

Research on Exploring Ideological Political Elements in the All-English Course of International Business Law Based on the Theory of “Three-Dimensional Holistic Education”

Lingling Yang

Zhejiang International Studies University, Hangzhou, Zhejiang, China.

Abstract

As a core course for majors related to foreign related economy and trade, the all-English course of International Business Law imparts systematic professional knowledge of international commercial law and contains abundant entry points for curriculum based ideological political education. Guided by the “Three-Dimensional Holistic Education” theory, this paper takes the teaching objectives, key points and difficult parts of International Business Law as the starting point, sorts out relevant ideological political inquiries for this course, and integrates specialized knowledge points with ideological political inquiry. From the perspectives of full participant education, whole process education and all-round education, this study clarifies the content carriers for implementing ideological political education within this course. It provides references for practical ideological political teaching of International Business Law. During classroom instruction, the course can foster students’ devotion to the motherland and belief in the rule of law, and offer theoretical support for cultivating compound foreign related rule of law talents equipped with global vision and Chinese stance.

Keywords

International Business Law, curriculum based ideological political education, Three-Dimensional Holistic Education.

1. Research Background

International Business Law (all-English version) is a compulsory interdisciplinary course for students majoring in international trade. Its teaching covers fundamental theories of international business law, commercial subjects, commercial agency, commercial contracts, sale of goods, cargo transportation insurance, international payment, product-liability, intellectual-property-rights, and commercial arbitration^[1]. Since the Ministry of Education issued the Guiding Outline for Curriculum-based Ideological-Political Construction in Institutions of Higher Education in 2020, integrating ideological-political education into classroom teaching has become an essential component of university instruction. How to implement ideological-political teaching within the all-English International Business Law course is a key issue^[2]. The “Three-Dimensional Holistic Education” theory offers an effective methodological guideline, namely implementing ideological-political concepts through full-participant classroom education, integrating ideological-political content across the whole-process teaching, and elaborating ideological-political theories in an all-round manner. Realizing teaching innovation by combining ideological-political education with specialized knowledge of this interdisciplinary course has become a key breakthrough for International Business Law teaching^[3]. Application-oriented universities aim to cultivate high-quality practical talents to serve socioeconomic development. Topics including international commercial contracts, product-liability and commercial arbitration in International Business Law are rich in potential ideological-political elements. For instance, when teaching

commercial contracts, teachers may organize student discussions on which international commercial-law-related organizations China has joined, and how these organizations can be leveraged to resolve commercial disputes. Extended discussions can further facilitate the integration of ideological-political content^[4]. This paper explores approaches to combining ideological-political education with International Business Law to realize teaching innovation, based on core teaching modules of the course.

2. Analysis on Ideological-Political Elements of the All-English International Business Law Course under the Three-Dimensional Holistic Education Theory

The Three-Dimensional Holistic Education theory greatly facilitates the integration of business law knowledge and ideological-political concepts. As a vital component of international trade majors, business law knowledge connects with international trade theories as well as national policies for foreign trade. It provides methodological guidance for unearthing ideological-political elements in the all-English International Business Law course^[5].

2.1. Fundamental Knowledge and Corresponding Ideological-Political Elements

Prior to formal course learning, students need to grasp the definition, sources and historical evolution of international business law, alongside the formation and development of major legal systems. Corresponding teaching objectives require students to master the objects and scope of adjustment and legal sources of international business law; understand its germination, formation, evolution and international unification; recognize the influence of Roman law on the civil-law system and common-law system; and comprehend the frameworks, sources and features of the two major Western legal systems as well as their modern-day evolution. In instructional design, teachers may embed ideological-political thinking prompts such as: What role has China played in formulating international commercial rules? How do international commercial-law frameworks shape China's cross-border commercial activities? These questions inspire students' in-depth deliberation.

International trade students are relatively familiar with sale of goods and cargo transportation. In teaching the law governing international sale-of-goods, students are expected to grasp relevant domestic legislation, international conventions and commercial customs, remedies for breach of contract, and transfer of ownership and risks. They should also understand contract conclusion, contractual parties' rights and obligations, breach remedies, as well as ownership and risk transfer rules. For ideological-political integration, classroom discussions can be arranged on the purposes for China's accession to international sale-of-goods conventions, their influences on China's foreign trade, and how domestic enterprises can make practical use of these rules.

For international cargo transportation and insurance, teaching focuses on ocean-borne cargo transport and marine insurance. The transport module covers the nature of bills of lading, charter-parties, carriers' liabilities and limitation of liability, rights and obligations of shippers, and claim rules, with the nature of bills of lading and carriers' liability regime as teaching priorities and challenges. The marine insurance section involves formation of insurance contracts, insurance documents, insurance coverage periods, exclusions, rights and obligations of insurers and insured parties, insurance claims and limitation periods. Key difficulties include maritime risks, general average, subrogation and abandonment. Although students can generally understand these concepts, deep comprehension remains challenging. Teachers may raise guiding questions: What core principles underpin China's cargo insurance regime? How

do these principles affect domestic foreign-trade development? What regulatory measures have government authorities implemented for cargo insurance^[6]?

2.2. Interdisciplinary Knowledge Modules and Ideological-Political Element Exploration

Some interdisciplinary chapters are perceived as abstract and less engaging by international trade undergraduates. The law of international commercial organizations constitutes one such module, covering legal forms of commercial entities, company law, partnership law and sole-proprietorship law. Teaching objectives require understanding different commercial organizational forms, and mastering rules for partnerships, limited-liability companies, joint-stock limited companies and unlimited-liability companies. Major teaching challenges lie in organizational structures, and qualifications plus fiduciary duties of directors, supervisors and senior management. Embedding ideological-political inquiries can deepen student comprehension. For example, teachers may launch discussions on the significance of employee representatives participating in the “three-meeting” corporate governance mechanism for mitigating labor-management conflicts, and how such participation embodies democratic spirits within modern enterprise governance. Additional discussion topics include China’s membership in international commercial-law organizations, how to settle disputes via such platforms, and corresponding enlightenment for domestic practitioners^[7].

International commercial agency law represents another difficult chapter. Its content covers agency foundations, categories of agency relationships, rights and duties of agents and principals, tripartite legal relations among agents, principals and third parties, and agency termination. Students are required to understand agency formation, agent typology, termination mechanisms, and domestic agency legal rules. Difficult teaching points focus on mutual rights and obligations among three parties, and principals’ liabilities toward third parties for agents’ tort or criminal conduct. This module can be combined with ideological-political education via discussion prompts: What agency-related institutional arrangements exist within international commercial-law organizations that China has joined? How should Chinese enterprises address practical agency-related challenges? Students are encouraged to share real-world cases for group discussion.

When learning international commercial contract law, many students struggle with contract formulation and validity rules. This chapter introduces concepts of international commercial contracts, differences between contract rules under the civil-law and common-law systems, contract formation, validity, performance, breach and remedies, as well as contract modification, assignment and termination. It lays a theoretical foundation for subsequent modules such as cross-border sale of goods. Teaching priorities and difficulties consist of essential conditions for valid contracts, liability for breach and remedial measures. Ideological-political guiding questions may involve the significance of China’s accession to international conventions for commercial contracts, practical application suggestions for enterprises, and China’s contributions to the formulation of international contractual rules.

2.3. Key Course Content and Targeted Ideological-Political Design

Legal regimes, contractual liabilities of sellers and buyers, intellectual-property-rights and international commercial arbitration are indispensable core components, where mastery of specialized legal English vocabulary is highly demanded. Ideological-political design can combine professional terminology with current-affairs context to help students consolidate vocabulary while receiving value-oriented education.

For legal rules governing international payments, teaching covers major payment instruments and modes including remittance, collection and letter-of-credit as well as bills of exchange. Key difficulties are letter-of-credit fraud and the legal importance of bills of exchange. Teachers may

raise questions regarding fundamental principles of China's international payment legal framework and its socioeconomic impacts on China's foreign trade.

When lecturing on international product-liability law, students learn about subject parties, imputation principles and compensation scope stipulated in domestic legislation, alongside product-liability regimes of the United States, the European Union and relevant international conventions. Core teaching challenges include imputation theories and damage compensation rules for product liability. Guiding questions may address fundamental principles of China's product-liability legal system, its influences on foreign-trade development, and the regulatory role of competent governmental departments.

The international intellectual-property-rights module introduces basic theories of intellectual-property protection, international technology transfer, licensing agreements and global IP protection systems. Students need to master both domestic and international IP governance frameworks. Ideological-political reflection points can be designed around core principles of China's intellectual-property legislation, its implications for foreign trade, and governmental functions in IP governance^[8].

Regarding international commercial-arbitration law, teaching focuses on arbitration concepts and features, arbitration agreements, validity of arbitral awards, and recognition plus enforcement of foreign arbitral awards. Teaching objectives aim for students to master dispute-resolution mechanisms for cross-border commercial conflicts and become familiar with arbitration procedures. Corresponding ideological-political questions may involve fundamental principles of China's commercial-arbitration legal regime, its influences on foreign-trade development, and the role of governmental authorities in this field.

3. Conclusion

Under the guidance of the Three-Dimensional Holistic Education theory, this paper designs reflective ideological-political questions for the all-English International Business Law course from full-participant, whole-process and all-round educational dimensions. These questions revolve around China's participation in international commercial rule-making, its membership in international commercial organizations, enterprises' practical application of legal provisions, domestic legal principles, governmental regulatory roles, and institutional influences on China's foreign trade. Each professional knowledge module is matched with targeted ideological-political inquiry, tightly linking theoretical learning of international business law with China's real-world foreign-related commercial law practices. These guiding prompts encourage students to interpret international commercial law rules from a Chinese perspective, reflect on China's position within the global commercial law system, and evaluate practical impacts of legal institutions on domestic foreign-trade enterprises and the broader foreign-trade sector.

References

- [1] Wang, A. (2026). Research on curriculum-based ideological-political reform model of international trade practice for application-oriented undergraduate universities under the background of "three-dimensional holistic education". In Committee for Lifelong Learning of China University-Run Industry Association (Ed.), *Proceedings of the 1st academic symposium on digital-intelligent education research* (pp. 778–780). Committee for Lifelong Learning of China University-Run Industry Association.
- [2] Zhou, L. K., & Chen, L. (2026). Research on educational innovation of international business law curriculum-construction of ideological-political scheme for economics-management majors. *Modern Business Trade Industry*, 47(3), 217–220.

- [3] Ma, B. (2025). Research on the AI-empowered “PRIDE” whole-process model for curriculum-based ideological-political education-A case study of international business law. In Higher Education Committee of China Association for Non-Governmental Education (Ed.), *Selected papers of the 2nd national academic annual conference on curriculum-based ideological-political education for private universities* (pp. 726–736). Guangzhou Institute of Science and Technology.
- [4] Liu, C. C. (2025). Research on pathways for promoting ideological-political talent cultivation via curriculum-based ideological-political construction-Taking “international business law” as an example. *Human Resources Development*, (5), 73–76.
- [5] Zeng, A. H. (2024). Research on teaching innovation of “four-initiative integration” for the course introduction to international business law from the perspective of grand ideological-political education. *Intelligence*, (24), 57–60.
- [6] Zhao, H. Y., Xiao, Q., & Wang, D. (2024). Teaching design and implementation of curriculum-based ideological-political education for international business law. *Journal of Hubei University of Economics (Humanities and Social Sciences Edition)*, 21(4), 146–148.
- [7] Xie, H. B. (2022). Application and improvement of case-based teaching method in international business law course. *Modern Business Trade Industry*, 43(11), 180–182.
- [8] Wang, W. X. (2021). Chinese sentiment and global vision: Integrating Chinese business-law elements into the course introduction to international business law for business English majors. *Journal of Lanzhou Vocational and Technical College*, 37(4), 82–84.