



FICHA TÉCNICA DE LA ASIGNATURA

Datos de la asignatura	
Nombre completo	Derecho del comercio internacional: la OMC
Código	E000003895
Título	Máster Universitario en Asuntos Internacionales: Economía, Política y Derecho por la Universidad Pontificia Comillas
Impartido en	Máster Universitario en Asuntos Internacionales: Economía, Política y Derecho [Primer Curso]
Nivel	Postgrado Oficial Master
Cuatrimestre	Semestral
Créditos	4,0 ECTS
Carácter	Optativa
Responsable	Profª Dra. Ildiko Szegedy Maszák
Horario de tutorías	Mayo 8 al 24 días hábiles 15:00-16:00. Resto semestre con cita previa por facetime.
Descriptor	Discute las tendencias actuales de las políticas comerciales internacionales del sistema multilateral de comercio desarrolladas en la OMC, Tratados de Libre Comercio y Tratados de Protección de Inversión Extranjera. Estudia la regulación del CI. a través del análisis de las cadenas globales de producción, relacionando comercio de bienes y servicios con inversión extranjera y propiedad intelectual. Como contrapunto de la liberalización de flujo de bienes, servicios y capital, analiza las tendencias proteccionistas de las políticas económicas nacionales recientes y cómo afecta al sistema de CI. Se estudia en profundidad la actual Guerra Comercial para analizarla en su contexto de re-estructuración geopolítica entre los 3 centros regionales de Europa, USA y China, y para poder proponer cambios en la regulación de comercio internacional actual, se enfoca la contradicción entre un sistema regulatorio basado en la economía de mercado en un mundo donde cada día crece más la distorsión de los

Datos del profesorado	
Profesor	
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DATOS ESPECÍFICOS DE LA ASIGNATURA

Contextualización de la asignatura
Aportación al perfil profesional de la titulación
Se espera que los estudiantes: <ul style="list-style-type: none">• adquieran conocimiento detallado sobre los temas regulatorios claves del sistema de comercio internacional;• tengan una buena comprensión de los debates económicos y políticos relacionados con el comercio internacional;• discutan críticamente la regulación del comercio internacional y propongan sus eventuales modificaciones;• utilicen datos de comercio internacional para describir sectores económicos;• analicen casos de la OMC para deducir regulación;



- resuelven casos hipotéticos de comercio internacional y presenten argumentos jurídicos en ejercicio de corte simulado de la OMC;
- tengan una sólida comprensión de la estructura y funcionamiento de los acuerdos de cooperación económica de última generación;
- desarrollen habilidades para analizar consideraciones económicas, políticas y sociales relacionadas con los acuerdos de cooperación económica de última generación;
- tengan una visión crítica sobre la amplia gama de temas normativos implicados en la Guerra Comercial actual;
- tomen y representen posiciones preestablecidas en simulación de debates regulatorios de comercio internacional;
- hagan proyecciones sobre el futuro del sistema de comercio internacional.

Prerequisitos

No existen formalmente requisitos previos

Competencias - Objetivos

Competencias

GENERALES

CGI03	Capacidad de resolución de problemas y toma de decisiones en un contexto internacional	
	RA1	Comprensión adecuada de los problemas planteados, identificando las cuestiones jurídicas y/o políticas sustanciales frente a las marginales, así como la secuencia que debe seguirse para su resolución.
	RA2	Utilización correcta de los conocimientos teóricos adquiridos para la resolución de los problemas o casos prácticos planteando, en su caso, diversas alternativas suficientemente razonadas y argumentadas desde los ámbitos político y jurídico.
CGI04	Capacidad de gestión de la información de fuentes diversas que integran el ámbito internacional	
	RA1	Capacidad para tratar la información: búsqueda y selección de la información necesaria, estableciendo conexiones e interrelaciones entre datos distintos.
	RA1	Conocimiento y manejo de distintos medios y fuentes para la obtención de la información: textos y manuales especializados, Internet, bases de datos, etc.
CGI06	Capacidad de comunicación oral y escrita en una segunda lengua	
	RA1	Comprensión de los textos escritos especializados en inglés
	RA2	Capacidad para redactar informes políticos y jurídicos en inglés.
	RA3	Capacidad para expresarse correctamente en esa lengua, utilizando un vocabulario preciso y adecuado al realizar presentaciones orales o participando en debates.
CGP10	Capacidad de liderazgo y trabajo en equipo multicultural	



	RA1	Capacidad de liderazgo y trabajo en equipo multicultural.
	RA2	Capacidad para valorar el trabajo propio y las aportaciones de los demás; realizar propuestas para el reparto del trabajo que optimice las capacidades de cada uno de los miembros del grupo.
	RA3	Respeto hacia las opiniones ajenas y búsqueda de fórmulas para la negociación y la obtención de una solución satisfactoria
CGP11	Reconocimiento y respeto a la diversidad y multiculturalidad	
	RA1	Capacidad para valorar la multiculturalidad en distintos ámbitos como un elemento enriquecedor para la sociedad e imprescindible para las relaciones internacionales.
	RA2	Conocimiento y respeto hacia otros contextos culturales, tomando conciencia de las implicaciones que ello puede tener en el ámbito de las relaciones políticas y en aplicación de las normas jurídicas y la resolución de controversias.
CGP12	Capacidad crítica y autocrítica en un entorno con múltiples variables	
	RA1	Capacidad de identificar, acotar y definir problemas reales de forma lógica y situarlos y estudiarlos de acuerdo a un marco analítico adecuado
	RA2	Capacidad de valorar críticamente los distintos enfoques y teorías y reflexionar de manera personal e independiente sobre diversos problemas.
CGS14	Capacidad para aprender y trabajar de forma autónoma	
	RA1	Capacidad de lectura y comprensión crítica de la bibliografía de referencia.
	RA2	Capacidad y destreza para llevar a cabo una investigación independiente.
CGS15	Capacidad de adaptación al cambio que caracteriza un entorno profesional internacional	
	RA1	Capacidad para aplicar los conocimientos adquiridos a otras realidades.
	RA2	Valorar los cambios como un aspecto positivo y aprender a gestionar los mismos.
ESPECÍFICAS		
CEO08	Conocer en profundidad y comprender de manera avanzada el actual marco regulador del comercio internacional en el contexto de la Organización Mundial del Comercio	
	RA1	Comprender el actual marco regulador del comercio internacional, en el contexto que forman la Organización Mundial del Comercio y los Tratados que la integran (GATT, GATS, TRIPS, etc.).
	RA2	Analizar cuestiones relativas a la legalidad de los obstáculos al libre comercio de mercancías, servicios e inversiones; a la creación de medidas de defensa comercial (derechos anti-dumping y anti-subsidios); al arreglo pacífico de controversias en el marco de los paneles de la OMC o a la compatibilidad de las Organizaciones Internacionales regionales de integración económica con las reglas de la OMC.

BLOQUES TEMÁTICOS Y CONTENIDOS

Contenidos – Bloques Temáticos

MODULO I. CLASES 1-5

TRADE WAR

CLASE 1 - Battle on Steel and Aluminum and the Trade War Phase One Deal

CLASE 2 - Battle on Solar Panels, Innovation and Green Energy

CLASE 3 - Battle on Intellectual Property Rights

CLASE 4 - Trade War is a Tech War

CLASE 5 - Foreign Direct Investment debates with China

By the end of MODULE 1, students will be able to:

1. Distinguish between five different battles of the Trade War.
2. Discuss the Trade War as Tech War.
3. Identify trade related issues of global energy transition.
4. Distinguish different interests of the European Union, the United States and China in the Tech War.
5. Identify intellectual property and foreign direct investment related conflicts of the Trade War.
6. Discuss current positions of the European Union and the United States on Chinese investment.
7. Debate the phase one agreement between the United States and China.
8. Describe current levels of trade liberalization achieved in the World Trade Organization.
9. Analyze diverse economic and political interests influencing pro and contra trade liberalization through the multilateral trading system.
10. Distinguish between two principles of trade liberalization: most-favored nation and national treatment.
11. Contrast general exceptions with security exceptions.
12. Debate the practice of the United States using security exceptions in the Trade War.
13. Compare advantages and disadvantages of current safeguards regulation in the World Trade Organization.
14. Assess the application of safeguards regulation in the Trade War.
15. Discuss the current United States practice in applying anti-dumping and countervailing measures.
16. Predict possible trade related implications of post COVID-19 national economic policies in European Union, United States and China.
17. Analyze trade sanctions applied in relation with Russian invasion of Ukraine and predict geopolitical implications.
18. Compare institutions and dispute resolution mechanisms of the World Trade Organization.
19. Recommend changes in the institutions and dispute resolution mechanism of the World Trade Organization.
20. Assess current debate on conflict resolution mechanisms in foreign direct investment.

MODULO 2 CLASES 6-10

CONTEMPORARY TRADE AGREEMENTS

CLASE 6 – ChAFTA

CLASE 7 – CPTPP

CLASE 8 – USMCA

CLASE 9 - CETA

CLASE 10 – Innovation Project

By the end of MODULE 2, students will be able to:

1. Categorize contemporary trade agreements.
2. Analyze and discuss key problem areas of the China–Australia Free Trade Agreement (ChAFTA).
3. Analyze and discuss key problem areas of the Comprehensive and Progressive Agreement for Trans-Pacific Partnership (CPTPP).
4. Analyze and discuss key problem areas of the United States-Mexico-Canada Agreement (USMCA).
5. Analyze and discuss key problem areas of the Canada-European Union Comprehensive Economic and Trade Agreement (CETA).
6. Assess levels of trade liberalization achieved through contemporary trade agreements.
7. Contrast levels of trade liberalization in the World Trade Organization with contemporary trade agreements.
8. Discuss current interests of the European Union, United States and China related to contemporary trade agreements.
9. Analyze international trade regulation of agricultural products.
10. Analyze interests of the United States in negotiating protection of intellectual property rights in trade agreements.
11. Discuss current positions of the European Union and the United States on opening the public procurement market for foreign participants.
12. Contrast regulation of cross-border trade in services with regulation of investment in contemporary trade agreements.
13. Debate advantages and disadvantages of negative lists and ratchet clauses, especially related to public services.
14. Analyze advantages and disadvantages of regulatory cooperation in contemporary trade agreements.
15. Analyze regulation of trade and environment in contemporary trade agreements.
16. Analyze regulation of trade and labor in contemporary trade agreements.

BIBLIOGRAFÍA Y RECURSOS

Bibliografía Básica

CLASE 1

- [Chad P. Bown: The 2018 US-China Trade Conflict After 40 Years of Special Protection \(2019\)](#).
- [Chad P. Bown \(PIIE\): Trump's Steel and Aluminum Tariffs Are Counterproductive. Here Are 5 More Things You Need to Know \(2018\)](#).
- [William Alan Reinsch and Jack Caporal: The WTO's First Ruling on National Security: What Does It Mean for the United States? \(2019\)](#).

CLASE 2

- [Trade War WTO cases \(EU-Additional Duties, US-Steel and Aluminum\)](#).
- [Deloitte: 2022 renewable energy industry outlook. New avenues are opening \(2021\)](#).
- [Chad P. Bown: Russia's war on Ukraine: A sanctions timeline \(2022\) PIIE](#)
- [Joshua Kirschenbaum and Nicolas Véron: The EU should sanction Sberbank and other Russian banks as it ponders banning Russian oil and gas \(2022\) PIIE](#)

CLASE 3



- [Deloitte China: China Innovation Ecosystem Development Report 2019, Rising Innovation in China \(2020\)](#),
- [Minyuan Zhao: China's intellectual property rights policies: A strategic view, Journal of International Business Policy \(2020\)](#),
- [Chad P. Bown: Trump ended WTO dispute settlement. Trade remedies are needed to fix it. \(2022\) PIIE](#)
- [Chad P. Bown \(PIIE\): Unappreciated hazards of the US-China phase one deal \(2020\)](#),

CLASE 4

- [Revealed: Europe's 100 most promising start-ups tipped to be the next unicorns by VivaTech](#)
- [KPMG top 10 tech trends 2022](#)
- [White and Case: China Issued New Measures for Cybersecurity Review in 2022](#)
- [Chad P. Bown: How the United States marched the semiconductor industry into its trade war with China, PIIE, 2020](#)
- [Chad P. Bown: Transatlantic Cooperation on Critical Supply Chain Security \(2022\) PIIE](#)
- [China's Regulatory Plans for Technology Companies and the Platform Economy in 2022 \(China Briefing\)](#),

CLASE 5

- [Wilmer Hale: China's New Negative List for Foreign Direct Investment 2022](#)
- [Wiley: U.S. Senate and House of Representatives Agree on Final CFIUS Bill; Likely Passage This August \(2018\)](#),
- [François Godement: Wins and Losses in the EU-China Investment Agreement \(CAI\) POLICY PAPER - JANUARY 2021](#)
- [Viktor Meczner and Nikola M. Noršić: The Belt and Road Initiative: China's Imperialist Project? \(2021\)](#),
- [SCMP: Explainer Will China's investment in Russia's Far East help an increasingly isolated Moscow? \(2022\)](#),
- [Radio Free Europe: Moscow's Ukraine War Could Make Chinese Investment In Russia's Bashkortostan Disappear \(2022\)](#),

CLASE 6

- [China's trade sanctions on Australian agriculture force farmers to find new markets](#)
- [Great expectations: The unraveling of the Australia-China relationship](#)
- [China-Australia Slump Continues to Deepen](#)
- [China tariff on Australia's barley reshapes global trade](#)

CLASE 7

- [Piergiuseppe Pusccheddu: Assessing Access to Medicines in Preferential Trade Agreements: From the Trans-Pacific Partnership to the Comprehensive and Progressive Agreement for Trans-Pacific Partnership, IIC \(2018\)](#),
- [Willemyns, Ines, Disciplines on State-Owned Enterprises in TPP: Have Expectations Been Met?, Leuven Centre for Global Governance Studies and Institute for International Law Working Paper No. 168 \(2016\), pp. 1-26](#)

CLASE 8

- [David. A. Gantz: The United States-Mexico-Canada Agreement: Tariffs, Customs, and Rules of Origin \(RICE University Baker Institute REPORT \(02.21.19\) \(2019\)](#),
- [David. A. Gantz: The USMCA: Carryover Provisions from NAFTA \(RICE University Baker Institute REPORT \(03.18.20\) \(2020\)](#),
- [David. A. Gantz: The U.S.-Mexico-Canada Agreement: Labor Rights and Environmental Protection \(RICE University Baker Institute REPORT \(06.13.19\) \(2020\)](#),
- [Mary E. Lovely and Jeffrey J. Schott \(PIIE\): The USMCA: New, Modestly Improved, but Still Costly \(2019\)](#),

CLASE 9

- [Making Sense of CETA: CHAPTER 4 – Trade in Services \(by PowerShift e.V. and CCPA\) \(2016\) pp 29-34.](#)
- [Making Sense of CETA: CHAPTER 3 - Public Services under Threat \(by Roeline Knottnerus, Transnational Institute with Scott Sinclair, CCPA\) \(2016\) pp 25-28.](#)
- [Making Sense of CETA: CHAPTER 1 - Investment protection and dispute settlement in CETA PowerShift e. V. and Canadian Centre](#)



[for Policy Alternatives \(CCPA\), \(2016\), pp 13-21.](#)

- [Making Sense of CETA: CHAPTER 5 - Limiting how and what government regulates; CHAPTER 6 - More cooperation for less regulation \(Max Bank, LobbyControl with Ronan O' Brien and Lora Verheecke, Corporate Europe Observatory\), \(2016\), pp 35-44.](#)

CLASE 10

No hay lecturas

Bibliografía Complementaria

CLASE 1

[Professor Ildikó Szegedy-Maszák's power point presentations:](#)

- WTO system
- FromGATTtoWTO
- WTO structure and functioning
- WTO dispute settlement
- MFN
- National treatment
- General and security exceptions
- Trade War Tech (slides 47-62)
- [Tetyana Payosova, Gary Clyde Hufbauer, and Jeffrey J. Schott: The Dispute Settlement Crisis in the World Trade Organization: Causes and Cures \(2018\)](#)
- [Excerpts by Ildikó Szegedy-Maszák from The Law and Policy of the World Trade Organization of Bossche, Peter Van den; Zdouc, Werner 2017 Edition](#)
- [Sections I., II., III., XX., XXI. of GATT](#)
- [Department of Commerce - Fact Sheet: Section 232 Investigations: The Effect of Imports on the National Security](#)

CLASE 2

- [Professor Ildikó Szegedy-Maszák's power point presentations:](#)
 - Safeguards
 - Antidumping
 - Subsidies
 - US Import Relief Regulation
 - Trade War Tech (slides 41-46, 63-79)
- [WTO Cases:](#)
- DS562 - United States — Safeguard Measure on Imports of Crystalline Silicon Photovoltaic Products
- DS603 - Australia — Anti-Dumping and Countervailing Duty Measures on Certain Products from China
- [Sections VI., XVI., XIX. of GATT](#)
- [EU and US end Airbus-Boeing trade dispute after 17 years](#)
- [Excerpts by Ildikó Szegedy-Maszák from The Law and Policy of the World Trade Organization of Bossche, Peter Van den; Zdouc, Werner 2017 Edition](#)
- [USITC: Understanding Antidumping & Countervailing Duty Investigations, Antidumping and Countervailing Duty Laws Under the Tariff Act of 1930](#)

CLASE 3



- [Chad P. Bown and Melina Kolb: Trump's Trade War Timeline: An Up-to-Date Guide \(2022\)](#).
- [Chad P. Bown and Soumaya Keynes: Why did Trump end the WTO's Appellate Body? Tariffs. \(PIIE\) \(2020\)](#).

CLASE 4

- [FUN READINGS for our Trade War Tech War Class – selected by Ildikó Szegedy-Maszák](#)
- [Tech Readings from Bloomberg – selected by Ildikó Szegedy-Maszák](#)

CLASE 5

- [Excerpts by Ildikó Szegedy-Maszák from The Law and Policy of the World Trade Organization of Bossche, Peter Van den; Zdouc, Werner 2017 Edition](#)
- [Excerpts by Ildikó Szegedy-Maszák from Chauffour, Jean-Pierre; Maur, Jean-Christophe. 2011. Preferential Trade Agreement Policies for Development : A Handbook. World Bank](#)

CLASE 6

- [Christopher F. Corr, Francisco de Rosenzweig, William Moran, Samuel David Scoles, and Matt Solomon: The CPTPP Enters into Force: What Does it Mean for Global Trade? \(2019\)](#).

CLASE 7

- [Sections 13.1-13.21, 28.1-28.20 of USMCA – Public procurement, Regulatory cooperation](#)
- [Jean Heilman Grier: China's New GPA Offer: Enhances Accession Prospects \(2019\)](#).
- [Jean Heilman Grier: Biden Administration Revises "Buy American" Rules \(2022\)](#).

CLASE 8

- [Sections 23.1-23.17, 24.1-24.32 of USMCA – Labour and Environment](#)
- [Excerpts by Ildikó Szegedy-Maszák from Chauffour, Jean-Pierre; Maur, Jean-Christophe. 2011. Preferential Trade Agreement Policies for Development : A Handbook. World Bank](#)
- [Making Sense of CETA: CHAPTER 9 - Free trade or climate protection? Energy and climate-policy related threats posed by CETA, CHAPTER 10 Labour Rights \(2016\), pp 57-68.](#)
- [Congressional Research Service: The United States-Mexico-Canada Agreement \(USMCA\) \(2020\)](#).

CLASE 9

- [Panagiotis Delimatsis: The Evolution of the EU External Trade Policy in Services – CETA, TTIP, and TiSA after Brexit, Journal of International Economic Law, 2017, 20, 583–625](#)

CLASE 10

No hay lecturas

METODOLOGÍA DOCENTE

Aspectos metodológicos generales de la asignatura

Los temas se desarrollan en clase como resultado de conversaciones continuas con los estudiantes, estas discusiones se fundamentan en lecturas y ejercicios previamente asignados. Las clases son prácticas y se basan en casos. Las tendencias actuales se analizan también utilizando datos estadísticos sectoriales.

Metodología Presencial: Actividades



CLASE 1

Trade War WTO case analysis - in Session 1 in your Work Group please prepare and upload to Moodle a keyword based one-page document. Please discuss your findings during Session.

CLASE 2

Green energy pro-con checklist – in Session 2 in your Work Group please prepare and upload to Moodle a keyword based one-page document. Please discuss your findings during Session.

CLASE 3

Chinese Intellectual Property client advice: Your client is requesting your opinion how Chinese Regulation protect Intellectual Property - in Session 3 in your Work Group please prepare and upload to Moodle a keyword based one-page document. Please discuss your findings during Session.

CLASE 4

Tech War jigsaw – in Session 4 in your Work Group please prepare and upload to Moodle a keyword based one-page document. Please discuss your findings during Session.

CLASE 5

US-China FDI hypothetical case analysis - in Session 5 in your Work Group please prepare and upload to Moodle a keyword based one-page document. Please discuss your findings during Session.

Your client is NANOBI, a US company building nanostructures using bio principles from synthetic biology. NANOBI cooperates with Foundry at the Broad Institute of MIT and Harvard. NANOBI is protecting its inventions through patent (registered in the US) and industrial secret. NANOBI would like to enter into the Chinese market of personalized medicines and cell therapies. XFNANO, Nanjing based company offered to establish a joint-venture with NANOBI in Shanghai. The deal includes that XFNANO becomes 30% owner of NANOBI appointing one of the five NANOBI board members in the US. NANOBI has concerns about the convenience of the deal because of potential legal risks present in China and in the US. NANOBI is seeking out to your advice, what to be aware of when revising XFNANO's offer.

CLASE 6

ChAFTA GROUP 1 - Bilateral trade liberalization of agricultural products, vital Australian interests jigsaw – in Session 6 in your Work Group please revise essays, prepare and upload to Moodle a keyword based one-page document. Please discuss your findings during Session.

ChAFTA GROUP 2 - Australia-China COVID-19 trade disputes, can undermine trade relations? Jigsaw - in Session 6 in your Work Group please revise essays, prepare and upload to Moodle a keyword based one-page document. Please discuss your findings during Session.

CLASE 7

CPTPP GROUP 1 - Patents, bio-medications – huge debate – what if US returns to treaty? jigsaw – in Session 7 in your Work Group please revise essays, prepare and upload to Moodle a keyword based one-page document. Please discuss your findings during Session.

CPTPP GROUP 2 - State owned enterprises and subsidies – a warning to China; limited steps towards a more comprehensive multiparty approach? jigsaw – in Session 7 in your Work Group please revise essays, prepare and upload to Moodle a keyword based one-page document. Please discuss your findings during Session.

CLASE 8

USMCA GROUP 1 – Made in America, is liberalization of international public procurement under danger in USMCA? jigsaw - in Session 8 in your Work Group please revise essays, prepare and upload to Moodle a keyword based one-page document. Please discuss your findings during Session.

USMCA GROUP 2 – Progressive environmental and labor regulation, still not sufficient? jigsaw - in Session 8 in your Work Group please



revise essays, prepare and upload to Moodle a keyword based one-page document. Please discuss your findings during Session.

CLASE 9

CETA GROUP 1 - Public services are in danger of privatization; the State is losing influence as a result of trade liberalization? jigsaw - in Session 9 in your Work Group please revise essays, prepare and upload to Moodle a keyword based one-page document. Please discuss your findings during Session.

CETA GROUP 2 - Regulatory cooperation in services and product quality rules; the EU is diminishing requirements to trade? jigsaw – in Session 7 in your Work Group please revise essays, prepare and upload to Moodle a keyword based one-page document. Please discuss your findings during Session.

Metodología No presencial: Actividades

ESSAY 1

For CLASS 2 - Please prepare a 500-word essay on the following essay topic:

The future is Green Energy, the Green Revolution. China is also leading world green technology development. Nevertheless, China is also financing polluting facilities through the Road and Belt initiative. Who is winning the leadership in climate matters US or EU or China? The war in Ukraine creates incentives as well as disincentives. The Green Revolution is really happening, or it is just another hefty political discourse?

ESSAY 2

For CLASS 4 - Please prepare a 500-word essay on the following essay topic:

The Trade War is in the end a Tech War. US and EU are lagging behind China in major high-tech developments. China is not only the factory of the world, but also a high-tech development hub. Post COVID reconstruction is based on technology. On the other hand, technology (5G, AI, semiconductors, nano, quantum etc) also raises security issues. US, EU and China are becoming more and more protectionist in these sectors.

Suggestions fo essays 1-2

It is individual work and must be completed and uploaded in Moodle. The explanations and questions raised above are to give you core ideas. Please focus your attention on one specific issue. Please be precise but also express your own opinion. Please use APA to cite at least two sources (articles, news pieces). The designated Obligatory readings are a good start. Please, always go deeper through your additional research.

ESSAY 3

For CLASS 6 - Please prepare a 500-word essay on your assigned essay topic, as per your essay team:

ESSAY TEAM 1 - ChAFTA- Bilateral trade liberalization of agricultural products, vital Australian interests

ESSAY TEAM 2 - ChAFTA - Australia-China COVID-19 trade disputes, can undermine trade relations?

ESSAY 4

For CLASS 7 - Please prepare a 500-word essay on your assigned essay topic, as per your essay team:

ESSAY TEAM 1 – CPTPP - Patents, bio-medications – huge debate – what if US returns to treaty?

ESSAY TEAM 2 – CPTPP - State owned enterprises and subsidies – a warning to China; limited steps towards a more comprehensive multiparty approach?

ESSAY 5



For CLASS 8 - Please prepare a 500-word essay on your assigned essay topic, as per your essay team:

ESSAY TEAM 1 – USMCA – Made in America, is liberalization of international public procurement under danger in USMCA?

ESSAY TEAM 2 – USMCA – Progressive environmental and labor regulation, still not sufficient?

ESSAY 6

For CLASS 9 - Please prepare a 500-word essay on your assigned essay topic, as per your essay team:

ESSAY TEAM 1 – CETA - Public services are in danger of privatization; the State is losing influence as a result of trade liberalization?

ESSAY TEAM 2 – CETA - Regulatory cooperation in services and product quality rules; the EU is diminishing requirements to trade?

Suggestions for essays 3-6

It is individual work and must be completed and uploaded in Moodle. The topics suggested above are to guide your work. Please focus your attention on one specific issue. WHILE PREPARING YOUR SHORT ESSAY, PLEASE WORK WITH YOUR ESSAY TEAM TO DECIDE WHO IS FOCUSING ON WHICH PARTICULAR ISSUE TO COMPLEMENT ONE ANOTHER'S WORK. Please be precise but also express your own opinion. Please use APA to cite at least two sources (articles, news pieces). The designated Obligatory readings are a good start. Please, always go deeper through your additional research.

PROYECTO DE INNOVACIÓN (30%)

Overview

The goal of this project is to put into practice all what we learnt during our Course. We are looking forward to generating a space for a dynamic group work where you can dream, create, test your ideas thus be innovative. You are requested through our hypothetical investment case to present a business idea and win the USD 100 millions offered by our hypothetical investor Mrs Goodwill. Mrs Goodwill has clear ideas what she prefers and what not. She asks for various elements discussed during our course to be present in your proposal: 1) direct investment in Canada from the US (taking advantage of USMCA); 2) cross-border services in Spain from Canada using Canadian investment (taking advantage of CETA); 3) IPRs (taking advantage of USMCA and CETA protection); 4) public procurement in Spain (taking advantage of CETA); 5) corporate social responsibility (being green and labor friendly). Innovation is aiming to resolve through new ideas a necessity / problem detected. Therefore, we are looking for a business idea. Please use public information available regarding US, Canadian and Spanish markets. The key is the idea and its legal viability. You do not need to prove financial viability.

Innovation Project Checklist

1. Set up your two Project Teams.
2. Start designing your innovation project in your Project Teams working towards your Innovation Project Portfolio in Session 9.
3. Present your Innovation Project Portfolio to your fellow students and professor in Session 10. Each Project Team has 30 minutes to present.
4. Make suggestions on the innovation project of the other Project Teams in Session 10. We will dedicate 20 minutes to discuss each Innovation Project Portfolio.
5. Handle in through Moodle your Innovation Project Portfolio (one per Project Team).

Hypothetical Investment Case

Mrs. Goodwill is a venture capitalist. She decided to invest USD 100 millions in the most innovative new project on the market. Mrs. Goodwill is looking for a US company interested in investing in Canada and also operating in Spain. She would like to take advantage of USMCA and CETA provisions. Mrs. Goodwill would like the US company to directly invest in Canada. She wishes the US company to provide cross-border services in Spain using its Canadian investment. Mrs. Goodwill wants the winning project to show an important use of own IPRs. She thinks that the future is in intellectual property. Mrs. Goodwill considers that contracting with the state is a good business. She wishes the winning project to participate in public procurement in Spain. Finally, Mrs. Goodwill thinks that corporate social responsibility is a fundamental issue. The winning project must be green and labor friendly. BE PASSIONATE, DREAM BIG, HAVE FUN THIS IS TO BE CREATIVE. WHEN YOU ARE CREATIVE YOUR RESULT IS INNOVATIVE.

Innovation Project Portfolio

It is suggested designing your Innovation Project in four steps:

1. Draw up the core business of your US parent company;
2. Add foreign direct investment and cross-border services elements in Canada and Spain;
3. Add IPRs in Canada and Spain; and public procurement activities in Spain;
4. Double check that your companies are green and labor friendly.

The Innovation Project Portfolio is the central file through which you present your complete Innovation Project (one portfolio per Project Team). Please use bullets, drawings, images, videos etc – your portfolio should have an innovative presentation (power point, slides, prezi etc all welcome).

Please use the following Innovation Project Portfolio Checklist to make sure that you think of all major project elements:

1. Present the US parent company IT IS A REAL COMPANY YOU NEED TO IDENTIFY – name, logo, seat, history, activities, business profile - including sub-sector, production and / or services provided, presence in US and worldwide, e-commerce activities, organizational structure, office / factory / retail spaces, workforce etc.
2. Present sub-sector in Canada where investment is planned – detailed presentation of business reality, existing companies, justification of chosen sector.
3. Describe foreign direct investment to be made in Canada – please check out USMCA regulation.
4. Present company resulting from foreign direct investment in Canada IT IS YOUR IMAGINATIVE COMPANY - name, logo, seat, activities, business profile - including production and / or services to provide, e-commerce activities, organizational structure, office / factory / retail spaces required, workforce.
5. You can suggest establishing a new company, invest in an existing company (including to buy an existing company).
6. Describe cross-border services to be provided from Canada to Spain IT IS YOUR IMAGINATION – please describe existing Spanish sub-sector and check out CETA regulation.
7. Describe financing of your investment – Mrs. Goodwill's money plus your share plus other investors – bond issue, loans, venture capital etc.
8. IPRs and public procurement elements are also important:

- take advantage of your already existing IPR or buy / develop new one (please check out IPR protection clauses in USMCA and CETA);

- contract with the state in Spain through your Canadian investment IT IS YOUR IMAGINATION, please describe existing Spanish public procurement options and check out CETA regulation.

1. Your winning business is green and labor responsible.
2. Your communication strategy is fresh and crisp.
3. Present what you want to achieve with your business in three years.

RESUMEN HORAS DE TRABAJO DEL ALUMNO

HORAS PRESENCIALES			
Clases magistrales. Consistente en la exposición de los contenidos de la asignatura de forma clara y estructurada por parte del profesor. El objetivo principal de esta actividad es presentar e introducir a los alumnos en el contenido de los distintos bloques temáticos, de forma que puedan abordar el estudio de los mismos y desarrollar los trabajos propuestos.	Debates organizados: debates en los que los alumnos, agrupados en dos equipos, presentan puntos de vista diferentes sobre una cuestión y defienden su postura frente a los argumentos del contendiente a partir de la información preparada con anterioridad	Seminarios y talleres. Actividades planificadas para grupos reducidos de alumnos en las que se abordan y se estudian temas de interés práctico, en ocasiones a partir de un trabajo en grupo o bien tomando como punto de referencia la resolución de un caso práctico o el análisis de una sentencia propuesto por el profesor.	Exposición de trabajos. Consiste en la presentación ante el profesor y sus compañeros el trabajo desarrollado en torno a un tema previamente acordado o de un caso práctico propuesto por el profesor. Dicha presentación se puede presentar de forma individual o colectiva.



25.00	5.00	5.00	5.00
HORAS NO PRESENCIALES			
Sesión tutorial de supervisión del avance del estudiante en cualesquiera cometidos que le hayan sido encomendados dentro de la actividad académica.	Aprendizaje cooperativo: asignación de los alumnos a grupos y planteamiento de una tarea que requiere compartir la información y los recursos con vistas a alcanzar un objetivo común.	Trabajos monográficos de carácter práctico que estimulen la reflexión personal de los estudiantes.	
4.00	16.00	40.00	
CRÉDITOS ECTS: 4,0 (100,00 horas)			

EVALUACIÓN Y CRITERIOS DE CALIFICACIÓN

Actividades de evaluación	Criterios de evaluación	Peso																												
Resolución de casos prácticos: 9 actividades presenciales desarrolladas en grupos en las clases 1-9 para aplicar en la práctica los conceptos discutidos en cada clase. Estos trabajos en grupo incluyen análisis de casos de OMC, asesoramientos a clientes hipotéticos, análisis de casos de inversión, mapas y rompecabezas conceptuales.	Se evaluará el dominio de las competencias genéricas y específicas de la asignatura. Se tendrán en cuenta los siguientes criterios:																													
	<table border="1"> <thead> <tr> <th>Criteria</th> <th>Full Marks</th> <th>Partial Marks</th> <th>Partial Marks</th> <th>No Marks</th> <th>Total Criterial Points</th> <th></th> </tr> </thead> <tbody> <tr> <td>Content</td> <td>30 Points Students discuss possible advantages and disadvantages, as well as present proposal</td> <td>20 Points Students discuss possible advantages and disadvantages</td> <td>10 Points Students discuss possible advantages</td> <td>0 Points Students do not discuss possible advantages or disadvantages, neither present proposal</td> <td>30</td> <td>40 %</td> </tr> <tr> <td>Sources</td> <td>10 Points Students use 3 academic sources</td> <td>5 Points Students use 2 academic sources</td> <td>2 points Students use 1 academic source</td> <td>0 points Students do not use any academic sources</td> <td>10</td> <td></td> </tr> <tr> <td>Length</td> <td colspan="2">5 Points Document is one page in length</td> <td colspan="2">0 Points Document is not one page in length</td> <td>5</td> <td></td> </tr> </tbody> </table>	Criteria	Full Marks	Partial Marks	Partial Marks	No Marks	Total Criterial Points		Content	30 Points Students discuss possible advantages and disadvantages, as well as present proposal	20 Points Students discuss possible advantages and disadvantages	10 Points Students discuss possible advantages	0 Points Students do not discuss possible advantages or disadvantages, neither present proposal	30	40 %	Sources	10 Points Students use 3 academic sources	5 Points Students use 2 academic sources	2 points Students use 1 academic source	0 points Students do not use any academic sources	10		Length	5 Points Document is one page in length		0 Points Document is not one page in length		5		
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Length	5 Points Document is one page in length		0 Points Document is not one page in length		5																									



Total Points: 45

Prueba de evaluación final:

6 ensayos cortos de 500 palabras, que los alumnos desarrollarán de forma individual fuera del aula y discutirán en las clases asignadas. Los ensayos permiten analizar los problemas contemporáneos más agudos del sistema de comercio internacional y formular proyecciones. Tendrán un valor del 30% de la calificación.

Proyecto de Innovación: trabajo desarrollado en grupos fuera del aula. El primer borrador se presentará en la clase 9 a través de tutoría personalizada y el portafolio final se presentará y se discutirá en la clase 10. El proyecto de innovación permite sintetizar y

Se evaluará el dominio de las competencias genéricas y específicas de la asignatura.

Se tendrán en cuenta los siguientes criterios:

Criteria	Full Marks	Partial Marks	Partial Marks	No Marks	Total Criterial Points	
Content	230 Points Students draw up the core business of US parent company; add foreign direct investment and cross-border services elements in Canada and Spain; add IPRs in Canada and Spain, as well as public procurement activities in Spain; and check that companies are green and labor friendly	180 Points Students draw up the core business of US parent company; add foreign direct investment and cross-border services elements in Canada and Spain; add IPRs in Canada and Spain, as well as public procurement activities in Spain.	80 Points Students draw up the core business of US parent company	0 Points Students do not draw up the core business of US parent company; do not add foreign direct investment and cross-border services elements in Canada and Spain, or IPRs in Canada and Spain, or public procurement activities in Spain; do not check that companies are green and labor friendly	230	60 %
Sources	50 Points Students use 10 academic sources	30 Points Students use 7 academic sources	15 points Students use 5 academic sources	0 points Students do not use any academic sources	50	



poner en práctica la mayoría de los conceptos tratados durante el curso a través del diseño de un grupo empresarial con operaciones transnacionales. Tendrá un valor del 30% de la calificación.	Presentation	20 Points Students use texts, bullets, drawings, images, videos etc. – the portfolio has an innovative presentation	0 Points Students do not use texts, bullets, drawings, images, videos etc. – the portfolio does not have an innovative presentation	20	
	Total Points: 300				

Calificaciones

En cumplimiento de la normativa vigente en materia de **protección de datos de carácter personal**, le informamos y recordamos que puede consultar los aspectos relativos a privacidad y protección de datos [que ha aceptado en su matrícula](#) entrando en esta web y pulsando "descargar"

<https://servicios.upcomillas.es/sedelectronica/inicio.aspx?csv=02E4557CAA66F4A81663AD10CED66792>