

## 1. BASIC DETAILS

<b>Subject</b>	Diplomatic and Consular Law
<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 Julio Guinea Bonillo

## 2. PRESENTATION

This subject focuses on the knowledge and analysis of the legal aspects of diplomatic and consular relations established in the different conventions and codifications established in the field of public international law.

The subject is divided into three essential parts. The first will deal with the evolution and codification of diplomatic relations, as well as with the privileges, immunities and status of both diplomatic personnel and diplomatic headquarters.

The second part will focus on consular relations, covering the codification, evolution and functions of consular bodies and personnel.

Lastly, the issue of diplomatic institutional protocol will be analyzed with regard to precedence and state ceremonies involving the appointment of diplomatic personnel.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Basic competencies:

- 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.
- BC4: Students can convey information, ideas, problems and solutions to a specialist and non-specialist audience.
- BC5: Students have developed the learning skills needed to undertake subsequent studies in a highly independent way.

**Cross-cutting competencies:**

- CC1: Independent learning. Ability to choose the strategies, tools and moments they consider most effective for learning and independently putting into practice what has been learned.
- CC3: Ability to adapt to new situations. Ability to value and understand different positions by adapting one's own approach as the situation requires.
- 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.

**Specific competencies:**

- SC2: Knowledge of the international legal framework and its regulation through treaties, conventions, agreements and resolutions.
- SC6: Ability to communicate effectively in two languages, generally and specifically in the professional field of international relations.
- 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 analyze, interpret and develop programs and projects aimed at improving aspects related to international security.
- LO2: Students will be able to contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.
- LO3: Students will be able to inform, evaluate and assess facts and situations related to international security.
- LO4: Students will be able to analyze, interpret and develop programs and projects aimed at improving aspects related to international security.

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

Competencies	Learning outcomes
BC5, CC1, CC3, CC5, CC6, SC2, SC22, SC26	LO1: Students will be able to analyze, interpret and develop programs and projects aimed at improving aspects related to international security.
	LO2: Students will be able to contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.
BC2, BC4, CC1, CC3, CC5, CC6, SC2, SC6, SC22, SC26	LO3: Students will be able to inform, evaluate and assess facts and situations related to international security.
	LO4: Students will be able to analyze, interpret and develop programs and projects aimed at improving aspects related to international security.

## 4. CONTENTS

- Diplomatic law in international relations.
- Historical developments in diplomatic and consular relations.
- Regulation of diplomatic and consular law.
- Diplomatic function.
- Consular function.
- Diplomatic and consular institutional protocol.

## 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	27
Asynchronous master classes	13
Academic tutorials	10
Collaborative activities developed in the classroom	25
Independent work	45
Knowledge integration test	5
Resolution of practical cases (fictitious and real)	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 solve, to give an answer to it, reflecting in a practical way, the theoretical and practical knowledge of the subject).	50%
Evaluation of group work.	20%
Evaluation of individual work and activities.	30%

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	Week 3
Assignment 2	Week 6
Assignment 3	Week 9
Assignment 4	Week 12
Assignment 5	Week 15
Assignment 6	Week 18
Assignment 7	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 recommended bibliography is as follows:

- ABRISQUETA, J.: *Derecho Consular Internacional*, Madrid, Reus, 1974.
- Conferencia de Viena de 1961 sobre Relaciones Diplomáticas. Actas. 2 vols.
- Conferencia de Viena de 1963 sobre Relaciones consulares. Actas. 2 vols.
- KISSINGER, H. *Diplomacia*. Barcelona, Ediciones B, 1996.
- LABARIEGA VILLANUEVA, P. G.: *Derecho diplomático. Normas, usos y cortesías*, 4ª ed., México, Trillas, 2005.
- LLANES TORRES, O.: *Derecho diplomático. Teoría y práctica*, Asunción, 1995.
- MELISSEN, Jan; FERNÁNDEZ, Ana Mar. *Consular Affairs and Diplomacy*. Martinus Nijhoff Publishers. 2011.
- PÉREZ DE CÚELLAR, Javier. *Manual de Derecho Diplomático*. Fondo de Cultura Económica. 1997. México.
- PÉREZ GIRALDA, Aurelio. *Prudencia jurídica y poder exterior*. Ministerio de Asuntos Exteriores. 2010.
- TORROBA SACRITÁN, José: *Derecho consular. Guía Práctica de los Consulados de España*. Ministerio de Asuntos Exteriores. 1993. Madrid.
- YTURRIAGA BARBERÁN, José Antonio. Órganos del Estado para las Relaciones Exteriores.  
[<https://www.exteriores.gob.es/es/Ministerio/EscuelaDiplomatica/Documents/documentosBiblioteca/coleccionEscuela/CED21.pdf>]
- VILARIÑO PINTOS, Eduardo. *Curso de Derecho Diplomático y Consular*. Ed. Tecnos. (latest edition). 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.