



# ICOM101

## Intercultural Relations

S2 Day 2015

*Dept of Media, Music & Cultural Studies*

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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
<u>Participation</u>	10%	continuous
<u>Test</u>	20%	Week 5
<u>Presentation</u>	30%	continuous from wk 3
<u>Essay</u>	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: 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.

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 a PAF through Disruption to Studies: [http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)**

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?"

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

**Late assignments will be penalized 2 percent of the mark per day. In cases of illness and misadventure students must submit official documentation including a PAF through Disruption to Studies: [http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)**

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 empathy





## 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 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. 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 via print on demand, see link in ilearn.

## Unit Schedule

<b>Week 1</b>	<p>Introduction:</p> <p><b>Globalisation</b> has drawn people together in complex systems, created competition for resources as well as offered amazing opportunities to traverse the world.</p> <p>Does an assessment of Intercultural relations help make sense of global interconnectedness? How do we negotiate the complexities of cross cultural contact?</p> <p><b>No tutorials in week one</b></p>
<b>Week 2</b>	<p>The theoretical field of intercultural relations began as an attempt to ensure contact was positive and constructive. How much does <b>culture</b> influence the way we see the world?</p> <p>Tutorial: culture collage</p>

<p><b>Week 3</b></p>	<p>Rethinking the concept of <b>globalisation</b>: what does <b>globalisation of culture</b> mean for individuals and nation states?                  As McLuhan explicates in his notion of <b>the global village</b>, 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><b>Presentation group 1</b></p>
<p><b>Week 4</b></p>	<p>Examining values, <b>identity</b> and perceptions of different peoples is the starting point for understanding between cultures.</p> <p>Tutorial: The notion of identity and how our identities influence intercultural communication.</p> <p><b>Presentation group 2</b></p> <p><b>Take-home test online!</b></p>
<p><b>Week 5</b></p>	<p><b>Social class</b> 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><b>Presentation group 3</b></p> <p><b>Take home test due!</b></p>
<p><b>Week 6</b></p>	<p>How do the media influence our perceptions of <b>race and ethnicity</b> and how do perceptions of race/ethnicity shape the way we communicate across cultures?</p> <p><b>Presentation group 4</b></p>
<p><b>Week 7</b></p>	<p>What does it mean to be a man, what does it mean to be a woman? The answer to this question may be different across cultures, so what implications does <b>gender</b> have in workplaces, everyday life and communication?</p> <p>Tutorial: Media representations of people from different cultures.</p> <p><b>Presentation groups 5</b></p>
<p><b>Week 8</b></p>	<p>Is there a clash of civilizations as Huntington predicted? We will explore the role of <b>religion</b> in different parts of the world and identify how intercultural relations are affected by religious beliefs. To understand the role of religion in so called secular societies, it is useful to look at how law and politics are intertwined with religion.</p> <p><b>Presentation group 6</b></p>
<p><b>Week 9</b></p>	<p><b>Nationalism</b> is one of the most important devices for creating a sense of <b>belonging</b>, 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><b>Presentation group 7</b></p>
<p><b>Week 10</b></p>	<p><b>Travel</b> 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 <b>cultural transition</b> a negative experience?</p> <p>Tutorial: Cultural transition and intercultural learning</p> <p><b>Presentation group 8</b></p>

<b>Week 11</b>	<p>Hard <b>power</b> is usually associated with military power and the ability to physically force a party to do something while <b>soft power</b> represents the ability to exert pressure without physical threat.</p> <p>Tutorial: Power structures in interpersonal, intergroup and international situations</p> <p><b>Presentation group 10</b></p> <p><b>Critical essay due this week!</b></p>
<b>Week 12</b>	<p>Differences, not necessarily cultural differences, often lead to <b>conflict</b>. <b>Conflict styles</b> differ culturally and from one person to another. Learning about different approaches towards conflict resolution is useful in personal life, in the workplace and even in cross- cultural conflict situations.</p> <p>Tutorial: conflict styles: current affairs case study</p> <p><b>Presentation group 11</b></p>
<b>Week 13</b>	<p><b>No lecture.</b></p> <p>Tutorial time will be used for wrap up and individual feedback</p>

## REQUIRED READING

Course Reader available for purchase at Co-op Bookshop on campus and print on demand via link on ilearn.

## RECOMMENDED READING

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

Jackson, Jane, 2014. Introducing Language and Intercultural Communication. Routledge, London, New York.

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

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). Pearson Publishing, Boston.

## 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](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](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](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/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Additional information

MMCCS website [https://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/departments\\_of\\_media\\_music\\_communication\\_and\\_cultural\\_studies/](https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_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](http://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](http://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

### 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

### 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

## 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

## Changes from Previous Offering

The reader has been updated, some topics have changed, so old readers from before 2015 will be of limited use.