments in international economic relations.

GC8: Motivation for the identification and development of the best professional practices.

GC9: Curiosity about new teaching and learning techniques and instruments currently available in the international society.

GC10: Oral and written skills to be used in different frameworks.

GC11: Ability to use the English language to search for information and use resources in that language, and in the preparation and presentation of academic activities.

Transversal competences:

TC1: To acquire techniques and skills related to the professional practice, including the application of deontological regulations.

TC2: To be aware of the resources available to access information and to use them effectively.

TC3: To acquire oral and written communication language skills, both in a professional setting and in other contexts.

TC4: To understand ideas and arguments presented in a foreign language, both in everyday situations and in professional and specialized contexts.

TC5: To demonstrate a proficient use of word processors, databases and spread sheets as well as electronic communication, navigation and data search programs (email and Internet).

TC6: To design presentations using computer programs in order to convey the information short and sweet, with a basic understanding of data transmission networks.

TC7: To understand the main management techniques, dispute resolution mechanisms, job selection processes and motivation techniques in a work environment as well as the use of effective strategies in time management.

TC8: To plan and develop research in a specific field of study, in accordance with the academic and scientific requirements envisaged in that area.

TC9: To be aware the history of the University of Alcalá, the functioning of European institutions and the historical, social, economic and cultural reality of European and Latin American countries.

Specific skills:

SC4: To acquire analytical skills of the fundamental concepts and categories of the international legal order applicable to international economy and business.

SC7: To acquire a minimum set of skills allowing defending arguments from an economic and business point of view, using oral and written tools in a scientific way, in order to explain the economic data of a company or institution.

SC8: To acquire skills to successfully undertake all kinds of international negotiations with individuals from very different cultures and interests.

Learning outcomes of the course:

The main objective is to introduce students to the realities both of public international law and international economic law. It is part of a set of courses that deal with the legal regulation of international trade flows. As such, it complements International Economic Organizations, a course that is offered in the second year of the degree.

3. CONTENT

Unit I: Introduction to International Economic Law

Unit II: The Formation of International Economic Law

Unit III: The Subjects of International Economic Law

Unit IV: The Application of International Economic Law

Units	No. Classes
Unit I Introduction to International Economic Law	3 theoretical and practical sessions
Unit II The Formation of International Economic Law	3 theoretical and practical sessions
Unit III The Subjects of International Economic Law	4 theoretical and practical sessions
Unit IV The Application of International Economic Law	4 theoretical and practical sessions

4 TEACHING METHOD. ACTIVITIES

4.1. Breakdown of classroom teaching and autonomous learning:

Total no. of hours: 150	
Classroom	48 hours of classroom teaching
Autonomous learning	60 hours of individual study
	42 hours devoted to preparing classes, resolving case studies and writing papers

4.2. Methodological strategies

The teaching staff has designed a series of different strategies aimed at student acquisition of projected competencies (see Section 2 of the Course Guide).

The learning/teaching process is viewed from a constructivist perspective, in which the student is not a mere recipient of information, but rather an active participant in the learning process, with the lecturer acting as his or her guide.

Students participate in classroom activities and must also work individually or in groups outside the classroom. All activities are aimed at developing a series of aptitudes and involve putting into practice different skills and competencies (oral and written expression, teamwork, social and communication skills, ability to work on one's own, et. al.).

In addition, the collaboration with the personnel of the CRAI-Library will be strengthened in order to enhance the development of computer-related skills and the use and management of information by students.

4.2.1. Classroom sessions

All the activities students engage in throughout the term are part of the learning process and will be evaluated in accordance with the evaluation and grading criteria set forth in Section 5.2.

Active participation by students is essential in this process

Large group sessions: For the large group sessions, students must have thoroughly read the handbook and other materials as indicated by the lecturer.

As a result of the above, a dynamic class session is expected, with lecturer-student as well as student-student interaction. Students are encouraged to comment on current events and relate them to the course content already studied. The goal is for students to be actively involved in the classroom session.

Small group sessions: Small group sessions are devoted mainly to case studies.

Just as in the large group sessions, in order for small group sessions to be interactive, students must attend having already prepared the study of a case proposed by the lecturer. There will be classroom discussion on the solutions offered by the student, and concepts will be explained and questions answered. The lecturer may pose other issues pertinent to the case to stimulate classroom discussion.

4.2.2. Educational activities outside the classroom

Academic activities organized by the Department: Each year, the Section of public international law and international relations organises seminars and conferences on Public International Law, European Union Law, and International Relations. These activities give students a broader view of the issues studied in the classroom and complement the knowledge acquired in the academic setting. Participation in at least one of these activities is required. Students may be asked to write a short paper on each activity.

Individual and/or group tutorials: Throughout the term, the lecturer holds individual and/or group tutorials with students, as determined by specific needs.

Autonomous learning: The work students do on their own is an important part of the learning process (see Section 4.1. of the Course Guide).

For classroom sessions to advance properly in accordance with the methodology as set forth in this Course Guide, students must do the reading and prepare the case studies and/or other activities as indicated by the lecturer prior to each session.

Students must also participate in group and/or individual activities outside the classroom, in addition to preparing for theoretical exams and the final practical exercise.

4.3. Course Materials and Resources

Students must bring the recommended course handbook with them to the classroom. In compliance with copyright regulations, no *handbooks* may be photocopied or downloaded from webpages without appropriate author permission.

Other complementary materials may be recommended, and are made available to students through the course's virtual classroom. Students are advised to regularly consult the virtual platform.

5. EVALUATION

5.1. Evaluation Criteria

- Acquisition and comprehension of basic knowledge covered in the course.
- Appropriate use of this knowledge in problem solving and analysis of new situations.
- Ability to express in English theoretical and practical content succinctly, clearly and correctly, both orally and in writing.
- Ability to correlate and apply acquired concepts to practical situations.
- Appropriate use of legal resources and case law applicable to the practical cases presented.
- Class attendance and full completion of assigned work and exercises.
- Legal reasoning based on reflection, and comprehension of knowledge acquired both in writing and orally in class activities.

5.2. Evaluation procedure

There are two evaluation options for determining whether a student passes the course:

- A) Continuous evaluation
- B) Final evaluation

Under both options, students have two final exam possibilities: a normal final exam and an extraordinary final exam (second chance).

A) Continuous Evaluation:

This procedure follows the ECTS credit system, particularly focussing therefore on monitoring students' work and inciting reflective, critical and autonomous learning.

- *Class attendance*

Regular class attendance is a prerequisite for learning and for being able to properly monitor student progress. To pass the course under the continuous evaluation option, students must attend at least 90% of all classes. Lecturers keep a record of attendance.

- *Examinations and Grading Criteria*

The continuous evaluation option requires the work done by students throughout the term to be evaluated. For this purpose, evidence of student learning is gathered through different exams showing how well students have developed the different skills, based on the evaluation criteria.

The final grade for the course is the result of applying the following grading criteria:

30% (3 points out of 10) One theoretical exam is administered during the term. This exam consists of 15 short or multiple-choice questions on course content.

20% (2 points out of 10) This is a presentation on issues of public international law and international economic law. It is a collaborative-group activity is defined in accordance with the characteristics of the group.

20% (2 points out of 10) Contributions made by students in theoretical and practical classes and in interdisciplinary activities, which evaluate student preparation of course content, readings and the case studies.

30% (3 points out of 10) A final written exam of practical nature. It is given on the official date set for such examination. Students are given one hour and fifteen minutes to resolve a case study and may consult the recommended course handbook as well as any other materials the lecturer considers appropriate.

A passing grade under the continuous evaluation option requires a minimum grade of 5 points (Pass) out of 10, in all the abovementioned categories.

A student may only be considered a “no show” under the continuous evaluation option if he or she did not perform or turn in any of the different learning and/or evaluation activities.

B) Final Evaluation:

Students who opt for the final evaluation must necessarily apply in writing to the Dean of the School of Economics within the first two weeks of the course term, explaining the reasons preventing them from being able to comply with the continuous evaluation option. Although this is determined on a case-by-case basis, some reasons that would enable the final evaluation option to be applied would be not being able to attend sessions in person, work obligations, family obligations, health reasons or disability.

Students opting for the final evaluation must show that they have acquired the general and specific competencies set forth in the course guide by means of a **FINAL EXAM** consisting of two written parts:

- *Theoretical exam*: 15 short or multiple-choice questions. To take this test, students MAY NOT have the recommended handbook or any other materials available.
- *Practical exam*: Students have one hour and fifteen minutes to resolve a practical case. To do so they may use the recommended handbook as well as any other materials as approved by the lecturer.

To pass the course, students must receive a minimum grade of 5 (Pass) out of 10, *on each exam*. Once this requirement is met, the final grade will be the average of the grades from each exam.

C) Extraordinary Final Exam (second chance):

Students under both the continuous evaluation and final evaluation options who did not receive a passing grade during the regular evaluation period in accordance with the grading criteria set forth in previous sections, may take a final and extraordinary theoretical-practical exam to be held in May/June.

This extraordinary exam has a similar format than the final exam under the final evaluation (see Section 5.2.B of the Course Guide).

6. BIBLIOGRAPHY

All materials necessary for both the theoretical and practical classes are found in the following manuals:

6. Bibliography

All required materials for this course (both for the theoretical and practical classes) can be found in the following textbook:

- **LOWE, V., *International Law*, Oxford 2007, Ed. Oxford.**

In order to compare the legal contents studied in English, students shall consult the Spanish textbook:

- **JIMÉNEZ PIERNAS, C. (Dir.): *Introducción al Derecho Internacional Público. Práctica de España y de la Unión Europea*, Madrid 2011, Ed. Tecnos.**

The following texts are recommended as additional reading:

- JIMÉNEZ PIERNAS, C. (Ed.): *The Legal Practice in International Law and European Community Law. A Spanish Perspective*, Leiden 2007, Ed. Martinus Nijhoff Publishers.

- LOWENFELD, A.F.: *International Economic Law*, Oxford 2008, Ed. Oxford University Press.

- CRAWFORD, J.: *Brownlie's Principles of Public International Law*, 8th ed., Oxford 2012, Ed. Oxford University Press.

- CLAPHAM, A.: *Brierly's Law of Nations: An Introduction to the Role of International Law in International Relations*, Oxford 2012, Ed. Oxford University Press.

- TANZI, A.: *A Concise Introduction to International Law*, The Hague 2019, Ed. Eleven.

Recommended Website for documentation: <http://dip.uah.es/>

POSSIBLE MEASURES TO ADAPT THE ACADEMIC ACTIVITY TO THE SITUATION CREATED BY COVID-19

Face-to-face teaching will depend on whether the situation allows the grouping of students, according to the instructions given by the competent National Health Authorities.

If it is not possible to maintain face-to-face teaching, the teaching of this subject will be carried out in the Virtual Classroom, following the same the evaluation and qualification criteria appearing in this course guide.

In this case, the lecturer in charge of the course will choose a virtual teaching methodology (training and assessment activities) using the tools available in the UAH Virtual Classroom (Blackboard Collaborate Ultra platform), in accordance with the specific adaptations that are necessary to guarantee the correct monitoring and evaluation of the student's work.

All tutorials and activities will be carried out online, through individual or group videoconference, on the date and time agreed by the lecturer and the students.