科目ナン	バリン	グ U-]	LAS02 10021 LE37							
授業科目。	Communica Communica		担当職名	旦当者所属 東南アジア地域研究研究所 准教授 TANGSEEFA, Decha						
群	人文・社会科学科目群 分野(分類) 芸術				芸術・	・文学・言語(基礎) 使用言語 英語				英語
旧群	A群	単位数	2単位	週コマ数	1コマ		授業形態 講義(対面授業科目)			
開講年度・ 開講期	2024・後期 曜時限 水4					配当	当学年	全回生	対象学	生全学向

[授業の概要・目的]

In today 's global community, how should a person conceptually prepare herself to be an effective "intercultural" communicator? Inconceivable even a decade ago, this era has witnessed tremendous transnational cultural flows -- of people, practices and products -- as well as local cultural complexities. Each not only encounters her own cultural intricacy, but also needs to effectively operate in culturally-complex contexts -- no matter in the cyber or physical spaces. These contexts range from the home and neighborhood; to places of work, worship and recreation; and to regions and the world.

For this academic year, the guiding concept for both Intercultural Communication I and II will be "cultural fluency." The two courses will be based on the second edition of my Thai book: "Light, Water and Rice Stalk: Cultural Fluency for Alterity" (2020). There are four sets of topics, the first two of which will be explored in this course and the latter two in Intercultural Communication II:

- Part 1. "Cultural Fluency," Difference and Voice
- Part 2. Basic Elements of "Cultural Fluency": AHA
- Part 3. Listen to Others, Listen to Otherness
- Part 4. Light, Rice Stalk and Cultural Fluency

The two courses explore concepts, theories and events as well as employ sounds (melodic or not) and images (moving or otherwise) -- as pedagogical tools -- to deepen students ' understanding of effective "intercultural communication."

[到達目標]

Since these two courses are predominantly conceptual/theoretical, they aim for students to be able to develop a set of conceptual abilities to think through processes of "intercultural communication." Students will, therefore, be doing a large amount of reading, discussing, and finally writing. (Note: All the readings can be accessed through PandA.)

[授業計画と内容]

Week 1:

- Introduction and Course Queries

Part 3. Listen to Others, Listen to Otherness

Part 3.1. A Child, Death and A Mother

Week 2:

- A Child, Death and A Mother

Part 3.2. Water & Becoming

Intercultural Communication II-E2(2)

Week 3:

- The Daodejing

Week 4:

- Smooth Space & On Influence-1

Week 5:

- Smooth Space & On Influence-2

Week 6:

- 1st Quiz and Review

Week 7:

- " Before the Law "

Week 8:

- Future, Justice and Fluency

Week 9:

- Speech & Trauma

Week 10:

- 2nd Quiz and Review

Part 3.3. Memory, Hearing and Listening

Week 11:

- Soundscape

Week 12:

- Listening

Week 13:

- Memory, Otherness and Violence

Part 4. Light, Rice Stalk and Cultural Fluency

Week 14:

- 3rd Quiz and Review

Week15:

- Course Summary: Light, Rice Stalk and Cultural Fluency
- Feedback Session

[履修要件]

- 1) Good level of English language (TOEFL ITP score 525) is required (the full score is 677). (For more information on how to convert the score, among others, see: https://capman.es/sites/default/files/toefl_itp_official_score_report_soloinformativo.pdf)
- 2) Comparatively speaking, this course is both reading-intensive and writing-intensive. Thus, any students who plan to take too many courses in this semester will have a hard time fulfilling this course 's requirements.

[成績評価の方法・観点]

3 Quizzes

Intercultural Communication II-E2(3)

Week 6 30%

Week 10 30%

Week 14 40%

Notes: Since this course is predominantly conceptual, students will be expected to demonstrate their conceptual understanding. The quizzes ' questions will ask students to: a) define some of this course 's key terms; b) apply those terms to analyze certain social realities in light of the course 's overall theme -- i.e., "cultural fluency". Throughout the semester, therefore, each student must ensure that s/he will adequately have a good conceptual grasp of those key terms.

[教科書]

Guha, Ranajit " "The Small Voice of History." In "The Small Voice of History: Collected Essays." Partha Chatterjee (Ed. w/ an Intro.). (2009. Ranikhet, India: Permanent Black: 304-317.)

Lao Tzu 『"The Tao Te Jing." D. C. Lau (Trans.w/ an Intro.).』 (1963. New York: Penguin Books.)

Deleuze, Gilles and Felix Guattari " "The Maritime Model." In "A Thousand Plateaus. Capitalism and Schizophrenia." Brian Massumi (Trans.). (1987. Minneapolis: University of Minnesota Press. Pp. 478-482.)

Puett, Michael and Christine Gross-Loh. " "On Influence: Laozi and Generating Worlds." In "The Path: What Chinese Philosophers Can Teach Us About the Good Life." (2016. New York: Simon & Shuster. Pp. 65-83.)

Kafka, Franz " "Before the Law." In "The Trial." (1984. New York: Schocken Books. Pp. 213-215.) Agamben, Giorgio. "Homo Sacer: Sovereign Power and Bare Life." Daniel Heller-Roazen (Trans.). (1998. Stanford: Stanford University Press. Pp. 1-12; 34-38.)

Derrida, Jacques et al. " "The Villanova Roundtable: A Conversation with Jacques Derrida." In "Deconstruction in a Nutshell: A Conversation with Jacques Derrida." John D. Caputo (Ed.). (1997. New York: Fordham University Press. Pp. 3-28.)

Friedman, Alan W.. " "Introduction." In "Party Pieces: Oral Storytelling and Social Performance in Joyce and Beckett." (2007. Syracuse: Syracuse University Press. Pp. xv-xxviii.)

Pillen, Alex " "Language, Translation, Trauma." In "Annual Review of Anthropology." (2016. 45: 95-111.)

Schafer, R. Murray " "Introduction." In "The Soundscape: Our Sonic Environment and the Tuning of the World." (1993 [1977]. Rochester, VT: Destiny Books. Pp. 3-12.)

Schafer, R. Murray " "The Soundscape." In "Sound." Caleb Kelly (Ed.). (2011. Cambridge, MA: The MIT Press. Pp. 110-112.)

Nancy, Jean-Luc. " "Listening." In "Listening." Charlotte Mandell (Trans.). (2007. New York: Fordham University Press. Pp. 1-22.)

Decha Tangseefa " " A Journey of Animus?: Christianized Karens and Recollections of Karen-Burman Animosity." In "Exploring Religio-cultural Pluralism in Southeast Asia: Intercommunion, Localization, Syncretisation and Conflict." Nabil Chang-Kuan Lin (Ed.). (2019. Tainan, Taiwan: Center for Multicultural Studies, National Cheng Kung University. Pp. 289-335.

(関連URL)

https://onlinemovie.cseas.kyoto-u.ac.jp/en/movie_tangseefa/(Instructor 's URL)

[授業外学修(予習・復習)等]

Students will study each week's prepared PowerPoint slides as well as reading assignments before class time in order to effectively engage in class discussion.

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Intercultural Communication II-E2(4)	
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[その他(オフィスアワー等)]	
Consultations can be arranged as needed.	