



PB1157  
International  
Communication



UNIVERSIDAD  
**NEBRIJA**

Centro de Estudios Hispánicos

# International Communication

**Hours:** 45

**Prerequisites:** None

**Instructor name:** Eduardo del Río

**E-mail:** erio@nebrija.es

**Office hours:** to be communicated the first day of class

## 1. Course Description

This course studies communication as it happens in world transformed by technology and globalization. Special attention will be paid to the impact of new technologies on the media and to the benefits that come from Innovation.

## 2. Learning Objectives

- Understand the impact of Information and Communications Technologies on communication and on society, paying special attention to the transition of old media to new media.
- Analyse globalization and innovation and how they impact in the way we communicate and work.
- Analyse the transition of mass media to participatory media, the relationship between the media and the public sphere and between the new ways of participation and the progress of modern democracies.
- Discuss opportunities and threats derived from these trends.
- Understand the importance of innovation, social capital, and networks for communication in a Knowledge Based Society.
- Write and do research on topic they will choose, (and that will be approved by the professor), synthesizing information from a number of sources, detecting bias, promoting their intellectual curiosity and their independent thinking.
- Present that topic to the rest of the class.
- Improve their Internal Communication Skills and their Leadership whenever they work in organizations that operate in a changing environment.

## 3. Formative Activities

Reading, discussion, research and writing of papers.

## 4. Methodology

The methodology encourages active participation, exchange of knowledge and skills that will help students in their future professional careers.

## 5. Evaluation

The form of assessment is based on the core principles of the educational assessment, i.e., an active and participative teaching-learning process focused on the learner. The instructor uses numerous and differentiated forms of assessment to calculate the final grade received for this course. For the record, these are listed below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class.

### 5.1. Grading system

In the Spanish educational system, it is required to quantitatively express the result of each student's evaluation. In order to do so, Nebrija faculty uses different strategies and instruments such as: papers, exams, tests, projects, self-evaluation activities, etc. In order to issue a final grade for the Spanish Plus programs the following scale is established:

- 30% Attendance and active participation in class
- 30% Daily work/ Papers/ Essays
- 40% Exams/ Final papers or projects\*

Therefore, the final grade is the average between attendance and participation, daily work and exams, presentations, projects and essays.

Active participation in class is evaluated by means of different activities such as:

- Activities and exercises correction;
- Reflection upon the different contents in the course
- Oral activities (individual, in pairs or in groups). Fluency, correction, adequacy and relevance are taken into account.
- Daily work makes reference to any activity or task that is done inside or outside of the classroom, whether during the class time or at any other time.
- Exams/papers/projects

The course includes a midterm and a final written exam on theoretical concepts and course facts. If a student, unjustifiably, does not do or submit an exam, paper or project, it will be graded with a '0'.

**\* A minimum grade of 5 must be obtained in a final exam/ final project in order to pass the course.**

### 5.2. Attendance, participation and grading policies

#### 5.2.1. Attendance policy

Attendance is mandatory. In case of missing 5 or more sessions in one course, the student will receive a zero in his/her participation and attendance grade. In addition, not attending classes will not excuse the student from handing in any homework, papers or essays previously assigned.

The following situations must be considered:

- Each session of class will count as an absence.
- Two delays of more than 15 minutes will be considered an absence. The entrance to class will not be allowed after 30 minutes once it has started.
- There are no excused absences. E.g.: Not attending class because of sickness will count as an absence. The student is responsible for catching up with any homework done while absent.
- Exams dates have been officially approved by the University, therefore, they will not be changed.\*

\*Except for those courses where the professor will set up specific dates and inform the students at the beginning of the program.

### 5.2.2. Criteria to evaluate participation

Criteria to evaluate participation	Grade
The student participates very actively in the class activities. S/he successfully does the requested tasks. S/he contributes to a good development of the course, encourages his/her classmates and favor debate in class.	8.5 - 10
The student participates actively in the class activities. S/he does the requested tasks and submits them on time. Shows great interest to learn.	7 - 8.4
The student, occasionally, makes interesting remarks, but s/he basically answers when s/he is asked. S/he does not show a clear interest in the course. Misses classes occasionally.	5 - 6.9
The student does not participate unless s/he is asked. S/he has unjustified absences and delays. His/her attitude is not very participative.	0 - 4.9

### 5.2.3. Criteria to evaluate Daily Work

Criteria to evaluate Daily Work	Grade
The student always does all the work demanded by the professor, not only during the class but also at home. He/she always or almost always meets the deadlines established.	8.5 - 10
The student almost always does all the work demanded by the professor, not only during the class but also at home. Occasionally, he/she submits work after the established deadline.	7 - 8.4
The student occasionally does the work demanded by the professor, not only during the class but also at home. He/she does not normally meet the established deadlines and even occasionally does not submit the work.	5 - 6.9
The student never or almost never does the work demanded by the professor. He/she never or almost never meets the established deadlines.	0 - 4.9

### 5.2.4. Grading criteria

Number Grade	Letter Grade	Percentage
10	A+	100%
9.5 – 9.9	A	95 – 99 %
9 – 9.4	A-	90 – 94 %
8.5 – 8.9	B+	85 – 89 %
7.5 – 8.4	B	75 – 84 %
7 – 7.4	B-	70 – 74 %
6.5 – 6.9	C+	65 – 69 %
6 – 6.4	C	60 – 64 %
5 – 5.9	C-	5 – 59 %
0 – 4.9	F	0 – 49 %

### 5.3. Warning on plagiarism

When writing a University paper or essay and reference is made to certain authors, it is mandatory to cite them by means of a footnote or a direct reference. In no case it is acceptable that a student uses a text, no matter how brief it is, written by somebody else without putting it in inverted commas, as this means s/he is trying to make it look as his/her own. This is called plagiarism and in a university context it could be penalized with expulsion.

## 6. Bibliography

### Basic Bibliography:

- Brainard Lael and Derek Chollet: *Global Development 2.0. Can Philanthropist, the Public and the Poor Make Poverty History?* Brookings Institution Press. 2009.
- Del Río, Eduardo: *El Trabajo en el siglo XXI. ¿Cómo afecta la tecnología al empleo?*. Ediciones AENOR. 2003
- Del Río, Eduardo y otros: *Gestión y administración de Fundaciones*. Editorial COLEX. 2nd Edition, September. September 2013
- Del Río, Eduardo y otros: *Gestión y administración de Fundaciones*. Editorial Tirant lo Blanc. January 2017
- Del Río Eduardo: *La importancia de la innovación organizativa para la obtención de beneficios derivados de la introducción de las tecnologías de la información*. Tesis Doctoral. Publicaciones U.C.M. 2000
- Del Río Eduardo y otros: *Gestión y administración de Fundaciones*. Editorial Tirant lo Blanc, 2017.
- Del Río Eduardo y otros: *Estrategia, innovación y colaboración intersectorial, dentro de Gestión de personas en la empresa social*, Editorial Grupo 5, Madrid, 2011.
- Hammack, David and Steven Heydemann: *Globalization, Philanthropy, and Civil Society. Projecting Institutional Logics Abroad*. Indiana University Press. 2009.
- Kanter, Beth, Allison H. Fine: *The Networked Nonprofit*. Jossey-Bass. 2010.
- Kanter, Beth, Delahaye, Katie: *Measuring the Networked Nonprofit*. Jossey-Bass. 2012.
- The Economist: *Globalisation. Making sense of an integrating world*. 2001
- Mair J, Robinson J, Hockerts K: *Social Entrepreneurship*, Palgrave Macmillan, 2006
- Reichheld, Fred: *The Ultimate Question 2.0. How Net Promoter Companies Thrive in a Customer-Driven World*. Harvard Business Review Press 2011.
- Sievers, Bruce: *Civil Society, Philanthropy and the Fate of the Commons*. Tufts University Press, 2010.

### •Complementary Bibliography:

- The Economist: Articles on communication, internet, and information society from The Economist are distributed in class.
- Stanford Social Innovation Review. Articles on Innovation are also distributed.
- Harvard Business Review
- @lliance for philanthropy and social investment worldwide Articles on communication, Web 2.0 and social impact are distributed in class from @lliance for philanthropy and social investment worldwide.
- EFFECT. Foundations in Europe together. Articles on communication, Web 2.0 and social impact are distributed in class from EFFECT. Foundations in Europe together.
- Cuadernos de la Asociación Española de Fundaciones. I am Co-Editor of Cuadernos de la Asociación Española de Fundaciones, a magazine that analyses, reflects and communicates news from the foundation world. Three issues are published every year with a circulation of 3.000 copies that are sent to members, public authorities and the media of Spain. With 800 foundations-members, Asociación Española de Fundaciones is the second most important in Europe.

## 7. Lecturer Brief CV

Dr. del Río Cobián gained both his BA, (Law) and PhD (Economics) from Complutense University of Madrid (Spain) and his Master in Business Administration from ESADE School of Business, (Barcelona). His doctoral thesis focused on the importance of organizational innovation to obtain benefits from the introduction of Information Technologies. At Nebrija University he teaches International Communication to foreign students at the Centro de Estudios Hispánicos (CEHI). Since 2003 he is Responsible of Training and Research at Asociación Española de Fundaciones, (AEF) an organization which gathers more than 1000 spanish foundations. From that responsibility, he coordinates two post-graduate courses in management of foundations, one with San Pablo University (CEU), (tenth edition), and the other with UNED, (ninth edition) and teaches Innovation and Strategy. He is Co-editor of Cuadernos de la AEF, (Quarterly magazine), and helps in other communication digital channels, (Newsletter and Web Page). Finally, he coordinates and designs around fifteen one-day seminars a year.

He has published more than thirty articles and five books on foundation management, strategy, and Information Society. He has been Programme Director of Complutense Foundation, (five years), where he has organized ninety round tables and lectures on different topics, with the participation of three hundred speakers, including 8 Nobel prizes, coming from thirty countries. He has also been professor of International Economics in the European University and in the Chamber of Commerce, and external lecturer on foundation management at ESADE.

## 8. Office Hours

Tutorial schedule will be confirmed in the first couple of sessions, to guarantee that the time schedule suits the needs of students and instructor. However, it is always advisable to make an appointment with the lecturer beforehand in order to ensure availability.

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## 9. Course Content

SESSIONS	TOPIC	READINGS
Introduction <b>The Revolution of Media</b>	<ul style="list-style-type: none"> <li>■ Information and Knowledge</li> <li>■ Communication and News</li> <li>■ Media and Technology</li> <li>■ Relevance of a General Education</li> </ul>	
Week 1 <b>Globalization and technology</b>	<ul style="list-style-type: none"> <li>■ Different meanings of Globalization</li> <li>■ In Communication (Global Village)</li> <li>■ In Economics. International Economic Integration. Free trade and foreign direct investment. Liberalization of financial flows.</li> <li>■ Relationship between the progress of technology and Globalization.</li> </ul>	<p><i>Articles from The Economist</i></p> <p><i>Article from Stanford Social Innovation Review</i></p> <p>-The Case for globalisation. - The Economist: Globalisation. Making sense of an integrating world.2001</p>
Week 2 <b>From Mass Media to Participatory Media.</b>	<ul style="list-style-type: none"> <li>■ New Media and Old Media</li> <li>■ Bloggin or Conversations</li> <li>■ User is at the center and content is King?</li> <li>■ The Conversation. The Art of Listening, Learning and Sharing</li> </ul>	<p><i>Articles from The Economist, @lliance, EFFECT.</i></p> <p><i>Chapter from "Globalization, Philanthropy and Civil Society.</i></p>
Week 3 <b>The Media Political Participation and De</b>	<ul style="list-style-type: none"> <li>■ The citizen and public sphere</li> <li>■ The Media and the public sphere. Ways of participation.</li> </ul>	<p><i>Research from BBVA Foundation, from Asociación Española de Fundaciones and Articles from The</i></p>

	<ul style="list-style-type: none"> <li>■ Feeling of political efficiency.</li> <li>■ Cooperation</li> </ul>	<i>Economist, and from Stanford Social Innovation Review</i>
Week 4 <b>Communication, Social Capital and Trust</b>	<ul style="list-style-type: none"> <li>■ Social Capital</li> <li>■ Trusts and Networks</li> <li>■ Elements of Trust</li> <li>■ Persuasion</li> </ul>	<i>Research from BBVA Foundation. Chapter from -Sievers, Bruce: Civil Society, Philanthropy and the Fate of the Commons. Tufts University Press, 2010. Harvard Business Review 10 Must Reads on Communication</i>
Week 5 <b>Social Capital and Networks</b>	<ul style="list-style-type: none"> <li>■ Diversity of Networks</li> <li>■ Technology and Networks.</li> <li>■ Social Networks 2.0</li> <li>■ Telling tales</li> </ul>	<ul style="list-style-type: none"> <li>- Article from</li> <li>- <i>The Economist, and from, EFFECT.</i></li> </ul> <i>Harvard Business Review 10 Must Reads on Communication</i>
Week 6 <b>Communication in Organizations</b>	<ul style="list-style-type: none"> <li>■ Leaders of Printed Media</li> <li>■ Communication groups</li> <li>■ Trends</li> <li>■ Taking the Stress Out of Stressful Conversations</li> </ul>	<i>Stanford Social Innovation Review</i>  <i>Harvard Business Review 10 Must Reads on Communication</i>
Week 7 <b>Social Media and Organizations</b>	<ul style="list-style-type: none"> <li>■ Technoglobalization and work</li> <li>■ New style of leadership</li> <li>■ New style of communication</li> <li>■ The Power of Talk</li> </ul>	<i>Chapter from Kanter, Beth, Allison H. Fine: The Networked Nonprofit. Jossey-Bass. 2010 Harvard Business Review 10 Must Reads on Communication</i>
Week 8 <b>Presentation Techniques</b>		
Week 9 <b>Group presentation and class discussion</b>	<p>Each student will do a fifteen minute presentation on a topic on which he has already written a paper and has done research, supervised by the professor, for the previous three months.</p> <p>The presentation will be followed by a ten minute class discussion.</p>	
Week 10 <b>Group presentation and class discussion</b>	<p>Each student will do a fifteen minute presentation on a topic on which he has already written a paper and has done research, supervised by the professor, for the previous three months.</p> <p>The presentation will be followed by a ten minute class discussion.</p>	
Week 11 <b>Group presentation and class discussion</b>	<p>Each student will do a fifteen minute presentation on a topic on which he has already written a paper and has done research, supervised by the professor, for the previous three months.</p> <p>The presentation will be followed by a ten minute class discussion.</p>	
Week 12 <b>Group presentation and class discussion</b>	<p>Each student will do a fifteen-minute presentation on a topic on which he has already written a paper and has done research, supervised by the professor, for the previous three months.</p> <p>The presentation will be followed by a ten-minute class discussion.</p>	