

1. BASIC INFORMATION

Course	Cultural differences and Interculturality
Degree program	Global Bachelor's Degree In International Relations
School	Faculty of Social Sciences
Year	Second Year
ECTS	6 ECTS
Credit type	Compulsory
Language(s)	English
Delivery mode	Face-to-face
Semester	First Semester
Academic year	2025/2026
Coordinating professor	Rafael Trenas Luque

2. PRESENTATION

Cultural Differences and Interculturality is a fundamental subject for students of International Relations, providing them with the knowledge necessary to understand and deal with the complexities of cultural differences in the international arena. Through a collaborative and transdisciplinary approach, students will develop critical awareness and intercultural sensitivity, as well as communication and conflict resolution skills in multicultural environments. The course focuses on reflective analysis, case studies and the practice of intercultural skills, preparing students to meet the challenges and seize the opportunities arising from cultural diversity in an increasingly globalized and diverse world.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1. Students must demonstrate 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 imply knowledge coming from the vanguard of her/his field of study.
- CB2. Students must know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- CB3. Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific, or ethical nature.
- CB4. Students must transmit information, ideas, problems, and solutions to a specialized and non-specialized public.
- CB5. Students must develop those learning skills necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:

- CC1. Autonomous Learning: Skill to choose the strategies, the tools, and the moments that the student considers more effective to learn and to put into practice of an independent way what he has learned.
- CC2. Autoconfidence: Aptitude to value our own results, performance and capacities with the internal conviction of which we are capable of doing the things and the challenges that appear us.
- CC17. Teamwork: Ability to integrate and collaborate actively with other people, areas and / or organizations to achieve common objectives.

Specific competencies:

- SC14. Conduct research and studies on the international scope and the areas that comprise it: economic, social, political, and cultural.
- SC25. Identify and to be related with the different international actors.
- SC26. Report, evaluate and assess current international events and situations.

Learning outcomes:

- LO1. Be able to know and understand the historical evolution of international society.
- LO2. Conduct research and studies on the international sphere and the areas that integrate it: economic, social, political and cultural.
- LO3. Will be able to develop a critical attitude in the analysis of the past and the present.
- LO4. To recognize global, universal, cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute International Relations.

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

Competencies	Learning outcomes
CB1, CB3, CB5, CC1, CC2, SC25	LO1: Be able to know and understand the historical evolution of international society.
CB2, CB3, CB5, CC1, CC2, CC17, SC14, SC26	LO2: Conduct research and studies on the international sphere and the areas that integrate it: economic, social, political and cultural.
CB3, CB4, CB5, CC2, CC17, SC26	LO3: Will be able to develop a critical attitude in the analysis of the past and the present.
CB1, CB3, CB4, CC1, CC2, SC14, SC25	LO4: To recognize global, universal, cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute International Relations.

4. CONTENT

Comparative description of the main cultures of today's world, their differences, similarities, potential conflicts and opportunities for collaboration.

5. TEACHING-LEARNING METHODOLOGIES

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

- Cooperative learning
- Problem-based learning
- 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	2
Tutorials	18
Independent work	50
Master class	18
Asynchronous lectures	10
Case analysis	15
Problem solving	15
Reports and written papers	12
Face-to-face knowledge tests	2
TOTAL	150

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 Test	40
Individual assignments	30
Oral presentation	10
Portfolio	20

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
Critical reflection	WEEK 4
Hofstede Cultural Dimensions	WEEK 8
Negotiation Simulation	WEEK 10
Intercultural Masterchef	WEEK 12-13
Portfolio	WEEK 13

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:

- Sackmann, S. A. (2021). *Culture in organizations: Development, impact and culture-mindful leadership* (1st ed.). Springer International Publishing. <https://doi.org/10.1007/978-3-030-86080-6>

The recommended Bibliography is:

- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind* (3rd ed.). McGraw-Hill.
- BAUMANN, G. (2001) El enigma multicultural: un replanteamiento de las identidades nacionales, éticas y religiosas. Barcelona: Paidós.
- Hall, E. T. (1976). *Beyond culture*. Anchor Books.

- Huntington, S. P. (1996). *The clash of civilizations and the remaking of world order*. Simon & Schuster.
- UNESCO (2009). *Investing in cultural diversity and intercultural dialogue*. UNESCO Publishing.
<https://unesdoc.unesco.org/ark:/48223/pf0000184755>
- Meyer, E. (2015). *The culture map: Decoding how people think, lead, and get things done across cultures*. PublicAffairs.

The reading of the following book will be voluntary:

- BAUMAN, Z. (2013) *Culture in a Liquid Modern World*, Fondo de Cultura Económica de España.

10. EDUCATIONAL ORIENTATION, DIVERSITY AND INCLUSION UNIT

From the Educational Orientation, 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.

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

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.