

1. BASIC INFORMATION

Course	European Union Law
Degree program	Global Degree in International Relations
School	School of Social Sciences
Year	Fourth Year
ECTS	6 ECTS
Credit type	Elective
Language(s)	English
Delivery mode	Face-to-face
Semester	Second Semester
Academic year	2025/2026
Coordinating professor	PhD. Alfredo Escardino

2. PRESENTATION

Since 1986 Spain is member of the international organization which best represents the model of peaceful integration between sovereign states.

The European Union, despite its shortcomings and necessary improvements, has achieved the longest period of peace and prosperity in the history of Europe. And its citizens enjoy levels of freedom, tolerance and solidarity unique in the world.

This course aims to explain the European Union, its origins, purpose, working methods and governing bodies, as well as the key role played by its initiatives and legislation in the day-to-day life of its citizens.

Thus, we will study the background of the EU, when it was created and how it has been built. We will also address its nature and its system of competencies, which is the result of an attribution made by the Member States. We will then analyse its institutions, its sources of law and the rules governing the relations between them and the respective domestic legal systems of the members States. We will then focus on its main achievements, such as the single market, the economic and monetary union, the Charter of Fundamental Rights and the European citizenship. Finally, we will look at a selection of its main common policies.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1. Students have demonstrated to possess and understand knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of your field of study.
- CB2. Students know how to apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- CB3. Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant issues of a social, scientific or ethical nature.
- CB4. Students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.
- CB5. Students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:

- CC3. Ability to Adapt to New Situations: Being able to assess and understand different viewpoints, adapting one's own approach as the situation requires.
- CC4. Analytical and Synthetic Thinking: Ability to break down complex situations into their constituent parts, evaluate alternative options and perspectives to find optimal solutions, and synthesize to reduce complexity in order to better understand and/or solve problems.
- CC6. Oral and Written Communication: Ability to transmit and receive data, ideas, opinions, and attitudes to achieve understanding and action—oral communication involves words and gestures, while written communication involves writing and/or graphic supports.
- CC7. Ethical Awareness: Ability to think and act according to universal principles based on the value of the individual, aimed at their full development and involving a commitment to certain social values.
- CC8. Information Management: Ability to search for, select, analyze, and integrate information from various sources.
- CC9. Interpersonal Relationship Skills: Ability to relate positively with others through verbal and non-verbal means, using assertive communication—defined as the ability to express or convey what one wants, thinks, or feels without upsetting, attacking, or hurting the other person's feelings.
- CC11. Time Planning and Management: Ability to set goals and choose the means to achieve those goals by using time and resources effectively.

Specific competencies:

- SC10. Understand and Comprehend the Basic Concepts of International Law: Knowledge and understanding of the fundamental principles and concepts that govern international legal frameworks.
- SC15. Ability to Use Different Sources and Channels of Information in the Field of International Relations: Skill in identifying, accessing, and utilizing various information sources and communication channels relevant to international relations.

- SC19. Interpret and Analyse Legal Texts: Capacity to read, understand, and critically assess legal documents and texts.
- SC26. Report on, Evaluate, and Assess Current International Events and Situations: Ability to inform about, analyse, and make reasoned judgments on contemporary international issues and developments.

Learning outcomes:

- LO1: The students will know and understand the basic concepts of International Law.
- LO2: They will be able to understand the dimension of human rights as guiding values of international society and the legal framework on which it is based.
- LO3: They will know how to use different sources and channels of information and will be capable of contributing to conflict mediation in hostile environments.
- LO4: They will understand the functioning of legal institutions, both national and international.
- LO4: They will be able to interpret legal texts.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB1, CB2, CB5, CC4, SC10	LO1: The students will know and understand the basic concepts of International Law.
CB1, CB3, CC7, SC10	LO2: They will be able to understand the dimension of human rights as guiding values of international society and the legal framework on which it is based.
CB2, CB3, CB5, CC3, CC8, CC9, SC15, SC10	LO3: They will know how to use different sources and channels of information, and will be capable of contributing to conflict mediation in hostile environments.
CB1, CB3, CC4, SC10	LO4: They will understand the functioning of legal institutions, both national and international.
CB2, CB3, CB4, CC4, CC6, SC19	LO5: They will be able to interpret legal texts.

4. CONTENT

Primary law and secondary law (rules issued by EU institutions).

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Cooperative Learning
- Problem-Based Learning (PBL)
- Simulation Environments
- Case Method

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Learning activity	Number of hours
Debates and Colloquiums	8
Tutorials	18
Autonomous Work	50
Lecture	22
Asynchronous Lectures	11
Case Analysis	14
Problem Solving	18
Reports and Written Assignments	7
In-Person Knowledge Assessments	2
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Knowledge Tests	40%
Oral Presentations	15%
Portfolio	30%
Guided Individual Work	15%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at least 5 out of 10 in the theory exam in order for it to count towards the final grade along with all the grades corresponding to the other assessment activities. Otherwise, the course will be failed.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at least 5 out of 10 in the theory exam in order for it to count towards the final grade along with the grades obtained in other assessment activities. Otherwise, the course will be failed.

Assessment activities that have been passed in the first exam period will not be repeated, and the mark obtained in each of them will be considered when calculating your final mark in the second exam period.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Portfolio (1)	Week 11
Oral presentations	Week 13-15
Guided individual work	Week 15
Portfolio (2)	Throughout the course duration
Knowledge tests	Week 18

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- European Union. (2016, 7 de junio). *Consolidated version of the Treaty on European Union and the Treaty on the Functioning of the European Union* [Tratados consolidados; OJ C 202]. Official Journal of the European Union. Disponible en EUR-Lex. [EUR-LexEUR-LexEUR-Lex](#)
- Borchardt, K.-D. (2023). *The ABC of EU law* (Latest ed.). Publications Office of the European Union. <https://doi.org/10.2775/28354> [Publications Office of the EU](#)
- European Union. (n.d.). *European Union* [Sitio web oficial]. Directorate-General for Communication. Recuperado el 16 de julio de 2025, de https://european-union.europa.eu/index_en

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the student's 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 opportunity 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.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the "surveys" section in virtual campus or via e-mail. Your

assessment is necessary for us to improve.

Thank you very much for your participation.