

## 1. BASIC INFORMATION

<b>Course</b>	International Public Opinion
<b>Degree program</b>	Global Bachelor's Degree In International Relations
<b>School</b>	School of Social Sciences
<b>Year</b>	Third Year
<b>ECTS</b>	6 ECTS
<b>Credit type</b>	Compulsory
<b>Language(s)</b>	English
<b>Delivery mode</b>	Face-to-face
<b>Semester</b>	First Semester
<b>Academic year</b>	2025/2026
<b>Coordinating professor</b>	PhD. Carolina Punset Bannel

## 2. PRESENTATION

By combining political sociology with International Relations, this subject aims at better understanding the dynamics of public opinion formation on several international relations issues, ranging from military interventions and the use of force to trade liberalization, the international fight against global warming, the legitimacy of international organizations, etc. Analyzing how mass media, elites, interest groups and citizens interact in processes of public opinion formation, it addresses theoretical and practical questions, such as the transnationalization of public debates on International Relations issues and the impact of average citizens and grassroots mobilizations on domestic foreign policy and international organizations' agendas.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Core competencies:

- CB1. Students have demonstrated to possess and understand knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of your field of study.
- CB2. Students know how to apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- CB3. Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant issues of a social, scientific or ethical nature.
- CB4. Students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.
- CB5. Students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

### Cross-curricular competencies:

- CC11. Time Planning and Management: Ability to set goals and choose the means to achieve those goals by using time and resources effectively.

- CC17. Teamwork: Ability to integrate and actively collaborate with other people, departments, and/or organizations to achieve common goals.
- CC4. Analytical and Synthetic Thinking: Ability to break down complex situations into their constituent parts; also to evaluate alternative options and perspectives to find optimal solutions. Synthesis aims to reduce complexity in order to better understand and/or solve problems.
- CC6. Oral and Written Communication: Ability to transmit and receive data, ideas, opinions, and attitudes to achieve understanding and action—oral communication involves words and gestures, while written communication involves writing and/or graphic supports.
- CC7. Ethical Awareness: Ability to think and act according to universal principles based on the value of the individual, aimed at their full development and involving a commitment to certain social values.
- CC9. Interpersonal Relationship Skills: Ability to relate positively with others through verbal and non-verbal means, using assertive communication—defined as the ability to express or convey what one wants, thinks, or feels without upsetting, attacking, or hurting the other person's feelings.

#### Specific competencies:

- SC04. Know and understand the role of international organizations today, including their functions, objectives, and internal organization.
- SC09. Recognize global, universal, and cosmopolitan perspectives in the study of the actors, institutions, structures, and transactions that constitute International Relations.
- SC21. Contribute to the design of sustainable growth policies that promote equality, reduce poverty, encourage citizen participation, and strengthen democratization processes.
- SC23. Contribute to the promotion of peace policies and proposals for peaceful conflict resolution.
- SC25. Identify and engage with different international actors.

#### Learning outcomes:

- LO1: The student will be able to understand the role of pressure groups and non-governmental organizations today, including their functions, objectives, and internal organization. They will be able to generate, develop, and consolidate basic-level projects.
- LO2: They will be capable of identifying analogies and differences among the various actors present in the international arena.
- LO3: They will be able to report on and discuss the issues that give rise to international instability: conflicts, inequalities, exclusion, the environment, pressure groups, and public opinion, among others.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB1, CB2, CB3, CB4, CC6, CC9, CC11, SC09, SC25	LO1: The student will be able to understand the role of pressure groups and non-governmental organizations today, including their functions, objectives, and internal organization. They will be able to generate, develop, and consolidate basic-level projects.
CB1, CB3, CB4, CC4, CC6, SC09, SC25	LO2: They will be capable of identifying analogies and differences among the various actors present in the international arena.
CB2, CB3, CB4, CC6, CC7, CC17, SC21, SC23	LO3: They will be able to report on and discuss the issues that give rise to international instability: conflicts, inequalities, exclusion, the environment, pressure groups, and public opinion, among others.

## 4. CONTENT

Public opinion as an international actor, debate, and reaffirmation of arguments. Public opinion issues and actions. Opinion studies, surveys, and polls.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Cooperative Learning
- Problem-Based Learning (PBL)
- Simulation Environments
- Case Method

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

**Campus-based mode:**

Learning activity	Number of hours
Debates and Colloquiums	8
Oral presentations	5
Tutorials	18
Autonomous Work	50
Lecture	23
Asynchronous Lectures	7
Case Analysis	17
Problem Solving	10
Reports and Written Assignments	10
In-Person Knowledge Assessments	2
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

**Campus-based mode:**

Assessment system	Weight
Knowledge Tests	30%
Oral Presentations	25%
Portfolio	15%
Supervised Individual Assignments	30%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Individual assignment nº 1	Weeks 2-3
Individual assignment nº 2	Weeks 4-5
Individual assignment nº 3	Weeks 6-7
Individual assignment nº 4	Weeks 8-9
Oral presentation- collective paper.	Weeks 10 - 14
Portfolio	All Semester (until December 19 <sup>th</sup> )
Knowledge Test	The date will be determined and communicated in a timely manner by the official channels established by the Center

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The main reference work for this subject is:

- Sánchez Aranda, J. J., & Novoa Jaso, M. F. (2021). *International communication and public opinion*. EUNSA – Ediciones Universidad de Navarra.

The recommended Bibliography is:

- BENEYTO, JUAN, La opinión pública internacional, Madrid: Tecnos, 1963.
- MONZÓN ARRIBAS, CÁNDIDO, Opinión pública, comunicación y política, Madrid: Tecnos, 2006
- NOYA, JAVIER. Diplomacia Pública para el siglo XXI. La gestión de la imagen exterior y la opinión pública internacional. Ariel, Madrid, 2017.
- SÁNCHEZ ARANDA, J., NOVOA JASO, M.F., International Communication and Public Opinion, Ed. Universidad de Navarra, 2021.
- TORCAL, MARIANO, La ciudadanía europea en el siglo XXI: estudio comparado de sus actitudes, opinión pública y comportamiento políticos, Madrid: CIS, 2010.
- VV.AA., Conflictos, opinión pública y medios de comunicación: análisis de una compleja interacción
- / Dirección General de Relaciones Institucionales, Instituto Español de Estudios Estratégicos, Grupo
- de Trabajo número 01/2010, Madrid: Ministerio de Defensa, Subdirección General de Publicaciones,
- 2011.
- VV.AA., Les Européens vus par eux-mêmes : les enseignements des sondages d'opinion,
- Luxembourg: Office des publications officielles des Communautés européennes, 2001.

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa.uev@universidadeuropea.es](mailto:orientacioneducativa.uev@universidadeuropea.es)

## 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning

process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.