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DEPARTMENT OF ASIAN LANGUAGES & CULTURES
 290 ROYCE HALL
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 LOS ANGELES, CA 90095-1540

21 July 2015

Professor Joseph Nagy, Chair
 Attn: Myrna Dee F. Castillo, Program Representative
 General Education Governance Committee
 A265 Murphy Hall
 Mail Code 157101

RE: Chinese 30, "Chinese Language, Society, and Culture"

Dear Professor Nagy:

The Department of Asian Languages and Cultures (ALC) has created a newly-approved course, Chinese 30, that we wish to be designated as meeting the criteria for General Education courses in the area of Foundations of the Arts and Humanities. The attached proposal has been revised from an earlier version in order to incorporate suggestions from the GE Governance Committee Arts and Humanities Workgroup.

Chinese 30 is a newly approved course that will be taught for the first time in AY 2015–16. It introduces the topic of Chinese language, society, and culture from the perspective of linguistics and in so doing it complements ALC's existing undergraduate courses (both lower and upper division) in the areas of Asian language, culture, and humanities. Chinese 30 not only serves majors and minors in the various ALC undergraduate degree programs, but also responds to the growing interest among students in Asian studies (particularly in Chinese studies) including students from outside ALC who are seeking to fulfill GE requirements and students who have not yet declared a major.

Chinese 30 provides the undergraduate students who are interested in the Chinese language and culture an opportunity to explore the role of language in Chinese society and culture and how social and cultural factors impact the Chinese language. It will focus on language and thought patterns, language and gender, language and politics, language and commerce, language and the law, language and the arts, and language and globalization. Given the multi-disciplinary nature of this course, it is intended to be both an "introductory" and "linguistics Analysis" GE course because it introduces the basic methods in analyzing the Chinese language and perspectives in understanding the mutually constitutive nature of language and culture that are the basic fabric of the Chinese society. Finally, this course also contributes to the goal of teaching cultural diversity as it provides a window into a vastly different language and culture from US English language and culture. In the future we expect that it will be nominated to fulfill the diversity requirement that the University has recently established.

To sum up, Chinese 30 serves as a foundational course in terms of the topic area and in terms of basic disciplinary theories, concepts, and methods. It also serves the goals of General Education even beyond the classroom by encouraging students to develop linguistic, intellectual, and ethical sensibilities to better navigate through our present world of globalization as represented by language and the associated cultural conventions that are radically different from what most students are familiar with.

Thank you for your time and consideration of this proposal.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'William M. Bodiford', written in a cursive style.

William M. Bodiford
Chair
Department of Asian Languages & Cultures
bodiford@ucla.edu

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number Chinese 30
 Course Title Chinese Language, Society, and Culture
 Indicate if Seminar and/or Writing II course _____

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis X
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis _____

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more)
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course deals with the relationship between the Chinese language, society, and culture. Through linguistic analysis, students can gain insights into the dynamic nature of the Chinese society and cultural traditions and how the society and culture impact the Chinese language.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Hongyin Tao, Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes X No _____

If yes, please indicate the number of TAs 2

4. Indicate when do you anticipate teaching this course over the next three years:

2013-2014	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2014-2015	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2015-2016	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>100</u>	Enrollment	_____

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes X No _____

If yes, provide a brief explanation of what has changed. _____

The course has been approved as a lower division course but justification for a GE courses was required.

Present Number of Units: 4 Proposed Number of Units: 4

6. Please present concise arguments for the GE principles applicable to this course.

- | | |
|---|---|
| <input type="checkbox"/> General Knowledge | Introduction to linguistic features of the Chinese language and ways to analyze the interlocking relationship between the Chinese language, society, and culture. |
| <input type="checkbox"/> Integrative Learning | This course offers an opportunity for students to compare linguistic, social, and cultural perspectives pertaining to the notion of being Chinese and contrast Chinese with other languages and cultures where applicable. |
| <input type="checkbox"/> Ethical Implications | This courses touches upon issues in ethnicity, gendered language use, as well as cultural identity, which all have ethical implications. |
| <input type="checkbox"/> Cultural Diversity | This course teaches about a language and culture that is quite different from American English. As such it raises awareness about cultural diversity. |
| <input type="checkbox"/> Critical Thinking | Finding patterns of Chinese language use and critiquing past statements about the Chinese language are integral parts of this course. Students are also required to evaluate certain statements about the Chinese language in writing assignments. |
| <input type="checkbox"/> Rhetorical Effectiveness | Writing assignments and oral presentations pertaining to the Chinese language are required for students to make sound arguments and increase effectiveness of persuasion. |
| <input type="checkbox"/> Problem-solving | Homework assignments on the structure of the Chinese language will be required as part of the training in problem solving. Group project provides the students with an opportunity to work together and piece together evidence for an effective piece of academic writing. |
| <input type="checkbox"/> Library & Information Literacy | Important library and online resources will be introduced, and students are required to find resources independently in completing homework assignments. |

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>N/A</u>	(hours)

(A) TOTAL Student Contact Per Week 4 (HOURS)

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>2</u>	(hours)
2. Reading	<u>3</u>	(hours)
3. Group Projects:	<u>3</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>2</u>	(hours)
5. Information Literacy Exercises:	<u>2</u>	(hours)
6. Written Assignments:	<u>3</u>	(hours)
7. Research Activity:	<u>3</u>	(hours)

(B) TOTAL Out-of-class time per week 18 (HOURS)

GRAND TOTAL (A) + (B) must equal at least 15 hours/week

22 (HOURS)

Course Proposal (Revised for GE course application)

Chinese 30. Chinese Language, Society, and Culture. (4 credits)

Lecture: three hours. Discussion: one hour.

This introductory course explores the intimate relationship between the Chinese language, society, and culture. We will discuss the fundamental role that language plays in Chinese social life and cultural practices while simultaneously explore how social and cultural factors impact the way the Chinese language is organized. Main focus will be on language and thought patterns, language and gender, language and politics, language and commerce, language and the law, language and the arts, and language and globalization.

Letter grades or P/NP.

Reasons for Action

New course in Chinese language, society, and culture created to meet general education needs of undergraduate students in Chinese studies and Asian humanities.

Statement of Objectives

This introductory course will provide the undergraduate students who are interested in the Chinese language and related phenomena an opportunity to explore the role of language in Chinese society and culture and how social and cultural factors impact the Chinese language. It is intended to be a general education course for undergraduates to be exposed to a language and culture that is quite different from the English language and culture and to equip the students with new perspectives to understand the Chinese language and culture in relation to the increasingly globalized world that we are in.

Qualification as a GE course

This course is intended as both an “introductory” and “linguistics Analysis” GE course because it introduces the basic methods in analyzing the Chinese language and perspectives in understanding the mutually constitutive nature of language and culture that are the basic fabric of the Chinese society.

As a GE course, this course contains a substantial amount of writing. Four (4) writing assignments will be required, aiming to improve the student’s skills in analyzing linguistic data, presenting diverse perspectives, organizing thoughts in coherent ways, and making arguments in logical and persuasive ways. (For sample topics, see Course Work below.)

Sample Course Outline

Course Work

Students need to participate actively in both lectures and discussion sections. Students are expected to have read the reading materials before coming to the lecture and the

discussion section. There will be one oral presentation, three (3) written assignments/projects, one group project, and two exams.

Oral presentation

Student can pick any linguistic phenomena in Chinese (spoken, written, or multimedia) and share with the rest of the class. It should be a proper sample piece of data showing in some way the relation between language, society, and culture. Oral presentation should be done in three minutes or less, with or without PowerPoint slides.

Sample topics for writing assignments (students can choose three out of the four choices):

- 1) The Chinese society is sometimes described as highly hierarchical and the language structure seems to reflect this fact. Do you agree or disagree with this assertion?
- 2) The Chinese character system has been claimed to be a block to modernization. Find facts to argue for or against this statement.
- 3) How do innovations in the Chinese internet language reflect changes in the contemporary Chinese society?
- 4) How do speakers of different Chinese speaking communities (mainland China, Hong Kong, and Taiwan, for example), use language for identity building? Design and conduct a survey among member of the UCLA community and write up a report of your findings.

Group projects

Group project. Students form groups of two to three with different Chinese language proficiency levels (zero to advanced). Students will gather public display of Chinese signs and product labels in major Chinese communities (Monterey Park, Arcadia, Irvine, etc.) in California and discuss tendencies in the Chinese linguistic landscape in overseas Chinese communities.

Evaluation methods

- Participation: 5%;
- Four writing assignments: 40% (10% each);
- Discussion section: 10%;
- One oral presentation: 5%;
- Two tests: 40% (20% each);
- Total: 100%

Sample syllabus

Week 1 Introduction to the Chinese language

Reading: Gao 2000, Chapter 1.

This provides the basic background information about the history, geographical, and typological contexts in which the Chinese language and culture evolve and are used.

Week 2 Chinese language and thought patterns

Reading: C. Wu 1994, Chapter 1.

Due to its unique “isolating language” features, Chinese is known for lack of morphology and conjugation. Is there any way that the language features impact the way the Chinese think? We will explore controversial issues reported in such studies as Wu 1994.

Week 3 Discourse strategies: rhetoric, metaphor, and politeness

Reading: Young 1994. Chapters 1-2; Gao 2000, Chapter 7.

Chinese is reportedly to have different rhetorical strategies from such languages as English; and sometimes this is attributed to the social structure (hierarchical structure) and cultural tradition (e.g. conceptualization of interpersonal relations). We will explore relations between social structure, cultural conventional, and the way rhetorical devices such as a introducing a topic and presenting different views are deployed.

Week 4 Language and politics

Reading: Gao 2000, Chapter 2; Wang 2011

Politics can have major influences on the language, and major political events such as the Cultural Revolution undoubtedly leave deep marks on the language. We will explore major political events in recent Chinese history and their relationship with the Chinese language.

Week 5 Language and identity

Reading: Gao 2000, Chapter 2.

Language can be used to construct identity and language has been used a way to construct identity. This is especially true for the Chinese communities of mainland China, Taiwan, Hong Kong, and to some extent Singapore. We will explore issues of identity and language with regard to the various Chinese speaking communities both in- and outside China.

Week 6 Oral presentation and mid-term

Student presenting a piece of data showing the relation among language, society, and culture. No more than three minutes per presentation.

Week 7 Language and gender

Reading: Chan 1998.

Gender representation and gendered use of language is commonly observed in Chinese and other languages. We will explore the following issues: what constitutes gendered use in Chinese? How to avoid sex-biased language? What are the trend in contemporary Chinese in this regard?

Week 8 Language in use: the arts, the law, and commerce

Reading: Leeman and Modan. 2009

Language can be commodified; language is also important in law and arts. We will explore applied issues of language in society. Cases of commercials, dialect and criminal

cases, plagiarism in writing, and artistic creations with language and character writing will be explored.

Week 9 Chinese language in the age of the internet and globalization

Reading: Liu and Tao 2011, Introduction and Chapter 7.

Chinese has been shown to have undergone rapid changes in the age of the internet and globalization. We will explore some of the most dramatic changes in the Chinese language, including neologisms, new genres, as well as the impact of English on Chinese.

Week 10 Group projects and review

Discussing research methods for group projects. Review for the final exam.

Examination Week Final examination

Sample Bibliography

- Chan, Marjorie. 1998. Gender Differences in the Chinese Language: A Preliminary Report. In Hua Lin, ed., *Proceedings of the Ninth North American Conference on Chinese Linguistics*. Los Angeles: GSIL Publications. Vol. 2, 35-52.
- Chen, Ping. 1999. *Modern Chinese: History and sociolinguistics*. Cambridge: Cambridge University Press.
- Clancy, Patricia M., Thompson, Sandra A., Suzuki, Ryoko, and Tao, Hongyin. 1996. The Conversational Use of Reactive Tokens in English, Japanese, and Mandarin. *Journal of Pragmatics*, 26.3:355-387.
- Endo, Tomoko and Hongyin Tao. 2009. From Volition and Enjoyment to Habituality: The Cases of Ai 'Love to' and Xihuan 'Like to' in Chinese. In Zhiqun Xing, ed., *Functional Studies of Chinese*, 155-183. Hong Kong: The University of Hong Kong Press.
- Gao, Mobo. 2000. *Mandarin Chinese*. Oxford University Press.
- Li, Wei and Li Yue. 1996. 'My Stupid Wife and Ugly Daughter': The Use of Pejorative References as a Politeness Strategy by Chinese Speakers. *Journal of Asian Pacific Communication*, 7.3-4:129-142.
- Lii Shih, Yu-hwei E. 1994. What Do "Yes" and "No" Really Mean in Chinese? *Georgetown University Round Table on Languages and Linguistics 1994*. Washington, D.C.: Georgetown University Press. 128-149.
- Liu, Jin and Hongyin Tao. 2009. Negotiating Linguistic Identities under Globalization: Language Use in Contemporary China. *Harvard Asia Pacific Review*. Volume X.1, 7-10.
- Liu, Jin and Hongyin Tao. Eds. 2011. *Chinese under Globalization: Emerging Trends in Language Use in China*. World Scientific Publishing Co.
- Ma, Ringo. 1996. Saying "Yes" for "No" and "No" for "Yes": A Chinese Rule. *Journal of Pragmatics*, 25.2:257-266.
- Pan, Yuling 1995. Power behind Linguistic Behavior: Analysis of Politeness Phenomena in Chinese Official Settings. *Journal of Language and Social Psychology*. 14.4:462-481.

- Stibbe, Arran. 1996. The Metaphorical Construction of Illness in Chinese Culture. *Journal of Asian Pacific Communication*. 7.3-4: 177-88.
- Tao, Hongyin. 1999. Body Movement and Participant Alignment in Mandarin Conversational Interactions. 35th Regional Meeting of the Chicago Linguistic Society. Chicago: Chicago Linguistic Society.
- Taylor, Gordon & Chen, Tingguang. 1991. Linguistic, Cultural, & Subcultural Issues in Contrastive Discourse Analysis: Anglo-American and Chinese Scientific Texts. *Applied Linguistics* 12.3: 319-336.
- Wang, Ban. 2011. *Words and Their Stories: Essays on the Language*. Leiden: Brill.
- Wu, Cynthia Hsin feng. 1994. "If Triangles Were Circles...": A Study of Counterfactuals in Chinese and in English. Taipei: The Crane Publishing Co.
- Wu, Yongyi, 1990. The Usages of Kinship Address Forms amongst Non-Kin in Mandarin Chinese: The Extension of Family Solidarity. *Australian Journal of Linguistics*, 10.1:61-88
- Young, Linda. 1994. *Crosstalk and culture in Sino-American communication*. Cambridge: Cambridge University Press.
- Yu, Ning, 1995. Metaphorical Expressions of Anger and Happiness in English and Chinese Metaphor and Symbolic Activity, 10.2:59-92.
- Zhao, Heping. 1987. The Chinese Pronoun *zan* and Its Person and Social Deictic Features. *Journal of Chinese Linguistics*, 15.1:152-176.
- Zhu, Yunxia. 2005. *Written communication across cultures: A sociocognitive perspective on business genres*. Amsterdam: John Benjamins.



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New Course Proposal

Chinese 30

Chinese Language, Society, and Culture

Course Number Chinese 30

Title Chinese Language, Society, and Culture

Short Title LANG&SOCIETY&CULTUR

Units Fixed: 4

Grading Basis Letter grade or Passed/Not Passed

Instructional Format Lecture - 2 hours per week
Discussion - 2 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement Yes

Major or Minor Requirement Yes

Requisites N/A

Course Description Lecture, two hours; discussion, two hours. Exploration of relationship between Chinese language, society, and culture. Discussion of fundamental role that language plays in Chinese social life and cultural practices while simultaneously exploring how social and cultural factors impact way Chinese language is organized. Main focus on language and thought patterns, language and gender, language and politics, language and commerce, language and law, language and arts, and language and globalization. P/NP or letter grading.

Justification New course in Chinese language, society, and culture created to meet general education needs of undergraduate students in Chinese studies and Asian humanities.

Syllabus File [Chin 30 CourseProposal-Revised July 2014.doc](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information

Grading Structure Participation: 15%;
Four homework assignments: 20% (5% each);
Discussion section: 20%;
One oral presentation: 5%;
Two tests: 40% (20% each);

Effective Date Fall 2014

Instructor	Name	Title
	Hongyin Tao	Professor

Quarters Taught Fall Winter Spring Summer

Department Asian Languages and Cultures

Contact	Name	E-mail
	LINDSAY DOUNG	ldoung@humnet.ucla.edu

Routing Help

ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed

Role: Registrar's Publications Office - Hennig, Leann Jean (LHENNIG@REGISTRAR.UCLA.EDU) - 56704

7/23/2015

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Status: Added to SRS on 9/2/2014 1:10:13 PM**Changes:** Description**Comments:** Edited course description into official version.**Role:** Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441**Status:** Added to SRS on 8/8/2014 8:23:39 PM**Changes:** Title, Short Title**Comments:** No Comments**Role:** FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 8/1/2014 4:34:38 PM**Changes:** No Changes Made**Comments:** Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Upton, Dell (DUPTON@HUMNET.UCLA.EDU) - 68370**Status:** Approved on 7/27/2014 11:02:06 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 7/22/2014 10:39:23 AM**Changes:** No Changes Made**Comments:** Routing to Dell Upton for FEC approval.**Role:** Department/School Coordinator - Doung, Lindsay Marie (LDOUNG@HUMNET.UCLA.EDU) - 74037**Status:** Approved on 7/22/2014 9:37:25 AM**Changes:** Units, Instructional Format, Description, Grading Structure, Effective Date, Quarters Taught**Comments:** Please see updated syllabus for changes. We also changed the units from 5 to 4 and changed the lecture/discussion hours.**Role:** FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 3/19/2013 12:43:14 PM**Changes:** No Changes Made**Comments:** Routing to Lindsay Doung. Please see FEC comments below.**Role:** FEC Chair or Designee - Meranze, Michael (MERANZE@HISTORY.UCLA.EDU) - 52671**Status:** Returned for Additional Info on 3/18/2013 5:18:11 PM**Changes:** No Changes Made**Comments:** Myrna, I am a little uncomfortable with the lack of details on the readings. This is supposed to be an introductory course and it is hard to tell how the readings really line up.**Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 3/14/2013 2:53:07 PM**Changes:** No Changes Made**Comments:** Routing to Michael Meranze for FEC approval.**Role:** Dean College/School or Designee - Schaberg, David C (DSCHABERG@COLLEGE.UCLA.EDU) - 54856, 50259**Status:** Approved on 3/14/2013 1:54:46 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 3/13/2013 11:24:12 AM**Changes:** Grading Structure**Comments:** Routing to Dean Schaberg for Humanities approval.

7/23/2015

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Role: Department/School Coordinator - Doung, Lindsay Marie (LDOUNG@HUMNET.UCLA.EDU) - 74037

Status: Approved on 3/12/2013 10:15:32 AM

Changes: No Changes Made

Comments: Approved on behalf of the Department Chair, William Bodiford.

Role: Initiator/Submitter - Doung, Lindsay Marie (LDOUNG@HUMNET.UCLA.EDU) - 74037

Status: Submitted on 3/12/2013 10:14:02 AM

Comments: Initiated a New Course Proposal

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