

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Law		
Field of Knowledge:	Social and Legal Sciences		
Faculty/School:	Law, Business and Government		
Course:	COMMUNITY LAW		
Type:	Compulsory	ECTS credits:	3
Year:	3	Code:	7232
Teaching period:	Fifth semester		
Subject:	International and Community Law		
Module:	Public Law		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	75		

## SUBJECT DESCRIPTION

The subject of Community Law is a mandatory three-credit subject, belonging to the 'Public Law' module of the Degree in Law. It is taught in the fifth semester and has 3 ECTS assigned (=75 hours of student work).

The European Union is an unfinished integration process that substantially affects the legal-political structure of its member States. Therefore, knowledge of it is essential to have a complete view of our legal system.

This course aims to provide basic knowledge about the process of European construction, the institutional organization of the EU, its legal system and its functions, as well as the repercussions on the internal order of the member States.

The goal is for the student to basically know Community Law, and to be able to understand the historical, political and economic context, in which the rules and principles of EU law emerge.

The European Union is, in formal terms, a Union of States that is based 'on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights'. Values that Art. 2 of the Treaty on European Union considers to be 'common' to all Member States. Thus, they are not only a political program, or a flag to follow, but they are truly the foundation of the Union and, therefore, are also a substantive part of its identity as a political community.

## GOAL

The objective of this course is to provide training that allows us to understand what the EU is and what it does, how it is organized and where the process of European integration is progressing. The program covers the most important aspects of the institutional and legal structure of the Union, as well as the sources of its legal system and the functioning of its judicial system. In addition, it is essential to locate and understand both global and specific aspects of the Spanish legal system.

The specific aims of the subject are:

Know the substantive content of legal disciplines and those complementary to them.

Apply theoretical knowledge to problem solving.

Research, manage sources and manage information.

Acquire the capacity for analysis, synthesis, evaluation and critical reasoning.

Learn independently.

## PRIOR KNOWLEDGE

To study this course, it is necessary to have previously studied Political Law and Public International Law.

## COURSE SYLLABUS

TOPIC 1. THE BEGINNING OF THE EUROPEAN UNION AND ITS CONSTRUCTION UP TO NOW

TOPIC 2. THE EUROPEAN UNION. CONCEPT AND MAIN CHARACTERISTICS.

TOPIC 3. EUROPEAN UNION INSTITUTIONS I

TOPIC 4. INSTITUTIONS EUROPEAN UNION II

TOPIC 5. LEGISLATIVE PROCEDURE AND SOURCES OF EUROPEAN UNION LAW

TOPIC 6. JURISDICTIONAL SYSTEM OF THE EUROPEAN UNION  
TOPIC 7. THE PRINCIPLES OF EUROPEAN UNION LAW  
TOPIC 8. APPLICATION IN MEMBER STATES. THE SPANISH CASE  
TOPIC 9. THE POLICIES OF THE EUROPEAN UNION.

## EDUCATION ACTIVITIES

### FACE-TO-FACE ACTIVITIES

Participatory expository class: That generates effective student learning about the subject and at the same time meets the objectives proposed in the course program. As a methodology, it is proposed that the student carry out a comprehensive reading of the topic beforehand, thus collaborating to develop their critical thinking.

Tutorials: The tutorial action is part of the educational action and is inseparable from the teaching learning process, through them the teacher will be able to identify the areas of learning in a more individualized way and determine the aspects of improvement of each student.

Debates, discussions and workshops that allow the ideas being discussed to be presented in a relaxed tone and in a climate of trust, making it easier for the teacher to evaluate the student's acquisition of competencies and their ability to assimilate the concepts learned. Round tables or seminars that are intended to bring together high-level representatives and experts to comprehensively analyze and present those issues covered by the subject's agenda. It is intended to deepen the process of European construction, the institutional organization of the EU, its legal system and its functions, as well as the repercussions on the internal order of the member States. Exhibition of works: whose purpose is to communicate the results of a theoretical or empirical study. In them, after introducing and contextualizing the topic studied, the process carried out is described, the main results obtained are presented, an evaluation or critical interpretation of these results is made and conclusions and bibliography are presented.

These exhibitions are intended to help students acquire the ability to obtain and select information and reflect on their own learning. Flipped classroom as a learning technique for community law: This teaching methodology seeks to stimulate the participation of all students in the group in the classroom, preventing the teacher from taking the reins of traditional teaching discourse, through the programming of text analysis, debates or confrontation of positions (individual or by groups), resolution of real and hypothetical assumptions. The interaction between teacher and student is streamlined and learning is facilitated. It is intended to promote the development of the communication skills of all students, which also reveals the development of their critical capacity and communication skills. In short, to achieve autonomous, collaborative, dynamic and personalized learning.

### SELF-EMPLOYMENT ACTIVITIES

Theoretical study and preparation of the necessary readings for face-to-face sessions. In this way, we are able to get the student to attend the expository class with a comprehensive previous reading of the topic that will help to consolidate concepts and resolve doubts that have been raised.

Project-based learning: learning methodology based on problem solving consisting of a hypothesis and a set of questions related to its legal qualification that students distributed in groups must answer during class hours on the days indicated in the schedule. After a comprehensive reading, once the central question has been determined, they must apply legal and theoretical knowledge to resolve it, which will allow them to identify the hypothesis being analyzed and the procedural channels, if any, that every jurist must handle correctly. The focus of the practical cases is not to obtain an accurate answer, but rather, based on an argument solidly based on knowledge previously acquired through expository classes and complementary readings, the student is able to reach a reasoned conclusion in the proposed hypothesis. Through this methodology, we are able to generate higher-quality thinking, provide tools to 'learn to think', use the research method to construct our own knowledge, create a theory of practice and training in competencies and the development of skills. Text comments (press articles, case

law...) This activity is intended to provide students with the necessary resources to understand current community events and the progress of the community project through available sources of information.

Virtual work on the network: answering questionnaires, chats, forums, self-testing knowledge exercises, etc.

## DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
30 Horas	45 Horas

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

To acquire an ability for analysis, synthesis, assessment and critical reasoning.

To communicate orally and in writing within different contexts, using technical language when the situation calls for it.

To develop the areas needed to promote teamwork, adapting to new situations, being tolerant, and developing ethical behavior and social commitment.

### General Skills

To acquire an ability for analysis, synthesis, assessment and critical reasoning.

To communicate orally and in writing within different contexts, using technical language when the situation calls for it.

To develop the areas needed to promote teamwork, adapting to new situations, being tolerant, and developing ethical behavior and social commitment.

### **Specific skills**

Know the concepts, institutions and legal relationships and their basis.

Identify the vocabulary specific to the legal, political, economic and philosophical fields.

Apply ethical principles and values in personal and professional life.

Use the computer network (Internet) to obtain information and communicate data.

To show a critical conscience in the analysis of the legal system, being able to identify the appropriateness of the norm to the ideal of Justice.

Reflect on their own learning with a self-critical sense, identifying aspects of improvement based on quality and excellence criteria.

Read and interpret legal texts.

Show sensitivity to fundamental human rights.

Seek justice and equity in all situations in which it intervenes.

### **LEARNING RESULTS**

That the student knows the basis and operation of the distribution of competencies between the EU and the Member States and the role of community institutions.

That the student knows how to critically assess the evolution of the European integration process.

That the student identifies the appropriate procedural channels to assert the rights recognized by the community system, including fundamental rights, and the role of the national judge when acting as a community judge.

It obtains and selects information in relation to the conceptual contents of the subject using traditional bibliographic searches and the use of web pages for access to community legislation and jurisprudence.

That the student has the necessary tools to be able to resolve real cases of conflict between the rules of the community legal system and the rules of the internal systems.

Be committed to human rights and to the social and democratic State of law.

Develop dynamic functional knowledge beyond theorizing and memorizing pedagogy.

Capacity to dialogue and debate from a legal perspective, understanding the different points of view and articulating them, in order to propose a reasonable solution.

To seek justice and equity in all the situations in which it intervenes.

## LEARNING APPRAISAL SYSTEM

1. EVALUATION CRITERIA. For students taking the subject for the first time, the system is face-to-face. The weighting of the different tests in the final evaluation will be as follows:

1.1. The primary system of general evaluation requires compulsory student participation in continuous evaluation.

1.2. The weighting of the different tests in the final evaluation will be: exam in ordinary call (60%) + continuous evaluation (40%)

1.3. A minimum of 5/10 is required in the final exam for this grade to average with the rest.

1.4. In an extraordinary call, the exam will constitute 70% of the grade and the remaining 30% will be calculated according to the papers submitted during the course.

1.5. The Honor Registration is a recognition of excellence. It is awarded only to students who are significantly different from the rest of their classmates, and not only because of the grades obtained in the subject. The decision to grant Honorary Enrollment is up to the teacher. If there is more than one candidate applying for it, an additional test may be requested or the decision submitted to an academic court.

1.6. Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations.

1.7. All tests susceptible to evaluation will be subject to the provisions of the UFV Evaluation Regulations.

1.8. As for the partial exams that may be proposed to release material before the final exam, they can only be taken if the student is up to date with the continuous evaluation or, where appropriate, with the alternative system proposed for students with an academic exemption and for students who are studying ERASMUS outside of Spain. Where appropriate, the weighting of these exams will be indicated on the final grade as well as the minimum grade for them to weigh.

1.9. The use of mobile phones in the classroom will not be allowed. Three wake-up calls to the same student in this regard will result in the expulsion from the classroom and the subsequent opening of the file.

1.10. Academic waivers or exemption from class attendance for other reasons approved by the career coordinator must be properly communicated to the teacher in the first 30 years of the course.

### 2. ALTERNATIVE EVALUATION SYSTEM

2.1. The alternative evaluation system applies to students with an academic exemption (and who have communicated this to the teacher) and to students who are studying ERASMUS.

2.2 The academic exemption is granted by the Career Management.

2.3. In the case of students who repeat the subject and are exempt from attending class, they must inform the teacher accordingly.

2.4. The exemption consists of taking advantage of the alternative evaluation method that will be established by the teacher of the subject, the same being the same for all students who take advantage of this evaluation system.

2.5 By taking advantage of the evaluation system, these students accept that they are responsible for keeping the subject and the qualification tests up to date, excluding any responsibility/obligation of the teacher in this regard.

2.6. The delivery dates of the tasks will be pre-established and late submissions will not be accepted.

2.7. The exam will constitute 70% of the grade and the remaining 30% will be calculated according to the papers presented during the course.

## ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

- a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
- b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
- c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website([https://www.ufv.es/gestion-de-la-informacion\\_biblioteca/](https://www.ufv.es/gestion-de-la-informacion_biblioteca/)).
- d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

Concepción Escobar Hernández (ed.); Nila Torres Ugena... [et al.]. Institutions of the European Union/3rd ed. Valencia:Tirant lo Blanch, 2020.

Araceli Mangas Martín, Diego J. Liñán Noguerras. Institutions and law of the European Union/ 8th ed. Madrid:Tecnos, 2014.

### Additional

Carlos Fernández de Casadevante Romani (coord.); F. Jesús Carrera Hernández, Julia Ruiloba Alvariño, Vicente Garrido Rebolledo. Basic notions of European Union law/2nd ed. Madrid:Ramón Areces, 2015.