



Love Rönnelid 2024-05-14 Biträdande lektor i folkrätt
Juridiska institutionen
STOCKHOLMS UNIVERSITET

Till: Utbildningsutskottet
Juridiska institutionen

Course report, International Law and the Global Economy, 15 credits, Spring 2024,
Course codes JU377A, JU377B, and JU704M

Jag skriver denna rapport på engelska för att göra den tillgänglig för de studenter som gått kursen.

Results of the course evaluation, including frequency of response

The course evaluation is enclosed. 7 out of 37 students have answered it. Given how few students replied, I am unsure about how much I can rely on the report. During the final session, I asked the full group of students to give feedback orally which is also integrated into this course report. Next year, I think it is a good idea to ask all the students to fill in a course report on this final session, in order to capture a broader set of student views in the written course evaluation. An additional report can then be made available after the exam, to capture potential student views on the exam.

What clear from the student responses is that students have been very satisfied with the course. This was perhaps even clearer in the final oral review than in the written one. Moreover, the students have found the information and administration of the course lacking in some regards. There is support for reducing the number of themes in the course, but keeping the overall approach to teaching international economic law. This advice will be followed to the next round. Finally, several students have appreciated the mix of types of examinations, and are in particular highlighting the value of the “deep reading” sessions.

Course director

Love Rönnelid, with support from Pål Wrangé

Changes between this edition of the course and the previous edition

As the main responsibility of the course has passed from Pål Wrangé to Love Rönnelid, some changes were made. The take-home exam was dropped to reduce the amount of teaching hours in the course. Moreover, several of the external teachers could not participate and their teaching was taken over by internal teachers, mainly Love Rönnelid. In addition, in response to previous student evaluations, additional graded exercises were incorporated before the main exam, to decrease the impact of the final exam on the overall score. In particular, a “deep reading” session where students were asked to answer detailed study questions on a difficult text. As this has been appreciated the approach might be further continued.

The sum of the changes that were made that made the course guide far too long and complex. I think this contributed to uncertainty for some students, in particular those

with low in-person attendance. While information about changes was also communicated on Athena, it seems to have been hard to follow that information for those that were not present in the course.

Strengths of the course as identified by students.

Both in the oral and the written examination, the students are clearly happy with the efforts of the teachers. 6/9 students picked the highest answer “agree strongly” that the teachers motivated the students to do their best. Similar responses emerged during the oral feedback session.

Several students have highlighted the value of the mock negotiation and moot court. These can be further developed next year. The scenario can be tailored to include more facts that each of the different teams can work with to construct arguments.

Many of the students noted the value for them of the tools for teaching critical thinking (including in particular use of the WPR approach) and understanding law in context. These can be further developed next year.

The students enjoyed the mixed set of tools for evaluating their efforts (written case essay, oral presentation, written memorials, moot court, and final exam). The responses highlight the clarity and fairness of this approach to grading.

Several students have highlighted that it was fun to learn during the varied set of exercises. In particular the foreign students have enjoyed a learning experience with more active interaction between students and teachers (as opposed to learning facts from the teacher by heart).

The weakness of the course as identified by students.

The changes in the structure of the course made some things unclear to the students. This was highlighted in different ways during the oral session and in the course evaluation. In part, I think this can be remedied by more narrow focus on fewer areas of law, and in part by rewriting the course guide to simply make it shorter and more concise.

The readings, and in particular the course book, were indicated as a weakness by the students. For the next year, there is a need to rethink the literature and probably reduce the amount of readings overall. Perhaps there is a need for me to find another book or tailor specific readings to the contents of the course. I am already looking into alternatives in this respect.

Some students in the evaluation thought the grading was harsh. However, the overall scores were higher than previous years, mirroring an overall high quality of student engagement.

The director's analysis of the execution and the results of the course.

As already indicated, the course was overall very successful. As it was my first time working with partly new materials, I still think substantive improvements can be made for the next year. I feel a lot of the positive feedback that I received during the final session did not come out in the written course evaluation. For that reason, it becomes central to capture more student evaluations in writing next year. I think shifting the main written course evaluation to the final session will allow for this. In addition, I can

publish an extra evaluation on Athena after the exam to capture potential views on the exam as well.

I think focusing the course mainly on trade and investment law and teaching tools to critically examine these two areas of law in a societal context is more than enough to focus on. Removing some of the other areas of law will allow the students to more easily focus on learning a few things well.

Conclusion and assessment, including plans for changes

When giving the course a second time, there are relatively substantial changes that should be made. I think it makes sense to focus the course more clearly on teaching the students the basics of international trade and investment law and focusing on allowing them to understand those two areas of law in a societal context. This will mean that some other areas of law that are only cursorily treated might be removed. This focus will make the course clearer for the students and allow for better

The information in the course guide is too long and should be significantly shortened. The schedule should not be included in it, and the guide should take no more than 15 pages.

As department rules on external teachers are becoming stricter, I will need to reduce those. This will mean in particular, that I will have to teach the parts on trade law on my own.

Next year, I plan to change the case essays to foundational cases that I pick for the students. This will allow a better focus on student resources on key cases in trade and investment law. Moreover, instead of having two full days of presentations, I think it makes sense to allow the students to present their cases in connection with the teaching of relevant areas of law (as opposed to at the end of class). Finally, I think it makes sense to highlight that these cases will be useful in the final exam, creating an additional incentive for students to listen closely to the presentations of the other students. This in turn will mean that I need to craft scenarios for the final exam that include these cases.

In view of the relatively heavy course load, I think it also makes sense to remove the initial review of public international law, and the concomitant online test.

Other comments

In order to reduce the amount of teaching hours on the course, the changes to the overall structure of the course also need to restructure the course with a view to examining less during the final exam and more with other types of examinations earlier on. This could mean shifting to oral presentations of the deep reading sessions on awarding more points to the presentations.

This year, we have had two students not attending any of the teaching in person. This has caused significant administrative burdens and some complaints from these students. To the next year, it has to be made clearer that the course cannot be taken without significant participation in person. As the course plan requires “active participation” this should not be possible. I think it would make sense to allow students to make up for mandatory sessions by written examination only a certain amount of times, for example three times.

Further changes have to be made in relation to the risks of plagiarism and use of AI. Such changes will also indicate a need for teachers to carry out more control of the knowledge levels of students in person or during the final exam.

I have noticed that there is a small number of Swedish students taking the course. It would be good to figure out why this is the case.

Some of the external teachers that have taught on the course for several years noticed that this group of students were particularly eager to engage and with a high overall student quality of student participation. This mirrors the very positive views by the students about the positive group spirit in the course. I feel it helped that I already knew a large part of the students from the fall semester due to the Master Program in Public International Law. The fact that this program is put on hold next year might have some negative consequences for the group. However, I of course hope the students will be equally – or more – happy also the next year.

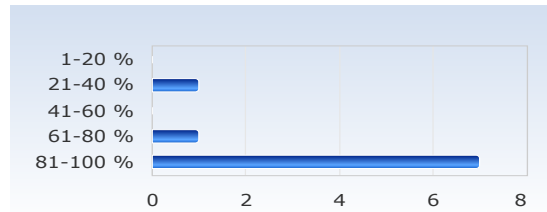
Love Rönnelid
Assistant Professor of Public International Law
Department of Law
Stockholm University

ILE VT24

Answer Count: 9

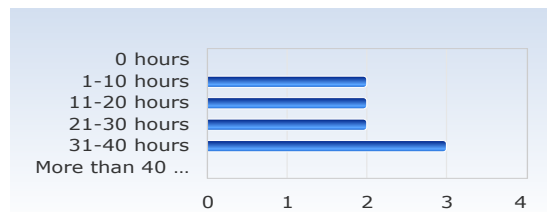
1. How much of the course have you participated in:

How much of the course have you participated in:	Number of responses
1-20 %	0 (0,0%)
21-40 %	1 (11,1%)
41-60 %	0 (0,0%)
61-80 %	1 (11,1%)
81-100 %	7 (77,8%)
Total	9 (100,0%)



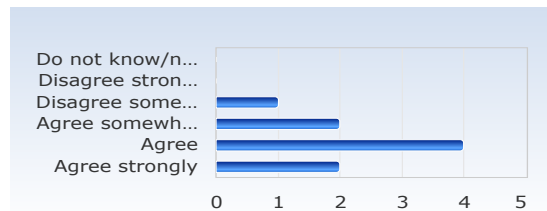
2. Approximately how many hours have you spent on the course per week, including in class, individual studies, and field trips:

Approximately how many hours have you spent on the course per week, including in class, individual studies, and field trips:	Number of responses
0 hours	0 (0,0%)
1-10 hours	2 (22,2%)
11-20 hours	2 (22,2%)
21-30 hours	2 (22,2%)
31-40 hours	3 (33,3%)
More than 40 hours	0 (0,0%)
Total	9 (100,0%)



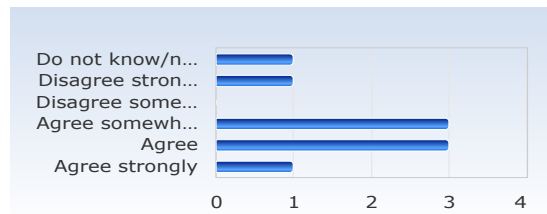
3. The course has provided deeper knowledge in critical thinking:

The course has provided deeper knowledge in critical thinking:	Number of responses
Do not know/not Applicable	0 (0,0%)
Disagree strongly	0 (0,0%)
Disagree somewhat	1 (11,1%)
Agree somewhat	2 (22,2%)
Agree	4 (44,4%)
Agree strongly	2 (22,2%)
Total	9 (100,0%)



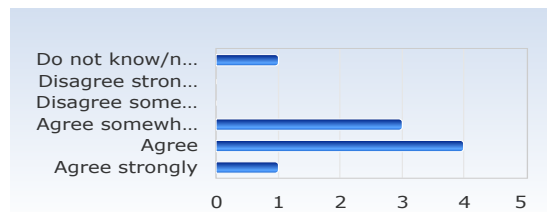
4. The course has provided deeper knowledge in ability to solve problems:

The course has provided deeper knowledge in ability to solve problems:	Number of responses
Do not know/not Applicable	1 (11,1%)
Disagree strongly	1 (11,1%)
Disagree somewhat	0 (0,0%)
Agree somewhat	3 (33,3%)
Agree	3 (33,3%)
Agree strongly	1 (11,1%)
Total	9 (100,0%)



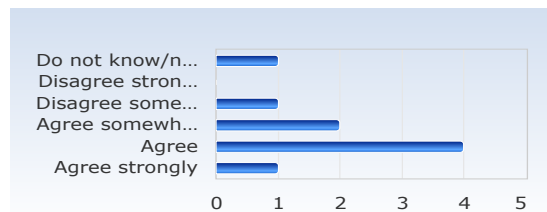
5. The course has provided deeper knowledge in ability to communicate in writing:

The course has provided deeper knowledge in ability to communicate in writing:	Number of responses
Do not know/not Applicable	1 (11,1%)
Disagree strongly	0 (0,0%)
Disagree somewhat	0 (0,0%)
Agree somewhat	3 (33,3%)
Agree	4 (44,4%)
Agree strongly	1 (11,1%)
Total	9 (100,0%)



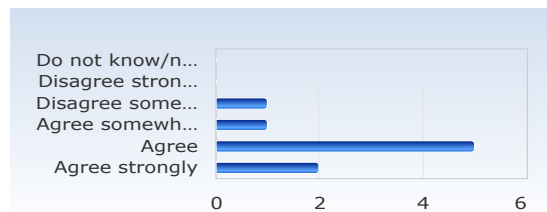
6. The course has deepend your ability to communicate legal ideas orally:

The course has deepend your ability to communicate legal ideas orally:	Number of responses
Do not know/not Applicable	1 (11,1%)
Disagree strongly	0 (0,0%)
Disagree somewhat	1 (11,1%)
Agree somewhat	2 (22,2%)
Agree	4 (44,4%)
Agree strongly	1 (11,1%)
Total	9 (100,0%)



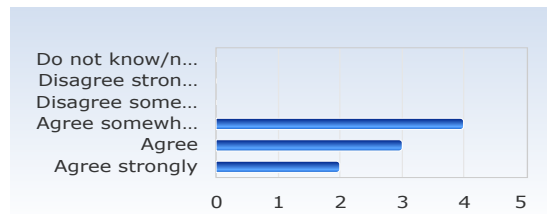
7. The course has provided deeper insights into the role of economic law in society:

The course has provided deeper insights into the role of economic law in society:	Number of responses
Do not know/not Applicable	0 (0,0%)
Disagree strongly	0 (0,0%)
Disagree somewhat	1 (11,1%)
Agree somewhat	1 (11,1%)
Agree	5 (55,6%)
Agree strongly	2 (22,2%)
Total	9 (100,0%)



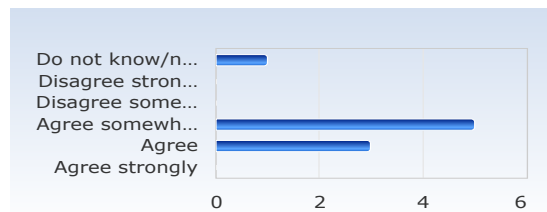
8. The course has addressed the complexities inherent in drawing lines between law, politics, and morals:

The course has addressed the complexities inherent in drawing lines between law, politics, and morals:	Number of responses
Do not know/not Applicable	0 (0,0%)
Disagree strongly	0 (0,0%)
Disagree somewhat	0 (0,0%)
Agree somewhat	4 (44,4%)
Agree	3 (33,3%)
Agree strongly	2 (22,2%)
Total	9 (100,0%)



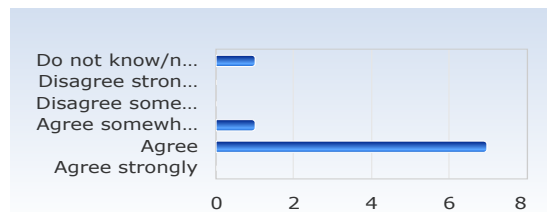
9. The course has conveyed knowledge about legal argumentation and strategies for legal interpretation:

The course has conveyed knowledge about legal argumentation and strategies for legal interpretation:	Number of responses
Do not know/not Applicable	1 (11,1%)
Disagree strongly	0 (0,0%)
Disagree somewhat	0 (0,0%)
Agree somewhat	5 (55,6%)
Agree	3 (33,3%)
Agree strongly	0 (0,0%)
Total	9 (100,0%)



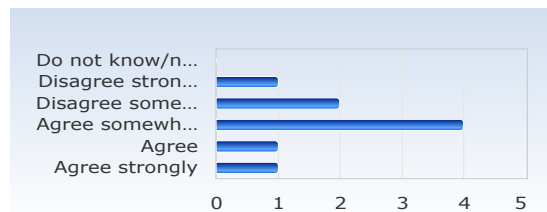
10. The course has increased the students' understanding of the significant of legal thought in a changing world:

The course has increased the students' understanding of the significant of legal thought in a changing world:	Number of responses
Do not know/not Applicable	1 (11,1%)
Disagree strongly	0 (0,0%)
Disagree somewhat	0 (0,0%)
Agree somewhat	1 (11,1%)
Agree	7 (77,8%)
Agree strongly	0 (0,0%)
Total	9 (100,0%)



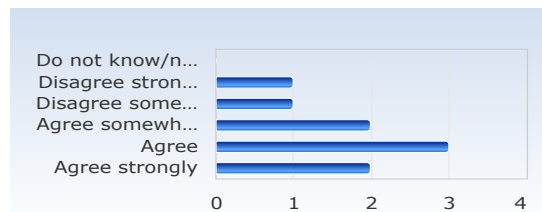
11. The course information, schedule and information as to materials for the course were easily accessible:

The course information, schedule and information as to materials for the course were easily accessible:	Number of responses
Do not know/not Applicable	0 (0,0%)
Disagree strongly	1 (11,1%)
Disagree somewhat	2 (22,2%)
Agree somewhat	4 (44,4%)
Agree	1 (11,1%)
Agree strongly	1 (11,1%)
Total	9 (100,0%)



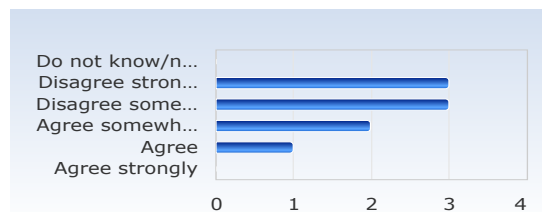
12. The course was administered in a proficient manner:

The course was administered in a proficient manner:	Number of responses
Do not know/not Applicable	0 (0,0%)
Disagree strongly	1 (11,1%)
Disagree somewhat	1 (11,1%)
Agree somewhat	2 (22,2%)
Agree	3 (33,3%)
Agree strongly	2 (22,2%)
Total	9 (100,0%)



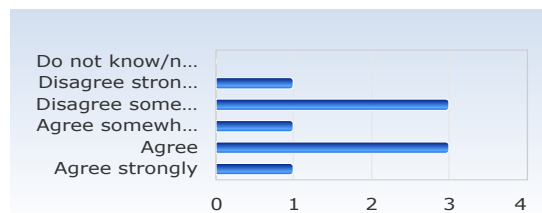
13. It was easy to know what was expected of the students in the course:

It was easy to know what was expected of the students in the course:	Number of responses
Do not know/not Applicable	0 (0,0%)
Disagree strongly	3 (33,3%)
Disagree somewhat	3 (33,3%)
Agree somewhat	2 (22,2%)
Agree	1 (11,1%)
Agree strongly	0 (0,0%)
Total	9 (100,0%)



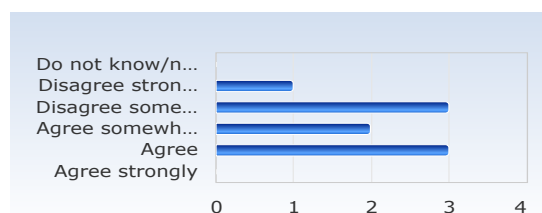
14. The amount of work required for the course was too heavy:

The amount of work required for the course was too heavy:	Number of responses
Do not know/not Applicable	0 (0,0%)
Disagree strongly	1 (11,1%)
Disagree somewhat	3 (33,3%)
Agree somewhat	1 (11,1%)
Agree	3 (33,3%)
Agree strongly	1 (11,1%)
Total	9 (100,0%)



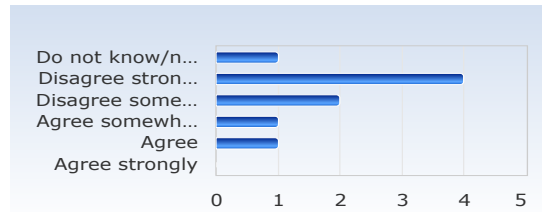
15. Sufficient learning time was given for what was needed in the course:

Sufficient learning time was given for what was needed in the course:	Number of responses
Do not know/not Applicable	0 (0,0%)
Disagree strongly	1 (11,1%)
Disagree somewhat	3 (33,3%)
Agree somewhat	2 (22,2%)
Agree	3 (33,3%)
Agree strongly	0 (0,0%)
Total	9 (100,0%)



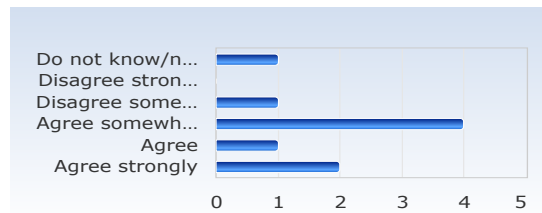
16. The only thing necessary to succeed in the course was a good memory:

The only thing necessary to succeed in the course was a good memory:	Number of responses
Do not know/not Applicable	1 (11,1%)
Disagree strongly	4 (44,4%)
Disagree somewhat	2 (22,2%)
Agree somewhat	1 (11,1%)
Agree	1 (11,1%)
Agree strongly	0 (0,0%)
Total	9 (100,0%)



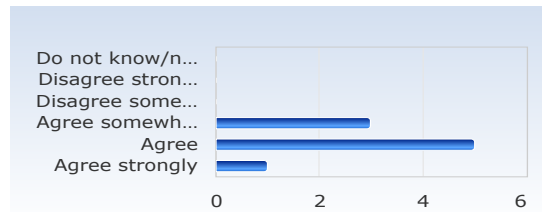
17. The teaching facilitated understanding the materials:

The teaching facilitated understanding the materials:	Number of responses
Do not know/not Applicable	1 (11,1%)
Disagree strongly	0 (0,0%)
Disagree somewhat	1 (11,1%)
Agree somewhat	4 (44,4%)
Agree	1 (11,1%)
Agree strongly	2 (22,2%)
Total	9 (100,0%)



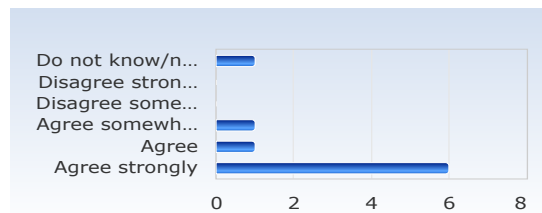
18. The teachers made the content of the course interesting:

The teachers made the content of the course interesting:	Number of responses
Do not know/not Applicable	0 (0,0%)
Disagree strongly	0 (0,0%)
Disagree somewhat	0 (0,0%)
Agree somewhat	3 (33,3%)
Agree	5 (55,6%)
Agree strongly	1 (11,1%)
Total	9 (100,0%)



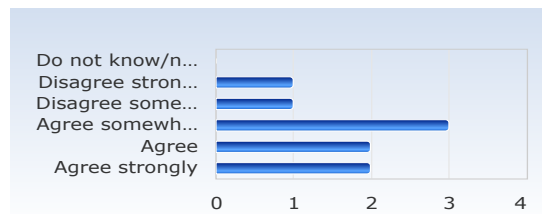
19. The teachers motivated the students to do their best:

The teachers motivated the students to do their best:	Number of responses
Do not know/not Applicable	1 (11,1%)
Disagree strongly	0 (0,0%)
Disagree somewhat	0 (0,0%)
Agree somewhat	1 (11,1%)
Agree	1 (11,1%)
Agree strongly	6 (66,7%)
Total	9 (100,0%)



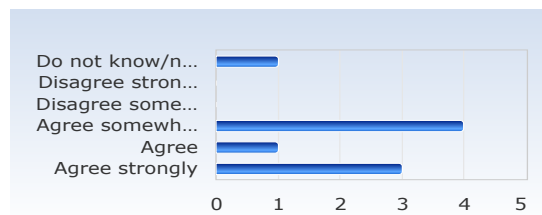
20. The course has developed my ability to work in groups:

The course has developed my ability to work in groups:	Number of responses
Do not know/not Applicable	0 (0,0%)
Disagree strongly	1 (11,1%)
Disagree somewhat	1 (11,1%)
Agree somewhat	3 (33,3%)
Agree	2 (22,2%)
Agree strongly	2 (22,2%)
Total	9 (100,0%)



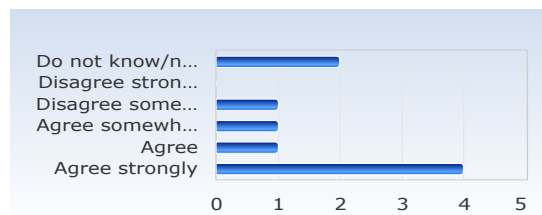
21. Taking the course has given me more confidence to address new and unknown problems:

Taking the course has given me more confidence to address new and unknown problems:	Number of responses
Do not know/not Applicable	1 (11,1%)
Disagree strongly	0 (0,0%)
Disagree somewhat	0 (0,0%)
Agree somewhat	4 (44,4%)
Agree	1 (11,1%)
Agree strongly	3 (33,3%)
Total	9 (100,0%)



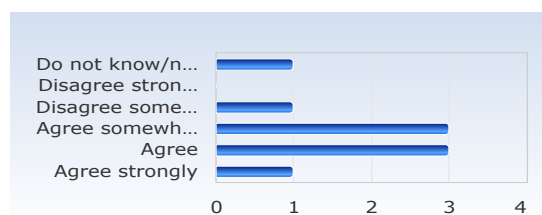
22. The teachers were professional when giving feedback:

The teachers were professional when giving feedback:	Number of responses
Do not know/not Applicable	2 (22,2%)
Disagree strongly	0 (0,0%)
Disagree somewhat	1 (11,1%)
Agree somewhat	1 (11,1%)
Agree	1 (11,1%)
Agree strongly	4 (44,4%)
Total	9 (100,0%)



23. Did the course objectives give a good depiction of the course you recently finished:

Did the course objectives give a good depiction of the course you recently finished:	Number of responses
Do not know/not Applicable	1 (11,1%)
Disagree strongly	0 (0,0%)
Disagree somewhat	1 (11,1%)
Agree somewhat	3 (33,3%)
Agree	3 (33,3%)
Agree strongly	1 (11,1%)
Total	9 (100,0%)



Comment

It was a lot of literature we had to read, some were hard to understand.

No, too broad.

We did not get enough time to learn by ourself.

Sufficient materials provided.

I sometimes had the feeling that the course literature, especially the book, did not match with what we were actually talking about in class. Of course the provided literature together with the lectures can all be seen as separate sources and students just choose whatever content they think is important. However, it was too much material for this approach. I feel like their should be more overlap between the literature and course content.

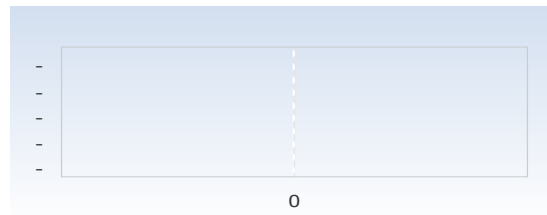
As for the course textbook, some of us have discussed and agreed that it is not well organised, especially the part of trade law. There are a lot of complicated cases, but the jurisprudence of each case is not listed logistically. Although we can always find the ruling at the end of each case introduction, different cases are found interwove with each other than confuse me sometime.

Yes, the book was great. Some articles provided were a bit too advanced and too abstract to fully grasp. Deep-reading article was great.

27. What was best with the course?

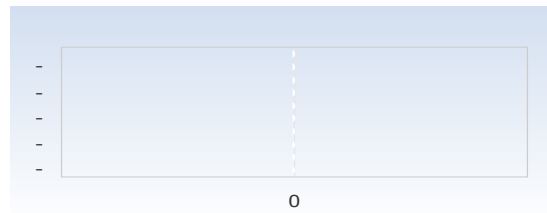
Date

Date	Number of responses
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
Total	0 (0,0%)



Time

Time	Number of responses
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
Total	0 (0,0%)



Comment

The moot court was very helpful to gain a deeper understanding of how to argue.

Moot Court and Essays

Mock negotiation

It is a great course to get to know a new topic and get into Economic Law.

The knowledge transferred to the students and the different methods used were convincing and the motivation of the Professor regarding the contents of the course was outstanding. Especially his obvious experience was inspiring.

The best was the encouraging and very much engaged teachers. It was a pleasure to work with so many different teachers who have a profound knowledge in their field and can report about the practical work they do. I think it was also really good to have a negotiation opportunity within the mood court because usually it's only the classical trial situation which students most likely have done before. A negotiation situation is very suitable for international economic law and therefore offers an opportunity which is most likely not present for other courses.

1. The course introduced the WPR approach for critical thinking.

2. Provide more opportunities for oral presentations.

3. The deep reading session was inspiring.

- The essay was a great way to get in depth knowledge on a selected topic.

- The moot court was the best preparation for the final exam and a fun exercise.

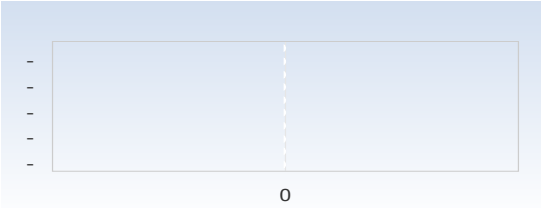
- The teachers did a great job of creating a forgiving and familiar learning environment.

- I liked the grading system. It was transparent, fair and it makes sense to spread the points over many activities rather than just a final exam.

28. What most needs to be improved? Were any topics missing? Can a topic be removed?

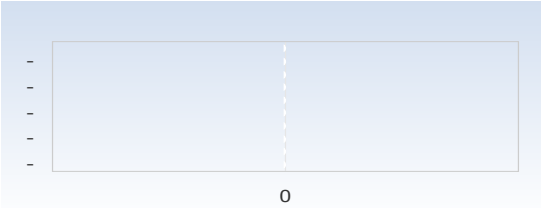
Date

Date	Number of responses
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
-	0 (0,0%)
Total	0 (0,0%)



Time

Time	Number of responses
-	0 (0,0%)
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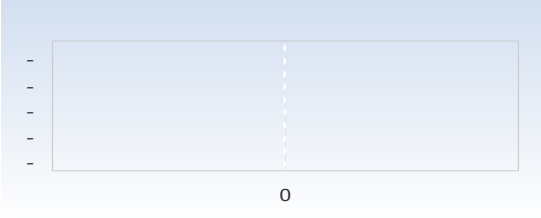
Comment

- Maybe more feedback and a different time schedule (essay draft earlier so that we can start with the essay earlier), I feel like the exam example uploaded was a bit misleading
- More transparency to tasks.
- Topics were too much. It's better to split it into two separate courses.
- Structure! and communication between the Professor and organising persons. It was hard to understand what is expected from the students, schedules and assignments were spontaneously changed only because some students complained about certain things.
- I think the course should either be more specified towards fewer topics or clearly be stated as an introductory class to general international economic law. In my opinion we touched upon too many topics but only on the surface. Maybe trade law and investment law are enough as the both larger topics that will be covered and then have the sub-topics with respect to both areas.
- 1. We had a study group and it took us a lot of time to figure out trade law, especially TBT SPS NT, etc.. However, the examination didn't regard a lot in these fields and as far as I understood, they may not be crucial sections in contemporary international economical law. Therefore I kindly believe in the future maybe you can delete some contents addressing these issues.
- 2. It was really brilliant to bring about critical legal studies, and it provided a new perspective for me to develop my arguments in the essay. However, some countries, for example, China, are still sticking to positivism, thus it may be hard for us to accept the theory of critical legal studies at beginning, since some questions would be raised, like why don't we stick to normative research but concentrate on the policies? What is the relationship between law and policy, and between law and international relations? Of course for master student we had already discussed about them before the course, thanks to the seminars. However for other students who hadn't learned the theory of critical legal studies, it might be difficult to start. Then I think for the theory part you can put on more contents in the future.
- 3. The issues of CBAM and Strategic Autonomy in the exam were brilliant, but we didn't address them during the course if I remember correctly. Therefore I suggest kindly that you bring up more topics of hot spots in the future.
- 4. Some feedbacks are kindly expected.
 - The course guide needs to be updated. A lot of things in it were outdated. Especially frustrating that the final exam was explained wrong in the course guide.
 - It would be helpful with more application exercises. The exam was a lot about application of the rules and a part from the moot court we only spent about an hour of the entire course on actual application, very history heavy course at times.
 - The course would benefit from narrowing down the scope of the subject and focus on the core things. That goes for the lectures as well since a lot of times we didn't make it through the entire presentations.
 - There was no feedback provided on the essay, presentation nor moot court. Feedback is usually a great way to learn.

29. Did you have the possibility to participate in the course on terms equal with other students? (for example, from an equal treatment perspective)

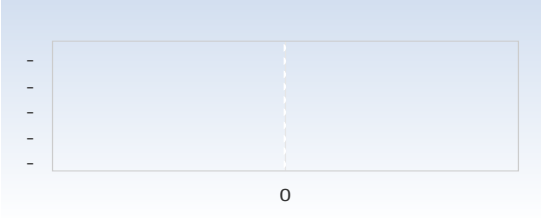
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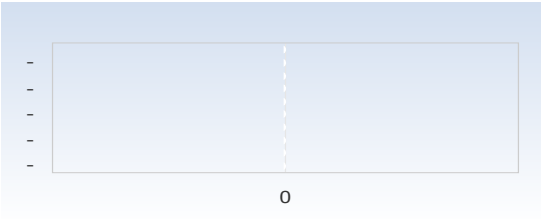
Comment

- Yes,
- yes
- Yes
- Generally, yes.
Especially for students getting into international economic law for the first time it was very challenging to keep up with the Professors pace and Masters students. The grading was too harsh and not sufficiently reasoned. (e.g. no feedback on the essay)
- Yes
- Yes.
- Yes.
- Yes

30. Did this survey cover all relevant topics, if not what is missing?

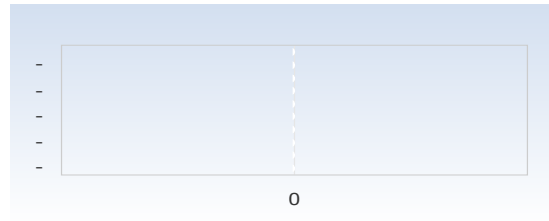
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Comment

yes
Yes it does
-
Yes. Thanks for your efforts and sorry for the delayed response.
Yes