**Chinese 3401: A Kaleidoscope of Chinese Language**

**DESCRIPTION:**

This course explores the Chinese language from multiple perspectives, examining its multifaceted and intriguing interactions with society, culture, gender, music, politics, and media. The topics we will discuss include: **Linguistic Diversity** (What’s the difference between a “language” and a “dialect”: When and how was Mandarin selected as the national language?); **Chinese Writing System** (Are Chinese characters "ideographs"? What are other myths about the Chinese characters? Why are there traditional and simplified characters?); **Language and Gender** (how Nǚshū was developed among peasant women in Hunan province and how language signifies masculinity?); **Language and Music** (How can the lyrics of a song in a tonal language be understood; what’s the relationship between Chinese language and rap music); **Language and Politics** (What’s the impact of rhythm on the rhetoric of slogans? What are those distinctions between the daily-life language and official language?) **Language and Globalization (**Is Chinese highly resistant to outside linguistic influence? What’s the significance of the Internet language and the coded language? Should Chinglish be “sentenced to death”?), etc.

**LEARNING OBJECTIVES:**

The objectives of this course are threefold. After this course, students will be able to:

1. describe the Chinese language as a social and cultural construct;

2. engage in intellectual inquiries and critical thinking; and

3. create basic research in Chinese language and enhance their academic writing skills.

This course will be conducted in the forms of lectures, guided readings, homework, discussions, writings, presentations, and projects. Materials for the course consist of readings in English (original and translation), recorded PowerPoints, photographs, and video clips.

**Mainly taught in English, but completion of two years of the Chinese language is highly recommended.**

**COURSE MATERIALS:**

Required readings will be uploaded on Canvas. Some key references are as below:

Chen, Ping. 1999. *Modern Chinese: History and Sociolinguistics.* Cambridge, UK: Cambridge University Press. [Excerpt: Chapter 2 ("Establishment and promotion of Modern Spoken Chinese"), pp. 7-33.]

Chao, Yuen Ren. 1976. *Aspects of Chinese Sociolinguistics: Essays by Yuen Ren Chao*. Stanford University Press.

DeFrancis, John. 1984. *The Chinese Language: Fact and Fantasy*. Honolulu: University of Hawaii Press. Part I. Rethinking “The Chinese Language” (On Defining “Chinese” and “Language”; A Sketch of Spoken Chinese, 53-67) Part III. Demythifying Chinese characters; chapter 8: “the ideographic myth” 133-148

Hodge, Bod and Kam Louie. 1998. “Writing and the ideological machine: Chinese characters and the construction of gender,” in *The Politics of Chinese Language and Culture: the Art of Reading Dragons*. Routeledge.

Hodge, Bod and Kam Louie. 1998. “The cult of the hero: masculinity and popular culture,” in *The Politics of Chinese Language and Culture: the Art of Reading Dragons*. Routeledge.

Link, Perry. 2013. *An Anatomy of Chinese: Rhythm, Metaphor, Politics*. Harvard University Press.

Mair, Victor. “What Is a Chinese ‘Dialect/Topolect’? Reflections on Some Key Sino-English Linguistic Terms,” *Sino-Platonic Papers*, 29 (September 1991).

Ramsey, S. Robert. 1987. *The Languages of China*. Princeton: Princeton University Press. Chapter 1.

Sun, Chaofen. 2006. *Chinese: A Linguistic Introduction*. Cambridge University Press.

Snow, Donald B. 2004. “Why Has Use of Written Cantonese Increased?” *Cantonese As Written Language: The Growth of a Written Chinese Vernacular*. Hong Kong University Press. 175-212.

**GRADING:**

1. **Participation and Preparation (6%)**

Students are expected to attend each class on time, and also be well‐prepared for each class, i.e. do assigned readings before class, make the best use of contact time by actively participating. Absences must be presented with proper documents. Each undocumented absence beyond 2 will result in deduction of 1 point from your final course grade. GT policies regarding attendance can be found at: <http://www.catalog.gatech.edu/rules/4/>

Grading Criteria:

6 pts: very active participation and well-prepared

5 pts: active participation and well-prepared

4 pts: not very active participation, but well-prepared

3 pts: prepared, but rarely participates

1 pts: present, but doesn’t participate and is unprepared

0 pts: not present in class

**2. Quizzes (24%)**

6 quizzes in total; scores averaged.

**3. Reading Responses (32%, 8x4 points)**

Reading response guide will be posted separately. Grading will be based on both the quality and the timeliness of your work. An excellent response is not only correct, but also demonstrates thoughtful reflection on your part. The response is also clearly and coherently written with no grammatical errors.

**4. Oral presentation (8%)**

Each student will have an opportunity to do an oral presentation on an assigned or suggested reading in English.

Grading: Summary of the Reading (40%), Critical Questions (40%), Organization and Structure (10%), and Effective Q&A Technique (10%).

**5. Midterm group project (10%)**

An example of the group project is to analyze the tonal pattern and musical contour of a folk or pop song.

Research (40%)

Argument Articulation and Critical Thinking (30%)

Organization and Structure (10%)

Academic Writing (10%)

Equal Contribution (10%)

**6. Final Paper and Final Presentation (20%)**

The students are required to write a final paper which critically examines a phenomenon in language use and its relation to culture, society, politics, music, gender and media (you may choose one or more aspects).

**A 75% done draft of the paper will be presented in the last weeks of the course.** The

presentation can provide you with a good opportunity to have feedback from your peers and the instructor and improve quality of the paper in the final exam week.

Research (50%)

Argument Articulation and Critical Thinking (30%)

Organization and Structure (10%)

Academic Writing (5%)

Format: 8-10 pages, double-spaced (5%)

**GT Scale: 100—90 A; 89—80 B; 79—70 C; 69—60 D; 59—0 F.**

**Note: minimum grade for “pass” if taking this class pass/fail is 60 (D).**

**OTHER INFORMATION**

Attendance: <http://www.catalog.gatech.edu/rules/4/> Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar.

GT Academic Honor Code: <http://www.catalog.gatech.edu/rules/18/>

Disability Services: Students and prospective students who wish to learn more about accommodations for students with disabilities should contact: Office of Disability Services Suite 221 Smithgall Student Services Building Georgia Institute of Technology Atlanta, Georgia 30332-0285 call 404.894.2563 (voice) or 404.894.1664 (TTY) visit <http://disabilityservices.gatech.edu> email [dsinfo@gatech.edu](file:///C:\Users\ds49\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\UKE6O2SD\dsinfo@gatech.edu). Reasonable accommodations are provided to self-identified students with disabilities who meet the academic and technical standards requisite to admission or participation in the program of study. Consideration may be given to the substitution or modification of certain course requirements as long as such changes do not detract from the quality of the educational experience and the changes remain within the accreditation criteria for the degree program. Such substitutions or modifications must be approved by the school chair, department head, or college dean, and the Undergraduate Curriculum Committee and/or the Graduate Committee.

**SCHEDULE**

The following is only a tentative schedule. It may change as we proceed in the semester.

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| **Week #** | **Date** | **Content** | **Readings** |
| **Part I. Linguistic Diversity** | | | |
| 1 | M 1/6 | Introduction; Speech and writing; A Sketch of Spoken Chinese | DeFrancis (1984) Part I.1.2. 38-52 |
|  | W 1/8 | Putonghua and Dialect; hierarchy; prestigious form | DeFrancis (1984) Part I.2.3. |
| 2 | M 1/13 | Linguistic Geography: North and South | Ramsey (1987): 19-26 |
|  | W 1/15 | fangyan: dialect/language? language policy | Victor Mair (1991) |
| 3 | M 1/20 | No class |  |
|  | W 1/22 | A language for all of China | Ramsey (1987): 3-18 |
| **Part II. Chinese Writing System** | | | |
| 4 | M 1/27 | the writing system: and the writing reform introduction | DeFrancis (1984) 240-262 |
|  | W 1/29 | Demystifying Chinese characters | DeFrancis (1984) 133-148 |
| 5 | M 2/3 | Calligraphy Day |  |
|  | W 2/5 | Chinese characters in contemporary art |  |
| **Part III. Language and Music** | | | |
| 6 | M 2/10 | Tonal language and music | Wong (2002) and Chao (1956) |
|  | W 2/12 | Midterm analysis of songs |  |
| **Part IV. Language and Gender** | | | |
| 7 | W 2/19 | Introduction of language and gender |  |
|  | M 2/17 | film showing on Nǚshū (Woman’s Writing) |  |
| 8 | M 2/24 | Chinese characters and the construction of gender | Hodge and Louie (1998) 46-68 |
|  | W 2/26 | Masculinity and popular culture; dirty words and vulgarities | Hodge and Louie (1998) 119-142 |
| **Part V. Language and Politics** | | | |
| 9 | M 3/3 | Perry Link’s video: rhythm and metaphor |  |
|  | W 3/5 | Sapir and Whorf Hypothesis |  |
| 10 | M 3/10 | Characteristics of the official language | Link (2013): 235-278 |
|  | W 3/12 | Language game in the Mao era | Link (2013) 278-295 |
| 11 | M 3/17 | Spring break; No Class |  |
|  | W 3/19 | No Class |  |
| 12 | M 3/24 | Language game in the post-Mao era | Link (2013): 295-348 |
| **Part VI: Chinese under the Globalization** | | | |
|  | W 3/26 | Language and Culture | Sun: Chapter 6 |
| 13 | M 3/31 | Discussion: advertisement paper | Wu (2010) |
|  | W 4/2 | the Broadway play “Chinglish” (script) | Hwang (2011) |
| 14 | M 4/7 | Emerging trends in language use | Liu (2014) |
|  | W 4/9 | Internet language |  |
| **Final project** | | | |
| 15 | M 4/14 | Final paper |  |
|  | W 4/16 | Final Paper |  |
| 16 | M 4/21 | Final presentations (1) |  |
|  | W 4/23 | Final presentations (2) |  |