

8.00 credits

90.0 h

Q1 and Q2

Teacher(s)	Hachez Isabelle ;Van Drooghenbroeck Sébastien ;Vander Putten Norman (compensates Hachez Isabelle) ;			
Language :	French			
Place of the course	Bruxelles Saint-Louis			
Learning outcomes	At the end of this learning unit, the student is able to : At the end of the course, and in accordance with its content, the student must be able to define a number of basic legal concepts, to describe and identify the different legal orders, to explain the links between them, to list the various formal legal sources forming those legal orders and to outline the main principles meant to ensure consistency between them.			
	In line with the course's introduction, the student must also be able to take a broader perspective on the course, and be capable of identifying, theoretically or based on textual excerpts, the different ways of addressing the law (the judge's or the legal literature's point of view as well as the legal science's (interdisciplinary) perspective. The student must also be able to determine whether a norm belongs to a specific legal order, based on the analytical framework developed by legal theorist H.L.A. Hart (distinction between primary and secondary rules, and in particular, among the latter, rules of recognition). In addition to the above, and finally, the student will have to assess, in a critical manner, the relevance of such inventory of the formal legal sources, as proposed by the teachers, with regards to the usual meaning conventionally attributed to that concept.			
	More generally, the emphasis is placed on both legal language and legal reasoning. The student must conform to the requirements of accuracy and preciseness, inherent in the study of the law, and understand the nuances and various interpretations that can be given to the law (the answer is seldom black and white, but is rather to be found in a shade of grey). Furthermore, the student must be able to both understand and set out the legal reasoning, based on normative instruments, excerpts of legal literature, case-law and examples. In that perspective, the handling of legal texts compilations is crucial: the student must be able to find the relevant legal provision in support of his/her argument, and to distinguish between what is stated in the text and the critical commentary made by the teacher. The reading of the case-law is also of prime importance: the student must be able to identify the key conclusions to be drawn from such decisions and understand the reasoning supporting the judge's findings, without confusing it with the parties' arguments. On top of assessing the correct understanding of the lectures' content, the teachers will evaluate the student's command of legal methodology. Finally, the student must be able to solve simple problems in relation to the theory taught during the lectures, in order to demonstrate his/her genuine understanding of the course's content.			
Evaluation methods	At the end of the first term, the exam is written. It includes application and definition exercises. At the end of the second term, and in the second session, the examination comprises a written part (application and definition exercises), and an oral part. Each part counts for half of the exam. At the examination (January, June, August), students are provided with their own codes and annexes, which may only be "annotated" within the strict limits indicated in the first syllabus.			

Teaching methods The traching will be excited, which does not prevent some dogree of interaction between the teacher and the students resulting from the questions acted to be ty the automate. The floor will be given back to guest because (see above), which is also likely to encourage student interaction with the outdate will, as introde of cabine at the and of each presentation. Moreover, trachere stand available to students to answer their questions between classes and at the outdate will, as introde to answere, in all is transfer to the course. Study parameters, in any event, what is stugpt during the learnes previse. For some parts of the course, is not subject to examination (however, it is intered to facilitate the understanding of the course, as the teacher to preside available to students, as the masse, in cable to the students. For some parts of the course, the course's syltabuses usually gield out the questions related to the course. In connection with the above, the course's syltabuses usually gield out the questions related to the course. A lew incluser as and an downde to practical available. A lew incluser as and and onexins, added in the antexes, is called to the soltabuses. The self-soltabuses. These syltabuses are easily which is only given and the instantiane easily and the instantiane easily and the instantiane easily and the instantiane easily. A lew incluser as and and onexins, added in the antexes (called lew of the sulfabuses. These syltabuses are easily which is only given and the instantiane easily which they will be course of the sulfabuses. These syltabuses are easily which is only given and the instantexe on and lew and ther on matese easily which is only given a		
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		In a less ambitious way, we could also see an interdisciplinary opening in the part of the course dedicated to the explanation of the different fields of law and to the way these fields apprehend differently the same legal concepts

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	(we will examine a decision of the Belgian Supreme Court in this regard). There is also an interdisciplinary opening in the (small) comparative law part of the course.
	Finally, the last lecture of the year will gather different teachers to discuss and confront their views about one thematic (disability, the figure of the foreigner and the Migratory Pact, the Covid crisis,), in order to show the complementarities of the points of view of the jurist, the psychologist, the sociologist, etc. on one particular topic.
Bibliography	Aucun
Other infos	The course materials are: the syllabuses and the notes taken during the lectures, the "syllabus d'annexes" (a compilation of texts related to each syllabus), the "Code Bac Saint-Louis" (or another collection of up-to-date normative texts).
Faculty or entity in charge	DRTB

Programmes containing this learning unit (UE)							
Program title	Acronym	Credits	Prerequisite	Learning outcomes			
Bachelor in Law	DROB1BA	8		٩			
Bachelor in Law French-English (and French-English-Dutch)	DRAB1BA	8		٩			