

<p>1. Unidade curricular (UC)/Curricular Unit</p> <p>a) Designação: Comunicação Intercultural</p> <p>Name: Intercultural communication</p> <p>b) Número de vagas/Vacancies: 4-12</p>
<p>2. Pequeno texto introdutório que deve refletir, o enquadramento da UC proposta na oferta curricular da NOVA FCSH, bem como, o carácter inovador ou a complementaridade com outras UC's existentes.</p> <p>The free-option course of Intercultural communication is highly relevant to several Masters' courses at the Faculty, especially for the Masters' in 'Migrations, Inter-ethnicities, and Trans-nationalism'. It will offer theoretical and practical highlights regarding people's discourse and behaviour at a national and international level, considering 'culture' in its broader form, from both a philosophical and psychological perspective.</p>
<p>3. Código da unidade curricular/Curricular unit code: [Não Preencher]</p>
<p>4. Faculdade/Faculty: Faculdade de Ciências Sociais e Humanas</p>
<p>5. Unidade de Investigação/Research Unit: Instituto de Filosofia, https://www.ifilnova.pt/en, contacto e-mail: ifilnova@fcs.unl.pt</p>
<p>6. Curso/Course: Opção livre aberta a todos os cursos de mestrado</p>
<p>7. Nível do curso/Course Level: Mestrado</p>
<p>8. Carácter da unidade curricular: Opcional/Optional</p>
<p>9. Tipo da unidade curricular/Type of curricular unit: Unidade Curricular Letiva</p>
<p>10. Percentagem de aulas práticas/Percentage of practical classes: 50%</p>
<p>11. Ano do plano de estudos/Syllabus year: 1.º ano</p>
<p>12. Semestre/Semester: 1.º semestre/1st semester</p>
<p>13. Número de créditos/Number of credits (1 crédito = 28h): 10 ECTS (mestrado)</p>
<p>14. Docente ou Investigador responsável/Teacher or principal researcher: Chrysi Rapanta</p>
<p>15. Número de horas por sessão/Number of hours per session: 3 horas (mestrado)</p> <p>b) Número de sessões por semestre/Number of hours per semester: 16 horas (mestrado)</p> <p>c) Periodicidade/periodicity: Semanal</p> <p>d) Período de funcionamento/Class period: 18 September - 18 December (Wednesdays from 18.00 to 21.00).</p>
<p>16. Objetivos da unidade curricular/Learning objectives (máx. 200 palavras; expostos em termos do</p>

que se espera que o aluno adquira): **The course has as a main objective to increase students' awareness and knowledge about cultural aspects of human practice visible both in everyday and professional contexts. This intercultural awareness implies a series of cultural literacy competencies regarding values and dispositions of an anthropological, social, or even religious nature. At the end of this course, the students will be able to: a) identify intercultural communication dimensions based on different definitions of cultural identity; b) understand the meaning and practice of cultural literacy competencies which promote an efficient dialogue or discourse from a communication point of view; c) analyze a case of international negotiation from a communication point of view; and d) evaluate and re-construct different types of intercultural dialogues (e.g. at an ethnical, linguistic, or professional level) with the aim of reducing intercultural misunderstandings manifested in discourse.**

17. Competências gerais do grau/General skills of the degree: a); b); c); d); e); f)

18. Competências específicas do curso/Specific Course skills: Não aplicável./Not applicable.

19. Requisitos de frequência/Attendance requirements: Não aplicável

20. Conteúdo da unidade curricular/Syllabus (máx. 200 palavras): Three main concepts in intercultural communication, namely cultural identity, cultural literacy, and intercultural dialogue, will form the thematic focus of the course. More precisely, the following thematic units will be covered: a) Definitions/levels of culture and cultural identities; b) Theories of intercultural communication with a main focus on Edward Hall and Geert Hofstede; c) Intercultural rhetorics and pragmatics. Each thematic unit will consist of three theoretical and two practical sessions. The focus of the practical sessions will be: a) Case studies of intercultural negotiations such as the Canwall case; b) Cultural literacy skills in writing; and c) Cultural literacy skills in oral discourse. A separate session will be dedicated on the DIALLS (Dialogue and Argumentation for cultural literacy learning in schools) European project of which NOVA FCSH forms part.

21. Bibliografia recomendada/Recommended reading: (máx. 5 títulos. Por ordem decrescente de data de edição.)

1. Lähdesmäki et al. (2018). Cultural analysis framework. Available at: <https://dialls2020.eu/wp-content/uploads/2018/10/D2.1-Cultural-Analysis-Framework.pdf/>

2. Kecskes, I. (2014). Intercultural pragmatics. Oxford University Press.

3. Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. Online Readings in Psychology and Culture, 2(1). Disponível em:

<https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1014&context=orpc>

4. Hall, St. & Du Gay, P. (1996). Questions of cultural identity. London, UK: Sage.

5. Hall, E. T. (1989). Beyond culture. Anchor.

22. Métodos de ensino/Teaching Methods: The teaching method is presential with various work modalities such as: a) contents' presentation and readings; b) work in small groups; c) role-playing; and d) collaborative reflection with post-it notes.

23. Métodos de avaliação/Assessment methods: The assessment methods are: a) attendance (10%); b) active participation in the group work activities during class (10%); c) essay writing (60%); and d) written exercise in class (20%).

24. Língua de ensino/Teaching language: Inglês/English