

Languages and Societies of East Asia

EALL 209

Fall 2014

10:00-10:50 MWF

302 Gerlinger



Expanded Course Description

This course examines the cultures of China, Japan, and Korea through the lens of language. The tools of linguistic analysis will reveal aspects of East Asian pre-history, cultural development, social roles, and changes in contemporary society. Successful students will be able to describe and explain aspects of East Asian cultures and illustrate those explanations with linguistic information and examples. In the process, students will develop a basic knowledge of how to conduct linguistic analysis. Those who succeed at and enjoy this method of inquiry are encouraged to enroll in Chinese, Japanese, or Korean language classes and/or more advanced linguistics courses such as EALL 440, 442, or 443 or Linguistics 290.

The course places a special focus on the way that language intersects with society and culture. The words that people use, the modes of expression that they prefer and even their pronunciation and pitch patterns reflect and structure the society in which they live in and define the individual's role within that society. You will learn about how language expresses social meanings such as politeness and gender and how children are socialized into culture-specific values and practices through the use of language.

At the end of this course, successful students will be able to: (1) describe and compare the most important linguistic features of East Asia's major languages, (2) understand and compare important cultural features and social dynamics of major East Asian societies using linguistic evidence and examples; 3) make informed statements regarding East Asian language and culture and support those arguments with appropriate rhetorical structures; 4) make an informed decision on whether and how to pursue further study of East Asian languages and cultures.

Professor Carl Falsgraf

Office: 302 Friendly

Office hours: Monday 11-1, Wednesday 8:30-9:30

E-mail: falsgraf@uoregon.edu Phone: 6-4007*

* I will check email daily, but pick up phone messages only a few times a week.

Email is the quickest and most efficient way to communicate with me.

GTF Yali He

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Reading materials

1. Textbook (available at UO Bookstore)

The Languages of East and Southeast Asia, Cliff Goddard, Oxford University Press, 2005

2. Additional readings (including academic articles, newspaper articles and extracts from Internet blogs) as PDF files on Blackboard

Clickers

We will use clickers almost every day in class to check attendance and interact with each other. You can purchase these at the Duck Store if you do not have one already. Ask for “iClickers.”

Blackboard (BB)

Blackboard is an important part of this course, as it provides you reading materials, homework assignments, and important announcements about the course etc. Make sure you have access to the page for this course at <https://blackboard.uoregon.edu/>.

Course requirements and assessment

Attendance	10%
Participation	10%
Homework assignments	30%
Project	20%
Mid-term exam	15%
Final-exam	15%

Attendance: 10%

Students are expected to attend all class meetings. **Students missing three or more sessions will receive an F regardless of all other requirements.** Please contact me if there are any matters that are affecting your attendance of this class.

Participation: 10%

All students required to bring clickers to class. **Using a clicker that does not belong to you constitutes a misrepresentation of your work and is a breach of the Academic Conduct Code.** Responses to clicker exercises will form the basis of your participation grade. You can miss one exercise per class.

Homework (30%)

There will be three homework assignments to be downloaded under Blackboard. Homework will be due at 9:59AM on the day it is due. This will give you time to find your seat ready to learn at 10:00AM sharp. Late homework will have 20% of points automatically reduced. Extensions may be granted only under the following circumstances: 1) The student contacts Carl during office hours or by appointment (NOT before or after class) at least 48 hours before the due date, 2) the student provides documentary evidence of medical or other unavoidable emergency as soon as is practical.

All homework must be submitted in paper format, typed or written neatly (e-mail submissions not accepted). Note that all three homework assignments MUST be submitted (at D- standard or above) in order for you to gain a passing grade for this course.

Project (20%)

Students will engage in project work to further examine some of the linguistic and social phenomena that we discuss in class. The project should include informal data collection and critical consideration of the selected issue, which will be presented in (1) a poster presentation (10%) and (2) a written project summary in ca. 1000

words (10%). The project summary must be submitted in paper format (e-mail submissions not accepted). Students may carry out the project work either in groups or individually, although the summary must be written individually.

Due to the timing of the project (end of term), it will not be possible to give any extensions.

Midterm (15%)

Midterm will cover the materials of the first five weeks. No early or late exam will be scheduled.

Final exam (15%)

The final exam will cover the materials for the entire course – weeks 1-10. No early or late exam will be scheduled.

Research Awareness Requirement: Most of what you will read, hear, and learn in this class is based on empirical research conducted by linguists and social scientists at universities. One special requirement of this class is that you participate in a research study here at the UO to give you an idea of what it is like to be part of such a study. During the course of this term, you will be expected to be part of the Human Subjects Pool and spend about 4.5 hours taking part in one of the many research projects underway in the departments of East Asian Language and Literatures, Linguistics, or Psychology.

If you do not wish to participate in the Human Subjects Pool for personal, cultural, or other reasons, contact Carl as soon as possible to discuss alternative ways to meet the research awareness requirement.

The alternative assignment will generally involve producing a research paper based on original research articles or original data collection culminating in a five-page paper.

Students not participating in the pool or alternative assignment will have their final grade lowered one sub-level. In other words, a B+ becomes a B, a B- becomes a C+ and so forth.

CLASSROOM PROTOCOL

The classroom is a place to learn. Your instructors have shown you respect and consideration by preparing engaging lectures and activities. Please reciprocate by following these simple, common sense guidelines. In addition to creating a good learning environment, making a habit of these common courtesies will help you thrive in your future career.

- (1) Every class will begin promptly at 10:00AM with a clicker exercise. Those not present at that time will be counted as “late.” Period. Late arrivals are very disruptive to those who show up on time ready to learn. Three “lates” will equal one absence. Please let me know in advance if there is an urgent reason for you to be late or miss class.
- (2) The only technology allowed in class is clickers. This shows respect for the professor and fellow students and assures that you are focused on learning. The only food or drink allowed is that which is medically necessary. If you have a medical necessity to eat or drink, contact Carl. Students not adhering to these policies will have their participation grade reduced by 10% for each violation.
- (3) Purchase, register, and bring your clicker to class. Your use of clickers will form the basis of your participation grade: 10% of the total.

TENTATIVE WEEKLY SCHEDULE

Week	Dates	Topic and Reading assignments
1	9/29 10/1 10/3	Introduction
		Course policies and agreements Course Content Overview: Why, What, and When We Will Learn Language and Linguistics: The Science of a Miracle [LANGUAGE MEDITATION]
2	10/6 10/8 10/10	Language Acquisition: Another Miracle [FIRST LANGUAGE ACQUISITION] East Asian Societies [Goddard 2.1; 2.2.6-7, BROWN & BROWN pp.19-23] The Great Chinese Diffusion BROWN & BROWN pp. 24-28
		East Asian Societies
3	10/13 10/15 10/17	Korean society (GUEST: Lucien Brown) BROWN & BROWN pp. 28-85 Japanese society Homework 1 Due: Languages, Dialects, and Societies (10/15) Chinese society (GUEST: Yifang Zhang)
		East Asian Languages
4	10/20 10/22 10/24	Japanese Language Korean Language: Guest: Prof. Lucien Brown Chinese Language: Guest: Prof. Zhuo Jing-Schmidt
		Writing Systems in East Asia
5	10/27 10/29 10/31	China [Goddard 6.3] Japan [Goddard 6.4] Korea [Goddard 6.2.3]
		Honorifics and Politeness
6	11/3 11/5 11/7	Speech styles [Goddard 7.2] [KADAR AND PAN] MIDTERM Honorifics in Japanese [Goddard 7.3]
		Words
7	11/10 11/12 11/14	Chinese words in Japanese and Korean Homework 2 Due: Writing Systems Loan words in Japanese Ideologies of English in Korea [PARK]
		Grammar and Phonology
8	11/17 11/19 11/21	Research methods seminar Subject and topic [Goddard 4.4, 4.4.1] Classifiers [Goddard 4.2]
		Language Socialization
	11/24 11/26 12/28	Japanese Pre-schools [Burdelski] Homework 3 Due: Politeness (11/24) Chinese parenting [CHUA] NO CLASS THANKSGIVING

10	12/1 12/3 12/5	Learning categories and rules [NISBETT] Putting it all together Poster sessions
11	12/9	Final Exam 10:15 AM Monday, December 9

Summary of Important Dates

10/15	Homework 1 due
11/5	Midterm
11/10	Homework 2 due
11/24	Homework 3 due
12/5	Project - poster presentation
12/5	Project - written summary
12/9	Final exam: 10:15AM

References for Additional Readings (All available under BB)

- [Class 1.2] Brown, Ju & Brown, John. (2006). China, Japan, Korea: Culture and Customs. North Charleston, SC: BookSurge.
- [Class 1.3] Fisher, Max. (2012). Gangnam Style, Dissected: The Subversive Message Within South Korea's Music Video Sensation. Retrieved from: <http://www.theatlantic.com/international/archive/2012/08/gangnam-style-dissected-the-subversive-message-within-south-koreas-music-video-sensation/261462/>
- [Class 1.3] Lankov, Andrei. (2009). Gangnam Fever. Retrieved from: http://www.koreatimes.co.kr/www/news/opinion/2009/03/165_37117.html
- [Class 2.1] Kang, David and Cha, Victor. (2013). Think Again: North Korea. Retrieved from: http://www.foreignpolicy.com/articles/2013/03/25/think_again_north_korea?page=0,3
- [Class 2.1] Lankov, Andrei. (2013). The Real North Korea (selected extracts). Oxford: Oxford University Press.
- [Class 2.2] Otake, Tomoko. (2009). Blurring the Boundaries. The Japan Times. http://www.japantimes.co.jp/life/2009/05/10/general/blurring-the-boundaries/#.Ukun3Yjn_IU
- [Class 2.3] People's Daily. (2013). CPC to maintain high pressure on corruption <http://english.people.com.cn/90785/8353529.html>
- [Class 2.3] People's Daily. (2013). Analysts praise intra-party inspections' refocusing on corruption. <http://english.people.com.cn/90785/8252926.html>
- [Class 4.3] Kádár, Daniel and Pan, Yuling. (2011). 'Politeness in China'. In Politeness in East Asia. Cambridge, UK: Cambridge University Press.
- [Class 5.3] Park, Joseph Seung-Yul. (2009). The Local Construction of a Global Language: Ideologies of English in South Korea. The Hague: Mouton de Gruyter.
- [Class 8.1] Moser, David. (1997). Covert sexism in Mandarin Chinese. Sino-Platonic Papers 74: 1-23.

[Class 8.2] van Bezooijen, Reneé. (1995). Sociocultural Aspects of Pitch Differences between Japanese and Dutch Women. *Language and Speech* 38/3: 253-265

[Class 9.1] Dramabeans. (2010). Oppa. Retrieved from <http://www.dramabeans.com/2010/06/glossary-oppa/>.

[Class 9.2] Burdelski, Matthew & Mitsuhashi, Koji. (2010). "She thinks you're kawaii": Socializing affect, gender and relationships in a Japanese preschool. *Language in Society* 39: 65-93.

[Class 10.1] Chua, Amy. (2011, January 8). Why Chinese Mothers are Superior. *The Wall Street Journal*.

[Class 10.2] Nisbett, Richard. (2004). *The Geography of Thought* [Chapter 6]. New York: Free Press.

Students with disabilities

The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify me as soon as possible. You may also wish to contact Disability Services in 164 Oregon Hall at 346-1155 or disabsrv@uoregon.edu.

Academic honesty

Please note the following points regarding academic honesty. Students who do not follow these points (or break academic honesty in other ways) will be awarded F for the course.

1. Although students may work together in class or outside the class when reading assigned materials or working on homework assignments, students must write their assignments independently. In other words, the work you turn in should not look identical to the work of another student.
2. Assignments that you submit should consist of your own words, your own analysis and your own discussions. It is natural and expected to include other people's work, but when doing so, the source of the materials must be cited properly. This includes information taken from the Internet. Using information without giving credit to the source is considered plagiarism. You can find information regarding how to avoid plagiarism here --<http://libweb.uoregon.edu/guides/plagiarism/students/>.
3. Although it is natural to use knowledge that you have acquired from other courses, it is not acceptable to resubmit assignments that are largely identical to those you have already submitted for another course. Likewise, assignments completed for this course should not later be resubmitted for other courses.

For more information, consult the UO Student Judicial Affairs web site http://studentlife.uoregon.edu/programs/student_judi_affairs/academic-dishonesty.htm

See "About Cheating" at http://studentlife.uoregon.edu/programs/student_judi_affairs/

See also the UO Library Plagiarism Guide for Students at <http://libweb.uoregon.edu/guides/plagiarism/students/>

I hope you enjoy the class this term. Please feel free to e-mail me at any time if you have any questions or concerns. Carl