



DEPARTMENT OF ASIAN LANGUAGES & CULTURES
 290 ROYCE HALL
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March 18, 2016

Scott Chandler, Chair
 General Education Governance Committee
 A265 Murphy Hall
 157101
 Attention: Myrna Dee F. Castillo

RE: Asian 30, "Languages and Cultures of Asia"

Dear Professor Chandler:

The Department of Asian Languages and Cultures (ALC) has created a newly-approved course, Asian 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. Asian 30 is a newly approved course that will be taught for the first time in AY 2016-17. It presents an overview of different Asian languages from the perspective 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. Asian 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 and linguistics including students from outside ALC who are seeking to fulfill GE requirements and students who have not yet declared a major.

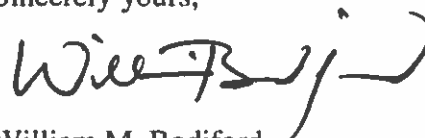
Asian 30 provides the undergraduate students who are interested in Asian languages an opportunity to explore the diversity as well as a common thread among Asian languages. It will focus not only on linguistic typological comparison among Asian leagues, but also on cultural patterns that influence language structures. 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 and comparing Asian languages. Finally, this course also contributes to the goal of teaching cultural diversity in the local context of Los Angeles where speakers of Asian languages interact with each other on the daily bases. In the very near future we expect that it will be nominated to fulfill the diversity requirement that the University has recently established.

To sum up, Asian 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

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 "Will Bodiford", with a stylized flourish at the end.

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 Asian Languages & Cultures, Asian 30
 Course Title Languages and Cultures of Asia
 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 x
- Philosophic and Linguistic Analysis x
- Visual and Performance Arts Analysis and Practice

Foundations of Society and Culture

- Historical Analysis x
- Social Analysis x

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.

Asian 30 will examine languages in their social, cultural and historical contexts. Activities include analyses of written language (use of Chinese and Roman writing systems), sound and sentence structures and speakers and writers of these languages.

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

Shoichi Iwasaki (Professor Emeritus), Hongyin Tao (Professor), Sung-Ock Sohn (Professor)

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

If yes, please indicate the number of TAs 1

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

2015-16	Fall	<u> </u>	Winter	<u> </u>	Spring	<u> </u>
	Enrollment		Enrollment		Enrollment	
2016-17	Fall	<u> x </u>	Winter	<u> </u>	Spring	<u> </u>
	Enrollment	<u> 100 </u>	Enrollment		Enrollment	
2017-18	Fall	<u> </u>	Winter	<u> </u>	Spring	<u> </u>
	Enrollment		Enrollment		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. _____

Asian 30 has been approved as a lower division course, which was originally taught as an upper division course (Asian 120). The course has been modified so that students without the knowledge of any Asian language can take the course.

Present Number of Units: 5

Proposed Number of Units: 5

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

- ❑ General Knowledge

Asian 30 will rely on several different methodological foundations including linguistics, anthropology, sociology, history and Asian American Studies.
- ❑ Integrative Learning

Students are exposed to different fields relevant to the course, and are encouraged to take courses such as Chinese 30, Chinese 50, Japanese 50, Korean 50 within the same department (ALC) as well as Linguistics 1 and 20, Anthropology 9 and 33 in other departments.
- ❑ Ethical Implications

The course will include a discussion on colonial experiences in Asia that affected language policies such as forced choice of language in the name of language standardization.
- ❑ Cultural Diversity

Focusing on Asia as a geographically contiguous area in the world and its linguistic diversity, the course will discuss how diverse cultural perspectives are reflected in languages. The course also includes a discussion of linguistic and cultural diversity in Los Angeles and California.
- ❑ Critical Thinking

By comparing different linguistic structures in Asian languages and historical and social contexts for them, students are encouraged to approach an issue from multiple perspectives.
- ❑ Rhetorical Effectiveness

Students are required to write weekly reactions to the topics covered each week and to share with the class in order to develop effective and clear way of writing. In discussion sections, students will be required to express their views orally.
- ❑ Problem-solving

Part of the course will require students to solve linguistic problems by analyzing phonological and syntactic structures in different Asian languages.
- ❑ Library & Information Literacy

Students are required to examine different reference grammars and search for audio and visual recourses online for language analysis.

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

1. Lecture:	<u>2.5</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	_____	(hours)
4. Experiential (service learning, internships, other):	_____	(hours)
5. Field Trips:	_____	(hours)
(A) TOTAL Student Contact Per Week	3.5	(HOURS)

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

1. General Review & Preparation:	<u>1.5</u>	(hours)
2. Reading	<u>3</u>	(hours)
3. Group Projects:	<u>2</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>2</u>	(hours)
5. Information Literacy Exercises:	<u>NA</u>	(hours)
6. Written Assignments:	<u>1</u>	(hours)
7. Research Activity:	<u>2</u>	(hours)
(B) TOTAL Out-of-class time per week	11.5	(HOURS)

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

15

(HOURS)

Syllabus
Asian 30: Languages and Cultures of Asia
Department of Asian Languages and Cultures, Royce 290

Shoichi Iwasaki (iwasaki@humnet.ucla.edu) Royce 243B

This course aims to bring three major languages of East Asia (Chinese, Japanese and Korean) together in one classroom, and examine them from typological, historical, and comparative perspectives. There has been much research done on these languages individually, and there are classes to study them in depth, yet, it is rare to explore how Chinese, Japanese and Korean (CJK), interact historically with each other, and how they have been mutually influencing each other in a systematic manner.

Although Chinese is not genetically related to Japanese and Korean, and is typologically very different from these languages, the Chinese writing system and its vocabulary have imprinted intractable marks on Japanese and Korean, and this historical fact makes communication possible to some extent among literate people from the three different language areas to correspond through writing, even if they don't speak others' languages at all.

Three countries have in the recent past struggled to cope with the intriguing, yet complex, system of Chinese characters in remarkably different ways. We will learn how Chinese characters (one of the oldest existing writing systems in the world) were created, how the Japanese people adopted them to develop their own writing system, and how the Koreans tried to do away with characters. We will also discuss how Chinese-character-based word processors are different from Alphabet-based word processors.

Japanese and Korean show significant resemblances in their sentence structures and word formation processes, but they are completely unintelligible with each other. We will explore why that is the case. This will also lead to a discussion of how Japanese and Korean are related (or not related) with each other genetically.

China, Japan and Korea have their own distinct cultures, but they are also united by some common cultural beliefs. For example, we all care about "losing" and "saving face" and all three languages and cultures emphasize social hierarchy. Languages to some extent reflect such socio-psychological traits of people. We will specifically discuss how politeness and gender distinctions are coded in these languages.

In addition to the three major languages of East Asia, we will also include some Southeast Asian language and languages of Ryukyu (Okinawa) in our discussion to explore the rich linguistic varieties over Asia. As the final topic of the course, we will learn different language policies adopted in different Asian countries.

Homework

There will be several written homework assignments throughout the quarter. Homework is mostly a group project such as follows.

- 1) Teach your own native Asian language to non-native speakers. Find out difficulty in terms of pronunciation and structure. English speakers learn different Asian languages from fellow students. Discuss difficult aspects of learning the assigned language, and possible causes. (Week 2)
- 2) Structural analysis. Students will be given a comparable grammatical construction in different Asian languages (e.g. reporting someone's previous speech and thought) and analyze the lexical and grammatical means employed in each language. (Weeks 3 and 4)
- 3) Group project. Students from different language backgrounds will compare interactive patterns such as greetings, complimenting, apologizing in all different Asian languages and discuss similarities and differences. The written work will contain a note specifying contributions from each student. (Week 8)

Grading is based on the following breakdowns:

Attendance and participation:	5%
Homework assignments:	50%
Midterm exam:	20%
Final exam:	25%

Letter grades are assigned by the following scale.

A:	95% up	A-:	90-94%		
B+:	87-89%	B:	82-86%	B-:	79-81%
C+:	76-78%	C:	71-75%	C-:	68-70 %
D+:	65-67%	D:	60-64%	D-:	57-59%
F:	below 56%				

P = C or better; S = B or better

A+ will be given to those who show exceptional performance.

Week 1

Tuesday: Diversity and unity in Asian languages and cultures

Thursday: Dialects and languages

(Readings: Goddard, Ch.2, Ramsey Part 1)

Week 2

Tuesday: Chinese dialects, Japanese dialects, Ryukyuan, Ainu, Korean and Cheju

Thursday: Comparative method in historical linguistics; Altaic Hypothesis

(Reading: Sohn Ch.4, Shibatani Chs.1 & 9, Iwasaki Ch 1)

Week 3

Tuesday: “Japanese-Korean controversy”, Early Korean and early Japanese

Thursday: Typological characteristics of CJK and other Asian languages (syntax)

(Reading: Sohn Ch. 2, Shibatani Ch.5, Goddard: Ch.4, Li & Thompson Ch.2)

Week 4

Tuesday: Typological characteristics of CJK (phonology)

Thursday: Origin of Chinese writing and principles of Chinese characters

(Reading: Goddard Ch 5, Norman Ch.3)

Week 5

Tuesday: Korean writing system (Guest speaker)

Thursday: Japanese writing system (contemporary)

(Reading: Sohn Ch 6, Iwasaki Ch 2)

Week 6

Tuesday: **Midterm Exam**

Thursday: A historical perspective on the writing systems in Asia

(Reading: Goddard Ch. 6, Laurie Ch. 1)

Week 7

Thursday: Computer and the writing systems

Thursday: Lexicon (numbers, family terms, emotion vocabulary)

(Reading: Goddard Ch. 3, Gottlieb Ch. 7)

Week 8

Tuesday: Gender and Politeness in Chinese (guest speaker)

Thursday: Gender and Politeness in Japanese and Korean

(Reading: Goddard Ch. 7, Iwasaki Ch. 15)

Week 9

Tuesday: Southeast Asian languages: Island Southeast Asia

Thursday: Southeast Asian languages: Continental Southeast Asia

(Readings: Goddard, Ch.2)

Week 10

Tuesday: Language policies in China, Japan and Korea

Thursday: Language reforms in Southeast Asia

(Reading: Simpson Parts II & III).

Bibliography (the following books will be supplemented by various journal articles)

East and Southeast Asia

1. Goddard, Cliff. 2005. The languages of East and Southeast Asia. Oxford: Oxford University Press.
2. Simpson, Andrew (ed.). 2007. Language & National Identity in Asia. Oxford: Oxford University Press.

Chinese

1. Li, Charles, and Sandra A. Thompson. 1981. Mandarin Chinese: A Functional Reference Grammar. Berkeley & Los Angeles: University of California Press.
2. Norman, Jerry. 1988. Chinese. Cambridge: Cambridge University Press.
3. Ramsey, Robert. 1987. The languages of China. Princeton: Princeton University Press.

Japanese

1. Iwasaki, Shoichi. 2013. Japanese. (Revised Edition) London Oriental African Linguistics Library. No.5. Amsterdam and Philadelphia: John Benjamins.
2. Shibatani, Masayoshi. 1990. The languages of Japan. Cambridge: Cambridge University Press.
3. Lurie, David. 2011. Realm of Literacy: Early Japan and the History of writing. Harvard University, Asia Center.

4. Gottlieb, Nanette. 2005. Language and Society in Japan. Cambridge University Press.

Korean

1. Sohn, Ho-Min. 1999. The Korean language. Cambridge: Cambridge University Press.
2. Chang, Suk-Jin. 1996. Korean. London Oriental African Linguistics Library. No.4. Amsterdam and Philadelphia: John Benjamins.



Course Revision Proposal

Asian 30 Languages and Cultures of Asia

Requested revisions that apply:

Renumbering Title Format Requisites Units Grading Description

Multiple Listing: Add New Change Number Delete

Concurrent Listing: Add New Change Number Delete

CURRENT

Course Number Asian 120

Title Languages and Cultures of East Asia

Short Title LANGS&CULTRS-E ASIA

Units Fixed: 4

Grading Basis Letter grade or Passed/Not Passed

Instructional Format Primary Format
Lecture

Secondary Format
Discussion

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

GE No

Requisites None

Description Lecture, three hours; discussion, one hour. Recommended preparation: Chinese 3 or 50 or Japanese 3 or 50 or Korean 3 or 50. Comparative perspective on three major East Asian languages -- Chinese, Japanese, and Korean -- to show what they share and how they differ in terms of linguistic features, historical development, and larger cultural settings in which these three languages are used. P/NP or letter grading.

Justification

Syllabus

Supplemental

PROPOSED

Asian 30

Languages and Cultures of Asia

LANGS&CULTURES-ASIA

Fixed: 5

Letter grade or Passed/Not Passed

Primary Format
Lecture - 3 hours per week

Secondary Format
Discussion - 1 hours per week

LECS - Lecture (Plus Supplementary Activity) [T]

Yes

None

(Formerly numbered 120.) Lecture, three hours; discussion, one hour. Comparative perspective on Asian languages, with emphasis on three major East Asian languages -- Chinese, Japanese, and Korean -- to show what they share and how they differ in terms of linguistic features, historical development, and larger cultural settings in which these three languages are used. P/NP or letter grading.

As part of establishing a new major in Asian Linguistics, we are proposing to make the existing Asian 120 to a lower division course. This course will be one of the prerequisite courses for all majors.

File [Syllabus Asian30 \(final version\).doc](#) was previously uploaded.

You may view the file by clicking on the file name.

Information**Effective Fall 2004
Date****Department Asian Languages and Cultures****Contact****Fall 2016****Asian Languages and Cultures**

Name

STEPHANIE CUELLAR

E-mail

scuellar@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**Status:** Added to SRS on 2/14/2016 11:34:40 AM**Changes:** TIE Code, 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 2/11/2016 10:59:57 AM**Changes:** Short Title, TIE Code**Comments:** No Comments**Role:** FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Approved on 2/9/2016 11:00:58 AM**Changes:** TIE Code**Comments:** Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173**Status:** Approved on 2/9/2016 10:53:58 AM**Changes:** TIE Code**Comments:** Proposed changes are approved.**Role:** L&S FEC Coordinator - Kikuchi, Myrna Dee Castillo (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 12/16/2015 1:56:50 PM**Changes:** TIE Code**Comments:** Updated units and description, at Stephanie's request. Routing to Joe Bristow for FEC approval.**Role:** Registrar's Office - Hennig, Leann Jean (LHENNIG@REGISTRAR.UCLA.EDU) - 56704**Status:** Returned for Additional Info on 12/10/2015 1:37:23 PM**Changes:** TIE Code**Comments:** Return to Myrna at her request.**Role:** L&S FEC Coordinator - Kikuchi, Myrna Dee Castillo (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 11/18/2015 12:12:17 PM**Changes:** TIE Code

Comments: Routing to Joe Bristow for FEC approval.

Role: Department Chair or Designee - Cuellar, Stephanie Ann (SCUELLAR@HUMNET.UCLA.EDU) - 55636

Status: Approved on 11/16/2015 5:07:24 PM

Changes: TIE Code

Comments: Approved on behalf of the Asian Languages and Cultures department chair, William Bodiford.

Role: Initiator/Submitter - Cuellar, Stephanie Ann (SCUELLAR@HUMNET.UCLA.EDU) - 55636

Status: Submitted on 11/16/2015 5:04:47 PM

Comments: Initiated a Course Revision Proposal

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