

Linguistic and Cultural Diversity in East Asia

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Office Hours: MW 2:15–3:15pm (or by appointment)

My office hours are the best time to ask questions or discuss anything course-related. However, if these times don't work for you, let me know and we can set up another time to meet. To set up an appointment, I prefer to be contacted by email.

COURSE DESCRIPTION

When we think of East Asia, we usually think of China, Japan, and Korea. However, from a linguistic perspective, each of these three countries in East Asia comprise of multiple distinct cultures. The course will provide an overview of the languages and cultures that exist within East Asia beyond the usual three-way contrast among Japanese, Chinese, and Korean. By looking at the diversity in East Asia from a linguistic perspective, this course presents each country in East Asia as a heterogeneous society, and students will be able to define "East Asia" with a better understanding of the diversity it represents. Yet, students will also understand how East Asia fits in a larger context and how it relates to the surrounding regions, such as the Pacific Islands, Southeast Asia, and Central Asia, and how it historically connects do different parts of the world. In addition to deepening the students' understanding of East Asian society, the course also deals with issues surrounding ethnolinguistic minorities. Through discussing these issues, students will understand the challenges multiethnic, multilingual societies face, think about how to best address them in order to achieve a more inclusive society that values diversity, and develop their own ideas that can be applicable to a global context.

This course will fulfill CASE Global Culture and Civilization (**GCC**) requirement as well as GenEd World Culture.

LEARNING OUT COMES

By the end of this course, students will be able to

- (1) Demonstrate knowledge of different languages spoken in East Asia, the cultures of the speakers, as well as the historical/social background of the different ethnolinguistic groups within East Asian society and surrounding regions.
- (2) Develop a broader perspective on East Asia and its linguistic and cultural connection to the rest of the world.
- (3) Understand and discuss the issues surrounding indigenous ethnolinguistic groups, particularly the conservation and preservation of their languages and cultures.
- (4) Obtain a comparative perspective to analyze and understand the cultural and social dynamics in the multilingual, multiethnic contexts that can be extended beyond Asia.

COURSE GRADE

Requirements	
Attendance	10%
Participation	10%
Canvas Posting	15%
Quizzes	10%
Minute Papers/Worksheets	15%
Leading Discussion	5%
Midterm Exam	10%
Writing Assignments	
Linguistic Autobiography	10%
Semester Reflection	10%
Student Project	15%

You can check your current grade on Canvas.
Allow one week from assignment to be updated
in the gradebook.

GRADING SCALE

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
Minimum %	97.0	93.0	90.0	87.0	83.0	80.0	77.0	73.0	70.0	67.0	63.0	60.0

ATTENDANCE

Your attendance is valued and is essential to succeed in this course. We will introduce new ideas during the lectures, discuss the materials, and I will answer any questions that you may have. As such, I will take attendance **at the beginning of every class**. If you are late, you will lose some participation points. I understand that circumstances may require that you miss the occasional class. You may miss three classes without penalty. Every absence thereafter will decrease your grade by 0.5%. No credit for this course will be given if more than 12 meetings are missed. If a student misses a class, it is the student's responsibility to catch up with what he/she missed by asking classmates and/or the instructor.

If you anticipate needing to miss a class, please contact the instructor as soon as possible—no later than 48 hours in advance—to see if there is an option to complete the in-class exercise or quiz. For athletic events and religious holidays, you have to let me know of your planned absence in the first two weeks of class. It is your responsibility to obtain lecture notes from a classmate and keep track of assignments should you miss a class.

PARTICIPATION

You are responsible for all of the information presented in this course, and your active participation is expected. To make the lectures more meaningful, please be prepared to share your questions and comments on assigned readings in class. You may also earn participation points by joining online discussion, asking me questions by email, and coming to office hours. Diversity is welcome in this class, and you are encouraged to bring in your own unique perspective coming from your background.

CANVAS POSTING

For each class, you are required to post on Canvas Discussion boards by 12pm of the day before class. Unless otherwise instructed, Canvas posting assignment usually include two discussion questions on the reading(s). Your questions will form part of the basis of

discussion in class. As such, Discussion Questions should not be clarification questions but rather something that elicit thoughtful and critical conversation about the readings and related social and cultural issues. (You can ask clarification questions in addition to discussion questions.) *This* will be graded on a **credit/non-credit** basis. This assignment is related to the learning outcomes 1–4.

QUIZZES

Occasionally, there will be a short quiz on the assigned reading for the day.

MINUTE PAPERS/WORKSHEETS

At the end of each class, you will either turn in the worksheet from the class, or on a day where there is no worksheet, a minute paper. For the minute papers, you will be given five minutes to write a thoughtful but brief response to a question about the place of languages and cultures in the social environment within East Asia and beyond. Worksheets and minute papers will be graded on a **credit/non-credit** basis. This assignment is related to the learning outcomes 1–4.

LEADING DISCUSSION

In a group of up to three people, you will lead discussion on an assigned reading for 20-30 minutes. Details will be given in class.

MIDTERM EXAM

There will be one in-class midterm exam. Details will be given in class.

WRITING ASSIGNMENTS

All papers should be double-spaced, 12-pt Times New Roman font. Details will be given in class prior to each assignment. The two papers you will write in this class are:

Linguistic Autobiography (due Jan 30)

In the beginning of the semester, students will write a 750-word essay reflecting on their own language use and their view on languages. You will also give a brief presentation on your autobiography in class.

Reflection Paper (due May 3)

At the end of the semester, students will write a minimum 200-word response to each of the following three questions:

- Explain how language ideology have influenced your own view of society and culture in East Asia and in the U.S. (Learning outcomes 3 & 4)
- Provide your own thoughts on the loss of linguistic and cultural diversity—whether you think it should be prevented or not, and why—drawing upon examples from East Asian context (Learning outcomes 3 & 4)
- Compare your view toward East Asian cultures in the beginning of the semester and now, and explain why it has/hasn't changed. (Learning outcomes 2 & 4)

The reflection paper must include in-text citations and a reference section.

STUDENT PROJECT

Students will have two options: (1) “adopt” one ethnolinguistic group and do a research on their language, culture, history, as well as sociopolitical context they are in and its influence on their language and culture; or (2) focus on one social issue and compare across two or more ethnolinguistic groups (one of them has to be in East Asia). At the end of the term, you will showcase what you have found to the rest of the class. There are three components to the term project:

- Topic Proposal (due Mar 8 at 11:59pm) – Decide who you will be working with (if any), and submit (by e-mail) a topic you would like to work on for my approval. Graded on a **credit/non-credit** basis.
- Final Presentation – Final presentation will take a format of an Instagram post (picture & caption), which will later be posted on the class Instagram site. In class, you will supplement the Instagram post with oral presentation. Graded using a rubric (posted on Canvas) based on clarity, organization, evidence, and delivery. references, thoughtful sentences, use of evidence and examples.
- Final Submission – You will submit a 1000-word paper on your topic. Graded using a rubric (posted on Canvas) based on clarity, organization, evidence, and format.

This assignment is related to the learning outcome 1, 2 and 3.

SCHEDULE

The class schedule with the readings and assignment due dates for the semester is included with this syllabus. We will stick to the schedule as much as possible, but in the event of a change, a new schedule will be posted on Canvas. You are responsible for keeping track of updated assignment due dates.

DEADLINES & LATE ASSIGNMENTS

Any assignment submitted late will have **10%** deducted from the assignment grade per day that it is late. Early submissions are welcome.

CLASSROOM ETIQUETTE

Any behavior that is disruptive to yourself as well as others in class will not be tolerated. This means no talking while the instructor is lecturing; no sleeping (or appearing to sleep either) in class, no distractions whatsoever. In other words, no distractions—pay attention. No disruptive behavior whatsoever will be tolerated in class, and continued disruptions will result in a report to the Dean of Students.

TECHNOLOGY

The use of phones, laptops, tablets, and headphones will NOT be allowed during the lecture portion of the class. Research has shown that notes taken by hand (versus laptop) are better for understanding and retaining information; it also minimizes distractions from social media and other sites. There will be opportunities to use your phone/laptops in class for certain exercises.

This class policy is in place to foster a more productive learning environment, both with and without the use of technology in appropriate situations.

E-MAIL POLICY

The university recognizes email as an official form of communication and as such I often email important information to the class using the list provided on Canvas. You are responsible for this information and if you do not come to class with this knowledge, the fault is yours.

Feel free to ask me anything through email, but please follow the following rules:

- Clearly indicate in the title what the email is about (e.g., “Questions about Midterm”)
- Start the e-mail by addressing me (e.g., Hello Prof. Tanaka)—please do not start the email with “hey”
- Conclude the email with your name.

I generally answer emails within 24 hours on weekdays. If you do not hear back from me in a couple of days, please assume that I need to be reminded and email me again.

ACADEMIC INTEGRITY

As a student at IU, you are expected to adhere to the standards and policies detailed in the Code of Student Rights, Responsibilities, and Conduct (Code). When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. All suspected violations of the Code will be reported to the Dean of Students and handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, and a failing grade in the course, among other possibilities. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand.

Re: Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor’s notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, a failing grade in the course, among other possibilities.

Additionally, you should know that selling a faculty member’s notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies and additional consequences may result.

ACCOMMODATION FOR STUDENTS WITH SPECIAL NEEDS

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office

that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed. The office is located on the third floor, west tower, of the Wells Library, Room W302. Walk-ins are welcome 8 AM to 5 PM, Monday through Friday. You can also locate a variety of campus resources for students and visitors that need assistance at: <http://www.iu.edu/~ada/index.shtml>".

BIAS-BASED INCIDENTS

Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) email biasincident@indiana.edu or incident@indiana.edu; 2) call the Dean of Students Office at (812) 855-8188 or 3) use the IU mobile App (m.iu.edu). Reports can be made anonymously if desired.

SEXUAL MISCONDUCT AND TITLE IX

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)

Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)

IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist.

I encourage you to visit stopsexualviolence.iu.edu to learn more.

SCHEDULE

Readings are available through Canvas or through IU Libraries.

Week 1: Introduction

Jan 9—Introduction

Jan 11—What is “East Asia”?

Holcombe, C. (2000). *Genesis of East Asia, 221 B.C.-A.D. 907*. Honolulu, HI: University of Hawaii Press.
[Chapter 1 only] Available from <https://iucan.iu.edu/catalog/14570265>

Weeks 2–3: Writing systems

Jan 16—Writing Systems Overview

No reading

Jan 18—Chinese Writing

Boltz, W. G. (1996). Early Chinese writing. In P.T. Daniels (Ed.), *The world's writing systems* (pp. 191–199). Oxford University Press.

Mair, V. H. (1996). Modern Chinese writing. In P.T. Daniels (Ed.), *The world's writing systems* (pp. 200–207). Oxford University Press.

Jan 23—Japanese/Korean

Smith, J. S. (1996). Japanese writing. In P.T. Daniels (Ed.), *The world's writing systems* (pp. 209–217). Oxford University Press.

King, R. (1996). Korean writing. In P.T. Daniels (Ed.), *The world's writing systems* (pp. 218–227). Oxford University Press.

Jan 25—Writing Systems Revisited

Coulmas, F. (1989). *The writing systems of the world*. Basil Blackwell. [pp. 4–15]

Week 4: Language and Ideology

Jan 30—Language and Dialect

Bergmann, A., Hall, K. C., Ross, S. M. (Eds.) (2007). *Language Files* (10th ed.) Columbus: The Ohio State University Press. [pp. 407–413]

 *Linguistic autobiography due* (2:30pm)

Feb 1—Language Loss

Romaine, S. (2015). The global extinction of languages and its consequences for cultural diversity. In H. F. Marten, M. Rießler, J. Saarikivi, & R. Toivanen (Eds.), *Cultural and Linguistic Minorities in the Russian Federation and the European Union: Comparative Studies on Equality and Diversity* (pp. 31–46). Cham: Springer International Publishing.

Week 5: Linguistic Autobiography Presentations (Feb 6 & 7)

Week 6 Linguistic Diversity

Feb 13—Languages Overview

Belew, A., Chen, Y.-L., Campbell, L., Barlow, R., Hauk, B., Heaton, R., & Okura, E. (in press). The endangered languages of the world and their status: East Asia. In A. Belew & L. Campbell (Eds.), *Cataloguing the Endangered Languages of the World*. Routledge.

Feb 15—Japan Overview

Gottlieb, N. (2005). *Language and society in Japan*. Cambridge, UK: Cambridge University Press.
[Ch 2 only]

Week 7: Japan

Feb 20—Ainu

Siddle, R. M. (2009). The Ainu: Indigenous people of Japan. In M. Weiner, M. *Japan's minorities: The illusion of heterogeneity* (pp. 21–39). Taylor & Francis.

Feb 22— Ryukyu

Heinrich, Patrick. (2005). Language loss and revitalization in the Ryukyu islands. *The Asia-Pacific Journal*, 3(11), 1–12.

Week 8: Korea

Feb 27—Jeju

O'Grady, W. (2014, November). Jejueo: Korea's other language. Paper presented at the 7th World Congress of Korean Studies, Honolulu, HI.

Mar 1—Guest Lecture by Sejung Yang, University of Hawai'i

Week 9

Mar 6—Interim summary, review for midterm & final project (Location TBA)

Mar 8—Midterm

Week 10: Spring Break (No class)

Week 11: Taiwan as the Home Land of the Pacific cultures

Mar 20—Overview

Tsukida, N., & Tsuchida, S. (2007). Indigenous languages of Formosa. In O. Miyaoka & M. E. Krauss (Eds.), *The vanishing languages of the Pacific rim* (pp. 285–300). Oxford: Oxford University Press. Available from <https://iucat.iu.edu/catalog/14860659>

Mar 22—Movie: *Tongues of Heaven*

Week 12: Mainland China

Mar 27—China Overview

Poa, D., & LaPolla, R. J. (2007). Minority languages of China. In O. Miyaoka & M. E. Krauss (Eds.), *The vanishing languages of the Pacific* (pp. 337–354). Oxford: Oxford University Press. Available from <https://iucat.iu.edu/catalog/14860659>

Mar 29—Language Policy

Bradley, D. (2005). Introduction: Language policy and language endangerment in China. *International Journal of the Sociology of Language*, 2005(173), 1–21. Available from <https://iucat.iu.edu/catalog/14685390>

Week 13: Mainland China (cont.)

Apr 3— Yunnan

Gao, K. B. (2015). Assessing the linguistic vitality of Miqie: An endangered Ngwi (Loloish) language of Yunnan, China. *Language Documentation & Conservation*, 9, 164–191. Available from <https://iucats.iu.edu/catalog/14387557>

Apr 5—Student Project Research Day (Location: TV 250)

Week 14: Capturing China in a Larger Context

Apr 10— Mongolia

Bulag, U. E. (2003). Mongolian ethnicity and linguistic anxiety in China. *American Anthropologist*, 105(4), 753–756. Available from <https://iucats.iu.edu/catalog/14006577>

Apr 12—Uyghur

Erkin, A. (2009). Locally modern, globally Uyghur: geography, identity and consumer culture in contemporary Xinjiang. *Central Asian Survey*, 28(4), 417–428. Available from <https://iucats.iu.edu/catalog/14225596>

Week 15: Diversity beyond Ethnicity

Apr 17—Sign Languages and Deaf Cultures

Brentari, D. (2010). Introduction. In D. Brentari (Ed.), *Sign languages* (pp. 1–16). Cambridge, UK: Cambridge University Press. Available from <https://iucats.iu.edu/catalog/11066245>

Fischer, S., & Gong, Q. (2010). Variations in East Asian sign language structures. In D. Brentari (Ed.), *Sign languages* (pp. 499–502). Cambridge, UK: Cambridge University Press. [Introduction only] Available from <https://iucats.iu.edu/catalog/11066245>

Apr 19—Language and Diaspora

(One of the two)

Song, J. (2010). Language ideology and identity in transnational space: globalization, migration, and bilingualism among Korean families in the USA. *International Journal of Bilingual Education and Bilingualism*, 13(1), 23–42. Available from <https://iucats.iu.edu/catalog/13529652>

Nguyen, A., Shin, F., Krashen, S. (2001). Development of the first language is not a barrier to second-language acquisition: Evidence from Vietnamese Immigrants to the United States. *International Journal of Bilingual Education and Bilingualism*, 4(3), 159–164. <https://iucats.iu.edu/catalog/13529652>

Week 16: Student Presentations (Apr 24 & Apr 26)✍️ *Final Project Submission due on April 26 at 2:30pm*✍️ *Reflection Paper due on May 3 at 11:59pm*