

**ANTH 273/LING 273**  
**Cross-cultural Communication**  
**Instructor: TBD**

**This course fulfills the CC GSS Requirement**

<b>Course Meeting Days, Times</b>	<b>&amp; Location:</b>	<b>Office Hours:</b>
TBD		

***Course Description***

This course introduces students to how the fields of interactional sociolinguistics and linguistic anthropology approach the study of cross-cultural and intercultural forms of (mis)communication within the context of globally interconnected people, places, and systems of communication.

Cross-cultural and intercultural forms of communication are shaped in part by transnational geopolitical and political economic shifts that have resulted in highly mobile people – from postcolonial citizens making demands of the metropole, to those recruited to perform all kinds labor with and across nation–state boundaries as well as displaced peoples due to war, famine, and escape from other forms of social stigma and persecution. Students will examine the linguistic, discursive and institutional cultural factors that shape how intercultural and cross-cultural forms of communication take place within and across a range of domains (schools, medical clinics, legal settings, networked businesses, an animal refuge) and activities (parent-teacher conferences, peer-play, medical examinations, asylum interviews to legal-courtroom proceedings, job interviews, and commercial transactions). This course will also be global in scope, as it examines case studies from Australia, North America, Latin America, Europe, Africa and Asia.

***Learning Outcomes***

Upon completion of the course, students will:

- Evaluate the implications of language contact, multilingualism, language nationalism, economic interests, and politics on culture, society and language itself.
- Identify and assess current concepts, analytical methods, and research techniques in linguistic anthropology, applying them in a variety of cross-cultural contexts.
- Formulate a research question to analyze.
- Apply linguistic anthropological analytical methods in writing exercises that synthesize research findings,
- develop an argument in accordance with linguistic anthropological approaches • employ anthropological writing conventions.
- Critically assess professional publications.

***Carolina Core Outcome***

Students will be able to use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.

## **REQUIRED READINGS**

- 1) Gilmore, Perry. 2016. *Kisisi (Our Language): The Story of Colin and Sadiki*. Malden, MA: Wiley Blackwell.
- 2) Keating, Elizabeth, and Sirkka L. Jarvenpaa. 2016. *Words Matter: Communicating Effectively in the New Global Office*. Los Angeles & Berkeley: University of California Press.
- 3) Fadiman, Anne. 1997. *The Spirit Catches You and You fall Down*. Farrar, Straus, and Giroux.
- 4) Selected articles posted as pdfs or links on Blackboard [BB] under Modules following the Weekly Schedule

## **PARTICIPATION, QUIZZES, PAPER PROJECT**

### **Participation (10%):**

You will be rewarded with a high participation score (see rubric below) as long as you frequently come to class and/or actively contribute to the discussion during class times. The final participation score will be based on the average of your weekly scores.

*Excellent participation (9-10 points):* Makes regular and consistent contributions to class discussion (in virtual sessions and the discussion board) and participates in class activities, where it is clear that student has completed the reading and carefully thought about the concepts. Listens and responds respectfully to other classmates, makes an effort to not dominate discussions.

*Good participation (7-8 points):* Makes contributions to class discussion most weeks and participates in class activities. Shows evidence of being prepared, which includes completing all reading and thinking about class concepts. Listens and responds respectfully to other classmates, makes an effort to not dominate discussions.

*Satisfactory participation (5-6 points):* Makes occasional, though less frequent, contributions to class discussions and activities. Shows evidence of mostly being prepared, which includes completing all reading and thinking about class concepts. Listens and responds respectfully to other classmates, makes an effort to not dominate discussions.

*Marginal participation (3-4 points):* Makes rare contributions to class discussions and class activities. Does not show evidence of being prepared.

*Unsatisfactory participation (0-2 points):* Almost never contributes to class discussion and activities, is disruptive in online sessions. Has signs of active non-participation (texting, talking on phone, looking at email or non-class websites, sleeping...)

If you know you are going to be absent from a synchronous session, I request that you please send me a brief e-mail to explain your absence in advance. Students who repeatedly arrive late to the synchronous virtual sessions can expect to earn no higher than a ranking of satisfactory participation.

### **Quizzes (60% total)**

Quizzes will be available on Blackboard on asynchronous Fridays. The quizzes are timed and you may consult class materials during the testing session. Quizzes will include material from lecture, class discussion, the readings, and will ask you for a report on your project progress. Dates of quizzes are noted in the syllabus weekly schedule.

### **Final Paper (30% Total)**

You will work on a project choosing a site of cross-cultural communication that you will analyze throughout the semester—if permissions are given and you can do so safely without posing any harm to yourself or others, you might be able to observe sites such as a courtroom, a school, a clinic, a business, and so on. Depending on health considerations due to the COVID-19 pandemic, you might also have to consider online field site options as well. A more detailed handout will be distributed in class in September. This project can be structured in various ways depending on the site you choose, but it requires two types of engagement: 1) conduct a brief literature review within which you will 2) base your analysis of a concept or topic related to cross-cultural communication. Oral presentations of final projects will take place during the last weeks of class. You must seek out Prof. Reynolds' approval of topic before beginning your project. **Final papers will be due by X via Blackboard.**

#### *Project Proposal (5%)*

Turn in a 2-page proposal of your final research paper based on due via BLACKBOARD at 11:59pm.

#### *Final Presentations (10%)*

Prepare a 7-10-minute oral presentation about your research topic for class. The presentation grade factors in whether the student is present at **all** presentations, including on days not presenting.

#### *Final Paper (15%)*

Write a 5-page article for a general audience, explaining your research findings and their significance. Due via BLACKBOARD at 9 AM on December 9<sup>th</sup>. This is the scheduled exam period for this class.

### **Final Grading Scale**

<b>LG</b>	<b>%</b>	<b>Description</b>
A	100-93	Indicates a nuanced and careful mastery of the material
B+	92-89	Shows a good understanding of the material with a few areas for improvement.
B	88-80	
C+	79-76	Demonstrates partial comprehension of the material with several areas for improvement.
C	75-68	
D+	67-64	Exhibits very superficial or absolutely minimal grasp of material.
D	63-55	
F	54-0	No effort, total lack of understanding, non-completed or non-turned in assignment.

## **COURSE SCHEDULE OF TOPICS, READINGS AND ASSIGNMENTS/EXAMS/PROJECTS WEEKLY SCHEDULE**

Topic/Concepts	Day	Date	Reading(s)/Assignment/Film/Quiz (Due) Today
<b>Introduction to the Course &amp; Each Other</b> <b>(Module 1 on Blackboard)</b>	F	8/21	Complete all the tasks listed under the "To Do List" in Module 1 accessed by clicking on the "Course Modules" link on the Main Blackboard Menu
<b>Language &amp; Culture</b> <b>(Module 2 on Blackboard)</b>	M	8/24	<u>Reading</u> : Michael Agar's "Culture Blends" [BB]
	W	8/26	<u>Activity/Discussion</u> : Cross-cultural comparison of kindergarten storybook reading activities in rural school districts in South Carolina, USA and Quetzaltenango, Guatemala
	F	8/28	<u>Stream TED Talk</u> : Kio Stark on "Why you should talk to strangers"
<b>What is "language contact"...</b> <b>(Module 3 on Blackboard)</b>	M	8/31	Key concepts in sociolinguistics and linguistic anthropology <u>Reading</u> : Laura M. Ahearn's "Multilingualism and Globalization" in <i>Living Language</i> [BB]
<b>... and what can children teach us about it?</b>	W	9/2	<u>Reading</u> : Gilmore's Kisisi – Prologue, Chapter 1
	F	9/4	<u>Activity</u> : Gilmore Public Talk Viewing – Peer play

<b>(Module 4 on Blackboard)</b>	M	9/7	<u>Reading</u> : Gilmore's Kisisi – Chapter 2 and 3
	W	9/9	<u>Reading</u> : Gilmore's Kisisi – Chapter 4 and 5
	F	9/11	<b>Quiz 1</b>
<b>Language in Action = Communication Plus</b> <b>(Module 5 on Blackboard)</b>	M	9/14	<u>Reading</u> : Keating & Jarvenpaa, "Introduction" & Chapter 1
	W	9/16	<u>Reading</u> : Keating & Jarvenpaa, Chapter 2
	F	9/18	<u>Activity</u> : <i>Outsourced</i>
	M	9/21	<u>Reading</u> : Keating & Jarvenpaa, Chapter 3 and 4
	W	9/23	<u>Reading</u> : Keating & Jarvenpaa, Chapter 5 and Conclusion
	F	9/25	<b>Quiz 2</b>
<b>Medical misunderstandings and their consequences</b> <b>(Module 6 on Blackboard)</b>	M	9/28	<u>Reading</u> : Fadiman, Chapters 1-5
	W	9/30	<u>Reading</u> : Fadiman, Chapters 6-9
	F	10/2	PROPOSAL DUE <u>Film</u> : <i>The Split Horn</i> (Thomas Cooper Library's Streaming Films Service: Kanopy)
	M	10/5	<u>Activity</u> : Healthcare and Language – Hospital Interpretation
	W	10/7	<u>Reading</u> : Fadiman, Chapters 10-14
	F	10/9	<b>Quiz 3</b>
	<b>Asylum and refugees</b> <b>(Module 7 on Blackboard)</b>	M	10/12
W		10/14	<u>Activity</u> : Language Teaching for Refugees

	F	10/16	<i>Film</i> : Challenges Facing Refugees: Language and Culture
<b>The law and language (Module 8 on Blackboard)</b>	M	10/19	<i>Reading</i> : Berg-Seligson, Chapters 1 & 2 from “Coerced Confessions: The Discourse of Bilingual Police Interrogations”
	W	10/21	<i>Reading</i> : Berg-Seligson, Chapter 3 from “Coerced Confessions: The Discourse of Bilingual Police Interrogations”
	F	10/23	<b>Quiz 4</b>
	M	10/26	<i>Reading</i> : García, “Translated Justice? The Ixil Maya and the 2013 Trial of José Ríos Montt for Genocide in Guatemala”
	W	10/28	<i>Reading</i> : Camayd-Freixas, “Interpreting after the Largest ICE Raid in US History: A Personal Account”
	F	10/30	<i>Activity</i> : Analyzing an interpreter-mediated police interrogation
<b>Language and professions (Module 9 on Blackboard)</b>	M	11/2	<i>Reading</i> : Piller & Takahashi, “Language Work Aboard the Low-cost Airline”
	W	11/4	<i>Reading</i> : Kerekes, “Language Mentoring and Employment Ideologies: Internationally Educated Professionals in Search of Work”
	F	11/6	<b>Quiz 5</b>
<b>Language and education: Children and Schooling (Module 10 on Blackboard)</b>	M	11/9	<i>Reading</i> : Reynolds, Orellana and García’s “In the Service of Surveillance: Immigrant child language brokers in parent-teacher conferences”
	W	11/11	<i>Activity</i> : CLB Storybook Interpretation Interaction
	F	11/13	<i>Film</i> : <i>Speaking in Tongues</i> (Thomas Cooper Library’s Streaming Films Service: Kanopy)
<b>Revisiting &amp; Critiquing Key Socioling Concepts in (Higher) Education (Module 11 on Blackboard)</b>	M	11/16	<i>Reading</i> : Janus Mortensen, “Transient Multilingual Communities as a Field of Investigation: Challenges and Opportunities”
	W	11/18	<i>Reading</i> : Daniels, “There’s No Way This Isn’t Racist: White Women Teachers and the Raciolinguistic Ideologies of Teaching Code-Switching”
	F	11/20	<b>Quiz 6</b>
<b>Final Presentations (Module 12 on Blackboard)</b>	M	11/23	Sign-up
	M	11/30	Sign-up
<b>FINAL PAPERS DUE –Dec. 9<sup>th</sup> @ 9 AM – BLACKBOARD SUBMISSION</b>			

## CLASS POLICIES & RESOURCES

1. **Academic Integrity.** As members of the Carolina Community, we will be honoring and abiding by the Carolina Creed. The community of scholars at the University of South Carolina is dedicated to

personal and academic excellence. Choosing to join the community obligates each member to the Carolinian Creed. Academic dialogue and civil discourse are the cornerstone of the educational system and crucial to individual growth. Students are encouraged to practice personal and academic integrity, respect the rights and dignity of all persons, respect the rights and property of others, discourage bigotry, while striving to learn from differences in people, ideas, and opinions, and demonstrate concern for others, their feelings, and their need for conditions which support their work and development.

So remember, any work submitted by a student for academic credit must be the student's own work.

- ❖ Access to and consultation with quizzes or exams from previous iterations of the course (i.e. Test Banks), whether paper, electronic, or internet-derived, is considered cheating and will be prosecuted.
  - ❖ Additionally, ensure that you are properly citing sources in your writing and oral presentations and not accidentally committing an act of plagiarism. Plagiarism, in the broadest sense of the phenomena, includes improperly cited texts [both written and electronic] *and* ideas. I also take plagiarism very seriously: **all** research used in the preparation of one's essay must be cited. Whether you quote directly or paraphrase, any material consulted must be properly cited. Failure to do so is plagiarism and is a violation of College policy. If there is evidence that a student has not upheld the Carolinian Creed and taken credit for work that is not their own, the case will be forwarded to the Office of Academic Integrity (OIA). In the event that the OAI finds there was a breach of conduct, a **score of zero will be assigned for that test/assignment.**
2. **Attendance policy.** I will be keeping a record of student attendance during meeting times as this will factor into assessing your level of weekly participation. **But I will NOT be using attendance to exact a grade penalty on the final grade.** Students therefore do not need to account for absences during meeting times (unless you experience COVID-19 symptoms). I will, however, follow-up with those who miss class meeting times to find out if they experienced technical difficulties, need special assistance or social support. It is important that we maintain close contact and develop a supportive learning community, especially given the on-going pandemic.
  3. **Responsibilities.** Students are responsible for ALL material and assignments on Blackboard, as well as in the texts; this includes audio and video presentations both. Lectures and class discussion may supplement, highlight, or bring something entirely different from what is in the text. Several of the documentary films can be screened through the Thomas Cooper Library. Other public talks or sources will also be accessible through links also listed on Blackboard under the Weekly Course Modules.
  4. **Communication and Netiquette Policies.** Below are the following social norms we will follow in synchronous sessions, email correspondence, and online discussion board posts.
    - Asynchronous Discussion Board Posts.** For all online discussion posts, do not use all capital letters to convey your sentiments. Instead, prepare your answers using formal written standards (i.e. Copy-edit your work in a word document before posting it. Check your spelling, grammar, and punctuation in addition to organizing your post for completeness of information).
    - Email/Office Hours:** Virtual office hours and email are the preferred modes of professor-student communication outside the virtual classroom. Email inquiries will be answered within 24 hours of their receipt Mondays-Fridays (only). If you do not receive a response from me within a 24hour period during the weekend, assume the email was never received and attempt to speak with me before or after our virtual class meeting or during office hours. Finally, begin emails

with a proper salutation and please do not use text-messaging language. That is a written language register that I simply do not command.

5. **Diversity.** Please be respectful of each other, the instructor, and any guest presenters while in class. Social, cultural and linguistic understandings of the range of cultural systems considered throughout the course will require that students be open-minded and respectful of differing opinions and practices as well as conscientious of not unilaterally privileging their own ideas over those we consider throughout the course. Any disrespectful or disruptive behavior may result in your referral to the Office of Student Judicial Programs. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.
6. **Quizzes.** In scheduling quizzes I have attempted to avoid conflicts with most major religious holidays. If, however, I have inadvertently scheduled an exam or major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements. Otherwise, students must take all quizzes during the period of time scheduled through Blackboard. They are timed so be careful to read Blackboard instructions and follow directions to the letter. Do not deviate from the instructions. Students who need special accommodations should see the professor right away so that these can be arranged.
7. **Amending the Syllabus/Rules.** Amendments and changes to the syllabus, including evaluation and grading mechanisms, are possible. Changes to the grading and evaluation scheme, however, must be voted on by the entire class and approved only with unanimous vote of all students present in class on the day the issue is decided. The lecture/discussion schedule and reading assignments (daily schedule) will not require a vote and may be altered at my discretion. Grading changes that unilaterally and equitably improve all students' grades will not require a vote. Once approved, amendments will be distributed in writing to all students via Blackboard.
8. **Accommodations.** In accordance with the USC policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities in order to ensure their full participation in class. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with the Office of Student Disability Services (Phone: 777-6142; Email: [sasds@mailbox.sc.edu](mailto:sasds@mailbox.sc.edu); or stop by Close-Hipp, Suite 102) to verify their eligibility for appropriate accommodations. All accommodations must be approved through the Office of Student Disability Services.
9. **Student Well-Being.** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the [Division of Student Affairs and Academic Support](#). If you are comfortable doing so, please notify me as the professor so that we can find resources that may be helpful.

Students do not learn when they do not feel safe. If you feel unsafe on campus at any time in any place, please contact Police Dispatch at 803-777-4215 (in an emergency, please call 911) and reach out to the Division of Student Affairs and Academic Support. Again, if you are comfortable doing so, please notify me as the professor, and I will do my best to make appropriate accommodations.

Students may experience situations or challenges that can interfere with learning and interpersonal functioning including stress, anxiety, depression, substance use, concern for a family/friend, or feelings of hopelessness. Pay attention to what is happening in the classroom and in the lives of your fellow students. There are numerous campus resources available to students including

University Counseling & Psychiatry Service and University Student Health Services. Help is available 24/7. Students who need immediate help should call 803-777-5223. An outside resource is the National Suicide Prevention Lifeline (800-273-8255).

### **Anthropology Websites**

American Anthropological Association (AAA) <http://www.aaanet.org/index.cfm>

Society for Applied Anthropology (SfAA) <http://www.sfaa.net/>

The Social Life of Language YouTube Channel <https://www.youtube.com/watch?v=Rox8dxy0yc8>

### **Additional Information regarding Anthropology @ USC**

#### **INTERESTED IN AN ANTHROPOLOGY MAJOR OR MINOR?:**

The Anthropology major is designed to provide students with the knowledge and skills necessary to appreciate the cultural and biological diversity of humans and to apply their knowledge to a variety of career endeavors. For more information on becoming an Anthropology major/minor contact the Undergraduate Director or see Dr. Reynolds during virtual office hours.

### **ANTHROPOLOGY STUDENT ASSOCIATION**

Join the Anthropology Student Association (ASA) and learn more about Anthropology. ASA is a student organization that promotes anthropology and cultural awareness through various activities throughout the year. This involves both the university and non-university communities. One of the key goals of ASA is to encourage the interaction between anthropology undergraduate and graduate students, faculty, professionals, and other interested members of the community in both academic and social settings. For more information email ASA at: [anthdept@mailbox.sc.edu](mailto:anthdept@mailbox.sc.edu)