

1. BASIC DETAILS

Subject	International Public Opinion
Qualification	Bachelor's Degree in International Relations
School/Faculty	Social Sciences and Communication
Year	Third
ECTS	6 ECTS
Type	Mandatory
Language(s)	Spanish / English
Modality	Campus-based
Semester	S6
Academic year	2024/2025
Coordinating professor	PhD José Carlos Aránguez Aránguez

2. PRESENTATION

The purpose of this subject is the development of knowledge about how public opinion on the international scene is shaped, interpreted and changed, analyzing its influence on the policies and strategies developed by different actors to modify it in different areas.

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.
- BC3: Students are able to gather and interpret relevant information (normally within their area of study) to make judgments, including reflecting on significant social, scientific or ethical issues.
- BC4: Students can convey information, ideas, problems and solutions to a specialist and non-specialist audience.

Cross-cutting competencies:

- 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.
- CC10: Initiative and entrepreneurial spirit. Ability to undertake difficult or random actions with resolution. Ability to anticipate problems, propose improvements and persevere in their achievement. Willingness to take on and carry out assignments.

- 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.
- CC12: Critical reasoning. Ability to analyze an idea, phenomenon or situation from different perspectives and take a personal approach to it, built on rigor and argued objectivity, and not on intuition.
- CC16: Decision-making. Ability to make a choice between existing alternatives or ways to effectively resolve different situations or problems.
- 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:

- SC3: Knowledge of how to make use of research techniques to identify problems.
- SC6: Ability to communicate effectively in two languages, generally and specifically in the professional field of international relations.
- 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.
- SC14: Ability to carry out research and studies on the international sphere and the areas that make it up: economic, social, political and cultural.
- SC15: Ability to make use of different sources and channels of information.
- SC17: Knowledge of how to establish analogies and differences between the different actors present in the international arena.
- SC28: Knowledge to inform, evaluate and assess current international facts and situations.

Learning outcomes:

- LO1: Students will be able to establish analogies and differences between the different actors present in the international arena.
- LO2: Students will be able to relate and discuss the problematic origins of international instabilities: conflicts, inequalities, exclusion, environment, pressure groups and public opinion, among others. Students will be able to discuss and give opinions on topical issues.
- LO3: Students will be able to carry out and interpret opinion polls, surveys and studies.
- LO4: Students will be able to understand and analyze publications in the area of IR.
- LO5: Students will be able to analyze and check the sources consulted.

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

Competencies	Learning outcomes
BC2, BC3, CC10, CC12, SC7, SC17	LO1: Students will be able to establish analogies and differences between the different actors present in the international arena.

BC4, CC6, CC12, SC3, SC6, SC7, SC28	LO2: Students will be able to relate and discuss the problematic origins of international instabilities: conflicts, inequalities, exclusion, environment, pressure groups and public opinion, among others. Students will be able to discuss and give opinions on topical issues.
BC3, CC8, CC12, CC16, SC3, SC9, SC14, SC15	LO3: Students will be able to carry out and interpret opinion polls, surveys and studies.
BC2, CC8, CC18, SC7, SC14	LO4: Students will be able to understand and analyze publications in the area of IR.
BC2, BC3, CC8, CC11, CC12, SC14	LO5: Students will be able to analyze and check the sources consulted.

4. CONTENTS

- Concepts, topics and actions of public opinion. Public opinion according to socio-demographic characteristics.
- Public opinion as an international actor, debate and strengthening of arguments.
- Empirical research of international public opinion (sampling, questionnaire, interview).
- Opinion polls, surveys and studies.
- Public opinion and mass media.

5. TEACHING-LEARNING METHODOLOGIES

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

- Problem-based learning
- Project-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
Written reports and documents	25
Independent work	50
Knowledge integration tests	5
Oral presentations	15
Collaborative assignments developed in the classroom.	25
Debates and discussions	15
Search for resources and selection of information sources	15
TOTAL	150

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).	10%
Evaluation of the participation in face-to-face classes, seminars, or work presentations that are called. In this type of teaching, new technologies are also applied, and the development that allows the use of a Virtual Campus. For this reason, the student's participation in discussion forums that the professor of the subject may convene, or the viewing of videos, will be part of the evaluation.	50%
Evaluation of individual work and activities.	20%
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
Knowledge test (partial)	Weeks 7-8
Knowledge test (final)	Week 12
Group assignment	Week 8
Individual assignment	Weeks 10-12
Participation	Weeks 1-12

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:

- Luntz, Frank. *Words that work: It's not what you say, it's what people hear*. Hachette UK, 2007.
- Childs, H.L. (1965) *Public opinion, nature, formation and role*, Princeton, N.J. Van Nostrand.
- Hyman H. (1955), *Survey Design and Analysis*, New York, The Free Press.
- Lippmann, W. (1922), *Public opinion*, New York, The Macmillan Company.
- Muñoz Alonso, A (1992), *Opinión Pública y Comunicación Política*, Madrid, Ediciones de la Universidad Complutense.
- Yates, F. (1982), *Sampling Methods for Censuses and Surveys*, London, Charles Griffin.
- Prensa internacional y principales empresas encuestadoras e institutos de opinión

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

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.