



2021

MARPE Curriculum

A Proposal for a Master Programme

MARPE diplo

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About MARPE Diplo



The MARPE Diplo Erasmus+ project

The MARPE Network developed the MARPE Diplo Erasmus+ project from 2018 to 2021. The project initially aimed to explore public, corporate and civic diplomacy, an emerging discipline in the fields of international relations and communication sciences, political sciences and strategic studies, to research and to develop its wider applications in the context of business and civil society communication.

The objective was and still is to develop a European perspective drawing on public sphere (Habermas) and network society influences (Castells) as there is an increasing need for showing more transparency and sensitivity over operations, processes, and overall governance.

However, over the period of these three years, the critical reflections led the MARPE Diplo team to reconceptualise the triade from "public, corporate and civic" into "public, organisational and civil society" diplomacy.

Strategic partners (MARPE Network)

Université de Lorraine, France

Artevelde University of Applied Sciences, Belgium

ISCSP, Universidade de Lisboa, Portugal

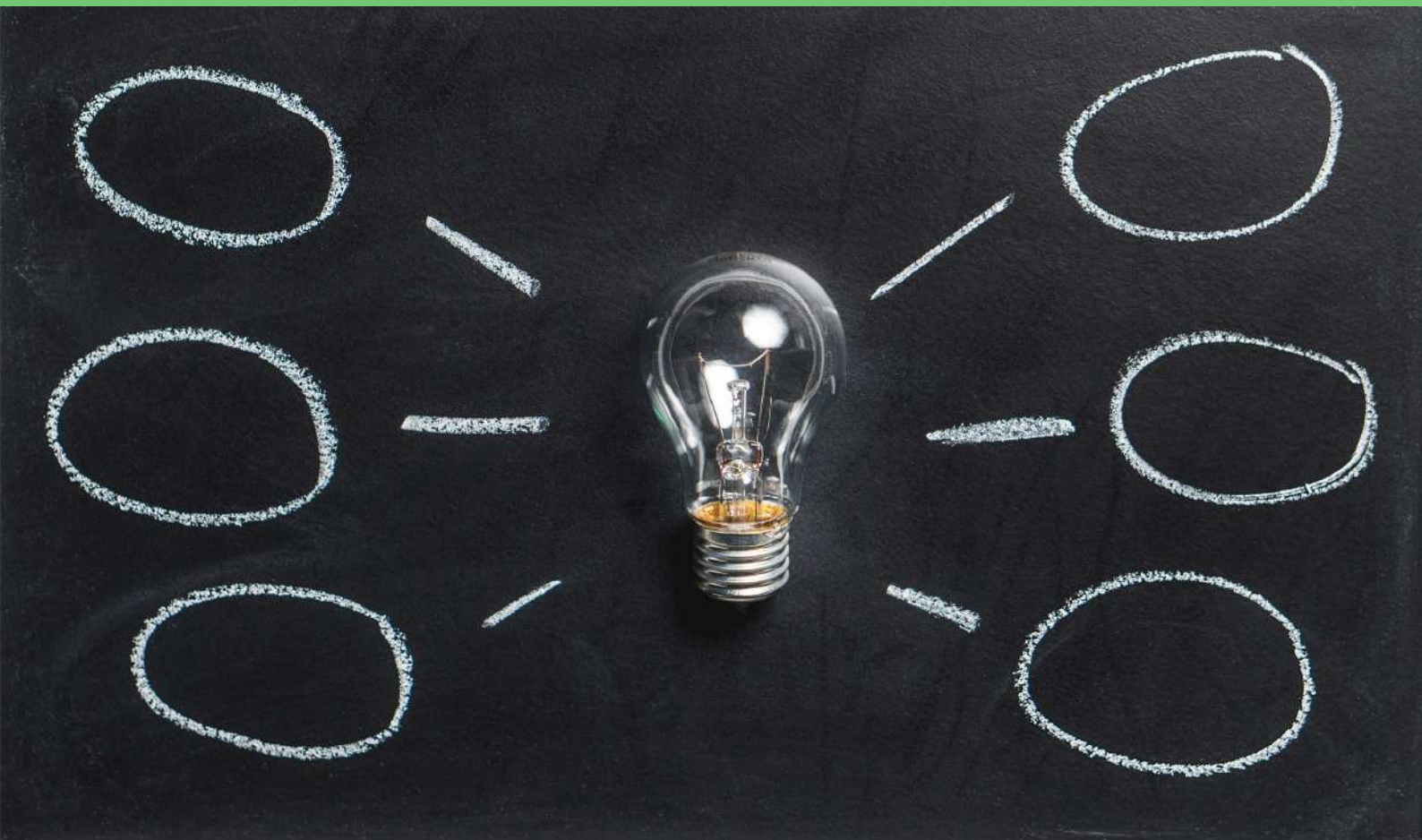
Universidad Cardenal Herrera – CEU, Spain

University of Bucharest, Romania

Associated partners

- National Professional Associations in Communication & PR
- Knowledge organisations
- Independent researchers and experts

GENERAL RATIONALE



The MARPE Diplo Master programme

The final aim of the Erasmus+ project “MARPE Diplo: Developing a European Higher Education curriculum in public, corporate and civic diplomacy” is to develop a curriculum focusing on “Fostering European Citizenship through public, civic and corporate diplomacy”. Its innovative character resides in its multidisciplinary approach to this new field, bridging political, business and societal contexts from a communication perspective.

As planned, the intellectual outputs developed throughout the project nurtured the selection of content as they have been reviewed and vetted by peers, enabling curriculum development.

When starting the project, no benchmark was available and the initial idea was to co-construct a curriculum year by year, benefitting from the closed-loop approach integrating insights from all participants: academics, students and professionals.

As this progression was jeopardised by the COVID-19 pandemic, the MARPE Diplo team carried out its own benchmark, published in chapter 18 (Sebastião, Cotton & Boulanger, 2021) of the book *Diplomacy, Organisations and Citizens. A European Communication Perspective*.

Based on these explorations, the MARPE Diplo team realised there was an opportunity and a need to develop two different curricula:

1. a short Lifelong Learning (LLL) programme,
2. a two-year Master programme.

Both of them are based on the same rationale, bridging communication and diplomacy.

Rationale for the curricula

As stated by Pigman (2010, p. 5), “another way to think about diplomacy actors and processes is to understand diplomacy as consisting of two core functions or activities: representation and communication”. This idea has been present in diplomacy since the 17th century, for example by Wicquefort in 1681 or De Caillères in 1716 (Eisemann, 2018), and is still addressed by contemporary authors (Melissen, 2005; Taylor, 2008; Zaharna, 2008), highlighting the need for specific knowledge and skills from communication sciences. These are relevant to the profession of diplomat and to professionals from the field of international relations, particularly in the increased complexity level of diplomatic negotiation and in the rising context of public diplomacy. As the latter was generated by digitalisation, the proliferation of actors, and the fragmentation of the public sphere, approaching public diplomacy from a communication perspective became both relevant and necessary.

Therefore, the development of these curricula answers two main principles: increase the employability of both students and lifelong learners and support the communication-driven democratisation process of an elitist discipline.

Rationale for the communication perspective

In the field of communication sciences, public relations is a scientific discipline. In these curricula, we adopt the definition put forward by The Bled Manifesto on Public Relations (van Ruler & Verčič, 2002, p. 13): “PR is the (maintenance of) relationships (with) publics (by) communication (in order to) establish mutual understanding”. Based on the public relations literature (Bernays, 1952; Botan & Hazleton, 2006; Cutlip, Center, & Broom, 1994; Grunig & Hunt, 1984; Heath, 2001; Ihlen, van Ruler, & Fredriksson, 2009; L'Etang & Pieczka, 1996; Ledingham & Bruning, 2000; Sriramesh & Verčič, 2003; Tench & Yeomans, 2006), its core concepts are: “communication”, “relation”, “public” and “mutual understanding” or in the words of Bernays (1928) “the engineering of consensus”.

Rationale for connecting public relations and diplomacy

The proximity between public relations and diplomacy has been studied from the beginning of the nineties (Grunig, 1993; L'Etang, 1996; Macnamara, 2012; Mogensen, 2017; Rasmussen & Merckelsen, 2012; Signitzer & Coombs, 1992). In a study carried out on the scope and state of the art of research on public diplomacy by public relations scholars between 1990 and 2014, Vanc & Fitzpatrick (2016) identified 120 publications, mostly articles in scientific journals, and the interest in this theme became notorious from 2003 on. The highlight in terms of scientific journals goes to Public Relations Review, followed by Place Branding and Public Diplomacy.

Jacque L'Etang (1996) developed the proximity between public relations and diplomacy in a book chapter where she compared the practice and disciplines of public relations and international relations. This comparison follows three lines: practice; the academic evolution of the disciplines and the conceptual convergence of the two areas. One of the implications of this confluence, pointed out by L'Etang (1996, p. 34) is that:

“(...) public relations should properly be considered in tandem with international relations, not simply because it performs a (publicity) function in the process of diplomacy and international relations, but because it is linked to fundamental positions about the way individuals organize themselves into collectivities (whether publics or nations), form identities and relate to other collectivities. Assumptions about what is considered appropriate in organizational and international intercourse and about the rights of organizations and nations to define and fulfill their destinies are as important as the communicative acts that are undertaken in the name of those represented.”

Rationale for connecting public relations and diplomacy

This way of thinking about the public relations function, as a social agent that propagates meanings, significance, and rituals through narratives and thus assumes itself as co-creator of realities, constitutes the basis of the Strategic Public Relations Model (Carvalho Spínola, 2017). This perspective is based on the study of the organisation's identity, publics, and fundamental values that guide its actions. Also, this perspective on public relations does not necessarily have to be limited to their performance in a business or organisational scope, but can be extended to society, e.g. to the way in which individuals organise themselves in collectivities, form identities, and relate to other collectivities (L'Etang, 1996, p. 34).

In the context of transnational organisations, the need for competencies in the scope of international and diplomatic relations for communication professionals is also necessary. This reality underlines a need for awareness and acquisition of skills that combine knowledge of the area of international relations, but also of international communication.

Rationale for building the Master curriculum

Since the general objectives of this master curriculum are to promote theoretical and practical knowledge and the development of critical thinking around the concepts of communication, particularly in international contexts, as well as the concepts of public, organisational, and civil society diplomacy, it is pertinent to develop a study plan. It introduces, at first, the basic concepts, such as rhetoric and theories of argumentation as a prerequisite for understanding communication and its processes, as well as the concepts of geopolitics and foreign policy as a prerequisite for understanding the concepts of diplomacy and new forms of diplomacy. Therefore, this places the master curriculum at the intersection of communication sciences, international relations, and strategic studies, reflected in its title: MARPE Diplo - Studies in International Communication and Public, Organisational and Civil Society Diplomacy.

As the purpose of this master curriculum is also to develop practical professional skills, it also addresses some fundamental themes through seminars and workshops, requiring the active participation of professionals: diplomats, professionals in State institutions with strong expertise at the level of international relations, communication / public relations practitioners in the public, private or non-governmental areas, and specialists in operational areas such as media relations and lobbying.

BENCHMARK RESULTS



The Research

The benchmarking carried out for the development of this curriculum is presented in chapter 18 of the MARPE Diplo book, *Diplomacy, Organisations and Citizens. A European Communication perspective: “Higher Education for Public and Organisational Diplomacy in the contexts of communication sciences”* (Sebastião, Cotton & Boulanger, 2021).

This research analysed the European higher education offer in the area of diplomacy. In terms of benchmark categories, the following were used: Designation, Website, Brochure, Country/(ies), Institution(s)-university, Faculty/Department, Organisation(s), Cooperation, Type of training, Length, ECTS, Language(s), Field(s), Career perspectives, International mobility, Subject(s), Personalisation, Evaluation, Pedagogy, Communication, Communication course(s) objectives, Diplomacy, Diplomacy (hard power) course(s) objectives, Soft power course(s) objectives, Other relevant course(s) objectives, Relevance of Diplomacy, Numerus clausus, Research, Publications, Endorsement, Strengths, Weaknesses.

38 graduate programmes were selected for analysis, from 13 European countries. The predominant scientific fields were international relations, political science, communication, law, economics, and management (business). Their study plans tend to cover subjects related to international relations, diplomacy, law, negotiation, security/cybersecurity, politics, economics, management, communication and public relations.

The Findings

The findings reveal that courses in the field of communication and public relations tend to be inserted into public diplomacy or cultural diplomacy programmes, or tend to take place in cooperation with or even within communication departments or faculties.

The research also concludes that the area of communication tends to be connected with programmes in the area of management and global studies. In terms of the “Organisation” and “Cooperation” categories, the research points out that universities delivering the offer do so, in somecases, in cooperation with government institutions (for example, Ministries of Foreign Affairs), military institutions or international institutions such as the United Nations or the European Union. Thus, cooperation between universities, governmental and non-governmental organisations is predominant in the case of this particular academic offer.

The research also reveals that, in terms of duration, there is a predominance of programmes of 2 semesters (1 year), 18 months (1.5 years) or 4 semesters (2 years). Moreover, regarding the type of degree, the most frequent are master's degrees (60, 90 or 120 ECTS) or specialised professional training programmes (in a lifelong learning logic). Regarding the academic offer analysed in this research, the authors conclude that there is a marginalisation of fundamental aspects related to communication and culture and a non-adaptation of the courses offered, in the 21st century, to an adequate target audience.

The Findings

As an overall result, there is an opportunity for a master programme aiming to prepare candidates willing to embrace the emerging field of “public, organisational and civil society diplomacy” by developing:

- 1.a multidisciplinary approach: bringing together students from communication sciences with students from disciplines preparing for a diplomatic career in international relations;
- 2.an integrative approach to learning: combining the views of academics endorsing the need to interconnect knowledge, critical thinking, adaptive and reflective attitude, experience, networking and methodological rigour, with the perspectives of experienced diplomats, focusing on international affairs and convinced university programmes cannot meet the professional needs as, according to them, Ministries of Foreign Affairs are the best qualified to teach diplomacy.

Referring to the classification of training levels as defined by Britains’ Diplomatic Academy in 2015 (foundation, practitioner, expert), this master programme on “public, organisational and civil society diplomacy” will prepare its candidates at the foundation level.

PROGRAMME STRUCTURE



Programme structure and ECTS

The MARPE Diplo - Master in International Communication and Public, Organisational and Civil Society Diplomacy is organised based on four cornerstones. The first one is the communication perspective, based on influence, not on power; the second refers to the competencies; the third is the pedagogy; and the last cornerstone is the evaluation (Sebastião, Cotton & Boulanger, 2021).

MARPE Diplo - Master in International Communication and Public, Organisational and Civil Society Diplomacy

2 years / 4 semesters

90 ECTS + 30 ECTS dissertation

The MARPE Diplo - Master in International Communication and Public, Organisational and Civil Society Diplomacy provides analytical and negotiation skills through evidence-based studies and practical project work in the three major topics of the programme: communication, international relations and diplomacy, and management.

Communication perspective

Traditionally, programmes approach diplomacy as a game of interactions based on power between actors on an international macro level. However, new actors, new structures, new practices, and new values appear resulting from digital innovations, disrupting the traditional rules of the game, impacting the power relations within institutions, organisations, industrial sectors or even fields of activities.

Assuming that power is the ability or has the potential to get things done, then influence is the use, the expression, or the achievement of power. Influence has "the power or the capacity to induce an effect in an indirect or intangible way" (Hallahan, et al., 2007, p. 24), which is at the heart of the question of strategic communication.

The Master's programme develops persuasion and manipulation as the modalities of the power of influence, the latter being mastered by communicators and conveying that the issues were resolved through negotiation, establishing a climate of mutual trust.

Competencies

The MARPE Diplo - Master in International Communication and Public, Organisational and Civil Society Diplomacy stimulates the acquisition of competencies including theoretical knowledge, skills and personal attributes that promote an ethos to act in the public interest.

These competencies were based on the benchmark results, highlighting that public diplomacy deals with government-sponsored programs, mainly targeting foreign publics to shape the communication environment, with the ECOPSI study (Tench, *et al.*, 2013), leading to 3 main sets of knowledge and skills:

- 1) communication,
- 2) management,
- 3) international relations and diplomacy.

Pedagogy

Students are expected to actively participate in applied research studies provided by the team and the research centres of their universities, using a wide range of intelligence tools. The Master's programme aims to train them to be proactive to the societal and technological challenges, to understand the impact of the proliferation of multilateral institutions, to monitor transnational issues complexifying traditional diplomatic activities, and to contextualise digital ubiquity transforming the concepts of time and space.

Evaluation

The evaluations within the MARPE Diplo - Master in International Communication and Public, Organisational and Civil Society Diplomacy will be based on the Master learning outcomes being (Sebastião, Cotton & Boulanger, 2021):

1. To consolidate and relate the concepts of Diplomacy, Public Diplomacy, Organisational Diplomacy and Civil Society Diplomacy.
2. To debate the role of power and influence in the contemporary context of Diplomacy;
3. To appraise the relevance of communication for power and influence, in its different ontological approaches: as a process, as a function, as an instrument, as a relationship.
4. To identify and analyse case studies involving Public Diplomacy and/or Organisational Diplomacy and/or Civil Society Diplomacy practices, comparing and contrasting these practices considering their communicative approach.
5. To develop communication campaigns considering public affairs and avoiding (or mitigating) risks and/or conflicts.
6. To engage in interplays with diplomatic actors and report their life stories and experiences in diplomatic missions.
7. To develop research projects and papers about subject matters encompassing Communication and Public Diplomacy or/and Organisational Diplomacy or /and Civil Society Diplomacy.

Students will not be evaluated based on traditional exams, but based on individual and group assignments, allowing the development of new outputs and applying the use of audio-visual tools (off- and online).

1st year - 1st semestre

1st. year - semestre 1

MAJOR courses

Course	Scientific area	ECTS
Globalisation and Culture	Communication sciences	5
Ethics in Communication in Global Context	Communication sciences	5
Rhetoric, Argumentation Theory and Storytelling	Communication sciences	5
Seminars Media Relations Public Affairs and Lobbying	Communication sciences	5

MINOR (conversion) courses*

Course	Scientific area	ECTS
Reputation Management	Communication sciences	5
Communication and Strategic Public Relations	Communication sciences	5
Geopolitics and Foreign Policy	International relations	5
European Institutions and Policies	International relations	5

TOTAL

30

*MINOR courses = conversion courses (condensing undergraduate degree learning outcomes) for non-communication and communication students

1st year - 2nd semestre

1st. year - semestre 2		
Course	Scientific area	ECTS
Research Methods and Communication Intelligence	Communication sciences	5
Risk Management and Diplomatic Negotiation	International Relations	5
Diplomacy and Public Diplomacy	International Relations	5
Organisational Diplomacy and Social Responsibility	Communication sciences	5
Civil Society Diplomacy	Communication sciences	5
Seminars Nation & Place Branding, Smart Cities Design and data visualisation	Communication sciences	5
TOTAL		30

2nd year

2nd. year - semestre 3

Course	Scientific area	ECTS
Research Methods and Design	Communication sciences	5
Specialised diplomacies: digital diplomacy, cultural diplomacy, science diplomacy	International Relations	5
Misinformation, Disinformation and Mal-information	Communication sciences	5
Strategic process	Communication sciences	5
Diplomatic and consular practice	International Relations	5
Seminar Innovation and creativity in Diplomacy: lateral thinking	Communication sciences	5
TOTAL		30

2nd. year - semestre 4

Dissertation

TOTAL	30
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PROGRAMME CONTENT



Course description approach

In this section the Master programme courses are described as follows: a brief contextualisation, the purpose of each course and their relevance to the overall design of the programme, ending with the major topics to be addressed without going into details in order to respect academic freedom.

As the aims of the courses are not detailed as such but are defined as generic and constant learning objectives, they all address an ethical dimension, and include:

1. Reflective and critical analysis skills;
2. Problem-solving skills;
3. Written and oral expression skills.

The references for this Master programme can be found in:

1. The MARPE Diplo Short Lifelong Learning (LLL) Programme
2. The MARPE Diplo Literature Review
3. The MARPE Diplo Glossary
4. The MARPE Diplo Book *Diplomacy, Organisations and Citizens. A European Communication perspective.*

Globalisation and Culture

1st year – 1st. semestre – MAJOR courses

The terms globalisation and culture are widely used but their understanding can be problematic. Thus, the purpose of this course is to discuss the different perspectives linked to both and to bring a deep understanding of 1) the globalisation concept in connection with the network of international actors, and 2) culture, and how this knowledge implies decision-making and behaviour of communication agents and diplomats.

Main topics

1. Globalisation and Society: theoretical conceptualisation;
2. Culture, Media and Technological Globalisation;
3. Globalisation and Citizenship.

Ethics in Communication in Global Context

The purpose of this course is to underline the importance of building relationships based on mutual trust and transparency.

Main topics

1. Ethics fundamental principles;
2. Trust and transparency;
3. The impact of hidden dimensions of cultures in a globalised context.

1st year – 1st. semestre – MAJOR courses

Rhetoric, Argumentation Theory and Storytelling

1st year – 1st. semestre – MAJOR courses

In a society characterised by a growing appeal for volatile infotainment and entertainment based on emotions rather than on ratio, the notion of narrative and storytelling, and its use by institutional, organisational, and societal actors has become crucial. The elaboration of a storyline requires mastering the different dimensions of rhetoric and the representation of emotions. The course presents the art of argumentation and its application in storytelling.

Main topics:

1. Rhetoric, Dialectics and Eristics;
2. Rhetorical system: the rhetorical canons;
3. Argumentative forms;
4. Communication and rhetoric: storytelling.

Media Relations Public Affairs and Lobbying

1st year – 1st. semestre – SEMINARS

The purpose of these two seminars is to discuss essential instruments used in the field of international communication, such as media relations and lobbying (the latter being linked to the minors Communication and Strategic Public Relations and European Institutions and Policies).

Specialists from the areas involved will be invited in order to favour active participation and co-creation amongst participants.

Reputation Management

1st year – 1st. semestre – MINOR courses

This course introduces the students to the practice of building, maintaining, and repairing an organisation's reputation. It emphasises the role and strategic value of communication in managing an organisation's reputation.

Main topics

1. The concept of reputation and global indexes;
2. Introduction to issue and crisis management;
3. Global public engagement.

*MINOR courses in **Communication sciences** address students from **International relations**.

Communication and Strategic Public Relations

From a communicational and relational point of view, organisations, whatever their nature, are understood as thematic structures propagating narratives loaded with values, meanings, senses and rituals and, as such, contributing to the co-creation of realities. Thus, the purpose of this course is to analyse organisations as co-creators of reality and to introduce the strategic dimension of communication and public relations.

Main topics

1. Communication and communication processes;
2. Strategic thinking;
3. The strategic dimensions of public relations: organisational identity, the study of publics and organisational ethics.

*MINOR courses in **Communication sciences** address students from **International relations**.

Geopolitics and Foreign Policy

1st year – 1st. semestre – MINOR courses

The reality experienced nowadays requires a comprehensive view of the different power games active worldwide. Thus, the purpose of this course is to introduce specific dimensions of geopolitics and foreign policy in order for communicators to frame political decision-making narratives and counter-narratives supported by an understanding of global power games.

Main topics

1. Traditional geopolitics and critical theory of geopolitics;
2. Foreign policy: internal and international variables;
3. The foreign policy of the Great Powers and big players.

*MINOR courses in [International relations](#) address students from [Communication sciences](#).

European Institutions and Policies

1st year – 1st. semestre – MINOR courses

This course discusses the main European institutions and their influence on the European continent, the citizens, and the world. It positions the European Union as a player in the game of international power. It also analyses the process of creating European policies that serve as a reference for the Member States of the European Union.

Main topics

1. The Council of Europe, the Schengen Area, the European Economic Area;
2. The European Union and its Institutions;
3. The European Union and its fundamental policies (digital, green, migration, media).

*MINOR courses in [International relations](#) address students from [Communication sciences](#).

Research Methods and Communication Intelligence

1st year – 2nd. semestre – COURSES

The purpose of this course is to establish the processes and methods by which it is possible to monitor, gather, structure and analyse key information to guide strategic decision-making.

Main topics

1. Research Methods & Techniques: quantitative and qualitative approaches;
2. PESTLE Analysis;
3. SWOT(E) Analysis;
4. Monitoring and evaluation models in communication.

Risk Management and Diplomatic Negotiation

1st year – 2nd. semestre – COURSES

The purpose of this course is to bring the notions of power and its games, the notion of the role of communication as a mediator and how these notions support international and diplomatic negotiation.

Main topics

1. The concepts of negotiation in its international and diplomatic dimension;
2. The power game theory;
3. Risk management models.

Diplomacy and Public Diplomacy

1st year – 2nd. semestre – COURSES

The purpose of this course is to raise the awareness that the actions of States cannot only be restricted to the traditional diplomatic State-to-State relations and to introduce the students to new publics becoming the target of States' actions. This approach is developed in a logic of affirming their external policies: the power of public opinion and the emergence of the concept of public diplomacy.

Main topics

1. Diplomacy and diplomatic activity;
2. The concepts of public opinion and of global public opinion;
3. Public diplomacy.

Organisational Diplomacy and Social Responsibility

The purpose of this course is to introduce the concept of organisational diplomacy and link it with social responsibility and, in this way, to approach the concept of the global common goods.

Main topics

1. Organisational diplomacy versus Corporate diplomacy;
2. Social responsibility in an international context;
3. Organisational diplomacy policies in international institutions (UN and EU);
4. Global common goods and the role of organisational diplomacy.

Civil Society Diplomacy

1st year – 2nd. semestre – COURSES

The purpose of this course is to introduce the new concept of Civil Society diplomacy and to link it with citizens' political engagement in non-institutionalised dynamics.

Main topics

1. Civil Society Diplomacy concept;
2. Civil society diplomatic actors;
3. The process of democratisation of diplomacy.

Nation and Place Branding, Smart Cities

The purpose of the seminar “Nation and Place Branding, Smart Cities” is to provide new approaches to the way spaces and places are globally promoted using communication and public diplomacy resources.

Design and data visualisation

Living in a world full of information, the design and visualization of data can help to identify trends and patterns that allow a better understanding of the issues at hand. In addition, visuals are a great tool for persuasive storytelling. Consequently, the design and visualisation of data are useful for analysis and decision-making, as well as for great storytelling.

Research Methods and Design

2nd year – 3rd. semestre – COURSES

The purpose of this course is to help students develop a research design and prepare their dissertation.

Main topics

1. Research design types;
2. Research philosophies approach;
3. Connecting concepts and theories;
4. Research themes, questions, and objectives;
5. Research and analysis techniques.

Specialised diplomacies

2nd year – 3rd. semestre – COURSES

The purpose of this course is to introduce how culture and science can be fields for States to relate with foreign publics, as well as how digital tools are relevant in contemporary diplomatic practices.

Main topics

1. Cultural diplomacy
2. Science diplomacy
3. Digital diplomacy

Misinformation, Disinformation and Mal-information

2nd year – 3rd. semestre – COURSES

The purpose of this course is to distinguish forms of information disorders.

Main topics

1. Misinformation: false or manipulated information not created with the intention of causing harm;
2. Disinformation: false or manipulated information deliberately created to harm a person, social group, organisation, or country;
3. Mal-information: reality-based information, used to inflict harm on a person, social group, organisation, or country.

Strategic process

2nd year – 3rd. semestre – COURSES

The purpose of this course is to introduce the concept of strategic process and the essential rules and techniques to the structuring and elaboration of its development phases, as well as the application of that knowledge to a real case study.

Main topics

1. Requirements of the strategic process;
2. Development phases of the strategic process;
3. Case study (the case method).

Diplomatic and consular practice

2nd year – 3rd. semestre – COURSES

This course introduces the students to the daily practice of diplomats and consuls, etiquette and protocol, monitoring and intelligence, analysis and reporting.

Main topics

1. The organisation and institutionalisation of diplomatic missions, consulates, and foreign ministries;
2. The strategic role of official events.

Innovation and creativity in Diplomacy: lateral thinking

2nd year – 3rd. semestre – SEMINAR

In a VUCA context, the application of linear and/or conventional thinking may not be enough. Volatility and uncertainty prevail. Black swans have always been around but their presence is louder than ever. In negotiation and conflict management, the application of imagination, flexibility, and agility is more necessary to anticipate an unpredictable future. When nothing is safe to govern in uncertainty, it is necessary to apply divergent thinking, creativity with a good dose of emotional intelligence and empathy.

For this seminar, professors and/or specialists from the areas involved will be invited, and this way this course will run as workshops.

Dissertation

The MARPE Diplo - Master in International Communication and Public, Organisational and Civil Society Diplomacy includes study visits with lectures organised to international institutions or their delegations, such as the European Commission; Permanent Mission of [country] to the United Nations in Geneva; Community of [country] Language Countries; Permanent Delegation of [country] to UNESCO; Organisation for Security and Cooperation in Europe (OSCE) or the Parliament; Ministries (in particular, Foreign Affairs, Internal Administration, Science, Technology and Higher Education or Culture); public bodies with a mission to promote the internationalisation of [country] companies, attract foreign investment and promote the image of [country] abroad; [country] Confederations of Industry and Commerce; companies, non-governmental organisations or transnational foundations with a strong policy of organisational diplomacy.

2nd year - 4th. semestre

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You are free to use it for pedagogical purposes. If you do so, please let us know about it. In the Erasmus+ spirit of collaboration and openness, we would like to share with you our experiences and recommendations, as well as hear from you about the results, strengths and weaknesses, or suggestions for improvement.

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The MARPE Diplo team gives no guarantee of success because training and pedagogical approaches are about the content (guidelines you can find in this document) and the personal competencies of the trainers. It is also important to create the appropriate scenario and environment, people-centred and collectively-driven, something that we succeeded in achieving within the MARPE Diplo team and project, but cannot guarantee outside it.

The MARPE Diplo Master Curriculum can be used together with other MARPE Diplo outputs that can be found on the MARPE website:

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- MARPE Diplo Book
- MARPE Diplo Curriculum - Short Lifelong Learning Programme Proposal
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