

1. BASIC INFORMATION

| | |
|-------------------------------|--|
| Course | Foreign Policy and Diplomacy |
| Degree program | Global Degree in International Relations |
| School | School of Social Sciences |
| Year | First Year |
| ECTS | 6 ECTS |
| Credit type | Compulsory |
| Language(s) | English |
| Delivery mode | Face-to-face |
| Semester | Second Semester |
| Academic year | 2025/2026 |
| Coordinating professor | Rafael Trenas Luque |

2. PRESENTATION

This course introduces students to the study of foreign policy and diplomacy of state actors. Diplomacy is concerned with the management of relations between states and states and other actors. From a state perspective, diplomacy is concerned with advising, shaping and implementing foreign policy. As such, it is how states, through their formal representatives and others, as well as other actors, articulate, coordinate, and secures particular or broader interests, using correspondence, private conversations, exchanges of views, visits, threats or sanctions, and other related capabilities. Diplomacy is often thought of as related to peaceful activity, although it may occur within a war, armed conflict or may be used in the orchestration of acts of violence, such as seeking overflight clearance for an airstrike.

Through this course you will not only get to know the history of diplomacy, in all its dimensions, but you will learn to distinguish the traces that the history of diplomacy has left in the relations between states today, as well as to know the different stages that make up the negotiation process for the conclusion of conflicts.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1. Students must demonstrate to possess and understand knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge coming from the vanguard of her/his field of study.
- CB2. Students must know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.

- CB3. Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific, or ethical nature.
- CB4. Students must transmit information, ideas, problems, and solutions to a specialized and non-specialized public.
- CB5. Students must develop those learning skills necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:

- CC9. Skills in interpersonal relations: Ability to relate positively with other people by verbal and non-verbal means, through assertive communication, this being understood as the ability to express or transmit what one wants, what one thinks or feels without bothering, attacking or hurting the feelings of the other person.
- CC10. Initiative and entrepreneurial spirit: Ability to undertake difficult or hazardous actions with resolution. Ability to anticipate problems, propose improvements and persevere in their achievement. Preference for taking on and carrying out activities.
- CC11. Planning and time management: Ability to set objectives and choose the means to achieve these objectives using time and resources effectively.
- CC16. Decision-making: Ability to make a choice between existing alternatives or ways to effectively resolve different situations or problems.

Specific competencies:

- SC23. Contributing to the promotion of peace policies and proposals for peaceful solutions to conflicts.

Learning outcomes:

- LO1. The student will have the ability to recognize global, universal, cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute International Relations.
- LO2. Contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.
- LO3. Will have the ability to develop basic political, social, cultural and economic research studies within the framework of the state.
- LO4. Have the ability to know and understand the basic concepts of International Law.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

| Competencies | Learning outcomes |
|---------------------------------------|---|
| CB1, CB3, CB4, CC9, CC16 | LO1: The student will have the ability to recognize global, universal, cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute International Relations. |
| CB2, CB3, CB4, CT09, CC10, CC16, SC23 | LO2: Contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts. |
| CB2, CB3, CB4, CB5, CC10, CC11 | LO3: Will have the ability to develop basic political, social, cultural and economic research studies within the framework of the state. |
| CB1, CB3, CB5, CC16 | LO4: Have the ability to know and understand the basic concepts of International Law. |

4. CONTENT

Study of the organs of the foreign service of states and the development of their political action within the framework of a state under the rule of law. Structuring of diplomatic corps, diplomatic missions and the legal and political tools of the foreign action of international subjects.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Cooperative learning
- Problem-based learning
- Simulation environments
- Case Method

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

| Learning activity | Number of hours |
|------------------------------|-----------------|
| Discussions and colloquiums | 9 |
| Oral presentations | 9 |
| Tutorials | 18 |
| Autonomous work | 50 |
| Master class | 18 |
| Asynchronous master classes | 10 |
| Case analysis | 8 |
| Problem solving | 18 |
| Reports and writings | 8 |
| Face-to-face knowledge tests | 2 |
| TOTAL | 150 |

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

| Assessment system | Weight |
|------------------------|--------|
| Knowledge Test | 40 |
| Individual assignments | 20 |
| Oral presentation | 20 |
| Portfolio | 20 |

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

| Assessable activities | Deadline |
|---|--|
| Portfolio: Tests | Thursday, May 15, 2026 |
| Individual Assignment 1: Position Paper | We will coordinate with Aedri to make the preparation. |
| Individual Assignment 2: MUN | April |

| | |
|---|-------------------------------|
| Individual Assignment 3: Reflection | A week after the MUN was held |
| Presentation 1: Foreign Ministry Website | Week 7 |
| Group Work 2: Diplomacy Case | Week 11 |

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- Hill, C. (2003). The changing politics of foreign policy. Palgrave Macmillan.
- Bjola, C., & Kornprobst, M. (2018). Understanding international diplomacy: Theory, practice and ethics (2nd ed.). Routledge.

The recommended Bibliography is:

- Barston, R.P (2019), Modern Diplomacy. London: Routledge
- Berridge, G.R (2015), Diplomacy: Theory and Practice. Basingstoke: Palgrave Macmillan
- Cooper, A., Heine, J., Thakur, R (2013), The Oxford Handbook of Modern Diplomacy. Oxford: Oxford University Press.
- Hamilton, K. y Langhorne, R (1995), The Practice of Diplomacy. London: Routledge
- Holbrooke, R. (1994), Para acabar una guerra. Madrid: Biblioteca Nueva
- Kissinger, H. (1994), Diplomacia, Nueva York: Simon & Schuster
- Koh, T. (2013), The Tommy Koh Reader: Favourite Essays and Lectures, Hackensack, New Jersey: World Scientific.
- MacMillan, M. (2017), París, 1919: Seis meses que cambiaron el mundo. Madrid: Tusquets Editores
- Podany, A. (2010), Brotherhood of kings, Oxford: Oxford University Press.

10. EDUCATIONAL ORIENTATION, DIVERSITY AND INCLUSION UNIT

From the Educational Orientation, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences

that will encourage their personal and professional development.

4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.