

## 1. BASIC INFORMATION

<b>Course</b>	Diplomatic and Consular Law
<b>Degree program</b>	Global Bachelor's Degree In International Relations
<b>School</b>	School of Social Sciences
<b>Year</b>	Third Year
<b>ECTS</b>	6 ECTS
<b>Credit type</b>	Compulsory
<b>Language(s)</b>	English
<b>Delivery mode</b>	Face-to-face
<b>Semester</b>	Second Semester
<b>Academic year</b>	2025/2026
<b>Coordinating professor</b>	Enrique Manglano y Castel-lary

## 2. PRESENTATION

The course aims to bring students closer to the aspects related to Diplomatic and Consular Law, from a theoretical and applied perspective.

Students will learn to use international legal concepts to analyze the main problems and the policies that are proposed to face the issue.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Core competencies:

- CB1. Students have demonstrated 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 involve knowledge from the forefront of your field of study.
- CB2. Students know how to apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- CB3. Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant issues of a social, scientific or ethical nature.
- CB4. Students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.
- CB5. Students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

### Cross-curricular competencies:

- CC11. Time planning and management: ability to set goals and choose the means to achieve those goals by using time and resources effectively.

- CC3. Ability to adapt to new situations: being able to assess and understand different viewpoints, adapting one's own approach as the situation requires.
- CC4. Analytical and synthetic thinking: ability to break down complex situations into their constituent parts; also to evaluate alternative options and perspectives to find optimal solutions. Synthesis aims to reduce complexity in order to better understand and/or solve problems.
- CC6. Oral and written communication: ability to transmit and receive data, ideas, opinions, and attitudes to achieve understanding and action—oral communication involves words and gestures, while written communication involves writing and/or graphic supports.
- CC7. Ethical awareness: ability to think and act according to universal principles based on the value of the individual, aimed at their full development and involving a commitment to certain social values.
- CC8. Information management: ability to search for, select, analyze, and integrate information from various sources.
- CC9. Interpersonal relationship skills: ability to relate positively with others through verbal and non-verbal means, using assertive communication—defined as the ability to express or convey what one wants, thinks, or feels without upsetting, attacking, or hurting the other person's feelings.

#### Specific competencies:

- SC10 - Know and understand the basic concepts of International Law.
- SC15 - Knowing how to make use of the different sources and channels of information in the field of International Relations.
- SC19 - Interpret and analyze legal texts.
- SC26 - Report, evaluate and assess current international events and situations.

#### Learning outcomes:

- LO1: The students will know and understand the basic concepts of International Law.
- LO2: They will be able to understand the dimension of human rights as guiding values of international society and the legal framework on which it is based.
- LO3: They will know how to use different sources and channels of information, and will be capable of contributing to conflict mediation in hostile environments.
- LO4: They will understand the functioning of legal institutions, both national and international.
- LO5: They will be able to interpret legal texts.

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

Competencies	Learning outcomes
CB1, CB2, CB5, CC4, SC10	LO1: The students will know and understand the basic concepts of International Law.
CB1, CB3, CC7, SC10	LO2: They will be able to understand the dimension of human rights as guiding values of international society and the legal framework on which it is based.
CB2, CB3, CB5, CC3, CC8, CC9, SC15, SC10	LO3: They will know how to use different sources and channels of information, and will be capable of contributing to conflict mediation in hostile environments.
CB1, CB3, CC4, SC10	LO4: They will understand the functioning of legal institutions, both national and international.
CB2, CB3, CB4, CC4, CC6, SC19	LO5: They will be able to interpret legal texts.

## 4. CONTENT

Legal regulation of diplomatic and consular institutions. Reference to other forms of diplomacy.

## 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
Debates and Colloquiums	8
Tutorials	18
Autonomous Work	50
Lecture	22
Asynchronous Lectures	11
Case Analysis	14
Problem Solving	18
Reports and Written Assignments	7
In-Person Knowledge Assessments	2
<b>TOTAL</b>	<b>150</b>

## 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 Tests	40%

<b>Oral Presentations</b>	20%
<b>Portfolio</b>	30%
<b>Supervised Individual Assignments</b>	10%

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
<b>Case study I</b>	Weeks 3-4
<b>Case study II</b>	Weeks 7-8
<b>Knowledge test 1</b>	Weeks 9-10
<b>Oral presentations</b>	Weeks 11-14
<b>Knowledge test 2</b>	Weeks 15-16

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:

- Vilariño Pintos, Eduardo. (2018). Curso de Derecho Diplomático y Consular. Sexta Edición. Editorial Tecnos.
- Vienna Convention 1961 Proceedings. 2 vols.
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- 1963 Vienna Conference on Consular Relations: Proceedings. 2 vols.

The recommended Bibliography is:

- Gaeta, P., Viñuales, J. E., Zappalá, S., Gaeta, P., Viñuales, J. E., & Zappalá, S. (2020). Cassese's International Law (Third Edition). Oxford University Press.
- Rosas, MC. (2016) Soft Power and the Panda Diplomacy.
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- Neumann, Iver. (2006) Origen y evolución de la diplomacia. Millennium Revista de Estudios Internacionales  
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- United Nations International Law Commission: Yearbooks : 1954, vol. I, p. 193. 1955, vol. II, pp. 9-17. 1956, vol. II, pp. 129-170. 1957, vol. I, pp.1-164 y 209-244; vol. II, pp. 142-145. 1958, vol. I, pp. 89-101, 106-213, 248-267 y 270-272; vol. II, pp. 17-20 y 96-113.
- United Nations International Law Commission: Yearbooks : 1955, vol I, p. 289. 1956, vol. I, pp. 239-246. 1957. vol. II, pp. 77-112. 1958, vol. I, pp. 213- 230. 1959, vol. I, pp. 82- 99, 122-155, 163-170, 174-189, y 202-215; vol. II. pp. 90-92 y 116-130. 1960, vol. I, pp. 3-110, 116-253, 283-289, 295-321 y 327-336; vol. II pp. 2-39 y 144-181. 1961, vol. I, pp. 3- 101, 105-207; 208-218; 236-261 y 274-309; vol. II, pp. 61-83 y 99-142.

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, 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.

From this unit we offer to our students:

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](mailto: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.