

LING 333: Cross-Cultural Communication

Summer 2015: June 1 - July 2

Instructor: Marta L. Baffy

Email: mlb258@georgetown.edu

Phone: 202-661-6649 (between 2-5 PM Monday-Thursday; between 10 AM - 4 PM Friday)

Office Hours: Mondays 1-2 PM in “East Wing” of Poulton Hall (or by appointment)

Meetings

Monday-Thursday, 10:45 AM - 12:45 PM (June 1 - July 2)

Course description

This course approaches cross-cultural communication from the perspective of interactional sociolinguistics and explores the connections between language and culture by investigating some of the aspects of language use that vary by culture. These include turn taking, politeness and conversational rituals. The course will also survey differences that arise when cultures intersect; particular attention will be paid to interactions between different genders, ethnicities, and generations. Part of the course will be spent on training students to investigate these devices in language data. Later on, students will explore cross-cultural communication in institutional contexts, such as education, politics, and law. Class time will be divided between lectures, class-wide and small group discussions, and hands-on data collection and analysis activities. Students will complete weekly field notes, a data analysis presentation with a short report, and a final exam.

Required readings

Tannen Deborah. 2011. *That's not what I meant! How conversational style makes or breaks relationships*. New York: Harper. (TNWIM)

Tannen, Deborah. 2007. *You just don't understand: Women and men in conversation*. New York: Harper Collins. (YJDU)

Other readings will be found on Blackboard.

Assignments

Field Notes

As noted on the schedule, you will hand in 5 Field Notes in which you describe and discuss/analyze an interaction you observed or participated in. In your discussion/analysis you show how insights you gained from readings, lectures, or class discussions shed light on the interaction, and/or how the interaction sheds light on the course material. The object of Field Notes is to apply the analytical insights you are gaining from this course to your daily experience, past and present, and to use your daily experience to engage intellectually with the course material. When you notice (or recall) a conversation or interaction and think, “Oh, that’s like what we read (or talked) about,” write it down. Your Field Notes should be at minimum 250-300 words (about half a page, single-spaced). With one exception, they are due on Mondays, in hard copy form, before the start of class. Please do not submit them over e-mail. Late responses will lose a portion of a letter grade for each day that they are late. More information on the grading of Field Notes, and what you should include in these notes, will be provided.

Reading Quizzes

You will take 2 Reading Quizzes over the course of the semester. These quizzes will be short (10-15 minutes) and will assess your understanding of, and level of engagement with, the readings assigned for the day that the quizzes are given. You can think of these as “pop quizzes.”

Data Analysis Presentation & Short Report

During the last week of the course, you will present to the class a preliminary analysis of “real life” data that you’ve collected. You will be responsible for presenting your data and facilitating a data workshop with your peers. You can think of this as an extended Field Note—just one that you share with the class. The object of this assignment is for us to explore in greater depth the concepts we are learning in this course, and to apply those concepts and analytical tools to data we have collected. On the day that you present/workshop your data, you will also turn in a written report that should be between 1,000-1,500 words (about three to four pages, single-spaced). More information on the grading of the Data Analysis Presentation & Short Report, and what you should include in this assignment, will be provided.

Final Exam

At the end of the term, you will design your own Final Exam for the course, and answer the questions that you pose. The exam will include definitions, short answers, and an essay. You will be asked to make every reading from the course relevant and/or referred to in at least one question, to ensure that you don't have too many questions based on the same topics or readings. More information on the Final Exam, and what you should include in your questions/responses, will be provided.

Participation & Attendance

Students are expected to attend all class sessions, and attendance will be taken at each class meeting. Absences are excused only in the case of sickness with a doctor's note or with a dean's or coach's note. Students are expected to be mentally present as well, and actively engaged in class discussions and activities.

Grading

Final grades will be calculated using the following weights:

- Field Notes (5) 25%
- Data Analysis Presentation 15%
- Data Analysis Report 20%
- Final Exam 30%
- Reading quizzes (2) & Participation 10%

A+	= 4.33	B-	= 2.67
A	= 4.00	B-/C+	= 2.50
A-	= 3.67	C+	= 2.33
A-/B+	= 3.50	C	= 2.00
B+	= 3.33	C-	= 1.67
B	= 3.00		

Laptop policy

Unless instructed otherwise, laptops and tablets are not allowed during class sessions.

Academic integrity

Any instance of academic dishonesty (plagiarism or cheating) will result in a grade of F.

Students with disabilities

If you have a disability that you believe may require an accommodation in this course, please contact the Academic Resource Center (<http://academicsupport.georgetown.edu/disability/medical-accommodations>). Accommodations will be granted, but only if they are arranged through ARC.

Course schedule

(subject to change)

Day & Date	Topic/theme	Readings due this day	Assignments due this day
WEEK 1			
Mon. 6/1	Introduction to the course; Introduction to the Interactional Sociolinguistic (IS) approach		
Tues. 6/2	Intro to IS (cont'd)	TNWIM: Preface, Chs. 1-4	
Wed. 6/3	Turn-taking & conversational style	TNWIM: Chs. 6, 7, 9, 10	
Thur. 6/4	Conversational style (cont'd)	Zupnik (2000)	Field Note #1
WEEK 2			
Mon. 6/8	Framing & understanding meaning in interaction	Tannen & Wallat (1987); Watanabe (1993); Kendall (2008)	Field Note #2
Tues. 6/9	Gender as conversational style; Gender in cross-cultural communication	YJDU: Preface, Chs. 1-4	
Wed. 6/10	Gender & personal relationships	YJDU: Chs. 5, 6, 8-10; Goodwin (2003)	
Thur. 6/11	Conversational rituals: narrative, agonism, apologies, humor	Johnstone (1993); Schiffrin (1984); Tannen (2000); Meyerhoff (1999)	
WEEK 3			
Mon. 6/15	Social media interactions: gender & age	Herring & Stoerger (2013); Dresner & Herring (2012); West & Trester (2013)	Field Note #3
Tues. 6/16	Social media in relationships	Gershon (2010)	
Wed. 6/17	Institutional encounters: Service & Professional	Cook-Gumperz & Gumperz (2002); Bailey (1997)	
Thur. 6/18	Institutional encounters: Education Guest speaker: Daniel Ginsberg	Philips (1972); Heath (1982); Alim (2005)	
WEEK 4			
Mon. 6/22	Institutional encounters: Business Guest speaker: Mackenzie Price	Readings TBD	Field Note #4
Tues. 6/23	Institutional encounters: Law	Eades (2005); Matoesian (2001)	

Wed. 6/24	Deaf culture; Deaf/Hearing interaction	Rutherford (1989); Padden (1989); Hall (1989)	
Thur. 6/25	Gallaudet Field Trip		
WEEK 5			
Mon. 6/29	Data workshopping		Field Note #5
Tues. 6/30	Data workshopping		
Wed. 7/1	Data workshopping		
Thur. 7/2	Living across languages	Agar (1994)	Final Exam (due in class)

Readings

- Agar, Michael. 1994. Cultural signifieds. *Language shock: Understanding the culture of conversation*, 61-72. New York: Morrow.
- Alim, Samy H. 2005. Hearing what's not said and missing what is: Black language in white public space. Intercultural communication in legal contexts. *Intercultural discourse and communication*, ed. by Scott F. Kiesling and Christina Bratt Paulston, 180-197. Malden, MA and Oxford: Blackwell.
- Bailey, Benjamin. 1997. Communication of respect in interethnic service encounters. *Language in Society* 26: 327-356.
- Cook-Gumperz, Jenny, and John Gumperz. 2002. Narrative accounts in gatekeeping interviews: Intercultural differences or common misunderstandings? *Language and Intercultural Communication* 2(1): 25-36.
- Dresner, Eli, and Susan C. Herring. 2012. Emoticons and illocutionary force. *Philosophical dialogue: Writings in honor of Marcelo Dascal*, 59-70. London: College Publication. (taken from Susan Herring's website)
- Eades, Diana. 2005. Beyond difference and domination? Intercultural communication in legal contexts. *Intercultural discourse and communication*, ed. by Scott F. Kiesling and Christina Bratt Paulston, 304-316. Malden, MA and Oxford: Blackwell.
- Gershon, Ilana. 2010. Introduction. *The Breakup 2.0: Disconnecting over New Media*, 1-15. Ithaca, NY: Cornell University Press.
- Gershon, Ilana. 2010. Fifty ways to leave your lover: Media ideologies and idioms of practice. *The Breakup 2.0: Disconnecting over New Media*, 1-15. Ithaca, NY: Cornell University Press.
- Goodwin, Marjorie H. 2003. The relevance of ethnicity, class, and gender in children's peer negotiations. *The handbook of language and gender*, ed. by Janet Holmes and Miriam Meyerhoff, 229-251. Malden, MA: Blackwell.
- Gumperz, John J. 1982. Socio-cultural knowledge in conversational inference. *Discourse Strategies*, 152-171. Cambridge: Cambridge University Press.
- Gumperz, John J. 1982. Interethnic communication. *Discourse Strategies*, 172-186. Cambridge: Cambridge University Press.
- Hall, Stephanie. 1989. Train-Gone-Sorry: The etiquette of social conversations in American Sign Language. *American Deaf culture: An anthology*, ed. by Sherman Wilcox, 89-102. Burtonsville, MD: Linstok Press.
- Heath, Shirley Brice. 1982. What no bedtime story means: Narrative skills at home and school. *Language in Society* 11: 49-76.
- Herring, Susan C., and Sharon Stoerger. 2013. Gender and (a)nonymity in computer-mediated communication. *The Handbook of Language, Gender, and Sexuality*, 2nd edition, ed. by Susan Ehrlich, Miriam Meyerhoff, and Janet Holmes. Chichester, UK: John Wiley & Sons.
- Johnstone, Barbara. 1993. Community and contest: Midwestern men and women creating their worlds in conversational storytelling. *Gender and Conversational Style*, ed. by Deborah Tannen. New York: Oxford University Press, pp. 62-80.
- Kendall, Shari. 2008. The balancing act: Framing gendered parent identities at dinnertime. *Language in Society* 37(4): 539-568.
- Matoesian, Gregory M. 2001. Intertextuality, reported speech, and affect. *Law and the language of identity: Discourse in the William Kennedy Smith rape trial*. New York: Oxford University Press, pp. 105-132.
- Meyerhoff, Miriam. 1999. Sorry in the Pacific: Defining communities, defining practices. *Language in Society* 28: 225-238.
- Padden, Carol. 1989. The Deaf community and the culture of Deaf people. *American Deaf culture: An anthology*, ed. by Sherman Wilcox, 1-16. Burtonsville, MD: Linstok Press.
- Philips, Susan U. 1972. Participant structures and communicative competence: Warm Springs children in community and classroom. *Functions of language in the classroom*, ed. by Courtney Cazden, Vera John, and Dell Hymes, 370-394. New York: Teachers College Press.
- Rutherford, Susan D. 1989. Funny in Deaf--not in hearing. *American deaf culture: An anthology*, ed. by Sherman Wilcox, 65-81. Burtonsville, MD: Linstok Press.
- Tannen, Deborah. 2000. Agonism in the academy: Surviving higher learning's argument culture. *The Chronicle of Higher Education* March 31, 2000, B7-8.
- Tannen, Deborah, and Cynthia Wallat. 1987. Interactive frames and knowledge schemas in interaction: Examples from a medical examination/interview. *Social Psychology Quarterly* 50(2): 205-216.
- Watanabe, Suwako. 1993. Cultural differences in framing: American and Japanese group discussions. In D. Tannen (Ed.) *Framing in Discourse*. New York: Oxford University Press, pp. 176-208.
- West, Laura, and Anna Marie Trester. 2013. Facework on Facebook: Conversations on social media. *Discourse 2.0: Discourse of New Media*, ed. by Deborah Tannen and Anna Marie Trester, 133-154. Washington, DC: Georgetown University Press.
- Zupnik, Yael-Janette. 2000. Conversational interruptions in Israeli-Palestinian 'dialogue' events. *Discourse Studies* 2(1): 85-110.