

Subject card

Subject name and code	Intercultural communication II, PG_00122726						
Field of study	Spanish and Portuguese Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject				2025/2026	
Education level	Bachelor's studies	Subject group				Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study	
Mode of study	full-time studies	Mode of delivery				at the university	
Year of study	2	Language of instruction				Spanish hiszpański 80%, polski 20%	
Semester of study	4	ECTS credits				4.0	
Learning profile	academic	Assessment form				exam	
Conducting unit	Division of Iberian Studies -> Institute of Romance Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Magdalena Bulińska				
	Teachers		dr Magdalena Bulińska				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		68.0	100
Subject objectives	The goal of the course is to equip students with the tools to analyze intercultural discourse and, consequently, their understanding of the specifics of intercultural dialogue. Students will learn to recognize and analyze the signs of culture inscribed in language and the social rituals associated with them. Students will critically analyze cultural phenomena specific to selected Spanish-speaking countries and the practical implications of this knowledge (tourism, translation studies, journalism, diplomacy).						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[IBEL3_K07] Is ready to fulfil social obligations, organise and co-organise activities for the benefit of the social environment; is able to initiate actions in the public interest; thinks and acts in an entrepreneurial way	is ready to fulfill social obligations, organize and co-organize activities for the benefit of the social environment, especially in diplomacy education; Thinks and acts in an entrepreneurial manner.	[SK6] demonstration of practical skills
	[IBEL3_U16] Can make observations and interpretations of socio-cultural phenomena, analysing their links with various disciplines in the humanities	The student is able to make observations and interpret socio-cultural phenomena, analyzes them in the context of work in translation, tourism and other international contexts.	[SU2] presentation/project/paper/report [SU4] test/exam - oral or written
	[IBEL3_K03] Is ready to correctly identify and resolve dilemmas related to the profession, understands the ethical issues related to the responsibility for the accuracy and reliability of the information provided	The student is ready to correctly identify and resolve dilemmas related to the practice of the profession in an international environment, with particular emphasis on work in the field of tourism, translation, journalism, diplomacy/international organizations; understands the ethical issues related to the responsibility for the accuracy and reliability of the information provided;	[SK8] observation of student's independent or team work
	[IBEL3_W15] Has a structured general knowledge of the development of social thought and socio-economic-political realities in the Romance-speaking countries	The student has a structured knowledge of specific aspects of cultural communication such as: migration processes, international integration and help.	[SW4] test/exam - oral or written
	[IBEL3_K05] Is ready to participate in cultural life and use its various forms and media	The student is ready to participate in cultural and diplomatic life and international organizations, using the learned aspects of intercultural communication;	[SK2] presentation/project/paper/report
	[IBEL3_K04] Is aware of cultural differences and related challenges, is able to apply in practice the knowledge of mechanisms of intercultural communication	The student is able to apply knowledge of the mechanisms of intercultural communication in practice; especially in business and educational contexts	[SK6] demonstration of practical skills
	[IBEL3_W13] Has a basic knowledge of cultural institutions and an orientation to contemporary literary and cultural life in Spanish- and Portuguese-speaking countries	The student has a basic knowledge of ethnic literature and hybrid culture and about the intercultural discourse in mass-media and social media.	[SW4] test/exam - oral or written
Subject contents	<p>- migration processes, exchanges (min. student exchanges), integration processes and international aid as catalysts for intercultural communication [practical work, creating integration games/tasks in Spanish].- the role of tourism in shaping intercultural sensitivity [organizing a tour/tour event as a project].- the role of translators in intercultural communication [translating intercultural texts].- the role of mass media and social media in intercultural dialogue [discourse analysis, interactive tasks]- intercultural communication in school [practical problems, project work].- intercultural communication in literary texts (borderland literature, ethnic literature) [analysis of cultural texts with discussion].</p>		
Prerequisites and co-requisites	Spanish language proficiency at a level sufficient to achieve the intended learning outcomes.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	project/practical skills demonstration	51.0%	40.0%
	exam (2semesters)	51.0%	60.0%

Recommended reading	Basic literature	<ul style="list-style-type: none"> • Szopski, M. Komunikowanie międzykulturowe, Warszawa 2005. • Romeu V., Rizo M. Cultura y comunicaci3n intercultural. Aproximaciones conceptuales, Revista da Associa33o Nacional dos Programas de P3s-Gradua33o em Comunica33o, 2006. • Kruczek Z., [red] Piloci i przewodnicy na styku kultur, Proksenia, Krak3w 2011. • Badowska M., Programy szkoły wielokulturowej w kontekście zwi3kszenia integracji społecznej i komunikacji międzykulturowej. Edukacja międzykulturowa nr 4 2015. • Michalik U., Kształtowanie świadomości kulturowej oraz poprawianie komunikacji międzykulturowej jako niezbędny element edukacji w dobie globalizacji, Nauczyciel i Szkoła 1-2 (26-27), 25-39. • Wybrane teksty literatury etnicznej i literatury pogranicza, np.: <ul style="list-style-type: none"> • - Flor de siete petalos [antologia poezji] Mexico, 2019.
	Supplementary literature	<ul style="list-style-type: none"> • Aguirre, A. (1997): Cultura e identidad cultural, Barcelona, Bardenas. • Lewowicki, T. et alii (red.) (2004): Język, komunikacja i edukacja w społecznościach wielokulturowych, Wyższa Szkoła Pedagogiczna ZNP. • Rodrigo Alsina, M. (2012): Comunicaci3n Intercultural, Barcelona, Anthropos. • Carreras y Candi, F. (red.) (1931): Folklore y costumbres de Espa3a, Barcelona, Casa Editorial Alberto Mart3n. <p>Prowadz3cy kaźdorazowo aktualizuje wykaz literatury.</p>
	eResources addresses	
Example issues/ example questions/ tasks being completed	<p>exam questions: Analysis of intercultural discourse in a selected cultural text (text fragment, work of art)</p> <p>demonstration of practical skills: e.g.: organization of a touristic activity (trip)</p>	
Work placement	Not applicable	

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