



ICOM101

Intercultural Relations

MQC3 Evening 2014

Dept of Media, Music & Cultural Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Eshan Milani

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Contact via Ehsan.Milani@mq.edu.au

Moderator

Sabine Krajewski

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

Assessment Tasks

Name	Weighting	Due
<u>Participation</u>	10%	continuous
<u>Test</u>	20%	Week 5 - 5pm Thursday
<u>Presentation</u>	30%	continuous from wk 3
<u>Essay</u>	40%	Week 12 - 5pm Friday

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

Test

Due: **Week 5 - 5pm Thursday**

Weighting: **20%**

The take-home test will be available online in wk4 and has to be submitted in wk5 (5pm, Thursday). 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 5% of the mark for first day and 2% for each consecutive day. The only exception to not submit assignments on time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available on the MQC website at <http://www.city.mq.edu.au/pdf/Application%20For%20Special%20Consideration.pdf>. You must consult a student advisor and submit your application within 48 hours of the scheduled time of due date. Please note that submitting your application is no guarantee that it will be approved.

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 group presentation (2-3 students, about 30 minutes presentation plus 10 minutes discussion) 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?"

Each student needs to submit a brief summary (about 150 words) via *Turnitin* to describe your role and work **BEFORE** your group presentation.

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:

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

Essay

Due: **Week 12 - 5pm Friday**

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 later in 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

Late assignments will be penalized 10% of the mark for first day and 2% for each consecutive day. The only exception to not submit assignments on time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available on the MQC website at <http://www.city.mq.edu.au/pdf/Application%20For%20Special%20Consideration.pdf>. You must consult a student advisor and submit your application within 48 hours of the scheduled time of due date. Please note that submitting your application is no guarantee that it will be approved.

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
- Define cultural identity and develop intercultural understanding

Delivery and Resources

Lecture

Thursday 6pm-8pm

Tutorial

Thursday 8pm-9pm

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 three hours of face-to-face contact for this unit, make use of both, the lecture (2 hours) and the tutorial (1 hour). 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 group 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. PowerPoint slides for each week will be available.

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

Module	Topic
Beginning:	
Week 1 Thursday	Unit Overview 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 complexities of cross cultural contact? Make-up classes and group presentation arrangement
Week 2 Thursday	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 Thursday	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

<p>Week 4</p> <p>Thursday</p>	<p>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?</p> <p>Tutorial: How does “taste” determine our attitudes towards people from different cultures?</p> <p>Presentation group 2</p> <p>Take home test available online</p>
<p>Week 5</p> <p>Thursday</p>	<p>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?</p> <p>Presentation group 3</p> <p>Take home test due: Thursday, 5pm</p>
<p>Week 6</p> <p>Thursday I</p>	<p>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.</p> <p>Tutorial: Media representations of people from different cultures.</p> <p>Presentation groups 4</p>
<p>Week 7</p> <p>Thursday</p>	<p>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.</p> <p>Tutorial: “The global village” examined</p> <p>Presentation group 5</p>
<p>Week 8</p> <p>Thursday</p>	<p>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.</p> <p>Tutorial: Does our nationality still influence the way we see the world or are we on our way to becoming “global citizens”?</p> <p>Presentation group 6</p>
<p>Week 9</p> <p>Thursday</p>	<p>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?</p> <p>Tutorial: Cultural transition and intercultural learning</p> <p>Presentation group 7</p>
<p>Week 10</p> <p>Thursday</p>	<p>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.</p> <p>Tutorial: Haptics, chronemics, olfactics explored</p> <p>Presentation group 8</p>

Week 11	Power
Thursday	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 Critical Essay Consultation
Week 12	
Thursday	More and more workplaces become international – is diversity at the workplace a challenge or an opportunity? How will we be best prepared for working cross and interculturally? Tutorial: diversity at the workplace case study Critical Essay due this week!
Week 13	
Thursday	Unit Review Individual Feedback

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/

Grades

Macquarie University uses the following grades in coursework units of study:

- HD - High Distinction
- D - Distinction
- CR - Credit
- P - Pass
- F – Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:

<http://www.mq.edu.au/policy/docs/grading/policy.html>

For further information, please refer to the following link:

<http://universitycouncil.mq.edu.au/legislation.html>

Grade Appeals and Final Examination Script Viewing

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

<http://www.city.mq.edu.au/reviews-appeals.html>

Attendance at Macquarie City Campus

All Students are required to attend at least 80% of the scheduled course contact hours each Session. Additionally Macquarie City Campus monitors the course progress of international students to ensure that the student complies with the conditions of their visa relating to attendance.

This minimum level of attendance includes all lectures and tutorials. Tutorial attendance will be

recorded weekly. If any scheduled class falls on a public holiday this will be rescheduled as advised by your Lecturer. Attendance at any mid-Session or in-class test is compulsory unless otherwise stated.

Unavoidable non-attendance due to illness or circumstances beyond your control must be supported by appropriate documentation to be considered for a supplementary test. Other non-attendance will obtain zero for the test. You should refer to the section below on Special Consideration for more details about this.

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

Student Support at Macquarie City Campus

Students who require assistance are encouraged to contact the Student Services Manager at Macquarie City Campus. Please see reception to book an appointment.

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://students.mq.edu.au/support/>

At any time students (or groups of students) can book our Student Advising rooms on Level 6 by emailing info@city.mq.edu.au with a day and time and nominated contact person. There are additional student study spaces available on Level 1.

Macquarie University Campus Wellbeing also has a presence on the City Campus each week. If you would like to make an appointment, please email info@city.mq.edu.au or visit their website at: <http://www.campuslife.mq.edu.au/campuswellbeing>

StudyWISE provides:

- Online learning resources and academic skills workshops http://www.mq.edu.au/learning_skills
- Personal assistance with your learning & study related questions

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.

IT Help at Macquarie City Campus

If you wish to receive IT help, we would be glad to assist you at <http://informatics.mq.edu.au/help/> or call 02 9850-4357.

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 and it outlines what can be done.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

Students are expected to act responsibly when utilising Macquarie City Campus IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted.
- Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

If you would like to borrow headphones for use in the Macquarie City Campus computer labs (210, 307, 311, 608) at any point, please ask at Level 2 Reception. You will be required to

provide your MQC Student ID card. This will be held as a deposit while using the equipment.

For assistance in the computer labs, please see a Lab Demonstrator (usually they can be found in Lab 311, otherwise ask at Level 2 Reception).

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 understanding
- 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 understanding

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

Assessment task

- Participation