



ICOM101

Intercultural Relations

S2 Day 2016

Department of Media, Music, Communication and Cultural Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Sabine Krajewski

sabine.krajewski@mq.edu.au

Contact via sabine.krajewski@mq.edu.au

Y3A 165H

Thurs after 3.30, please confirm your appointment via email.

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 empathy

Extend communication skills relevant to intercultural conflict

Identify creative ways to manage intercultural (work) situations

Assess political and social developments in the context of globalization and intercultural relations

Assessment Tasks

Name	Weighting	Due
<u>active engagement</u>	30%	continuous
<u>Presentation</u>	30%	continuous from wk 3
<u>Essay</u>	40%	Week 11

active engagement

Due: **continuous**

Weighting: **30%**

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. There will be five random quizzes during lecture time. Each quiz is worth 5% of your mark. Overall participation (regular attendance of lectures and tutorials, completion of essential readings and participation in group discussions) also counts for 5%.

Marking Criteria for the 5 quizzes

Fail

Pass

Credit

Distinction

High Distinction

Fewer than 3 quizzes attempted

Or

Less than 50% of each answer directly refers to question and/or is incorrect

Took at least 3 quizzes with largely correct answers

or

Answers reflect at least 50% of information directly relevant to each quiz and is correct

Took at least 4 quizzes with largely correct answers

or

An average of at least 65% across the 5 quizzes is relevant and correct

All 5 quizzes taken

and

An average of at least 75% across the 5 quizzes is relevant and correct

All 5 quizzes taken

And

An average of at least 85% across the 5 answers is relevant and correct

On successful completion you will be able to:

- Define cultural identity and develop empathy
- Extend communication skills relevant to intercultural conflict
- Identify creative ways to manage intercultural (work) situations
- Assess political and social developments in the context of globalization and intercultural relations

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

HD

D

Cr

P

F

topic

Chose useful variety of sources/materials to introduce 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

Engaging presentation with critical approach. Imaginative presentation, clearly outlined goals, very good interaction between partners

Engaging presentation with critical approach. 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 useful activity for rest of the class.

Creative idea that engages rest of the class and helps them understand the issue presented.
Includes activity for rest of the class.

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
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- Assess political and social developments in the context of globalization and intercultural relations

Essay

Due: **Week 11**

Weighting: **40%**

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. To upload your essay, please use the turnitin link on ilearn.

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

HD

D

Credit

Pass

Fail

Structure

and style

Clearly distinguished but well connected intro, body and conclusion; paragraphs for each new topic/thought,

Conclusion clearly refers to author's argument and rounds up the essay

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

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

Distinct argument well supported by theoretical framework and relevant scholars

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

Competently answers the essay question, introduces vital background info, uses up to date and relevant examples

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 Submissions

Tasks 10% or less. No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark of 0 for the task, except for cases in which an application for Disruption to Studies is made and approved.

Tasks above 10%. Students who submit late work without an extension will receive a penalty of 10% per day. This penalty does not apply for cases in which an application for Disruption to Studies is made and 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 empathy
- Assess political and social developments in the context of globalization and intercultural relations

Delivery and Resources

Lecture: Thurs 10-11 (1hour) Y3A T1

Tutorials: see student timetable

Resources: ilearn

Textbook: Sorrells, Kathryn 2016. Intercultural Communication. Globalization and Social Justice. 2nd edition, Sage.

Unit Schedule

Week 1	<p>Introduction:</p> <p>Globalisation 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>No tutorials in week one</p>
Week 2	<p>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?</p> <p>Reading: Chapter 1, Definitions of Culture</p> <p>Tutorial: Intercultural Praxis in the Context of Globalization</p>
Week 3	<p>Rethinking the concept of globalisation: what does globalisation mean for individuals and nation states?</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>Reading: chapter 2: Understanding the Context of Globalization</p> <p>Tutorial: Intercultural Dimensions of Economic, Political and Cultural Globalization</p> <p>Presentation group 1: choose to speak about one of the intercultural Dimensions of Globalization</p>
Week 4	<p>Examining values, identity 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>Reading: chapter 4</p> <p>Presentation group 2: cultural space and identity</p>

<p>Week 5</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>Reading: Chapter 3, From Race to Class and chapter 5 Class Differences in Intercultural Relationships</p> <p>Presentation group 3: present on how class may be constructed through communication or choose a topic around class in interpersonal relationships</p>
<p>Week 6</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>Reading: chapter 3</p> <p>Presentation group 4: Race in the context of Globalization</p>
<p>Week 7</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 gender have in workplaces, everyday life and communication?</p> <p>Reading: chapter 3</p> <p>Presentation groups 5: choose your topic around class and media representation, marking gender difference through communication or gender and power imbalance</p>
<p>Week 8</p>	<p>Is there a clash of civilizations as Huntington predicted? We will explore the role of religion 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>reading: chapter 9, Religious Fundamentalism</p> <p>Presentation group 6: talk about religion and power, secularism and politics or religion and law</p>
<p>Week 9</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>Reading: chapter 10, Challenges and Possibilities for Global Citizenship</p> <p>Presentation group 7: present on the concept of belonging, social justice and citizenship or student to student empowerment for change</p>
<p>Week 10</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>Reading: Chapter 6, Crossing Borders</p> <p>Presentation group 8: choose to present on migration, refugees, or intercultural adaptation</p>

Week 11	<p>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.</p> <p>Tutorial: Power structures in interpersonal, intergroup and international situations</p> <p>Reading: chapter 8, The Culture of Capitalism and the Business of Intercultural Communication</p> <p>presentation group 9: work on the role of power in intercultural communication, the power of consumerism, or media power</p> <p>Critical essay due this week!</p>
Week 12	<p>Differences, not necessarily cultural differences, often lead to conflict. Conflict styles 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>reading: chapter 9 Negotiating Intercultural Conflict and Social Justice</p> <p>Presentation group 11: present on conflict styles, conflict solving strategies or communication and conflict</p>
Week 13	<p>No lecture.</p> <p>Tutorial time will be used for wrap up and individual feedback</p>

REQUIRED READING

Textbook: Sorrells, Kathryn 2016. Intercultural Communication. Globalization and Social Justice. 2nd edition, Sage.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/

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.

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/

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

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

Assessment tasks

- active engagement
- 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 empathy
- Extend communication skills relevant to intercultural conflict
- Identify creative ways to manage intercultural (work) situations
- Assess political and social developments in the context of globalization and intercultural relations

Assessment tasks

- active engagement
- 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 empathy
- Extend communication skills relevant to intercultural conflict
- Identify creative ways to manage intercultural (work) situations
- Assess political and social developments in the context of globalization and intercultural relations

Assessment tasks

- active engagement
- 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

- active engagement
- 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 empathy
- Extend communication skills relevant to intercultural conflict
- Identify creative ways to manage intercultural (work) situations
- Assess political and social developments in the context of globalization and intercultural relations

Assessment tasks

- active engagement
- 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 empathy
- Extend communication skills relevant to intercultural conflict
- Assess political and social developments in the context of globalization and intercultural relations

Assessment tasks

- active engagement
- 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 empathy
- Extend communication skills relevant to intercultural conflict
- Identify creative ways to manage intercultural (work) situations
- Assess political and social developments in the context of globalization and intercultural relations

Assessment task

- active engagement

Changes from Previous Offering

New book, unit outline has been modified, assessment tasks have been adjusted.