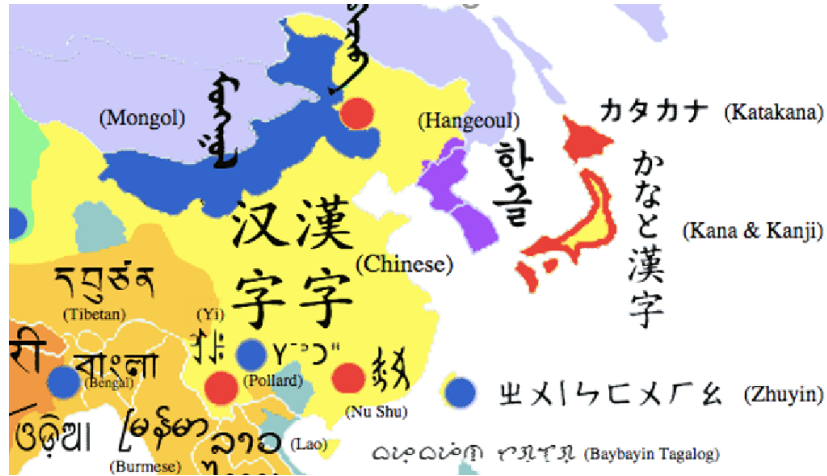


ASCL 60.20: Languages and Scripts of Gender, Class, and Nation
 Fall 2020 (remote version)



Time	E Hour (MWF 1:10–2:15)
Instructor	Sachi Schmidt-Hori, Ph.D. Please call me “Professor (Schmidt-)Hori” or “Hori sensei”
Office hour	Th 12:30–1:20 (if you want to meet in person, please make an appointment and give me 24-hour advance notice; otherwise, I will be available via Zoom)
Email	Sachi.Schmidt-Hori@Dartmouth.edu
Office	Bartlett 301A

I. Course Description

While language is commonly believed to be a “tool” through which we convey our feelings and observations of the world, etc., it is also the portal through which we understand the world. In other words, language *prescribes* as much as it *describes* human experiences. With this dual function of the language as the premise of the course, we will examine the ways in which the languages of Asia (mostly Japan, China, and Korea) create such “realities” as gender, sexuality, politeness, affection, coolness, humor, status, and national identity. During the final two weeks of the course, we will explore the layers of complexity embedded in the writing systems of Japan, China, and Korea. In so doing, we will shed light on each society’s historical negotiation of its national identity, Sinophilia, and desire to become a first-class nation of the modern world through its writing system (or, more precisely, through the cultural capital attached to the writing system). No previous knowledge of an Asian language is required.

II. Required Materials

All the readings/films will be posted on Canvas. You are welcome. ^o^

III. Learning Objectives

By the end of the class students should have learned the following ideas with supportive evidence:

- Language is an extremely powerful system, which shapes the speakers' perceptions of the world and the world's perceptions of the speakers. Therefore, examining a particular demographic's linguistic behavior is one of the best ways to understand the group.
- All of us have biases towards certain languages, dialects, and accents—positive and negative. It is important to remember that such ideas as a “romantic-sounding language,” an “uneducated-sounding dialect,” and a “macho-sounding accent” are rooted in stereotypes. We will help minimize linguistic discriminations in the world by informing ourselves.
- We live in the age of English hegemony. As a result, Japan, China, and Korea, among all the other non-English-speaking nations, strive and struggle to negotiate the power dynamics vis-à-vis their fellow non-English-speaking nations and the Anglophone world. As beneficiaries of English hegemony, we must think of ways to help those who are linguistically disadvantaged.
- While it is very difficult to regulate a spoken language through a policy, scripts/writing systems are often subject to top-down politically-motivated—not linguistically-informed—reforms. We must be wary of such policies.
- We live in the world where the phonetic scripts are deemed “superior” to logographs (i.e., Chinese characters), which is a grossly simplified and scientifically contestable ideology. We must educate ourselves about the facts about how Chinese characters work and challenge the ignorance and willful hostility against the logographic script.

IV. Expectations for Students

(1) Attendance & participation (20%)

For the Canvas-based discussions, you have 24 hours to participate. Please post more than three substantial comments/questions/responses to receive 3 points per class. They take place on Mondays and Wednesday with a few exceptions. I will try to monitor, answer questions, and give feedback as much as I can. For the Zoom-based discussions, we will use our class time. You will receive 0.5–2 points depending on your contributions.

(2) Announcements

I post announcements on Canvas, including important information about the assignments. If you opt out of the automatic email notification service, please check Canvas for announcements every evening.

(4) Courtesy

Being respectful towards your classmates and me—face-to-face, on the discussion board, Zoom, or email—is your utmost priority. As per basic commonsense of the world, your email for me must begin with “Dear Professor (Schmidt-)Hori/ Hori sensei.” I may not respond to emails that do not meet the standards of the world.

Many students request references and fail to acknowledge the faculty's time and labor. Many of the students also fail to inform the results of the recommendation letters the faculty write on behalf of them. Please be courteous to others and they will respond in kind.

V. Assignments

(1) Daily Homework (20%)

You will respond to the assigned readings or films before 11:59 pm EST of the previous day. Because the assigned readings and films are available from the beginning of the term, all students have the same amount of time to prepare regardless of their time zone. It's ok to read ahead but please do not submit the

homework in advance. A response should be well-thought-out and should exhibit your engagement with the text or film. See the schedule for the detailed instructions, including the daily points.

(2) Midterm Essay Exam (25%)

You will write a 1000-word essay based on class readings, lectures, and discussion. The prompt is announced on 10/12 (Mon) at the beginning of the class time. The essay is due on 5 pm EST of 10/16 (Fri). Further details will be announced later during the term.

(3) Final Essay (35%)

You will write a 1500-word essay on a topic relevant to this class, referring to at least three readings/films assigned for this course and two scholarly secondary sources (i.e., peer-reviewed studies). Further details will be announced later during the term.

VI. Evaluation

Attendance & Participation	20%
Daily Homework	20%
Midterm Exam	25%
Final Essay	35%

100–96 % = A	95.9–90 % = A-	89.9–86 % = B+
85.9–83 % = B	82.9–80 % = B-	79.9–77 % = C+
76.9–75 % = C	74.9–70 % = C-	69.9–65 % = D

VII. Student Needs

Considering the global pandemic and its ensuing instabilities in our lives, this class has a significantly lighter workload than its regular version. Nonetheless, if any issues come up that prevent you from submitting the work on time, please contact me as soon as possible.

VIII. Academic Honor (PLEASE READ THIS)

When you submit your daily homework, midterm exam, and final essay, you must synthesize your own arguments based on your interpretations of the texts (primary and secondary), class discussions, and lectures. **If you want to use short direct quotations (no more than one full sentence at a time), including my lectures, you must put them in quotation marks and provide appropriate citations. Please do not use lengthy direct quotes even if you give credits to the original writers/speakers.** Rather, paraphrase the ideas using your own words *and* provide citations. Needless to say, all forms of plagiarism, that is, presenting other people’s ideas as yours, including what’s publicly available on the internet, are subjected to penalties, ranging from receiving no credits for the assignment/for the entire course or being reported to the College, depending on the severity or the misconduct.

IX. Tentative Schedule

Date & Topics	Readings	Assignments, Class Format, etc.
Week 1		
9/14 (M): Introduction to the course		-Fill out the Student Information Questionnaire by Friday 5:00 pm EST (1 pt)

		-Class discussion on Zoom (Synchronous, 2pts)
9/16 (W): Color terms in Japanese	Stanlaw, James. "Language and Culture Contact in the Japanese Colour Nomenclature System." <i>Japanese English: Language and Culture Contact</i> . Hong Kong: Hong Kong University Press, 2004, pp. 211–235.	Write a well-thought-out response (one paragraph or more) for the article and submit via Canvas (2 pts) before 11:59 pm EST of 9/15 (T) -Read my lecture (available at 1:10 pm am EST) and have a class-wide discussion by posting at least three responses to the reading, lecture, and/or your classmates' comments before Tuesday 1:10 pm EST (3 pts)
9/18 (F): Zoom discussion on Week 1's materials		-Class discussion on Zoom (Synchronous, 2 pts)
Week 2		
9/21 (M): Loanwords in Korean and Chinese	Lee, Jamie Shinhee. "Multilingual Advertising in the Linguistic Landscape of Seoul." <i>World Englishes</i> , 38:3 (2019), pp. 500–518. Zhao, Jian. "Japanese Loanwords in Modern Chinese." <i>Journal of Chinese Linguistics</i> 34:2 (2006), pp. 306–327.	-Write a well-thought-out comment on each article that shows your engagement and submit via Canvas (2 pts) before 11:59 pm EST of 9/20 (Sun) -Read my lecture and have a class-wide discussion by posting at least three responses to the reading, lecture, and/or your classmates' comments before Tuesday 1:10 pm EST (3 pts)
9/23 (W): Personal pronouns in Japanese	Miyazaki, Ayumi. "Japanese Junior High School Girls' and Boys' First-Person Pronoun Use in Their Social World." In Shigeko Okamoto & Janet Shibamoto Smith, eds. <i>Japanese Language, Gender, and Ideology: Cultural Models and Real People</i> . New York: Oxford University Press, 2004, pp. 256–273. SturtzSreetharan, Cindi. "Ore and Omae: Japanese Men's Uses of First- and Second-Person Pronouns." <i>Pragmatics</i> , 19:2 (2009), pp. 253–278.	Write a well-thought-out comment for each article that shows your engagement and submit via Canvas (2 pts) before 11:59 pm EST of 9/22 (T) -Read my lecture and have a class-wide discussion by posting at least three responses to the reading, lecture, and/or your classmates' comments before Thursday 1:10 pm EST (3 pts)
9/25 (F): Zoom discussion on Week 2's materials		-Class discussion on Zoom (Synchronous, 2 pts)
Week 3		

<p>9/28 (M): Regional and professional identities in China</p>	<p>Zhang, Qing. "A Chinese Yuppie in Beijing: Phonological Variation and the Construction of a New Professional Identity." <i>Language in Society</i> 34 (2005), pp. 431–466.</p> <p>Che Chen, Zhao et al. "Returns to Dialect: Identity Exposure through Language in the Chinese Labor Market." <i>China Economic Review</i> 30 (2014), pp. 27–43.</p>	<p>-Write a well-thought-out comment on each article that shows your engagement and submit via Canvas (2 pts) before 11:59 pm EST of 9/27 (Sun)</p> <p>-Read my lecture and have a class-wide discussion by posting at least three responses to the reading, lecture, and/or your classmates' comments before Tuesday 1:10 pm EST (3 pts)</p>
<p>9/30 (W): Negotiating Korean identities</p>	<p>Kang, Millian. "Manicuring Race, Gender and Class: Service Interactions in New York City Korean-Owned Nail Salons." <i>Race, Gender & Class</i> 4:3 (1997), pp. 143–164.</p> <p>Jo, Hye-Young. "Negotiating Ethnic Identity in the College Korean Language Classes." <i>Identities: Global Studies in Culture and Power</i> 9:1 (2002), pp. 87–115.</p>	<p>-Write a well-thought-out comment on each article that shows your engagement and submit via Canvas (2 pts) before 11:59 pm EST of 9/29 (Tue)</p> <p>-Read my lecture and have a class-wide discussion by posting at least three responses to the reading, lecture, and/or your classmates' comments before Thursday 1:10 pm EST (3 pts)</p>
<p>10/2 (F): Zoom discussion on Week 3's materials</p>		<p>-Class discussion on Zoom (Synchronous, 2 pts)</p>
<p>Week 4</p>		
<p>10/5 (M): Defying Gender Stereotypes in Cantonese and Ibaraki Dialect</p>	<p>Kang, M. Agnes and Katherine Hoi Ying Chen. "Gender Stereotype as a Vehicle for Social Change? The Case of the Kong Girl." <i>Gender and Language</i>, 11:4 (2017), pp. 460–481.</p> <p>Sunaoshi, Yukako. "Farm Women's Professional Discourse in Ibaraki." In Okamoto & Smith (2004), pp. 187–204.</p>	<p>-Write a well-thought-out comment on each article that shows your engagement and submit via Canvas (2 pts) before 11:59 pm EST of 10/4 (Sun)</p> <p>-Read my lecture and have a class-wide discussion by posting at least three responses to the reading, lecture, and/or your classmates' comments before Tuesday 1:10 pm EST (3 pts)</p>
<p>10/7 (W): Navigating Bilingualism and Biculturalism for Korean Youths and Korean Americans</p>	<p>Shin, Hyunjung. "From FOB to Cool: Transnational Migrant Students in Toronto and the Styling of Global Linguistic Capital." <i>Journal of Sociolinguistics</i>, 16:2 (2012), pp. 184–200.</p> <p>Cho, John (Song Pae). "Global Fatigue: Transnational Markets, Linguistic Capital, and Korean-American Male English Teachers in</p>	<p>-Write a well-thought-out comment on each article that shows your engagement and submit via Canvas (2 pts) before 11:59 pm EST of 10/6 (Tue)</p> <p>-Read my lecture and have a class-wide discussion by posting at least three responses to the reading, lecture, and/or your classmates'</p>

	South Korea.” <i>Journal of Sociolinguistics</i> , 16:2 (2012), pp. 218–237.	comments before Thursday 1:10 pm EST (3 pts)
10/9 (F): Zoom discussion on Week 4’s materials		-Class discussion on Zoom (Synchronous, 2 pts)
Week 5		
10/12 (M)	Midterm essay exam	Prompt is posted at 10:20 am EST. Write a 1000-word response and submit by 5 pm EST, Friday Oct. 16.
10/14 (W):	Watch: “Please Teach Me English” (<i>Yǒngǒ wanjǒn chǒngbok</i>) via Canvas.	-Write two well-thought-out comments on the movie that shows your engagement and submit via Canvas (2 pts) before 11:59 pm EST of 10/13 (Tue) -No discussion board today
10/16 (F)	No class (conference)	-Class discussion on Zoom will be combined with Week 6. -Extra credit assignment: Listen to the keynote address by Prof. Rebecca Copeland (Washington U, St. Louis) for the conference via Zoom. Details TBA. -Submit your midterm essay by 5 pm EST
Week 6		
10/19 (M): Linguistic Capital in the Neoliberal Economy Market	Xiong, Tao and Zhou-min Yuan. ““It was Because I Could Speak English That I Got the Job: Neoliberal Discourse in a Chinese English Textbook Series.” <i>Journal of Language, Identity, and Education</i> , 17:2 (2018), pp. 103–117. Listen to Acts 1 & 2 of the podcast “Nice White Parents”: https://www.thisamericanlife.org/712/nice-white-parents	-Write a well-thought-out comment on each article and podcast episode that shows your engagement and submit via Canvas (3 pts) before 11:59 pm EST of 10/18 (Sun) -Read my lecture and have a class-wide discussion by posting at least three responses to the reading, lecture, and/or your classmates’ comments before Tuesday 1:10 pm EST (3 pts)
10/21 (W): Asian-ness and Accent in the Western Media	Watch the interview of the comedian Hari Kondabolu: https://www.youtube.com/watch?v=ZTC0P8dLSLg “Prologue” (pp. xi–xii) and “How to Asian” (pp. 1–20) from Yang, Jimmy O. <i>How to American: An Immigrant’s</i>	-Write a well-thought-out comment on the interview and <i>How to American</i> that shows your engagement and submit via Canvas (2 pts) before 11:59 pm EST of 10/20 (Tue)

	<i>Guide to Disappointing Your Parents.</i> New York: Da Capo Press, 2018.	-Read my lecture and have a class-wide discussion by posting at least three responses to the reading, lecture, and/or your classmates' comments before Thursday 1:10 pm EST (3 pts)
10/22 (F): Zoom discussion on Week 5 & 6's materials		-Class discussion on Zoom (Synchronous, 2 pts)
Week 7		
10/26 (M): Zoom discussion on Chinese characters	Your classmates' homework assignment	-Homework: If you are familiar with Chinese characters (i.e., hanzi, hancha, kanji, and/or chũ nỗm) share with your classmates what you (think you) know. If are not familiar, ask questions about them -Class discussion on Zoom (Synchronous, 2 pts)
10/28 (W): Zoom discussion on the Korean and Japanese writing systems	Your classmates' homework assignment	-Homework: If you are familiar with hangul and/or kana, share with your classmates what you (think you) know. If are not familiar, ask questions about them -Class discussion on Zoom (Synchronous, 2 pts)
10/30 (F): Zoom discussion on Week 7's materials		-Class discussion on Zoom (Synchronous, 2 pts)
Week 8		
11/2 (M): Reading in East Asian languages 1	Goodman, Ken. "The Process of Reading in Non-alphabetic Languages: An Introduction." In Ken Goodman, et al., eds. <i>Reading in Asian Languages</i> . New York: Routledge, 2012, pp. 3–15 Hung, Yueh-Nu. "How a Morpho-syllabic Writing System Works in Chinese." In Goodman, et al., 2012, pp. 16–44.	-Write a well-thought-out comment on each article that shows your engagement and submit via Canvas (2 pts) before 11:59 pm EST of 11/1 (Sun) -Read my lecture and have a class-wide discussion by posting at least three responses to the movie, lecture, and/or your classmates' comments before Tuesday 1:10 pm EST (3 pts)
11/4 (W): Reading in East Asian languages 2	Handel, Zev. "Can a Logographic Script be Meaningfully Simplified and Remain Logographic? Lessons from the 20 th Century Chinese Writing Reform Informed by Recent	-Write 2 well-thought-out comments on the article that shows your engagement and submit via Canvas (2 pts) before 11:59 pm EST of 11/3 (Tue)

	Psycholinguistic Research.” <i>Scripta</i> (2002), pp. 1–43.	-Read my lecture and have a class-wide discussion by posting at least three responses to the movie, lecture, and/or your classmates’ comments before Thursday 1:10 pm EST (3 pts)
11/6 (F): Zoom discussion on Week 8’s materials		-Class discussion on Zoom (Synchronous, 2 pts)
Week 9		
11/9 (M): Reading in East Asian languages 3	Tyson, Rodney E. “A Successful Mixture of Alphabetic and Non-alphabetic Writing: Chinese Characters in Korean.” Goodman, et al., 2012, pp. 92–98. Iventosch, Mieko Shimizu. “Orthography: Human Creativity and Adaptability.” In Goodman, et al., 2012, pp. 99–113.	-Write a well-thought-out comment on each article that shows your engagement and submit via Canvas (2 pts) before 11:59 pm EST of 11/8 (Sun) -Read my lecture and have a class-wide discussion by posting at least three responses to the movie, lecture, and/or your classmates’ comments before Tuesday 1:10 pm EST (3 pts)
11/11 (W): Reading in East Asian languages 4	Xu, Jingguo. “Making Sense in Reading Chinese: An Error-Detection Study.” In Goodman, et al., 2012, pp. 117–126. Ferguson, Daniel, et al. “Miscues and Eye Movements of Japanese Beginner Readers” In Goodman, et al., 2012, pp. 127–143.	-Write a well-thought-out comment on each article that shows your engagement and submit via Canvas (2 pts) before 11:59 pm EST of 11/10 (Tue) -Read my lecture and have a class-wide discussion by posting at least three responses to the movie, lecture, and/or your classmates’ comments before Thursday 1:10 pm EST (3 pts)
11/13 (F): Zoom discussion on Week 9’s materials		-Class discussion on Zoom (Synchronous, 2 pts)
Week 10		
11/16 (M): Reflection (on Zoom)		-Class discussion on Zoom (Synchronous, 2 pts)

Final essay due at 5 pm (EST) on November 30 (Mon). Submit via Canvas.