

## 1. BASIC DETAILS

Subject	Public International Law
Qualification	Bachelor's Degree in International Relations
School/Faculty	Economics, Business, and Communication Sciences
Year	Second
ECTS	6 ECTS
Type	Basic
Language(s)	English
Modality	Campus-based
Semester	S3
Academic year	2025/2026
Coordinating professor	Isa Bimi

## 2. PRESENTATION

This subject is taken in the second year of the degree in International Relations, taught in the first semester; and involves the first approach of students to a legal system that is different to the national one. The subjects and the international legal system; the sources of law and the application of international norms; the legal regime of spaces and the protection of the fundamental interests of the IC; the settlement of disputes and the use of force together make up the set of topics that are addressed in the subject.

These are all thematic lines that help to build our system of Society and International Community. The course curriculum examines a detailed framework from which to address the important problems of international law and its impact on the current legal system with particularly important elements such as interventions in armed conflicts, the environment and the treatment of human rights.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Basic competencies:

- BC1: Students have demonstrated knowledge and understanding in the field of study based on general secondary education and, although they are aided by advanced textbooks, this also includes certain aspects that require cutting-edge knowledge in their field of study.

- BC2: Students know how to apply their knowledge to their work or career in a professional manner and they have skills that are typically demonstrated by developing and defending arguments and solving problems within their field of study.
- BC3: Students are able to gather and interpret relevant information (normally within their area of study) to make judgments, including reflecting on significant social, scientific or ethical issues.
- BC5: Students have developed the learning skills needed to undertake subsequent studies in a highly independent way.

**Cross-cutting competencies:**

- CC1: Independent learning. Ability to choose the strategies, tools and moments they consider most effective for learning and independently putting into practice what has been learned.
- CC2: Self-confidence. Ability to assess personal results, performance and abilities with the internal conviction that they are able to perform the tasks and take on the challenges presented.
- CC4: Ability to analyze and synthesize. Ability to break complex situations down into their constituent parts, as well as considering other alternatives and viewpoints to find optimal solutions. Synthesis seeks to reduce complexity in order to better understand it and/or solve problems.
- CC12: Critical reasoning. Ability to analyze an idea, phenomenon or situation from different perspectives and take a personal approach to it, built on rigor and argued objectivity, and not on intuition.
- CC13: Problem solving. Ability to find a solution to a confusing issue or a complicated situation without a predefined solution that is hindering the attainment of an end.

**Specific competencies:**

- SC1: Ability to know and understand the historical evolution of international society.
- SC2: Knowledge of the international legal framework and its regulation through treaties, conventions, agreements and resolutions.
- SC4: Knowledge and understanding of the role of international organizations today. Their functions, objectives and internal organization.

- SC10: Understanding of the basic concepts of international law.
- SC11: Understanding of the functioning of mainly international legal institutions.

#### **Learning outcomes:**

Students will be able to:

- LO1: Analyze, interpret and develop programs and projects aimed at improving aspects related to international security.
- LO2: Contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.
- LO3: Inform, evaluate and assess facts and situations related to international security.
- LO4: Able to analyze, interpret and develop programs and projects aimed at improving aspects related to international security.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Competencies	Learning outcomes
BC2, CC2, CC12, SC1, SC2	LO1: Theoretical understanding that will enable the student to carry out analyses and interpretations of international programs and projects aimed at improving international security.
BC2, BC3, BC5, CC1, CC4, SC1, SC2, SC11	LO2: Capacity for analysis and critical reflection on the basis of peace policies and their implementation in international reality.
BC5, CC1, CC2, CC13, SC4, SC10, SC11	LO3: Objective understanding of international security and its factual assessment.
BC5, CC1, CC2, CC13, SC4, SC10, SC11	LO4: Able to analyze, interpret and develop programs and projects aimed at improving aspects related to international security.

## **4. CONTENTS**

- Concept, nature and evolution of public international law: International norms.
- Subjects of public international law.
- Sources of public international law.
- International legal liability.
- Analysis of the fundamental principles governing peaceful coexistence and cooperation among states and among other international actors.
- Main functions of public international law I.
- Main functions of public international law II.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies to be applied are as follows:

- Master classes
- Case-based method
- Cooperative learning
- Problem-based learning
- Field experience

## 6. EDUCATIONAL ACTIVITIES

Each of the educational activities to be carried out together with the number of hours students will dedicate to it is described below:

**Campus-based modality:**

Educational activity	Number of hours
Master classes	30
Asynchronous master classes	10
Academic tutorials	10
Activities based on the development of ethical values and social responsibility.	25
Independent work	45
Knowledge integration test	5
Resolution of case studies	25
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

The assessment systems, as well as their weight in the total grade of the subject, are listed below:

**Campus-based modality:**

Assessment system	Weighting
Evaluation exercises through theoretical knowledge tests (with open questions on a topic, or objective and direct questions on a specific aspect of the subject, or objective test-type questions) or practical (with problems or cases to be solved, to answer them, reflecting in a practical way, the theoretical and practical knowledge of the subject)	50%
Case study	30%
Oral presentations	20%

When you access the subject in the Virtual Campus, you will be able to consult in detail the assessed assignments that you must perform, as well as the submission dates and the assessment procedures for each of them.

Observations on the evaluation system:

- The continuous evaluation system will be applied per subject throughout the different Learning Units, weighting and assessing in an integral way the results obtained by the student through the indicated evaluation procedures.
- The evaluation concludes with a recognition of the level of learning achieved by the student and is expressed in numerical grades, in accordance with the provisions of current legislation.

### 7.1. First exam sitting

In order to pass the subject at the first exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 5 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

### 7.2. Second exam sitting

In order to pass the subject at the second exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 5 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

Any assignments not passed at the first exam sitting must be resubmitted after having received the corresponding corrections by the professor, as well as any that were not submitted.

## 8. SCHEDULE

This section indicates the schedule with submission dates for the subject's assessed assignments:

Assessed assignments	Date
Case study I	Weeks 3-4
Case study II	Weeks 7-8
Knowledge test 1	Weeks 9-10
Oral presentations	Weeks 11-12
Oral presentations	Weeks 13-14
Knowledge test 2	Weeks 15-16

This schedule may be modified for logistical reasons related to the assignments. Any modification will be notified to the student in a timely manner.

## 9. BIBLIOGRAPHY

The reference text for this subject is:

- CASANOVAS, O./RODRIGO, A. *"Compendio de Derecho internacional público"*, 10ª Ed. (2021), Tecnos, (2021), Madrid.
- PASTOR RIDRUEJO, J. *"Curso de Derecho internacional público y Organizaciones Internacionales"*, Tecnos, 25ª Ed., (2021), Madrid.
- DÍEZ DE VELASCO, Manuel. *"Instituciones de Derecho Internacional Público"*. Tecnos, 18ª ed., (2013), Madrid.
- REMIRO BROTONS, A. y otros. *"Derecho internacional. Curso general"*, Tirant Lo Blanch, (2010), Valencia.
- SHAW, Malcolm N. *"International Law"*. Cambridge University Press, 18ª ed., (2017), Cambridge.
- CRAWFORD, James. *"Brownlie's Principles of Public International Law"*. OUP, 8ª ed., (2012). Oxford.

The recommended bibliography is as follows:

- BJORGE, Erik. *"Landmark Cases in Public International Law"*. Bloomsbury, 1ª ed., (2017), London.
- SAENZ DE SANTA MARIA, Paz A. *"Sistema de Derecho Internacional Público"*. Civitas, 4ªed., (2016), Navarra.
- GUTIÉRREZ ESPADA, Cesáreo. *"El Derecho Internacional en la encrucijada. Curso general de Derecho Internacional Público"*. Trotta, 3ªed., (2012), Murcia.
- MARIÑO MENÉNDEZ, Fernando M. *"Derecho Internacional Público. Parte general"*. Trotta, 4ªed., (2005). Madrid.
- Muñoz, S. (2016). *Diccionario del Español Jurídico*. Editorial Espasa Libros. Barcelona.

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students 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 opportunities 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@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11. SATISFACTION SURVEYS**

Your opinion matters!

The Universidad Europea encourages you to participate in our satisfaction surveys designed to identify strengths and areas for improvement regarding teaching staff, degree programs and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via your email.

Your opinion is needed to improve the quality of the degree.

Thank you very much for your participation.