



# Travel Journalism, Communication and Social Media

**Module 9:** Exploring cultures, gastronomy and culinary traditions through travel;  
building intercultural competence

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# Exploring cultures, gastronomy and culinary traditions through travel; building intercultural competence

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# Module's Outline

**Course title “Travel Journalism, Communication and Social Media”**

**Module title**

**“Exploring cultures, gastronomy and culinary traditions through travel; building intercultural competence”**

- Food and Culture
- What is culture?
- Cultures around the world
- Intercultural Awareness and Competence: understanding cultural differences
- Intercultural Communication; dealing with cultural differences
- Travel awareness
- Gastronomic heritage; Europe
- Unesco Intangible Heritage; Mediterranean Diet
- Tasting Greece; foodscapes and cultural landscapes. Gastroregions. Gastronomy experiences.



# Food and Culture (1)

The world on a plate.

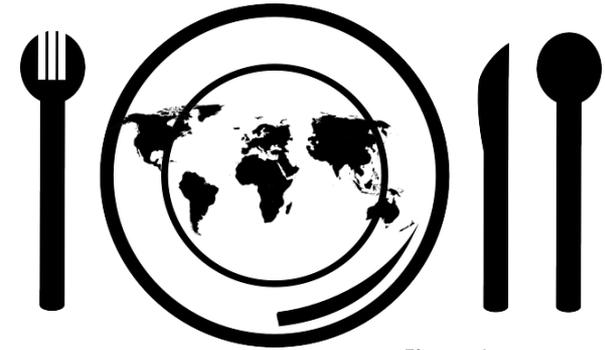


Figure 1

Gastronomy, cuisine and culinary traditions:

- are part of the culture
- correlate to unique experiences and authenticity
- are an integral part of people's identity
- constitute part of humanity's intangible heritage
- offer learning and educational experiences
- are a creative segment of tourism and stimulate economic development (local, regional, national, global)
- communicate national identity



# Food and Culture (2)

## Gastronomic Heritage; Europe

European immaterial cultural heritage: European gastronomic traditions and healthy eating habits with an awareness of the diversity and quality of the regions, landscapes and products of Europe's gastronomy.

European foodscapes (itineraries of sustainable development and intercultural dialogue):

- Olive Oil Route ([olivetreeroute.gr](http://olivetreeroute.gr))
- Iter Vitis (the ways of the wine)



# Food and Culture (3)

## UNESCO Intangible Heritage; Mediterranean Diet

Countries: Cyprus, Croatia, Spain, Greece, Italy, Morocco, Portugal



Figure 2



Figure 3



Figure 4



Figure 5



Figure 6



# Food and Culture (4)

## UNESCO Intangible Heritage; Mediterranean Diet

**Countries:** Cyprus, Croatia, Spain, **Greece**, Italy, Morocco, Portugal

“The Mediterranean diet involves a set of skills, knowledge, rituals, symbols and traditions concerning crops, harvesting, fishing, animal husbandry, conservation, processing, cooking, and particularly the sharing and consumption of food.”

“The Mediterranean diet emphasizes values of hospitality, neighbourliness, intercultural dialogue and creativity, and a way of life guided by respect for diversity. It plays a vital role in cultural spaces, festivals and celebrations, bringing together people of all ages, conditions and social classes.”

(UNESCO, Intangible Cultural Heritage of Humanity, 2013).



# Food, Culture and Travel (1)

Why the connection of food, culture and travel?

Because ...

... everyone has to eat!

... every society has its own food preferences and way of eating.

... knives, forks and nations are tied through food and gastronomy.

... food is more than just a means of survival , it is a form of public communication.



Figure 7



# Food, Culture and Travel (2)

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Gastronomy and culinary traditions

have a role as a **cultural force** in developing and sustaining heritage travel, and

an increasing role as a catalyst in enhancing the quality of the travel experience.

(Jetske van Westering, 2007)



# Food, Culture and Travel (3)

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- How can someone 'taste' the world?
- How many foodscapes and cultural landscapes, and gastroregions are around the world?
- How many gastronomic experiences can someone have when travelling?

... as many cultures as the world has.

Cultural diversity is the common heritage of humanity.



# Cultures around the world



Figure 8

Προβολή εκπαιδευτικού βίντεο: Midiaeducação Medianeira - Diversidade Cultural

<http://www.youtube.com/watch?v=ipjfC2s2X1c>



# What is Culture? (1)

**Culture** is a shared set of meanings, values, beliefs, behaviors through which experience is interpreted and carried out (Bonder, Martin & Miracle, 2001). Anything created by beings and enabled through socialization is conceived as part of 'culture' (Crane, 1992:ix) [intellectual culture and cultivation, education, intellectual tradition, values, traditions, aesthetics, behavior refinement]

It includes thoughts, styles of communicating, ways of interacting, views of roles and relationships, values, rules, practices, institutions and customs (Betancourt, 2003).

Culture is ...

- **multidimensional**
- **relative**
- **learned**
- **collective**
- **changes over time, dynamic**
- **complex responsive process**
- **part of everyday life**



# What is Culture? (2)

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Culture's **enemies** are ...

stereotypes (beliefs based on faulty or partial information),  
prejudice (attitudes and values arising from beliefs),  
discrimination (action on the basis of attitudes and values) (*vs diversity*),  
bias,  
ethnocentric perspectives.

Experiences are encrypted differently in different cultures.  
Understanding the different ways of encryption, suggests that  
someone has mastered that culture's communication, beliefs and attitudes.



# Intercultural Awareness and Competence (1)

Understanding is linked to education and **awareness** which reveals **competence** when training has preceded.

“Awareness” does not necessitate action, while “competence” denotes an endpoint or mastery as opposed to a complex and dynamic process (Hixon, 2003).

Therefore, things like:

Do’s and Don’ts, Customs, Basic history of region, Tribes, families, clans, Language, Religion, military culture, education levels, social classes, ...

... **do not** support **(inter)cultural awareness and competence.**



# Intercultural Awareness and Competence (2)

## **(Inter)cultural Awareness**

... understand your own culture

... understand and accept logic of other cultural frameworks (knowledge of history, culture, customs and traditions, background for any conflict);  
understanding of 'otherness'

... is concerned with the integration of cultural diversity knowledge and respect into individual and institutional practice and policy (Wells, 2000).

... reflects how people grow to perceive cultural differences. People see, interpret and evaluate things in a different ways. Similar experiences are encrypted differently in different cultures. What is considered an appropriate behavior in one culture, is frequently inappropriate or offensive in another culture.



# Intercultural Awareness and Competence (3)

Understanding cultural differences:



Figure 9

*Examples:*

*body language, colors, culinary, expressions – hello/hmm, customs, etc.*

<http://www.youtube.com/watch?v=BT0kzF4A-WQ>



# Intercultural Awareness and Competence (4)

## **(Inter)cultural Competence**

... is the knowledge of others and self, the skills to interpret, discover and interact, the ability to value others' values, beliefs, and behaviors, and the capability to relativize one's self (Byrum, 1997).

... is 'transcending the limitations of one's own world view'. Multiple perspectives are appreciated and monocultural view is abandoned. (Crozet & Liddicoat, 1999)

... is the body of knowledge, attitude, skills and awareness to successfully interact with people from other ethnic, religious, cultural, national, and geographic groups; in general from another cultural context.



# Intercultural Awareness and Competence (5)

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An interculturally competent individual is aware that his/her view of the world is just **one among many**, and his/her interpretation of a situation is **one of many**. So, he/she is open to new information or alternative perspectives.

(Ting-Toomey, 2005; Willems, 2002:19)



# Intercultural Awareness and Competence (6)

## Understanding cultural differences:

- **Eating habits** (e.g. Asia - chop sticks / Europe - knife and fork, Clean right hand in some countries, Common plate, Beef/Pork (not eaten by Muslims for religious reasons)/Horse (Christians keep horses, dogs and cats as pets)/“Everything that moves”/Fish is neutral)
- **Religion** (knowledge of religion of host country and Respect religious beliefs)
- **Family and Gender** (e.g. elders are highly respected in some cultures, Understand family ties, different gender beliefs and views)
- Socioeconomic status and occupation; **class**
- **Sexual orientation**
- **Disability and physical appearance**
- **Age**
- **Race, Ethnicity and Nationality** (origins)
- **Communication** (e.g. language, idiomatic expressions, humour, body and sign language/gestures, smile, handshake, dress code: customs, traditions, climate dependent, time: different concepts of time/siesta/tea time, personal space)
- **Travelling and traffic** (e.g. traffic conditions, local traffic laws, local conditions, environmental conditions – climate, currency, written and unwritten rules)



# Intercultural Awareness and Competence (7)

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(Inter)cultural competence and awareness are the foundation of communication and have as prerequisite:

## **(Inter)cultural Communication skills**

This means ...

- building culturally specific and communication skills
- being aware of the principles of cross-cultural communication
- focus on the process of communication and have knowledge of the communicative strategies other cultures tend to employ



# Intercultural Communication (1)

- Culture and Communication are intertwined.
- Culture teaches how to relate to others, how to communicate → culture influences communication and communication is central to culture → culture is shared → intercultural communication emphasizes culture.
- **Intercultural Communication**  
... is the communication between people with different i.e. language, national origin, race or ethnicity; when two or more persons with differing cultural identities communicate (Casse, as cited in Kohls & Knight, 1994; Porter & Samovar, 1994).



# Intercultural Communication (2)

A competent intercultural communicator...

- is aware of cultural variability and able share,
- identifies cross-cultural communication misunderstandings,
- is able to 'tune into', interacts positively with host society
- is mindful
- considers other, shows empathy
- has the ability to interpret an experience from another culture and relate it to one from its own, and explain it to those who live another way of life
- has the ability to acquire new knowledge of a culture and cultural practices and the ability to operate this knowledge, attitudes and skills during a real-time communication and interaction.

(The Council of Europe Definition )



# Intercultural Awareness, Communication and Travel (1)

**Travel embodies awareness and communication.**

Today's traveler is someone who ...  
wants to understand the place he/she visits,  
wants to feel its history,  
wants to interact with the people and their culture,  
wants to experience this cultural "adventure" and communicate.

These experiences and communication enable the traveler **i)** to understand cultural differences, **ii)** to communicate effectively travel information and news, **iii)** to compare different cultures and the present with the past, or **iv)** understand the reasons for change and evolution in a culture or among and between cultures.



# Intercultural Awareness, Communication and Travel (2)

So, today... travelling creates a social space where the 'outside' world is experienced as an 'inner experience' for every traveler that deserves to be shared. Thus, ...

- **travel** facilitates the public communication of culture (multiple cultural formations: intercultural communication)

Culture is like luggage we always carry, and since we live in an era where we increasingly interact with people from different cultures, because of the changes in technology, economic and political systems, and **travelling**, its public communication is an ongoing activity and an unending process involving action.

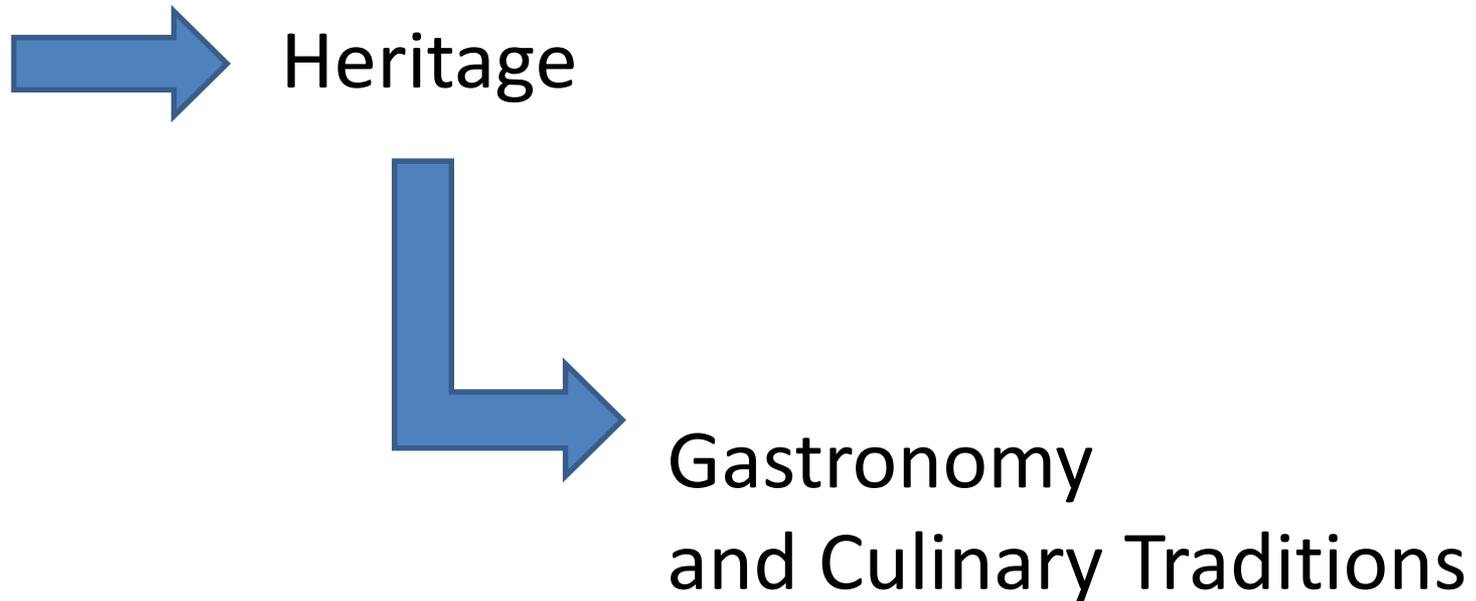
- **the traveler** is the communicator; the '**truth-teller, sense-maker, explainer**' of the 'other' cultural context and the cultural adventure he/she experiences.



# Intercultural Awareness, Communication and Travel (3)

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How can we experience culture?



# Exploring cultures, gastronomy and culinary traditions through travel (1)

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Food and Travel go together like planes and airports.

No matter where you go you'll have little trouble finding at least one culinary experience that will help you understand the local culture.

<http://www.lonelyplanet.com/>



# Exploring cultures, gastronomy and culinary traditions through travel (2)

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According to travel journalists:

*...The most memorable experiences we have is when we go off the travel track and head to the city suburbs, meet local people and enjoy real authentic local cuisine.*

Tasting Greece; foodscapes and cultural landscapes.  
Gastroregions. Gastronomy experiences.



# Exploring cultures, gastronomy and culinary traditions through travel (3)

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Tasting a country;  
foodscapes and cultural landscapes.  
Gastroregions.  
Gastronomy experiences.



# Creative Task (1)

Lets explore cultures, gastronomy and culinary traditions through a culinary experience.

Tasting a country; foodscapes and cultural landscapes. Gastroregions. Gastronomy experiences.

Present local cuisine by describing a culinary experience that you had; present what you have tasted! ... your experience by ... activating the senses and by completing the sentence of ... I see... / I smell... / I taste... / I sense... / I feel... / I hear ..., as well as giving information about the history, the ingredients, local culture, tradition, habits, cultural differences, culture, the location and region, funny stories, tips, suggestions, bio gastronomy (healthy food).



# Creative Task (2)

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Lets explore cultures, gastronomy and culinary traditions through a culinary experience.

Tasting a country; foodscapes and cultural landscapes. Gastroregions. Gastronomy experiences.

Be an 'insider guide'; share/tell funny stories about local food, give tips about hot spots, suggest culinary routes



# Creative Task (3)

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Be an 'insider guide' and a travel literate person;

- share something unique from your culture
- give tips about intercultural aware behaviors (body language, colors, culinary, expressions – hello/hmm, customs, etc.)



# Creative Task (4)

Be an 'insider guide' and a travel literate person;

Think of an intercultural incident that you had, with a happy, funny or successful ending, about any cultural differences that you experienced.

Write it down in our fb team and share it with us.

Explain why you managed to communicate successfully.

Make connections between cultures.

(What did you notice? How did you interpret the communication? Why did you interpret it this way? What is prejudice? Tolerance? Difference?)



# Creative Task (5)

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## Intercultural Experience

Think of an unhappy intercultural incident in which you were involved and found yourself at a loss understanding what was going on.

Write it down in our fb team and share it with us.

Explain why it was strange for you.



# Creative Task (6)

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## Intercultural Competence Challenge

Describe in 80 words maximum as comment on our fb team ...

- What does culture look like to you in your travel?
- Who are you? Who are the others (host culture and county)?



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3. Various legumes

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By DIAC images (Harmony Day

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# End of Module 9

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