

## 1. BASIC DETAILS

<b>Subject</b>	Communication for International Relations
<b>Qualification</b>	Bachelor's Degree in International Relations
<b>School/Faculty</b>	Social Sciences and Communication
<b>Year</b>	First
<b>ECTS</b>	6 ECTS
<b>Type</b>	Mandatory
<b>Language(s)</b>	Spanish / English
<b>Modality</b>	Campus-based
<b>Semester</b>	S2
<b>Academic year</b>	2024/2025
<b>Coordinating professor</b>	PhD Ursula Scheiber

## 2. PRESENTATION

The subject Communication for International Relations is a mandatory subject within the curriculum of the degree in International Relations at the Universidad Europea de Madrid. This subject is part of one of the traditional guiding axes in the educational process of the future graduate in international relations who will acquire a solid training in the fundamental aspects that influence communication.

In this context, after the knowledge and skills acquired around the study of the theories of global communication, this subject has as its ultimate objective the detailed analysis of the theoretical postulates that affect the communicative processes in the field of international relations.

The subject Communication for International Relations is conceived from a theoretical and practical point of view, which places the student in a privileged position in relation to real assumptions, with the student being able to approach them by applying the knowledge and skills acquired.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Basic competencies:

- BC2: Students know how to apply their knowledge to their work or career in a professional manner and they have skills that are typically demonstrated by developing and defending arguments and solving problems within their field of study.
- BC4: Students can convey information, ideas, problems and solutions to a specialist and non-specialist audience.

**Cross-cutting competencies:**

- CC1: Independent learning. Ability to choose the strategies, tools and moments they consider most effective for learning and independently putting into practice what has been learned.
- CC4: Ability to analyze and synthesize. Ability to break complex situations down into their constituent parts, as well as considering other alternatives and viewpoints to find optimal solutions. Synthesis seeks to reduce complexity in order to better understand it and/or solve problems.
- CC6: Oral/written communication. Ability to convey and receive data, ideas, opinions and attitudes to attain comprehension and perform actions, oral communication being that which is achieved through words and gestures and written communication that which is achieved through writing and/or graphic support.
- CC8: Handling information. Ability to search, select, analyze and integrate information from various sources.

**Specific competencies:**

- SC6: Ability to communicate effectively in two languages, generally and specifically in the professional field of international relations.
- SC15: Ability to make use of different sources and channels of information.
- SC24: Ability to develop a critical attitude for the analysis of the past and the present.
- SC28: Knowledge to inform, evaluate and assess current international facts and situations.

**Learning outcomes:**

- LO1: Students will be able to prepare terminology glossaries specialized in IR.
- LO2: Students will be able to understand and analyze publications in the area of IR.
- LO3: Students will be able to discuss and give opinions on topical issues.
- LO4: Students will be able to draft documents and projects in a group covering issues of international political and economic scope.

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

Competencies	Learning outcomes
BC2, BC4, CC1, CC8, SC15, SC28	LO1: Students will be able to prepare terminology glossaries specialized in IR.
BC2, BC4, CC1, CC8, SC15, SC24, SC28	LO2: Students will be able to understand and analyze publications in the area of IR.
BC2, BC4, CC4, CC6, SC6	LO3: Students will be able to discuss and give opinions on topical issues.
BC2, BC4, CC4, CC6, SC6	LO4: Students will be able to draft documents and projects in a group covering issues of international political and economic scope.

## 4. CONTENTS

- Theories of communication in international society. Analysis of communication as a factor in international relations.
- International journalism. Analysis of the international information system as the basic framework within which communication takes place.
- International public opinion.
- Communication from international actors: states, international organizations and lobbyists.
- International communication and conflicts.
- Communication and electoral processes. Study of political, electoral and media communication strategies with global impact.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Cooperative learning
- Problem-based learning
- Master classes

## 6. EDUCATIONAL ACTIVITIES

Each of the educational activities to be carried out together with the number of hours students will dedicate to it is described below:

### Campus-based modality:

Educational activity	Number of hours
Master classes	30
Academic tutorials	10
Asynchronous master classes	12
Debates and discussions	25
Independent work	43
Knowledge integration test	5
Written reports and documents	25
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

The assessment systems, as well as their weight in the total grade of the subject, are listed below:

### Campus-based modality:

Assessment system	Weighting
Evaluation exercises through theoretical knowledge tests (with open questions on a topic, or objective and direct questions on a specific aspect of the subject, or objective test-type questions) or practical (with problems or cases to be solved, to answer them, reflecting in a practical way, the theoretical and practical knowledge of the subject).	50%
Oral presentations	20%
Case study	30%

When you access the subject in the Virtual Campus, you will be able to consult in detail the assessed assignments that you must perform, as well as the submission dates and the assessment procedures for each of them.

Observations on the evaluation system:

- The continuous evaluation system will be applied per subject throughout the different Learning Units, weighting and assessing in an integral way the results obtained by the student through the indicated evaluation procedures.
- The evaluation concludes with a recognition of the level of learning achieved by the student and is expressed in numerical grades, in accordance with the provisions of current legislation.

### 7.1. First exam sitting

In order to pass the subject at the first exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 5 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

### 7.2. Second exam sitting

In order to pass the subject at the second exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 5 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

Any assignments not passed at the first exam sitting must be resubmitted after having received the corresponding corrections by the professor, as well as any that were not submitted.

## 8. SCHEDULE

This section indicates the schedule with submission dates for the subject's assessed assignments:

Assessed assignments	Date
Assignment 1. Practical report on Unit 1	Weeks 1-3
Assignment 2. Practical report on Unit 2	Weeks 4-5
Assignment 3. Practical report on Unit 3	Weeks 6-7
Assignment 4. Practical report on Unit 4	Weeks 8-9
Objective multiple-choice test	Week 10
Assignment 5. Practical report on Unit 5	Weeks 11-12
Assignment 6. Practical report on Unit 6	Weeks 13-14
Assignment 7. Practical report on Unit 7	Weeks 15-16
Final project: Analysis of news from different media outlets	Weeks 17-19

This schedule may be modified for logistical reasons related to the assignments. Any modification will be notified to the student in a timely manner.

## 9. BIBLIOGRAPHY

The reference text for this subject is:

- Fortner, R., & Fackler, M. (2014). Handbook of Media and Mass Communication Theory. Oxford: Wiley Blackwell.
- Golan, G., Johnson, T., Wanta W. International Media Communication in a Global Age, New York: Routledge.
- Norris, P. (2000). Chapter 1 Introduction. A virtuous cycle. political communication in postindustrial societies. New York: Cambridge University Press.
- Norris, P. (2004). Political communications. Encyclopedia of the Social Sciences.
- Iyengar, S., & McGrady, J. (2007). Chapters 6. Campaigning through the media and 8. News and Public Opinion. Media politics: A citizen's guide W.W. Norton.

The recommended bibliography is as follows:

- Alcántara, José (2008). La sociedad de control. Barcelona: El Cobre.
- Anderson, Benedict (1993). Comunidades imaginadas. México: Fondo de Cultura Económica.
- Arroyo, Luis y Magali Yus (2008). Los cien errores de la comunicación de las organizaciones. Madrid: ESIC.
- Castells, Manuel (2006). La sociedad red: una visión global. Madrid: Alianza Editorial.
- Castells, Manuel (2009). Comunicación y poder. Madrid: Alianza Editorial.
- Castells, Manuel (2012). Redes de indignación y de esperanza. Madrid: Alianza Editorial.
- Chomsky, Noam (1995). Mantener la chusma a raya. Bilbao: Txalaparta.
- Gladstone, Brooke (2012): The Influencing Machine: Brooke Gladstone on the Media. New York: Norton.
- Grijelmo, Alex (2012). La información del silencio. Madrid: Taurus.
- Innerarity, Daniel (2015). La política en tiempos de indignación. Barcelona: Galaxia Gutenberg.
- McPhail, Thomas (2014). Global Communication. Theories, Stakeholders and Trends. Nueva York: Wiley Blackwell.
- Otte, Max (2010). El crash de la información. Barcelona: Ariel.
- Pérez, Jesús (2010). Guerras posmodernas. Barcelona: El Cobre.
- Serrano, Pascual (2012). Cómo los medios ocultan el mundo. Madrid: Península.
- Toffler, Alvin (1992). La tercera ola. Barcelona: Plaza y Janés.
- Ritzer, George (1996). La McDonaldisación de la sociedad. Barcelona: Ariel.
- Ugarte, David de (et al.) (2009). De las naciones a las redes. Barcelona: El Cobre.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

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

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.

4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:  
[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11. SATISFACTION SURVEYS**

Your opinion matters!

The Universidad Europea encourages you to participate in our satisfaction surveys designed to identify strengths and areas for improvement regarding teaching staff, degree programs and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via your email.

Your opinion is needed to improve the quality of the degree.

Thank you very much for your participation.