

COURSE GUIDE:

INTERNATIONAL LAW AND THE GLOBAL ECONOMY 15 HP, SPRING 2025,

version 2025-12-22

Welcome to the course!

1. Aim of the course

1.1. Content and purpose

1.1.1. Overarching aim of the course

The aim of the course is for students to gain general and critical knowledge of legal principles and mechanisms in international economic law, with special focus on trade law and investment law. International economic law is explained in the context of other areas of law, such as environmental law and human rights and it is contextualised from an economic and political perspective.

1.1.2. General structure of the course

The course is divided into four parts. The first part restates some basic concepts of international law and thereafter sets out some salient features of the general structure of international economic law in the context of the global economy. The second part takes a closer look at the core features of international trade law, in particular WTO in law. Part three focuses on international investment law. The final fourth section contains the examination and some exercises, including the mock negotiation/moot court.

As you will see in section 4 of this syllabus, the examination is divided into a written exam and some other assignments which are intended to develop and test different types of skills and knowledge (see subsection 1.3). Please note that the final exam will only test some of the expected skills and knowledge, while other learning outcomes are evaluated in other ways.

You are advised to familiarise yourself with the structure of the course through this course guide as well as the schedule on the Athena platform.

Please check the course website for updated information, in particular with respect to changes to the schedule.

1.2. Instruction

Instruction during the teaching sessions is provided as lectures, workshops, and as group exercises. All teaching is in English. Students are expected to have studied the assigned materials of the course ahead of each lecture or workshop. Student activity is vital for the success of the course. Some of the introductory lectures take the form of video lectures (public international law; PIL).

The workshops will be organised in the following way: During the beginning of the workshop, you will be presented with a number of questions, based on the readings for that workshop. You will discuss these questions divided into smaller groups without supervision. During the second half of the workshop, your answers will be discussed in class.

The reason why different types of instruction and examination are used is to enhance and test different abilities (see sub-section 1.3).

Slides used by a lecturer will as a general rule be posted on Athena.

Please note that some teaching sessions are mandatory. This concerns the initial and final lecture (as these are vital for understanding the course), base-group discussions, all the workshops, as well as of course the activities that count towards the final score (presentations, opposition, moot court activities). Attendance of at least 80% of all teaching activities gives an additional 3 points.

1.3. Expected learning outcomes

Learning outcome	Examination
<i>Knowledge and understanding</i>	
- know the main features of the rules and regimes of international economic law as well as the interplay between these and other rules of international law	Case essay; written exam (short questions and case)
- understand the relation between these legal regimes and the different ideas and beliefs that influenced them	Study questions; deep-reading activities; written exam (case and essay)
<i>Skills and abilities</i>	
- orally present the results of legal analyses of complex phenomena within the subject area.	Case presentation; mock negotiation/moot court
- at advanced level use legal methodology and terminology in the field of international economic law	Case essay; mock negotiation/moot court; written exam (case and essay)
- in an independent and critical manner formulate analyses of the main legal rules and legal mechanisms of international economic law	Case essay presentation; written exam (essay)
<i>Evaluation ability and approach</i>	
- evaluate the main legal rules of international economic law in a historical, political and general legal context	Case essay; written exam (essay); deep-reading activities

1.4. The purpose of the course explained

This course is about how international law enables and regulates the global economy. The global economy is in many senses a whole. Even though there are local, national and regional markets, it seems difficult to imagine a single transaction anywhere on the globe that could not in some way be connected to any other transaction. By contrast, the regulation of the economy is made up by a hodgepodge of national, regional and international regimes. Therefore, skilful actors in the economic sphere can often play on the differences between different regimes and prod nation states and other political actors into “races to the bottom” (or the top). Seen this way, law and politics have a hard time catching up with the economy.

On the other hand, law, is everywhere. In fact, it is difficult to imagine an economic transaction in the modern world without laws. All transactions are in one way or the other enabled or regulated by national, regional and international law, from national laws that protect property rights to treaties on investment

protection and international conventions on trade or money-laundering. So too is politics omnipresent. Domestic legislators can introduce regulations that have global repercussions, and non-governmental organisations might push both states and large corporations into action.

How all of this works is difficult to understand, but one thing is for sure: the economy is not organised in the same functional and geographic compartments as the law. This course does not promise to fully explain the relation between the law and the global economy, but it will give students an idea of the complexities involved and some tools to enable further exploration.

The course will focus on the core international economic law subjects of international trade law and international investment law. To some extent it will also touch upon development law and digitalisation. It will give students an introduction to trade and investment law and provide tools for analysing international economic law from economic and political points of view. But since neither trade nor investment function in a legal vacuum, the course will also bring in other relevant fields of international law. Although subjects like tax law, competition law, transnational criminal law, and intellectual property law are also highly relevant parts of the international economic legal landscape, they are not covered during the course.

Different areas of international economic law fulfil different roles – to facilitate exchange, to distribute the gains, to protect rights, to provide public goods and services and to address externalities (negative side-effects) like environmental degradation or financial instability. Different ideas may underpin different regimes, in the fragmented international legal and political order. This course aims to provide critical thinking skills to the students to start analysing such underpinning ideas in the law, in particular through the deep reading activities. Furthermore, the different regimes are organised differently, with different managing bodies or dispute-settlement systems (courts, arbitral bodies, etc) and different types of regulation (multinational, bilateral, national, formal, informal). In order to help students critically understand these various regimes, the course will give a brief background to ideas underpinning international economic law during different times as well as tools for analysing the implicit thinking in different areas of law.

The course will be of interests as an introduction for students who want to specialise in international economic law or in domestic private or public law in which international regulations of the economy are relevant, such as international commerce, investments, financing and diplomacy. The course will also be useful for students that seek to pursue careers in general public international law, since it focuses on issues that are of increasing importance but are often neglected in general courses in PIL. It will further be of interest for students who want to specialise in human rights law or international environmental law; economic issues are often important in both fields, but usually not covered by the expertise of the practitioners in those areas. Lastly, the course will be important for students who want to work with (economic) development.

2. Structure of the course

2.1. Outline of the course

The course consists in lectures, workshops, base-group exercises, presentations and a mock negotiation and moot court. The detailed schedule for these activities and links for handing in documents are available on Athena.

Some of the activities deserve to be discussed in some further detail as they are composed of a number of activities that are logically linked together.

First, the deep reading activities. Quite a bit of the course will concern activities connected to two central excerpts by Karl Polanyi and Wilhelm Röpke. The texts are selected to represent to widely divergent types of thinking that are central for understanding international economic law. The excerpts are the basis for the activities called deep reading. These excerpts are complex and you will be asked to analyse them in depth in a variety of ways. You will both discuss these

excerpts in your study groups, submit a collective reflection on them, submit individual answers to study questions based on them, and finally write an individual essay on the two excerpts.

Second, a number of activities are connected to a particular legal case you will be assigned. These are created to successively sharpen your analysis of the case over the course of your studies. You will either be assigned a case in international trade or international investment law. Initially, each base group will convene and discuss different approaches to analysing the cases. After this discussion, each base group will collectively submit a brief reflection on your discussion. Then each student will submit a brief preliminary summary of the case present the case for the whole class orally. At this point, a person in the class will be assigned as commentator on the presentation (opposition), with a view to help improve your analysis of the case. Both the presentation and the opposition are graded and counts towards your final degree. Finally, each student will submit a case essay where you analyse your case in written, and which includes an updated short summary. These summaries will added to your digital documents during the final exam and knowledge of the cases will be helpful for answering the questions during the exam.

2.2. Mandatory elements

Participation in the introductory lecture, final lecture, workshops, and in practical exercises (mock negotiation, moot court, base-group activities, and the presentation of case studies) are mandatory. This applies also to those presentations in which other students present their work. Exemption from this requirement can be granted if the student has a valid excuse, such as sickness, and completes an equivalent make-up task. It is of course particularly important to attend exercises with oral presentation (case study presentation, mock/moot). In case someone has a very pressing reason not to attend these activities, we will create a make-up exercise also for the oral exercises. Attendance at other classes is voluntary but will be credited. Attendance of at least 80% of all activities gives an additional 3 points (see sec 4).

3. Course Literature

The main book in the course is David Collins *Foundations of international economic law* (2nd edition 2025, Edgar Elgar Publishing). The book is slightly shorter than the previous course book and focuses more narrowly on international trade and investment law. Given its somewhat narrower outlook in scope and perspectives, the course more clearly aims to train critical thinking skills. This means that a part of the course includes you retaining an independent outlook on the book. You will be allowed to bring the course book with you to the exam and a significant part of the exam is about finding ways to show your knowledge about the book. This means that it is a good idea to buy a physical copy of the book and read it closely. The course book can be ordered from bookshops online such as www.adlibris.com or www.bokus.com.

In addition to the course book, there will be several articles and excerpts will be made available online on the Athena page. These are to be read in connection with the respective activities of the course. Normally, such as with respect to the workshops, you will be instructed to read these texts in detail ahead of the activity. As you are allowed to bring these texts as well to the exam, it is a good idea to print them and make notes in them as you read them. You might also be asked to read a particular section of the course book ahead of a particular workshop or lecture.

There is a treaty collection made available on the course page on Athena. This treaty collection will be made available on the final exam. It is therefore a good idea to familiarise yourself with it during the course.

4. Assignments and examination

4.1. General information about the examination

The examination consists of several parts: participation in a moot court/negotiation; the case essay; the presentation of your case and the constructive review of another student's case study essay (opposition); the submission of answers to study questions and papers for the two deep-reading sessions; and a written exam at the end of the course. In addition, there will be a diagnostic quiz on public international law and on the global economy during the first part of the course. The quiz is mandatory, but the results are not included in the examination.

If any of the written exercises are submitted late, credits will be deducted.

The grade of the course is based on the aggregate individual performance in the various examinations. As a basis for this assessment, the points achieved in the different segments of the examination will be summarised. The maximum score for each part of the examination is indicated in the table below. In addition, attendance of 80% or more of all teaching sessions gives 3 points (leading to a total maximum of 103 points).

Under “1.3 Expected learning outcome”, it is indicated how the different expected learning outcomes will be examined. To pass the course, all learning objectives for the course need to be fulfilled. Therefore, all parts of the examination must have been passed to pass the course. 50% of the score in any exercise means that the student has passed that part of the course.

Students who fail the written examination will be provided an opportunity for a re-exam. Students who have passed the course after the final exam are not eligible for a new examination for higher grades.

The maximum scores are as follows:

Quiz – Public international law	Diagnostic
Case essay, with final summary	20 pts
Exercise: Presentation (including the draft summary) and review (opposition) of case study	15 pts (10+5 pts)
Exercise: Moot court/negotiation (oral + written, each 5 pts)	10 pts (5+5 pts)

Written exam part I (multiple choice questions)	10 pts
Written exam part II (problem-oriented questions, reflection question)	20+15 pts
Deep-reading I and II, answers to study questions and essay	10 pt
TOTAL	100 pts (+3 points for participation)

4.2. Grading criteria

Assessment criteria for written assignments:

- Choice of questions and problem formulation
- Factual knowledge and insight
- Presentation including structure
- Material (use of secondary sources, for the case essay)
- Methodological explanation
- Analysis and argumentation
- Independence of thought and originality
- Ability to integrate ideas from the deep-reading materials and discussions.
- Conclusions
- Sources, citations, etc
- Language, style

Assessment criteria for case presentations:

- The same criteria as for the written assignment
- In addition, the presentation, including the outline, the oral delivery of the presentation, the use of slides (if any)

Please note the tips and instructions in section 4.5.

4.3. Case presentation and case essay

As indicated above several graded activities takes place in connection with a particular legal case you will be assigned. You will either be assigned a trade or investment law case. If you would want to change case, to another case within the same legal category, you can reach out to the course director, giving reasons for wanting to change case.

First, you will discuss how to research your cases in your base group and email a collective reflection to the course director afterwards.

Second, you will present your case for the whole class. Those with trade law cases will present one day in connection with the lectures in trade law. Those that present on international investment law will present in connection with the lectures in international investment law. At the same time, you will present a brief preliminary summary of the case (no more than 300 words). A specific student will be assigned to be your reviewer during the presentation. Thus, each student will present one case and also be the reviewer of one other case. The student that presents and the reviewer will need to arrange a meeting ahead of the presentation. At this point in time, the presenting student will have to show the reviewer the preliminary summary. The presentation should be no more than 8 minutes long (please time it when preparing) and then the reviewer will be allowed a couple of minutes to comment on the presentation and the summary. (The time allotted to each student may be adjusted, depending on the size of the class.)

A few tips on the presentation: It is difficult to grasp too many details during a brief presentation, so focus on the most interesting points, and you do not need to cover all issues presented in the case. Do not stuff your power point slides with too many details; if you show long quotes, emphasise the most important words in a different colour. Speak slowly and confidently and look at the audience. Practice in front of a mirror or a webcam, and if your presentation includes slides, use them during your practice as well. If you have slides to show, it is preferable that you bring them on a memory stick or email it to an email that you can log into in class, since that will make transition from one presenter to the next a bit quicker.

Here are some further tips:

<https://blog.polleverywhere.com/student-presentation-tips/>

<https://www.wikihow.com/Do-a-Presentation-in-Class>

Third, towards the end of the course, you will submit a final case essay. The aim of this essay is to provide a deeper more original analysis of the case. It is to be submitted online on Athena. In the case essay you are expected to analyse a case about international law and the economy. One way of deepening the analysis is to include ideas developed through the deep reading activities. The final case essay should include an updated summary of the case. All the summaries of the cases will be included in a document on the final exam. The exam questions will be written in such a way that having a grasp of the cases will be helpful.

The case essay should be **7-10 pages** (not including title page, list of references, and the final summary of the case). It should be written in a serif like Times, 12 p, with 1 ½ line spacing. If the same amount of information can be presented in a shorter essay, that is preferable. It normally makes sense to shorten your essay. Further instructions regarding the format for the case study will be found in the document “Writing Guidelines” under “Course materials” on Athena. The case study will be marked according to the criteria for written assignments set out in 4.2 above.

You are free to structure the case essay as you see fit for your particular analysis. Below follows a potential structure that you can take inspiration from: 1. You might want to include a brief introduction where you highlight what is important in the case. 2. Somewhere in the essay, it is advisable to say something about how you are analysing the particular case and any particular methodological approaches you are making use of. 3. An overview of the facts of the case. 4. If helpful for your analysis, include how the respective parties in the dispute presented their respective case. 5. An analysis of the reasoning of the relevant

tribunal. 6. Some kind of independent analysis of the underlying thinking of the tribunal, the effects of the case or other noteworthy aspects of the case. 7. A conclusion. 8. You also need to include an updated summary of the case with the final case essay.

It is expected that your analysis will at least in part be based on other sources than the case itself. Examples of such outside sources are other cases, books (including course literature), and law-journal articles.

The paper and the presentation should both be directed at your fellow students, which basically means that you can assume that the reader/listener has about the same background knowledge as you have. The purpose of the presentation is to help your fellow students understand how they can use your particular economic law case in legal argumentation.

4.4. Deep-reading sessions

The deep reading sessions are chances for you to improve analytical thinking by diving deeply into two complicated texts. The texts are accompanied by study questions. There are online submission deadlines for coming in with your written replies to these study questions. As these texts are not normally much analysed in a legal setting, the aim here is to independently analyse these excerpts in a legal context. There are clearly no correct answers in this respect, but due to the nature of the exercise, using general information about the thinkers from online sources makes little sense. Rather you are advised to spend some serious time thinking about these texts and their relationship to law and legal analysis on your own. Since the two texts embody two significant overarching ways of thinking about the role of economic law, they are suitable as inspiration for the case-essays.

The answers to the study questions should be no more than five pages (regular formatting and spacing). If you want to you are allowed to focus in on a few questions rather than answering them all. The idea is to help you understand these seminal text in a legal context by answering the study questions. Then the final deep-reading paper should ideally be more of an individual way of making sense of the excerpts in some legal context. The deep-reading paper should be no more than five pages (regular formatting and 1 ½ line spacing). The aim is not write a lot, but to show that you have been able to independently make sense of some aspects of the readings.

4.5. Base-group collective reflections

The collective reflections take place at your time of convenience. The final due date for the respective reflexion is available in the schedule on Athena. Each base-group reflexion should be written jointly and take note of all students that participated in the session. The total email should not contain more text than 1-2 pages of text. The point is to highlight some salient features of your collective discussion. You need to submit it, but it is not graded.

The first collective base-group reflection for the respective base concern first how to analyse your respective case. For this session, you can each take turns and share what initial information you have found about your case and what difficulties you have encountered. Write a common email outlining what strategies you have found for analysing the case.

There are two more collective base-group reflections due – one for each deep-reading session. These take place after you have individually answered the study questions for the relevant deep reading excerpt, but before you have to submit your individual final deep-reading paper. The purpose of this session is not to make each student think more similar, but rather for you to realise which parts of your way of reading the excerpt that are creative and particularly interesting. Such types of analysis can then feed into your analyses in the case essay.

4.6. Moot court/negotiation exercise

4.6.1. General rules

The purpose of the moot court and negotiation exercise is to train your skills in legal and practical reasoning as well as in oral and written presentations. Less emphasis will be put on finding every relevant legal source.

The exercise simulates a dispute which in reality would take months if not years to develop and settle. The exercise will cover both negotiations out of court and a moot court. You will be divided into groups, representing various actors in the process (the parties and the court or arbitral tribunal). Some teams will take part in the mock negotiation and some teams will take part in the moot court.

The mock negotiation will concern an investment case while the moot court will be a WTO case. The case also raises questions about international investment law, but no such moot court will take place. Both exercises precede from the same scenario, but they are not linked. In principle, the negotiation could end in an agreement to refer the case to a dispute settlement body, but that is not necessary.

Each group will write one memorial of 5-10 pages in accordance with instructions below, which shall be handed in at 10.00 am on the day before the exercise to the course administration via Athena. In the moot court, the parties shall hand in their memos to the opposing party and to the judges. The judges will hand in their memo (a draft decision) only to the course administration.

The total effort will be graded, including both the written and the oral stage. The credits are given to each individual, but we will be able to distinguish your efforts only at the oral stage. Because of the fact that it is very difficult to compare the efforts of the various teams, since they have very different tasks, the score for this exercise combined will only amount to 10% of the total score on the course.

4.6.2. Instructions for the mock negotiation

Those teams that take part in the negotiation exercise, shall write a memorial which presents the positions of the team, as follows:

- a) a brief statement of the most relevant facts (not more than 1 page);
- b) a legal evaluation of the situation (what are the chances of winning before a legal dispute settlement mechanism?);
- c) a legal argument for your position.
- d) an analysis of the interest of the party, including possible compromises;
- e) appropriate methods of settling the dispute (including a forum).

It is often very useful to analyse your BATNA – best alternative to a negotiated agreement. See <http://www.pon.harvard.edu/daily/batna/translate-your-batna-to-the-current-deal/>

During the pre-trial phase (negotiation phase), which will last for two hours, the teams, which may represent states, international organizations or groups of people, may make presentations as appropriate and present claims and legal arguments for their claims. This phase of the exercise will not follow a pre-set format, but will be determined by the actions of the teams. If the teams so wish, they can contact one another before the actual exercise. If so, such contacts shall be reported to the teacher at the beginning of the exercise.

4.6.3. Rules for the moot court

During the moot court phase, two teams will face one another, with a third team as judges. The moot court session shall take 2 x 45 minutes. Each team gets 20 minutes to present its argument. During this presentation the court may intervene and ask questions. After the arguments have been presented, the two teams may submit further arguments in the form of a debate with a rebuttal and a surrebuttal, each five minutes. At the end, the court will deliver its judgment.

4.6.3.1. OUTSIDE ASSISTANCE

1. Outside assistance to a team, including that of faculty members, shall be limited to general discussion of issues, suggestions as to research sources and decision-making in intramural eliminations.
2. Outside assistance which would interfere with the final product being the exclusive work of the team members is prohibited.

4.6.3.2. MEMORIALS

A. Form and Contents

1. Each Memorial shall contain the following sections:
 - (a) List of Sources (treaties, jurisprudence, literature, etc.);
 - (b) Issues;
 - (c) Jurisdiction of the Court (or other body vested with adjudicatory power);
 - (d) Argument;
 - (e) Submissions.

Participating teams are obliged to follow the order as mentioned in this paragraph. Each section should exclusively include information relevant to that section.

2. Each page of the Memorial shall be typed
 - with interline 1 ½ spacing,
 - with a margin of 2 cm on both sides and with a margin of 2,5 cm at the top and at the bottom.

Any type style is permissible, except that no type smaller than standard elite (12 spaces/pitches to 2,6 cm) shall be used.

3. The pages should be numbered consecutively in Arabic numbers.
4. Footnotes shall be placed at the bottom of the page and must be numbered consecutively in Arabic numbers. Footnotes and quotations of more than one line in length may be typed single spaced.
5. The listing of the sources in the index of authorities and in the footnotes should be complete and uniform throughout the document.

4.6.3.3. SCORING OF THE MEMORIALS

The scoring factors to be considered (without regard to their order of importance) include, but are not limited to:

- knowledge of the facts and the legal principles directly applicable to the facts;
- proper and articulate analysis of the issues involved;
- use of authorities and extent of research;
- logic and reasoning;
- evidence of original thought;
- clarity and structure;
- persuasiveness;
- thoroughness;
- grammar and style.

4.6.3.4. ORAL ARGUMENTS

1. Each member of the team shall act as an oralist during the oral arguments.
2. The scope of an oralist's pleadings is not limited to the scope of his/her submitted Memorial. The scope of the Applicant's rebuttal is limited to the scope of the Respondent's pleadings proper and the scope of the Respondent's surrebuttal is limited to the scope of the Applicant's rebuttal. Failure to keep within these limitations will be penalised by the Judges of the Moot Court.
3. Each team shall be allowed 20 minutes to present its argument, including the time needed to answer any questions which may be put to it by the Judges.
4. Extension of team time beyond 20 minutes, which in no case shall exceed 5 minutes beyond the total time allocated for presentation, shall be within the discretion of the Judges.
5. The use of exhibits, other than documents or handouts, is permitted. Teams requiring special equipment in connection with an exhibit to be used during the oral argument (such as a blackboard, holders for charts, pointers, etc.) must inform the director through the course administrator well in advance. Prior to the start of the pleadings, all exhibits shall be examined by the director. Any exhibits which are not fair and reasonable interpretations of the facts or clearly labelled as alternative theories shall be excluded.

4.6.3.5. MOOT COURT.

1. The oral argument shall be judged by a Moot Court.
2. Each oral argument shall be judged individually by the course director.

4.6.3.6. SCORING

1. The director shall especially take into consideration competence, inclusion of all relevant factors, construction of the argument, evidence of original thought, soundness of the argument presented, response to questions and knowledge of legal principles directly applicable to the facts.

4.7. Written examination

The final exam consists in three parts:

1. The first part will consist of 10 fact-oriented, multiple-choice questions. No books will be allowed. 10 points.
2. Two problem-oriented questions (combined 30 points) which focus on trade and investments but also may involve other legal issues discussed during the course or in the course book. For these parts, any literature or notes are allowed. You are strongly advised to bring along the course book for the exam. One of questions will be based on a fictive case and one of the questions will be a longer reflective essay-type of question.

Instructions for the written the exam:

The following standards apply:

1. I will be influenced by how well your answer is organised, on the micro-level as well as on the macro- level.
2. This is an exam in international law which indicates that legal arguments should be used. Always state your sources. When referring to sources, you do not have to put down the full references, but they should be identifiable. Examples: “Article 2 of GATT provides that....” or “the Brazil Tyres report from the WTO Appellate Body is an interesting example of...”
3. Time is scarce and it could be necessary that you try to identify the most pressing issues to be dealt with first. It is more important to cover all major issues raised by a question than to provide extensive details.

4.8. Writing

4.8.1. The writing process

Writing can be a real joy, but it can also be difficult. Every person who writes will develop her or his own approach, and the approach may change depending on the task or the circumstances. There is much advice available at the Internet. Here is a suggestion: <https://criticalthinkeracademy.com/courses/22120/lectures/315837>

4.8.2. Plagiarism

You may never use any source or copy from the internet without referencing in the main text, footnotes, and/or in endnotes. We check all writing, including the individual essays, with anti-plagiarism software, and any form of plagiarism turns into a formal complaint with Stockholm University. If you are unsure about what is ok and not, check with the teacher.

To plagiarise is to present content from someone else's work as your own. It is to omit information on who is the author or where the material originates. Plagiarism includes to copy text in verbatim (in its entirety) as well as presenting results, ideas and conclusions as if they are your own. Plagiarism can include text as well as other material such as a picture, figure or a diagram.

Scholarly work to a large extent builds on the work of others, there is nothing wrong in that. Thus, how does one avoid plagiarism?

- Be careful to always indicate correct references to your sources. It is often time consuming to do that afterwards and there is also a risk that you will omit a source that you have used. Thus, write down your references continuously as you are drafting your text or making notes.
- It is permitted to build on the conclusions and analysis of others; in such cases you must indicate who have made these conclusions/analyses, either by a reference in a footnote or in the main text if it is a principal conclusion/analysis.
- If it is a longer and principal argument/sentences(s) of an author, it is suitable to quote the argument/sentence(s) with a reference in a footnote.
- It is permitted to use conclusions/analysis from students' essays, but in such cases, you must make references and work independently in relation to such sources in the same way as you do with other sources.

4.8.3. Guidelines on AI

AI tools like Chat GPT (<https://openai.com/blog/chatgpt/>) are and will increasingly be used by practicing lawyers. However, a lawyer will still need to know her/his trade, because otherwise her/his services will not be in demand. Hence, we have to test that knowledge and those skills. There are at this moment no guidelines at the department or the university level. If guidelines would be formulated, we may have to take them into account. However, until such notice, the following will apply.

For International Law and the Global Economy, we will permit the use of CHAT GPT and similar AI tools provided that you follow all of the instructions below. For this course, this might be relevant in particular for a) the mock/moot memos, b) the individual essay and c) study questions for the deep-reading sessions. These instructions coincide by and large with those issued for the course “International Criminal Law”. You have to follow the instructions below.

1. You have to provide a printout of the question(s) you used and the full text provided by CHAT GPT. This should be copied into a word document and uploaded via Athena.

a. When you pose questions to an AI tool, you can use the question that you have been given by us (the teachers) or any question formulated by you. This includes the possibility to add several subordinate questions in order to answer an overarching question. Our experience is that it is very important which question you use in CHAT GPT; small differences may generate very different quality in the answers provided. Thus, you need to analyse the answer which CHAT GPT provides and adjust the question(s) if necessary, in other words an iterative process.

b. You have to highlight in yellow in this printout what parts you have used in your own document, regardless if the text is used verbatim or modified (tutorial memo, moot court motion or individual essay).

2. You have to provide an explanation on how you have used CHAT GPT. That explanation should be provided at the end of the respective documents. Limitations (number of words etc) do not cover such explanations.

- a. This explanation should contain the following components:
 - i. Which question(s) did you use? Was it the same question as provided by the teacher or did you create your own questions?
You need to motivate your choice and course of action.
 - ii. How did you use the answer provided?

3. If you use answers from Chat GPT in the text of your submission, the following applies:

- a. You may copy-paste parts of the text from CHAT GPT into your text if you find and add sources into footnotes with the same standard as normally used. You should write in the footnote: “text generated by CHAT GPT by use of the question”
- b. It is also allowed to modify parts of the text from CHAT GPT and paste into your text if you find and add sources into footnotes with the same standard as normally used. You should write in the footnote: “text generated by CHAT GPT by use of the question, subsequently modified”
- c. If you find that the answer from CHAT GPT is of poor quality and you have not used it at all, please state that and explain how you concluded that it was of such bad quality. This could example be an explanation that based on your research you found that the answer CHAT GPT is wrong and/or inaccurate.

4. Plagiarism and Impact on Grading

- a. The use of text from CHAT GPT without mentioning it in your text or the explanation (section 2 above) that you have used this tool is considered to be plagiarism and will immediately result in a formal complaint with Stockholm University.
- b. The use of text from CHAT GPT where you mention in your text or the explanation (section 2 above) that you have used this tool but without adding other sources is considered to be bad quality which may lead to a lower grade, including a fail.
- c. CHAT GPT may in some cases help you to identify rules, arguments and conclusions in an expedient manner. However, you have to conduct your own research and add your own analysis. The grading will consider to what extent you have done that.

5. Other matters

5.1. Special pedagogical support in higher education

Students with disabilities have the right to so-called special pedagogical support in higher education. Examples include alternative means of examination, including more time during examination or exam in a separate room. It is for the student concerned, if he or she wants to use the special measures, to contact the contact person at the law department at least four weeks in advance. With a written certificate from the Disability Services section Stockholm university the

student must show that he or she has a disability. Contact person at the law department is the Director of studies Viktoria Pettersson, phone: 08-16 13 04 or e-mail: viktoria.pettersson@juridicum.su.se.

5.2. Academic Writing Service

The university has an Academic Writing Service which can help you to improve your technique how to study and writing, it is available for all students who need such support. To visit the Academic Writing Service is free of cost for you as a student. Read more here: <https://www.su.se/english/education/student-support/academic-writing-service>

6. Contact information

Course director and main teacher: Senior Associate Lecturer Love Rönnelid

Love.ronnelid@juridicum.su.se

Course administrator: Sara Freeman

08-16 25 75; ile@juridicum.su.se

Reception hours: Tuesdays and Thursdays 13.00-15.00 (in normal circumstances).