ICOM101

Intercultural Relations

S2 Day 2019

Department of Media, Music, Communication and Cultural Studies

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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
10HA 165H
Wednesdays before 11am, 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 cross-cultural conflict

Identify creative ways to manage intercultural (work) situations

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

General Assessment Information

each assignment is due on Wednesday in the week specified. Upload your work by 11.59pm.

Examples of relevant assessment tasks for each assignment will be available on ilearn and will be discussed in tutorials.

Feedback in this unit is available through the 'announcement' function in iLearn, if there are points of relevance to the whole class. Individual feedback will be delivered in email communication with individual students by the convenor in response to questions related to unit activities, or in personal consultations as requested by appointment. Feedback will also be attached to assignments via turnitin.

Assessment Tasks

Name	Weighting	Hurdle	Due
1. History of globalization	25%	No	week 4
2. Global issue poster	35%	No	week 7
3a. Comparing systems	30%	No	Week 11
3b. Reflection	10%	No	week 12

1. History of globalization

Due: **week 4**
Weighting: **25%**

Students are expected to attend all lectures and all tutorials for ICOM101. Lectures and tutorials are not optional: they deliver important content and are a central component of meeting the learning outcomes in this unit. Students who elect to not attend tutorials will miss out on unit content and learning activities, and do so at their own risk. To be successful in this unit, you need to actively participate in lectures and tutorials. Marks will be awarded for active participation rather than physical presence.

The globalization assignment will be in weeks 3 and 4. In week 3, you will be divided into groups. Each student of each group will individually research an aspect of the history of globalization as outlined on p. 51 in your coursebook. In week 4, each group gets together and

compares notes on the events, time periods, etc, then each group draws a timeline and presents their results to the other groups. Your individual findings need to be uploaded to ilearn before class, the group summary after class. Your individual assignment is worth 20%, the group summary 5%.

Marks will be awarded for relevant, up-to-date information on your chosen strand of globalisation (10 marks), for presentation in writing (6marks), for referencing (4marks). The mark for the group will be awarded for presentation in class (2marks) and for integration of team members' work (3marks).

Marking Criteria for the history of globalisation task

Fail

Pass

Credit

Distinction

High Distinction

Not attempted, information not relevant,

unable to contribute to group work

Some relevant info from reliable sources

some input to group assignment

participation in discussion

Thorough approach, appropriate info from a variety of sources

leadership in discussion and group work

Excellent approach, relevant information well reflected, leadership in discussion and group work

Comprehensive results, good presentation of findings, leadership in discussion and group work, ability to include other students ideas

Late Submissions

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - two (2) marks out of 100 will be deducted per day for assignments submitted after the due date - and (b) no assignment will be accepted more than seven (7) days (including weekends) after the original submission deadline, No late submissions will be accepted for timed assessments - eg quizzes, online tests.

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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2. Global issue poster

Due: **week 7**
Weighting: **35%**

Choose a global problem and create a convincing poster that argues for paying attention and money towards your chosen cause. Possible topics would be **global warming**, promoting **exercise against obesity**, or promoting **animal rights**. Develop a poster on a ppt slide (there are plenty of examples on the internet about how to do this, for example here: https://www.youtube.com/watch?v=lwOAlYJ5QT0. Save your poster in PDF before submitting. You will not have to present your poster in class, but image you will when you design it.

When you design your poster, think about the following:

what makes your chosen topic a ‘global’ issue?

what is the basic problem, how does this problem present in different countries?

why is this a problem, are there underlying drivers of the problem?

what needs to be done to solve this problem, to reduce the negative impact?

Please note that your poster needs to be referenced. A second page in the same document of the poster should be your reference list. The list needs to be in order of appearance in your poster, so it needs to be numbered. In your poster, you only use numbers, not in-text citations.

Assessment criteria (total 35%)

Component

weighting

Criteria

Poster content

15%

- topic described and analysed
- relevant and up to date information included for the topic
- content appropriate for academic audience (eg conference)
- a convincing argument for investment

Poster structure

5%

- material presented in a logical and easy to follow way.
- Topic includes introduction, background, main argument and summary sections

Poster presentation

10%

- a catchy title to draw the interest of the audience
- use of appropriate headers
- concise wording
- appropriate use of figures and pictures

Referencing

5%

- adequate number of references (minimum =5)
- appropriate use of citations within poster
- accurate representation of references in reference list

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3a. Comparing systems

Due: **Week 11**
Weighting: **30%**

Compare and contrast 2 country's **education systems**, **prison systems, health systems, or transport systems.**

To start with, **find a partner** to work with. Together, **decide on a topic and one particular aspect you want to focus on**. Choose 2 countries, one high income country, one low or middle income country. Decide who works on which country, then find 5 articles for each country that would be useful for your comparison. Make sure that your articles are reliable, eg they are peer-reviewed academic articles. Briefly summarize each article (aprox. 100 words each). Use the guidelines on ilearn to do this systematically. In the end, you should submit one paper for both students. It should consist of 10 summarized articles, 5 for each country, so the whole document should be around 1,000 words.

Although you are working in a team, your summaries will be assessed as individual contributions and worth 30% of your overall mark. The teamwork element for this assignment relates to the choice of system and countries. Please follow the example in ilearn how to include your teamwork experience in the reflection assignment.

Marking Criteria Literature review

HD

D

Credit

Pass

Fail

relevance

All articles are relevant to the task, good choice of articles, coherent in focus but also looking at various aspects of each system. all articles relevant to task, well chosen, giving an overview while focusing on several aspects of each system.
most articles are relevant to the task. different aspects of the system presented.

most articles are related to the topic. At least one aspect of the system identified. most articles not really useful for comparison. summary concise and well structured summaries throughout. paraphrased main ideas. contributes to argument. concise summaries throughout, clear identification of main idea. summaries mainly within word limit main idea presented. summaries mainly within word limit, some of the main points included.
not well structured, not close to word limit, not suitable to support comparison.

referencing

correct referencing.

correct referencing.

largely correct referencing.

few mistakes in referencing
no references

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Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - two (2) marks out of 100 will be deducted per day for assignments submitted after the due date - and (b) no assignment will be accepted more than seven (7) days (including weekends) after the original submission deadline, No late submissions will be accepted for timed assessments - eg quizzes, online tests.

On successful completion you will be able to:

- Demonstrate basic knowledge of intercultural communication theory; key issues and

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3b. Reflection

Due: **week 12**
Weighting: **10%**

Write a reflection of around 300 words about your work on comparing systems and upload it on ilearn. Your paper should address what you have learned from the exercis: have you leaned something about another country? Do you know more about your chosen system? How did you go about choosing literature? How did you go working with a partner? Your paper can have a less formal style than an essay and it does not need to be referenced.

Marking criteria reflection:

assesment of comparison task (3marks)

includes thoughts about team work (2 marks)

evaluation of content (3marks)

style and presentation of paper (2marks)

On successful completion you will be able to:

- Extend communication skills relevant to cross-cultural conflict
- Assess political and social developments in the context of globalization and intercultural relations

Delivery and Resources

Lecture: Wed 11-12 , 14 SCO T4

Tutorials: check timetable

Unit Schedule

Week 1	Introduction: Lecture **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? Tutorial: Get to know your group and your tutor! In this session, you will discuss the need for intercultural communication in professional settings and learn how to complete this unit successfully.
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? **Reading**: Chapter 1, Definitions of Culture **Tutorial**: Intercultural Praxis in the Context of Globalization be prepared to explain some of the key terms listed on p. 24!

Week 3	Rethinking the concept of **globalisation**: what does **globalisation** mean for individuals and nation states? **Lecture**: 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. **Reading**: chapter 2: Understanding the Context of Globalization **Tutorial**: Intercultural Dimensions of Economic, Political and Cultural Globalization **In preparation of week 4, students will be divided into 3 groups. Each group is assigned to research the history of globalization as outlined in your book, p. 51.**
Week 4	**Tutorial**: The history of globalization. Each group gets together and compares notes on the events, time periods, etc. they have found in their research. Together, each group will draw a timeline. This will be followed by brief presentations and comparisons. This will be your in class assessment. **Reading**: chapter 2
Week 5	**Gender, race, class**. **Lecture**: physical bodies play a major role in shaping public spheres and therefore cross cultural relations. Race as a social construct functions to keep power relations in place, social class as a category seems to have been replaced by notions of *equal opportunity* and *classless societies* and gender seems to be much less important in workplaces than it used to be - or is it? **Tutorial**: Have a look at the discussion questions on page 74 before coming to class. **Reading**: Chapter 3, in particular from page 56 to page 70.
Week 6	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? **Reading**: chapter 3 In preparation for week 7, write a very short account (about 1 page) about your identities. Think about avowed and ascribed identity, and how your personal identity depends on where you are, where you grew up, your age, gender, ethnicity...
Week 7	Identity and cultural space. **Lecture**: Are cultures still grounded in geographic location? What are the implications of changed communication modes, glocalization forces and cultural identities? **Tutorial**: Share your thoughts about your identities, discuss avowed and ascribed identity and the notion of 'home'. Use chapter 4 to elaborate. **Reading**: chapter 4 **Your poster is due today!**
Week 8	**Lecture:** 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 **Reading**: Chapter 6, Crossing Borders

Week 9	**Lecture**: 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. **Tutorial**: 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.(ch 9, pages 210-214) **Reading**: chapter 9
Week 10	Power imbalance and conflict **Tutorial**: Identify the sources of conflict and different ways of analysis and solution styles. How useful is the framework of analysis for intercultural conflict Sorrells offers? (p.217) **Reading**: chapter 9, Negotiating intercultural conflict and social justice
Week 11	**Lecture**: Global citizenship: rights and responsibilities **Tutorial**: What does citizenship actually mean? What is social justice? **Reading**: chapter 10, Engaging Intercultural Communication for Social Justice **Teamwork due today, upload your literature review!**
Week 12	**Tutorial**: Empowerment for Change **Reading**: chapter 10, analyse empowerment case studies **Finally: please upload your reflection today.**

REQUIRED READING

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

A hard copy of the textbook can be obtained from the coop. The book is also available as e-copy or through the library.

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).

McGaw 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 (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

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

If you are a Global MBA student contact globalmba.support@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 cross-cultural conflict
- Identify creative ways to manage intercultural (work) situations

Assessment tasks

- 1. History of globalization
- 2. Global issue poster
- 3a. Comparing systems

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 cross-cultural conflict
- Identify creative ways to manage intercultural (work) situations

Assessment task

- 1. History of globalization

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 cross-cultural conflict
- Identify creative ways to manage intercultural (work) situations
- Assess political and social developments in the context of globalization and intercultural relations

Assessment tasks

- 1. History of globalization
- 2. Global issue poster
- 3a. Comparing systems
- 3b. Reflection

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 cross-cultural conflict
- Identify creative ways to manage intercultural (work) situations
- Assess political and social developments in the context of globalization and intercultural relations

Assessment tasks

- 1. History of globalization
- 2. Global issue poster
- 3a. Comparing systems
- 3b. Reflection

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 cross-cultural conflict
- Identify creative ways to manage intercultural (work) situations

Assessment tasks

- 1. History of globalization
- 3a. Comparing systems
- 3b. Reflection

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 cross-cultural conflict
- Identify creative ways to manage intercultural (work) situations
- Assess political and social developments in the context of globalization and intercultural relations

Assessment tasks

- 1. History of globalization
- 2. Global issue poster
- 3a. Comparing systems
- 3b. Reflection

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

Assessment tasks

- 2. Global issue poster
- 3b. Reflection

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 cross-cultural conflict
- Identify creative ways to manage intercultural (work) situations
- Assess political and social developments in the context of globalization and intercultural relations

Assessment task

- 3b. Reflection

Changes from Previous Offering

Unit outline has been modified, assessment tasks have been adjusted.