Language and Identity in Contemporary Greater China

Objectives
This course will examine the ways in which language contributes to shaping social, cultural, and ethnic identities in contemporary Greater China, including mainland China, Taiwan, Hong Kong, Singapore and other Chinese-speaking countries and regions. Topics will include the role of language in Chinese culture, the linguistic indexing of socio-economic class, dialects and regional language variation, the impacts of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition. We will also explore the emergence of new forms of language as influenced by modern technologies and reflect on the possible future developments.

Based on the study of contemporary Greater China, students will develop a broad theoretical understanding of the multiple ways in which language and identity are intertwined. In addition, they will emerge with an increased appreciation of the issues and challenges facing contemporary Chinese society today.

After taking this course, students are expected to:

- Explain, and argue for, the ways in which language expresses deference, power, solidarity and identity;
- Be equipped with the vocabulary and knowledge to make comments on specific cases of identity construction in language use;
- Work in a group to discuss the different ways in which language can be analyzed in terms of power, solidarity, identity, gender;
- Think about, write and present an argument related to the analysis of discourse.

The class will meet twice a week. The course will be conducted through lectures and discussion of selected readings and videos.

No knowledge of the Chinese language is required, but individual student projects may provide opportunities for students to do some work in Chinese, as desired.

Requirements
Class participation: The success of this class depends on your participation. As such, all students are expected to come to class having read all of the assigned materials. You do not have to agree with the arguments in the readings. But, the readings serve as a starting point for our discussion on the issue of language and identity. Students are expected to be respectful of other students, the instructor, and guests as well as the people in the readings and the films. Students are required to attend class and finish readings before class and prepare to discuss the content in class.

Article presentations: Each student is responsible for presenting two articles. You do not need to present everything in the article. But make sure you discuss the background, the methodology, the main findings and engage the class in class.
Class blogging: In order to encourage outside class interaction between the instructor and students, one or two topics will be provided on class blog so that students can voice their opinions and comment upon each other’s as well.

Homework assignments: Two homework assignments will be given in the course. For each, students need to collect data and make their argumentation based on the data.

Final projects: You need to choose a topic related to language and identity and write a research paper. You need to include at least 5-6 scholarly sources in your paper.

Week 4: You need to submit a short proposal describing your idea for the paper so that I can make sure you are on the correct path.

Week 8: You need to submit a progress report, including literature review, your methodology, hypothesis, and references to cite.

Week 15: You will give a short presentation on your research paper during the last week of class. Final papers should be posted on the course HuskyCT site no later than our scheduled final exam time.

**Grade Breakdown**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Article presentations (2)</td>
<td>20%</td>
</tr>
<tr>
<td>Class blogging</td>
<td>5%</td>
</tr>
<tr>
<td>Homework assignments (2)</td>
<td>20%</td>
</tr>
<tr>
<td>Final project (all phases)</td>
<td>45%</td>
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</tbody>
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**Textbook**


**Selected readings**


Dong, Jie. 2009. 'Isn’t it enough to be a Chinese speaker': Language ideology and migrant identity construction in a public primary school in Beijing. *Language & Communication* 29, 2, 115-126.


http://www.languageatinternet.org/articles/2007/1142


http://www.youtube.com/watch?v=HWBCpdmQ_28&feature=results_video&playnext=1&list=PLEA10B8B3C82288F9


http://www.youtube.com/watch?v=HWBCpdmQ_28&feature=results_video&playnext=1&list=PLEA10B8B3C82288F9

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