

**SUBJECT DETAILS**

Data on the subject	
Name	Initiation Course
Degree	Master in International and European Business Law
Year	2017-2018
Nature	Fall Semester
ECTS Credits	2
Department	Law
Area	Law

Data on the teaching staff	
Teaching staff	Almudena Gonzalez del Valle
e-mail	<a href="mailto:agvalle@comillas.edu">agvalle@comillas.edu</a>
Tutoring Schedule	Upon request

Data on the teaching staff	
Teaching staff	Adam Dubin
e-mail	ADubin@comillas.edu
Telephone	Ext 2852
Office	ED-234
Tutoring Schedule	Upon request from students

**SPECIFIC DATA ON THE SUBJECT**

Contribution of the degree to the professional profile
An understanding of EU Legal Affairs and research in order to give you a foundational basis for

understanding all subsequent content.

## COMPETENCES TO BE IMPROVED

<b>Generic Competences</b>
<b>Instrumental</b>
Synthesize and analyse complex information
<b>Interpersonal</b>
Work in groups
<b>Systemic</b>
Engage in debate and open discussion.
<b>Specific competences of the subject</b>
<b>Conceptual (knowing)</b>
<ul style="list-style-type: none"><li>• To identify, by means of a number of theoretical models, the factors underlying European integration as a process and, once these factors are determined, facilitate predictions of how integration is likely to proceed</li><li>• To define the EU as a legal and political entity and respond to the following questions: can the EU be assimilated to any of the traditional categories of actors operating in international relations? Is it, on the contrary, a particular legal and political 'animal', vested with a number of <i>sui generis</i> features?</li><li>• To trace the historical origins of the European unification process and follow up its landmark events up until present</li><li>• To discuss and debate the challenges and opportunities the EU is currently facing in its evolution towards further convergence and political integration</li></ul>

## THEMATIC AREA AND CONTENT

<b>PART I - Prof. Gonzalez de la Valle: "Introduction to EU legal affairs"</b>
<b>AREA 1: Theories and models explaining European Integration. The EU, an attempt of definition</b>
<b>Theme 1: Theorizing on European integration</b>
1.1. The meaning of integration. Reasons for integration 1.2. The peculiar rationale and dynamics of European integration. Overview of main theoretical models 1.3. Contesting the validity of traditional concepts and theories. Why is it so difficult to define the EU?
<b>Theme 2: Conceptualizing the EU – The EU as a peculiar legal entity</b>
2.1 The EU vis-à-vis the traditional legal actors in IRs: International Organisations and States

2.2 Attempting to define the EU: federation? Confederation? Association of States or else?  
 2.3 The EU as a peculiar legal entity. Fundamental features: legal personality, powers and competences, etc.

<b>AREA 2: Adam Dubin</b>
<b>Theme 1: Thesis Overview</b>
1.1 Thesis expectations: Research and writing
<b>Theme 2: Online Research</b>
2.1 Introduction to Online European Research Tools
<b>Theme 3: Trends in Legal Methodology</b>
3.1 Multi-disciplinary research 3.2 Introduction to Empirical Research
<b>Theme 4: Putting it all together</b>
4.4 Thesis research and outlining case study

<b>SUMMARY OF STUDENT WORK HOURS AREA 1</b>			
<b>Activity</b>	<b>Number of class hours</b>	<b>Number of independent study hours</b>	<b>Total number of hours</b>
Lecture	4	2	6
Practical class	2	1	3
Debate	2	0	2
In class presentation	2	2	4
Evaluation: exam review		10	10
<b>ECTS Credits:</b>	<b>1</b>		

SUMMARY OF STUDENT WORK HOURS AREA 2			
Activity	Number of contact hours	Number of independent study hours	Total number of hours
Lecture	2		
Practical class	8	35	
Debate			
In class presentation			
Individual work			
Work in collaboration			
Evaluation: one minute paper			
Evaluation: class test			
Evaluation: exam			
Evaluation: exam review			
Others			
<b>ECTS Credits:</b>	<b>10</b>	<b>35</b>	<b>45</b>

### GRADE EVALUATION AND CRITERIA

Evaluation Activities	Generic Competences	Indicators
Individual work & participation		Interest in the course, nature of questions posed, relevance and pe student's opinions and views
Debate		Logic and persuasiveness of the student's arguments, reactivenes students; opinions and ability to listen
Class presentation		Oral presentation skills, and clarity of statements and content presented
Evaluation: exam (final)		Degree of assimilation of course contents and capacity to present own a
Attendance		Presence

### GRADE EVALUATION AND CRITERIA AREA 1

Evaluation Activities	Generic Competences	Indicators	Evaluation Weighting
Individual work & participation		Interest in the course, nature of questions posed, relevance and pertinence of student's opinions and views	10%
Debate		Logic and persuasiveness of the student's arguments, reactivity to other students; opinions and ability to listen	15%
Class presentation		Oral presentation skills, and clarity of statements and content presented	15%
Evaluation: exam (final)		Degree of assimilation of course contents and capacity to present own analysis	50%
Attendance		Presence	10%

### GRADE EVALUATION AND CRITERIA AREA 2

Evaluation Activities	Generic Competences	Indicators	Evaluation Weighting
Individual work	A series of research short exercises.	Reflects classroom discussion, readings and notes.	40%
Work in collaboration			
Debate			
Class presentation			
Evaluation: one minute paper			
Attendance			10%
Evaluation: exam	Development of a thesis outline	Incorporates methodological research tools discussed in class.	50%

