

SYLLABUS

Intercultural Communication and Intercultural Perspectives in Segovia

Instructor: Laura Arranz Bannon

Language of Instruction: English

UO Credits: 1

Contact Hrs: 10

Level:

Total Hours of Student Engagement: 30

Location: Segovia, Spain

COURSE DESCRIPTION

This course provides international students with the cultural knowledge, practical skills, and intercultural awareness necessary to successfully adapt to academic and social life in Spain. Through comparative analysis of Spanish and American cultural norms, students will develop strategies for navigating cultural differences, communicating effectively, and understanding contemporary Spanish society.

COURSE OBJECTIVES

The objective of this course is to equip international students with the cultural knowledge, intercultural awareness, and practical skills necessary to successfully adapt to academic, social, and everyday life in Spain. Through the examination of cultural differences between Spain and the United States, students will develop a deeper understanding of Spanish society, family structures, communication styles, gender dynamics, and university culture. By analyzing real-life intercultural situations and case studies, participants will strengthen their ability to recognize cultural assumptions, navigate cross-cultural interactions effectively, and foster meaningful relationships within the Spanish context.

INSTRUCTIONAL METHODOLOGY

Each unit focuses on a specific aspect of Spanish culture and the cultural differences that international students may encounter during their stay in Spain. While the course follows a structured syllabus, it will maintain sufficient flexibility to address questions, concerns, and real-life situations that arise as students navigate their daily experiences in a new cultural environment.

Classes will combine theoretical content with active student participation. Key concepts will be introduced through brief lectures and guided discussions, followed by opportunities for students to reflect on their own experiences and compare them with those of their peers. This approach will allow students to connect academic concepts with their personal process of cultural adaptation.

Whenever possible, opportunities for interaction with local students will be facilitated to encourage cultural exchange, foster social integration, and provide students with authentic contexts in which to practice and develop their intercultural competencies.

METHOD OF EVALUATION/GRADING

This course will be evaluated on a **Pass/No Pass** basis. Rather than relying on formal examinations, assessment will focus on students' engagement with the learning process and their commitment to intercultural development throughout the course.

To successfully pass the course, students are expected to:

- 40 % Attend classes regularly and arrive prepared to participate and engage actively in class discussions, activities, and group exercises.
- 30 % Complete assigned reflections. After each of Modules 1–4, students will compile their reflections on the assigned reading and participate in a class discussion, sharing their insights, opinions, and any questions or concerns prompted by the material.
- 30 % Case study analyses in Module 5; Working in pairs or small groups, students will analyze a case study based on the reading in Module 5 and propose possible solutions by applying the knowledge and skills acquired throughout the course. Each group will present its findings and recommendations in an oral presentation to the rest of the class and will also submit a written summary presenting their reflections and main ideas.

ACADEMIC MISCONDUCT

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.

Generative AI Course Policy Statement

Generative AI tools may be used by students as learning resources to support cultural exploration, language clarification, and personal reflection outside of class. Students are expected to contribute their own perspectives, observations, and experiences during class activities and discussions, so AI should be viewed as a supplementary tool.

Accessible Education

The University of Oregon and I are dedicated to fostering inclusive learning environments for all students and welcomes students with disabilities into all of the University's educational programs. The Accessible Education Center (AEC) assists students with disabilities in reducing campus-wide and classroom-related barriers. If you have or think you have a disability and experience academic barriers, please contact the AEC to discuss appropriate accommodations or support. Visit 360 Oregon Hall or aec.uoregon.edu for more information. You can contact AEC at 541-346-1155 or via email at uoaec@uoregon.edu.

Reporting Obligations

I am not a designated reporter. Students experiencing sex- or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non- confidential Title IX Coordinator/OICRC at 541-346-3123 to request information and resources. Students are not required to participate in an investigation to receive support, including requesting academic supportive measures. Additional resources are available at investigations.uoregon.edu/how-get-support.

Pregnancy Modifications

Pregnant and parenting students are eligible for academic and work modifications related to pregnancy, childbirth, loss of pregnancy, termination of pregnancy, lactation, and related medical conditions. To request pregnancy-related modifications, students should complete the Request for Pregnancy Modifications form on the OICRC website. OICRC coordinates academic and other modifications for pregnant and parenting students to ensure students can continue to access their education and university programs and activities.

COURSE OUTLINE

Module 1: Cultural Shock and Adaptation in Spain – Week 1 and 2 (2 hours)

Learning Objectives

- Understand the stages of culture shock and cultural adjustment.
- Compare academic and social expectations of Spanish and American university students.
- Identify common challenges faced by international students in Spain.
- Develop practical adaptation strategies.

Reading: Alves López, R. D. y de la Peña Portero, A. (2013). Culture shock: adaptation strategies. *Revista Nebrija de Lingüística Aplicada* (2013) 13.

Module 2: Understanding the Spanish Family - Week 3 and 4 (2 hours)

Learning Objectives

- Explore the central role of family in Spanish society.
- Understand family dynamics and intergenerational relationships.
- Compare Spanish and American family values and lifestyles.

Reading: Roche Cárcel JA. The paradoxes of love in the Spanish family: a sociological approach [version 1; peer review: 4 approved] F1000Research 2021

Module 3: Nonverbal Communication in Spain and the United States - Week 5 and 6 (2 hours)

Learning Objectives

- Recognize the importance of nonverbal communication in intercultural encounters.
- Compare Spanish and American communication styles.
- Avoid common misunderstandings.

Reading: SOCIOLINGUISTIC AND DIDACTIC CONSIDERATIONS ON ENGLISH-SPANISH CROSS-CULTURAL AWARENESS J. A. G. Ardila *Universidad de Extremadura*

Module 4: Gender Roles and Gender Equality in Contemporary Spain - Week 7 and 8 (2 hours)

Learning Objectives

- Examine traditional and contemporary gender roles in Spain. .
- Compare gender-related attitudes in Spain and the United States.

The Gender Equality Index 2025 in Spain. European Institute for Gender Equality.
<https://eige.europa.eu/gender-equality-index/2025/country/ES>

Module 5: Case Studies in Intercultural Encounters at Universidad Autónoma de Madrid – Week 9 and 10 (2 hours)

Learning Objectives

- Apply intercultural concepts to real-life situations.
- Analyze misunderstandings from multiple cultural perspectives.
- Develop problem-solving and conflict-resolution skills.

Reading: STEPPING OUT OF THE STUDY ABROAD BUBBLE: AN ETHNOGRAPHIC STUDY OF U.S. BASED STUDENTS' DIRECT ENROLLMENT EXPERIENCE AT THE AUTONOMOUS UNIVERSITY OF MADRID

Author: Mary MacKenty Co-directors: Isabel Alonso Belmonte & Daniel Chornet-Roses
DOCTORAL DISSERTATION - DOCTORATE PROGRAM IN EDUCATION Madrid, Spain - May 2022

BIBLIOGRAPHY

Alves López, R. D. y de la Peña Portero, A. (2013). Culture shock: adaptation strategies. *Revista Nebrija de Lingüística Aplicada* (2013) 13.

Roche Cárcel JA. The paradoxes of love in the Spanish family: a sociological approach [version 1; peer review: 4 approved] *F1000Research* 2021

J. A. G. Ardila; SOCIOLINGUISTIC AND DIDACTIC CONSIDERATIONS ON ENGLISH-SPANISH CROSS-CULTURAL AWARENESS *Universidad de Extremadura*

The Gender Equality Index 2025 in Spain. European Institute for Gender Equality.
<https://eige.europa.eu/gender-equality-index/2025/country/ES>

Author: Mary MacKenty Co-directors: Isabel Alonso Belmonte & Daniel Chornet-Roses ; STEPPING OUT OF THE STUDY ABROAD BUBBLE: AN ETHNOGRAPHIC STUDY OF U.S. BASED STUDENTS' DIRECT ENROLLMENT EXPERIENCE AT THE AUTONOMOUS UNIVERSITY OF MADRID
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