

## 1. BASIC DETAILS

<b>Subject</b>	Professional Ethics in International Relations
<b>Qualification</b>	Bachelor's Degree in International Relations
<b>School/Faculty</b>	Social Sciences and Communication
<b>Year</b>	Fourth
<b>ECTS</b>	6
<b>Type</b>	Mandatory
<b>Language(s)</b>	Spanish / English
<b>Modality</b>	Campus-based
<b>Semester</b>	S8
<b>Academic year</b>	2024/2025
<b>Coordinating professor</b>	David Temprano de Miguel

## 2. PRESENTATION

The subject “Professional Ethics in International Relations” aims to communicate the ethical values that are essential to acquire complete personal growth to students. Students will learn the theoretical foundations of ethics and ethical analysis and explore them within the discipline of international relations. Students will acquire a basic understanding of ethics in order to become competent and responsible professionals.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Basic competencies:

- 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.
- BC5: Students have developed the learning skills needed to undertake subsequent studies in a highly independent way.

### Cross-cutting competencies:

- CC4: Ability to analyze and synthesize. Ability to break complex situations down into their constituent parts, as well as considering other alternatives and viewpoints to find optimal solutions. Synthesis seeks to reduce complexity in order to better understand it and/or solve problems.
- 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.

- CC12: Critical reasoning. Ability to analyze an idea, phenomenon or situation from different perspectives and take a personal approach to it, built on rigor and argued objectivity, and not on intuition.
- 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:**

- SC12: Ability to understand the human rights dimension as the inspiring values of international society and the legal framework on which it is based.
- SC13: Ability to define and implement development targets in international cooperation agencies and organizations.
- SC15: Ability to make use of different sources and channels of information.

**Learning outcomes:**

- LO1: Students will know and understand the basic aspects of ethics applied to international activities.
- LO2: Students will be able to inform, evaluate and assess current facts and situations, as well as coherently address scattered and global sources.
- LO3: Students will be able to criticize the sources and evaluate their usefulness, as well as prioritize the information according to its use.
- LO4: Students will be able to negotiate and reach compromises on international problems and conflicts.
- LO5: Students will also be capable of helping to promote peace policies and proposals for peaceful solutions to conflicts.

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

Competencies	Learning outcomes
BC3, BC4, BC5	LO1: Students will know and understand the basic aspects of ethics applied to international activities.
CC2, CC3, CC12, CC13, CC16, SC15, SC16, SC17	LO2: Students will be able to inform, evaluate and assess current facts and situations, as well as coherently address scattered and global sources.
CC12, SC15, SC16, SC17	LO3: Students will be able to criticize the sources and evaluate their usefulness, as well as prioritize the information according to its use.
CC3, CC12, CC13, SC15, SC16, SC17	LO4: Students will be able to negotiate and reach compromises on international problems and conflicts.
BC3, BC4, CC3, CC12, CC13, SC15, SC16, SC17	LO5: Students will also be capable of helping to promote peace policies and proposals for peaceful solutions to conflicts.

## 4. CONTENTS

- Ethics: analysis of the ethical approaches that the internationalist must observe in his or her different spheres of professional or diplomatic activity.
- Philosophical reflection on morality in international relations.
- The value of justice in international relations.
- Code of ethics for international relations.

## 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

## 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	25
Essays, text commentaries and critical analysis of texts	25
Independent work	43
Knowledge integration test	5
<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 of the participation in face-to-face classes, seminars, or work presentations that are called. In this type of teaching, new technologies are also applied, and the development that allows the use of a Virtual Campus. For this reason, the student's participation in discussion forums that the professor of the subject may convene, or the viewing of videos, will be part of the evaluation.	30%
Evaluation of individual work and activities.	15%
Evaluation of group work.	15%
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).	40%

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	February
Individual assignment 2	March
Group assignment 1	April
Individual assignment 3	May
Group assignment 2	June
Final exam	June

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:

- Ignatieff, Michael. *The Lesser Evil: Political Ethics in an Age of Terror*. Princeton University Press, 2005.
- Gadamer, Hans-Georg. *Hermeneutics, Religion and Ethics*. Yale University Press: New Haven. 1999.
- Graham, Gordon. *Ethics and International Relations*. Wiley-Blackwell, 2nd Edition, 2008.
- Faubion, James D. *An Anthropology of Ethics*. Cambridge University Press. 2011.
- Foucault, Michel. *The History of Sexuality*. Vintage Book Edition, volumes 2 and 3, 1990. *Ethics: Subjectivity and Truth*. (Paul Rabinow, Ed.) The New Press, volume 1, 1997.
- Rosenthal, Joel H. and Christian Berry (Ed.). *Ethics and International Affairs: A Reader*. Georgetown University Press, 3rd Edition, 2009.

## 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](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.