

## 1. BASIC DETAILS

<b>Subject</b>	International Negotiation Workshop
<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>	PhD Almudena Rodríguez Tarodo

## 2. PRESENTATION

The purpose of this subject is for students to know and understand the basic aspects of ethics applied to international activities, as well as to inform, evaluate and assess current facts and situations, consistently treating scattered and global sources from a critical point of view that allows them to evaluate their usefulness and prioritize the information according to their use. Students should also be able to negotiate and reach compromises on international problems and contribute to promoting peace policies and proposals for the peaceful settlement of conflicts.

## 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.
- 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:

- 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.
- 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.

#### Specific competencies:

- SC15: Ability to make use of different sources and channels of information.
- SC24: Ability to develop a critical attitude for the analysis of the past and the present.
- SC25: Ability to carry out future forecasting of realities.

#### 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
BC2, BC3, CC5, SC11	LO1: Students will know and understand the basic aspects of ethics applied to international activities.
BC4, CC4, CC11, SC25	LO2: Students will be able to inform, evaluate and assess current facts and situations, as well as coherently address scattered and global sources.
BC2, CC5, SC11	LO3: Students will be able to criticize the sources and evaluate their usefulness as well as prioritize the information according to its use.
BC4, CC5, CC6, SC25	LO4: Students will be able to negotiate and reach compromises on international problems and conflicts.
BC4, CC5, CC6, CC7, SC25	LO5: Students will also be capable of helping to promote peace policies and proposals for peaceful solutions to conflicts.

## 4. CONTENTS

- Classification of negotiations. Definition of the problem and the objective of the negotiation.
- The process of international negotiation.
- Development of negotiation and crisis management skills; decision-making theory and analysis of legal and political instruments for mediation, arbitration, conciliation and conflict resolution.
- Method and real situations of international negotiation.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- 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
Collaborative activities developed in the classroom	25
Independent work	43
Knowledge integration test	5
Debates and discussions	30
<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 activities and individual work.	10%
Evaluation of group work.	20%
Evaluation exercises through knowledge tests of theoretical character (with open questions on a topic, or objective and direct questions on a specific aspect of the subject, or objective questions type test) 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).	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
Group assignment 1	Weeks 3-5
Group assignment 2	Weeks 7-9
Test of theoretical knowledge	Weeks 10-12
Group assignment 3	Weeks 13-14
Final assignment	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:

- DE MANUEL DASÍ, F. y MARTÍNEZ-VILANOVA MARTÍNEZ, R. (2011). Técnicas de negociación. Madrid: ESIC.
- DIAMOND, S. (2010). *Getting More: How to Negotiate to Achieve Your Goals in the Real World*. Crown Pub. Este libro se puede encontrar también en español como DIAMOND,
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- FISHER, R. y SHAPIRO, D. (2006). *Beyond Reason: Using Emotions as You Negotiate*. London. Penguin Books. This book is also available in Spanish as FISHER, R. y SHAPIRO,
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The recommended bibliography is as follows:

- ASAL, V., QUINN, D. WILKENFELD, J, and YOUNG, K. (2005) *Mediating International Crises. Routledge Advances in International Relations and Global Politics 34*. London: Routledge.
- BERRIDGE G. R. (2002). *Diplomacy: Theory and Practice*. 2d ed. New York: Palgrave.
- CROKERM C A; OSLER HAMPSON F and AALL, P.R. (2004). *Taming Intractable Conflicts: Mediation in the Hardest Cases*. Washington, DC: United States Institute of Peace Press.
- FISHER, R.; KUPFER SCHNEIDER, A., BORWARDT, E. and GANSON, B. (1997) *Coping with International Conflict: A Systematic Approach to Influence in International Negotiation*. Upper Saddle River, NJ: Prentice Hall.
- MNOOKIN, RH. (2010) *Bargaining with the Devil: When to Negotiate, When to Fight*. New York: Simon and Schuster.
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- 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.
- 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.
- ZARTMAN, I. W., and Berman, M. (1992) *The Practical Negotiator*. New Haven, CT: Yale University Press.

## 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.