



**UNSW**  
SYDNEY

Australia's  
Global  
University



# LING5022

## Cross-cultural Pragmatics

Semester One // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Debra Aarons	d.aarons@unsw.edu.au	Tuesday 1.30-3.30 PM	MB250	93853468

### School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 4:45pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

### Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

### Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Course Details**

### **Credit Points 6**

### **Summary of the Course**

This course examines the role of language in social, institutional, and cultural contexts, especially the pragmatic sources of language breakdowns and communicative mis-encounters by identifying and describing major factors in communicative events. You will explore a range of case studies that illustrate different sources of miscommunication and learn various ways of analysing the relationship between language and culture. You will become familiar with a useful set of resources to apply in different professional and academic contexts.

### **At the conclusion of this course the student will be able to**

1. Apply theoretical approaches in the field of cross-cultural and intercultural pragmatics to the analysis of different communication scenarios.
2. Critically evaluate the literature on problems in communication situations that involve people from different language and/or cultural groups.
3. Integrate the principles and terminology of linguistic pragmatics
4. Analyse linguistic data and argue the merits of the analysis.

### **Teaching Strategies**

The rationale for LING 5022 is to provide students with a grounding in the study of linguistic communication among people of different languages and cultures that will enable them to teach or work with diverse cultural and language groups, in Australia and abroad.

The weekly lectures are divided into two parts. In the first part, basic concepts and theoretical issues are presented. In the second part, various problems and data sets are presented and discussed in an interactive manner and you are encouraged to contribute to the discussion.

The tutorials provide you with the opportunity for an in-depth examination of linguistic data (drawn from a wide range of languages), with particular focus on creative problem-solving skills in a collaborative environment.

## Assessment

[Here you can outline any relevant information that was not included in AIMS but may prove helpful for your students. For example, you might provide details on the referencing system, links to previous student exemplars or the designated week in the course that you will discuss the assessment at length. Importantly, this section is an area for you to provide information that does not go through the approved governance structure.]

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Presentation	20%	as assigned	3
Preparation exercises	15%	ongoing weekly	3
Assignment	30%	23/04/2018 11:00 PM	1,2,3,4
Problem Set	35%	01/06/2018 11:00 PM	3,4

### Assessment Details

#### Assessment 1: Presentation

**Start date:** Not Applicable

**Length:** 15 minutes

**Details:** 15-20 minutes. Standardised criteria; class and lecturer feedback

**Additional details:**

Presentation dates will be allocated in Week 1 and presentations will take place in tutorials.

**Submission notes:** These will be presented in tutorials

**Turnitin setting:** This is not a Turnitin assignment

#### Assessment 2: Preparation exercises

**Start date:** 5/3

**Details:** Submitted weekly online; marked automatically in the case of quizzes. 12 short answer questions  
General written feedback provided to the whole class.

**Additional details:**

As of Week 2, students will submit these exercises on line each week.

**Submission notes:** on line

**Turnitin setting:** This is not a Turnitin assignment

### **Assessment 3: Assignment**

**Start date:**

**Length:** 1200 words

**Details:** Set of long form answers marked according to specified criteria. Written feedback. 1200 words approximately.

**Additional details:**

Assessment details will be provided a minimum of two weeks before the due date.

**Turnitin setting:** This is not a Turnitin assignment

### **Assessment 4: Problem Set**

**Start date:**

**Length:** 1800 words

**Details:** Written problem sets, long and short form answers. Marked according to specified criteria. Written feedback. 1800 words. This is the final assessment for attendance purposes.

**Additional details:**

Assessment details will be made available at least two weeks before the due date.

**Turnitin setting:** This is not a Turnitin assignment

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,

\* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>



## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Lecture	Culture, Communication and Context  Raading  Bowe, Martin & Manns, Chapter 1  Spencer-Oatey, Chapter 1
	Tutorial	Culture, Communication and Context  Reading  Bowe, Martin & Manns, Chapter 1  Spencer-Oatey, Chapter 1
Week 2: 5 March - 11 March	Lecture	Speech Acts, Force, The Co-operative Principle  Reading  Spencer-Oatey, Chapter 1 & 2  Bowe, Martin & Manns, Chapter 2
	Tutorial	Speech Acts, Force, The Co-operative Principle  Reading and Presentations  Spencer-Oatey, Chapter 1 & 2  Bowe, Martin & Manns, Chapter 2
Week 3: 12 March - 18 March	Lecture	Face: Linguistic Politeness  Reading  <b>Prescribed</b>  1. Spencer-Oatey, Chapter 1 & 2  2. Bowe, Martin & Manns, Chapter 3  3. Kasper, G. 1990. Linguistic Politeness. Journal of Pragmatics 14: 193-218.

		<p>4. Blum-Kulka, S. 1987. Indirectness and politeness in requests: Same or different? <i>Journal of Pragmatics</i>, 11, 2: 131-146.</p> <p><b>Recommended</b></p> <p>Brown, P., &amp; S. Levinson. 1987. <i>Politeness: Some universals in language usage</i>. Cambridge: Cambridge University Press. First published 1978 as part of Esther N. Goody (ed.): <i>Questions and Politeness</i>.</p>
	Tutorial	<p>Face: Linguistic Politeness</p> <p>Reading and Presentations</p> <p><b>Prescribed</b></p> <p>1. Spencer-Oatey, Chapter 1 &amp; 2</p> <p>2. Bowe, Martin &amp; Manns, Chapter 3</p> <p>3. Kasper, G. 1990. Linguistic Politeness. <i>Journal of Pragmatics</i> 14: 193-218.</p> <p>4. Blum-Kulka, S. 1987. Indirectness and politeness in requests: Same or different? <i>Journal of Pragmatics</i>, 11, 2: 131-146.</p> <p><b>Recommended</b></p> <p>Brown, P., &amp; S. Levinson. 1987. <i>Politeness: Some universals in language usage</i>. Cambridge: Cambridge University Press. First published 1978 as part of Esther N. Goody (ed.): <i>Questions and Politeness</i>.</p>
Week 4: 19 March - 25 March	Lecture	<p>Rapport and Rapport Management</p> <p>Reading</p> <p>Spencer-Oatey, Chapter 1 &amp; 2</p>
	Tutorial	<p>Rapport and Rapport Management</p> <p>Reading and Presentations</p> <p>Spencer-Oatey, Chapter 1 &amp; 2</p>
Week 5: 26 March - 1 April	Lecture	<p>Understandings of "culture"</p> <p>Reading</p>

	<p><b>Prescribed Reading</b></p> <p>Spencer-Oatey, Chapter 3.</p> <p><b>Recommended reading</b></p> <p>1. Holliday, A.R. 2005. The struggle to teach English as an International Language. Oxford: Oxford University Press. 17-24. <i>extracts available on-line, or in</i></p> <p>Holliday, A., M. Hyde, &amp; J. Kullman. Intercultural Communication. An advanced resource book for students. (Second edition). London and New York: Routledge.</p> <p>2. Kumaravadivelu, B. 2008. Cultural Globalisation in Language Education. Yale: Yale University Press. 212-217. <i>extracts available on-line, or in</i></p> <p>Holliday, A., M. Hyde, &amp; J. Kullman. Intercultural Communication, An advanced resource book for students. (Second edition). London and New York: Routledge.</p> <p>3. Sugimoto, Y. 1997. An Introduction to Japanese Society. Cambridge: Cambridge University Press. 1-4; 11-13 <i>extracts available on-line, or in</i></p> <p>Holliday, A., M. Hyde, &amp; J. Kullman. Intercultural Communication, An advanced resource book for students. (Second edition). London and New York: Routledge.</p>
Tutorial	<p>Lecture</p> <p>Understandings of "culture"</p> <p>Reading and Presentations</p> <p><b>Prescribed Reading</b></p> <p>Spencer-Oatey, Chapter 3.</p> <p><b>Recommended reading</b></p> <p>1. Holliday, A.R. 2005. The struggle to teach English as an International Language. Oxford: Oxford University Press. 17-24. <i>extracts available on-line, or in</i></p>

		<p>Holliday, A., M. Hyde, &amp; J. Kullman. Intercultural Communication. An advanced resource book for students. (Second edition). London and New York: Routledge.</p> <p>2. Kumaravadivelu, B. 2008. Cultural Globalisation in Language Education. Yale: Yale University Press. 212-217. <i>extracts available on-line, or in</i></p> <p>Holliday, A., M. Hyde, &amp; J. Kullman. Intercultural Communication, An advanced resource book for students. (Second edition). London and New York: Routledge.</p> <p>3. Sugimoto, Y. 1997. An Introduction to Japanese Society. Cambridge: Cambridge University Press. 1-4; 11-13 <i>extracts available on-line, or in</i></p> <p>Holliday, A., M. Hyde, &amp; J. Kullman. Intercultural Communication, An advanced resource book for students. (Second edition). London and New York: Routledge.</p>
Break: 2 April - 8 April		
Week 6: 9 April - 15 April	Reading	Reading week/Break
Week 8: 23 April - 29 April	Lecture	<p>Speech Acts Across Cultures</p> <p>Reading</p> <p>Spencer-Oatey, Chapters 4 &amp; 5</p> <p>Spencer-Oatey Chapters 10 &amp; 11</p> <p>Blum-Kulka, S. 1987. Indirectness and politeness in requests: Same or different? Journal of Pragmatics, 11, 2: 131-146.</p> <p>Blum-Kulka, S., and Olshain, E., 1984. Requests and Apologies. Applied Linguistics, 5, 3: 196-213</p>
	Tutorial	<p>Speech Acts Across Cultures I</p> <p>Reading and Presentations</p> <p>Spencer-Oatey, Chapters 4 &amp; 5</p> <p>Spencer-Oatey Chapters 10 &amp; 11</p> <p>Blum-Kulka, S. 1987. Indirectness and politeness in requests: Same or different? Journal of</p>

		<p>Pragmatics, 11, 2: 131-146.</p> <p>Blum-Kulka, S., and Olshain, E., 1984. Requests and Apologies. Applied Linguistics, 5, 3: 196-213</p> <hr/> <p><b>NOTE: ANZAC DAY FALLS ON WEDNESDAY 25th April this year.</b></p> <p><b>THIS MEANS THAT THERE WILL BE NO TUTORIALS ON THAT DAY.</b></p> <p>THOSE STUDENTS WHO ATTEND TUTORIALS ON WEDNESDAY WILL NEED TO <b>SUBMIT THEIR HOMEWORK EXERCISES AND QUIZ ON-LINE THAT WEEK.</b></p> <p>STUDENTS WILL GET FEEDBACK FROM THE LECTURER.</p> <p>FURTHER INFORMATION WILL BE PROVIDED IN THE LECTURE ON MONDAY 23RD APRIL.</p>
Week 9: 30 April - 6 May	Lecture	<p>Speech Acts Across Cultures II</p> <p>Reading</p> <p>Spencer-Oatey, Chapters 4 &amp; 5</p> <p>Spencer-Oatey Chapters 10 &amp; 11</p> <p>Blum-Kulka, S. 1987. Indirectness and politeness in requests: Same or different? Journal of Pragmatics, 11, 2: 131-146.</p> <p>Blum-Kulka, S., and Olshain, E., 1984. Requests and Apologies. Applied Linguistics, 5, 3: 196-213</p>
	Tutorial	<p>Speech Acts Across Cultures II</p> <p>Reading and Presentations</p> <p>Spencer-Oatey, Chapters 4 &amp; 5</p> <p>Spencer-Oatey Chapters 10 &amp; 11</p> <p>Blum-Kulka, S. 1987. Indirectness and politeness in requests: Same or different? Journal of Pragmatics, 11, 2: 131-146.</p>

		Blum-Kulka, S., and Olshtain, E., 1984. Requests and Apologies. <i>Applied Linguistics</i> , 5, 3: 196-213
Week 10: 7 May - 13 May	Lecture	<p>Power Relations I</p> <p>Reading</p> <p><b>Prescribed</b></p> <ol style="list-style-type: none"> <li>1. Bowe, Martin &amp; Manns, Chapter 6</li> <li>2. Spencer-Oatey, Chapter 2 &amp; 8 (relevant sections)</li> <li>3. Yabuuchi, A. 2006. Hierarchy politeness: What Brown and Levinson refused to see. <i>Intercultural Pragmatics</i>, 3: 323-351.</li> </ol> <p><b>Recommended</b></p> <ol style="list-style-type: none"> <li>1. Fairclough N. 1989. <i>Language and Power</i>. Longman.</li> <li>2. Hall, S. 2003. <i>Power, Knowledge and Discourse</i>. In <i>Discourse Theory and Practice: A Reader</i>. Wetherell, M., S. Taylor &amp; S. Yates (eds.) California: Sage.</li> <li>3. Holmes, J. &amp; Stubbe, M. 2003. <i>Power and politeness in the workplace</i>. London: Pearson.</li> <li>4. Solomos, S. &amp; L. Back, 1996. <i>Racism and Society</i>. London: Macmillan. 186-90. extracts available on-line, or in</li> </ol> <p>Holliday, A., M. Hyde, &amp; J. Kullman. <i>Intercultural Communication, An advanced resource book for students</i>. (Second edition). London and New York: Routledge.</p>
	Tutorial	<p>Power Relations I</p> <p>Reading and Presentations</p> <p><b>Prescribed</b></p> <ol style="list-style-type: none"> <li>1. Bowe, Martin &amp; Manns, Chapter 6</li> <li>2. Spencer-Oatey, Chapter 2 &amp; 8 (relevant sections)</li> <li>3. Yabuuchi, A. 2006. Hierarchy politeness: What Brown and Levinson refused to see. <i>Intercultural</i></li> </ol>



		<p>Pragmatics, 3: 323-351.</p> <p><b>Recommended</b></p> <ol style="list-style-type: none"> <li>1. Fairclough N. 1989. Language and Power. Longman.</li> <li>2. Hall, S. 2003. Power, Knowledge and Discourse. In Discourse Theory and Practice: A Reader. Wetherell, M., S. Taylor &amp; S. Yates (eds.) California: Sage.</li> <li>3. Holmes, J. &amp; Stubbe, M. 2003. Power and politeness in the workplace. London: Pearson.</li> <li>4. Solomos, S. &amp; L. Back, 1996. Racism and Society. London: Macmillan. 186-90. extracts available on-line, or in  Holliday, A., M. Hyde, &amp; J. Kullman. Intercultural Communication, An advanced resource book for students. (Second edition). London and New York: Routledge.</li> </ol>
<p>Week 11: 14 May - 20 May</p>	<p>Lecture</p>	<p>Power Relations II</p> <p>Reading</p> <p><b>Prescribed</b></p> <ol style="list-style-type: none"> <li>1. Bowe, Martin &amp; Manns, Chapter 6</li> <li>2. Spencer-Oatey, Chapter 2 &amp; 8 (relevant sections)</li> <li>3. Yabuuchi, A. 2006. Hierarchy politeness: What Brown and Levinson refused to see. Intercultural Pragmatics, 3: 323-351.</li> </ol> <p><b>Recommended</b></p> <ol style="list-style-type: none"> <li>1. Fairclough N. 1989. Language and Power. Longman.</li> <li>2. Hall, S. 2003. Power, Knowledge and Discourse. In Discourse Theory and Practice: A Reader. Wetherell, M., S. Taylor &amp; S. Yates (eds.) California: Sage.</li> <li>3. Holmes, J. &amp; Stubbe, M. 2003. Power and politeness in the workplace. London: Pearson.</li> </ol>

		<p>4. Solomos, S. &amp; L. Back, 1996. Racism and Society. London: Macmillan. 186-90. extracts available on-line, or in</p> <p>Holliday, A., M. Hyde, &amp; J. Kullman. Intercultural Communication, An advanced resource book for students. (Second edition). London and New York: Routledge.</p>
	Tutorial	<p>Power Relations II</p> <p>Reading and Presentations</p> <p><b>Prescribed</b></p> <ol style="list-style-type: none"> <li>1. Bowe, Martin &amp; Manns, Chapter 6</li> <li>2. Spencer-Oatey, Chapter 2 &amp; 8 (relevant sections)</li> <li>3. Yabuuchi, A. 2006. Hierarchy politeness: What Brown and Levinson refused to see. Intercultural Pragmatics, 3: 323-351.</li> </ol> <p><b>Recommended</b></p> <ol style="list-style-type: none"> <li>1. Fairclough N. 1989. Language and Power. Longman.</li> <li>2. Hall, S. 2003. Power, Knowledge and Discourse. In Discourse Theory and Practice: A Reader. Wetherell, M., S. Taylor &amp; S. Yates (eds.) California: Sage.</li> <li>3. Holmes, J. &amp; Stubbe, M. 2003. Power and politeness in the workplace. London: Pearson.</li> <li>4. Solomos, S. &amp; L. Back, 1996. Racism and Society. London: Macmillan. 186-90. extracts available on-line, or in</li> </ol> <p>Holliday, A., M. Hyde, &amp; J. Kullman. Intercultural Communication, An advanced resource book for students. (Second edition). London and New York: Routledge.</p>
Week 12: 21 May - 27 May	Lecture	<p>Respect and Deference; Power and Solidarity</p> <p>Readings</p> <p><b>Prescribed</b></p> <ol style="list-style-type: none"> <li>1. Bowe, Martin &amp; Manns, Chapter 7</li> </ol>

		<p>2. Thomas, J. 1995. Meaning in Interaction. London: Longman. (Chapter 6) available on-line.</p> <p><b>Recommended</b></p> <p>1. Brown, R. &amp; A. Gilman. 1960. The Pronouns of Power and Solidarity. In Sociolinguistics: The essential readings. Bratt-Paulston, C. &amp; Tucker, G. R. (eds). Oxford: Blackwell.</p> <p>2. Tannen, D. 2003. The Relativity of Linguistic Strategies. Rethinking power and solidarity in Gender Dominance. In Sociolinguistics: The essential readings. Bratt-Paulston, C. &amp; G. R. Tucker (eds). Oxford: Blackwell.</p>
	Tutorial	<p>Respect and Deference; Power and Solidarity</p> <p>Readings and Presentations</p> <p><b>Prescribed</b></p> <p>1. Bowe, Martin &amp; Manns, Chapter 7</p> <p>2. Thomas, J. 1995. Meaning in Interaction. London: Longman. (Chapter 6) available on-line.</p> <p><b>Recommended</b></p> <p>1. Brown, R. &amp; A. Gilman. 1960. The Pronouns of Power and Solidarity. In Sociolinguistics: The essential readings. Bratt-Paulston, C. &amp; Tucker, G. R. (eds). Oxford: Blackwell.</p> <p>2. Tannen, D. 2003. The Relativity of Linguistic Strategies. Rethinking power and solidarity in Gender Dominance. In Sociolinguistics: The essential readings. Bratt-Paulston, C. &amp; G. R. Tucker (eds). Oxford: Blackwell.</p>
Week 13: 28 May - 3 June	Lecture	<p><b>Natural Semantic Metalanguage</b></p> <p><b>Readings</b></p> <p><b>Prescribed</b></p> <p>Wierzbicka, A. 1985. A semantic metalanguage for a cross-cultural comparison of speech acts and speech genres. Language and Society 14: 491-514.</p> <p><b>Recommended</b></p>

	<p>1. Wierzbicka, A. 1986. Human Emotions: Universal or Culture-Specific? <i>American Anthropologist</i>, New Series 88, 3: 584-594</p> <p>2. Wierzbicka, A. 2004. Happiness in Cross-Linguistic and Cross-Cultural Perspective. <i>Daedalus</i>. 133: 33-43.</p>
Tutorial	<p><b>Natural Semantic Metalanguage</b></p> <p>Readings and Presentations</p> <p><b>Prescribed</b></p> <p>Wierzbicka, A. 1985. A semantic metalanguage for a cross-cultural comparison of speech acts and speech genres. <i>Language and Society</i> 14: 491-514.</p> <p><b>Recommended</b></p> <p>1. Wierzbicka, A. 1986. Human Emotions: Universal or Culture-Specific? <i>American Anthropologist</i>, New Series 88, 3: 584-594</p> <p>2. Wierzbicka, A. 2004. Happiness in Cross-Linguistic and Cross-Cultural Perspective. <i>Daedalus</i>. 133: 33-43.</p>

## Resources

### Prescribed Resources

Bowe, H., K. Martin & H. Manns. 2014. *Communication across Cultures*. Melbourne: Cambridge University Press. (2<sup>nd</sup> edition).

Spencer-Oatey, Helen (ed). 2008. *Culturally Speaking: Culture, Communication and Politeness Theory*, Continuum International Publishing. (2nd Edition).

### Recommended Resources

The relevant journals in this field are the *Journal of Pragmatics* and the *Journal of Politeness Research and Intercultural Pragmatics*.

An additional list of prescribed and recommended readings will be provided that will indicate weekly reading requirements.

### Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them.

Feedback is gathered from students using myExperience. It is encouraged that students complete their surveys by accessing the personalised web link via the Moodle course site.

### Image Credit

Synergies in Sound 2016

### CRICOS

CRICOS Provider Code: 00098G