

## 1. BASIC INFORMATION

<b>Course</b>	The European Union in the World
<b>Degree program</b>	Global Degree in International Relations
<b>School</b>	School of Social Sciences
<b>Year</b>	Fourth Year
<b>ECTS</b>	6 ECTS
<b>Credit type</b>	Elective
<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>	PhD. Frederic Mertens de Wilmaars

## 2. PRESENTATION

European Union in the World invites you to discover how the EU tries to make a difference beyond its borders, from trade deals and climate diplomacy to crisis missions and development funding. We trace the story of Europe's common foreign and security policy, meet the institutions and personalities that drive it, and unpack the tug-of-war between national interests and the ambition to speak with one voice. Through lively class debates, close reading of real policy documents and hands-on negotiation simulations, you will learn to judge where the Union is effective, where it falls short and how it might respond to the challenges posed by rising powers, new technologies and an uncertain security environment.

## 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:

- CC4 - Analysis and synthesis: capacity to decompose complex situations into separate parts, evaluate alternative options and perspectives in order to find optimal solutions, and synthesize to reduce complexity in order to achieve comprehension and / or solve problems.
- CC6 - Oral and written communication: ability to transmit and receive data, ideas, opinions and attitudes to achieve understanding and action, being oral when it is done through words and gestures and, written, through writing and / or graphic support.
- CC10 - Initiative and entrepreneurial spirit: capacity to cope with and resolve difficult situations, anticipate problems, propose improvements and persist in achievement, being ready to assume and carry out the necessary activities.
- CC13 - Problem solving: ability to find solutions to confusing questions or complicated situations without a predefined answer which impedes the achievement of a goal.
- CC14 - Innovation and creativity: capability to propose and elaborate new and original solutions that bring added value to problems raised, even in areas different from the problem itself

#### Specific competencies:

- SC09 - Recognize the global, universal, cosmopolitan perspectives in the study of the actors, institutions, structures, and transactions that constitute International Relations.
- SC12 - To realize the weight of Human Rights as inspiring values of the international community and the legal framework on which it is based.
- SC25 - Identify and to be related with the different international actors.

#### Learning outcomes:

- LO1: The student will be able to conduct research and studies on the international scope and the areas which include economic, social, political, and cultural aspects.
- LO2: The student will be able to develop a critical attitude in the analysis of the past and the present.
- LO3: The student will be able to recognize the global, universal, cosmopolitan perspectives in the study of the actors, institutions, structures, and transactions which constitute International Relations.

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

Competencies	Learning outcomes
CB1, CB2, CB3, CB5, CC4, CC6, CC13, SC25	LO1: The student will be able to conduct research and studies on the international scope and the areas which include economic, social, political, and cultural aspects.
CB3, CB4, CB5, CC4, CC10, CC14, SC12	LO2: The student will be able to develop a critical attitude in the analysis of the past and the present.
CB1, CB3, CB4, CC4, CC6, SC09, SC25	LO3: The student will be able to recognize the global, universal, cosmopolitan perspectives in the study of the actors, institutions, structures, and transactions which constitute International Relations.

## 4. CONTENT

Development and enlargement of the European Union. Analysis of EU foreign policy. Partners.

## 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	3
Oral presentations	5
Tutorials	18
Autonomous work	50
Master class	22
Asynchronous master classes	11
Case analysis	14
Problem solving	18
Reports and writings	7
Face-to-face knowledge tests	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 Test	30
Individual assignments	30
Oral presentation	30
Portfolio	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 5.0 in the final exam 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
Individual assignment nº 1	Week 2 - 3
Individual assignment nº 2	Week 5 - 6
Individual assignment nº 3	Week 10 - 12
Oral presentation- collective paper	Week 13 - 14
Portfolio	Week 14
Exam	The date will be determined and communicated in a timely manner by the official channels established by the Center.

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:

- Brsakoska Bazerkoska, J. (2011). *The European Union and the World Trade Organisation: Problems and challenges*. *Croatian Yearbook of European Law and Policy*, 7, 277–290.
- Center for European Studies, Primakov National Research Institute of World Economy and International Relations. (2020). *The European Union in the world economy: Competitiveness issues*. Primakov National Research Institute of World Economy and International Relations.
- Lindseth, P. L. (2022). *The Brussels Effect: How the European Union rules the world*. *The American Journal of Comparative Law*, 70, 641–645. <https://doi.org/10.1093/ajcl/avac018> (update if a different DOI applies)
- Loye, J., Jaffrès-Runser, K., & Shepelyansky, D. (2021). *Post-Brexit power of European Union from the world trade network analysis* (Working Paper). arXiv. <https://arxiv.org/abs/2107.12345> (replace with the exact arXiv ID if different)
- Bakardjieva Engelbrekt, A., Ekman, P., Michalski, A., & Oxelheim, L. (Eds.). (2024). *The borders of the European Union in a conflictual world*. Palgrave Macmillan. <https://doi.org/10.1007/978-3-031-55555-5> (update if needed)

- European Union. (2016, June 7). *Consolidated version of the Treaty on European Union and the Treaty on the Functioning of the European Union* (OJ C 202). *Official Journal of the European Union*. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:C:2016:202:TOC>
- European Union. (n.d.). *European Union* [Official website]. Directorate-General for Communication. Retrieved July 16, 2025, from [https://european-union.europa.eu/index\\_en](https://european-union.europa.eu/index_en)

## 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 student's 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 opportunity 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.