



COURSE DESCRIPTION		
Course instructor	Erdinc Cakmak, Ph.D., Associate Professor, Breda University of Applied Sciences	
Name of the course	Cross Cultural Studies	
Study programme	Master in Sustainable Outdoor Hospitality Management	
Status of the course	Compulsory	
Year of study	Year 1, Semester 1	
ECTS credits and manner of instruction	ECTS credits	4
	Number of class hours (L+E+S)	40 (30+0+10)
1. Course objectives		
<p>This course draws together the contextual topic's students have considered in CRR and is part of their orientation for fieldwork, their thesis research and future career – where the capacity to empathize with local perspectives is often important for success. CCS proceeds from the idea that many relevant insights in the study object, in this case tourism, are to be found in unwritten documents, and, therefore, we look for themes that are relevant or can play a role in the lives of people who reside or work in tourism destinations. These are called contextual themes, since they are part of the bigger stream of developments.</p>		
2. Course enrolment requirements		
None		
3. Expected learning outcomes		
<p>Having completed this course, the student is expected to demonstrate: Subject knowledge and understanding</p> <ul style="list-style-type: none"> • A2 a proactive, research-informed and reflective approach to destination management issues. <p>Intellectual skills</p> <ul style="list-style-type: none"> • B3 successfully explore the international and intercultural contexts of a destination and its actors and apply this knowledge in strategies for tourism management <p>Transferable skills</p> <ul style="list-style-type: none"> • D1 demonstrate self-direction and originality in assessing and solving problems by formulating, implementing and reviewing personal research agendas • D3 deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation by demonstrating openness and sensitivity to diversity in terms of other people, cultures and environments 		
4. Course content		
<p>When we encounter something new and/or different, we often experience difficulty in seeing what is actually there in front of us (“the thing in itself”</p>		



according to Heidegger) rather than what we expect to or want to see. There is a long history of Europeans misunderstanding other cultures as they approached them from a purely Eurocentric position, for example. Alatas (2006) recommends that Europeans focus on “pertinent” issues in their studies of other cultures. The objective of this course is to help students do that from whatever perspective students start from. Studying international tourism, conducting research in and about different destinations and designing (tourism) development that is both realistic and resilient requires self-reflexivity and an acceptance of the specific (cultural) context operating in diverse destinations. Understanding culture as a process of forming and performing everyday life and as a set of practices is an essential component of self-reflexivity and acceptance.

An immediate aim of this course is to help students to become aware of the choices they make and the consequences of these for their fieldwork and thesis research. Its longer-term goal is to provide students with a set of perspectives which will help students develop professionally as a future manager, who will make a valuable contribution to any business students may work in. Working in an international tourism context requires professionals to develop a (self) reflexive cross-cultural understanding. They have to be able to navigate through the complexity and hidden worldviews of different cultures. This course not only addresses the complexity of working in and with other cultures, but also focuses on broader societal processes of cultural change. The course mainly follows an interpretative, ethnographic approach to analyzing issues such as cultural identity, ethnicity, globalization, hybridity, authenticity, cultural heritage and commodification.

5. Manner of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> distance learning <input type="checkbox"/> fieldwork	<input type="checkbox"/> individual assignments <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input type="checkbox"/> other Case study					
6. Comments							
7. Student responsibilities							
Independent work and group work, attend classes							
8. Monitoring of student work ^{0F1}							
Class attendance	1	Class participation		Seminar paper		Experimental work	
Written exam	0,5	Oral exam		Essay	1,9	Research	
Project		Continuous assessment	0,6	Report		Practical work	
Portfolio		Case study					
9. Assessment of learning outcomes in class and at the final exam (procedure and examples)							
Choose an artefact from a Dutch ethnographic museum. Either take their own photo of this artefact or download an image - don't forget to reference this! Students must now individually write a text of 1500 words (minimum 1350 words; maximum 1650 words) about this artefact, which would be suitable for use in a							

¹ IMPORTANT: Enter the appropriate proportion of ECTS credits for each activity so that the total number of credits equals the ECTS value of the course. Use empty fields for additional activities.



brochure to accompany an exhibition in an ethnographic museum. Students should then combine the image of the artefact and the text in one document and **upload this to the submission folder**. Their written text should deal with the following three elements (based on Panofsky's *Studies in Iconology*):

1. Description – students should describe what the artefact is, what it is made from, where and when it was made and by whom. (200 words).
2. Discussion - what is its historical, political, cultural, economic, social significance? (550 words).
3. Evaluation – how does it relate to other artefacts (both from within the culture that produced it and from outside that culture), what is its cultural value within the culture that produced it and for the ethnographic museum where it is currently displayed. (750 words).

10. Mandatory literature (at the time of submission of study programme proposal)

- Alatas, SF. (2006). *Alternative discourses in the Asian social sciences: responses to Eurocentrism*. SAGE

11. Optional/additional literature (at the time of submission of the study programme proposal)

Barthes, R. (2009). Chapter 19. The Blue Guide. In R. Barthes. *Mythologies* (A. Lavers. Trans.). Vintage Books. (pp. 85-88). (Original work published 1957).

Gorra, M. (2014, September 25). Deep into green. *The New York Review of Books*.

<http://www.nybooks.com/articles/2014/09/25/deep-green/>

Griffin, E., Ledbetter, A., and Sparks, G. (2019). Semiotics of Roland Barthes. In Griffin, E., Ledbetter, A., and Sparks, G., *A first look at communication theory* (pp. 320-331). New York: McGraw-Hill Higher Education.

Hall, B. J., Covarrubias, P. O., & Kirschbaum, K. A. (2018). Chapter 4. How is culture related to our identities? In Hall, B. J., Covarrubias, P. O., & Kirschbaum, K. A., *Among cultures. The challenge of communication, 3rd edition* (pp. 100-129). New York: Routledge.

Hall, B. J., Covarrubias, P. O., & Kirschbaum, K. A. (2018). Chapter 7. Why do so many people get treated poorly? In Hall, B. J., Covarrubias, P. O., & Kirschbaum, K. A., *Among cultures. The challenge of communication, 3rd edition* (pp. 205- 242). New York: Routledge.

Hall, B. J., Covarrubias, P. O., & Kirschbaum, K. A. (2018). Chapter 9. How Can We Succeed in Our Intercultural Travels? In Hall, B. J., Covarrubias, P. O., & Kirschbaum, K. A., *Among cultures. The challenge of communication, 3rd edition* (pp. 284-318). New York: Routledge.

Liamputtong, P. (2010). Chapter 4. Cultural Sensitivity: A Responsible Researcher. In P. Liamputtong, *Performing Qualitative Cross-Cultural Research* (pp. 86-108). Cambridge: Cambridge University Press.

MacGregor, N. (2010). Chapter 77. Benin Plaque: The Oba with Europeans. In N. MacGregor, *A history of the world in 100 objects* (pp. 497-502). Allen Lane.



Sontag, S. (2009). Chapter 1. Against Interpretation. In S. Sontag, *Against Interpretation and other essays* (pp. 3 - 14). Penguin Classics. (Original work published 1964)

Xu, H. Wang, K. & Song, Y. (2020) Chinese outbound tourism and soft power. *Journal of Policy Research in Tourism, Leisure and Events*, 12(1), 34-49.

12. Number of assigned reading copies in relation to the number of students currently attending the course

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
• Alatas, S.F.(2006). <i>Alternative discourses in the Asian social sciences: responses to Eurocentrism</i> . SAGE	5	30

13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

The quality of the programme and the performance of the teaching process will be evaluated in accordance with the general act of Breda University of Applied Sciences and quality assessment procedure of Master of Sustainable Outdoor Hospitality Management.