

TRANSNATIONAL CASES OF CIVIL AND CRIMINAL LIABILITY

Introduction and sessions

1. Introduction.

The subject is aimed at providing the student with a first picture of the most prominent issues that are currently at stake when it comes to questions on non-contractual liability and criminal liability with a transnational dimension that are relevant to an international practicing lawyer. On the other hand, the teachers have been selected both among practicing lawyers and other legal professionals (public prosecutors, other civil servants) and also among leading scholars with an interest in those fields of expertise.

2. The syllabus of the subject.

From the point of view of civil non-contractual liability, the subject includes problems like environmental damage with a transnational character and liability for defective products, which are relevant because those problems many times affect more than one country, and –on the other hand- it also includes liability for car accidents with a transnational dimension, which are important because of their frequency and because of the aggregate amount of damage that one has to take into account.

From the point of view of criminal liability, the subject encompasses, on the first place, questions as cybercrime and illegal trafficking of workers. Again, issues that has a prominent transnational character and that will be at stake also in the years to come. On the other hand, the subject also deals with the so called whit-collar crime, focusing on the new regulations that applies to firms that work in a globalized economy.

All these questions, that are not probably central to an international advocacy program, may nevertheless provide the international lawyer with the minimum knowledge that he or she would need as a context to his or her work.

3. The students work.

During the classes, the student will participate both in practical work of solving cases and in theoretical presentations and cases made directly by the teachers. The personnel in charge of every session has selected the questions and issues to be dealt with in them taking into account its practical experience and expertise. For that, the idea is for them to bring their practice of the law to the class.

4. The sessions

Each point in the syllabus will be dealt with in a number of sessions that will not be consecutive. That will permit the teachers to plan the work that students have to do outside the classes and make their presence in the classroom much more fruitful.