

## 1. BASIC DETAILS

Subject	Current Affairs Observatory
Qualification	Bachelor's Degree in International Relations
School/Faculty	Economics, Business, and Communication Sciences
Year	First
ECTS	6
Type	Mandatory
Language(s)	English
Modality	Campus-based
Semester	S2
Academic year	2025/2026
Coordinating professor	Laura Ferre Sanjuan

## 2. PRESENTATION

The Current Affairs Observatory course focuses on project-based learning that demonstrates research and analysis capabilities based on topics related to international relations. There will be individual and group assignments that will focus on the different regions of the world on which students will produce journalistic and analytical presentations on these geopolitical areas.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Basic competencies:

- BC1: Students have demonstrated knowledge and understanding in the field of study based on general secondary education and, although they are aided by advanced textbooks, this also includes certain aspects that require cutting-edge knowledge in their field of study.
- 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:**

- CC8: Handling information. Ability to search, select, analyze and integrate information from various sources.
- CC11: Planning and time management. Ability to set goals and choose the means to achieve those goals using time and resources in an effective manner.
- CC17: Teamwork. Ability to integrate into and actively collaborate with other people, areas and/or organizations to attain common goals.
- CC18: Use of information and communication technologies (ITC). Ability to effectively use information and communication technologies as a tool for the search, processing and storage of information, as well as for the development of communication skills.

**Specific competencies:**

- SC7: Knowledge of how to relate and discuss the problematic origins of international instabilities: conflicts, inequalities, exclusion, environment, pressure groups and public opinion, among others.
- SC9: Ability to recognize global, universal and cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute international relations.
- SC15: Ability to make use of different sources and channels of information.
- SC16: Ability to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.

**Learning outcomes:**

- LO1: Students will recognize and be able to explain general theories of international relations.
- LO2: Students will know and understand the historical evolution of international society.
- LO3: Students will be able to carry out research and studies on the international sphere and the areas that make it up: economic, social, political and cultural.
- LO4: Students will develop a critical attitude in the analysis of the past and the present.
- LO5: Students will be able to recognize global, universal and cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute *international relations*.

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

Competencies	Learning outcomes
BC1, BC2, CC8, SC9, SC16	LO1: Students will recognize and be able to explain general theories of international relations.
BC1, BC2, CC8, SC7, SC9, SC16	LO2: Students will know and understand the historical evolution of international society.
BC4, CC8, CC11, CC17, CC18, SC15	LO3: Students will be able to carry out research and studies on the international sphere and the areas that make it up: economic, social, political and cultural.
BC2, CC8, SC15	LO4: Students will develop a critical attitude in the analysis of the past and the present.
BC1, BC2, CC8, SC9, SC16	LO5: Students will be able to recognize global, universal and cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute <i>international relations</i> .

## 4. CONTENTS

- Definition and concepts: What is an observatory? How to analyze the international news?
- Study and analysis of real situations.
- Historical perspective, political perspective, evolutionary development of the conflict and/or international event. Causes (geographical, demographic, economic factors, nationalism and national interests, terrorism and organized crime, religion and fundamentalism).
- Analysis of world news through articles in specialized magazines, television programs and other audiovisual media.
- Analysis of the effects of current international events (environmental disasters, poverty, economic and financial crises, new and emerging states, armed groups, war and religion).

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Case-based methodology
- Cooperative learning
- Problem-based learning
- Master classes
- Simulation environments

## 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
Asynchronous master classes	12
Academic tutorials	10
Developing actions aimed at raising student awareness of ethical values and social responsibility	25
Independent work	43
Knowledge integration test	5
Linking the theoretical-practical contents of the subject with current affairs	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)	40%
Evaluation of individual work and activities	40%
Evaluation of group work	20%

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. Group presentation of sources used to research different regions of the world, their history and culture	Week 3
Assignment 2. Writing 2-3 articles (news) on current issues related to the region of the world corresponding to each group	Week 5
Assignment 3. Writing an opinion piece on the current situation of the corresponding region of the world (individual/group)	Week 7
Assignment 4. Knowledge test	Week 8
Assignment 5. Podcast radio talk show on international news (group)	Week 10
Assignment 6. Interview (individual)	Week 12
Assignment 7. Knowledge test	Week 13
Assignment 8. Portfolio delivery: participation in class (individual) or individual presentations (chronicle)	Week 14

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 recommended bibliography is as follows:

- Boynton, R. S. (2007). *The New New Journalism*. New York: Knopf Doubleday Publishing Group. Dijk, T.van (1990). *La noticia como discurso. Comprensión, estructura y producción de la información*. Madrid: Paidós Comunicación.
- Cantavella, J. y Serrano, J. F. (coords.) (2008). *Redacción para periodistas: informar e interpretar*. Barcelona: Ariel.
- Grijelmo, Á. (2003). *El estilo del periodista*. Madrid: Taurus. HERMAN, E. S. (1996). The Propaganda Model Revisited. *Monthly Review* (48) 3, 115-128 (available in the electronic library).
- Kristof, N. D., & WuDunn, S. (2009). *Half the sky: Turning oppression into opportunity for women worldwide*. New York: Alfred A. Knopf.
- Marín, C. (2006). *Periodismo audiovisual: información, entretenimiento y tecnologías multimedia*. Madrid: Gredos.
- Martínez-Albertos, J. L. (1992). *Curso general de redacción periodística*. Madrid: Ediciones Paraninfo. Meyer, P. (2002). *Precision journalism: A reporter's introduction to social science methods*. Lanham, Md.: Rowman & Littlefield Publishers.

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION 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.