ICOM101

Intercultural Relations

S2 Day 2014

Dept of Media, Music & Cultural Studies

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
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Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description
This unit introduces a theoretical framework for the analysis of intercultural communication. Some of the concepts introduced in ICOM100, such as power and discourse will be revisited and reapplied. Students will be introduced to Marshall McLuhan's notion of the global village and look at the importance of intercultural communication as part of the latest phase of globalisation. Lectures and tutorials are dedicated to the cultural, economic and political implications of intercultural communication and will address intercultural communication across university settings, in the workplace, and in the media. In this unit we expand our knowledge of international media flows and explore media image management. Approaches on how to increase social tolerance and understanding are assessed in the context of how intercultural communication may be used as a tool in conflict situations.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

> Demonstrate basic knowledge of intercultural communication theory; key issues and concepts: culture, global village, power, interpersonal and intergroup communication, conflict and conflict management
>
> Define cultural identity and develop intercultural empathy
>
> Extend communication skills relevant to intercultural conflict

Identify creative ways to manage intercultural (work) situations

Assessment Tasks

Name	Weighting	Due
Participation	10%	continuous
Test	20%	Week 5
Presentation	30%	continuous from wk 3
Essay	40%	Week 11

Participation

Due: **continuous**
Weighting: **10%**

To be successful in this unit, you need to actively participate in lectures and tutorials. Marks are awarded for active participation rather than physical presence.

Criteria: to achieve full marks students need to regularly attend lectures and tutorials (80% each), complete essential readings for each week as outlined in the reader and add to group discussions during tutorials. Informed comments/questions are more important than the quantity of comments made in class.

On successful completion you will be able to:

- Define cultural identity and develop intercultural empathy
- Extend communication skills relevant to intercultural conflict
- Identify creative ways to manage intercultural (work) situations

Test

Due: **Week 5**
Weighting: **20%**

The take-home test will be available online in wk4 and has to be submitted in wk5. You will be asked to define and elaborate on some of the key issues introduced during the lectures and in the readings. The test will also include a mini-essay about a related topic. The mini-essay needs to be referenced.

Take Home Test ICOM101

Marking Criteria

Criteria

Pass

Credit

D/HD

Fail

Writing style

Uses own words to explain concept/topic

Some organisation of text

Explains and illustrates concept/topic in own words, refers to some of relevant scholars or gives examples

Well org. text

Explains and criticizes concept/topic well, refers to relevant scholars and gives examples

Well org. text

Uses information straight from the net/other source

Complete answers

Largely acceptable answers, some relevant examples and mini-essay format for part c)

Acceptable answers, relevant examples and mini-essay format for part c)

Usually within word limit

Each task has been fully understood, critical approach in providing correct answers/solutions/ examples

Usually within wordlimit

Partly misunderstood question(s), wrong information/

Unsuitable examples given

Substantially over or under given wordlimit

Research technique

Uses information from ilearn and readings

Goes beyond class materials to explain terms and contexts

Results show independent research and ability to apply theoretical concepts

Answers do not show understanding or ability to reorganise information found

References

Not quite correct referencing but attempts to give sources for task c)

In-text citations or references for task c)

Includes references for task c), uses in-text citations

Not referenced

Late assignments will be penalized 2 percent of the mark per day. In cases of illness and misadventure students must submit official documentation including original copies of medical certificates etc. through the Student Enquiry Service. Advice of Absence forms are available from the Student Enquiry Service or online at the Registrar's website and should be submitted by the last day of classes each semester.

Special consideration forms (for assignments submitted after semester ends) can also be downloaded from the Registrar's website or obtained from the Academic Program Section, located on level 4 of the Lincoln Building.

On successful completion you will be able to:

- Demonstrate basic knowledge of intercultural communication theory; key issues and concepts: culture, global village, power, interpersonal and intergroup communication, conflict and conflict management

Presentation

Due: **continuous from wk 3**
Weighting: **30%**

Prepare a short group presentation (2-3 students, 20 minutes) which leads a tutorial discussion that explores an aspect of the weekly topic. To prepare your presentation you may use the readings but your presentation needs to be more than a summary, assume that your classmates have read the text.

A good presentation goes beyond the reading and brings in practical examples such as a current affair or a case study. Use your audience; find a way for them to actively participate rather than

finishing your presentation with: "Any questions?"

Marking Criteria Presentations   ICOM 101

D/HD

CR

P

F

topic

Use of different sources/materials to introduce topic

Critical view of texts in reader and/or of other related material

Text in course reader well summarized

Not well connected to topic of the week

Presentation style

Free speech (notes ok), clearly presented, good interaction between partners

Fairly free speech, both partners fill time evenly

Clear presentation but read from script or at times incoherent/hard to follow

Read from script, not well coordinated between partners, difficult to follow

Involvement of group

Creative idea that engages rest of the class and helps them understand the issue presented

Includes activity to involve rest of the class in the presentation

Some effort to involve class but mainly presented by team

No involvement of other students

On successful completion you will be able to:
- Demonstrate basic knowledge of intercultural communication theory; key issues and concepts: culture, global village, power, interpersonal and intergroup communication, conflict and conflict management
- Extend communication skills relevant to intercultural conflict
- Identify creative ways to manage intercultural (work) situations

Essay

Due: **Week 11**
Weighting: **40%**

Look at the feedback you got for the first assignment, especially for your mini-essay. Choose a question that interests you (see list online) and write a critical essay of around 2,000w. Your essay needs to be referenced and have in-text citations. Topics will be available by mid semester.

Marking Criteria Essay 101: 2,000w (+ - 10%)

HD/D

Credit

Pass

Fail

structure

Clear intro, body and conclusion; paragraphs for each new topic/thought,

Conclusion clearly refers to author's argument

Recognisable introduction, body and conclusion,

Conclusion confirms author's view

Recognisable introduction, body and conclusion though inappropriate length of either part, conclusion does not go beyond summary

No clear structure, no recognisable structure of thought or argument

referencing

Consistent referencing; complete reference list; uses sources beyond reader, well balanced (books/journals, internet) appropriate amount

Consistent referencing; complete reference list uses sources beyond reader

Inconsistencies in referencing or incomplete ref. list, most sources from internet or reader

Inappropriate or no referencing, badly composed or no reference list

Argument

Clear argument well supported by theoretical framework and relevant scholars

Clear argument but not well supported

or

Many relevant scholars discussed but no own argument

Some argument but inconsistent, scholars/theories referred to but not always conclusive or relevant

Merely a summary of what others have said

Or

Own argument but unsupported

relevance

Fully answers the essay question, introduces valid background info, relevant examples

Answers essay q but does not include much background information or examples

Answers essay question to large extend,

No relevant examples or background info

Does not address essay question

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On successful completion you will be able to:

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- Define cultural identity and develop intercultural empathy

Delivery and Resources

Lecture and Tutorial times

ICOM101/S2/Day/Lecture_1/01	Tuesday	3:00pm	4:00pm	1:00	30-36,39-44	Y3A T1 Theatre	Y3A_207	Sabine Krajewski
ICOM101/S2/Day/Lecture_1/02	Tueday	3:00pm	4:00pm	1:00	30-36,39-44	# iLecture Registration Option	iLec_7	Recorded iLecture
ICOM101/S2/Day/Tutorial_1/01	Tuesday	4:00pm	5:00pm	1:00	30-36,39-44	Y3A211	Y3A211	
ICOM101/S2/Day/Tutorial_1/02	Tuesday	5:00pm	6:00pm	1:00	30-36,39-44	Y3A211	Y3A211	
ICOM101/S2/Day/Tutorial_1/03	Thursday	5:00pm	6:00pm	1:00	30-36,39-44	W5A204	W5A204	
ICOM101/S2/Day/Tutorial_1/04	Thursday	2:00pm	3:00pm	1:00	30-36,39-44	C4A320	C4A320	
ICOM101/S2/Day/Tutorial_1/05	Thursday	3:00pm	4:00pm	1:00	30-36,39-44	W5C302	W5C302	
ICOM101/S2/Day/Tutorial_1/06	Thursday	4:00pm	5:00pm	1:00	30-36,39-44	W5C311	W5C311	
ICOM101/S2/Day/Tutorial_1/07	Thursday	4:00pm	5:00pm	1:00	30-36,39-44	W5C309	W5C309	
ICOM101/S2/Day/Tutorial_1/08	Thursday	5:00pm	6:00pm	1:00	30-36,39-44	W5C311	W5C311	
ICOM101/S2/Day/Tutorial_1/09	Thursday	5:00pm	6:00pm	1:00	30-36,39-44	W5C210	W5C210	

Teaching and Learning Strategy

'Five frogs are sitting on a log. Four decide to jump off. How many are left?

Answer: five. Why? Because there's a difference between deciding and doing.' (Mark L. Feldman & Michael F. Spatt, 2011)

There are two hours of face-to-face contact for this unit, make use of both, the lecture and the tutorial. Lectures will provide theoretical background and examples, they are interactive and leave space for questions and discussion. Tutorials will be hands on and led by students.

You will be expected to complete the weekly readings before your tutorial, to visit our ilearn page at least once a week, to be in touch with your presentation gorup and to follow current affairs related to topics posted on ilearn.

You will make your own decisions - and follow them.

Technology used

This unit has an ilearn presence. Lectures will be recorded and are accessible via Echo.

Changes since the last offering of this unit

This unit has been restructured and readings have been updated.

Other material

Readings for each week are listed on ilearn. The reader for this unit will be available in the university bookstore.

Unit Schedule

Week 1	Introduction:
	Globalisation has drawn people together in complex systems, created competition for resources as well as offered amazing opportunities to traverse the world.
	Does an assessment of Intercultural relations help make sense of global interconnectedness? How do we negotiate the complexitites of cross cultural contact?
	No tutorials in week one
Week 2	The theoretical field of intercultural relations began as an attempt to ensure contact was positive and constructive. How much does **culture** influence the way we see the world?
	Tutorial: culture collage
Week 3	Examining values, **identity** and perceptions of different peoples is the starting point for understanding between cultures.
	Tutorial: The notion of identity and how our identities influence intercultural communication.
	Presentation group 1
Week 4	**Social class** plays a major role in shaping public spheres and therefore cross cultural relations. On the other hand, social class is somewhat taboo in modern western societies and has been replaced by the notion of equal opportunity and classless societies – is there a connection between culture and class at all?
	Tutorial: How does "taste" determine our attitudes towards people from different cultures?
	Presentation group 2
	Take home test online!
Week 5	How do the media influence our perceptions of **race and ethnicity** and how do perceptions of race/ethnicity shape the way we communicate across cultures?
	Presentation group 3
	Take home test due!
Week 6	Images of people and places provide the most important source of information and attitudes towards unfamiliar societies and cultures. Understanding how media and communication systems create stereotypes and appropriate **cultural identities** for commercial or political ends provides a means to develop intercultural empathy.
	Tutorial: Media representations of people from different cultures.
	Presentation groups 4,5
Week 7	As McLuhan explicates in his notion of **the global village**, there is a trend for the homogenisation of lifestyles, cities, goods and even the arts across the world. Yet billions of people continue to lead traditional lives in villages and isolated communities. Working with these people requires a real ability to negotiate deep cultural challenges.
	Tutorial: "The global village" examined
	Presentation group 6

Week 8	Nationalism is one of the most important devices for creating a sense of **belonging**, yet the forces of globalisation and international communication have acted to undermine this powerful emotional concept. Tutorial: Does our nationality still influence the way we see the world or are we on our way to becoming "global citizens'? **Presentation group 7**
Week 9	Travel and living in new conditions typically leave people feeling disoriented and uncertain as familiar conditions are challenged by new ways of doing things. Culture shock is the classic sign of intercultural stress – but is **cultural transition** a negative experience? Tutorial: Cultural transition and intercultural learning **Presentation group 8**
Week 10	People from different cultures can have fundamentally different ways of considering time, physical space and touch. These forms of **nonverbal communication** present many difficulties for people wishing to work across cultures. Tutorial: Haptics, chronemics, olfactics explored **Presentation group 9**
Week 11	Hard power is usually associated with military power and the ability to physically force a party to do something while **soft power** represents the ability to exert pressure without physical threat. Tutorial: Power structures in interpersonal, intergroup and international situations **Presentation group 10** **Critical essay due this week!**
Week 12	Marketing products across the world creates great opportunities, but messages gone wrong create major problems for societies. **Company image management** evolves as a necessary PR tool that may reduce damage on an international scale. Tutorial: image management case study **Presentation group 11**
Week 13	**No lecture**. Tutorial time will be used for individual feedback

REQUIRED READING

Course Reader available for purchase at Co-op Bookshop on campus.

RECOMMENDED READING

Brislin, R., 2000. Understanding Culture's Influence on Behaviour. (2nd edition) Fort Worth: Harcourt Brace

Martin, J. N. & T.K. Nakayama, 2012. Intercultural Communication in Contexts, (6th edition). London, NY: McGraw Hill

Samovar, L, R. E. Porter and E. R. McDaniel, 2011. Intercultural Communication - A reader. (13th edition) Boston: Wadsworth

Weaver, G., 2000 (ed.). Culture, Communication and Conflict

(2nd edition). Boston: Pearson Publishing

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Additional information

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application http://www.mq.edu.au/pubstatic/public/download/?id=167914

Information is correct at the time of publication

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Define cultural identity and develop intercultural empathy
- Extend communication skills relevant to intercultural conflict
- Identify creative ways to manage intercultural (work) situations

Assessment tasks

- Participation
- Presentation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate basic knowledge of intercultural communication theory; key issues and concepts: culture, global village, power, interpersonal and intergroup communication, conflict and conflict management
- Define cultural identity and develop intercultural empathy
- Extend communication skills relevant to intercultural conflict
- Identify creative ways to manage intercultural (work) situations

Assessment tasks

- Participation
- Test
- Presentation
- Essay

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate basic knowledge of intercultural communication theory; key issues and concepts: culture, global village, power, interpersonal and intergroup communication,

conflict and conflict management

- Define cultural identity and develop intercultural empathy
- Extend communication skills relevant to intercultural conflict
- Identify creative ways to manage intercultural (work) situations

Assessment tasks

- Participation
- Essay

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Extend communication skills relevant to intercultural conflict
- Identify creative ways to manage intercultural (work) situations

Assessment tasks

- Participation
- Test
- Presentation
- Essay

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Extend communication skills relevant to intercultural conflict
- Identify creative ways to manage intercultural (work) situations

Assessment tasks

- Participation
- Essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate basic knowledge of intercultural communication theory; key issues and concepts: culture, global village, power, interpersonal and intergroup communication, conflict and conflict management
- Define cultural identity and develop intercultural empathy
- Extend communication skills relevant to intercultural conflict
- Identify creative ways to manage intercultural (work) situations

Assessment tasks

- Participation
- Test
- Presentation
- Essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Define cultural identity and develop intercultural empathy
- Extend communication skills relevant to intercultural conflict

Assessment tasks

- Participation
- Presentation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Define cultural identity and develop intercultural empathy
- Extend communication skills relevant to intercultural conflict
- Identify creative ways to manage intercultural (work) situations

Assessment task

- Participation