

| Degree      | Type | Year |
|-------------|------|------|
| 2500786 Law | FB   | 2    |

## Contact

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## Teachers

Jaume Munich Gasà

Ana Ayuso Pozo

Sònnia Güell Peris

(External) Adrià Reyes

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

The classes will be in Catalan except for the group: 02 in Spanish.

Law:

Law:

Group 01: Sònnia Güell Seminars: 11 Susana Beltrán (català); 12 Adrià Reyes (català) 13 Sònnia Güell (català)

Group 02: Susana Beltrán Seminars: 21 Sònnia Güell (castellà); 22 Adrià Reyes (castellà) 23 Susana Beltrán (castellà)

Group 51: Ana Ayuso Seminars: 511 Susana Beltrán (català); 512 Anna Ayuso (català); 513 Adrià Reyes (català)

Political Science: Jaume Munich (català)

The Objectives of Sustainable Development will be fully incorporated into the subject's teaching

## Objectives and Contextualisation

- Understand that the international system is increasingly interdependent and that the freedom of the state to adopt international standards is limited by the joint will of other States
- Know that public international law remains the necessary instrument for regulating international relations
- Assume that the subjects are the international law makers & must comply with them.
- Understand that public international law has a high level of voluntary compliance weighs, at times, seems the opposite. The reason is that it is adopted by the common interest of States and is therefore enforced.
- Address that a very significant part of the internal rules of States have their origin or are related to public international law

## Competences

- Apprehending the necessary mechanisms in order to know, assess, and apply the legislative reforms as well as to follow the changes produced in a concrete subject.
- Arguing and laying the foundation for the implementation of legal standards.
- Defend and promote the basic values of coexistence in democracy.
- Defending and promoting the essential values of the social and democratic State of Law.
- Demonstrating a sensible and critical reasoning: analysis, synthesis, conclusions.
- Identifying and solving problems.
- Identifying, assessing and putting into practice changes in jurisprudence.
- Identifying, knowing and applying the basic and general principles of the legal system.
- Integrating the importance of Law as a regulatory system of social relations.
- Mastering the computing techniques when it comes to obtaining legal information (legislation databases, jurisprudence, bibliography...) and in data communication.
- Present information in a way that is appropriate to the type of audience.
- Properly analysing the issues related to equality between men and women.
- Searching, interpreting and applying legal standards, arguing every case.
- Students must be capable of leading a group of people, by using the appropriate methods to guide individuals or groups towards the attainment of a goal.
- Students must be capable of learning autonomously and having an entrepreneurial spirit.
- Students must be effective in a changing environment and when facing new tasks, responsibilities or people.
- Working in multidisciplinary and interdisciplinary fields.
- Working in teams, being either a member or a coordinator of working groups, as well as making decisions affecting the whole group.

## Learning Outcomes

1. Analysing the protection of human rights of men and woman in the international and European orders.

2. Analysing the values of the international society, specially the ones aimed to promote a culture of peace, reflected in the international and European legislation.
3. Apprehending the necessary mechanisms to assess and apply the legislative reforms at an international and European level and in particular in relation to the changes produced in the protection of the human rights.
4. Arguing and laying the foundation for the implementation of the legal-international standards bearing in mind that there might be several possible reasonings.
5. Assessing and putting into practice the changes in international and European jurisprudence in order to apply them to concrete legal problems.
6. Defend and promote the basic values of coexistence in democracy.
7. Demonstrating a sensible and critical reasoning: analysis, synthesis, conclusions.
8. Distinguishing the most frequent databases of the international framework.
9. Finding the applicable standards in international matters.
10. Identifying and solving problems.
11. Identifying, knowing and applying the principles and basic regulations of the international and European Union legal system, particularly the ones that refer to the protection of the human rights.
12. Integrating the importance of the international law as a regulatory system of the international society, as well as the European Union and its impact in the domestic legal orders.
13. Present information in a way that is appropriate to the type of audience.
14. Solving interpretation and application problems of international laws.
15. Students must be capable of leading a group of people, by using the appropriate methods to guide individuals or groups towards the attainment of a goal.
16. Students must be capable of learning autonomously and having an entrepreneurial spirit.
17. Students must be effective in a changing environment and when facing new tasks, responsibilities or people.
18. Using computing networks from appropriate bibliographic sources for a concrete work.
19. Working in multidisciplinary and interdisciplinary fields.
20. Working in teams, being either a member or a coordinator of working groups, as well as making decisions affecting the whole group.

## **Content**

### **PUBLIC INTERNATIONAL LAW PROGRAM**

#### **I. THE INTERNATIONAL SYSTEM**

##### **Lesson 1. International society and the public international law (PIL)**

Origin and evolution. The institutionalization of the international system: The United Nations system. The principles

#### **II. THE INTERNATIONAL SUBJECTIVITY**

##### **Lesson 2. The international subjectivity of the State**

Concept and constituent elements of the State. The principle of sovereign equality. Immunities of the State. The

##### **Lesson 3. The international subjectivity of international organizations (IO) and the international status of other act**

The international legal personality of the IO. The competences of the IO. Historical situations. The peoples. NGO

### III. THE PROCESS FOR TRAINING RULES IN PIL

#### Lesson 4. The structure of the international legal system

Concept of source of law and *lege ferenda* norms. Consent and consensus of the States in the formation of norms. The hierarchy of international *ius cogens*.

#### Lesson 5. Treaties as a source of PIL

Concept of treaty. Modalities of treaties and functions. The celebration of treaties: special reference to the Spanish

#### Lesson 6. Other sources of PIL, auxiliary means and their interaction

The custom. The general principles of law. Equity. Jurisprudence and doctrine. Concept and modalities of unilateral *Soft law*. The interaction between formal sources and coadjuvant mechanisms for the creation of norms.

### IV. ORDINARY APPLICATION OF THE PIL

#### Lesson 7. The relations of the PIL with the internal rights

The reception of the PIL and its hierarchy: special reference to the Spanish State. The interpretation. The applica

#### Lesson 8. Effects of international regulations and their possible alterations

The effects of the international norms, special reference to the *erga omnes* effects. Nullity, modification, termination and suspension of treaties.

### V. EXTRAORDINARY APPLICATION OF THE PIL

#### Lesson 9. The peaceful resolution of international disputes

Concept and regulation of disputes. The diplomatic means of solution. The means of jurisdictional solution: the ar

#### Lesson 10. International responsibility

Concept of international responsibility. The objective element and the subjective element. Excluding circumstances

#### Lesson 11. Mechanisms for demanding compliance with the PIL

Diplomatic protection. Countermeasures. The institutionalized procedures: a) the social sanction and the disciplin

## VI.SPACE COMPETENCES AND INTERNATIONAL COOPERATION

### Lesson 12. Space competences and spaces of collective interest

The terrestrial space. Air space. The law of the sea. Other spaces of collective interest. The protection of the env

### Lesson 13. International economic architecture and development cooperation

International financial relations. International trade relations. Development cooperation.

## Activities and Methodology

| Title                    | Hours | ECTS | Learning Outcomes   |
|--------------------------|-------|------|---|
| Type: Directed           |       |      |   |
| Case study resolution    | 5     | 0.2  | 2, 6, 17, 7, 10, 19, 9, 18, 5                               |
| Master classes           | 22    | 0.88 | 2, 11, 3, 12, 14  |
| Seminars                 | 17    | 0.68 | 2, 4, 17, 7, 8, 11, 3, 10, 14, 15, 20, 19, 9, 18, 5         |
| Type: Autonomous         |       |      |   |
| Case studies preparation | 21    | 0.84 | 2, 6, 17, 7, 8, 11, 3, 12, 10, 14, 16, 15, 20, 19, 9, 18, 5 |
| preparation of seminars  | 30    | 1.2  | 2, 4, 17, 7, 8, 11, 3, 10, 14, 15, 20, 19, 9, 18, 5         |
| study                    | 50    | 2    | 2, 11   |

### Statement:

Teaching, master classes and seminars, will be face-to-face. Attendance at seminars is compulsory

### Directed activities:

- Master classes: taught by the teacher.
- Seminars: each teacher at the beginning of the course will explain their system.

Autonomous activities: each teacher in the classroom will explain how to prepare autonomously the contents of the course.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continous Assessment Activities

| Title            | Weighting | Hours | ECTS | Learning Outcomes                                      |
|------------------|-----------|-------|------|--|
| Activity 1       | 5%        | 0     | 0    | 2, 1, 4, 6, 17, 7, 8, 11, 10, 14, 15, 20, 19, 9, 18, 5 |
| Activity 10      | 5%        | 0     | 0    | 4, 7, 3, 12, 13, 10, 14, 15, 20, 19, 18                |
| Activity 2       | 5%        | 0     | 0    | 2, 4, 7, 8, 11, 10, 9, 18                              |
| Activity 3       | 5%        | 0     | 0    | 2, 4, 6, 17, 8, 11, 10, 16, 20, 9, 18, 5               |
| Activity 4       | 5%        | 0     | 0    | 2, 4, 6, 17, 7, 12, 13, 10, 20                         |
| Activity 5       | 5%        | 0     | 0    | 4, 7, 3, 13, 10, 14, 16, 20, 9, 18, 5                  |
| Activity 6       | 5%        | 0     | 0    | 4, 17, 7, 3, 12, 13, 10, 14, 15, 20, 19, 9, 5          |
| Activity 7       | 5%        | 0     | 0    | 4, 6, 17, 7, 8, 3, 12, 13, 10, 14, 15, 20, 19, 9, 5    |
| Activity 8       | 5%        | 0     | 0    | 1, 4, 17, 7, 8, 3, 12, 13, 10, 15, 19, 18, 5           |
| Activity 9       | 5%        | 0     | 0    | 1, 4, 6, 17, 7, 3, 12, 10, 14, 16, 15, 19, 18, 5       |
| Exam of contents | 50%       | 5     | 0.2  | 2, 4, 6, 7, 8, 11, 3, 12, 10, 14, 16, 9, 5             |

Evaluation model: the evaluation is continued and aims to enable teachers to establish the degree of achievement

10 Evaluated activities will be carry out and will represent 50% of the final mark. Each activity is worth 5%. Semir

Content exam: this is a question exam related to the subject's program, which equals 50% of the final grade.

Re-evaluation: there is a re-evaluation but only of the exam of contents (max 50%).

The subject will be approved if the sum of the marks obtained among all activities is at least 5, as long as the mark of the exam of contents is equal to or greater than 4.

Non-Evaluable Students

Students will be assessed as long as they have carried out a set of activities whose weight is equivalent to a minimum of 2/3 of the total grade for the subject. If the value of the activities carried out does not reach this threshold, the subject's teaching staff may consider the student as "non evaluable student"

### Unique Evaluation

The unique evaluation will consist of the following:

- Written exam with 10 short questions about the theoretical content of the subject: 50% of the final grade.
- Practical case 1 related to the application of the theoretical content of the subject: 25% of the final grade.
- Practical case 2 related to the application of the theoretical content of the subject: 25% of the final grade.

If the unique evaluation is failed, a reevaluation can be done following the same model.

The request for a unique evaluation implies renouncing continuous assessment.

Not evaluable: The same non-evaluable criteria will be applied as for continuous evaluation.

Important note:

A student who cheats or try to cheat an exam will have a 0 as a mark. A student who submits a paper or practical in which there is evidence of plagiarism will have a 0 as a mark and will receive a warning. In cas of repetition, the students will fail the subject.

The simple possession in the examinations of a mobile or any other electronic instrument will be presume that the student is copying.

## Bibliography

### MANDATORY BIBLIOGRAPHY

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### RECOMMENDED BIBLIOGRAPHY

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- TORRES, Nila., *Derecho Internacional Público. Instrumentos normativos*, 2ª ed., Tirant lo Blanch, 2017.

## Software

The subject does not require any specific software.

## Language list

| Name        | Group | Language | Semester       | Turn          |
|-------------|-------|----------|----------------|---------------|
| (TE) Theory | 1     | Catalan  | first semester | morning-mixed |
| (TE) Theory | 2     | Spanish  | first semester | morning-mixed |
| (TE) Theory | 51    | Catalan  | first semester | afternoon     |

