

1. BASIC DETAILS

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|------------------------|---|
| Subject | Spain's Foreign Policy |
| Qualification | Bachelor's Degree in International Relations |
| School/Faculty | Economics, Business, and Communication Sciences |
| Year | Second |
| ECTS | 6 |
| Type | Mandatory |
| Language(s) | English |
| Modality | Campus-based |
| Semester | S3 |
| Academic year | 2025/2026 |
| Coordinating professor | PhD José Carlos Aránguez Aránguez |

2. PRESENTATION

The purpose of this subject is to learn about and analyze the evolution of the main objectives, principles and strategies of Spanish foreign policy and its prospects for short- and medium-term evolution.

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.
- BC2: Students know how to apply their knowledge to their work or career in a professional manner and they have skills that are typically demonstrated by developing and defending arguments and solving problems within their field of study.
- BC5: Students have developed the learning skills needed to undertake subsequent studies in a highly independent way.

Cross-cutting competencies:

- 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.

- CC7: Awareness of ethical values. Ability to think and act according to universal principles based on valuing people in a way that aims at the development of their full potential and which involves a commitment to certain social values.
- CC11: Planning and time management. Ability to set goals and choose the means to achieve those goals using time and resources in an effective manner.
- CC15: Responsibility. Ability to fulfill the commitments that students make to themselves and to others when performing a task and trying to achieve a set of objectives within the learning process. Existing capacity in every subject to recognize and accept the consequences of a freely performed event.
- CC16: Decision-making. Ability to make a choice between existing alternatives or ways to effectively resolve different situations or problems.

Specific competencies:

- SC11: Understanding of the functioning of mainly international legal institutions.
- SC15: Ability to make use of different sources and channels of information.
- SC17: Knowledge of how to establish analogies and differences between the different actors present in the international arena.
- SC22: Ability to take an active part in proposing solutions to specific problems and conflicts regardless of the geopolitical area.
- SC24: Ability to develop a critical attitude for the analysis of the past and the present.
- SC28: Knowledge to inform, evaluate and assess current international facts and situations.

Learning outcomes:

- LO1: Students will be able to establish analogies and differences between the different actors present in the international arena.
- LO2: Students will be able to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.
- LO3: Students will be able to relate and discuss the problematic origins of international instabilities: conflicts, inequalities, exclusion, environment, pressure groups and public opinion, among others.
- LO4: Students will be able to communicate effectively in two languages at the general level and specifically regarding the analysis and contrast of the sources and texts of the corresponding areas.

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

| Competencies | Learning outcomes |
|---------------------------------|--|
| BC1, BC2, CC7, SC11, SC17, SC24 | LO1: Students will be able to establish analogies and differences between the different actors present in the international arena. |
| BC5, CC15, SC11, SC17, SC24 | LO2: Students will be able to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities. |

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|--|---|
| BC1, BC2, BC5, CC6, CC11, SC15, SC22, SC24 | LO3: Students will be able to relate and discuss the problematic origins of international instabilities: conflicts, inequalities, exclusion, environment, pressure groups and public opinion, among others. |
| BC1, CC6, CC16, SC28 | LO4: Students will be able to communicate effectively in two languages at the general level and specifically regarding the analysis and contrast of the sources and texts of the corresponding areas. |

4. CONTENTS

- Evolution and analysis of the main objectives, principles and strategies of Spanish foreign policy and its short and medium-term perspectives.
 - Spain as a small power in the Europe of congresses.
 - From internal security to international prestige as objectives of Spanish action.
 - The politics of ‘recogimiento’ (isolationism) in the area of *realpolitik*.
 - Neutrality, Africanism and openness to Ibero-America.
 - The idealistic paradigm of the Second Republic and the internationalization of the Spanish Civil War.
 - Survival and acceptance of the Franco dictatorship and the Cold War.
 - The democratization of foreign policy.
 - Europeanism, Atlanticism, Ibero-Americanism and cooperation as axes of foreign policy.
- Determination of the political and economic areas of interest.

5. TEACHING-LEARNING METHODOLOGIES

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

- Cooperative learning
- Problem-based learning
- Master classes

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 |
| Search for resources and selection of information sources | 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 |
|---|-----------|
| Evaluation of individual work and activities. | 30% |
| Evaluation 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 be solved, to answer them, reflecting in a practical way, the theoretical and 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 5 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 5 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 1-6 |
| Individual assignment 2 | Weeks 7-11 |
| Final assignment in group | Weeks 11-17 |
| Final 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:

- Beneyto, J. M. (2023). *Política exterior española*. Tecnos.
- Beneyto, J. M. y Pereira, Juan Carlos (dirs.) (2015). *Historia de la política exterior española en los siglos XX y XXI* (Vols. I-II). CEU.
- Beneyto, J.M. (coord). (2024). *La europeización de la política exterior española: retos y desafíos*. Ed. Ramón Areces.
- Calduch, R. (coord.) (1994). *La política exterior española en el siglo XX*. Ed. Ciencias Sociales.
- Pereira, J. C. & Martínez, P. (2018). *Historia y presente de las relaciones internacionales. Documentos básicos (1914-2017)*. Ed. Universitas.
- Pereira, J.C. & FERNÁNDEZ, J.M. (dirs.) (2016): *La política exterior y la dimensión internacional de la Transición española. Testigos y protagonistas (1976-1986)*. Thomson-Reuters Aranzadi.

- Pereira, J.C. (coord.). (2010). *La política exterior de España. De 1800 hasta la actualidad*. Ariel.
- Pereira, J.C., Alija, A. & López, A. (eds.) (2018): *La política exterior de España: de la Transición a la consolidación democrática (1986-2001)*. Los Libros de la Catarata.
- Pereira, Juan Carlos, *Historia de las Relaciones Internacionales Contemporáneas* (2009), 2a Ed actualizada, Madrid, Ariel Ciencia Política.
- Sáenz-Francés, E. (2023) (coord.). *España en Europa. Percepciones e introspecciones*. Tecnos.

The recommended bibliography is as follows:

- Arenal, Celestino del (2008), "Consenso y disenso en la política exterior de España", DT 25/2008, Madrid: *Real Instituto Elcano*.
- Arenal, Celestino del (2011), *Política exterior de España y relaciones con América Latina*, Madrid: Fundación Carolina / Siglo XXI.
- Balfour, Sebastian and Preston, Paul, eds. (1999), *Spain and the Great Powers in the Twentieth Century*, New York: Routledge.
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- Gillespie, Richard, Rodrigo, Fernando y Sotry, Jonathan (eds.) (1995), *Las relaciones exteriores de la España democrática*, Madrid, Alianza Editorial.
- Hernando de Larramendi, Miguel y Mañé Estrada, Aurèlia, eds. (2009), *La política exterior española hacia el Magreb: actores e intereses*, Madrid / Barcelona: Real Instituto Elcano / Ariel.
- Molina, Ignacio, ed. (2014), *Hacia una renovación estratégica de la política exterior española*, Madrid: *Real Instituto Elcano*.
- Pereira, J.C. (coord.) (2008). *Diccionario de Relaciones Internacionales y Política Exterior*. Ariel.
- Powell, Charles (2011), *El amigo americano. España y Estados Unidos: de la dictadura a la democracia*, Barcelona: Galaxia Gutenberg.
- Tussell, Javier, Avilés, Juan y Pardo, Rosa (eds.) (2000), *La política exterior de España en el siglo XX*, Madrid: Biblioteca Nueva.
- Vilariño, Ángel, *Los pactos secretos de Franco con los EE.UU* (1981). Barcelona, Grijalbo.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION 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.