

LINGUISTICS 333: CROSS-CULTURAL COMMUNICATION

FALL 2011

Monday, Wednesday 3:30-4:45

ICC 221A

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COURSE OBJECTIVES:

Cross-cultural Communication is a nontechnical course which approaches the study of communication across cultures through the lens of interactional sociolinguistics. Students will examine linguistic and cultural factors which affect cross-cultural communication, types of cross-cultural communication, and aspects of language which vary by culture. For the purposes of this class, "culture" is broadly defined to include many ways of organizing identity, such as geographic region, age, gender, and ethnicity.

Students will learn sociolinguistic methods which will enable them to use a discourse analysis approach to examine and understand cross-cultural communication. Students will learn about these methods through lecture and readings, and apply them to analyze new data via in-class workshops, one-page field notes, and three short assignments throughout the term.

At the end of class, students will be able to (1) read, understand, and be able to compare and critique sociolinguistic studies, (2) describe cultural differences in communication and identify the sociolinguistic factors which contribute to them, (3) conduct and write analyses of new cross-cultural communication data, and (4) develop ideas for using sociolinguistic methodology in their particular areas of interest.

CLASS STRUCTURE

REQUIREMENTS:

1. Attendance at and participation in biweekly class meetings.
2. Completion of all reading
3. 10 Field Notes
4. 3 short project write-ups (1000 words)
5. In-class Reading Reflection quizzes

READINGS:

- Tannen, Deborah. 1986. *That's Not What I Meant: How Conversational Style Makes or Breaks Relationships*.
- Tannen, Deborah. 1990. *You Just Don't Understand: Women and Men in Conversation*
- Fallows, Deborah. 2010. *Dreaming in Chinese: Mandarin Lessons in Life, Love, and Language*.
- Articles to be posted on Blackboard (see bibliography)

Books are available at GU Bookstore or students may order them online (edition is not important).

There will be sporadic reading reflection quizzes at the start of class meetings (approximately ten throughout the semester). These will consist of one or two straightforward questions to ensure students are prepared for class discussion (to prime the pump, if you will). Quizzes will be graded as check (evident student has read material), check plus (student shows mastery of the material) and check minus (evident student has not read material).

FIELD NOTES:

Throughout the semester, students are expected to turn in a total of ten field notes, in which they will apply concepts presented in class to their daily experience. These notes are due on Wednesdays, according to the schedule provided in the syllabus. There are eleven assigned turn-in dates; students may elect either to skip a field note of their choice, or to complete all eleven and drop their lowest grade. These field notes will be a maximum of one page in length. Detailed instructions and guidelines will be handed out in class.

DATA ANALYSIS PROJECTS:

There will be three data analysis projects throughout the semester which will require you to explore a topic in greater depth using the knowledge you've acquired in class. The first (due Oct. 5) will require students to collect and analyze some sort of interactional data in a 750-word paper. The second (due Nov. 9) will focus on language and New Media. The third and final project (due Dec. 12) will consist of either a more in-depth look at one of the topics covered in class, or you may write (and complete) an appropriate final exam for the course.

CLASS POLICIES

ATTENDANCE:

This class relies on lively discussion and group work in class. As such, attendance is required; more than one unexcused class will result in a 15% reduction to the participation grade. Punctuality is also important—repeated tardiness will be treated as an absence at my discretion.

LATE AND MISSING WORK:

Assignments will be due on Blackboard before the start of the class period in which they are due. I do not accept late work. In the event that serious, unforeseeable circumstances prevent you from turning in an assignment on time, I will handle this on a case-by-case basis. Grades on late assignments drop 10% for each weekday that the student has not been in contact with me about the reasons for tardiness. However, please do not miss class to finish an assignment.

Any missed assignments will result in a grade of 0 for that assignment which will be factored accordingly into the final grade.

GRADING:

Field Notes: 20%

Projects: 20% each

Reading Reflections: 10%

Participation: 10%

To calculate the final grade, letter grades will be converted into the following grade point system, based on the 2011-2012 Georgetown University Undergraduate Bulletin:

A+	4.33*		B+	3.33		C+	2.33		D+	1.33
A	4.00		B	3.00		C	2.00		D	1.00
A-	3.67		B-	2.67		C-	1.67		F	0.00

*Students may receive a grade of A+ on an individual assignment but may not receive an A+ as a final grade. Any final numeric grade over 4.00 will be considered an A.

STUDENTS WITH SPECIAL CIRCUMSTANCES:

If you are a varsity athlete who will miss classes for team travel, or a student with documented learning disabilities who will require accommodation, I require documentation of this at the beginning of the course, before any assignments are affected. In either event, the late assignment policy still applies; while you should consider me a resource for helping you figure out how best to manage your workload, you are responsible for planning to ensure your work is completed on time.

INCLEMENT WEATHER:

If the university declares an inclement weather day, class will proceed according to the university's policy (closed, open with liberal leave, open). If the university is open, with or without leave, class will be in session and your attendance is expected as usual.

HONOR CODE:

Any instance of academic dishonesty (plagiarism, cheating, or falsification of data) will result in a grade of F on the assignment, and depending on the severity, will result in failure of the course and academic sanction. For more information on Georgetown University's Honor System, go to: http://gervaseprograms.georgetown.edu/hc/standards_of_conduct.html

Date	Topics and Readings	Assignment
Week 1 8/31	Introduction and Course Goals First class meeting “At Princeton, a Life Taken”	
Week 2 9/5 9/7	Principles of Interactional Sociolinguistics NO CLASS, Labor Day Gumperz, The Conversational Analysis of Interethnic Communication	
Week 3 9/12 9/14	Conversational Style Tannen, <i>That’s Not What I Meant!</i> Preface, Ch. 1-4 Tannen, <i>That’s Not What I Meant!</i> Preface, Ch. 6-7, 9-10	FN #1
Week 4 9/19 9/21	Framing and Register Tannen, <i>That’s Not What I Meant!</i> Chapter 5 Gordon, Watanabe, Cultural Differences in Framing	FN #2
Week 5 9/26 9/28	Speech Acts: Stories, Apologies, and Politeness Meyerhoff, <i>Sorry in the Pacific</i> Holmes, Narrative Structure: Some Contrasts Between Maori and Pakeha Story-telling	FN #3
Week 6 10/3 10/5	Turn-Taking Wieland, Turn Taking as a Source of Misunderstanding Present Project #1	Project #1
Week 7 10/10 10/12	Agonism NO CLASS, Columbus Day Tannen, What Other Ways Are There? Tannen, Agonism in the Academy	FN #4
Week 8 10/17 10/19	New Media as Cross Cultural Communication Gershon, <i>The Breakup 2.0</i> Introduction, Ch. 1, Ch 2. Moore, A long-distance affair Crystal, How Weird is Texting? Haggan, Text Messaging in Kuwait	FN #5
Week 9 10/24 10/26	Gender as Cross-Cultural Communication Tannen, <i>You Just Don’t Understand</i> , Preface, Chs. 1-3 Tannen, <i>You Just Don’t Understand</i> , Chs. 5, 6, 8-10 <i>Guest Speaker: Deborah Tannen</i>	FN #6
Week 10 10/31 11/2	Deaf/Hearing as Cross-Cultural Communication Padden, The Deaf community Monaghan, Signing Rutherford, Funny in Deaf Hall, Train-Gone-Sorry <i>Guest Speaker: Kelly McNabb</i>	FN #7
Week 11 11/7 11/9	Silence Scollon, Silence in the metaphor of malfunction Trester, Performing Peace <i>Guest Speaker: Anna Trester</i> Present Project #2	Project #2

Week 12 11/14 11/16	Institutional Cross-Cultural Communication Eades, Beyond Difference and Domination? Davidson, Interpreter as Institutional Gatekeeper	FN #8
Week 13 11/21 11/23	Language as Gateway to Culture Agar, Cultural Blends Agar, Cultural Signifieds NO CLASS, Thanksgiving	FN #9
Week 14 11/28 11/30	Language as Gateway to Culture, con't Fallows, <i>Dreaming in Chinese</i> , Chs. 1-7 Fallows, <i>Dreaming in Chinese</i> , Chs. 8-14	FN #10
Week 15 12/5 12/7	Language, Multiculturalism, and Identity Bailey, The language of multiple identities Tan, Mother Tongue "At Princeton" revisited	FN #11
Week 16 12/12	Finals Final projects due at 6 PM on Blackboard	

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Fall 2011

Articles in order of assignment

- Gumperz, John J. "The Conversational Analysis of Interethnic Communication." *Interethnic Communication*, ed. by E. Lamar Ross, 13-31. Southern Anthropological Society Proceedings, No. 12. Athens, Ga.: University of Georgia Press, 1978.
- Gordon, Cynthia. "You're The Superior Subject: Layering Meanings by Creating Overlapping and Embedded Frames." In *Making Meanings, Creating Family*. Oxford University Press, 2009
- Watanabe, Suwako. "Cultural Differences in Framing: American and Japanese Group Discussions." *Framing in Discourse*, ed. By Deborah Tannen, 176-208. New York: Oxford University Press, 1993.
- Meyerhoff, Miriam. "Sorry in the Pacific: Defining Communities, Defining Practices." *Language in Society* 28(1999):225-238.
- Holmes, Janet. 2003. "Narrative structure: Some contrasts between Maori and Pakeha story-telling" in Christina Bratt Paulston & G. Richard Tucker (Eds.), *Sociolinguistics: The essential readings*. Malden, MA: Blackwell.
- Wieland, Molly. 1991. Turn-taking structure as a source of misunderstanding in French-American cross-cultural conversation *Pragmatics and language learning*, 1991
- Tannen, Deborah. "What Other Ways Are There? Listening to Other Cultures." *The Argument Culture*, 208-236. New York: Ballantine, 1998.
- Tannen, Deborah. 2000. "Agonism in the Academy: Surviving Higher Learning's Argument Culture," *The Chronicle of Higher Education* March 31, 2000, B7-8.
- 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*, 16-49. Ithaca, NY: Cornell University Press.
- Crystal, David. 2008. "How weird is texting?" *txtng: the gr8 db8*, 11-33. Oxford: Oxford University Press.
- Haggan, Madeline. 2007. Text Messaging in Kuwait: Is the Medium the Message? *Multilingua - Journal of Cross-Cultural and Interlanguage Communication*. Volume 26, Issue 4, Pages 427-449
- Padden, Carol. "The Deaf Community and the Culture of Deaf People." *American Deaf Culture: An Anthology*, ed. by Sherman Wilcox, 1-16. Burtonsville, MD: Linstok Press, 1989.
- Monaghan, Leila. "Signing." *A Cultural Approach to Interpersonal Communication*, ed. by Leila Monaghan and Jane E. Goodman, 423-425. Malden, MA: Blackwell, 2007.
- Rutherford, Susan D. "Funny in Deaf--Not in Hearing." *American Deaf Culture: An Anthology*, ed. by Sherman Wilcox, 65-81. Burtonsville, MD: Linstok Press, 1989.
- Hall, Stephanie. "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, 1989.
- Scollon, Ron. 1985. "The machine stops: Silence in the metaphor of malfunction." *Perspectives on silence*, ed. by Deborah Tannen & Muriel Saville-Troike, 21-30. Norwood, NJ: Ablex.
- Trester, Anna. *Performing Peace: Framing Silence in a Quaker Vigil*.
- Eades, Diana. "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, 2005.

- Davidson, Brad. "The Interpreter as Institutional Gatekeeper: The Social-Linguistic Role of Interpreters in Spanish-English Medical Discourse." *Journal of Sociolinguistics* 4(2000):3.379-405.
- Agar, Michael. 1994. "Culture blends." *Language shock: Understanding the culture of conversation*, 13-30. New York: Morrow.
- Agar, Michael. 1994. "Cultural signifieds." *Language shock: Understanding the culture of conversation*, 61-72. New York: Morrow.
- Bailey, Benjamin. The Language of Multiple Identities among Dominican Americans. *Journal of Linguistic Anthropology* 10(2): 190-22
- Tan, Amy. "Mother Tongue," *Threepenny Review*. (Rpt. The Longwood Reader, ed. by Edward A. Dornan and Charles W. Dawe, 234-240. Boston: Allyn and Bacon, 1990.)