

1. BASIC INFORMATION

Course	Foreign Image and Public Diplomacy
Degree program	Bachelor's Degree in International Relations and Law
School	School of Social Sciences
Year	Fifth Year
ECTS	6 ECTS
Credit type	Compulsory
Language(s)	English
Delivery mode	Face-to-face
Semester	Second Semester
Academic year	2025/2026
Coordinating professor	PhD. Esma Kucukalic Ibrahimovic

2. PRESENTATION

This subject provides general knowledge in the areas of Public Diplomacy, Foreign Image and construction of a Nation Branding, making special mention in concepts such as soft power, sectorial diplomacy, digital diplomacy, Women diplomacy, diplomacy of international organizations, spheres of cooperation and influence, public communication, image and public affairs in international relations. Differentiate the concepts of Public and traditional Diplomacy, digital and hybrid diplomacy, propaganda, public communication and Nation Branding major sectoral roles such as preventive, scientific, sports or culinary diplomacy.

At the same time, it addresses the concepts and application of communication skills, cultural diversity and gender equity in public relations strategies. It is focused on theoretical and practical joint learning methodologies. The geopolitical perspective on which it rests is global and respectful of international frameworks for cooperation and peaceful coexistence.

This subject is focused on the dissemination and implementation of the Sustainable Development Goals (SDG) of the 2030 Agenda to which the subject contributes by focusing on both content and practices. These four SDGs are especially addressed:

- SDG 4: QUALITY EDUCATION: ensure inclusive, equitable and quality education and promote lifelong learning opportunities.
- SDG 5: GENDER EQUALITY
- SDG 12: GUARANTEE A SUSTAINABLE MODE OF PRODUCTION AND CONSUMPTION
- SDG 16: PEACE, JUSTICE AND SOLID INSTITUTIONS, GUARANTEEING ACCESS TO INFORMATION.
- SDG 17: REVITALIZE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT

This subject takes into account the concepts of the experiential learning model developed by the EU, prioritizing the integrated curriculum with the data-based approach; participation and teaching in professional environments and creation of simulated spaces; the transdisciplinary approach and compliance with the established SDGs.

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:

- SC10 - Knowing and understanding the basic concepts of International Law.
- 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, 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, CC9, 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, SC10	LO4: Have the ability to know and understand the basic concepts of International Law.

4. CONTENT

Theoretical and practical analysis of activities to project Spain's image abroad and of public communication strategies to develop and maintain a position of influence in international relations in the global era.

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	30
Individual assignments	30
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
Activity 1: Communication strategies and searching	Week 2
Transversal activity. Visit Valencia_Country Branding	Professional environment
Activity 2: Building the country image in the XXI century. CHBL	Weeks 4-6
Activity 3. Communication plan_MUN 25 SIMULATION. Data driven_CHBL	Week 7
Activity 4. Project/COUNTRY BRANDINGA POSTER exhib.	Weeks 8-10
Activity 5. Media analysis . Press cabinet fo MUN.	Weeks 11-13
Activity 6. Sectorial Diplomacy presentations exhibitions	Week 14
Final Test. Integrated CV	To be determinated

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:

- Routledge Handbook of Public Diplomacy. (2008). Estados Unidos: Taylor & Francis. (Chapter 3)
- Wang, X. (2020). Winning American Hearts and Minds: China's Image Building Efforts in the 21st Century. Alemania: Springer Nature Singapore. (Chapter1)
- Berridge, G.R. (2015). Diplomacy: theory and practice. United States: Palgrave Macmillan (Chpater 13,14)
- Collins, A. (2022). Contemporary Security Studies. UK: Oxford University Press (Part1)
- Melisen, Jan. (2005). The New Public Diplomacy Soft Power in International Relations. Palgrave, Macmillan.

The recommended Bibliography is:

- American Psychological Association. (2010). Mastering APA style: Instructor's resource guide. Washington, DC: American Psychological Association.
- Joseph S. Nye, Jr. (2004) "The Decline of America's Soft Power: Why Washington Should Worry," Foreign Affairs, May/June, 2004, pp. 16-20.
- Joseph S. Nye, Jr. (2004) "Soft Power: The Means to Success in World Politics," Council on Foreign Relations, April 12, 2004. Nye discusses his recent book on Soft Power and related issues with Joseph Lelyveld,

Links of interest:

- <http://www.pewglobal.org/>
- <http://carnegieendowment.org/>
- <http://csis.org/>
- <http://www.realinstitutoelcano.org/wps/portal>
- <http://www.cfr.org/>
- <http://web.sipri.org/>
- <http://www.brookings.edu/>
- <https://branddirectory.com/rankings/nation-brands/>

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.