

## 1. BASIC DETAILS

|                               |  |
|-------------------------------|--|
| <b>Subject</b>                | The European Union in the World              |
| <b>Qualification</b>          | Bachelor's Degree in International Relations |
| <b>School/Faculty</b>         | Social Sciences and Communication            |
| <b>Year</b>                   | Third / Fourth                               |
| <b>ECTS</b>                   | 6 ECTS                                       |
| <b>Type</b>                   | Elective                                     |
| <b>Language(s)</b>            | Spanish / English                            |
| <b>Modality</b>               | Campus-based                                 |
| <b>Semester</b>               | S5 / S7                                      |
| <b>Academic year</b>          | 2024/2025                                    |
| <b>Coordinating professor</b> | PhD Guillermo Miguel Rocafort Pérez          |

## 2. PRESENTATION

This subject introduces students to the Foreign Policy of the European Union, which is consolidating itself as an actor with a specific role in international relations. It will examine the institutions, processes and instruments of the Common Foreign and Security Policy (CFSP), the Common Security and Defense Policy (CSDP) and the EU's trade, development and cooperation policies; as well as the external dimension of internal policies (migration, environment, etc.) and relations with its neighbors and other international actors.

## 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:

- CC3: Ability to adapt to new situations. Ability to value and understand different positions by adapting one's own approach as the situation requires.
- 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.
- CC16: Decision-making. Ability to make a choice between existing alternatives or ways to effectively resolve different situations or problems.

### **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.
- SC23: Ability to contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.
- 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.
- SC26: Ability to contribute through mediation to resolve conflicts in hostile environments.
- SC27: Ability to identify and interact with different international actors.
- SC28: Knowledge to inform, evaluate and assess current international facts and situations.

### **Learning outcomes:**

- LO1: Students will be able to contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.
- LO2: Students will recognize global, universal and cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute international relations. Students will be able to analyze, interpret and develop programs and projects aimed at improving aspects related to international security.
- LO3: Students will understand the human rights dimension as the inspiring values of international society and the legal framework on which it is based.

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

| Competencies                               | Learning outcomes  |
|--|--|
| BC2, BC4, CC4, CC5, CC13, SC25, SC27, SC28 | LO1: Students will be able to contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts. |

|  |   |
|--|---|
| BC2, BC3, CC4, CC5, CC13, SC26, SC27, SC28                 | LO2: Students will recognize global, universal and cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute international relations. Students will be able to analyze, interpret and develop programs and projects aimed at improving aspects related to international security. |
| BC2, BC3, BC4, CC3, CC4, CC5, CC12, CC16, SC12, SC23, SC24 | LO3: Students will understand the human rights dimension as the inspiring values of international society and the legal framework on which it is based.   |

## 4. CONTENTS

- The European Union as a subject of law. Its unique legal personality.
- Analysis of the interests and values of the European Union on an international scale.
- Foreign affairs and security policy:
  - Common foreign and security policy.
  - Common security and defense policy.
- Economic and trade affairs within the framework of the European Union.
- Study of the European Neighborhood Policy.
- Analysis of the European Union's development and cooperation policies.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Cooperative learning
- Problem-based learning
- Master classes
- Field experience

## 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              |

|  |            |
|--|------------|
| Cases studies and research projects  | 25         |
| Independent work   | 43         |
| Knowledge integration test   | 5          |
| Analysis and integration of the theoretical and 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).  | 40%       |
| Evaluation of individual work and activities.  | 10%       |
| Evaluation of group work.  | 20%       |
| 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%       |

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        |
|---|-------------|
| Assignment 1. Solana Strategy Analysis                            | Weeks 3-4   |
| Assignment 2. Book review   | Weeks 6-7   |
| Assignment 3. Analysis of the Mogherini Strategy                  | Weeks 8-9   |
| Assignment 4. Partial exam  | Weeks 10-11 |
| Assignment 5. Presentation of military or civil mission of the EU | Weeks 12-13 |
| Assignment 6. Simulation exercise                                 | Weeks 14-15 |
| Assignment 7. Policy Paper  | Weeks 16-17 |
| Assignment 8. Final Test  | Weeks 17-18 |
| Assignment 9. Oral presentations                                  | Weeks 18-19 |

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:

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- Keukeleire, Stephan y Delreux, Tom (2014), *The Foreign Policy of the European Union*, 2.<sup>a</sup> ed., Basingstoke: Palgrave Macmillan.

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## 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.