Latin American University of Science and Technology
School of International Relations

Course name	Diplomatic and Consular Law
Course code	07-3005
Credits	4
Entry requirements	N/A
Modality	Virtual
Nature	Theoretical-practical
Duration and frequency	Quarter, equal to fifteen class weeks
Schedule	Monday, 6:30-9:30pm
Classroom/Lab	N/A
Instructor	Ana Mercedes Gallegos agallegosc005@ulacit.ed.cr
Administrative Instructions	This course requires an intensive use of the Internet and the electronic databases for research (EBSCO), which makes it necessary for students to have access to this tool from their home.

COURSE DESCRIPTION

In this course students develop the ability to operate diplomatic and consular law adequately, according to international standards and regulations. This is achieved through the understanding of the historical evolution and main characteristics of diplomatic and consular law, as well as their most relevant international regulations. Students develop the necessary skills to be good operators of diplomatic and consular law, by means of case analysis during each class, as well as the learning experience from an internship with a specialized entity, in which they keep a logbook. Furthermore, through research and a final case analysis, students develop scientific research abilities, as well as oral and written argumentation for substantiating and defending their viewpoints regarding specific issues of the current international system. An international relations professional must be able to analyze and adequately apply international regulations pertaining to diplomatic and consular law, as good analysts, consultants, and decision makers, whether in normal or conflict situations.

COMPETENCIES

Traditional education is based on content, but ULACIT uses a curriculum model based on competences, which means that students will develop the ability to think and react as experts in their discipline, and not only to understand its conceptual or theoretical framework. The table specifies the disciplinary and general competences as well as the performance criteria that will be developed.

General competence	Subcompetences	Learning activities
Comprehends the dynamics of diplomatic and consular law in order to arrive to own conclusions and insights on the fundamentals, standards and regulations of this field of international law.	Analyze the perspectives of diplomatic and consular law, based on the contextual interpretation of its different progressive stages, among other resources such as international case law. Apply the main international regulations of diplomatic and consular law to specific conflict situations pertaining to international relations. Propose better ways to apply diplomatic and consular law in the context of current international relations.	Contrast of the historical and current trends of diplomatic and consular law, as well as its judicial factors by means of case studies, with peers and the professor. Discussion of the aims and causes of diplomatic and consular law during case studies with peers and the professor. Develops well-grounded and critical insights on the future stages of diplomatic and consular law at a local and international level. In depth analysis of how diplomatic and consular law is utilized in certain international situations, through internships in specialized organizations. Develop critical and alternative approaches to international regulations of diplomatic and consular law, from the internship experience and the case studies, discussing them in a final report about such an experience. Pinpoint the best ways to apply international regulations regarding diplomacy and consulates, and proposes alternatives for its future development, by means of the final case analysis, before their peers and the professor.
Show competences for life, learning, personal and work effectiveness.	Think creatively.	Uses his/her creativity in the design of an original group research paper, the design of research instruments and an oral presentation.

	Communicate.	Communicates, orally, in writing and non-verbally with classmates, professor and general public, in a variety of ways and contexts including simulations.
	To collaborate.	Collaborate and interact with others effectively and respectfully in the joint writing of a research paper and in collaborative work activities in general.
	Reasoning	It uses reasoning when synthesizing information, raising and supporting arguments, evaluating alternatives and raising conclusions in research work and in discussions with peers, professor and the general public.
	Use information and communications technologies.	Uses information and communications technologies to investigate, organize, evaluate and communicate information through a research project.
	Use scientific methods and tools.	Employs investigative techniques in the construction of a research work.
	Performance with personal effectiveness.	Performs and interacts with others in the course's learning activities, shows initiative, responsibility, ethics, leadership and productivity, as well as self- management skills, and dispositions towards change.

PLAN OF THE LEARNING EXPERIENCE

In ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

Topic 1: Historical evolution of the permanent embassy
- Overview of the origin and evolution of diplomacy
- International law in diplomatic history
- Diplomatic and consular law: field of public international law
- Sources of diplomatic and consular law

Topic 2. The diplomatic mission
- The creation of the diplomatic mission
- The organization of the diplomatic mission
- The structure of the diplomatic mission
- The personnel of the diplomatic mission

Topic 3. Beginning and end of the activity of the members of the diplomatic mission
- Appointment of the members of the diplomatic mission
- Appointment of the head of the mission
- Appointment of the mission's diplomatic, administrative, and technical staff
- End of the mission of the diplomatic agents

Topic 4. The activity of the diplomatic mission
- Functions of the diplomatic mission
- Principles that inspire the activity of the diplomatic mission
- Duties of the recipient state regarding the diplomatic mission

Topic 5. Privileges and immunities
- Inviolability of the Premises of the Mission
- Diplomatic immunities- Property and Personal
- Diplomatic bag
- Waiver of immunity
- Diplomatic asylum
- Fiscal and custom privileges

Topic 6. Establishing and exercising consular relations
- Establishment of consular relations
- Establishment of the consular office
- Consular functions

Topic 7. Beginning of the activity of the consular office members
- Appointment of the members of the consular office
- Appointment of the head of the office

- Appointment of the consular personnel

Topic 8. Termination of consular functions
- Termination of personnel functions and exit from the territory of the recipient state
- Protection of the locals and the consular files, and the interests of the sending state

Topic 9. Privileges and immunities pertaining to consular offices and staff
- Inviolability
- Privileges and immunities for consular staff
- Exercise of consular functions by diplomatic missions

LEARNING ENVIRONMENT

Teaching methodology
To ensure that the course is compatible with the needs, interests and styles of learning of all the participants, we use the methodology of "reversed classroom", or "flipped classroom": the assignments that need minor cognitive effort (remembering and understanding) are done by the students out of the classroom, and those who need major cognitive effort, such as analysis, synthesis and evaluation, are done in different scenarios in the classrooms.
The course provides materials such as readings, videos, narrated presentations, and others, via the online learning platform of ULACIT (i.e. *Blackboard*). Students before coming to class are expected to prepare their participation in class and study the theory at home. The sessions are reserved to practice, reflection, and discussion. They revolve around questions, controversies, and issues of real business life. With this active, reflective, and participative methodology, students are expected to develop inquiry, research, and analytical skills. Moreover, they are expected to develop a deep understanding of the subject, participating in the construction of knowledge shared with other students, teachers, and other members of society.

Learning resources
The course has the following educational resources to continually support the teaching-learning process:
- Classrooms-enabled computers, projection equipment and Internet access.
- Online education platform: Blackboard (Bb).
- Document Camera.
- Recording equipment and sound amplification.
- Virtual Library: EBSCO, from which you can access full-text articles.
- Clickers, wireless personal response systems.
- Computer labs with Internet access and applications for research.
- Articulate Presenter, a tool that converts PowerPoint presentations to Flash and can integrate interactions, animations and narrations synchronized.

Bibliography
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6ta. Ed.). Washington, D. C.: APA.
Behrens, P. (2017)- *Diplomatic Law in a New Millenium*. United Kingdom: Oxford University Press.

EVALUATION

The course is graded according to the following assessment chart:

Assessment Activity	%
Class participation	15%
Reading checks	10%
Brochure on consular services	15%
Research paper	20%
Research paper presentation	10%
Moxie Project	20%
Course evaluation (CEPA)	5%
LinkedinLearning	5%
Total	100%

Class participation: 10%

Students are expected to come to class on time and prepare the corresponding tasks every week. For instance, students must read the assigned required readings before coming to any session. Reading verifications will be carried every week by means of individual questions. Students are expected to understand the issues covered by each reading, do the reading schemes, write down doubts, and carry further research before coming to any session. During the sessions, students should be participating and collaborating with other students in a respectful manner, whether by voicing their questions and concerns, answering questions, and/or working on the assigned tasks. If the student is consistently distracted and not paying attention in class, marks will be deducted. **If the student is absent, he/she loses the 1% for the week**.

Rubric for class participation

Criteria	Met (1)	Not met (0)
Punctuality	Arrives on time to class and stays in the classroom for the entire session period.	Arrives late to class and does not stay in the classroom for the entire session period.
Preparation	Comes prepared to class, having schematized the readings and raised doubts.	Does not come prepared to class, does not schematize the readings or raise doubts.
Values	Behaves in a respectful manner.	Does not behave in a respectful manner.
Participation	Contributes to the class raising comments that encourage discussion.	Participates only when requested by the teacher or does not get involved at all.
Collaboration	Cooperates with others, showing leadership, ethics, negotiation and initiative skills.	Does not demonstrate leadership, ethics, negotiation and initiative skills.
TOTAL	The total is calculated based on 5 points	

Reading checks 10%:
Checks based on the assigned readings will be carried out throughout the course.

Research paper: 20%
In collaborative teams, students must analyze a current situation related to Diplomatic and Consular Law, that allows the systematic integration of all the learning accumulated throughout the course. Each group must submit a research paper topic proposal for previous approval.
The paper should include the following components:
- Cover (university name, course name, date, professor's name, students' name, title). Title must be creative and related to the topic.
- Abstract (no more than 200 words)
- Keywords (al least 5)
- Table of contents
- Introduction: shortly describe the topic and provide the necessary background information, as well as identify a strong thesis statement or a key argument.
- Results and discussion: present facts and premises in support of the thesis statement. Describe the chosen situation. Present and analyze facts.
- Conclusions
- References: use at least 10 different sources - including books, professional journal articles and professional publications, internet sources, and possibly (but not required) an interview.
- Annexes if any

The paper should be presented in the following format:
- Font: Arial, size 11
- Spacing: 1.5
- Reference style: APA 2016
- Length: 8-15 pages (Cover and references not included)
- Page number

Rubric for research paper

	Criteria	1	2	3	4	5
1	**Integration of knowledge** The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.					
2	**Topic focus** The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.					
3	**Depth of discussion** In-depth discussion & elaboration in all sections of the paper.					

		1	2	3	4	5
4	**Cohesiveness** Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.					
5	**Conclusions** Synthesize the findings and their position regarding them.					
6	**Structure** The document complies with the structure and length requested					
7	**Writing style** Demonstrates excellent ability to express clearly in an academic English.					
8	**Spelling & grammar** No spelling &/or grammar mistakes.					
9	**Sources** No less than 10 sources are used, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All websites utilized are authoritative.					
10	**Citation** Cites all data obtained from other sources. APA citation style is used in both text and bibliography.					
Total. The score is calculated on a basis of 35 points. No work will be approved with assessment of 1 in any of the criteria.						

Note: 1 Did not comply; 2 complied deficiently; 3 Complied fairly; 4 Complied efficiently; 5 Complied excellently

Research paper presentation (10%):
Each collaborative team must present their research paper. For this, they must use innovating and creative audiovisual resources, as well as effectively communicate their key findings and the group conclusions. It is assessed based on the following rubric:

	Criteria	1	2	3	4	5
1	Evidences a minimum duration of 15 minutes and a maximum one of 20 minutes.					
2	Effectively communicates the arguments that support the written report.					

		1	2	3	4	5
3	Supports their arguments coherently.					
4	Uses innovating and creative approach and resources.					
5	Resources used do not have spelling or grammar mistakes					
6	Employs the grammatical structures and vocabulary in the English language correctly.					
7	The report is orally presented in a professional manner and with presence of all team members.					
8	Interacts with the audience During the presentation,					

Note: 1 Did not comply; 2 complied deficiently; 3 Complied fairly; 4 Complied efficiently; 5 Complied excellently

Brochure on Consular Services 15%

In collaborative teams, students must elaborate a brochure on the consular services of one Costa Rican Embassy. The brochure must outline the consular services and assistance provided by the Costa Rican Government.

The brochure must include at least the following information:

- Contact information
- Email
- Phone number
- Address
- Schedule
- Name of the Consul General
- Services
- Description
- Requirements
- Cost of the service (if available
- Duration
- Who the Consular Office can assist?
- Crisis response
- What the Consular Office cannot do

	Criteria	1	2	3	4	5
1	The information is accurate					
2	The information complies with what was requested					
3	The brochure is visually attractive					
4	The document does not have spelling or grammar mistakes					
5	The document is well structured and easy to understand					

Moxie 20%

As of 2020, ULACIT has its own Web channel, called Moxie, produced by the students, in alliance with the journalistic medium Delfino.cr, in order to provide them with a space to generate and disseminate their ideas, as well as serve as a showcase to exhibit their academic projects nationwide.

It is called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness and courage - in honor of our students, whose "moxie" characterizes them.

If before there were printed student publications, now these initiatives are transferred to the digital space, which allows our students to experiment, not only with digital publication, but with audiovisual production, graphic design, digital marketing and web technology,

among others.

This course contributes to the written and audiovisual content of the Moxie Canal, through the publication of a 550-word article, about problems or dilemmas defined by the professor in the courses previously selected by the academic direction.

The project consists of three products, namely: article text, allusive image, audio-visual in-depth content; The three components constitute the contribution, so only those contributions that are complete can be qualified.

With the aim of obtaining the best production of the articles as a sample of competence on the part of the students, a Guide for teachers and students has been elaborated: Elaboration of MOXIE based on the institutional rubric".

The students' production must be delivered in the courses for week 10 of the semester (November 9 to 13). The products selected by the professor must be delivered to the academic direction in week 12 (November 23-27).

Without exception, the article for MOXIE must be evaluated based on the following rubric and assigned score of the final average in the course:

MOXIE Rubric

Criteria	Description of Criteria	1 Meets	0.5 Incomplete	0 Fails
A. Extension and Writing	1. The article has an extension of 550 words), distributed in four paragraphs (1 introductory paragraph, 2 development paragraphs, 1 conclusion paragraph).	1	0,50	0
B. Title	2. It Has a title that suggests the topic and provokes the interest of the reader	1	0,50	0
C. Introductory paragraph is well written (paragraph 1)	3.The author draws the reader's attention by using one of the following resources: tell an anecdote, presents a fact, make a metaphor, a provocative question, evokes a famous image, scene or phrase	1	0,50	0
	4. Locate in the geographic, political or social context the subject that it addresses.	1	0,50	0
	5. Let the reader know: Why it is important to address the problem or the dilemma. The originality of the perspective with which it deals. It says explicitly, clearly and forcefully what your position is about it.	1	0,50	0

D. Development of authors position (paragraph 2 and 3)	In the first paragraph of the development, the author presents the evidence (statistical data, proven facts, definitions ...) that support his position and makes it clear why it is adequate to respond to the problem or dilemma and should be accepted by the reader.	1	0,50	0
	In the second paragraph of the development, the author anticipates the questions that readers could ask about your position regarding the problem or dilemma. Therefore, the student says what those possible arguments could be against and declares to what extent they could be right or true, and how in spite of that his/her position remains valid.	1	0,50	0
E. Conclusion (Paragraph 4)	8.The conclusion is clear in addressing how the evidence provided is the basis for maintaining the author's position-solution and why readers should accept it.	1	0,50	0
	9. It suggest that the solution you propose: is an effective and feasible plan, which does not offer significant or unforeseen inconveniences, or justifies that the balance is favorable to the advantages, in relation to the disadvantages, or suggests results or consequences, or states that no solution is perfect, but the one it offers is the best.	1	0,50	0
F. The development meets criteria of style and form.	10.The reading of the article is fluid because ideas relate to each other, making good use of transitional words and phrases, as well as a correct punctuation.	1	0,5	0
	11.The author gives reason for th3e origin of outside ideas and data based on which he supports his position, following the APA standards (references in the text and list of references) and criteria from the VERAS rubric.	1	0,50	0

	12.The source of the data you use is solid and primary when available.	1	0,5	0
	13.Uses professional vocabulary, not colloquial.	1	0,50	0
	14.Reflects linguistic economics, expressing what is necessary to say with the least number of words.	1	0,50	0
	15.The writing has no spelling or grammar mistakes (disagreements between person, gender and number)	1	0,50	0
G. Image	The image is a photograph or illustration, directly related to the content of the article, capable of communicating the emotion and message.	1	0,50	0
	The original image is attached in a separate high-resolution file in PNG or JPG format at 72 dpi.	1	0,50	0
	The image has characteristics of composition, depth of field and lighting, which facilitate its visualization and interpretation.	1	0,50	0
H. Audiovisual	19.The audiovisual is a video, audiopodcast, or a slidedeck between 4 and 8 minutes with clarity in sound and image (in the case of a video) oriented towards going deeper in the content of the article.	1	0.50	0
	The format of the video and audio files is MP4, uncompressed, of 16-32 bits, with a resolution of 1.920 X 1.080 pixels HD (using compressor H264 o H265). WAV files are recommended, when possible.	1	0.50	0
Total	This performance has three components: the opinion piece, the image and the video. The absence of one of the three, excludes the MOXIE contribution from being evaluated, and leads to the complete loss of the score.			

VERAS rubric for information evaluation

Use the rubric below to evaluate your sources. Answer the questions appropriately and then rate each of the 5 parts from 1 to 10 (1 = poor, 10 = excellent). Add all the points to determine if you should use this source.

CRITERIOS	PTS.
Validity: Current information	
• Do you specify a publication date? • When was the information published? • Was the information reviewed or updated by an authority in the field? • Is the information current or does it contain outdated data?	
Accuracy: the veracity and reliability of the information	
Where does the information come from? Is the source academic, specialized or scientific? Is the information supported by evidence? Does the author cite reliable sources? Was the information validated by a panel of experts? Is the tone objective and unbiased? Does the text fully comply with the rules of grammar, spelling, and other qualities of written language?	
Relevance: the relevance of the information to your needs	
Is the information relevant to the topic and directly related to your research question? What audience are you targeting? Is the information appropriate to the level of the reader? Did you look for other sources before choosing the current one? Could you say that the source represents the ideal option to support your points of view?	
Authority: the source of the information	
Who is the author / publisher / source / sponsor? What are the credentials of the author or publisher? Are they published? Does the author have other publications on the same topic? Does the author work in a recognized organization, university or company? Is there contact information, such as email? Does the URL reveal information about the author or source?	
Meaning: the purpose of existing information	
What was the author's purpose in publishing the information? Do the authors or promoters state their intentions transparently? Is the information made up of facts? Opinions? Propaganda? Do the views seem objective and unbiased? Does it reflect political, ideological, cultural, religious, institutional or personal biases?	
TOTAL	
Rating scale: 45-50 Excellent| 40-44 Good| 35-39 Average| 30-34 Barely Acceptable| -30 Unacceptable	

CEPA: 5%

As an integral activity of the course, the student will have the opportunity to evaluate it in its different components: didactic competencies of the Professor, the quality of the materials, the educational environment, the competences of the ULACIT graduate, the system of assessment and the level of challenge and demand. Also, as a central element of the education for international understanding (EpC), educational model that privileges ULACIT, the student will have a space in the strain to reflect upon their own performance (self-assessment) and that of their peers (peer). This intellectual exercise allows students

to identify their strengths and weaknesses and perform actions to continually improve their processes of knowledge construction. When evaluating peers, it assumes an active role as a member of a community of learning, committed to the educational task. Because it is a space of self- reflection in the course and for the value that for academic decision-making, is given a value of 5% in the final grade of the course. To obtain this evaluation category, expected the student to take their time, responsibly discuss each question and answer the questionnaire in full.

LinkedIn Learning 5%
Students must create a writing editing list that includes the most important aspects and steps to consider when editing an academic or professional paper. They will use the "Editing Mastery: How to Edit Writing to Perfection" course content as a basis.

	Criteria	1	2	3	4	5
1	The list includes all deep editing stages/levels					
2	The list that includes the most important aspects and steps to consider when editing an academic or professional paper.					
3	The document is visually attractive					
4	The document does not have spelling or grammar mistakes					
5	The document is well structured and easy to understand					
6	The list has between 10 and 20 items					

COLLABORATIVE PROJECT CONTRACT

The collaborative project is a way of articulating the work activities of a human group around a set of goals, objectives and results to be achieved. This implies an active interdependence between the members of a group that share and assume a work mission.
As a learning methodology for ULACIT students, collaborative projects value interaction, collaboration and solidarity among members, as well as negotiation skills to reach agreements and face potential conflicts.
Among the characteristics of a collaborative project is the smooth communication channels, based on relationships of trust and mutual support. It focuses on the goals set in a climate of trust and reciprocal support among its members, where the movements are synergistic.
Therefore, the ultimate goal of a collaborative project is to obtain results with greater impact, where the whole is greater than the contribution of each member. In this way, as part of the process of creativity and innovation in education, for each collaborative project students must create, negotiate and draw up a work contract among the members of the group.
No evaluable collaborative project can be started until all the members of the group have signed the work contract. On the BLACKBOARD platform students can find a guide to formulate their own contract.

INSTITUTIONAL POLICIES

Academic Honesty Policy

ULACIT aims for the highest and most rigorous standards of academic life. In this course you are expected to avoid dishonest conducts such as fraud or plagiarism. Fraud constitutes making up data, forge bibliography, use projects done by another person, and obtain unauthorized help to do your course work. Plagiarism includes copying textually from another source into your document; it includes phrases, sentences, paragraphs obtained on the Internet, book or any other sources without the appropriate reference. Paraphrasing without references is also considered plagiarism. Whether the fraud or plagiarism is performed voluntarily or involuntarily, in an individual or group work, it will cause you to fail the course immediately. In case the student is found guilty of fraud or plagiarism on a second course, the student will be expelled from the institution.

Creating a culture of respect
In ULACIT, we set high expectations for conduct of members of the university community. Therefore, we emphasize the value of mutual respect and expect everyone to treat others as they want to be treated. We define respect as the consideration and appreciation we can show others without exceptions, so do not tolerate disruptive actions such as:

- Tardiness to class or early leave.
- Constantly disrupting the class, rising from their seat.
- Eating and drinking in the classroom.
- Attending phone calls during the class period.
- Packing your belongings before the teacher has completed the lesson.
- Falling asleep in the classroom.
- Reading newspapers.
- Using mobile devices for purposes other than those of the class, promoting distractions.
- Coming unprepared to class.
- Making negative or taunting comments about their classmates and/or the teacher.
- Talking out of turn.
- Showing unwillingness to listen to others.
- Using vulgar language on campus.

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

Attention to diversity
The curricular approach at ULACIT focuses on the development of competences through the completion of projects, allowing students to fulfill the academic requirements based on their own learning styles, abilities, and individual interests. The primary responsibility of learning is placed on the student; the instructor is responsible for setting course expectations from start, offering the required support to satisfy them, and awarding a level of flexibility that allows each student to choose how he or she will fulfill the course goals and work at his own pace in the completion of the projects assigned. Furthermore, the instructor will provide the required learning materials, along with continuous feedback using the rubrics designed for each project. The feedback is of a qualitative as well as quantitative nature. The use of technological tools and collaborative work allows the professor to tailor the educational process to the abilities of each student. If you have any additional special educational needs, please contact diversidad@ulacit.ac.cr

Claims
ULACIT safeguards your rights as a student and guarantees due process in cases of claims regarding grades, for which it must follow the process established by the Regulation of Student System, available on the website of ULACIT, Vice President of Student Services, Student Regulations, chapter 16.

Check that the qualifications posted in your academic record are the correct ones. To do this, you will receive in your mail account @ulacit.ed.cr the report card from the previous period in Week 1. If the grade is not the correct one, contact the course instructor, who within 3 business days must justify your grading. If no response is given by the teacher, or the justification does not satisfy you, address the complaint to the Dean along with the response of the teacher. The issue should be resolved within 3 business days and exhaust administrative regulations.

Claims regarding qualifications can only be reviewed during the next academic period, so it is very important to assume responsibility of the strict control of your own qualifications.

COURSE SCHEDULE

Week	Topic	Activities and assignments
1	**Topic 1: Historical evolution of the permanent embassy**	Presentation of the course Readings: Behrens, P. (2017)- Diplomatic Law in a New Millenium. United Kingdom: Oxford University Press. Pages 3-14 and 23-40.
2	**Topic 1: Historical evolution of the permanent embassy**	No synchrous class **Reading check** Readings: Behrens, P. (2017)- Diplomatic Law in a New Millenium. United Kingdom: Oxford University Press. Pages 3-14 and 43-71.
3	**Topic 2. The diplomatic mission**	Reading: Vienna Convention on Diplomatic Relations
4	**Topic 2. The diplomatic mission**	Reading: Vienna Convention on Diplomatic Relations
5	**Topic 3. Beginning and end of the activity of the members of the diplomatic mission**	Readings: Behrens, P. (2017)- Diplomatic Law in a New Millenium. United Kingdom: Oxford University Press. Pages 247-271
6	**Topic 3. Beginning and end of the activity of the members of the diplomatic mission** **Topic 4. The activity of the**	**LinkedIn Learning** Reading: Behrens, P. (2017)- Diplomatic Law in a New Millenium. United Kingdom:

	diplomatic mission	Oxford University Press. Pages 272-293
7	**Topic 5. Privileges and immunities**	Reading: Behrens, P. (2017)- Diplomatic Law in a New Millenium. United Kingdom: Oxford University Press. Pages 75-112
8	**Topic 5. Privileges and immunities**	**Reading check** Reading: Behrens, P. (2017)- Diplomatic Law in a New Millenium. United Kingdom: Oxford University Press. Pages 113-145
9	**Topic 5. Privileges and immunities**	Reading: Behrens, P. (2017)- Diplomatic Law in a New Millenium. United Kingdom: Oxford University Press. Pages 3-14 and 249-203
10	**Topic 6. Establishing and exercising consular relations**	**Moxie** Reading Vienna Convention on Consular Relations
11	**Topic 7. Beginning of the activity of the consular office members**	Reading Optional Protocol to the Vienna Convention on Consular Relations Concerning Acquisition of Nationality
12	**Topic 8. Termination of consular functions** **Topic 9. Privileges and immunities pertaining to consular offices and staff**	**Brochure on consular services** Reading Optional Protocol to the Vienna Convention on Consular Relations Concerning the Compulsory Settlement of Disputes.
13	**Topic 9. Privileges and immunities pertaining to consular offices and staff**	No synchrous class **Research paper**
14	**General review of the course**	**Research paper's presentation** **CEPA**
15	**General review of the course**	**Research paper's presentation**