



I. IDENTIFICACIÓN DE LA ASIGNATURA:					
<i>(En esta sección se identifica el curso y el profesor, proporcionando toda la información de contacto necesaria para identificar el curso y facilitar la comunicación de los estudiantes con el profesor).</i>					
CARRERA	International office				
NOMBRE ASIGNATURA	Cross-cultural engagement and skill development				
NIVEL EN QUE SE IMPARTE					
PREREQUISITOS	Advanced level of written and oral English A good level of Spanish is an advantage, but not required.				
HRS. SEMANALES UD		Cátedra 4		Laboratorio Taller	
HORARIO					
NOMBRE PROFESOR	Torben Albertsen				
CORREO ELECTRÓNICO	torbenalbertsen@hotmail.com				
HORARIO DE ATENCIÓN	From apointmen or via mail				

II.RESULTADOS DE APRENDIZAJES <i>(Aquí se establece los resultados de aprendizaje a lograr, lo que tiene tres implicancias fundamentales. Una es que permite a cualquier lector comprender qué enseña el curso, su importancia y cómo se vincula con el plan de estudios y el proyecto educativo).</i>
<p>This course will give the students the ability to reflexively engage their Chilean cross-cultural experience by enhancing their sensitivity and awareness of Chilean cultural habits and mentality in relation to their own cultural experience. They will gain different tools in the form of theories, concepts, models and strategies that will help them advance and reflect on their stay in Chile and on the cultural and habitual constellations underlying Chilean society.</p>



III. METODOLOGÍA DOCENTE (*Esta sección describe y explica la estructura de curso y es importante porque orienta a los estudiantes y les permite anticipar el proceso de aprendizaje que han de vivir. Aquí también se pone en evidencia los métodos y procedimientos según los cuales se puede juzgar la efectividad del curso).*

The structure of the course will revolve around the class discussions of different cross-cultural developmental models which require the active participation of the students. These models will concentrate on to main class modes. First on class-based discussions, based on the students responses to the models as well as their empirical work in the field and their presentation of these in class. Secondly on small empirical research assignments in the field with the object of engaging chilean culture through observation, interviews and other investigative forms which the students must choose and partially design either individually or in groups. The choices here can range from conversation or observation based on everyday Chilean social phenomena to different forms of media analysis of for example TV series, commercials or radio shows. As such the possibilities of research assignments are limited principally by the students own creative and systematic abilities as well as their language skills in Spanish. The course will be driven principally by these two participative modes, which at times will be coupled with some complimentary literature. As such the class will require little reading, but a large extent of student participation both in class discussions as well as in their research assignments.

IV. METODOLOGÍA DE EVALUACIÓN (*La evaluación es uno de los aspectos más relevantes de la calidad del curso. Debe ser pertinente, justa y propiciar aprendizaje. Esta sección del syllabus facilita que el estudiante tenga con anticipación un panorama de la evaluación y por lo tanto puede organizarse para aprender).*

DESCRIPCIÓN			
<i>(Panorama del Proceso Evaluativo)</i>			
Tipo de Evaluación	Resultado de aprendizaje que evalúa	Fecha	Ponderación
Participation and presentation	The student will be evaluated according to his or hers active		50%

	<p>participation during class discussions, as well as evaluated according to his or her clarity and systematization of their class presentations of their research assignments</p>		
<p>Research assignments</p>	<p>The students will be evaluated according to the clarity, systematization, argumentation as well as their evidence in presenting their research assignments.</p>		<p>50%</p>

V. Reglas del Curso *(Esta sección puede resultar de la mayor importancia para usted y para los estudiantes, al establecer de manera precisa las reglas de funcionamiento que se observará durante el desarrollo del curso. Este espacio debería incluir todo aquello que el profesor considere una regla necesaria de observar (y que esté dispuesto a hacer cumplir).*

The rules include regular participation in class presentations as well as discussions and the obligation to finalize the research assignments in the time required.

VI. MODELO DE CALENDARIZACIÓN DE CLASE *(Se establece las actividades que el estudiante ha de desarrollar en el curso y la preparación que debe tener para ellas, así como las evaluaciones de todo tipo. Esta sección es fundamental para facilitar que los estudiantes aprendan a planificar y organizar su tiempo de trabajo con anticipación).*

Resultados de aprendizaje de la asignatura (RA)				Unidades de Aprendizaje o Temáticas, más Contenidos	
Nº RA	Unidad de Aprendizaje o Temática	Nº Sesión	Objetivo de la clase	Actividades de la clase, acontecimiento relevante o/y evaluación	Actividad de preparación de la clase como guía del aprendizaje autónomo: lectura previa, revisión de material digital, etc.
1	Introduction	1	Introduction to course program. evaluation model, requirements.	Discussion of students knowledge of Chile and Latin America	In all classes there are small assignments of one to three weeks length.
	Introduction	2	Introduction to thematic.	Iceberg model, stereotypes and generalizations.	
	Introduction	3-4	Introduction to research assignments	Hypothesis, DIE model, empirical possibilities	
	Cultural shock	5-7	Cultural shock and stages of adjustment	Cultural stage and cultural shock absorber	In all classes there are small assignments of one to three weeks length.
	DMIS	8-10	Development model of intercultural sensitivity	Ethnocentric and ethno-relative stages	
Cross-cultural studies	11	Cross-cultural studies in broad Historical outlines	Presentation by teacher		

	Communication	12-13	Communication styles in different cultures	High and low context communication	
	Revisiting	14-15	Revisiting essential models	Core and DMIS models	
		16	Evaluation of the course and final grades.		

Bibliografía

McLaren, D., “Tourism Development in the Local Community.” *Rethinking Tourism and Ecotravel*. West Hartford: Kumarian Press (1998). 63-90. Web. 6 September 2011.

Ogden, A., “The View from the Veranda: Understanding Today’s Colonial Student.” *Frontiers: The Interdisciplinary Journal of Study Abroad* 15 (Winter 2007-2008). 35-56. Web. 6 September 2011.

Slimbach, R., “The Mindful Traveler.” *World Wise: Global Learning for the Common Good*. Sterling: Stylus Publishing, 2010. Print.

Zemach-Bersin, Talya. “American Students Abroad Can’t be Global Citizens.” *Chronicle for Higher Education Commentary*. 54.26 (2008), Page A34. Web. 6 September 2011.

Bennet, Milton. *Basic Concepts of Intercultural Communication*. Nicholas Brealey Publishing, 1998.

Bennet, J.M., and M.J. Bennet, eds. *Developing intercultural competence: A reader*. Portland: Intercultural Communication Institute, 2004.

Kasulis. T. P. *Intimacy or Integrity Philosophy and Cultural Difference*, University of Hawai Press, Honolulu, 2002.