

1. BASIC DETAILS

Subject	Foreign Policy and Diplomacy
Qualification	Bachelor's Degree in International Relations
School/Faculty	Social Sciences and Communication
Year	First
ECTS	6
Type	Mandatory
Language(s)	Spanish / English
Modality	Campus-based
Semester	S2
Academic year	2024/2025
Coordinating professor	PhD Mariela Rubio Jiménez

2. PRESENTATION

The purpose of this subject is for students to acquire the ability to recognize global, universal and cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute international relations.

Students will also learn to contribute to promoting peace policies and proposals for peaceful solutions to conflicts, gaining the ability to develop basic studies of political, social, cultural and economic research within the framework of the state.

And finally, students will develop the capacity to know and understand the basic concepts of International Law.

3. COMPETENCIES AND LEARNING OUTCOMES

Basic competencies:

- BC1: Students have demonstrated knowledge and understanding in the field of study based on general secondary education and, although they are aided by advanced textbooks, this also includes certain aspects that require cutting-edge knowledge in their field of study.
- BC3: Students are able to gather and interpret relevant information (normally within their area of study) to make judgments, including reflecting on significant social, scientific or ethical issues.
- BC4: Students can convey information, ideas, problems and solutions to a specialist and non-specialist audience.

Cross-cutting competencies:

- CC5: Ability to apply the knowledge to practice, using the knowledge acquired in the academic field in situations as close as possible to the reality of the profession for which they are being educated.
- CC6: Oral/written communication. Ability to convey and receive data, ideas, opinions and attitudes to attain comprehension and perform actions, oral communication being that which is achieved through words and gestures and written communication that which is achieved through writing and/or graphic support.
- CC9: Skills in interpersonal relationships. Ability to relate positively with other people through verbal and non-verbal means, through assertive communication, understanding this as the ability to express or transmit what is wanted, what is thought or felt without disturbing, attacking or hurting the feelings of the other person.
- CC10: Initiative and entrepreneurial spirit. Ability to undertake difficult or random actions with resolution. Ability to anticipate problems, propose improvements and persevere in their achievement. Willingness to take on and carry out assignments.
- CC13: Problem solving. Ability to find a solution to a confusing issue or a complicated situation without a predefined solution that is hindering the attainment of an end.

Specific competencies:

- SC15: Ability to make use of different sources and channels of information.
- SC22: Ability to take an active part in proposing solutions to specific problems and conflicts regardless of the geopolitical area.
- SC26: Ability to contribute through mediation to resolve conflicts in hostile environments.

Learning outcomes:

- LO1: Students will be able to recognize global, universal and cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute international relations.
- LO2: Students will be able to contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.
- LO3: Students will have the capacity to develop basic studies of political, social, cultural and economic research within the framework of the state.
- LO4: Students will develop the capacity to know and understand the basic concepts of International Law.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Competencies	Learning outcomes
BC1, CC5, CC9, CC13, SC22	LO1: Students will be able to recognize global, universal and cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute international relations.
BC1, CC6, CC9, CC10, SC22, SC26	LO2: Students will be able to contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.
BC3, BC4, CC5, SC15	LO3: Students will have the capacity to develop basic studies of political, social, cultural and economic research within the framework of the state.
BC3, BC4, CC13, SC6, SC26	LO4: Students will develop the capacity to know and understand the basic concepts of International Law.

4. CONTENTS

- Foreign policy in international relations.
- Foreign policy in history: diplomacy.
- Foreign policy today. Its development and control.
- Foreign policy in government. State instruments in foreign policy.
- Forms of diplomacy. Study of the nation state foreign service bodies and of the development of their political action within the framework of the rule of law.
- Structuring of diplomatic corps, diplomatic missions and legal and political tools for the foreign action of international subjects. The consular institution.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies to be applied are as follows:

- Case-based methodology.
- Cooperative learning.
- Problem-based learning.
- Master classes.
- Simulation environments.

6. EDUCATIONAL ACTIVITIES

Each of the educational activities to be carried out together with the number of hours students will dedicate to it is described below:

Campus-based modality:

Educational activity	Number of hours
Master classes	30
Asynchronous master classes	12
Academic tutorials	10
Activities based on the development of ethical values and social responsibility. social responsibility	25
Independent work	43
Knowledge integration test	5
Oral presentations	25
TOTAL	150

7. ASSESSMENT

The assessment systems, as well as their weight in the total grade of the subject, are listed below:

Campus-based modality:

Assessment system	Weighting
Individual assignments and work	30%
Assessment of group work	20%
Evaluation exercises through theoretical knowledge tests (with open questions on a topic, or objective and direct questions on a specific aspect of the subject, or objective test-type questions) or practical (with problems or cases to solve, to give an answer to the same, reflecting in a practical way, the theoretical and practical knowledge of the subject). practical knowledge of the subject).	50%

When you access the subject in the Virtual Campus, you will be able to consult in detail the assessed assignments that you must perform, as well as the submission dates and the assessment procedures for each of them.

Observations on the evaluation system:

- The continuous evaluation system will be applied per subject throughout the different Learning Units, weighting and assessing in an integral way the results obtained by the student through the indicated evaluation procedures.
- The evaluation concludes with a recognition of the level of learning achieved by the student and is expressed in numerical grades, in accordance with the provisions of current legislation.

7.1. First exam sitting

In order to pass the subject at the first exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 4 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

7.2. Second exam sitting

In order to pass the subject at the second exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 4 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

Any assignments not passed at the first exam sitting must be resubmitted after having received the corresponding corrections by the professor, as well as any that were not submitted.

8. SCHEDULE

This section indicates the schedule with submission dates for the subject's assessed assignments:

Assessed assignments	Date
Individual assignment 1	Weeks 3-5
Individual assignment 2	Weeks 7-9
Test of theoretical knowledge	Weeks 10-12
Group assignment	Weeks 13-14
Final theoretical knowledge test	Week 18

This schedule may be modified for logistical reasons related to the assignments. Any modification will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

The reference text for this subject is:

- BERRIDGE, G.R. (2002). *Diplomacy: Theory and Practice*. 2d ed. New York: Palgrave,
- CALDUCH CERVERA, R. (1993): *Dinámica de la Sociedad Internacional*. Madrid: Editorial Centro de Estudios Ramón Areces
- HILL, C. (2003): *The Changing Politics of Foreign Policy*, Basingstoke: Palgrave Macmillan
- SMITH, S., HADFIELD, A. and DUNNE, T. eds. (2012): *Foreign Policy: Theories, Actors, Cases*. 2^oed. Oxford: Oxford University Press.
- WEBBER, M and SMITH M, (2002): *Foreign Policy in a Transformed World*, Harlow: Pearson.

The recommended bibliography is as follows:

- ARON,R.(1962) *Paix et guerre entre les nations*.-París: Calmann-Lévy
- MEDINA,M. (1973) *La teoría de las Relaciones Internacionales*. Madrid: Seminarios y Ediciones
- TOMASSINI,L. (1991) "El marco de análisis de la política exterior".- Cursos de Derecho Internacional de Vitoria-Gasteiz,1990. Bilbao: Servicio Editorial Universidad del País Vasco.
- HALPERIN,M.H (1974) *Bureaucratic Politics and Foreign Policy*. Washington:Brookings Institution.
- RAFTOPOULOS, E. (2019). *International Negotiation: A Process of Relational Governance for International Common Interest (Cambridge Studies on Environment, Energy and Natural Resources Governance)*. Cambridge: Cambridge University Press
- REYNOLDS,P.A. (1971) *An Introduction to International Relations*. London: Lognman Group Leeds

- WATKINS, M.I, and ROSEGRANT, S. (2001) *Breakthrough International Negotiation: How Great Negotiators Transformed the World's Toughest Post- Cold War Conflicts*. San Francisco: Jossey-Bass.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity 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@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in our satisfaction surveys designed to identify strengths and areas for improvement regarding teaching staff, degree programs and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via your email.

Your opinion is needed to improve the quality of the degree.

Thank you very much for your participation.