

LINGUISTICS 333: CROSS-CULTURAL COMMUNICATION  
SPRING 2013

Monday, Wednesday 2:00-3:15  
Reynolds 133

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Office Hours: Monday 11-1 and by appointment, Poulton Hall 227

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. 8 Field Notes
4. 2 short projects on assigned topics (1000 words)
5. 1 final project on your own topic (1500 words)
6. In-class Reading Reflection quizzes

READINGS:

- Tannen, Deborah. 1986. *That's Not What I Meant: How Conversational Style Makes or Breaks Relationships*.
- Fallows, Deborah. 2010. *Dreaming in Chinese: Mandarin Lessons in Life, Love, and Language*.
- Articles to be posted on Blackboard
- Recommended text: Kiesling, Scott, ed. 2005. *Intercultural Discourse and Communication*.

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

There will be sporadic reading reflection quizzes at the start of class meetings (approximately 7-10 throughout the semester). **These are not designed to trick you.** These will consist of one or two straightforward questions to prime the pump for class discussion. 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, you are expected to turn in a total of eight field notes, in which you will apply concepts presented in class to your daily experience. These notes are due on Wednesdays, according to the schedule provided in the syllabus. There are ten assigned turn-in dates; you may elect either to skip two field notes of your choosing, or to complete extra field notes and drop your lowest grade(s). 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 February 13) will require you to collect and analyze some sort of interactional data. The second (due March 20) will focus on language and New Media. The third and final project (due May 6) will consist of a more in-depth look at one or more of the topics covered in class of your choosing.

### CLASS POLICIES

#### ATTENDANCE:

This class relies on lively discussion and group work in class. As such, attendance is required; more than one unexcused absence 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. Accepted file formats are .doc, .docx, or .rtf. 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 reason 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, or explanation for lack thereof, 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](http://gervaseprograms.georgetown.edu/hc/standards_of_conduct.html)

<b>Date</b>	<b>Topics and Readings</b>	<b>Assignment</b>
<b>Week 1</b> 1/9	<b>Introduction and Course Goals</b> First class meeting	
<b>Week 2</b> 1/14  1/16	<b>Conversational Style</b> Gumperz, The Conversational Analysis of Interethnic Communication Tannen, <i>That's Not What I Meant!</i> Preface, Ch. 1-3	
<b>Week 3</b> 1/21 1/23	<b>Turn-Taking</b> <b>NO CLASS: MLK and Inauguration day</b> Tannen, New York Jewish Conversational Style Wieland, Turn Taking as a Source of Misunderstanding	FN #1
<b>Week 4</b> 1/28 1/30	<b>Framing</b> Tannen, <i>That's Not What I Meant!</i> Chapter 4-6 Watanabe, Cultural Differences in Framing	FN #2
<b>Week 5</b> 2/4 2/6	<b>Speech Acts: Apologies and Politeness</b> Meyerhoff, <i>Sorry in the Pacific</i> Beal, Keeping the Peace	Transcript
<b>Week 6</b> 2/11  2/13	<b>Agonism</b> Tannen, What Other Ways Are There? Schiffrin, Jewish Argument as Sociability Present Project #1	Project #1
<b>Week 7</b> 2/18 2/20	<b>New Media as Cross Cultural Communication</b> NO CLASS, President's Day Gershon, <i>The Breakup 2.0</i> Introduction, Ch. 1, Ch 2. Moore, A long-distance affair	FN #3
<b>Week 8</b> 2/25 2/27	<b>New Media as Cross Cultural Communication</b> Baron, <i>Always On</i> Ch. 5 and 10 Crystal, How Weird is Texting?	FN #4
<b>SPRING BREAK March 4-8</b>		
<b>Week 9</b> 3/11 3/13	<b>Gender as Cross-Cultural Communication</b> Tannen, <i>That's Not What I Meant!</i> Chapters 7-9 Eckert and McConnell-Ginet, Think Practically and Look Locally <i>Guest Speaker: Anastasia Nylund</i>	FN #5
<b>Week 10</b> 3/18  3/20	<b>Silence</b> Scollon, Silence in the metaphor of malfunction Nwoye, Eloquent silence among the Igbo  Present Project #2	Project #2
<b>Week 11</b> 3/25  3/27	<b>Deafness as Cross-Cultural Communication</b> Padden, The Deaf community Monaghan, Signing Rutherford, Funny in Deaf Hall, Train-Gone-Sorry <i>Film: Sound and Fury</i>	FN#6

<b>Week 12</b> 4/1 4/3	<b>Institutional Cross-Cultural Communication</b> NO CLASS: Easter Davidson, Interpreter as Institutional Gatekeeper Eades, Beyond Difference and Domination	FN #7
<b>Week 13</b> 4/8 4/10	<b>Cross-Cultural Communication and Education</b> NO CLASS, Thanksgiving	FN #8
<b>Week 14</b> 4/15 4/17	<b>Language and Multiculturalism</b> Bailey, The language of multiple identities Alim, Hearing what is not said Agar, Cultural Blends Agar, Cultural Signifieds	Final Project Topic
<b>Week 15</b> 4/22 4/24	<b>Language as Gateway to Culture</b> Fallows, <i>Dreaming in Chinese</i> , Chs. 1-7 Fallows, <i>Dreaming in Chinese</i> , Chs. 8-14	FN #9
<b>Week 16</b> 4/29	<b>Language and Identity</b> Tan, Mother Tongue Course evaluations	FN #10
<b>Week 16</b> 5/6	<b>Finals</b> Final projects due at 11:59 PM on Blackboard	

LINGUISTICS 333 CROSS-CULTURAL COMMUNICATION  
Spring 2013  
Articles in order of assignment

- Gumperz, John J. 1978. 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.
- Tannen, Deborah. 2005. New York Jewish conversational style. In S.F. Kiesling, C. Bratt Paulston, Eds. *Intercultural Discourse and Communication: the Essential Readings*. Blackwell: Malden, MA. 110-134
- Wieland, Molly. 1991. Turn-taking structure as a source of misunderstanding in French-American cross-cultural conversation Pragmatics and language learning, 1991
- 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.
- Béal, Christine. 1994. Keeping the peace: a cross-cultural comparison of questions and requests in Australian English and French. *Multilingua* 13: 35-58
- Tannen, Deborah. What Other Ways Are There? Listening to Other Cultures. In *The Argument Culture*, 208-236. New York: Ballantine, 1998.
- Schiffrin Deborah. 1984. Jewish argument as sociability. *Language in Society*. 13: 311-355.
- 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.
- Gershon, Ilana. 2010. Email My Heart: The structure of technology and heartache. *The breakup 2.0: Disconnecting over new media*, 16-49. Ithaca, NY: Cornell University Press.
- Moore, Abigail. 2011. A long distance affair. *New York Times*. January 7, 2011.
- Crystal, David. 2008. "How weird is texting?" *txtng: the gr8 db8*, 11-33. Oxford: Oxford University Press.
- Eckert, Penelope and Sally McConnell-Ginet. 1992. Think practically and look locally. *Annual Review of Anthropology*.
- 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.
- Nwoye, Gregory. 1985. Eloquent silence among the Igbo of Nigeria. In D. Tannen, and M. Saville-Troike, ed. *Perspectives on silence*. Norwood, NJ: Ablex. 185-191.
- Padden, Carol. 1989. The Deaf Community and the Culture of Deaf People. In S. Wilcox, ed. *American Deaf Culture: An Anthology*. Burtonsville, MD: Linstok Press. 1-16.
- Monaghan, Leila. 2007. Signing. In L. Monaghan and J. E. Goodman, eds. *A Cultural Approach to Interpersonal Communication*. Malden, MA: Blackwell. 423-425.
- Rutherford, Susan D. 1989. Funny in Deaf--Not in Hearing. In. S. Wilcox, ed. *American Deaf Culture: An Anthology*. Burtonsville, MD: Linstok Press, 65-811.
- Hall, Stephanie. 1989. Train-Gone-Sorry: The Etiquette of Social Conversations in American Sign Language. In. S. Wilcox, ed. *American Deaf Culture: An Anthology*. Burtonsville, MD: Linstok Press. 89-102.

- 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.
- 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.
- Bailey, Benjamin. The Language of Multiple Identities among Dominican Americans. *Journal of Linguistic Anthropology* 10(2): 190-22
- Alim, Samy. 2005. In S.F. Kiesling, C. Bratt Paulston, Eds. *Intercultural Discourse and Communication: the Essential Readings*. Blackwell: Malden, MA.
- 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.
- 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.)