Embedding Zulu Culture into International Business Curriculum
- Differences in National Culture Module

Course-Level Information

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Institution: California State University, Los Angeles

Course Name: BUS 4150 Contemporary Issues in Global Business

Course Description:

This course examines the distinctive circumstances of conducting business in more than one country. It includes two angles of viewing International Business activities, the country-level and the firm-level. The country-level perspective presents a broad survey of different facets of the international business environment including political, cultural, economic and other social aspects. The country-level analysis also includes supranational institutions which are supposed to facilitate International Business activities, such as the world trade organization, international monetary system, and regional trading blocs such as the European Union. In the firm-level section, we will cover firm global strategies, organizational structure diversity, international market entry modes and so forth. Towards the end of the semester, we will combine country-level and firm-level analysis to learn how multinational enterprises tackle problems and handle risks in a foreign environment. This course intends to prepare students with a global mindset to view business activities.

Course Learning Objectives (CLO):

CLO 1: explain what International Business is and activities consist of.
CLO 2: describe what PESTLE factors are.
CLO 3: apply PESTLE framework to a specific country, using the world bank database as input.
CLO 4: compare country-level differences in each of the PESTLE factor categories.
CLO 5: evaluate whether an International Business action is suitable to conduct in a host location.
CLO 6: develop international business plan including both country-level and firm-level analysis.

Module-Level Information

Module Length: 3 hours

Module Level Mission:

International Business curriculum in the Culture session has been comparing the east (e.g., Asia) and the west (e.g., North America) but has not discussed in depth the continent of Africa and South America. A large portion of BUS 4150 course attendants have South American background. African culture would be a very valuable lesson for our learners in the International Business class. We plan to use Zulu culture as an entry point to integrate Africa into the International Business curriculum. The goal is to improve students' inter-cultural literacy through Zulu worldview which represents one of the world's largest indigenous culture group. By identifying Zulu cultural contents and comparing Zulu culture to one's own culture values, students are expected to enhance their social skills when engaging with a global audience.

Module Learning Objective (MLO):

MLO 1: explain what Hofstede Culture Dimensions (6D) is.
MLO 2: describe Zulu cultural elements including language, social structure, and religion.
MLO 3: compare Zulu culture to your own culture background using the 6D framework.

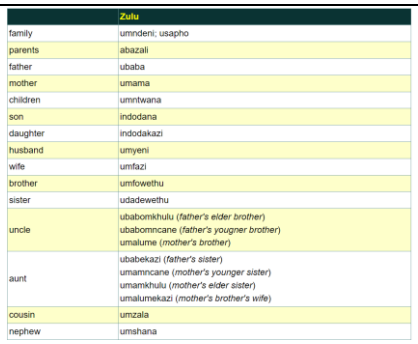
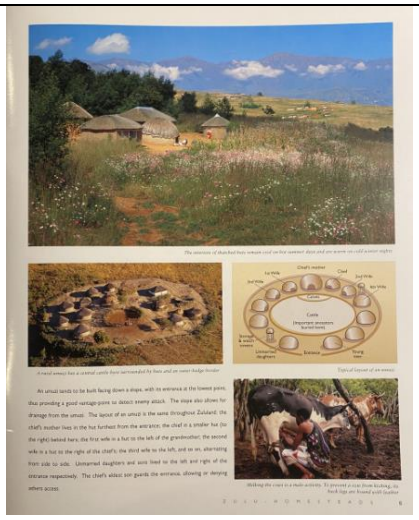
Module Learning Activity Description:

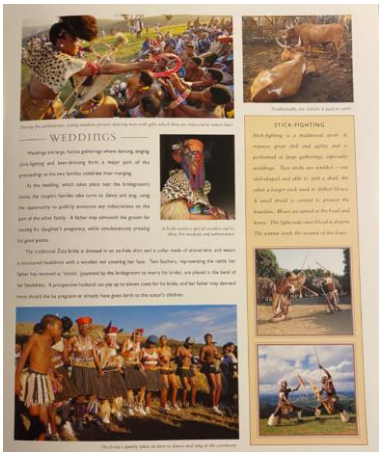
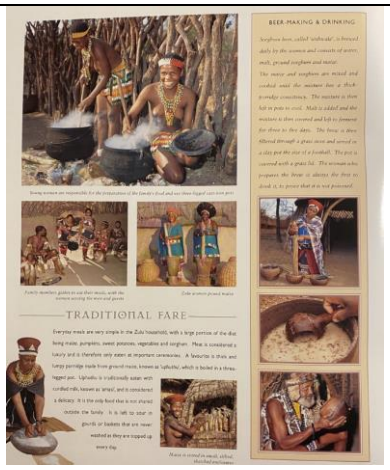
After a 20-minute lecture on national culture and Hofstede Cultural Dimensions, students are divided into 6 groups and each group (5-6 students) choses one of the six dimensions as their discussion topic. Before group discussion, a 40-minute interactive lecture on Zulu language and norms using the materials below is given to the class. Each group is expected to take notes and turn those into their discussion materials during the 40-min lecture time. After a short break, group discussion will begin and last for about 20 minutes. The goal of the discussion is for the group to decide which dyad Zulu culture is closer to in the selected dimension when comparing Zulu to a culture that the group is already familiar with (e.g., the U.S. society). The group will be suggested to sit in a small circle to (try to) everyone's voice. Another 10 minutes will be given to the group to summarize their answers in Padlet and choose a team volunteer to report their conclusions. Each group will take about 10 minutes to report their findings. The following materials are used for Zulu culture lecture.

https://www.google.com/search?q=zulu+song+sawubona+for+ice+breaking&rlz=1C1CHBD_enUS1053US1053&biw=1280&bih=618&tbm=vid&ei=EznEZJLJC62Jxc8P0dGOqAg&oq=zulu+song+sawubona&gs_lp=Eg1nd3Mtd2l6LXZpZGVvIhJ6dWx1IHNvbmcgc2F3dWJvbmEqAggAMgUQIRigATIFECEYoAFIl01QpANY9y5wAHgAkAEAmAG2AqABpyCqAQYyLTEzLjK4AQHIAQD4AQHCAgcQIRigARgKwgIEECEYFcICCBAAGIoFGJECwgIGEAAYFhgewgIIEAAYFhgeGArCAgUQABiABMICCBAAGIoFGIYDiAYB&sclient=gws-wiz-video#fpstate=ive&vld=cid:30e0ba8c,vid:T_e3H8inK84

"Sawubona" song for ice breaking. Alternatively, post the video of DUT students singing Sawubona.

Table 1. Zulu culture materials selected and explanations.

	Material selected	Reasons for choosing the material	Learning outcome satisfied	Principles alignment
1	 https://www.omniglot.com/language/kinship/zulu.htm	Simple language instruction is given to students, emphasizing that in isiZulu (1) father's older brother = big (khulu) father in isiZulu; (2) father's younger brother = small (ncane) father; (3) mother's older sister = big mom; (4) mother's younger sister = small mom. These terms indicate that extended families tend to live together and take care each other's kids. There are also the saying that "no kid is hungry" "no one is homeless" in the Zulu society. Another example (can be used as a prompt to ask students): who will raise the kid if the mother is not married to the father? (mother's father or mother's brother). Hint: these contents can be used to analyze (1) collectivism vs. individualism; (2) large vs. small power distance dimensions.	MLO 2 MLO 3	Improve students' knowledge of African cultural perspectives. Develop social and cross-cultural and cross-ethnic interactions to be better citizens in a culturally plural world.
2		Family structure in the Zulu society exhibit strict hierarchy. The seniors are more respected than juniors. That is why the chief's mother lives furthest from the entrance and thus farther away than anyone else to potential danger. Man instead of woman is usually the homestead's leader, making important decisions. One man can marry more than one woman.	MLO 2	Improve students' knowledge of African cultural perspectives. Develop social and cross-cultural and cross-ethnic interactions to

		Hint: (1) power distance dimension; (2) indulgence vs. restraint dimension	MLO 3	be better citizens in a culturally plural world.
3	https://iamtranscriptions.org/iam-sheet-music/songs-vocal-pieces/makoti-ke-dinako/ [from WITS University] Wedding songs are played in class  A thumb piano and small drum will be passed around the classroom to let the students observe the (natural) materials used in these instruments.	Music is a big part of Zulu people's life. It is integrated into all ceremonies and everyday work. The lyric is usually speaking to daily life content. For example, in this traditional wedding, the singers are asking the bride does your feet feel cold. It has the caring and ubuntu feature. The dress code in traditional Zulu village emphasizes on appreciating the natural body. Female dresses are popular with beads and short skirt. Male uses animal furs to cover essential parts. Hint: (1) achievement vs. nurture; (2) uncertainty avoidance	MLO 2 MLO 3	Improve students' knowledge of African cultural perspectives. Develop social and cross-cultural and cross-ethnic interactions to be better citizens in a culturally plural world.
4	 Food preservation and recycling of organic leftovers to prepare for the next year's planting	Agriculture plays an important role but also significantly affected by weather and other natural conditions. In order to overcome hardship and unpredictability, stocking up is paramount. For example, Maize is stored in several different places around the house, including some openings of the house. Hint: (1) uncertainty avoidance; (2) long-term vs. short term orientation	MLO 2 MLO 3	Improve students' knowledge of African cultural perspectives. Develop social and cross-cultural and cross-ethnic interactions to be better citizens in a

	seasons.			culturally plural world.

Activity deliverables from students:

(1) Each student group will input in an online Padlet so everyone in class with the link can see each group's answer in real time.
(2) Each group has 10 minutes to present their findings based on their input in Padlet. For example, group 1 discusses collectivism vs. individualism. The group study question is whether, compared to the U.S. culture (or any culture the group agrees to use as a treatment or baseline), Zulu is a collectivistic society? It is up to the group to give their reasoning to fill in the answer. The instructor will propose change if the students' reasoning process or the outcome deserves a debate.

The class will end with a popular South African song "Shosholoza":

https://www.youtube.com/watch?v=2aFlQS4k3wo

Appendix

Cultural dimension	Definition	Examples
Power distance	***Power distance*** is the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally.	**Low**: U.S. and Canada **High**: Japan and Singapore
Individualism and collectivism	***Individualism*** describes cultures in which the ties between individuals are loose. ***Collectivism*** describes cultures in which people are integrated into strong, cohesive groups that protect individuals in exchange for unquestioning loyalty.	**Individualistic**: U.S., Australia, and Great Britain **Collectivistic**: Singapore, Hong Kong, and Mexico
Masculinity-femininity	***Masculinity*** pertains to cultures in which social gender roles are clearly distinct. ***Femininity*** describes cultures in which social gender roles overlap.	**Masculinity**: Japan, Austria, and Italy **Femininity**: Sweden, Norway, and Netherlands
Uncertainty avoidance (UAI)	***Uncertainty avoidance*** is the extent to which the members of a culture feel threatened by uncertain or unknown situations.	**Low**: Singapore, Jamaica, and Denmark **High**: Greece, Portugal, and Japan
Confucian dynamism	***Confucian dynamism*** denotes the time orientation of a culture, defined as a continuum with long-term and short-term orientations as its two poles.	**Long-term**: China and Japan **Short-term**: U.S. and Canada

Hofstede's Cultural Dimension Model (Hofstede, 1991, p.28)