

Latin American University of Science and Technology School of International Relations

Course name	International Public Law
Course code	07-1009
Credits	3
Entry requirements	N/A
Modality	Virtual
Nature	Theoretical-practical
Duration and frequency	Quarter, equal to fifteen class weeks
Schedule	Thursday, 6:30-9:30pm
Classroom/Lab	N/A
Instructor	Ana Mercedes Gallegos agallegosc005@ulacit.ed.cr
Administrative Instructions	This course requires an intensive use of the Internet and the electronic databases for research (EBSCO), which makes it necessary for students to have access to this tool from their home.

PURPOSE OF THE COURSE

The course helps the student to operate adequately international public law in order to counsel, research and decide on international relations affairs that allow promoting and strengthening world harmony, stability and peace. With the professor's guidance, students are capable of applying the concepts and regulatory framework that applies of International Public Law adequately as well as creatively through the weekly analysis of cases and their assessment in the log. In addition, through class discussion and case presentations, the students develop not only oral argumentative skills, but also the necessary skills to sustain and defend their points of view, all of this founded on course learning. In the same way, through the analysis of the final case, the students apply comprehensively the set of learning accumulated throughout the course, in this case, through a conflict situation between States. This is supplemented with the development and presentation of a video that explains in a novel, creative and technological modern manner the resolution of the final analysis case. This course allows the student to develop a comprehensive professional exercise of the discipline with sufficient foundations of the regulatory framework that regulates the relations between the various subjects of the international system, thus guaranteeing a more solid contribution to the harmonious, stable and peaceful development of international relations.

COMPETENCES

Traditional education is based on content, but ULACIT uses a curriculum model based on competences, which means that students will develop the ability to think and react as experts in their discipline, and not only to understand its conceptual or theoretical framework. The table specifies the disciplinary and general competences as well as the performance criteria that will be developed.

COURSE SYLLABUS

Competences	Subcompetences	Performance criteria
DISCIPLINARY COMPETENCE		
Adequately operate international public law to counsel, research and decide on international relations affairs that allow promoting and strengthening world harmony, stability and peace.	Analyze the main conceptual theoretical developments that make International Public Law as well as its components and internal logic.	Analyzing in depth, with peers and the professor, punctual cases representative of International Public Law issues every week. Critically values the group analysis of the weekly cases, with peers and the professor. Communicates effectively the application of International Public Law, with peers and the professor, through the presentation and discussion of weekly cases.
	Promote the development of the Lawful Democratic States and world peace through the respect of International Public Law.	Resolves systematically and creatively conflict situations proper of International Public Law through the analysis of the final case. Communicates creatively and with modern technology, before peers and the professor, the resolution of the final cases.
Adequately operate international public law to counsel, research and decide on international relations affairs that allow promoting and strengthening world harmony, stability and peace.	Analyze the main conceptual theoretical developments that make International Public Law as well as its components and internal logic.	Analyzing in depth, with peers and the professor, punctual cases representative of International Public Law issues every week. Critically values the group analysis of the weekly cases, with peers and the professor. Communicates effectively the application of International Public Law, with peers and the professor, through the presentation and discussion of weekly cases.
GENERAL COMPETENCES		
Innovation	Innovation competence involves the capacity to think in an open, critical and purposeful manner; to experience and reflect; inquire; synthesize and reorganize information; generate new ideas; manage change; take risks and anticipate consequences; use technology; act independently and collaborate with others, among	It uses technology to conduct research, organize, evaluate and communicate information through case analysis and resolution. Use creative thinking in proposing solutions to the problems they face in everyday life by simulating

	others.	scenarios.
Entrepreneurship	Entrepreneurship competence involves the ability to plan systematically, show initiative, geared towards quality, implement problem solving skills, influence, reach agreements, communicate, manage information and other resources, show self-confidence and assertiveness, among others.	Choose the best option according to the context using the information from the readings in the discussions and simulations.
Integrity	Integrity competence involves the capacity to sponsor and apply high moral and ethical principles, respect others, and be consistent with their own values in difficult situations, among others.	Collaborate and interact with others effectively and respectfully in class discussions around the conflicts and challenges of intercultural communication. Consider and respect other forms of life and cultural patterns that are explored through readings and individual research.

PLAN OF THE LEARNING EXPERIENCE

In ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

Topic 1. International society and its legal ordering. Doctrinal introduction and sources of international public law

- The concept of international public law
- The sources of international public law
- International custom and unilateral actions
- International treaties:
- The arrangement of international law by international organizations
- The reception of international law of internal orderings

Topic 2. International society and its members

- International subjectivity
- The immunity of the state
- The succession of states
- International subjectivity of international organizations

Topic 3. State bodies of international relations

- Classic or traditional diplomacy
- Ad hoc diplomacy and direct diplomacy

Topic 4. Competences: their contents and limits

- State competences
- Legal regime of marine spaces
- Spaces of international interest
- The personal competence of the state: nationality and aliens
- The right of asylum as a protecting institution of human life and freedom. Territorial asylum and refugees. Diplomatic asylum. The fight against odious practices.

Topic 5. International cooperation

- International protection of human rights
- Economic international law
- International protection of the environment

Topic 6. The application of international law

- International responsibility
- Application procedures of international regulations

Topic 7. The law of armed conflicts

- The principle of prohibition of the use of force
- Humanitarian international law in armed conflicts

LEARNING ENVIRONMENT

Teaching methodology

To ensure that the course is compatible with the needs, interests and styles of learning of all the participants, we use the methodology of “reversed classroom”, or “flipped classroom”: the assignments that need minor cognitive effort (remembering and understanding) are done by the students out of the classroom, and those who need major cognitive effort, such as analysis, synthesis and evaluation, are done in different scenarios in the classrooms.

The course provides materials such as readings, videos, narrated presentations and others, via the online learning platform of ULACIT (i.e. *Blackboard*). Students before coming to class are expected to prepare their participation in class, and study the theory at home. The sessions are reserved to practice, reflection and discussion. They revolve around questions, controversies and issues of real business life. With this active, reflective and participative methodology, students are expected to develop inquiry, research and analytical skills. Moreover, they are expected to develop a deep understanding of the subject, participating in the construction of knowledge shared with other students, teachers and other members of society.

Learning resources

The course has the following educational resources to continually support the teaching-learning process:

- Classrooms-enabled computers, projection equipment and Internet access.
- Online education platform: Blackboard (Bb).
- Document Camera.
- Recording equipment and sound amplification.
- Virtual Library: EBSCO, from which you can access full-text articles.
- Clickers, wireless personal response systems.
- Computer labs with Internet access and applications for research.
- Articulate Presenter, a tool that converts PowerPoint presentations to Flash and can integrate interactions, animations and narrations synchronized.

Bibliography

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6ta. Ed.). Washington, D. C.: APA.
- Glahn, G. (2017). *Law Among Nations: an introduction to public international law*. (11 ed.). USA: Routledge

EVALUATION

The course is graded according to the following assessment chart:

Assessment Activity	%
Class participation	15%
Moxie	20%
Reading checks	15%
Case analysis report	20%
Case analysis presentation	10%
Short assignments	15%
Course assessment (CEPA)	5%
Total	100%

Class participation (15%)

Students are expected to come to class on time and prepare the corresponding tasks every week. For instance, students must read the assigned required readings before coming to any session. Reading verifications will be carried every week by means of individual questions. Students are expected to understand the issues covered by each reading, do the reading schemes, write down doubts, and carry further research before coming to any session. During the sessions, students should be participating and collaborating with other students in a respectful manner, whether by voicing their questions and concerns, answering questions, and/or working on the assigned tasks. If the student is consistently distracted and not paying attention in class, marks will be deducted. **If the student is absent, he/she loses the 1% for the week.**

Rubric for class participation

Criteria	Met (1)	Not met (0)
Punctuality	Arrives on time to class and stays in the classroom for the entire session period.	Arrives late to class and does not stay in the classroom for the entire session period.
Preparation	Comes prepared to class, having schematized the readings and raised doubts.	Does not come prepared to class, does not schematize the readings or raise doubts.
Values	Behaves in a respectful manner.	Does not behave in a respectful manner.
Participation	Contributes to the class raising comments that encourage discussion.	Participates only when requested by the teacher or does not get involved at all.
Collaboration	Cooperates with others, showing leadership, ethics, negotiation and initiative skills.	Does not demonstrate leadership, ethics, negotiation and initiative skills.
TOTAL	The total is calculated based on 5 points	

Moxie 20%

From 2020 and on, ULACIT will have its own Web channel, called Moxie, produced by students, in alliance with Delfino.cr. The purpose of this channel is to provide students with a space to generate and disseminate their ideas. It also serves as a showcase to exhibit students' academic projects nationwide.

It's called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness and courage - in honor of our students, whose "moxie" characterizes them.

If there were printed student publications in the past, now these initiatives are transferred to the digital space, which allows our students to experiment, not only with digital publishing, but with audiovisual production, graphic design, digital marketing and web technology, among others.

This course contributes to the written and audiovisual content of the Moxie Channel. Students are expected to write an article of 3000 characters or 550 words about problems or dilemmas defined by the professor in the previously selected courses.

The project consists of three products, namely: article text, allusive image, and video for deepening the content. The three components constitute the contribution, so only those contributions that are complete can be qualified.

The final product will be evaluated according to the following rubric:

EVALUATION RUBRIC FOR MOXIE PROJECT 20%

Criteria	Description of Criteria	1 Meets	0.5 Incomplete	0 Fails
A. Length and structure	The article has an extension of 3000 characters without spaces (or 550 words), distributed in four paragraphs (1 introductory paragraph, 2 development paragraphs, 1 conclusion paragraph).	1	0,50	0

B. Title	It has a title that suggests the topic and provokes the interest of the reader	1	0,50	0
C. Introductory paragraph is well written (paragraph 1)	The author draws the reader's attention by using one of the following resources: tells an anecdote, presents a fact, makes a metaphor, asks provocative question, evokes a famous image, scene or phrase	1	0,50	0
	Locates in the geographic, political or social context the subject that it addresses.	1	0,50	0
	Let the reader know: Why it is important to address the problem or the dilemma. The originality of the perspective with which it deals. It says explicitly, clearly and forcefully what his/her position is about it.	1	0,50	0
D. Development of author's position (paragraph 2 and 3)	In the first paragraph of the development, the author presents the evidence (statistical data, proven facts, definitions ...) that supports his/her position and makes it clear why it is adequate to respond to the problem or dilemma and why it should be accepted by the reader.	1	0,50	0
	In the second paragraph of the development, the author anticipates the questions that readers could ask about his/her position regarding the problem or dilemma. Therefore, the student says what those possible arguments could be against and declares to what extent they could be right or true, and how in spite of that his/her position remains valid.	1	0,50	0
F. Conclusion (Paragraph 4)	The conclusion is clear in addressing how the evidence provided is the basis for maintaining the author's position-solution and why readers should accept it.	1	0,50	0

	It suggests that the solution you propose: is an effective and feasible plan, which does not offer significant or unforeseen inconveniences, or justifies that the balance is favorable to the advantages, in relation to the disadvantages, or suggests results or consequences, or states that no solution is perfect, but the one it offers is the best.	1	0,50	0
G. The development meets criteria of style and form.	The reading of the article is fluid because ideas relate to each other, making good use of transitional words and phrases, as well as a correct punctuation.	1	0,50	0
	The author gives reason for the origin of outside ideas and data with which he supports his position, following the APA standards (references in the text and list of references)	1	0,50	0
	The source of the data you use is solid and primary when available.	1	0,50	0
	Uses professional vocabulary, not colloquial.	1	0,50	0
	Reflects succinct writing, expressing what is necessary to say with the least number of words.	1	0,50	0
	The writing has no spelling or grammar mistakes (incongruities between person, gender and number)	1	0,50	0
H. Image	The image is a photograph, graphic or illustration, directly related to the content of the article, capable of communicating the emotion and message.	1	0,50	0
	The original image is attached in a separate high resolution file in PNG or JPG format at 72 dpi.	1	0,50	0
	The image has characteristics of composition, depth of field and lighting, which facilitate its visualization and interpretation.	1	0,50	0
I. Audiovisual	The audiovisual is a video, an original audio podcast or a slideck created by the student of	1	0,50	0

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	no more than 8 minutes with clarity in sound and image (if it is a video), oriented directly to deepen the content of the article.			
	The format of the audio and video files is MP4, without compression, 16-32 bits, with a resolution of 1,920 X 1,080 HD pixels (using H264 or H265 compressor). WAV files are recommended, when possible.	1	0,50	0
TOTAL				
This product has three components: the article, the image and the video. The absence of one of the three, excludes the contribution being assessed, and results in the complete loss of the assigned score.				

Reading checks: 15%

On a weekly basis, checks based on the assigned readings will be carried out.

Case analysis: 20%

In collaborative teams, the students must develop a complex case that allows the systematic integration of all the learning accumulated throughout the course. This case will be provided by the professor and will include at least five guideline questions that the students must answer. For the case resolution, the students must not only use the instruments of international public law but also the relevant jurisprudence and doctrine that sustain their analysis. The case resolution must have an introductory section where the students summarize and define the legal problem of the case, the factors of economic contexts as well as social and cultural that determines the situation, with clear reference to the historical background of the case. It will also include the analysis of a section where their proposals for approach and solution are formulated in accordance with the guideline questions, and which make the group's position explicit with regard to the case problem and their proposal for solution or action.

Rubric for Case Analysis

	Criteria	1	2	3	4	5
		Did not comply	Complied deficiently	Complied fairly	Complied efficiently	Complied excellently
1	The report adequately applies the theoretical and conceptual aspects developed throughout the course.					
2	The drafting of the report is clear and correct in orthographic terms.					

3	The report is structured and ordered logically and clearly, as requested.					
4	The report is sufficiently supported on the documentary level.					
5	The report is sufficiently supported quantitatively.					
6	The report is orally presented in class, in a professional manner and with presence of all team members.					
7	The report sets forth conclusions logically and directly derived from the findings and are relevant to the topic of the course.					
8	The report correctly used the APA style manual.					
Total		The score is calculated based on 40 points. No paper is approved with scores of 1 in any of the criteria.				

Case analysis presentation 10%

Each collaborative team must present the analysis of their respective final case. For this, they must use innovating and creative audiovisual resources, as well as effectively communicate the group conclusions and what they propose as a solution for the case. It is assessed based on the following rubric:

	Criteria	1	2	3	4	5
		Did not comply	Complied deficiently	Complied fairly	Complied efficiently	Complied excellently
1	Evidences a minimum duration of 5 minutes and a maximum one of 15 minutes.					
2	Effectively communicates the					

	arguments that support the written report.					
3	Correctly manages the regulatory framework that serves as the foundation for the analysis.					
4	Supports their arguments coherently.					
5	Uses innovating and creative approach and resources.					
6	Employs the grammatical structures and vocabulary in the English language correctly.					
Total		The score is calculated based on 30 points. No presentation is approved with scores of 1 in any of the criteria.				

Short assignments: 15%

There will be three short assignments. Exact instructions and evaluation criteria will be given with each assignment.

Course assessment (CEPA): 5%

As an integral activity of the course, the student will have the opportunity of assessing its different components: the didactic competencies of the professor, the quality of the materials, the educational environment, the competencies of the ULACIT graduate, the effective use of Blackboard, the assessment system, the level of challenge and requirement. Also, as a central element of Teaching for Understanding (TfU), the education model that ULACIT privileges, the student will have a space with the CEPA to reflect on his/her own performance (self-assessment) and that of his/her classmates (co-assessment). This intellectual exercise allows the student to identify his/her strengths and weaknesses, and to perform actions to continuously improve his/her processes of knowledge construction. When assessing his/her classmates, the student assumes an active role as a member of a learning community, committed with the educational task. Because it is about a self-reflection space within the course and due to the value it has for academic decision making, it is awarded a value of 5% within the final grade of the course. In order to earn this evaluative category, the student is expected to take his/her time, analyzing responsibly each question and answering the questionnaire in full.

INSTITUTIONAL POLICIES

Academic Honesty Policy

ULACIT aims for the highest and most rigorous standards of academic life. In this course you are expected to avoid dishonest conducts such as fraud or plagiarism. Fraud constitutes

making up data, forge bibliography, use projects done by another person, and obtain unauthorized help to do your course work. Plagiarism includes copying textually from another source into your document; it includes phrases, sentences, paragraphs obtained on the Internet, book or any other sources without the appropriate reference. Paraphrasing without references is also considered plagiarism. Whether the fraud or plagiarism is performed voluntarily or involuntarily, in an individual or group work, it will cause you to fail the course immediately. In case the student is found guilty of fraud or plagiarism on a second course, the student will be expelled from the institution.

Creating a culture of respect

In ULACIT, we set high expectations for conduct of members of the university community. Therefore, we emphasize the value of mutual respect and expect everyone to treat others as they want to be treated. We define respect as the consideration and appreciation we can show others without exceptions, so do not tolerate disruptive actions such as:

- Tardiness to class or early leave.
- Constantly disrupting the class, rising from their seat.
- Eating and drinking in the classroom.
- Attending phone calls during the class period.
- Packing your belongings before the teacher has completed the lesson.
- Falling asleep in the classroom.
- Reading newspapers.
- Using mobile devices for purposes other than those of the class, promoting distractions.
- Coming unprepared to class.
- Making negative or taunting comments about their classmates and/or the teacher.
- Talking out of turn.
- Showing unwillingness to listen to others.
- Using vulgar language on campus.

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

Attention to diversity

The curricular approach at ULACIT focuses on the development of competences through the completion of projects, allowing students to fulfill the academic requirements based on their own learning styles, abilities, and individual interests. The primary responsibility of learning is placed on the student; the instructor is responsible for setting course expectations from start, offering the required support to satisfy them, and awarding a level of flexibility that allows each student to choose how he or she will fulfill the course goals and work at his own pace in the completion of the projects assigned. Furthermore, the instructor will provide the required learning materials, along with continuous feedback using the rubrics designed for each project. The feedback is of a qualitative as well as quantitative nature. The use of technological tools and collaborative work allows the professor to tailor the educational process to the abilities of each student. If you have any additional special educational needs, please contact diversidad@ulacit.ac.cr

Claims

ULACIT safeguards your rights as a student and guarantees due process in cases of claims

regarding grades, for which it must follow the process established by the Regulation of Student System, available on the website of ULACIT, Vice President of Student Services, Student Regulations, chapter 16.

Check that the qualifications posted in your academic record are the correct ones. To do this, you will receive in your mail account @ulacit.ed.cr the report card from the previous period in Week 1. If the grade is not the correct one, contact the course instructor, who within 3 business days must justify your grading. If no response is given by the teacher, or the justification does not satisfy you, address the complaint to the Dean along with the response of the teacher. The issue should be resolved within 3 business days and exhaust administrative regulations.

Claims regarding qualifications can only be reviewed during the next academic period, so it is very important to assume responsibility of the strict control of your own qualifications.

COURSE SCHEDULE

W	Content	Learning Strategies	Assigned readings	Assignments
1	Topic 1. International society and its legal ordering	1. Review of the course syllabus and establishment of the performance expectations of the students and the professor. Emphasis on the course expectations and its usefulness for the discipline.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapters 1&2.	
2	Topic 1. International society and its legal ordering	1. Group analysis of doctrinal development and the sources of international public law. Open discussion on the importance of International Public Law for International Relations.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapters 3&4. United Nations. (1969). Vienna Convention on the law of treaties.	Short assignment
3	Topic 2. International society and its members	2. Group analysis of the different players of the International System and their assessment as subjects of International law.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapters 6&7.	
4	Topic 2. International society and its members	2. Group analysis of the non-state players of the international system and their regulations by International Law.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapter 8.	

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5	Topic 3. State entities of International Relations	Group analysis of the state bodies of international relations according to classic or traditional diplomacy and ad hoc and direct diplomacy.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapters 5	Short assignment
6	Topic 3. State entities of International Relations	Group analysis of the current dilemmas of international subjectivity and the different state bodies of international relations.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapter 14. Vienna Convention on Diplomatic Relations (1961) Vienna Convention on Consular Relations (1963)	Moxie audiovisual project
7	Topic 4. Competences: their contents and limits	Group analysis of the contents and limits of the State competences.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapters 9&10.	
8	Topic 4. Competences: their contents and limits	Group analysis of the legal regime of marine spaces and the spaces of international interest, as well as the institution of asylum as human life and freedom protection.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapters 11, 12&13.	
9	Topic 5. International cooperation	Group analysis of international cooperation for the international protection of human rights.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge Chapters 15&16.	
10	Topic 5. International cooperation	Group analysis of international cooperation applied to the international economic law and the international environmental protection.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapter 18.	
11	Topic 6. The application of international	Group analysis of the application of international law in the	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11	Short assignment

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	law	framework of international responsibility.	of ed.). USA: Routledge. Chapter 11.	
12	Topic 6. The application of international law	Group analysis of the application of international law regarding the application procedures of international regulations.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapter 17	
13	Topic 7. Law of armed conflicts	Group analysis of the law of armed conflicts, the principle of the use of force, humanitarian international law and the principle of the Responsibility to Protect (RtoP).	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapter 19.	Case analysis
14	Topic 7. Law of armed conflicts	Group discussion on the general contexts and elements of application of International Public Law to the final cases in the framework of armed conflicts.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge Chapter 20.	CEPA
15	Topic 7. Law of armed conflicts	Group discussion on final cases. Systematization and discussion on the final course learning.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge	Case analysis presentation