



UNIVERSIDAD  
DE GRANADA



CENTRO DE  
LENGUAS  
MODERNAS

HISPANIC STUDIES COURSE (CEH)

SOCIOLOGY, POLITICS AND ECONOMICS

CROSS-CULTURAL DEVELOPMENT



## CROSS-CULTURAL DEVELOPMENT

### GENERAL DESCRIPTION

This course consists of preparing and helping the student to maximize their learning potential and intercultural development competence during their study abroad experience. The linguistic-cultural immersion process will help, through reflection tasks, to develop this competence as well as to learn resources and strategies to navigate in cross-cultural contexts.

#### GOALS:

- Introduce students to the value of cultural comparison to recognize similarities and differences between cultures.
- Being able to communicate with your interlocutor, who has a different cultural background, in such a way that the message is received and interpreted according to your intentions. The goal is for a person, in an intercultural encounter, to be able to act correctly and appropriately, according to the implicit and explicit norms of a given social situation in a specific social context.
- Develop your orientation towards cultural differences by exploring the world from diverse perspectives and not your own.
- Improve the cultural immersion experience by providing facilities and strategies to help students with the cognitive, emotional and behavioral tools to optimize each phase of the experience.
- Do not focus so much on a specific culture but rather on developing a more general method that can be applied to any language or culture.

### CONTENTS

#### Section 1:

- What is culture?
- Cultural differences do matter
- Tasks: self
  - *Splash*
  - Culture shock
  - Learning experience
  - Intercultural potholes
  - Connected with the world

#### Section 2:

- 2.1 Cultural values and behaviours
- 2.2 Cultural intelligence
- 2.3 Intercultural communication
- Tasks: the other



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## CONTENTS

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- Time is of the essence
- The map
- Foreigner?
- Systems
- Institutions

### SECTION 3:

- 3.1 Resources and strategies
- Tasks: synthesis and application
  - Proverbs
  - Values
  - Application
  - Say goodbye

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## METHODOLOGY

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All CLM classes follow the integration of skills, student involvement in tasks, group dynamics and pragmatic and socio-cultural value of the topics. The homework should be oriented towards the integration of students in an immersion situation in addition to personal work.

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## EVALUATION

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To have the right to be evaluated, attendance at 80% of the classes is mandatory.

### Assessment:

- Students' attention, participation and attendance in class will be valued with 30% of the final grade. This is intended to motivate the student to think, construct reasoning, discuss their ideas with other classmates and the teacher and also use and practice the Spanish language.
- 40% Completion of reflection and immersion tasks outside the classroom. Interest and effort will be valued both in its execution and in its final result.
- Midterm exam 15%
- Final exam 15%

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## BIBLIOGRAPHY

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- Meyer, Erin (2014): *The Culture Map*. New York, Public Affairs.
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- Pusch, Margaret D. (2000): *Multicultural Education: A Cross Cultural Training Approach*. Chicago, Intercultural Press.
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