

科目ナンバリング		U-LAS02 10021 LE37									
授業科目名 <英訳>		Intercultural Communication II-E2 Intercultural Communication II-E2				担当者所属 職名・氏名		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・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コマ	授業形態	講義 ( 対面授業科目 )				
開講年度・ 開講期	2025・後期		曜時限	水4			配当学年	全回生		対象学生	全学向
【授業の概要・目的】											
<p>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.</p> <p>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:</p> <p>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</p> <p>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."</p>											
【到達目標】											
<p>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.)</p>											
【授業計画と内容】											
<p>Week 1:</p> <p>- Introduction and Course Queries</p> <p>Part 3. Listen to Others, Listen to Otherness</p> <p>Part 3.1. A Child, Death and A Mother</p> <p>Week 2:</p> <p>- A Child, Death and A Mother</p> <p>Part 3.2. Water &amp; Becoming</p>											
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## Intercultural Communication II-E2(2)

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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

Week 14:

- 3rd Quiz and Review

### Part 4. Light, Rice Stalk and Cultural Fluency

Week15:

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

### 【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-for-toefl-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.

## Intercultural Communication II-E2(3)

### [成績評価の方法・観点]

3 Quizzes

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

## Intercultural Communication II-E2(4)

### [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.

### [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）]