**2021级本科《跨文化冲突与管理》课程教学大纲**

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| 英文课程名 | Cross- culture Communication and Management | 总 学 时 | | 32 | 学 分 | 2 |
| 课程编码 | F105033 | 理论教学学时 | | 32 | 线上教学学时\* | 0 |
| 开课学院（部） | 经济学院 | 实践  教学  学时 | 实验学时 |  | 先修课程 | 西方经济学、管理学 |
| 课程类别 | □大类基础课程 √专业课程 | 上机学时 |  | 适用专业 | 国际经济与贸易 |
| √理论课程 □实践课程 | 其它 |  | 基层教学组织 | 国际贸易系 |
| □必修 √选修 | 开课平台 |  | | 课程链接 |  |
| 教学类型\* | | √线下教学 □线上线下混合式教学 □线上教学 √双语 □全英语 | | | | |

**一、课程简介**

跨文化冲突与管理是一门以文化比较与商务沟通管理为基础的选修课。在国际交往中，文化差异往往成为人们相互理解和交流的障碍。课程通过文化圈层讲解、案例讨论和体验分享等方式，学习跨文化商务活动中的社交技巧与礼仪、习俗和传统，领会不同文化语境等跨文化沟通障碍的平衡策略和原则，培养学生文化自觉意识，跨文化交际能力和国际视野，为学生进行出国留学、国际商务沟通打下坚实的基础，是国际经济与贸易专业学生的一门专业课程。

**二、课程教学目标**

**2.1 课程教学目标**

**课程目标1：**本课程的基本任务是从生活习俗、商务交际、社会历史、思想观念等角度学习了解中外不同区域民族之间的主流文化现象、特征和内涵，从显性文化到隐性文化，对文化圈层和文化语境等有充分认知。

**课程目标2：**培养学生文化自觉意识和辨析能力、国际视野和跨文化沟通能力，通过挖掘中外传统文化精华，紧跟世界主流文化时尚，激发学生主动探究文化深层差异的兴趣，感知世界经济与贸易活动的多元文化背景，比较和辨识跨文化冲突和沟通障碍的表象及原因，掌握跨文化沟通的原则和方法。

**课程目标3：**紧紧围绕中国经典文化和精神瑰宝，探寻传统美德和英雄故事，突出中国当代开放和发展文明成果，培养学生爱国情怀和文化自信，引导学生学会辨识中外文化在关键议题上的区别与联系，正确认识、理解和学习中外优秀文化，树立正确的文化观和价值观。

**2.2 课程思政目标**

课程融合中外传统经典和时代文化思想潮流，通过中外优秀文化和深层文化问题比较学习，开拓学生国际视野，激发学生文化情怀，培养跨文化意识和包容理念、合作精神；课程突出中国现代文明开放和文化发展成果，通过中外经典文化美德案例讨论，引导学生树立正确的民族文化观和发展观，建立起对于国家开放发展中创造出一系列伟大成就的认同感和使命感，激发学生中华民族文化自觉自信意识和爱国情怀；课程侧重中外主流文化内涵和跨文化热点问题，通过跨文化活动实践与辨析，培养学生积极的跨文化思辨意识、国家使命担当意识与国际社会责任感，树立正确的文化观和价值观。

**三、课程教学目标与毕业要求对应关系**

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| 序号 | 课程教学目标 | 毕业要求6（沟通表达） | 毕业要求7（团队合作） | 毕业要求8（国际视野） | 毕业要求1（品德修养） | 教学内容 |
| 1 | **课程目标1** | 指标点6-1 具备口头和书面沟通和表达能力，具备国际经济与贸易活动中需要的跨文化沟通和交流能力。 | 指标点7-1 具有团队合作意识，能够在研究和讨论中进行分工和协作，合理处理个人与团队之间的关系。 | 指标点8-2 具备获取国际经济与贸易最新发展和最新业态的能力,关注和了解行业最新发展趋势。 | M  指标点1-2 理解个人与社会的关系，了解中国国情和近、现代史，树立社会主义核心价值观。 |  |
| 2 | **课程目标2** | 指标点6-1 具备口头和书面沟通和表达能力，具备国际经济与贸易活动中需要的跨文化沟通和交流能力。 |  | 指标点8-2 具备获取国际经济与贸易最新发展和最新业态的能力,关注和了解行业最新发展趋势。 |  |  |
| 3 | **课程目标3** |  | 指标点7-1 具有团队合作意识，能够在研究和讨论中进行分工和协作，合理处理个人与团队之间的关系。 | 指标点8-2 具备获取国际经济与贸易最新发展和最新业态的能力,关注和了解行业最新发展趋势。 | M  指标点1-2 理解个人与社会的关系，了解中国国情和近、现代史，树立社会主义核心价值观。 |  |

**四、课程教学内容及学时分配**

**1．理论教学安排**

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| 序号 | 章节或知识点 | 教学内容 | 教学重点、难点，课程思政要素 | 学时  分配 | 教学要求 | 教学方式 | 学生任务 | | 所支撑  程目标\* |
| 作业要求 | 其他要求(自学/讨论） |
| 1 | Chapter 1 Introduction: culture and communication | 1. Introduction  2.Cross-culture communication  3. Chinese culture：Cultural confidence  4.Thinking globally  5.Intercultural communication barriers : Story of Lianpo and Lin xiangru | 重点：Concept of culture  难点： think globally  课程思政要素：Cultural confidence | 2 | *Get to know methods of making comparison about this culture*  *Well know of the concept of culture: what are the cultural features of Zhejiang?*  *Having the ability of cross culture communication in international business*  *Know well of current cultural problems*  *Could think globally* | *Teaching ；*  *Group discussion* | *What is cross culture communication* | *What is the effect of cultural difference on doing business internationally* | 课程目标1 |
| 2 | Chapter 2  Elements of culture : for good communication | 1.Metaphor of culture: iceberg of culture  2.Features of culture , Chinese elements in NBA  3.From view of thinking orientation:  how do Chinese tell the story of ourselves?  4.Human society and nature  Chinese kung fu and thinking of nature: peace  Theory of Five Elements: Chinese medicine | 重点：iceberg of culture  难点： Features of culture  课程思政要素：Chinese elements | 4 | *Get to know human society and nature*  *Chinese kung fu and thinking of nature: peace*  *Theory of Five Elements: Chinese medicine*  *Know about colors and the indication*  *Colors :customs and clothing: justice and happiness*  *Understand special colors in different culture*  *national color and personal color*  *well know about good luck: Chinese red*  *once a thief always a thief?* | *Teaching ；*  *Movie show;*  *Group discussion* | *How would you raise your child?*  *Special colors in your country* | *What is the main idea of beauty by traditional Chinese philosophy?*  *Color means different fate or fortune?* | 课程目标1  课程目标2 |
| 3 | Chapter 3  Geography, History and Society： way of traditional communication | 1.Culture and civilization  Chinese characters and its history  2.Thinking from the monumental building  Roman archway and Paifang: names of places in Beijing  3.Geographical features  Trade and spread of culture: silk road  4.Cultural diffusion and confusion  5.Geographical and social features of USA and | 重点：Geography features  难点： Cultural diffusion and confusion  课程思政要素：Chinese monumental building and contribution to world trade in history | *4* | *Purpose of Roman archway*  *Praise or commend people for achievements*  *Just too modest to be polite?*  *Ethnic groups—a matter of identity*  *My experience in foreign country*  *Geographical and Social features of your home*  *Hundred schools of thought*  *Diversity of culture in China and US?*  *Why the industry revolution was first seen by UK?* | *Teaching ；*  *Group discussion* | *Brief introduction of your country’s history* | *The main arguments on the role of population in natural resource.*  *which nation will be the leader in future*  *dream of China* | 课程目标2  课程目标3 |
| 4 | Chapter4  Cultural context and communication | 1.what is cultural context?  2.HC and LC by countries: Mencius’ mother move  3.When does HC appear: art of Chinese language—act properly  4.Who is HC speaker  Why Chinese culture is HC: poems  5.To be HC or LC  In business negotiation and political consultation  6.English speaker is also HC  *He who would climb the ladder must begin at the bottom* | 重点：cultural context  难点： reasons of HC  课程思政要素：Chinese way of HC | *6* | *Know about Hall’s theory of cultural context*  *Well know about Cultural context by regions*  *Why is she so modest?*  *East and west?*  *Hidden in the city: learning Chinese painting*  *Be aware of the long history and written languages: How to use Chinese proverbs*  *Do English speakers also HC?*  *Roll with punches by NBA players*  *Get to know the idioms in Chinese literatures*  *Languages in professional way*  *Coding and decoding*  *Body languages by children* | *Movie show;*  *Group discussion* | *Function of proverb: in business and normal communication* | *Explain some idioms about beauty and try to translate them into Chinese.* | 课程目标1  课程目标2  课程目标3 |
| 5 | Chapter 5  Culture onion and communication | 1.Theory of Culture onion  2.Symbols  Symbols of China by dancers from Romania  Drawing and painting  Chinese Ink Painting  Symbols of USA , UK and your country  3.Heroes  Sports heroes  Heroes in Beijing opera: for the nation  Crow in different culture  4.Rituals  Weddings and ancestor worship  Three letters and six etiquettes  Honoring the Kitchen God  5.Values  Core values in traditional Chinese culture  Confucianism: philosophical school:  Empiricism, romanticism in UK  Individualism, freedom, pragmaticism in USA | 重点：Symbols of culture  难点： Core values in different culture  课程思政要素：Chinese symbols heroes;  Confucianism and core values *of Chinese socialism*; | *6* | *Understand Iceberg and onion on culture*  *The more you know, the more shocking it is*  *National symbols: Chinese City in the world*  *Be aware of Buildings and art: idea of beauty; Sculpture and heroes*  *Confucius and Guan gong: Chinese sages and heroes , wisdom , loyalty and brave.*  *Celebration of festival*  *Worship of ancestor and old: respect to the wise; Knowledge and experience*  *Ideas of Confucianism and Daoism*  *The core values of Chinese socialism*  *Notions on patriotic in the west and east*  *Be patriotic in school*  *System of moral, social, political, and religious thought*  *Tremendous influence on Chinese history, thought, and culture*  *Get to know about Philosophy and science*  *British empiricism and its effect on the modern industrial revolution* | *Movie show;*  *Comparison;*  *Group discussion* | *How would you recommend China to your friends？*  *Which one is more important in doing business, practical experience, or theory ?* | *Image of Japan, Argentina ,USA and Denmark, Cambodia*  *How do you love your country?* | 课程目标1  课程目标2  课程目标3 |
| 6 | Chapter 6  Custom and tradition: small talk | 1.Etiquettes, addressing and greetings : *Four generations live under one roof*  2. thanks and compliments  3.small talk and table manners;  *honor the aged and the wise*  4. giving gifts and bribes  5.western manners and taboo  *When in Rome, do as the Romans do* | 重点：customs  难点： good manners and taboos  课程思政要素：why Chinese *honor the aged and the wise* | 4 | *Get to know of Reverent seniors*  *Complements, flatter and flirt*  *How Chinese toast in dinner?*  *Three Letters and Six Etiquettes*  *How to say when giving a gift*  *Chinese saying :Courtesy demands reciprocity*  *the more expensive the better for giving a gift*  *thinking of Good manner in your country*  *Intercultural communication distance: body touch*  *It is improper for men and women to touch each other's hand in passing objects?* | *Teaching ；*  *Movie show;*  *Group discussion* | *Is it necessary to give gifts in business?*  *doing the proper thing at the proper time* | *how to avoid bribery if you are the president of your country?* | 课程目标1 |
| 7 | Chapter 7  Food and dinner communication | 1.Features of Chinese foods culture  Festival and special food  mooncake and zongzi: family gathering  2.Staple food  3. Liquor in China: poets and poems  4. Tea and coffee  Serve tea for the guests  5. Western food: Fast food and Fat people  Food takeout business | 重点：Features of Chinese foods culture  难点： dinner communication  课程思政要素：Features of Chinese foods culture | 2 | *Understand of Color, aroma, and taste*  *Eight Chinese cuisines: southern rice and northern wheat*  *culture in drinking*  *Dinner and business, food an party ,barbecue and holiday*  *Get to know about Fast food industry: Healthy diet*  *Offer food for ancestors or God?*  *Double 11 is a festival for*  *Mid-Autumn day and Thanksgiving Day* | *comparison；*  *Movie show;*  *Group discussion* | *How is it important of business dinner?* | *Argument on drinking and smoking*  *How often do you take food by online order?* | 课程目标1 |
| 8 | Chapter8  Language Code and verbal communication | 1. introduction  2.Tonal language: Culture , context, grammar: beauty of Chinese local language  3.language family: local, official language  4. behavioral code: hand figure  5. Poems and the idiom: classical Chinese  6. Universal Language | 重点：relationship of language and culture  难点：translation and business communication  课程思政要素：classical Chinese and cutler spread | 2 | *Get to know the difference of Alphabetic system for spelling*  *Chinese characters usually have two parts*  S*ilence--agree or not*  *Well know of Body language, Face, Eye*  *Back ground and story*  *Make comparison with number*  *English, Chinese, Spanish----universal language?* | *Teaching ；*  *Group discussion* | *IS it difficult to study Chinese for a foreign students?* | *Is Grammar important?* | 课程目标1  课程目标2  课程目标3 |
| 9 | Chapter 9  National symbol : complex of communication  Intercultural communication barriers | 1. introduction  2. Art , and literature: Chinese Ink Painting  3.music and opera : Beijing opera  4. Emotional problems-uncertainty  5.assuming similarity professional coding for businessmen in history of China  attitudinal problems | 重点：features of art, Value of art  难点：Noise in communication  课程思政要素：Chinese traditional art | 2 | *Understand Painting and calligraphy in China*  *Chinese colored woodblock print*  *K-pop, J-pop, and US music:Beijing opera and Yue Opera*  *Special Academy Award*  *Chinese kung fu and thinking of nature: peace*  *Message sending and receiving: coding and decoding: New cultural Movement 1915*  *Do we need human translator in future?*  *Attitude and emotions in communication* | *Teaching ；*  *comparison;*  *Group discussion* | *Introduce a film or novel.*  *Story of Boya and music* | *Commercial impact and industrial influence of Pop music.*  *Function for ambassadors.* | 课程目标2  课程目标3 |

2．实践教学安排

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| 序号 | 项 目 | 学时或周数 | 类型 | 每组人数 | 教学要求 | 教学方式 | 学生任务 | 所支撑  课程目标\* |
| 1 |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |
| …. |  |  |  |  |  |  |  |  |

**五、教材及参考书目**

Textbooks：*Li Guohong ,Intercultural communication: a practical course, Zhejiang University Press,2016,Third Edition.（*

* 1. Course Websites in Online Teaching Platform (Core courses must be filled): [www.moftec.gov.cn](http://www.moftec.gov.cn) ；[www.wto.org](http://www.wto.org) ；<http://comtrade.un.org/db/default.aspx>

Bibliographies:*【1】Linell David , Doing culture: Cross-cultural communication and action, Foreign Language Teaching and Research Press,2013 sixteenth Edition.*

*【2】Larry A.Samovar, Cross-cultural Communication , Peking University Press,2021 First Edition.*

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