Spring 2014
Stony Brook University

Department of Asian & Asian American Studies
College of Arts and Sciences

**AAS/LIN 370 Intercultural Communication**, TuTh 10:00 - 11:20AM, Harriman Hall 111
This course satisfies the DEC category J

Course Instructor: Dr. Agnes He
Section: 01
Office Hours: TuTh 9:15-9:45 & 11:30-12:30, HUM 1116
Instructor contact information: 632-4030 (Dept.), [Agnes.He@stonybrook.edu](mailto:Agnes.He@stonybrook.edu)

**Course Description**

Through combination of theory and research from discourse linguistics and linguistic anthropology, this course examines (i) how culture shapes ways of speaking; (ii) how language constructs identities, dispositions, role relations; and (iii) what challenges people from different cultures may face when they communicate with each other. The following analytical perspectives will be presented: speech act theory, ethnography of communication, linguistic politeness, and sequential organization of turn taking. This course is offered as both AAS 370 and LIN 370. **Prerequisite:** One previous course in D.E.C. J or one previous course in Linguistics. 3 credits

**Learning Objectives**

- Gain foundational knowledge of some of the important research methodologies used in research on intercultural communication
- Identify some important issues and challenges facing intercultural communication
- Apply selected research methodologies and carry out a pilot research project
- Think critically about claims made about intercultural communication
- Communicate effectively (in both oral and written forms) on selected topics concerning multilingual and intercultural communication

**Requirements (details in following pages)**

- Attendance, class participation: 10%
- Presentation of readings (group work, oral): 10%
- Midterm exam (in-class, written): 20%
- Language Interview Project (groups of 3-4, oral presentation): 20%
- Final Research Project: 40% (poster presentation 20%; written paper 20%)

**Grading Standards**

A = 95 and above, A- = 90-94, B+ = 86-89, B = 82-85, B- = 80-81, C+ = 76-79, C = 72-75, C- = 70-71, D+ = 66-69, D = 60-65, F = below 60
Textbooks


Recommended Journals

Discourse and Society
Discourse Processes
International Journal of Multilingualism
Journal of Multicultural Discourses
Journal of Multilingual and Multicultural Development
Language and Intercultural Communication
Language in Society
The Modern Language Journal

Requirements-Details

1. **Attendance, participation and presentation** 10 points
   Keep up with course readings, be on time, attend all classes, and be actively involved in class discussions and activities. If you cannot attend a class or will be late, you must notify me and the TA immediately. Only an emergency or illness will merit an excused tardy or absence.
   You are allowed up to two (2) absences. Each additional absence will bring your grade down 2 points.

2. **Presentation of readings** 10 points
   Throughout the course, you will lead at least one class discussion. You can create discussion questions and/or group activities. I encourage you to be creative. Specific contents for presentation are to be selected from required readings (see Schedule of Classes).

   Specific guidelines for presentation:

   1. Please prepare a one-page handout, outlining the chapter which you present. If you would like copies be made by the Department, please give a hard copy to the TA at least two days in advance so that we will have your handout ready for the whole class in time. After your presentation, you need to submit a copy of your handout to me.

   2. In class, you are expected to give an oral summary of the chapter and to bring some examples of actual language use that may either illustrate or counter the points made in the chapter. Be creative with the format of your presentation. Keep in mind that you have two primary goals -- (a) to give adequate coverage of the content of the chapter and (b) to engage the class.

   3. You will be presenting the chapter with a group and I'd like to ask that you work as a team. You should work together to produce ONE handout (which will bear the names of all presenters) and to decide how you might divide the job of the presentation among yourselves.
4. You have 15 minutes to present your materials (the chapter and the examples).

- **Midterm Exam**
  
  Date: see schedule of classes.

  The in-class midterm exam will be in the format of multiple choices and short questions and answers. It will cover the key analytical concepts covered in the course and will require students to demonstrate the ability to apply these concepts to an analysis and evaluation of concrete communicative acts and events.

- **Language Interview Project (group work, oral presentation)**

  Due date: See schedule of classes

  General guidelines:

  You will work with 2-3 partners and conduct a 30-minute audio- or video-recorded interview with one person about his/her language use. I encourage you to interview someone who identifies as bilingual or is learning a foreign/second/heritage language. You can interview a classmate, friend or family member, if you like. After the interview, listen to the recording, and identify a theme or analytic category that we have been discussing in class. Based on your identified theme, transcribe selected pieces of the interview and incorporate them into your oral presentation. Interweave transcribed data with your framing and analysis. You will present your project in class by describing your interviewee and interview context and sharing some of your data, themes and findings.

  Specific suggestions:

  1. Possible questions to ask your interviewee

     a. what is your native language? How would you assess your level of proficiency in your native language in terms of listening, speaking, reading and writing (excellent, good, fair, poor)?

     b. what is your second language? How would you assess your level of proficiency in your second language in terms of listening, speaking, reading and writing (excellent, good, fair, poor)?

     c. With which language(s) do you feel most comfortable?

     d. What language(s) do you use at home, at work, in the community? What language(s) would you prefer to use at home, at work, in the community?

     e. How often do you meet with / talk with / work with people from different backgrounds? In what ways are they different from you?

     f. What are some of aspects of communicating with people from different backgrounds that you particularly enjoy or dislike? Examples?
g. Do you sometimes have difficulty communicating with people from different backgrounds? Examples? What do you think are the causes for the difficulty?

h. What does “American culture” mean to you? What does your “native/heritage culture” mean to you?

i. How would you categorize yourself – an American, an Asian/African/European/Hispanic, an Asian/African/European/Hispanic American, or Chinese / Japanese / Indian /Mexican / French /Greek- ….. American?

j. Is there anything that the Americans (or any ethnic groups in the U.S.) typically do that you find it hard to understand?

k. Is there anything that the Americans (or any ethnic groups in the U.S.) typically do that you would like to emulate?

l. What do you think are some of the good strategies in talking to people from different backgrounds?

m. What was the most difficult when you (or your parents/grandparents) first came to the U.S.?

n. If you have children, do you want your children to be able to speak, read, and write in your heritage language? Why (not)?

2. The oral presentation of the interview project should include the following:

   a. a brief summary of the interview – description of the interviewee and of the topics covered in the interview. Be sure to note your interviewee’s age, gender, level of education, native/second languages, years spent in the U.S. Be sure to use a fictitious name to protect the interviewee’s identity.
   b. A clear articulation of the themes from the interview that you have explored.
   c. Thematic analyses of the interview, with specific topics and illustrative transcribed interview data (you could consider using either a handout or PPT to share your data).
   d. A brief conclusion summarizing the main points and suggesting further questions/issues to explore in the future.

3. You will have 12 minutes to present your project in class. You will be graded on the basis of the quality of your interview as exhibited in your oral presentation of the project to the class. 12 minutes is a very short time and in order for everyone to have a fair chance, I must cut you short if you are not finished by the end of your 12 minutes– so please prepare, prepare, and prepare!

• Final Research Project (poster presentation + written paper) 40 points

You will carry out a pilot research project within the scope of intercultural communication. You will need to collect some empirical data and apply the research perspectives you have learned from this class to analyze these data. For example, you may audio- or video-record face-to-face interaction, collect online video and audio materials, examine excerpts from
films or TV programs, or focus on print communication (e.g., newspapers, magazines) or technology-mediated communication (e.g., email, blogs, Facebook, Twitter, etc.).

Your project should address at least one of the following dimensions:

Multimodal discourse and intercultural communication
- How are speech communities and ethno-linguistic groups presented and perceived in digital age?
- What are the consequences of multimodal (text, image, voice, sound) communication for expressing culture and re-presenting the self?
- How do bilingual/multilingual speakers apply their linguistic repertoires in different technological contexts, from face-to-face communication to digital media?

Multivalent identities and intercultural communication
- How do speakers manage self-projections and other-perceptions in the context of bilingual/multilingual practices?
- How do multilingual competences serve as resources for construction and expression of multicultural, global identities?
- What is the relationship between language choice, language use, and the construction of not only ethnic identity but other aspects of multivalent identities?

Conditions and constraints for intercultural communication
- What are the discursive/conversational strategies for enhanced intercultural communication?
- What are some of the problems and practices in translation and interpretation?
- What are the challenges facing the maintenance of Asian heritage languages in the U.S.?

You are required to submit a 350-word written abstract for your project by mid March (see Schedule of Classes for exact date). The abstract will be commented on but not graded. It is crucial that you take advantage of this opportunity to get feedback and guidance at this stage.

You will present your research project in two formats: as a poster presentation in the Spring 2014 URECA-Undergraduate Multilingual and Intercultural Communication Research Fair* (20%) and as a written paper to be submitted at the end of the semester (20%).

*URECA-Undergraduate Multilingual and Intercultural Communication Research Fair The Spring 2014 Undergraduate MIC Research Fair will be part of the 2014 URECA (Undergraduate Research & Creative Activities) (http://www.stonybrook.edu/ureca/) campus-wide poster symposium which will be held on April 30 in SAC Ballrooms. On that day, you will give a poster presentation to a public audience on campus. You need to get a poster display board (36 X 48). At the top center, the poster should display the project title and your name. The content of the poster should be based on your final research project. Consider efficiently communicating concepts and data using a combination of visuals and texts. Pay attention to clarity, coherence, and aesthetics. This will be a professional, academic event that showcases the best work we can do from AAS/LIN 370. I ask that you conduct yourselves professionally on that day. And yes, your attire should be suitable for a professional, academic occasion. The following link provides lots of useful information regarding abstract writing, oral presentation, etc. http://www.stonybrook.edu/ureca/poster-presentations.shtml
The completed research project should include the following:
(1) a clear articulation of a research question (*remember, there is never a “wrong” question*)
(2) an explanation of the analytical perspectives that will be adopted to address the research question
(3) a clear specification of data, methods, and procedures
(4) some illustrative data segments
(5) a discussion of the project’s significance

I expect the written version to be organized with headings, and conform to APA referencing conventions. If you are unfamiliar with APA conventions, see the *APA Publication Manual* (2001) and the *APA Style Guide to Electronic References* (2007). For more information, visit [http://www.apastyle.org/](http://www.apastyle.org/). Your final research paper should be 2500-3000 words, typed, double-spaced, with 1” margins, in 12-point font.

**Policies**

- Regular attendance is essential. You are allowed up to TWO (2) absences for the whole semester. *Each additional absence will cost 2% of your final course grade.* If you have an extraordinary circumstance, please discuss it with me beforehand.
- All cell-phones and other electronic devices should be turned off or set on ‘silent-mode’ for the duration of class time.
- Class participation is a must. It includes attendance, participation in various in-class activities and oral presentations. Please keep in mind that class participation takes up 10% of your final grade.
- No late papers/projects will be accepted. If you have an extraordinary circumstance, please inform the instructor in writing at the earliest possible time.

**Electronic Communication**

Email and especially email sent via Blackboard ([http://blackboard.stonybrook.edu](http://blackboard.stonybrook.edu)) is one of the ways we will officially communicate with you for this course. It is your responsibility to make sure that you read your email in your official University email account. For most students that is Google Apps for Education ([http://www.stonybrook.edu/mycloud](http://www.stonybrook.edu/mycloud)) but you may verify your official Electronic Post Office (EPO) address at: [http://it.stonybrook.edu/help/kb/checking-or-changing-your-mail-forwarding-address-in-the-epo](http://it.stonybrook.edu/help/kb/checking-or-changing-your-mail-forwarding-address-in-the-epo)

If you choose to forward your official University email to another off campus account, I am not responsible for any undeliverable messages to your alternative personal accounts. You can set up email forwarding using these DoIT-provided instructions found at: [http://it.stonybrook.edu/help/kb/setting-up-mail-forwarding-in-google-mail](http://it.stonybrook.edu/help/kb/setting-up-mail-forwarding-in-google-mail)

If you need technical assistance, please contact Client Support at (631) 632-9800 or [supportteam@stonybrook.edu](mailto:supportteam@stonybrook.edu)

**DISABILITY SUPPORT SERVICES (DSS) STATEMENT (must be the following language)**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center)
Building, room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: [http://www.stonybrook.edu/ehs/fire/disabilities](http://www.stonybrook.edu/ehs/fire/disabilities)

**ACADEMIC INTEGRITY STATEMENT (must be the following language as approved by the undergrad council)**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at [http://www.stonybrook.edu/uaa/academicjudiciary/](http://www.stonybrook.edu/uaa/academicjudiciary/)

**CRITICAL INCIDENT MANAGEMENT**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.
Informed Consent

Date of Preparation: January 2014
Title of Project: Intercultural Communication Course Project

Researchers: Students enrolled in AAS/LIN 370 “Intercultural Communication” during Spring 2014

I hereby authorize ____________, a student researcher, to include me in his/her research project as part of requirement for the course AAS/LIN 370 “Intercultural Communication”.

I understand that this course research project aims to document communication between participants from different cultural/linguistic backgrounds.

I understand that this course research project may involve observations, interviews, surveys, as well as recording, transcribing and analyzing of the actual instances of language use.

I understand that I will receive no direct benefit from my participation in this course research project; however, the possible benefits to humanity include understanding the challenges that face intercultural communication.

I understand that I have the right to refuse to participate in, or to withdraw from this course research project at any time.

I understand that no information which identifies me will be released without my consent. I understand that when the language data are analyzed, my name will be replaced with a fictitious one.

I understand that the collected data will be used for the purposes of a course research project only and that access to the original data will be restricted to the student researcher and the instructor of the course, Dr. Agnes He, Department of Asian & Asian American Studies, Stony Brook University.

I understand that Dr. Agnes He, who can be reached at Agnes.He@stonybrook.edu, will answer any questions I may have concerning any aspect of this course research project.

In signing this consent form, I acknowledge receipt of a copy of the form.

Participant’s Signature______________________ Date___________________
**Language Interview Presentation- Assessment Criteria**

Total points 20

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<th>Actual performance</th>
<th>Dimensions</th>
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<td>A brief summary of the interview – description of the interviewee and of the topics covered in the interview</td>
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<td>A clear articulation of the themes from the interview that you have explored</td>
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<td>Appropriate selection of thematic topics for analyses</td>
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<td>Clear illustrative data</td>
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<td>Appropriate and effective application of analytical framework(s)</td>
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<td>A brief conclusion summarizing the main points and suggesting further questions/issues to explore in the future.</td>
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<td>Judicious use of the allocated presentation time</td>
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<td>Overall clarity, relevance, and coherence</td>
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**Presentation of required readings- Assessment Criteria**

Total points 10

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<td>Coverage of chapter contents</td>
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<td>Connection to course topics/themes</td>
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<td>Examples to confirm or challenge the readings</td>
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<td>Evidence of collaboration among group members</td>
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<td>Overall clarity, coherence and effectiveness</td>
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Spring 2014
AAS / LIN 370  Intercultural Communication

Tentative Schedule of Classes


* =student led discussions

1/28, 1/30  **Introduction to course.**
**Language, discourse, intercultural communication.**
Introduction, chpt. 1 “Defining cultures and identities”
Reader, chpt. 17, Malinowski, “On phatic communion”
Reader, chpt. 29, Bourdieu, “Language and symbolic power”

2/4, 2/6  **Ethnography of speaking.**
Introduction, chpt. 2 “Understanding face-to face and mediated communication”
Introduction, chpt. 3 “Culture’s influence on perception”
Reader, chpt. 5, Gumperz, “Sociocultural knowledge in conversational inference”

2/11, 2/13  **Linguistic politeness and power.**
Reader, chpt. 18, Goffman, “On face-work”
Reader, chpt. 19, Brown & Levinson, “Politeness: some universals in language usage”
Reader, chpt. 20, Holmes, “Men, women and politeness”
*Introduction, chpt. 4 “Barriers to intercultural communication”

2/18, 2/20  Linguistic politeness and power: intercultural studies: data sessions.
*Introduction, chpt. 5 “Nonverbal communication”
*Introduction, chpt. 6 “Language as a barrier”

2/25, 2/27  **Speech acts.**
Reader, chpt. 2, Austin, “How to do things with words”
Reader, chpt. 3, Grice, “Logic and conversation”

3/4, 3/6  Speech acts: data sessions.
*Introduction, chpt. 7 “Dimensions of culture”
*Introduction, chpt. 8 “Dominant US cultural patterns”

3/11, 3/13  **Structure of discourse: turn taking.**
Reader, chpt. 6, Schegloff, “Talk and social structure”
Reader, chpt. 14, Sacks, “Everyone has to lie”
Reader, chpt. 15, Schegloff & Sacks, “Opening up closings”
3/13  350-word abstract for final research project due

3/18, 3/20  Spring Recess

3/25  Instructor away at the Annual American Association for Applied Linguistics Conference. No class meeting. Students should use the time to finalize their Language Interview Projects. The missed class period will be made up on Wednesday April 30th, during campus life time (URECA-Undergraduate MIC Research Fair).

*Introduction, chpt. 9 “Comparative cultural patterns”

4/1, 4/3  Written Exam. Movie: TBA.

4/8, 4/10  Presentation of language interview projects.

4/15, 4/17  Presentation of language interview projects.

4/22, 4/24  Intercultural communication research methodology.
Reader, chpt. 9, Atkinson & Heritage, “Jefferson’s transcript notation”
Reader, chpt. 10, Oechs, “Transcription as theory”

4/29  Language and gender identity

4/30  URECA-Undergraduate Multilingual and Intercultural Communication Research Fair: poster presentation of final research projects

5/1  *Introduction, chpt. 10 “Culture and gender”
*Introduction, chpt. 11 “Contact between cultures”

5/6, 5/8  Language and ethnic identity.
Reader, chpt. 24, Giddens, “Modernity and self-identity”
Reader, chpt. 32, van Dijk, “Discourse and the denial of racism”
*Introduction, chpt. 12 “Immigration and acculturation”
*Introduction, chpt. 13 “Cultures within cultures”
*Introduction, chpt. 14 “Identity and subgroups”

5/15  Final Research Project-written paper due by 12pm in my office (HUM 1116).
**Group Presentation of Readings**

*(Groups of 4)*

2/20

*Introduction, chpt. 5 “Nonverbal communication”*

*Introduction, chpt. 6 “Language as a barrier”*

3/6

*Introduction, chpt. 7 “Dimensions of culture”*

*Introduction, chpt. 8 “Dominant US cultural patterns”*

3/27

*Introduction, chpt. 9 “Comparative cultural patterns”*

5/1

*Introduction, chpt. 10 “Culture and gender”*

*Introduction, chpt. 11 “Contact between cultures”*

5/6

*Introduction, chpt. 12 “Immigration and acculturation”*

5/8

*Introduction, chpt. 13 “Cultures within cultures”*

*Introduction, chpt. 14 “Identity and subgroups”*
**Presentation of Language Interview Projects (groups of 3-4)**

4/8, 4/10

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4/15, 4/17

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