

## 1. BASIC DETAILS

<b>Subject</b>	Cultural Differences and Interculturality
<b>Qualification</b>	Bachelor's Degree in International Relations
<b>School/Faculty</b>	Economics, Business, and Communication Sciences
<b>Year</b>	Second
<b>ECTS</b>	6 ECTS
<b>Type</b>	Mandatory
<b>Language(s)</b>	English
<b>Modality</b>	Campus-based
<b>Semester</b>	S3
<b>Academic year</b>	2025/2026
<b>Coordinating professor</b>	PhD Lorena Esmorís Galán

## 2. PRESENTATION

The subject of Cultural Differences and Interculturality equips students with the theoretical elements and skills necessary to understand and know how to handle the cultural diversity of the globalized society of the 21st century. In addition, it aims to help international relations students acquire the necessary cultural sensitivity. Finally, it serves as a basis for adequately focusing on subjects such as Theory and Analysis of International Conflicts or Professional Ethics.

## 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.
- BC5: Students have developed the learning skills needed to undertake subsequent studies in a highly independent way.

### Cross-cutting competencies:

- CC3: Ability to adapt to new situations. Ability to value and understand different positions by adapting one's own approach as the situation requires.
- 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.

- CC7: Awareness of ethical values. Ability to think and act according to universal principles based on valuing people in a way that aims at the development of their full potential and which involves a commitment to certain social values.
- CC9: Skills in interpersonal relationships. Ability to relate positively with other people through verbal and non-verbal means, through assertive communication, understanding this as the ability to express or transmit what is wanted, what is thought or felt without disturbing, attacking or hurting the feelings of the other person.
- CC17: Teamwork. Ability to integrate into and actively collaborate with other people, areas and/or organizations to attain common goals.

**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.
- SC17: Knowledge of how to establish analogies and differences between the different actors present in the international arena.

**Learning outcomes:**

- LO1: Students will know and understand the historical evolution of international society.
- LO2: 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.
- LO3: Students will develop a critical attitude regarding the analysis of the past and the present.
- LO4: 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, BC5, SC9	LO1: Students will know and understand the historical evolution of international society.
SC21, SC3, CC17	LO2: 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.
CC7, SC3, SC7, SC17	LO3: Students will develop a critical attitude regarding the analysis of the past and the present.
CC3, CC6, CC7, SC6, SC7, SC9	LO4: 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.

## 4. CONTENTS

### 1. The CONCEPT OF CULTURE and ITS DIMENSIONS.

- Definition of culture: Culture and civilization; culture and group; components of culture.
- Dimensions of culture: Geert Hofstede™ “Cultural Dimensions Model”; Hall Model; Trompenaars Model.

### 2. INTEGRATION MODELS

- The French assimilationist Model.
- The multicultural model (United States, Canada).
- Interculturalism.

### 3. CULTURAL CONFLICTS

- Comparative description of the main cultures of today's world, their differences, similarities, opportunities for collaboration.
- Cultural conflicts: Stereotypes and prejudices; discrimination, racism and xenophobia.
- Prevention of cultural conflicts.

## 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
Asynchronous master classes	12
Academic tutorials	10
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. Case study	Weeks 6-7
Assignment 2. Case study/Oral presentations	Weeks 14-15
Assignment 3. Knowledge test	Weeks 17-18

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:

- Avruch, K. (2006) *Culture and Conflict Resolution*. United States Institute of Peace Press
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- Rogers, E.M., Hart, W.B., & Miike, Y. (2002). *Edward T. Hall and The History of Intercultural Communication: The United States and Japan*. Keio Communication Review No. 24, pp.3-26.
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- Trompenaars, F. (1996) "Resolving International Conflict: Culture and Business Strategy". *Business Strategy Review*, 7, pp. 51-68.
- Trompenaars, A., & Hampden-Turner, C. (1998). *Riding the waves of culture: Understanding cultural diversity in global business*. New York: McGraw Hill.
- Webel, C. & Galtung, J. (2009). *Handbook of Peace and Conflict Studies*. Routledge
- Williams, R. (1976). *Keywords: A Vocabulary of Culture and Society*. New York: Oxford University Press.

## 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.