18 Jan 2023

HUMA1000A (L1) SPRING 2023 Course outline (*subject to changes*)
Cultures and Values: Language, Communication, and Society
Note: HUMA1000A (L1) adopts a project-based experiential learning approach, with a different assessment structure from other HUMA1000 sections.

Instructor: Dr. Cathy Ping PAN (hmpanping@ust.hk)
Lecture time & venue: 4:00 - 5:50pm Wednesday, G009B, CYT
Office hours: 1.30-3.30pm Monday; 3:30-5:30pm Friday; Or by appointment
Course IA: Winnie PUN (winniepun@ust.hk)

Course description

Languages are considered complex repositories of cultures, where meanings are created and articulated, verbally and non-verbally, about the artefacts, norms, beliefs, and values of cultures[1]. Language use, an integral part of human communication, mirrors the inextricably entangled psychological, social, and cultural facets of human cognition and interaction. Building upon a fundamental exploration of the nature of human language, this course will delve into the closely interlinked notions of *language, communication and society* as manifested in our daily life, in the context of globalization and increasing border-crossing and intercultural exchanges. Through a lingua-cultural lens, we will probe a range of issues rooted in language, culture, and society: cultural diversity in perception, values, and worldview; identities, self and 'othering'; cultural variations in verbal and nonverbal communication; globalization, transcultural flow and translanguaging practice; linguistic landscape in global cities; globalization and language planning and policy in specific cultural contexts. Through discussions of such, the course aims to cultivate an appreciation and respect for linguistic and cultural diversity, communicative sensitivity, and social equality.

This L2 section adopts an experiential learning approach; by integrating concrete experience into humanities knowledge and understanding, it aims to bridge classroom learning and real-life practice and encourage students to experience "cultures and values" by approaching, observing, and partaking in cultures through project-based work, and to make sense of such experience with close reference to the concepts and theories introduced in the course.

Intended Learning Outcomes (ILOs)

This course has defined "language and culture" as the specific aspect of **humanities perspective** to form the contents of the Intended Learning Outcomes (ILOs). Within this framework, three basic values will be explored: Language, Communication and Society.

- ILO#1: Communicate in writing persuasively and effectively.
- ILO#2: Demonstrate a humanities perspective in communication.

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[1] See, for instance, Sorrells, K., 2020.

- ILO#3: Question assertions related to humanities, especially culture and values.
- ILO#4: Show appreciation of different views and contribute to constructive feedback.
- ILO#5: Apply existing empirical and logical skills to make independent judgments about personal values and priorities.
- ILO#6: Appreciate the complexity of: Language, Communication and Society

Assessment

1. **Class participation: 15%**
   Active participation is essential to the course. Students are expected to be prepared for and attend classes/tutorials/group presentations on time, and regularly. Through in-class activities and tasks that contribute to project development and reflections (e.g., reflection entries), attendance will be recorded for both lectures and tutorials.

2. **Quizzes: 25%**
   There will be 2 in-class quizzes to consolidate and test understanding of the key notions and discussions of the lectures and readings. Students are expected to follow the lectures carefully, support your learning by reading the materials provided, and participate actively in class discussions and activities.

3. **Group Project (Groups of 4-5): 60%**
   - Project proposal 10%
   - Presentation and peer evaluation 15%
     - Presentation 10%
     - Peer evaluation 5%
   - Project portfolio on Miro 35%, consisting of:
     - Project report & reflection (in multimodality, including writing, photographs, video clips, etc.): 30%
     - Compilation of: a) progress & reflection entries in tutorials/project workshops & b) Project proposal and presentation files 5%

   To put into practice the theories and concepts you are learning in this course, you will form groups of four-five to carry out a project that will bring you into contact with people from a culture that may be previously unfamiliar to you (e.g., ethnic, religious, social, cultural group in the community). You will visit an intercultural site, organization or a neighbourhood in Hong Kong and document the experience, through which you will probe the interface between language and culture, and language and social life by focusing on topics pertinent to the course discussion. Supporting materials will be provided to facilitate your choice of site and issues to explore. This assignment will require a significant amount of out of class time and participation. Your visit will be carried out physically in person, but you may also incorporate virtual measures when appropriate, coupled with data and materials you

have gathered, such as visual photography, video documentary and interviews, vlogs, among others.

Each group will create an online webpage through Miro from the beginning of your project and record your endeavors progressively that encompass the project proposal, project presentation, reflection entries during the tutorials/ project workshops, and final report and reflection. Guidance for your group's work will be provided in tutorials/project workshops, and office-hour consultations throughout the semester.

As part of the project report, each group will be required to describe in detail the specific contribution of each group member, which should be agreed upon among the group. If you are unable to come to an agreement on this, individuals may prepare a separate sheet outlining their contribution to the project. Different grades will be assigned to group members if there are obvious differences in preparation/ contribution/ performance (e.g., during the oral presentation). **It is important to bear in mind, however, that the aim of the project is to work collaboratively to develop a deeper insight into the chosen cultural scene and make interpersonal connections across cultures.** As you carry out the project, please be respectful of the community and the limits of your growing experience and knowledge. I hope that this will be one of the most interesting, challenging, and rewarding projects you will undertake as an undergraduate.

More details will be available on Canvas to guide your project development.

Course Schedule (*subject to changes*):

Week 1 – February 8, 2023
Course Introduction: Overview of the course and topics to be covered, with brief mention of the issues, activities, and expectations.

Week 2 – February 15, 2023
The language and intercultural communication connection; cultural values of human communication.

Required Readings:
Martin, J. N. & Nakayama, T. K. (2021). *Intercultural Communication in Contexts (8th ed.)*. New York: McGraw-Hill, Chapter 3.

Week 3 – February 22, 2023
Language being 'Human': Nature and psychology of human language.

Required Readings:

Jo Napoli, D & Lee-Schoenfeld, V. (2010) "How do we acquire language?", "Do animals have language?" in *Language Matters: A Guide to Everyday Questions about Language*, pp. 3-19, 75-90. Oxford: Oxford University Press.

Supplementary Readings:

Fromkin V., Rodman, R. & Hyams, N. (2018). "Brain and the language," pp. 446-456, and "Language and brain development," pp. 459-464, in *An Introduction to Language (11th ed.)*. Boston, MA: Wadsworth Publishing.

Week 4 – March 1, 2023
Language being symbolic and representational: Language, culture and thought.

Required Readings:

Deutscher, G. (August 2010). Does your language shape how you think? *The New York Times*. Retrieved from: http://www.nytimes.com/2010/08/29/magazine/29language-t.html?_r=0

George Orwell (1949). "The Principles of Newspeak," Appendix of *Nineteen Eighty-Four*. Retrieved from: http://orwell.ru/library/novels/1984/english/en_app

Supplementary Readings:

Mooney, A. & Evans, B. (2019). *Language, Society, and Power: An Introduction* (4th ed.). New York, NY: Routledge, Chapter 2.

Week 5 – March 8, 2023
Language and belonging: Language, culture, and identity.

Required Readings:

Jackson, J. (2020). *Introducing Language and Intercultural Communication (2nd ed.)*. New York, NY: Routledge. Chapter on language and identity.

In-class/Tutorial Viewing (Selections):

Persepolis, dir. Vincent Paronnaud, & Marjane Satrapi, 2007.

Supplementary Readings:

Baxter, J. (2016). Positioning language and identity: Poststructuralist perspectives. In Preece, S. (ed), *The Routledge Handbook of Language and Identity*. New York, NY: Routledge, pp. 34-49.

Week 6 – March 15, 2023
Verbal communication: Cultural variations of communication styles, speech functions, and linguistic politeness.

Required Readings:

Zhu, H. (2018). "What are culture-specific ways of communication and why?" In *Exploring Intercultural Communication: Language in Action (2nd ed.)*. New York, NY: Routledge, pp. 103-119.

Supplementary Readings:

Yum, J. O. (2015). The impact of Confucianism on interpersonal relationships and communication patterns in East Asia. In Samovar, L. A., Porter, R. E., McDaniel, E. R., &

Roy, C. S. (eds.), *Intercultural Communication: A Reader (14th ed.)*, pp. 110 -120. Boston, MA: Cengage learning.

Supplementary viewing:

The Joy Luck Club, dir. Wayne Wang, 1993.

Week 7 – March 22, 2023

Nonverbal communication: Nonverbal codes across cultures; messages of body language, emotion, time, and space.

Required Readings:

Hall, E. T., & Hall, M. R. ([1971], 2016). The sounds of silence. In Ferraro, G. (ed.), *Classic Readings in Cultural Anthropology (4th ed.)*, pp. 27-35. New York, NY: Anchor.

Supplementary Readings:

Moore, N., Hickson, M. & Stacks, D. M. (2014). Foundations of nonverbal communication. In *Nonverbal Communication: Studies and Applications (6th ed.)*, pp. 3-32. Oxford: Oxford University Press.

In-class Quiz 1

Week 8 – March 29, 2023

Communication in a global context: Media, popular culture, and intercultural communication.

Required Readings:

Zhu, H. & Li, W. (2020). Translanguaging, identity, and migration. In Jackson, J. (ed.), *The Routledge Handbook of Language and Intercultural Communication* (2nd ed.), pp. 234 – 248. Routledge.

Supplementary Readings:

Lin, A. (2014). Hip-hop heteroglossia as practice, pleasure, and public pedagogy: Translanguaging in the lyrical poetics of "24 Herbs" in Hong Kong. In Blackledge, A., & Creese, A. (eds.), *Heteroglossia as Practice and Pedagogy*. Dordrecht, Heidelberg: Springer. Chapter 7.

Li, D. C. S. (2013). Linguistic hegemony or linguistic capital? Internationalization and English-medium instruction at the Chinese University of Hong Kong. In Doiz, A., Lasagabaster, D., & Sierra, J. M. (eds.), *English-Medium Instruction at Universities: Global Challenges*. Multilingual Matters. Chapter 4.

Week 9 – April 12, 2023

Language and society: Linguistic landscape in global cities.

Required Readings:

Jaworski, A. & Yeung, S. (2010). Life in the garden of Eden: The naming and imagery of residential Hong Kong. In Shohamy, E., Ben-Rafael, E., & Barni, M. (eds.), *Linguistic Landscape in the City*. Multilingual Matters. Chapter 9.

Week 10 – April 19, 2023
Language and society: Culture, identity, and language policy in Hong Kong

Required Readings:
Li, D. C. S. (2017). Towards 'Biliteracy and Trilingualism' in Hong Kong (SAR): Problems, dilemmas, and stakeholders' views. In *Multilingual Hong Kong: Languages, Literacies and Identities (pp. 179-202)*. Cham, Switzerland: Springer.
Supplementary Readings:
Loh, E. K. Y., Tam, L. C. W., & Lau, K. (2019). Moving between language frontiers: The challenges of the medium of instruction policy for Chinese as a second language. *Language Policy*, 18: 131-153.

In-class Quiz 2

Week 11 – April 26, 2023
Group Presentations

Week 12 – May 3, 2023
Group Presentations

Supplementary resources if you are interested to explore further:

Crystal, D. (2010). *The Cambridge Encyclopedia of Language (3rd ed.)*. Cambridge: Cambridge University Press.

Eckert, P. & McConnell-Ginet, S. (2013). *Language and Gender* (2nd ed.). Cambridge: Cambridge University Press.

Friederici, A. D. (2017). *Language in Our Brain: The Origins of a Uniquely Human Capacity*. Cambridge, MA: The MIT Press.

Horner, K., & Weber, J.-J. (2018), *Introducing Multilingualism: A Social Approach (2nd ed.)*. Routledge.

Martin, J. N. & Nakayama, T. K. (2021). *Intercultural Communication in Contexts (8th ed.)*. New York, NY: McGraw Hall.

O'Neill, M., & Evans, A. (2018). *How South Asians helped to make Hong Kong: History, Culture, Profiles, Food, Shopping*. Hong Kong: Joint Publishing (H.K.) Co. Ltd.

Salzmann, Z., Stanlaw, J., & Adachi, N. (2018). *Language, Culture, and Society (7th ed.),*. Boulder CO: Westview Press.

Sorrells, K. (2020). *Intercultural Communication: Globalization and Social Justice (3rd ed.)*. Thousand Oaks, CA: Sage.

Yule, G. (2020). *The Study of Language (7th ed.)*. Cambridge: Cambridge University Press.