

1. BASIC INFORMATION

Course	Spanish Foreign Policy
Degree program	Global Degree in International Relations
School	School of Social Sciences
Year	Second Year
ECTS	6 ECTS
Credit type	Compulsory
Language(s)	English
Delivery mode	Face-to-face
Semester	First Semester
Academic year	2025/2026
Coordinating professor	PhD. Carolina Punset Bannel

2. PRESENTATION

Analysis and explanation of the historical process of formulation and execution of the foreign policy of contemporary Spain, within the framework of the evolution of the international system. Study of Spain's foreign policy around three fundamental aspects: its background, the factors involved in its approach and his development in he world current. Study of the history of the policy abroad of Spain in the century xx. Study of the sectoral areas and geographical areas of action and political interest outside of Spain. Study of cultural action and promotion of the foreign image of Spain.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1 - Students possess and demonstrate knowledge in a field of study that starts from the base of general secondary education, and is usually at a level that, although it is supported by advanced textbooks, includes some aspects involving knowledge coming from the vanguard of such field of study.
- CB2 - Students know how to apply their knowledge to their work in a professional way and possess competencies that are demonstrated through the elaboration and defense of arguments and the resolution of problems within the field of study.
- CB3 - Students have the capacity to gather and interpret relevant data (within the field of study) to make judgments regarding social, scientific or ethical issues.
- CB4 - Students can transmit information, ideas, problems and solutions to an audience, whether specialized or not.
- CB5 - Students develop learning skills which are necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:

- CC2 - Self-confidence: ability to assess our own results, performance and capabilities with the inner

conviction that we are capable of doing things and meeting the challenges we face.

- CC03 - Adapt to new situations: to be able to assess and understand different positions, adapting one's approach as the situation requires.
- CC07 - Awareness of ethical values: Ability to think and act according to universal principles based on the value of the person that are aimed at his/her full development and that entails a commitment to certain social values.
- CC09 - Interpersonal relationships: Ability to interact positively with other people by verbal and non-verbal means, through assertive communication, understood as the ability to express or convey what you want, what you think or feel without upsetting, attacking or hurting the feelings of the other person.
- CC12 - Critical reasoning: ability to analyze an idea, phenomenon or situation from different perspectives and to assume one's own personal approach to it, based on rigor and argued objectivity, and not on intuition.

Specific competencies:

- SC03 - Make use of research techniques to identify problems in the field of International Relations.
- SC07 - Report and discuss the problems that cause international instabilities: conflicts, inequalities, exclusion, environment, pressure groups and public opinion, among others.
- SC18 - Generate, develop and consolidate basic level projects.
- SC22 - Play an active role in proposing solutions to specific problems and conflicts, regardless of the area geopolitics.
- SC23 - Contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.
- CE26 - Report, evaluate and assess current international events and situations.

Learning outcomes:

- LO1: The Student will be able to establish analogies and differences between the different actors present in the international arena.
- LO2: They will be able to identify and analyze the different geopolitical, geoeconomic, and sociocultural areas, as well as their specificities.
- LO3: Inform and discuss the issues that cause international instability: conflicts, inequalities, exclusion, the environment, pressure groups, and public opinion, among others.
- LO4: Will be able to communicate effectively in two languages at a general level and specifically in the analysis and contrast of sources and texts in the corresponding areas.

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

Competencies	Learning outcomes
CB1, CB2, CB3, CC3, CC12, SC03, SC26	LO1: The Student will be able to establish analogies and differences between the different actors present in the international arena.
CB1, CB2, CB3, CB5, CC3, CC12, SC03, SC26	LO2: They will be able to identify and analyze the different geopolitical, geoeconomic, and sociocultural areas, as well as their specificities.
CB2, CB3, CB4, CB5, CC7, CC9, CC12, SC07, SC22, SC23, SC26	LO3: Inform and discuss the issues that cause international instability: conflicts, inequalities, exclusion, the environment, pressure groups, and public opinion, among others.

**CB4, CB5, CC7, CC2,
CC9, SC26**

LO4: Will be able to communicate effectively in two languages at a general level and specifically in the analysis and contrast of sources and texts in the corresponding areas.

4. CONTENT

Evolution and analysis of the main objectives, principles and strategies of Spanish foreign policy and its short- and medium-term perspectives. Determination of the political and economic areas of interest.

5. TEACHING-LEARNING METHODOLOGIES

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

- Cooperative learning.
- Problem-based learning (PBL).
- 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	8
Oral presentations	5
Tutorials	18
Autonomous work	50
Master class	23
Asynchronous master classes	7
Case analysis	17
Problem solving	10
Reports and writings	10
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:

Assessment system	Weight
Knowledge test	35%
Oral presentations	10%
Portfolio	15%
Supervised Individual Assignments	40%

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
Scientific article	Week 3
Simulations	During Weeks: 4 and 5
Presentation	Weeks 6,7,9,10,11,12,13,15,16

Problem solving activities	Weeks 6,7,8
First Knowledge Test	Week 9
Case Analysis	Week 10
Challenges	Weeks 13 and 14

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:

- Yakovleva, N. (2023). *Strategic turns of Spanish foreign policy: Reasons and directions*. IBEROAMERICA.
- García, D., & Pacheco Pardo, R. (2014). *Contemporary Spanish foreign policy* (Routledge Advances in European Politics). Routledge. <https://doi.org/10.4324/9781315756790>

The recommended Bibliography is:

- Alonso Zaldívar, Ci Castells, M., Spain fin de siglo, Madrid, Alianza, 1992 (especially the chapter "The second circumnavigation of the world").
- Armero, JM. Spanish foreign policy in democracy. Madrid: Espasa Calpe, 1989 Mesa,
- Moran, F. Spain in his place. Barcelona: Square and Janes, 1990.
- perspectives exteriors. The interests of Spain in the world, Madrid: Policy Abroad- Real Elcano/ Fride Institute, (2002, 2004).
- Preston, Q. Yo Smith, D., Spain in view of the EEC and the NATO, Barcelona: Grijalbo, 1985. Roldán
- Barbero, J., Foreign relations of Spain, Madrid: Dykinson, 2001.
- Vilar, JB (ed.), International relations in contemporary Spain. Murcia: University of Murcia, 1989.

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.