

## 1. BASIC DETAILS

<b>Subject</b>	Overseas Image and Public Diplomacy
<b>Qualification</b>	Bachelor's Degree in International Relations
<b>School/Faculty</b>	Economics, Business, and Communication Sciences
<b>Year</b>	Third
<b>ECTS</b>	6 ECTS
<b>Type</b>	Mandatory
<b>Language(s)</b>	English
<b>Modality</b>	Campus-based
<b>Semester</b>	S5
<b>Academic year</b>	2025/2026
<b>Coordinating professor</b>	PhD Juan Pablo Serra

## 2. PRESENTATION

This subject provides knowledge in the areas of public diplomacy, overseas image and construction of the country brand, making special mention of concepts such as soft power, spheres of cooperation, and image and public affairs in international relations. The course will differentiate the concepts of public and traditional diplomacy, propaganda and country brand. Students will learn about cultural, corporate and digital diplomacy. They will also develop skills in communication, cultural diversity and public relations strategies. It is focused on joint theoretical and practical learning methodologies. The geopolitical perspective on which it is based is global and respectful of international frameworks for cooperation and peaceful coexistence.

## 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.

- 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.

#### **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.
- 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.
- CC8: Handling information. Ability to search, select, analyze and integrate information from various sources.
- CC10: Initiative and entrepreneurial spirit. Ability to address difficult or unexpected events with resolution. Ability to anticipate problems, propose improvements and persevere in their achievement. Willingness to take on and carry out assignments.

#### **Specific competencies:**

- SC23: Ability to contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.
- SC25: Ability to carry out future forecasting of realities.
- 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, BC2, BC3, CC5, CC7	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.

CC8, CC10, SC23, SC25, SC26	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.

## 4. CONTENTS

- Study of public communication strategies to develop and maintain a position of influence in international relations in the global era.
- The overseas image of the state.
- The overseas image of Spain: Spain's brand.
- Nation branding case studies: (Kosovo, South Africa, Australia, China, Russia).
- Image in international organizations (EU) and corporate diplomacy.
- Public diplomacy in the 21st century: United States.
- Diplomacy, culture and digital environments.

## 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
Developing actions aimed at raising student awareness of ethical values and social responsibility	25
Independent work	43
Knowledge integration test	5
Analysis and integration of the theoretical-practical contents of the subject with current events.	25
<b>TOTAL</b>	<b>150</b>

## 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 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%
Evaluation of individual work and activities.	30%
Evaluation of group work.	20%

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
Assignment 1. Presentation of theoretical content and critical discussion	Week 4
Assignment 2. Attendance at master classes or talks from external specialists	Week 6
Assignment 3. Preparation of academic essays	Week 8
Assignment 4. Preparation of journalistic articles and specialized radio programs	Week 12
Assignment 5. Development of an informative /communicative project on cultural departments as a real challenge	Week 14
Assignment 6. Final academic study project and group presentation of an example of country brand project	Week 18
Assignment 7. Final content test	Week 20

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

### Basic bibliography

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- Nye, J. (2003), La paradoja del poder norteamericano, Taurus, Madrid.

## 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](mailto: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.