科目ナン	バリン	グ U-]	LAS02 10020 LE37							
			al Communication I-E2 al Communication I-E2			担当者所 職名・氏	当者所属 東南アジア地域研究研究所 准教名・氏名			'ANGSEEFA, Decha
群	人文・社会科学科目群 分野(分類) 芸				芸術	・文学・言語(基礎)			使用言語	英語
旧群	A群	単位数	2単位	週コマ数	1コ3	₹	授業形態 講義(対面授業科目)		業科目)	
開講年度・開講期	2025・前期		曜時限水	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 to enable students 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]

1st:

- Introduction and Course Queries

Part 1. "Cultural Fluency," Difference and Voice

2nd:

- "Culture" in Social Sciences and Humanities

3rd

- "Fluency": An Etymology
- "Cultural Fluency" & Its Academic Landscape

Intercultural Communication I-E2(2)へ続く

Intercultural Communication I-E2(2)

4th:

- Culture & Time

5th:

- 1st Quiz and Review

6th:

- Difference & Voice

Part 2. Basic Elements of "Cultural Fluency": AHA

7th:

- Multiculturalism

8th:

- Belonging

9th:

- 2nd Quiz and Review

10th:

- Power

11th:

- Capitalization & Technologization-1

12th

- Capitalization & Technologization-2

13th:

- Habit & Ability
- Course Summary

14th:

- 3rd Quiz and Review

15th:

- 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://theedge.com.hk/conversion-table-fortoefl-ibt-pbt-cbt-tests/)
- 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

First Quiz 30%

Second Quiz 30%

Third Quiz 40%

Notes: Since this course is predominantly conceptual, students will be expected to demonstrate their

Intercultural Communication I-E2(3)へ続く

Intercultural Communication I-E2(3)

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]

Olwell, Victoria [©] "The Uses of 'Culture.'" In "American Literary History" (2016. 28/1: 159-169.) Williams, Raymond [©] "Culture." In "Keywords: A Vocabulary of Culture and Society." (2015 [1976]. New York: Oxford University Press. Pp. 49-54.)

Weidman, Amanda. " "Anthropology and Voice." In "Annual Review of Anthropology," (2015. 63/6: 800-824.)

Colombo, Enzo. " "Multiculturalisms: An Overview of Multicultural Debates in Western Societies." in "Current Sociology Review." (2016. New York: Simon & Shuster. Pp. 65-83.)

Decha Tangseefa. " 'I Want To Stay Forever In You. 'In "Myanmar's Mountain and Maritime Borderscapes: Local Practices, Boundary-making and Figured Worlds. "Su-Ann Oh (Ed.). (2016. Singapore: ISEAS. Pp. 261-282.)

Foucault, Michel. "Method." In "The History of Sexuality (Volume 1: An Introduction)" (1990 [1978]. New York: Vintage Books. Pp. 92-102.)

Foucault, Michel. " "The Ethics of the Concern of the Self as a Practice of Freedom." In "Ethics:

Subjectivity and Truth." Paul Rabinow (Ed.). Robert Hurley and Others. (Trans.). (1997. New York: New Press. Pp.281-301.)

Richard A. Lynch. F "Foucault's Theory of Power." In "Michel Foucault: Key Concepts." Dianna Taylor (Ed.). (2011. New York: Routledge. Pp. 13-26.)

Dobbs, Richard, James Manyika and Jonathan Woetzel. " "An Intuition Reset." In "No Ordinary Disruption: The Four Global Forces Breaking All the Trends." (2015. New York: PublicAffairs. Pp. 1-14.)

Tepper, Jonathan and Denise Hearn. " "Introduction." In "The Myth of Capitalism: Monopolies and the Death of Competition. (2019. London: Profile Books Ltd. Pp. 3-25.)

Zuboff, Shoshana. " "Introduction: Home or Exile in the Digital Future." In "The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power." (2011. Cambridge, MA: The MIT Press. Pp. 110-112.)

Duhigg, Charles. F " Prologue: The Habit Cure. " In "The Power of Habit: Why We Do What We Do In Life and Business." ((2014 [2012]. ew York: Random House Trade Paperbacks. Pp. xi-xx.)

James, William " "The Laws of Habit." In "Talks to Teachers on Psychology to Students on Some of Life 's Ideals." (1899. New York: Henry Holt and Company. Pp. 64-78.)

Appadurai, Arjun. "The Future as Cultural Fact: Essays on the Global Condition." (2013. London: Verso. Pp. 179-182.)

Appiah, Kwame Anthony. The Lies that Bind. (2018. New York: Liveright Publishing Corporation. Pp. xi-xvi.)

Gordon, Jane Anna. Creolizing Political Theory: Reading Rousseau through Fanon (2014. New York: Fordham University Press. Pp. 1-17.)

(関連URL)

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

Intercultural Communication I-E2(4)
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.
[その他(オフィスアワー等)]
Consultations can be arranged as needed.
[主要授業科目(学部・学科名)]