# UFV
# Teaching guide

## IDENTIFICATION DETAILS

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| Degree: | Law |

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| Field of Knowledge: | Social and Legal Sciences |

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| Faculty/School: | Law, Business and Government |

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| Course: | INTERNATIONAL RELATIONS AND ORGANISATIONS |

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| Type: | Optional | ECTS credits: | 3 |

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| Year: | 4 | Code: | 7270 |

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| Teaching period: | Eighth semester |

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| Subject: | International and Community Law |

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| Module: | Public Law |

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| Teaching type: | Classroom-based |

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| Language: | Spanish |

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| Total number of student study hours: | 75 |

## SUBJECT DESCRIPTION

The purpose of this course is to study the functioning and structure of international society. This requires an introduction to International Relations and its main theories and an analysis of the evolution of today's international society. The main international actors are studied: the State (with an analysis of foreign policy), international organizations (delving into the United Nations Organization, regional organizations and international economic organizations) and other actors in international relations. The interactions between these international actors are also studied.

## GOAL

The objective of this course is for students to understand the importance of interaction between different international actors in the definition of politics and regulations at the domestic level.

## PRIOR KNOWLEDGE

To properly assimilate this subject, it is recommended to have successfully studied "Public International Law", in the second year.
It is recommended to be able to read in English, as almost all up-to-date information is available in English.

## COURSE SYLLABUS

1. The Science of International Relations.

2. Historical evolution of the International Society.

3. International Actors.

4. The State: Foreign Policy

5. International Organizations: general concepts

6. The United Nations Organization.

7. Regional international organizations

8. International economic organizations

9. Other actors

10. International conflicts

11. Cooperation and integration relations

## EDUCATION ACTIVITIES

The methodology includes various teaching-learning activities, both face-to-face and independent work by the student. All are aimed at achieving the competencies and learning outcomes described in this guide.

In-person activities:

- Participatory expository class: class commentary on the contents of each topic, which will have been prepared in advance by the students, before the face-to-face session in which they take place.
- Tutoring
- Round tables or seminars
- Debates/ discussions: on current issues related to the subject
- Conducting evaluation tests

Self-employment activities

- Theoretical study and preparation of the indicated readings.
- Text comments (press articles, case law...)
- Virtual work on the network (exercises, quizzes, forums and chats...)
- Research paper

# 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 be familiar with the substantive content of legal disciplines and all supplementary fields.

To research, manage sources and handle information.

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

To learn independently.

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

### General Skills

To be familiar with the substantive content of legal disciplines and all supplementary fields.

To research, manage sources and handle information.

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

To learn independently.

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

**Specific skills**

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

Manage the legal sources (legal, jurisprudential and doctrinal) applicable to the case study.

Develop habits of rigorous thinking, exercising the capacity for analysis and synthesis.

Write legal texts and other documents of university interest, with clarity, precision and a correct use of legal terminology.

## LEARNING RESULTS

Learn about the main actors in the international community and the structure of the international system

Reasonably analyze the most relevant international conflicts

Use correctly the legal and political language specific to international organizations and relations

Identify and analyze the texts and documents specific to the subject||Critically assesses the actions of the international organizations studied

Argue in a reasoned, coherent, rigorous and critical way in relation to the different contents of the subject.

## LEARNING APPRAISAL SYSTEM

A system of continuous evaluation is proposed, with different strategies and evaluation tests, aimed at observing the achievement of the proposed learning results.

 In the ORDINARY CALL, a system of continuous evaluation is proposed. The weighting of the different tests in the final evaluation will be as follows:

Evaluation test Percentage in the final grade

Works (research, press analysis, etc.) 30%
Participation (in class, in tutoring, debates, chats...) 20%

Final Exam 50%

ALTERNATIVE EVALUATION SYSTEM: those students who have an exemption from attendance, with prior authorization from the race, to be evaluated must:
- Submit the work assigned for this purpose before a date to be specified by the teacher: (30% of the final grade).
- Take the June official call exam (70% of the final grade).
The same system will apply to STUDENTS WHO APPLY FOR SECOND OR SUBSEQUENT CALLS (repeat students) as long as they do not follow the continuous evaluation system.

In the EXTRAORDINARY CALL, in addition to the written exam, the submission of case studies or comments will be required, with the deadline for submission being the day of the official exam. The grade of the subject would be calculated as follows: exam (70%), papers (30%).

Evaluation Criteria
- A minimum of 5/10 is required in the final exam for this grade to average with the rest of those obtained during the course
- Each evaluation test will indicate the penalty involved in delivering it after the deadline, when this is allowed.
- Spelling errors penalize the result of the test in which they are found: one point less for lack or for three points of accentuation.
- If plagiarism is detected in any work or evaluation test, the grade of the subject will be suspended, regardless of the average that results from the rest of the works or tests carried out.

PLAGIARISM/COPIED: 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.

# 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/).

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

BARBE, Esther. Global Change and Global Governance: The Interaction Between the European Union and International Institutions/Madrid:Tecnos,2012.