

## BASIC DETAILS:

<b>Subject:</b>	INTERCULTURAL COMMUNICATION		
<b>Id.:</b>	31883		
<b>Programme:</b>	GRADUADO EN PUBLICIDAD Y RELACIONES PÚBLICAS. PLAN 2014 (BOE 15/10/2014)		
<b>Module:</b>	LENGUA Y COMUNICACIÓN		
<b>Subject type:</b>	OBLIGATORIA		
<b>Year:</b>	2	<b>Teaching period:</b>	Segundo Cuatrimestre
<b>Credits:</b>	6	<b>Total hours:</b>	150
<b>Classroom activities:</b>	66	<b>Individual study:</b>	84
<b>Main teaching language:</b>	Inglés	<b>Secondary teaching language:</b>	Castellano
<b>Lecturer:</b>	SIERRA HUEDO, MARIA LUISA (T)	<b>Email:</b>	mlsierra@usj.es

## PRESENTATION:

The purpose of this course is to examine the field of intercultural communication in terms of its history, basic concepts, developmental models as well as the practical applications. This course is applicable to persons working in multicultural settings, from businesses to non-profit organizations as well as government or educational institutions. During this semester we will move from theory to practice and from personal to the applied. The first part of the course lays out the theoretical foundations of intercultural communication. These concepts would help us analyze personal and work situations dealing with culture, ethics and sometimes critical misunderstandings. We will be able to reflect on different situations. We will apply these ideas through experiential learning activities, allowing the students to integrate theory and practice.

## PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

<b>General programme competences</b>	G01	Ability to analyse and synthesise.
	G02	Problem solving.
	G05	Teamwork.
	G06	Interpersonal skills.
	G07	Ethical commitment.
	G08	Ability to work in an international context.
	G09	Ability to apply knowledge.
	G11	Ability to undertake research.
<b>Specific programme competences</b>	E15	Capacity to understand and interpret the specific environment of advertising and public relations and adapt to the change expected in an extremely dynamic context, determined by new management methods and tools for the profession.
	E16	Capacity for an objective analysis of the present state and drawing of valid conclusions based on knowledge and analysis of the economic, psychosocial, cultural and demographic situation affecting the professional landscape in advertising and public relations. All of this makes the student able to successfully interact with society, thus anticipating a series of benefits in favour of the person/ company as well as society-at-large.
	E17	Capacity to draw sources of inspiration from the modern cultural and intellectual scene for the creative performance of their profession, valuing the cultural roots - particularly artistic - which provide constructive support to advertising standards through mediating tools and methods in the evolution of creative activity. fesión.
	E27	Be able to take a creative view of the possibilities offered by the new technologies with regard to the construction of advertising strategy.
<b>Learning outcomes</b>	R01	Reflect on their own inter-cultural experiences and analyse the development of their inter-cultural competence.
	R02	Plan and shape future personal and professional objectives.
	R03	Apply adaptation schemes to inter-cultural situations.
	R04	Analyse specific case studies which feature situations of inter-cultural conflict.
	R05	Devise an action and improvement plan for specific case studies which feature situations of inter-cultural conflict.

## PRE-REQUISITES:

To have a good command of the English language, not only speaking but a good command of English academic writing. To be registered in this course.

### **SUBJECT PROGRAMME:**

Observations:

The subject program may change over the semester due to different circumstances, Students will be notified in advance.

### **Subject contents:**

<b>1 - History of Intercultural Communication</b>
1.1 - Introduction
1.1.2 - Course Presentation: Expectations & Assessments
1.2 - Historical context and facts
1.2.2 - Historical events shaping the beginning of Intercultural Communication Field
<b>2 - Intercultural Competence: a definition</b>
2.1 - Introduction
2.1.2 - Key terms definitions
2.2 - Analysis of the current situation
2.2.2 - Agreements & disagreements
<b>3 - Intercultural Communication: Assessment and Developmental Models</b>
3.1 - The Developmental Model of Intercultural Sensitivity (DMIS)
3.1.2 - Analysis of the DMIS and its main characteristics
3.2 - The Stress Factors of the Intercultural Experience
3.2.2 - Applying the stress factors in any adaptation process
3.3 - An analysis of the intercultural experience
3.3.2 - Implementation of the DMIS & Stress Factors of the Intercultural Experience
<b>4 - Case Study: The GLOBE Project</b>
4.1 - General overview of the case study
4.2 - Practical use of the case study
<b>5 - Case Study: The SAGE Research Project</b>
5.1 - General overview of the research project
5.2 - Analysis and practical uses of the research project

Subject planning could be modified due unforeseen circumstances (group performance, availability of resources, changes to academic calendar etc.) and should not, therefore, be considered to be definitive.

### **TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES:**

#### **Teaching and learning methodologies and activities applied:**

During this course a variety of teaching methods will be used including lectures, class discussions, case studies, role plays, simulations, and small group work. One of the main requirements of this course is to complete the assigned readings for the week and be prepared to comment on them.

The student should plan accordingly and read carefully the compulsory readings. This will greatly enhance class discussions. Another important requirement is to participate actively in class discussions and in your small groups. Your contribution is important and through your active participation, we can all learn more from each other and about the topics being analyzed. I will encourage you to practice what is called the intercultural ethic in class, meaning challenging ourselves to fully listen to others' point of views and to appreciate a variety of communication and learning styles. In class and group projects students are encouraged to discuss the process of working in multicultural teams as well as focusing on tasks and relationships. It is very important to have read, worked and reflected on the readings.

A good and professional interculturalist has the following characteristics: Careful observant, good listener, reflective, pays attention to details, curious, respectful and challenges him/ herself in order to learn about other cultures and grow as a global multicultural being. These competences, and/ or skills need to be worked on and developed, this is why different learning activities have been planned for this course.

#### Professionalism

You are preparing to enter a professional field and you must exhibit those behaviors even beginning now. This includes respectful participation in discussions, adherence to appropriate interactional styles and a professional attitude both in and out of class. A professional attitude means that you do not ridicule or unnecessarily criticize others either within class or outside the class.

#### Plagiarism

Plagiarism is an illegal and unethical activity. I have NO tolerance for it. Plagiarism is the intentional or unintentional representation of someone else's work as your own. Everything you write should be yours or cited correctly using APA 6th Ed. Manual. According to university's regulation as it is stated on "Guía Académica 2015-2016" under part 10 it is explicitly stated what the consequences for plagiarism are. Thus, make sure that your work is yours or your words are paraphrased using references accordingly. The student should plan accordingly and read carefully the compulsory readings. This will greatly enhance their learning. It is very important to have read, worked and reflected on the readings.

#### Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	10
	Other theory activities	4
	Practical exercises	10
	Practical work, exercises, problem-solving etc.	8
	Debates	8
	Coursework presentations	8
	Films, videos, documentaries etc.	5
	Workshops	5
	Participation in seminars, conferences etc.	2
	Assessment activities	4
	Extra-curricular activities (visits, conferences, etc.)	2
Individual study	Tutorials	3
	Individual study	16
	Individual coursework preparation	17
	Group coursework preparation	10
	Project work	4
	Research work	12
	Compulsory reading	20
Recommended reading	2	
<b>Total hours:</b>		<b>150</b>

#### ASSESSMENT SCHEME:

##### Calculation of final mark:

Midterm Exam:	30	%
Group coursework: Case study analysis presentation:	30	%
Final take home exam:	40	%
<b>TOTAL</b>	<b>100</b>	<b>%</b>

\*Las observaciones específicas sobre el sistema de evaluación serán comunicadas por escrito a los alumnos al inicio de la materia.

#### BIBLIOGRAPHY AND DOCUMENTATION:

##### Basic bibliography:

DEARDORFF, Darla K. The SAGE Handbook of Intercultural Competence. London: SAGE, 2009.

PAIGE, R. Michael. Education for the Intercultural Experience. Yarmouth: Intercultural Press, 1993.  
 VANDER VERG, Michael; PAIGE, R. Michael and LOU, Hemming. Student Learning Abroad: What our students are learning, what they are not, and what we can do about it. Stylus Publishing, 2012  
 BENNETT, Milton. Basic Concepts of Intercultural Communication. Yarmouth: Intercultural Press, 1998.

**Recommended bibliography:**

LANDIS, Dan; BENNETT, Janet M.; BENNETT, Milton J. Handbook of Intercultural Training. Thousand Oaks: Sage, 2004  
 HOFSTEDE, Geert; HOFSTEDE, Gert Jan. Cultures and Organizations Software of the mind: Intercultural Cooperation and its importance for survival. USA: McGraw Hill, 2005  
 SAVICKI, Victor. Developing Intercultural Competence and Transformation: Theory, research, and application in international education. Virginia: Stylus, 2008.

**Recommended websites:**

EAIE European Association for International Education	<a href="http://www.eaie.org/">http://www.eaie.org/</a>
Intercultural Development Inventory	<a href="http://www.idiinventory.com">www.idiinventory.com</a>
SIETAR Society for Intercultural Education Training and Research	<a href="http://www.sietareu.org/">http://www.sietareu.org/</a>
NAFSA: Association of International Educators	<a href="http://www.nafsa.org/">http://www.nafsa.org/</a>
IIE Institute of International Education	<a href="http://www.iienetwork.org">http://www.iienetwork.org</a>
IAICS International Association for Intercultural Communication Studies	<a href="http://www.trinity.edu">http://www.trinity.edu</a>
idealist	<a href="http://www.idealists.org">http://www.idealists.org</a>