Public International Law

Module title			
Public International Law			
Module NFQ level (only if an NFQ level can be demonstrated)	**Module number / reference**	**ECTS Value**	**Duration**
Level 8 NFQ	LLBH-PIL	5 ECTS	One semester: 12 weeks.
Parent programme(s). Principal programme title, and embedded(s) if relevant		**Stage of parent programme**	**Semester No.**
Bachelor of Laws (Honours)		2	1 or 2
Bachelor of Laws (Honours) in Criminal Justice		2	1 or 2
Bachelor of Laws (Honours) in Commercial Law		2	1 or 2
Teaching and Learning modes	**Proportion** (% of Total Directed Learning)		
Classroom / Face to Face	19%		
Workplace			
Online			
Other (Identify)	81% (Independent Research and Learning)		
Entry requirements (statement of knowledge, skill and competence)			
Please see section 4.2 for full details of entry requirements.			
Maximum number of learners per instance of the module	Sixty (60)		
Average (over the duration of the module) of the contact hours[1] per week	2		
Pre-requisite module title(s) (if any)	None		
Co-requisite module title(s) (if any)	No		
Is this a capstone module? (Yes or No)	No		
Module-specific physical resources and support required per centre (or instance of the module)			
Requirements are for the lecturer to utilise a PC with Microsoft Office, Zoom and access to the internet through which an individual can gain access to the Griffith College student intranet: Moodle.			
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module. (Staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)			
Role e.g. Tutor, Mentor etc	**Qualifications & experience required:**		**# of Staff with this profile (WTEs[2])**

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[1] Effort while in contact with staff

[2] WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

	Lecturers expected to hold at least a level 8 legal qualification, preferably with a professional legal qualification. It is an advantage to have completed the Certificate in Education, Learning and Development provided by Griffith College.	0.25 WTE
Lecturer		

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1:60	24
Mentoring and small-group teaching	-	-
Other (specify)	-	-
Independent Learning		
Directed e-learning (hours)		-
Independent Learning (hours)		101
Other hours (specify)		-
Work-based learning hours of learning effort		-
Total Effort (hours)		125

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution				100	**100%**

Module aims and objectives

This module will engage in a critical reflection on the legitimacy, efficacy and justice of the international system as it is currently configured. The principal goal of the course is to give both foundational knowledge and analytical tools that will equip learners to think deeply and rigorously about the role of law in the contemporary global system. This module introduces learners on how the public international law system addresses problems related to global interdependence and integration; to this end, challenges to the international legal order are crucial for the world order, such as the use of force and conduct of war through a post-colonial lens.

The binding force of public international law will be evaluated against the backdrop of globalisation: the connecting theme, in this regard, is the decline of the state, the emergence of non-state actors (including inter-governmental organizations, non-governmental organizations, multinational enterprises and their impact on the content of international law). The module focuses on public international law rather than the substantive branches of international law that are covered elsewhere in the curriculum, such as international economic law, international environmental law, international human rights law, international humanitarian law, and international criminal law.

The module shall provide the learners with a good understanding of the main elements of public international law. Learners shall assess and evaluate critically the international legal dimension of international events and they should be able to critically evaluate the lawfulness (or otherwise) of international conduct.

Moreover, the learners shall have a critical approach to colonial antiques of the law; a solid appreciation of the structure of international organizations and their working methods, while understanding how treaties and international agreements are negotiated, formalised and ratified; an insight into the key aspects of customary international law and detailed understanding of the principles of public international law; the ability to locate the sources and apply in practice the principles of public international law; and the ability to analyse the different fora in which international law is enforced.

Minimum intended module learning outcomes

On successful completion of this module, learners are able to:

(i)   Critically analyse and evaluate Public International law against its colonial history, while using and discussing philosophical, political and economic structures underpinning it
(ii)   Apply advanced theoretical critical knowledge and in depth critical thinking to construct credible and creative solutions to various Public International legal problems in light of hegemonic power structures
(iii) Apply detailed knowledge and in-depth understanding of Public International Law principles
(iv)   show a systematic, integrated and critical awareness of specific aspects of the subject through the completion of discussions forums on Moodle, specialised examinations and coursework
(v)   Communicate through research an integrated systematic and critical awareness of seminal original work

Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

The world as we know is more and more embedded in bilateral and multilateral agreements, consultations and nation states are organized in supra- and international organizations. To this end, international law is the substantive body of rules, norms and customs – while initiating processes by which law is created, interpreted and enforced. This course will introduce to both: the substantive and procedural aspects of international law.

The module will stress and elucidate mechanisms through which international law is developed in its colonial context; it will analyse the institutions which enforce the law; and, finally, the course will dissect the legal regimes that take shape as a result. The course will critically analyse international law doctrines, discuss contemporary challenges and it will analyse them all through the lens of a particular critique, the Third World Approaches to International Law (TWAIL). Beginning with the history of international law and its colonial antecedents, the module will move on and discuss the sources in the international system.

Information provided to learners about the module

The learners will have in their possession their Faculty Handbooks from their previous year. The Faculty Handbook provides general information about the faculty, its staffing, resources, and operation. Detailed programme information is supplied through Moodle, including copies of the approved module descriptors from the accredited programme (detailing related teaching,

learning and assessment) along with a programme timetable. Another copy will be provided to the learners upon their request.

During the first class of the Module, learners are given a detailed outline of the Module showing the schedule of delivery and the dates when assignments are released and due for submission.

Moodle is used to provide learners with ongoing access to module related information, from the handbooks and module outlines provided in advance of the module commencement, the lecture material and links to related resources provided on a scheduled basis in line with the module delivery.

Module content, organisation and structure

This module is delivered over 12 weeks with two hours of lecture for each of those weeks. The subject matter covered by the course is organised along the following headings:

- History matters. The historical antecedents of public international law Focus: What are the Third World Approaches to International Law?
- Unpacking the law. The structure and sources of international law (customary International law, treaties and convention). Focus: The North Sea Continental Shelf Case
- Cogito ergo sum. The state under international law and the quest for statehood.
  Focus: Is there a right to self-determination? The ICJ and Kosovo
- The right and obligations of international and supranational organizations in international law Focus: What is the role and standing of non-governmental organizations on the international plane?
- Sovereignty under international law revisited.
  Focus: Is state sovereignty a carte blanche for human rights violations?
- State immunity. Focus: Poland vs. Germany – battle for justice or display of nationalism?
- The Relationship between International Law and Municipal Law Focus: The LaGrand Case
- International Legal Personality: States. Focus: Are failing states still states?
- International Legal Personality: Subjects and International Organisations. Focus: The UN – still relevant?
- Jurisdiction and dispute settlement. Focus: Palestine and the ICC – ending impunity?
- Self-Defence and the Use of Force. Focus: David vs. Goliath – the Nicaragua vs. USA
- The application of international law: facets of international protection of human rights law, international criminal law, international humanitarian law. Focus: Responsibility to protect – the need for an intervention into Venezuela? Focus of each shifts in light of world events.

Module teaching and learning (including formative assessment) strategy

This module is delivered by means of participative lectures which consist of tutorial-style discussions, group work sessions and exercises. Formative assessment is provided though tutorial-style discussions, group work and exercises focus on specific case law and problem based learning requiring the learner to analyse the law and apply it to practical Administrative Law disputes or issues. The lectures are supplemented by structured on-line resources and reading.

In order to support learners through the exam process they engage in the answering of sample exam questions and correction of their own or peers' papers, thereby familiarising themselves with the module learning outcomes and marking criteria. Learners also engage in activities

whereby they draft their own exam question in order to recap and reconsolidate a particular topic.

Work-based learning and practice-placement

Public International Law is a class based 5 ECTS credit module and does not require work-based learning and practice placement.

E-learning

Moodle, the College Virtual Learning Environment is used to disseminate notes, advice, and online resources to support the learners. E-learning activities include learner feedback, forums where learners contribute, formative quizzes and video links. The learners will also have access to a number of other online resources through the library such as access to databases and research tools (Westlaw.ie, Westlaw.uk, JustisOne (vLex) and Hein Online) as well as access to online copies of books published from Bloomsbury Online.

Module physical resource requirements

Requirements are for the lecturer to utilise a PC with Microsoft Office, Zoom and access to the internet through which an individual can gain access to the Griffith College student intranet: Moodle. There are no further software requirements for this module. In relation to Microsoft Office the lecturer will require to use PowerPoint or Word to present the information to the learners. Zoom will be required in conjunction with Microsoft Office in order to record the lectures when the module is being delivered for block release or for the Blended Programme when organised in advance. Zoom will also be required for the seminars through which the module will be taught (block release).

Reading lists and other information resources

Primary reading

- Anghie, Antony: Imperialism, Sovereignty and the Making of International Law, (1st edition Cambridge University Press, 2007)
- Balakrishnan Rajagopal: International Law from Below: Development, Social Movements and Third World Resistance, (1st edition, Cambridge University Press, 2003)
- Brownlie, Ian and James Crawford: Principles of Public International Law, (9th edition, Oxford University Press, 2019)
- Cassese, Antonio: International Law, (3rd edition, Oxford University Press, 2020)
- Conforti, Benedetto and Labella, Angelo: An Introduction to International Law, (1st edition, Martin Nijhoff publishers, 2012)
- Dixon, Martin: Textbook on International Law, (7th edition, Oxford University Press, 2013)
- Evans, Malcolm D.: Blackstone's International Law Documents, (15th edition, Oxford University Press, 2021)
- Evans, Malcolm D.: International Law, (5th edition, Oxford University Press, 2018)
- Pahuja, Sundhya: Decolonizing International Law: Development, Economic Growth and the Politics of Universality, (1st edition, Cambridge University Press, 2011)
- Natarajan, Usha; Reynolds, John; Bhatia, Amar; Xavier, Sujith: Third World Approaches to International Law: On Praxis and the Intellectual, (1st edition, Routledge, 2018)

Specifications for module staffing requirements

Lecturers qualified to at least a Level 8 legal qualification (LLB (Honours), preferably with a professional legal qualification and a third level teaching qualification (e.g. Certificate in Education, Learning and Development offered by Griffith College). Learners also benefit from the support of the Programme Director, Faculty Administrators, a dedicated Learning Technologist Office, the Learning Supports Office, at least one Learner Representative for each Stage, the Students' Union and a free (off campus) Counselling Service.

Module summative assessment strategy

The following table indicates the module's learning outcomes' alignment with the assessment used for the module:

No.	Description	MIMLOs	Weighting
1	Exam	i-iv	100%

Reassessment/Repeat assessment strategy: Griffith College regulations state that learners must pass all component elements of the module to be deemed to have passed the module.
- In the event of a learner failing components of / this module, they will be required to submit a new individual repeat assignment which will be made available on Moodle to learners, and which must be submitted as per faculty instructions.
- In the event of a learner failing the group assessment element of this module, a new individual repeat assignment will be made available on Moodle to learners which must be submitted as per faculty instructions.
- In the event of the learner failing the exam, learners will take the re-sit exam at the next available sitting, details of which will be made available to learners via Moodle.

Sample assessment materials

Please see Sample Assessment Handbook submitted with this proposal.