CHERNIVTSI
LAW SCHOOL

ЧЕРНІВЕЦЬКИЙ
НАЦІОНАЛЬНИЙ
УНІВЕРСИТЕТ
ІМЕНІ ЮРІЯ ФЕДЬКОВИЧА

Yuriy Fedkovych Chernivtsi National University
Faculty of Law
Department of International Law and Comparative Law

"APPROVED"
Dean of the Law Faculty
____prof. Vitalii GORDIEIEV
August 28, 2026

EDUCATIONAL PROGRAM
academic discipline

DIPLOMACY IN THE MODERN WORLD
selective academic discipline

Educational Programme: "International Law"
Specialty: 293 International Law
Field of Study: 29 International Relations
Level of Higher Education: First (Bachelor's) Level
Faculty of Law
Language of Instruction: Ukrainian

Chernivtsi, 2026

The Work Programme of the Academic Discipline "Diplomacy in the Modern World" has been developed in accordance with the Educational Programme "International Law" for the training of students at the first (Bachelor's) level of higher education in Specialty 293 International Law, Field of Study 29 International Relation.

Developer:
Vitalii Yaremchuk, *Assistant Prof., PhD in International Law, Assistant Prof.*

Lecturer responsible for teaching this academic discipline:
Vitalii Yaremchuk, *Assistant Prof., PhD in International Law, Assistant Prof.*

Approved at the meeting of the Department of International Law and Comparative Law
Protocol No. 1
dated "27" August 2026

Acting Head of the Department
of International Law
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Approved by the Scientific and Methodological Committee of the Faculty of Law
Protocol No. 1 dated "28" August 2026

Chair of the Scientific
and Methodological Committee _____ **Assist. Laura BZOVA**

The purpose of the academic discipline **'Diplomacy in the Modern World'** is to familiarize students with the main theoretical provisions of the diplomatic protocol, its historical development and modern diplomatic practice. The main **objectives** of studying the discipline are: analysis and summarizes theoretical and practical materials in diplomatic practices; identification the main features of modern diplomacy; development the ability to make decisions on various topical issues of diplomacy in the modern world; application general and special methods of scientific knowledge in the study of the problem of this course; the ability to demonstrate a critical understanding of the nature and development of global diplomacy, drawing on a variety of relevant contributing disciplines in the broad field of international studies; knowledge of issues in global diplomacy in historical and contemporary contexts.

Prerequisites. The academic discipline relies on prior study of "Theory of International Relations", and "History of International Law".

Prerequisites for Learning Outcomes and Competences: Upon completion of the academic discipline, the higher education applicant will acquire the following competences enshrined in the Educational and Professional Programme "International Law" for the preparation of applicants of the first (bachelor's) level of higher education in specialty 293 International Law:

General Competences

- Ability to abstract thinking, analysis, and synthesis **(GC 1.)**.
- Ability to learn and master modern knowledge **(GC 2)**.
- Ability to communicate in a foreign language **(GC 4)**.
- Ability to present the results of one's professional activities and argue for them persuasively **(GC 13)**.

Special (Professional) Competences

- Ability to form judgements in the fields of international law, European Union law, national law, and comparative legal studies, taking into account social, scientific, and ethical aspects (SC 2).
- Ability to interpret and apply European Union law, participate in the approximation (adaptation) of Ukrainian legislation to EU law, and provide legal support for the European and Euro-Atlantic integration of Ukraine (SC 4).
- Ability to provide legal opinions and consultations on issues of public international and private international law, European Union law, the national law of Ukraine, and the law of other states; to forecast and assess legal risks of foreign policy and foreign economic initiatives, as well as ways to minimize them (SC 7).
- Ability to conduct discussions and debates on international legal and general legal issues, and to prepare cases for consideration in Ukrainian, foreign, and international courts and arbitrations (SC 8).
- Ability to conduct diplomatic and business correspondence, and to analyze the content, character, and legal nature of international legal documents (SC 9).

Learning Outcomes

- Know and understand the foundations of a state's foreign policy, the nature and dynamics of international relations and international cooperation at the universal and regional levels; identify the legal status of subjects of international relations and the character of interaction between them (LO 1).
- Understand the historical context of the formation of international legal norms and institutions, as well as the values underlying them; forecast the main directions of development of international and national law (LO 2).
- Analyze the dynamics of the approximation of Ukrainian legislation to European Union law, and take into account the legal aspects of European and Euro-Atlantic integration processes when solving complex professional tasks (LO 4).

- Perform comparative analysis of legal systems, assess and argue their shortcomings and advantages, find and interpret relevant foreign legislation, provide consultations on its content and application practice, and assess and minimize risks of legally significant actions taking into account the multiplicity of legal systems and jurisdictions (LO 5).
- Draft international treaties and related documentation (laws on ratification, explanatory notes, etc.) in Ukrainian and foreign languages; draft procedural documents, texts of draft laws, explanatory notes, comparative tables, and other accompanying documentation for draft laws; conduct diplomatic and business correspondence (LO 8).
- Communicate fluently on professional issues in the state language and foreign languages both orally and in writing, and use legal terminology professionally (LO 10).
- Ensure effective communication in an international environment, know and apply the rules of diplomatic protocol and business etiquette, take into account the features of intercultural communication, and demonstrate tolerance and respect for the diversity, traditions, and values of representatives of other states (LO 11).

Description of the discipline

General information

Form of study	Year of preparation	Semester	Quantity of		Number of hours						Control measure
			credit	hours	Lectures	practical	seminars	laboratories	independent work	individual tasks	
Full-time	3	6	3.0	90	15	15	-	-	60	-	test
Part-time	-	-	-	-	-	-	-	-	-	-	-

Structure of the academic discipline content

Names of content modules and topics	Number of hours											
	full-time form						part-time form					
	total	including					total	including				
		L	P	lab	ind	sec. g.		l	p	lab	ind	sec. g.
1	2	3	4	5	6	7	8	9	10	11	12	13
Topics of lectures	**Content Module 1**. Nature of Diplomacy											
Topic 1. Nature of Diplomacy	14	2	2	-	10	-	-	-	-	-	-	-
Topic 2. The Political Actors: President, Prime Minister, and Minister of Foreign Affairs	14	2	2	-	10	-	-	-	-	-	-	-

Topic 3. International Organizations and Diplomacy	16	3	3	-	10	-	-	-	-	-	-	-
Total for CM1	**44**	**7**	**7**	**-**	**30**	**-**	**-**	**-**	**-**	**-**	**-**	-
Topics of lectures	**Content module 2.** International Organization and Diplomacy											
Topic 1. The Diplomacy of Global and Transnational Firms	18	4	4	-	10	-	-	-	-	-	-	-
Topic 2. Multilateral Diplomacy	14	2	2	-	10	-	-	-	-	-	-	-
Topic 3. The G20 and Climate Diplomacy	14	2	2	-	10	-	-	-	-	-	-	-
Total for CM 2	**46**	**8**	**8**	**-**	**30**	**-**	-	-	-	-	-	-
Total hours	**90**	**15**	**15**	**-**	**60**	**-**	-	-	-	-	-	-

Lecture Topics and Detailed Questions

№	Topic name
1	Topic 1. Nature of Diplomacy 1. Defition and scientific doctrines 2. Historical changes 3. Form of modern cooperation
2	Topic 2. The Political Actors: President, Prime Minister, and Minister of Foreign Affairs 1. President as a political actor 2. Prime Minister as a political actor 3. Minister of Foreign Affairs as a political actor
3	Topic 3. International Organizations and Diplomacy 1. Historical formation of international organizations 2. The Impact of International Organizations on the Practice of Diplomacy 3. The Legacy of the League of Nations and the Transition to the United Nations System: Institutional Evolution and Lessons Learned
4	Topic 1. The Diplomacy of Global and Transnational Firms 1. Diplomatic engagement with transnational firms 2. Transnational Firms as a diplomatic actor 3. Corporate Diplomacy and Geopolitics: Navigating Sanctions, Export Controls, and Public-Private Partnerships in Global Markets
5	Topic 2. Multilateral Diplomacy 1. Definition and scientific doctrine 2. Adoption of the multilateral diplomacy to new global challenges 3. The Crisis of Multilateralism and Institutional Reform of Global Governance: Challenges to Consensus-Building and Decision-Making in International Fora
6	Topic 3. The G20 and Climate Diplomacy 1. G20 and its three pillars 2. Case studies 3. G20 Climate and Energy Frameworks: Commitments on Decarbonization, Fossil Fuel Subsidies Phase-Out, and Climate Finance Mobilization

Practical Classes (Seminars) and Detailed Questions

№	Topic name
1	Topic 1. Nature of Diplomacy 1. Defition and scientific doctrines 2. Historical changes 3. Form of modern cooperation
2	Topic 2. The Political Actors: President, Prime Minister, and Minister of Foreign Affairs 1. President as a political actor 2. Prime Minister as a political actor 3. Minister of Foreign Affairs as a political actor
3	Topic 3. International Organizations and Diplomacy 1. Historical formation of international organizations 2. The Impact of International Organizations on the Practice of Diplomacy 3. The Legacy of the League of Nations and the Transition to the United Nations System: Institutional Evolution and Lessons Learned
4	Topic 1. The Diplomacy of Global and Transnational Firms 1. Diplomatic engagement with transnational firms 2. Transnational Firms as a diplomatic actor 3. Corporate Diplomacy and Geopolitics: Navigating Sanctions, Export Controls, and Public-Private Partnerships in Global Markets
5	Topic 2. Multilateral Diplomacy 1. Definition and scientific doctrine 2. Adoption of the multilateral diplomacy to new global challenges 3. The Crisis of Multilateralism and Institutional Reform of Global Governance: Challenges to Consensus-Building and Decision-Making in International Fora
6	Topic 3. The G20 and Climate Diplomacy 1. G20 and its three pillars 2. Case studies 3. G20 Climate and Energy Frameworks: Commitments on Decarbonization, Fossil Fuel Subsidies Phase-Out, and Climate Finance Mobilization

Individual tasks

№	Topic name	Number of points
1	The concept of Diplomacy and Diplomatic Service. Historical types of diplomacy and. diplomatic service	5
2	External Relations as an Area Official Relations	5

3	State External Bodies Relations and Diplomatic Service	5
4	Vienna Convention on Diplomatic Relations	5
5	Diplomatic and Consular Immunity	5

Independent work

Independent student work constitutes the primary means of mastering the study material and is carried out during extracurricular hours provided for in the thematic plan of the academic discipline.

During the study of the discipline, students must learn to think independently, deepen their acquired theoretical knowledge, and master practical skills in making legal decisions. Answers to the questions must be outlined in the form of study notes (summarized), presented concisely and clearly, with mandatory references to the sources used. The form of control over independent work includes the inspection of student notes or discussion during seminar classes. Questions assigned for independent work are submitted for current, modular, and final semester assessment.

To independently determine the level of mastery of theoretical material, students are provided with questions for self-assessment of acquired knowledge.

№	Topic name	Tasks for Independent Student Work	Hours
1	Nature of Diplomacy	• Conduct a comparative analysis of the classic and contemporary doctrinal definitions of diplomacy (e.g., Harold Nicolson vs. modern digital/multilateral approaches).	10
2	The Political Actors: President, Prime Minister, and Minister of Foreign Affairs	• Analyze the constitutional mechanisms and scope of plenipotentiary authority granted to the Head of State, Head of Government, and Foreign Minister under international law.	10
3	International Organizations and Diplomacy	• Examine the structural and procedural transition from the League of Nations Covenant to the United Nations Charter.	10
4	The Diplomacy of Global and Transnational Firms	• Analyze the concept of "Corporate Diplomacy" and the non-state diplomatic role played by Multinational Enterprises (MNEs) in contemporary geopolitical relations.	10
5	Multilateral Diplomacy	• Explore the theoretical foundations of multilateralism and contrast consensus-building mechanisms with majority voting rules in international fora.	10
6	The G20 and Climate Diplomacy	• Analyze the institutional structure and informal governance mechanisms of the G20 across its Finance, Sherpa, and Engagement tracks.	10

Methods and educational technologies

Teaching methods and educational technologies. Teaching is based on close interaction between the teacher and the student, using interactive methods to help students develop analytical skills, the ability

to make logically sound arguments and understanding of international legal aspects from the standpoint of the doctrine and principle of the rule of law. During lectures, explanatory and illustrative, cognitive search and interactive methods of learning and teaching are mainly used: explanation of new material that is problematic in the form of reports, discussions, consultations, solving situational tasks, using the latest information and communication technologies; organization of the lecture in a form where students can reasonably express their views and analyze the positions of different countries, demonstration of presentations, interactive platforms, virtual excursions, etc.
The combination of competency-based and interactive approaches is the basis for organizing and conducting practical classes in the discipline. Individual or group work is used, which includes colloquia, debates, solving real cases, tasks that require the collection, systematization and analysis of information from national and international sources, its international legal assessment. In addition, the method of using information and communication technologies is applied, including demonstration of presentations, reports, essays, and teamwork with the regulatory framework.

Control and Assessment System

in the process of studying the discipline

Tools for evaluating and demonstrating learning outcomes can be:
- test papers;
- standardized tests;
- research papers;
- essay;
- presentations of the completed tasks results and research;
- student presentations and presentations at scientific events;
- other types of individual and group tasks.

Forms of conducting classes: lectures, practical classes. The organization of students ' work involves a conceptual and categorical array for each topic, survey and independent tasks, working with scientific literature, as well as solving problem and creative tasks.

Ongoing control: it is carried out in the classroom through oral survey, quick survey; written independent works (essays); making a glossary; solving creative tasks; cooperative learning in pairs and groups; self-control.

The final control form is a test

Criteria for Assessment of Student Independent Work

Student independent work is evaluated based on the verification of lecture notes, written assignments (essays, papers), maintenance of a legal terminology glossary, test results, and participation in discussions according to the following criteria:

- **5 points** – The student demonstrates comprehensive and deep mastery of the course material, thoroughly covering the substance of the assigned self-study topics. Written notes are concise, well-structured, and clear. During discussions, the student presents arguments independently and convincingly, properly referencing essential as well as supplementary sources.
- **4 points** – The student displays a proficient command of the learning material, presenting it confidently and with sound justification. Prepared notes address the assigned questions primarily using mandatory literature. Minor, non-substantial inaccuracies are made, which the student can correct independently.
- **3 points** – The student generally understands the material and presents its core content, but lacks deep analysis, thoroughness, and robust argumentation. The material is prepared without relying on the full scope of required literature. The student makes occasional substantial inaccuracies or errors during discussions.

- **2 points** – The student demonstrates only fragmentary or partial knowledge of the material, presenting it superficially, incompletely, and without proper justification. During discussions, the student confuses basic terminology, fails to reason independently, and requires guiding questions from the instructor.
- **1 point** – The student exhibits minimal mastery of the learning material. The student is unable to outline the self-study questions, fails to comprehend theoretical concepts, and makes critical errors.

Criteria for evaluating learning outcomes at the exam

Completion of the task requires a comprehensive and substantive response (evaluated on a scale from 0 to 50 points):

Students who fully and thoroughly address the theoretical question, using not only the mandatory but also additional literature, receive **45-50 points.**

Students who generally address the theoretical question but do not do so fully and make some inaccuracies receive **35-44 points.** They also do not adequately use the required literature.

Students who correctly identify the essence of the question but do not fully address it, making some minor errors, receive **25-34 points.**

Students who correctly identify the essence of the question, partially address it, and make some errors that do not significantly affect the overall understanding of the question receive **16-24 points.**

Students who correctly identify the essence of the question but provide insufficient or superficial coverage of most of its individual provisions, along with some errors that partially impact the overall understanding of the issue, receive **11-15 points.**

Students who only partially and superficially address individual aspects of the question, making substantial errors that significantly impact the overall understanding of the question, receive **0-10 points.**

The final grade, as an indicator of the results of studying the discipline, consists of the total number of points for the current assessment - 50 points and the final module control (test) - 50 points, according to the 100-point university scale.

Distribution of points awarded to students

Ongoing assessment (*classroom and independent work*)						Number of points (test paper)	Total number of points
Content module No. 1			Content module No. 2				
T1	T2	T3	T4	T5	T6	50	100
8	8	9	9	8	8		

T1, T2 ... – content module topics.

Assessment scale: national and ECTS

(for 1-6 year students)

The rating on the national scale	**Ects scoreECTS**	
	Rating (points)	**Explanations on the extended scale**
Excellent	A (90-100)	excellent
Good	B (80-89)	very good
	C (70-79)	good
Satisfactory	D (60-69)	satisfactory
	E (50-59)	sufficient
	FX (35-49)	(unsatisfactory) with the ability to reassemble

Unsatisfactory	F (1-34)	(unsatisfactory) with a mandatory pass the course

Recognition of Non-Formal Education Results

The individual learning pathway of a higher education student within the study discipline is also implemented through participation in non-formal/informal education. The recognition of non-formal education results is carried out based on the *Procedure for Recognition of Learning Outcomes Acquired through Non-Formal and/or Informal Education at Yuriy Fedkovych Chernivtsi National University* (URL: https://media.chnu.edu.ua/media/4g5fzssb/poriadok-vyznannia-rezultativ-navchannia-zdobutykh-shliakhom-neformalnoi-ta-abo-informalnoi-osvity.pdf).

Provided that a valid certificate is presented, the student is awarded **3 points** for the corresponding topic, which is equivalent to completing practical class assignments. The recognition applies to the completion of specific discipline-related topics on reputable online platforms such as Coursera, Prometheus, or HELP training courses, including, but not limited to, the following:

Introduction to Diplomacy (Coursera):

https://www.coursera.org/learn/diplomacy

- **Diplomacy in the 21st Century** (Coursera):

  https://www.coursera.org/learn/diplomacy-21st-century

- **International Law in Action: The Law of International Organizations** (Coursera):

  https://www.coursera.org/learn/international-organizations

- **Human Rights in the Workplace / International Standards** (Council of Europe HELP Programme or similar specialized modules on international protection):

  https://help.elearning.ext.coe.int/

Recommended literature
The basic (core)

1. R. P. Barston. 5th Edition Modern Diplomacy, 2019.
2. Andrew F. Cooper, Jorge Heine, and Ramesh Thakur. The Oxford Handbook of Modern Diplomacy. 2013.
3. Hutchings, Robert, Suri, Jeremi. Modern Diplomacy in Practice, 2020.
4. Isabelle Daunais, Allan Hepburn. Diplomacy and the Modern Novel: France, Britain, and the Mission of Literature, 2020.
5. Tracey A. Sowerby, Joanna Craigwood. Cultures of Diplomacy and Literary Writing in the Early Modern World, 2019.

Auxiliary literature

1. Nathalie Rivère de Carles. Early Modern Diplomacy, Theatre and Soft Power: The Making of Peace (Early Modern Literature in History) 1st ed. 2016 Edition.
2. Jan Melissen. The New Public Diplomacy Soft Power in International Relations, 2005
3. Kai Bruns. A Cornerstone of Modern Diplomacy, 2015 Robinson, Darryl.
4. Krishnamurty G. Modern Diplomacy: Dialectics and Dimensions, 1980/

Academic integrity policy

Compliance with the academic integrity policy by participants in the educational process during the study of the educational component is regulated by current CHNU documents:

- 'Code of Ethics of Yuriy Fedkovych Chernivtsi National University': https://www.chnu.edu.ua/universytet/normatyvni-dokumenty/etychnyi-kodeks-chernivetskoho-natsionalnoho-universytetu-imeni-yuriia-fedkovycha/;
- 'Regulations on the Detection and Prevention of Academic Plagiarism at Yuriy Fedkovych Chernivtsi National University': https://www.chnu.edu.ua/universytet/normatyvni-dokumenty/polozhennia-pro-vyiavlennia-ta-zapobihannia-akademichnomu-plahiatu-u-chernivetskomu-natsionalnomu-universyteti-imeni-yuriia-fedkovycha/;
- 'Policy on the Use of Artificial Intelligence at Yuriy Fedkovych Chernivtsi National University': https://www.chnu.edu.ua/universytet/normatyvni-dokumenty/polityka-vykorystannia-shtuchnoho-intelektu-v-chernivetskomu-natsionalnomu-universyteti-imeni-yuriia-fedkovycha/.

The use of artificial intelligence (AI) tools by students in completing academic assignments:

- is permitted provided that the principles of academic integrity are observed (the student bears responsibility for the content, reliability, and results of the submitted work, and in the event of using AI, is obligated to disclose the fact and manner of its application);
- is prohibited when AI is used as a substitute for the independent completion of assignments or for the purpose of violating academic integrity requirements;
- additional restrictions or requirements regarding the use of AI may be established by the instructor in the educational process for specific types of learning activities in accordance with the particulars of the discipline.