University of Gdańsk

Subject card

Subject name and code	Intercultural communication II, PG_00122726		
Field of study	Spanish and Portuguese Studies		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2027/2028
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
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		

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_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
[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_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_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_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_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_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

Subject contents

- 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].

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
exam (2semesters)	51.0%	60.0%
project/practical skills demonstration	51.0%	40.0%

Recommended reading	Basic literature	• Szopski, M. Komunikowanie międzykulturowe, Warszawa 2005. • Romeu V., Rizo M. Cultura y comunicación intercultural. Aproximaciones conceptuales, Revista da Associação Nacional dos Programas de Pós-Graduação em Comunicação, 2006. • Kruczek Z., [red] Piloci i przewodnicy na styku kultur, Proksenia, Kraków 2011. • Badowska M., Programy szkoły wielokulturowej w kontekście zwiększania 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.: • - Flor de siete petalos [antologia poezji] Mexico, 2019.
	Supplementary literature	• 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): Comunicación Intercultural, Barcelona, Anthropos. • Carreras y Candi, F. (red.) (1931): Folklore y costumbres de España, Barcelona, Casa Editorial Alberto Martín. Prowadzący każdorazowo aktualizuje wykaz literatury.
	eResources addresses	
Example issues/ example questions/ tasks being completed	exam questions such as How do stereotypes shape our perception of other cultures, translator as cultural mediator demonstration of practicals skills: e.g.: organization of a touristic activity (trip)	
Work placement	Not applicable	

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