

Week 3 – Regulators of Human Life

Lisa Bassler
l.bassler@uwtsd.ac.uk

HOSPITALITY
AND
TOURISM
MANAGEMENT

*Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales*



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Non-Academic Misconduct

Covers:

- Actions which cause actual or potential distress or harm to others;
- Actions which cause actual or potential damage to property of others;
- Actions which may prevent or disrupt the normal functioning of the University;
- Actions which may cause reputational damage to the University as a result of the misconduct of the alleged perpetrator;
- Actions which impede or interfere with the pursuance of work/study of University members, or impact on normal operations of the University;
- Breaches of the University's Student Code of Conduct.

Harassment

Bullying

Victimisation

Hate Crimes

Sexual
Misconduct

Antisocial
Behaviour

Damage to
Property

<https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/student-experience/UWTSD-Student-Code-of-conduct-2021.pdf>

UWTSD STUDENT CODE OF CONDUCT

This document sets out the standards of conduct that are expected of students at UWTSD.

UWTSD expects its students to conduct themselves in a manner that does not bring the reputation of the University into disrepute. Where a student's conduct does not meet the expectations outlined in the Student Code of Conduct, the University **Non-Academic Misconduct Policy may be applied**. Examples of conduct that may breach this code of conduct can be found in the Non-Academic Misconduct Policy.

The University seeks to provide a safe and inclusive environment for all students, and therefore it takes breaches of this code of conduct seriously. If you are experiencing behaviour that contradicts this code of conduct, (e.g. harassment, sexual misconduct, bullying through social media), please report the allegations to the University as outlined in the Non-Academic Misconduct Policy. The University will look to provide support to you as appropriate through its procedures (this may include offers of mental health support and/or referral to external support).

Professionalism

- It is expected that you act in an honest way and that you will abide by the law.
- You should familiarise yourself with and adhere to approved University policies and regulations.
- Attend and engage with your programme of study and proactively seek support when needed as outlined in the **Student Charter**.
- Where applicable, adhere to relevant professional standards relating to personal and professional conduct. See also the University **Fitness to Practise Policy**.
- Where applicable, adhere to relevant professional, statutory, regulatory body expectations and requirements to protect present and future patients, service users or clients at all time. See also the University **Fitness to Practise Policy**.

Caring for each other

- You should recognise everyone is an equal member of the community whether teacher, student, administrator, cleaner or security worker. Everyone should be extended the same respect and support.
- It is expected that you should not be judgemental about others – not blame or stigmatise groups or individuals, for example, if they should become unwell with Covid-19 or are not able to follow all protective behaviours due to reasons of disability or medical exemption.
- You are expected to help your fellow students whether on campus, online or in halls, without posing a risk to yourself, especially if they are in difficulties or don't understand procedures. For example, you can offer help by directing your fellow student to the appropriate support service (e.g. the **Hwb** or **Student Services**).

Representing the University

- You are an ambassador for the University at all times. The University expects that you will act responsibly and respectfully both within the local community and when away from the local environment (for example, whilst on study abroad, field trips or placements, or when representing the University in sporting events).
- You should show good sportsmanship whilst representing the University in sporting events.
- When visiting off-campus locations for events, you should treat the facilities at the location you are visiting, as well as any transport that has been arranged to get you to your location, appropriately and with due consideration for others.
- You should behave in a manner which upholds the good reputation of the University, including whilst off-campus for sporting or social events associated with the University.

Respect for the University Environment

- You should treat University buildings, property and facilities with respect and refrain from conduct which may damage the University environment.
- You should ensure that any UWTSD equipment or facilities are used appropriately and with due consideration for others (e.g. shared computers or equipment, **IT Acceptable Use Policy**).
- You should show respect for the campus environment (for example by disposing of litter appropriately).
- You should make yourself aware of the health and safety arrangements at the University (for example, the **University Smoking Policy**).
- It is expected that you have your student ID card with while you are on campus and access University facilities.

Respect for Others

- It is expected that you act responsibly and courteously towards others.
- You should recognise the importance and value of equality and diversity in the University community by treating all members of the University with dignity and respect both in person and through alternative means (including but not limited to email, social media, instant messaging and texting) so that they do not feel as though they are being harassed or bullied.
- You should conduct yourself in a manner that does not harm or does not have the potential to harm others. This includes refraining from:
 - Abusive or unreasonable conduct e.g. acts of bullying or harassment; including harassment related to the protected characteristics
 - Physical misconduct e.g. punching, kicking, slapping, biting, pushing or shoving;
 - Sexual misconduct (see **Non-Academic Misconduct Policy**);
 - Threats of injury or violence upon others;
 - Activities which may constitute a hate crime;
 - Activities related to the incitement of, or participation in, acts of terrorism;
 - Activities that wilfully and deliberately spread misinformation;
 - Activities which foster blame narratives (i.e. apportioning blame without factual basis).
- Respecting the right of others to hold opinions that are different to your own. The University encourages respectful discourse and discussion. Where there are disagreements or debate, it is expected that students use appropriate language at all times including respecting protected characteristics.

Respect for the community

- It is expected that you consult and follow current government guidance and University advice, guidance and regulations relating to Covid-19 including the need to quarantine, self-isolate, social distancing requirements or reporting for contact tracing.
- It is expected that you will follow all health and safety practices required or recommended by health professionals such as frequent hand-washing and hand sanitisation.
- It is expected that you adhere to University policies relating to the wearing of face masks.
- It is expected that you behave responsibly within the wider community in which the University operates and follow any local guidelines.



Foreign Languages & Cultural Awareness (BMIH5003)

Recap

Cultural Awareness:

- Global Village
- Contributors to Cultural Diversity
- Understanding Intercultural Communication – Challenges/Choices
- Multiculturalism, Ethnocentrism, Cultural Relativism
- Stereotypes Vs Clichés

Foreign Language:

- The English Language
- Welsh Language Awareness

Recap Quiz: Culture (10 min.)

Activity:

Complete the Culture Quiz on Moodle (Week 3)



Activity: Reflective Writing Exercise (20 min.)

Scenario:

You are a hotel receptionist who is currently checking in a hotel guest from Scotland. You have accidentally called the guest an Englishman after which the guest felt very offended.

Task:

Prepare a short reflective essay (~200 words) answering the following questions:

1. What happened?
2. Why does this experience matter? (Consider this from hotel-guest relationship point of view also)
3. How will you apply your new insights in the future?

What? So What? Now What?



Today's Agenda

Cultural Awareness:

- Regulators of Human Life

Foreign Language:

- German





Foreign Languages

German

What do you know about German, Germany, or its Culture?



- 95.9 million people globally speak German
- The German alphabet has 26 letters just like English and 4 additional letters: ä, ö, ü and ß.

The German Language

German is among the most widely spoken languages in the EU and is the official language in:

- Germany
- Austria
- Liechtenstein

It's also one of the official languages of:

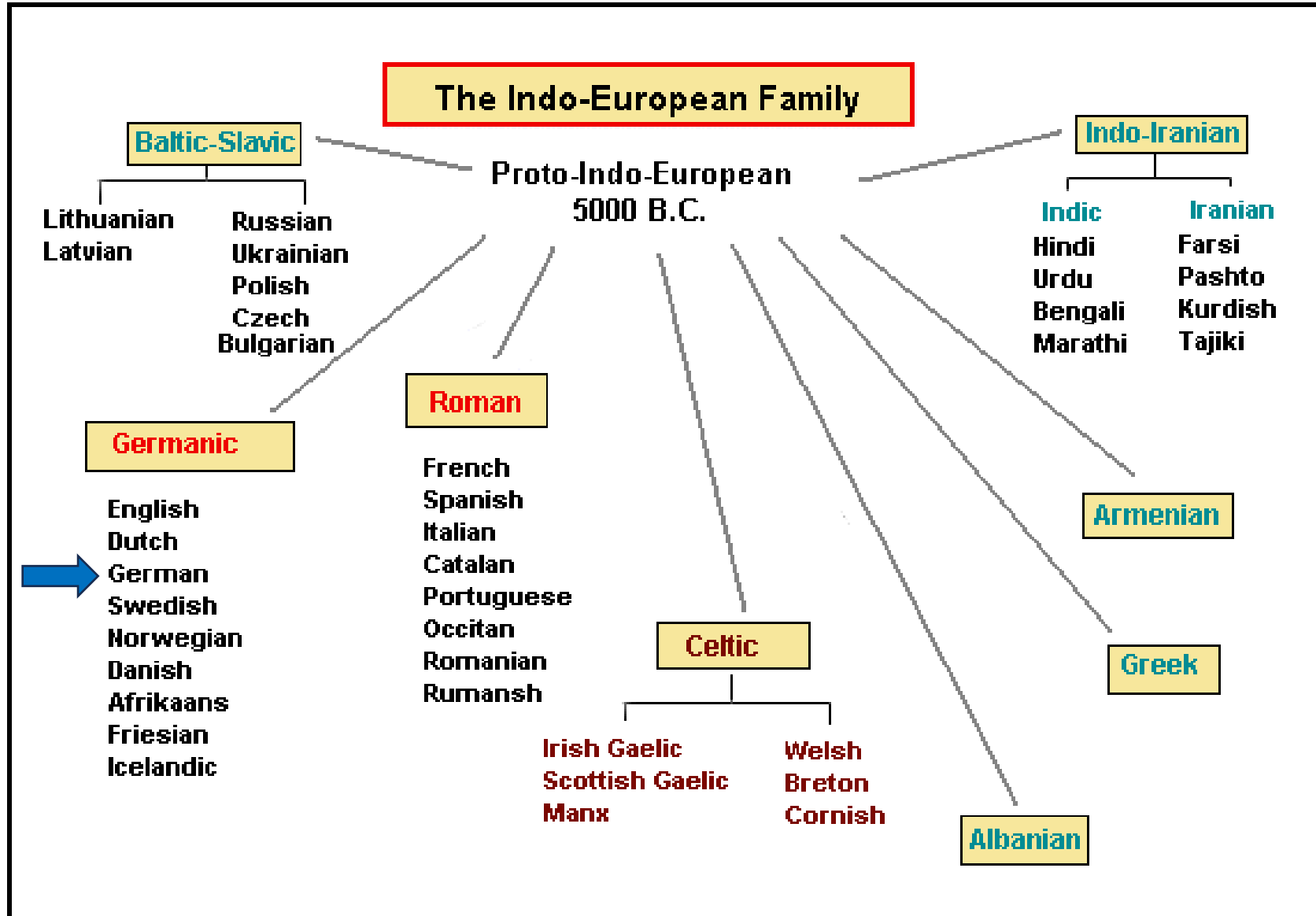
- Switzerland
- Luxembourg
- Belgium



Learning Other Languages



- The closest relative of German is **Dutch** and, believe it or not, **English**.
- German sits within the West Germanic arm of the Indo-European language family, together with **English, Dutch and Flemish, Frisian, Yiddish, Afrikaans and Luxembourgish**.
- There are certain similarities regarding grammar, syntax and vocabulary with **Norwegian, Swedish, Danish and Icelandic** which are among the North Germanic languages.



What stereotypes about
Germany/Germans can you
think of?



Work

Most Germans neither live to work nor work to live



- But a lot of Germans find that the two can be **enjoyed harmoniously** (the rest of the world should probably take note). **The average working week in Germany is around 35-40 hours**, one of the lowest in Europe.
- Productivity, however, is high, and whilst at work, most Germans take pride in doing a good job. And when not at work, they partake in a range of leisure activities and pastimes.

Food and Drink



- German food culture revolves around the preparation of hearty meals. **Meat** in Germany is **very popular** and is typically eaten with most meals, **along with bread and potatoes**. German cooking includes national dishes such as *Rouladen*, German noodles (*Spätzle*) and *Schnitzel*.
- On a day-to-day basis, a cooked breakfast, a cooked lunch, and a dinner of bread, ham, cheese, and pickle could be considered typical. **Dining out is popular**, and cities and towns are all home to a range of fast food stops, bakeries (namely German or Turkish), deli outlets, and German and international gourmet restaurants as well as (increasingly in the bigger cities) food markets, pop-ups, and street food.
- Alcohol consumption is fairly high and is enjoyed in both bars and at home. By far the **most popular drink is beer**, followed by wine, schnapps, and brandy.

Sport

- Sport is an **integral element of German society**, both in terms of participation and spectating. A third of all German residents belong to a sports club or organisation and hundreds of thousands watch football, ice hockey, and handball games every week.



Cars



- As the country that **invented the modern motor car** and the birthplace of Audi, Volkswagen, Porsche, Mercedes-Benz, and BMW, it's little wonder that **Germans take great pride in their motor vehicles.**
- Many Germans view **driving as a relaxing pastime** as much as a means of getting from A to B. And you can often get from A to B quickly, thanks to the lack of a national speed limit on the Autobahn (motorway) and an excellent road network.



Traditional Clothes

- Traditional clothing in Germany includes the world-famous *Lederhosen*, an outfit once worn by rural men, traditionally those undertaking farm work or manual labour. A knee-length set of breeches complete with braces, worn over a short sleeve shirt, *Lederhosen* are traditionally associated with Bavarian and Tyrolean culture.
- For women, traditional German clothes include the *Dirndl*, a dress made from a bodice, pinafore and full skirt. The shirt underneath is usually low cut and made with short puffy sleeves. Today these clothes are no longer seen on farm workers but on the staff and partygoers at beer festivals.

Complete Outfits

Dirndl
*
Apron
*
Blouse

* * * * *

Lederhosen
*
Shirt
*
Hat
*
Socks



Politeness

- **German** is one of those languages that differentiate between a formal and informal **you**, especially when it comes to business. Always use the formal **Sie** for people you've just met and only switch to the informal **du** after being invited to do so. Play it safe and address a person unknown to you with **Herr, Mr, or Frau, Ms**, followed by their surname. The German **Fräulein** for an unmarried woman is totally out-of-date.
- Germans strongly differentiate between work and play. A firm handshake is the traditional formal greeting. In a more informal setting, simply say **Hallo** and possibly pursue with cheek-kissing, which is very much en vogue amongst women with their friends, whether male or female, but not so much between male friends, who prefer a firm pat on the shoulder.
- Titles are still very important, so don't be surprised to find many people in Germany calling themselves **Doktor**. This title is more proof of academic credentials than of medical skills.

Guten Morgen

Good morning

Guten Tag

Good day/ good afternoon

Guten Abend

Good evening

Gute Nacht

Good night

Hallo

Hello

Hi

Hi

Grüß Gott

Hello/Good day

Servus

Hello

Grüß dich

Hello

Moin

Hello

Sei begrüßt

Be greeted

(addressing one person)

Seid begrüßt

Be greeted

(addressing more than one person)

Introduction/Einführung



Konversation 1 (EINS)

A: Hallo! Wie geht es dir?

B: Mir geht es gut. Und dir?

A: Mir auch. Danke.

Hallo!



Konversation 2 (ZWEI)

A: Hallo! Wie heißt du?

B: Ich heiße Und du?

**A: Ich heiße Auf
Wiedersehen.**

Konversation 3 (DREI)

A: Hallo! Woher kommst du?

B: Ich komme aus Und du?

A: Ich komme aus Auf Wiedersehen.

a ah
b beh
c tseh
d deh
e eh
f eff
g geh
h hah
i ih
j yawt
k kah
l ell
m em

n en
o oh
p peh
q koo
r err
s ess
t teh
u ooh
v fow
w veh
x iks
y üppsilon
z tset

ä
ö
ü
ß

mädchen

schön

für

heiße

sounds like

made

good

fuel

hiss

Vowels

Short	a	e	i	o	u	ä	ö	ü	er	ei/ai/ay	au	eu, äu
	[a]	[ε]	[ɪ]	[ɔ]	[u]	[ε]	[œ]	[ʏ]	[e]	[ai]	[au]	[ɔi]
Long	a/aa/ah	e/ee/eh	i/ih/ie	o/oo/oh	u/uh	ä/äh	ö/öh	ü/üh				
	[a:]	[e:]	[i:]	[o:]	[u:]	[ε:]	[ø:]	[y:]				

Consonants

b	c	ch	ck	d	dt	dsch	f	g	h	j
[p/b]	[k/ts]	[ç/x/k]	[k]	[t/d]	[t]	[dʒ]	[f]	[k/g]	[:/h]	[j/ʒ]
k	l	m	n	ng	p	pf	ph	qu	r	
[k]	[l]	[m]	[n]	[ŋ]	[p]	[pf]	[f]	[kv]	[R/r/ʁ/Ø]	
s	sch	ß (ss)	t	ts	tsch	v	w	y	z	
[z/s/ʃ]	[ʃ]	[s]	[t]	[ts]	[tʃ]	[f/v]	[v]	[i/ʏ/y]	[ts]	

Feminine, Masculine and Neutral

Definite Article:

Masculine	Feminine	Neutral
Der	Die	Das

➡ English: THE

Indefinite Article:

Masculine	Feminine	Neutral
Ein	Eine	Ein

➡ English: A/AN

Let's practise!

German	English
Willkommen in unserem Hotel!	Welcome to our hotel!
Entschuldigen Sie bitte.	I am sorry.
Bitte schön.	Here you are.
Gern geschehen!	You are welcome!
Guten Tag!	Good afternoon!
Auf Wiedersehen.	Goodbye.
Gute Reise!	Have a pleasant journey!
Wie geht es Ihnen?	How are you? (formal)
Wie geht es Dir?	How are you? (informal)

Regulators of Human Life

Theorists of Intercultural Communication

Neuroscientist – Antonio Damasio (2010)

- Our world, our environment is so complex and so varied on the planet that diverse social networks developed to regulate life so that we could survive.

Sir David Cannadine (2013)

- There are six main forms of regulators of human life:
**RELIGION, NATION, CLASS, GENDER, RACE AND
CIVILISATION**

Regulators of Human Life (1): Religion

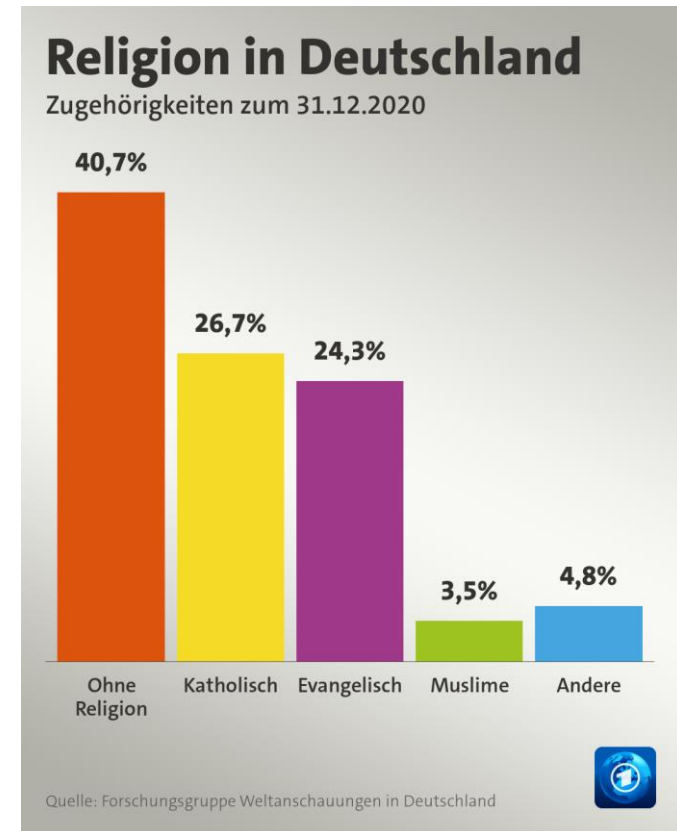
Religion is the oldest source of human identity and conflict. It can be a regulator of how we live our lives and can provide a sense of identity. At times, religious groups co-existed without conflict. However, religious wars have resulted in tens of millions of deaths in the course of human history.



- The Crusades of the 11th to 13th centuries of the Christians against the Muslims
- 16th century succession of wars between Roman Catholics and Protestants
- The 1990s war in former Yugoslavia, divided along Orthodox, Catholic, and Muslim lines
- The divide between Sunni and Shiite in Iraq

Example: Germany

- Traditionally, most holidays in Germany have been religious in origin. At the national level, the most important of these are Holy Thursday, Good Friday, Easter Monday, Corpus Christi, Pentecost and Christmas



- The Reformation initiated by Martin Luther in 1517 divided German Christians between Roman Catholicism and Protestantism.

Regulators of Human Life (2): Nation

- **The nation-state** may be the most significant political creation of the modern times. From the 18th century on national identity has superseded religious identity as a primary identity in many parts of the world.
- Example: Someone born and raised in Spain who works for Swedish technology company Ericsson at a service center in India most likely self identifies as Spanish.
- However, nation-state identity is not descriptive when arbitrarily-drawn political boundaries do not reflect people's identities (popular support for secessionist states: Scotland, Catalans in Spain, Flemish in Belgium)

National and Cultural Identities

- The commonly-accepted term **culture** is generally used rather than the term **nation-state**
- **Culture** refers to the following:
 - A community or population large enough to be self-sustaining (to produce new generations of members without relying on outside people)
 - The totality of that group's thoughts, experiences, and patterns of behaviour, and its concepts, values, and assumptions about life that guide behaviour and how those evolve with contact with other cultures
 - The process of social transmission of these thoughts and behaviours from birth, in the family and schools, over the course of generations
 - The identification with and perceived acceptance into a group that has a shared system of symbols, meanings, and norms (**cultural identity**)

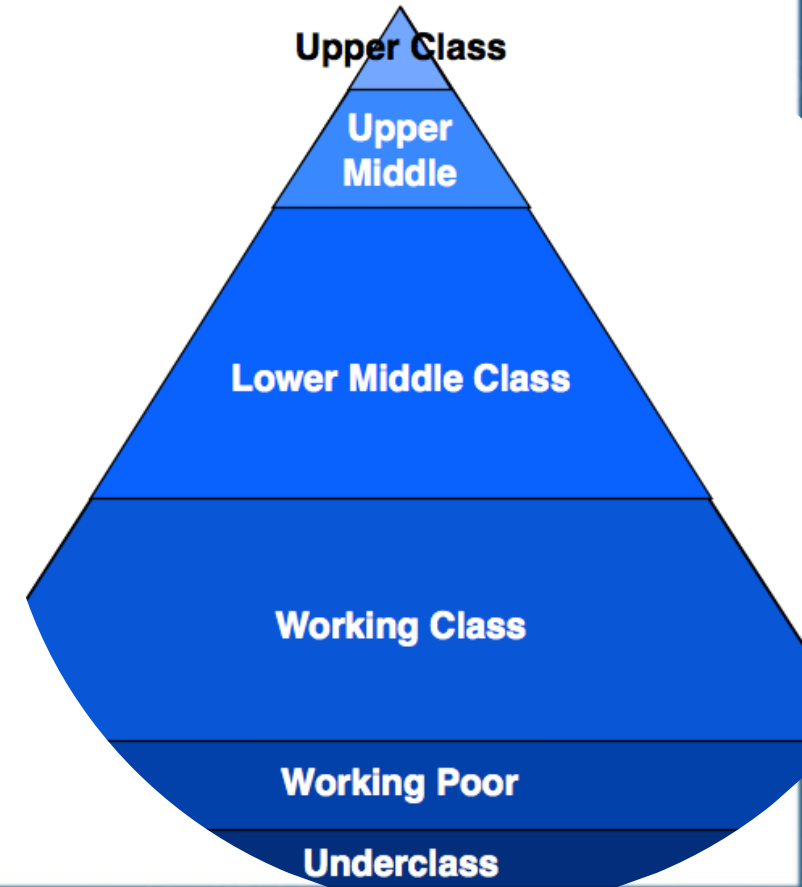
Categories of Elements of Culture (Hofstede, 1994)

- **Symbols**: verbal and nonverbal language
- **Rituals**: socially essential collective activities
- **Values**: feelings not open for discussion within a culture about what is good or bad, beautiful or ugly, normal or abnormal, which are present in a majority of the members of a culture, or at least in those who occupy pivotal positions
- **Heroes**: real or imaginary people who serve as behaviour models within a culture expressed in myths which can be subject of novels and other forms of literature. Enduring myth in US culture: rugged individualist cowboy.



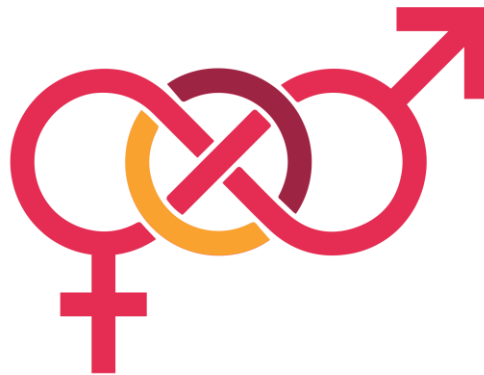
Regulators of Human Life (3): Class

- Marx and Engels: Identities are not created by religions or countries, but on the relationship to the means of production (in capitalism, between those who own means of production and those who must sell their labour)
- Max Weber: Class is determined by skill and education rather than by one's relationship to the means of production (upper, middle, and lower class)
- **Social class:** a position in a society's hierarchy based on income, education, occupation, or neighbourhood
- Hereditary class systems: British social system until mid-20th century (Downton Abbey); India's caste system
- In the U.S., the basis of social class is income and other markers of social class (family values, education, marriage, work opportunities, neighbourhood) follow from income level.



Regulators of Human Life (4): Gender

- Germaine Greer, The Female Eunuch, 1970:
“Before you are of any race, nationality, religion, party or family, you are a woman.”
- Gender identity may be defined more by one’s culture than by one’s biology
- How a culture deals with gender reveals much about that culture’s values



Regulators of Human Life (5): Race (1)

- While class and gender may not have the same strength of regulation of human life and of identity creation as cultures, some would argue that race and skin colour do.

- U.S. Census Bureau definitions of race:

1790 to 1850: White; free or slave Black (Negro)

1890: additional categories were mulatto, quadroon, octoroon, Chinese, Japanese

1910s: additional categories were Irish, Italian

1930s: Mexican category was added (later became Hispanic)

Indians went from Hindu, to Caucasian, to non-white, to White, to Asian Indian

You could be born in one race and die in another



Regulators of Human Life (5): Race (2)

- **Race** has been defined from two perspectives: race refers to a large body of people characterised **biological** and **sociohistorical**
- **Popular biological perspective** by similarity of descent **1735**: Swedish scientist Carolus Linnaeus classified humans into: Africanus, Americanus, Asiaticus, Europeaeus
- **19th century**: “racial sciences” ordered races from primitive to most advanced
- **20th century**: genetics studies found no single race-defining gene; popular indicators of race (skin colour, hair texture) are mere adaptations to climate and diet (e.g. the weaker the ultraviolet light, the fairer the skin)



Regulators of Human Life (5): Race (3)

- **Race** has been defined from two perspectives: **biological** and **sociohistorical**
- **Race as a sociohistorical concept:** explaining how racial categories have varied over time, between cultures. The meaning of race has been debated in societies, and new categories have emerged while others changed.
- **Brazil:** history of intermarriage among native peoples, descendants of African slaves, and immigrants from Europe, the Middle East, and Asia; hundreds of words for skin colours
- **Rwanda:** After World War I, Belgian colonists created racial system by dividing the population into three groups, Hutu, Tutsi, and Twa, based on the lighter or darker shades of their skin



Regulators of Human Life (6): Civilisation

- **19th century:** the term culture was commonly used as a synonym for Western civilisation
- British anthropologist Sir Edward Tylor (1871): popularisation of the idea that all societies pass through developmental stages, beginning with “savagery,” progressing to “barbarism,” and culminating in Western “civilisation”
- **20th century:** some thinkers believed that civilisation is more important than culture or nation-state
- Samuel Huntington, *The Clash of Civilizations*, 1996: civilisations are the most important form of human identity; present-day civilizations include Western, Latin American, Sub-Saharan African, Eastern Orthodox (including the former Soviet Union), Islamic, Confucian, Hindu and Japanese



Group Activity: Regulators of Human Life

Task: In your groups, identify the 6 main forms of regulators of human life (Religion, Nation, Class, Gender, Race and Civilisation) within your allocated country.

USA

Japan

Italy

Philippines

Summary

- Germany and its Culture
- The German Language



- Regulators of Human Life

Religion, Nation, Class, Gender, Race, Civilisation



Any questions?