



Introduction to Intercultural Studies: The Branding of Culture

Learn how products move across borders and how branding problematically draws on narratives of culture and place.

If your students are completing the whole of this course online and are not participating in the teacher-led lessons based on it, then they can complete useful and engaging activities based on the content covered. You can choose for your students to complete individual tasks by themselves or encourage group work. Though you may have your own ideas about what your students can do with the course content, we've made things easy for you by suggesting some activities that you can submit to your students below. Instructions for the students can be found later in this document.

Individual student tasks taken from the course

Reflection: Students write a 500 word reflection on what they learned from the course, including anything they might do differently now as a result of their learning, and anything additional they found out from their own reading around the topic. They will submit this reflection as a written essay, podcast or video.

Activity 1: Students watch the video in Step 1.3 (Introducing globalised products). Write a brief assignment answering this question:

- Why do you think technology companies might use their marketing to emphasise where their products are designed, rather than where they are manufactured?

Activity 2: Students look up the term 'banal nationalism' (content in Step 1.6 may be useful) and make notes on the definition, then answer the following questions:

- What examples of banal nationalism have you seen in your everyday life?
- How connected do you feel to other people who share your nationality?

Research task: Students research and prepare an assignment on soft power. Information and links from Steps 2.6, 2.7 and 2.8 will be useful. They should select one example that they think demonstrates how soft power is exercised. This might include films, music, books or commercial products. They should answer the following questions:

- What messages and narratives are associated with your example?
- How is it received in the destination country or location?
- In what ways does it promote the culture or way of life of the exporting country?

Group tasks based on the course

Research task: Groups watch the video in Step 1.9 (Case study: Branding Thailand) and take notes, then watch the Thailand campaign video linked in the 'See Also' section. Each group will perform

research and develop a case study of another country of their choice. Each presentation should include either a tourism video or advert, and answer these questions:

- What is the message that the marketing is attempting to create about the location?
- Who is the marketing aimed at?
- To what extent does the marketing reflect the reality of the location?

Each group will then present their tourism video/advert/images to the class and explain how the specific nation is branded.

Discussion task: Groups should discuss the following questions:

- How do you view the products of your own culture or country?
- Consider what products you either take with you when you go abroad, or products you miss when you are away from home. Why do you feel this way and what associations do you have with these products?

Collaborative task: Groups watch the video in Step 1.4 (Using narratives of place). Each group thinks of a product they know of which is sold around the world and answer these questions:

- How is it marketed and sold?
- Can you identify any narrative that has been used to promote the product?
- What values is the company trying to associate with its product?
- How is this intended to appeal to your identity?

Groups note down their answers and submit to the teacher.

Additional support

You can use the [How to use FutureLearn guide](#) with your students to get them started. There is also a school-facing [Guide to safeguarding and security on FutureLearn](#) if you need it.

Test

You can use the test questions listed in the student instructions below as a short assessment to enable your students to demonstrate what they have learned on the course. The assessment has 15 marks in total.

The questions have been designed to be flexible and open. The questions indicate which steps the answers can be found on. The marks available reflect the likely length and complexity of the answer expected, and how many points they are likely to make. For example, a 5-mark question might reflect a longer, more complex question, or one where they have asked to describe or explain a number of elements. Depending on the level and ability of your students, you can decide how you wish to award the marks so they are appropriate for your class.

Each question suggests which steps the students may wish to return to answer the questions. **You can decide if you want to include this information when you share the assessment with your students.**

Student instructions

Reflection

Write a 500 word reflection of what you have learned from the course. It should include anything you might do differently now because of what you learned, and anything additional you found out in your reading around the topic. Submit this reflection to your teacher as a written essay, podcast or video.

Activity 1

Watch the video in Step 1.3 (Introducing globalised products). Write a brief assignment answering this question:

- Why do you think technology companies might use their marketing to emphasise where their products are designed, rather than where they are manufactured?

Activity 2

Look up the term 'banal nationalism' (content in Step 1.6 may be useful) and make notes on the definition, then answer the following questions:

- What examples of banal nationalism have you seen in your everyday life?
- How connected do you feel to other people who share your nationality?

Research task

Research and prepare an assignment on soft power. Information and links from Steps 2.6, 2.7 and 2.8 will be useful. You should select one example that you think demonstrates how soft power is exercised. This might include films, music, books or commercial products. Your assignment should answer the following questions:

- What messages and narratives are associated with your example?
- How is it received in the destination country or location?
- In what ways does it promote the culture or way of life of the exporting country?

Group discussion

Discuss the following questions in your group:

- How do you view the products of your own culture or country?
- Consider what products you either take with you when you go abroad, or products you miss when you are away from home. Why do you feel this way and what associations do you have with these products?

Group research task

Watch the video in Step 1.9 (Case study: Branding Thailand) and take notes, then watch the Thailand campaign video linked in the 'See Also' section. Your group will conduct research and develop a case study of another country of your choice. Each presentation should include either a tourism video or advert, and answer these questions:

- What is the message that the marketing is attempting to create about the location?
- Who is the marketing aimed at?
- To what extent does the marketing reflect the reality of the location?

Each group will then present their tourism video/advert/images to the class and explain how the specific nation is branded.

Group collaborative task

Watch the video in Step 1.4 (Using narratives of place). Your group should think of a product you know of which is sold around the world and answer these questions:

- How is it marketed and sold?
- Can you identify any narrative that has been used to promote the product?
- What values is the company trying to associate with its product?
- How is this intended to appeal to your identity?

Note down your group's answers and submit to the teacher.

Test

Complete the assessment questions below to demonstrate your understanding of the course. You can refer back to the course to find the answers or more detail as you need to. You should not however share your answers with other students.

Your answers should be written in full sentences and be appropriately detailed. Make sure you read the questions carefully before starting to answer. Each question shows how many marks are available – use this to guide how much detail or how many points you need to include.

[The questions also indicate where you can start to look to find the answer. You can also include information from other steps if that is relevant.]

1. Why might companies emphasise where their products are designed rather than where they are manufactured? (2 marks) [Step 1.4]

2. Give two examples of how brands try to appeal to the consumer's identity. (2 marks) [Step 1.5]

3. Define the term 'banal nationalism', giving examples. (3 marks) [Step 1.6]

4. Give a specific example of nation/culture branding, and explain the message(s) that the marketing is trying to convey. (4 marks) [Step 1.8]

5. Explain the term 'soft power', giving examples. (4 marks) [Step 2.6]