EduBox 01: Culture, a new perspective

Session 01: Culture, a critical review

Session plan

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| Topics/ Content | Aims | Learning outcome | Sources |
| Learning outcomeObjectivesLead-inCulture, a critical review* Culture, some definitions
* Components of culture
* Culture, a critical reflection

Summary and reflectionHome AssignmentSources | The general aim of this session is to sensitise and raise awareness regarding the need to critically review our common understanding of culture and to introduce an open definition of culture. At the end of the sessions, students will * have critically reviewed definitions of culture and their elements
* be able to show the limitations of a national approach to culture
* be able to argue why an open definition of culture based on the understanding of multi-collectivity is better able to capture the multi-faceted nature of culture.
 | * Students differentiate between an open and a closed definition of culture and recognise cultural features from the perspective of an open definition of culture
 | * Bolten, Jürgen 2007. Einführung in die Interkulturelle Wirtschaftskommunikation. Göttingen: Vandehoeck & Ruprecht
* Bolten, Jürgen 2011. Unscharfe und Mehrwertigkeit: “Interkulturelle Kompetenz” vor dem Hintegrund eines offenen Kulturbegriffs. In: Hoessler, U. & W. Dreyer (Eds.) Perspektiven interkultureller Kompetenz. Göttingen: Vandenhoeck&Ruprecht; pp. 55-71
* Bolten, Jürgen 2013. Fuzzy Cultures: Konsequenzen eines offenen und mehrwertigen Kulturbegriffs für Konzeptualisierung interkultureller Personalentwicklungsmaßnahmen. In: Mondial: Sietar Journal für interkulturelle Perspektiven; 4-10. <http://www2.uni-jena.de/philosophie/IWK-neu/typo3/fileadmin/publicationen/Bolten_2013_Fuzzy_Cultures.pdf> (14.3.2017)
* Bolten, Jürgen 2015. Einführung in die Interkulturelle Wirtschaftskommunikation. Göttingen: Vandenhoeck&Ruprecht (2nd ed.)
* Bolten, Jürgen 2016. Interkulturelle Trainings neu denken. In: *interculture* journal Special issue “(Inter)Kulturalität neu denken! 15 (26) p. 75-92 <http://www.interculture-journal.com/index.php/icj/issue/viewIssue/37/9>
* Bolten, Jürgen 2016a. “Interkulturelle Kompetenz neu denken?! Forthcoming in Polylog, Sonderheft ‘Interkulturelle Kompetenz in der Kritik. Wien. <http://www2.uni-jena.de/philosophie/IWK-neu/typo3/fileadmin/team/juergen.bolten/1608Ik_Kompetenz_neu_denken_-_Polylog.pdf>
* Brewer, Paul & Sunil Venaik 2013. On the misuse of national cultural dimensions. In: International marketing Review, 29( 6): 673-683
* Hansen, Klaus P. 2009. Kultur, Kollektivität, Nation. Passau: Stutz
* Meyerson, D. (1991) Acknowledging and uncovering ambiguities in cultures, In: P. Frost et al. (Eds.) Reframing Organizational Culture. Newbury Park, CA: Sage; pp. 254-70
* Steers, R. M. et al. 2013. Managing across cultures – Developing global competencies. Cambridge: Cambridge University Press
* Sweeney, Brendan 2002. Hofstede’s Model of national cultural differences and their consequences: A triumph of faith-a failure of analysis. 55(1):89-118
* Tietmeyer, Elisabeth 2011. Cultural Contacts and Localization in Europe-from the Collections of the Museum of European Cultures. Berlin: National Museums in Berlin
* Tsui, A. et al. 2007. ‘Cross-national, cross-cultural organizational behaviour research: advances, gaps, and recommendations’. In: Journal of Management, 33(3): 426-78
* Witchalls, Peter James. 2012 Is national culture still relevant? In: *interculture* journal 11 (19): 11-18 <http://www.interculture-journal.com/index.php/icj/article/viewFile/178/280>
* Zeutschel, Ulrich 2016. “Zoomen” zum Entdecken interkultureller Verständigungspotenziale und -ressourcen In: *interculture* journal 15(26) p. 92-96 <http://www.interculture-journal.com/index.php/icj/issue/viewIssue/37/9>

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| Slide title | Method and time frame | Comments |
| Introduction to EduBox 1 and Session 01 |  |  |
| Learning outcomes | Explanation3 minutes | One could also leave the set of slides without any elaboration |
| Objectives | Explanation 3 minutes | One could also leave the set of slides without any elaboration |
| Lead-in | Activate students3 minutes | Use pictures to show some commonalities (e.g. the thought of being protected against evil or bad thinking) and specifics (if you don’t know what the symbol of the P with the broom across it means you can’t understand the sign, or if you don’t know what the meaning of 11 a.m. and 12.30 p.m. means) |
| Culture, some definitions | Reactivate pre-knowledge5 minutes | This exercise is aimed at reactivating existing knowledge but can equally be used as an introduction |
| Components of culture | Input-discussion20 minutes | Deepens understanding of cultureDepending on existing knowledge this can be shortened but may also take longer than 20 minutes |
| Culture, a critical reflection | Input3 minutes | Broadens understanding of different perspectives on culture |
| Summary and reflection | Input/Discussion10 minutes | Can also be done as a placemat (<http://www.learnalberta.ca/content/sssm/html/placematactivity_sm.html>) which would then take more time |
| Assignment | Reading text and summarise the arguments | The text can be read as a preparation to the session as well as a ‘read-on’ |
| Sources |  |  |