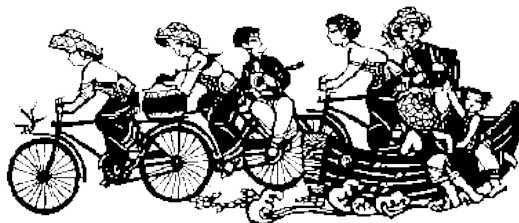


Chinese 8897: Departmental Seminar

Topic: Chinese Language and Gender Research

Spring Semester 2018



Chinese 8897 Departmental Seminar

Professor Marjorie K.M. Chan
Dept. of East Asian Languages & Literatures
The Ohio State University
Columbus, OH 43210

COURSE:	Chinese 8897. Departmental Seminar Topic: Chinese Language and Gender Research Class No. & Units: 21214 G 1-3 units
DAY & TIME	M 1:00 - 3:45 p.m.
PLACE:	038 Derby Hall (154 N. Oval Mall)
OFFICE HOURS:	M 4:00 - 5:30 p.m., or by appointment Office: 362 Hagerty Hall (1775 College Road) Tel: 614.292.3619 (Dept: 614.292.5816) E-mail: chan.9@osu.edu
HOME PAGE:	http://u.osu.edu/chan.9/
COURSE PAGE:	http://u.osu.edu/chan.9/c8897/

TEXTBOOKS

There are no assigned textbook in the course. Readings will primarily be from book chapters and journal articles, to be made available from The Ohio State University Libraries and other sources, and retrievable from Carmen.osu.edu.

References and Other Resources:

These will be made available during the semester.

Thompson (Main) Library Close Reserve and Electronic Reserves:

Library books that contain the required readings will be placed on Close Reserve at Thompson (Main) Library. Some reference books may also be placed on Reserve at Thompson Library as needed.

Note: Check [Ohio State University Libraries](http://library.osu.edu) <library.osu.edu> for an online list of books and readings placed on Reserve and on E-Reserves for Chinese 8897 during the semester. Under Quicklinks, select either "Reserves by Course" or "Reserves by Professor". E-journal articles assigned for reading in the course can be retrieved by going to [EJC: OhioLINK Electronic Journal Center](http://EJC:OhioLINKElectronicJournalCenter) and searching for the specific e-journal article for downloading.

COURSE DESCRIPTION

This graduate seminar focuses on linguistic research that has been conducted in recent decades on gender-related issues in the Chinese language. Different approaches have been used to explore the topic, from studies of gender-linked differences reflected at various levels of linguistic structures (phonetics, phonology, grammar, discourse (based on both spoken and written, as well as scripted and naturally-occurring, corpora), to the study of the script, the lexicon, as well as more recent sociolinguistic approaches to the study of language and gender.

COURSE OBJECTIVES & EXPECTED OUTCOMES

The course aims to provide students with opportunities to explore and examine, through assigned and student-selected readings, issues pertaining to language and gender in the Chinese social and cultural context in contemporary society. Topics on language and gender from earlier periods of Chinese history will also be touched upon and studied in greater detail subject to class interest.

Students should, at the end of the course, gain a deeper understanding of the approaches used to study language and gender in general, and in the Chinese language in particular. Students should be able to apply their knowledge from the course to conduct their own research.

COURSE CONTENT

This course will be conducted through lectures combined with class discussions of assigned readings and other class activities (e.g., hands-on tutorials on using Praat, acoustic analyses of speech sounds, concordancers and analyses of corpora, etc., as well as individual and small-group assignments). Sound files, videoclips, and other multimedia materials may be introduced in class for analysis and discussion. Course work also includes each student presenting, and leading the discussion, of one reading for every unit registered for the course (viz., 1 reading for 1 unit, 2 readings for 2 units, or 3 readings for 3 units). Readings will be selected by the student in consultation with the instructor. Students will also submit a final project at the end of the semester, the length and nature of the project dependent upon the number of units registered.

STUDENT RESPONSIBILITIES

1. Read the assigned readings prior to class.
2. Attend class regularly.
3. Participate actively in class discussions and individual/group activities.
4. **Readings Selection for Student-Led Readings Presentations:** Explore the literature on Chinese language and gender from readings provided by the instructor and/or select some other readings. All readings must be approved in advance by the instructor. For students registered for 1 unit, select one article to present and lead the class in the discussion. For students registered for 2 units, select two articles, and for students registered for 3 units, select three articles. (Note: For especially short articles, consider some additional activities, or choose two short articles to serve as the equivalent of one major article. If theses or dissertations are selected, choose some particular chapter(s) for the class to read.) Finalization of topics and readings will take place during the first few weeks of class, after students have made their readings selection.
5. **Readings Preparation for Student-Led Readings Presentations:** Prepare a handout in .doc(x) and/or .pdf file format, and upload it to the BuckeyeBox folder by evening before class (or early that morning at the latest, to enable classmates to download and print a copy to bring to class if they so wish). Include as part of the handout, some discussion questions for the class, and a critique or analysis of the reading. Include additional references if any are cited as part of the presentation.

Optional: Prepare a PowerPoint presentation based on the handout. Upload the PowerPoint file after the class presentation.

6. **Final Project: 2 Main Options**

1. Term Paper

1. Turn in a one-page, double-spaced, term paper proposal with select references in Week 12. Submit a digital copy to Carmen.osu.edu. Be prepared to share your final project with the class.
2. Give a conference-style, PowerPoint presentation of the final project at the end of the semester. [1]
3. Submit a written version of the final project in hardcopy and digital format at the end of the semester. Include textual data, sound files, and/or multimedia materials as needed. [2]
4. Upload a revised paper proposal in Carmen, written in the form of a single-spaced, one-page conference abstract for a camera-ready, conference program book (i.e., with author name and affiliation included).

2. Alternative Final Project

1. Consult with the instructor on approval of some alternative project. This is particularly relevant for students working on a thesis or dissertation, preparing for a Candidacy Examination, etc.

[1] Presentation length of term paper project depends on units registered in the course:

- 1 unit: 10 minutes + Q & A
- 2 units: 15 minutes + Q & A
- 3 units: 20 minutes + Q & A

[2] Submit the term paper in hardcopy format and in digital format (DOCX or PDF). Page length depends on units registered in the course:

- 1 unit: 7-8 double-spaced pages including examples, plus references
- 2 units: 10 double-spaced pages including examples, plus references
- 3 units: 12 double-spaced pages including examples, plus references

Note: Papers may be longer than the suggested length, but not shorter.

7. Student presentation materials (handouts, etc.) are to be uploaded to the BuckeyeBox. Final projects for the instructor are to be uploaded to Carmen.osu.edu.

DISABILITY STATEMENT

Students with disabilities that have been certified by the Office of Student Life's Disability Services (SLDS) will be appropriately accommodated and should inform the instructor as soon as possible of their needs. Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; Office: (614) 292-3307; Fax: (614) 292-4190; VRS: (614) 429-1334; URL: <http://slds.osu.edu/>.

CODE OF STUDENT CONDUCT & ACADEMIC INTEGRITY

Students are expected to conduct themselves in accordance with The Ohio State University's [Code of Student Conduct](#) (revised 2 September 2016), which was established to foster and protect the core missions of the university. These are: to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. The core missions of the university are research, teaching and learning, and service. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.

ACADEMIC INTEGRITY. Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Failure to follow the rules and guidelines established in OSU's [Code of Student Conduct](#) (revised 2 September 2016) may constitute "**Academic Misconduct.**" OSU's *Code of Student Conduct* (section 3335-23-04 Prohibited conduct) defines as academic misconduct "[a]ny activity that tends to compromise the academic integrity of the university, or subvert the educational process."

Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, possession of unauthorized materials during an examination, and submission of the same work for credit in two (or more) courses. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct; hence, be sure to review the sections dealing with academic misconduct in the *Code of Student Conduct*.

Be sure also to read the University's [Ten Suggestions for Preserving Academic Integrity](#) and/or the [Eight Cardinal Rules of Academic Integrity](#) (from Northwestern U.). The University's policy on academic misconduct will be enforced in accordance with Faculty Rule 3335-5-54, and all alleged cases of academic misconduct will be reported to the Office of Academic Affairs' [Committee on Academic Misconduct](#) (COAM) for resolution. In addition, graduate students should be familiar with the Graduate School's *Graduate Student Code of Research and Scholarly Conduct*, which is included in the [Graduate School Handbook](#). ([PDF file](#)). Students with questions concerning the University's policies or questions concerning academic or research misconduct are encouraged to ask the instructor any time during the semester.

[Note: OSU Libraries provides information on [plagiarism](#) and some [Citation Examples](#) for citing of sources, including the use of direct quotes versus paraphrasing, etc. Also, OSU Libraries' Knowledge Bank has a set of short, online videos on [Academic Misconduct and Plagiarism](#).]

VIRTUAL CLASSES USING CARMENCONNECT

This course meets in the regular classroom during the semester. However, a virtual class meeting may replace a physical class meeting if needed; for example, if The Ohio State University cancels classes due to weather conditions or to safety concerns of its students stemming from emergency, Buckeye Alert situations.

GRADING

There will be no midterm or final examination. Grading will be based on:

Course Work	1 Unit	2 Units	3 Units
Attendance & class participation	45%	30%	15%
Student-led presentation of readings	15%	30%	45%
Final project (all phases)	40%	40%	40%
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	100%	100%	100%

Final grades are not placed on the bell curve, but will be calculated based on the individual student's earned percentage for the course (URL for OSU grading system: http://gradecalc.info/us/oh/osu/gpa_calc.pl):

A (93%)	B+ (87%)	C+ (77%)	D+ (67%)	E (below 60%)
A- (90%)	B (83%)	C (73%)	D (60%)	
	B- (80%)	C- (70%)		

SCHEDULE

This seminar is held on Monday afternoons from 1:00-3:45 p.m.

We will have two or three major readings each class day.

Hands-on tutorials, mini workshops and other class activities will be added from time to time.

WEEK 1. BACKGROUND (1/8)

A. Orientation & Introduction

- Course syllabus, Carmen, etc.

B. Research Prior to the 1980s

- In-Class Reading & Discussion:
 - Chan & Lin (forthcoming), pp. 1-5
(Note: This reading, forming the basis for this seminar, will be cited from time to time during the course.)
- Other class activities

WEEK 2. MARTIN LUTHOR KING DAY (1/15)

no class

WEEK 3. GENDER & TRADITIONAL CHINESE SOCIETY (1/22)

A. Script, Address Terms & Naming Practices

- Readings - Presentations:
 - Blum (1997)
 - Scotton & Zhu (1983)
 - Ettner (2002)

B. (cont'd)

WEEK 4. EARLY RESEARCH ON LANGUAGE & GENDER (1/29)

A. Language & Gender Studies in the 1980s & 90s

- Readings - Presentations:
 - Chan (1998)
 - Moser (1997)

B. Other class activities

- Reading for class discussion:
 - Light (1982)
- Tutorial on data collection: a short overview

WEEK 5. EARLY SOCIOLINGUISTIC STUDIES (2/5)

A. Sociolinguistic Variables & Feminine Accent

- Readings - Presentations:
 - Shen (1987)
 - Hu (1991)

B. (cont'd)

- In-class short readings & discussion

WEEK 6. LATER SOCIOLINGUISTIC STUDIES (2/12)

A. Gender & Sociolinguistic Variables

- Readings - Presentations:
 - Wiener & Shih (2013)
 - Xu (2015)

B. (cont'd)

- Speech analysis using *Praat*

WEEK 7. DISCOURSE & SENTENCE-FINAL PARTICLES (2/19)

A. Corpus-based Studies of SFPs

- Readings - Presentations:
 - Chan (1996)
 - Yang (2003)

B. (cont'd)

- In-class reading, discussion & other class activities

WEEK 8. DISCOURSE & SPEECH ACTS (2/26)

A. Speech Acts: Requests, Persuasion, etc.

- Readings - Presentations:
 - Hong (1997)
 - Lin (2005)

B. (cont'd)

- Reading for class discussion:
 - Ye (1985)

WEEK 9. GENDER & LANGUAGE ATTITUDES (3/5)

A. Research on Language Attitudes

- Readings - Presentations:
 - Zhou (2001)
 - Wang & Ladegaard (2008)

B. (cont'd)

- Tutorial on corpora and linguistic analysis

30th North American Conference on Chinese Linguistics (NACCL-30)

March 8, 2018 (Thurs.): NACCL-30 Pre-Conference Workshops
on Data Collection and Corpora

<https://u.osu.edu/naccl30/program/pre-conference-workshops/>

(Profs. James Tai (National Chung Cheng U. & Hongyin Tao (UCLA))

March 9-11, 2018: NACCL-30 Conference

<https://u.osu.edu/naccl30/>

Keynote Speaker on topic of Language & Gender:

Professor Emeritus Mary E. Beckman, The Ohio State University

["The Sociophonetics of Gender in Three Chinese Varieties"](#)



WEEK 10. SPRING BREAK (3/12)

no class

WEEK 11. GENDER AS SITUATED PRACTICES (3/19)

A. Some Sociolinguistic Studies

- Readings - Presentations:
 - Zhang (2005)
 - Su (2012)

B. (cont'd)

- Reading for class discussion:
 - Brubaker (2012), Ch. 4 & 5 - *skim*

WEEK 12. GENDER AND STEREOTYPES (3/26)

A. Some Sociolinguistic Studies

- Readings - Presentations:
 - Su (2008)
 - Kuo (2003)
 - Chiang & Tsai (2007)

B. (cont'd)

**Due: One-page project proposal
and select references**

WEEK 13. GENDER IDEOLOGIES IN DISCOURSE (4/2)

A. Some Sociolinguistic Studies

- Readings - Presentations:
 - Wong (2005)
 - Hiramoto (2012)
 - Chen & Kang (2015)

B. (cont'd)

WEEK 14. GENDER & THE PRACTICE OF SAJIAO (4/9)

A. On *Sajiao* and its Practice

- Reading - Presentation:
 - Farris (1995)
- Reading for class discussion:
 - Yueh (2017)

B. (cont'd)

- Final class hour - Guest lecture:
Yuhan Lin (Ph.D. Candidate, Dept. of Linguistics)
“*Sajiao*: the emergence of an idealized
girlhood/womanhood”

WEEK 15. STUDENT PRESENTATIONS (4/16)

A. Student Presentations

B. Student Presentations

WEEK 16. WOMEN'S WRITING, LITERACY & OTHER TOPICS (4/23)

A. Nüshu (女書), etc.

- Videos & discussion on *nüshu*
- *Other class activities – tba*

B. (cont'd)

Due (4/23): Graduating Students' Final Project

Submit a hardcopy in class and a digital copy of the final project to Carmen by 9:00 p.m.

WEEKS 16 & 17. EXAM WEEK (4/25 – 5/1)

Final Project due:

Wednesday, 25 April 2018, 5:00 p.m.

Submit:

- 1) a hardcopy in the instructor's mailbox in DEALL, 398 Hagerty Hall, and
- 2) a digital copy in Carmen.

Note: Request for an extension needs to be made by Week 15.

READINGS

- Blum, Susan. 1997. Naming practices and the power of words in China. *Language in Society* 26: 357–379.
- Brubaker, Brian. 2012. The normative standard of Mandarin in Taiwan: An analysis of variation in metapragmatic discourse. Ph.D. dissertation. University of Pittsburgh.
- Chan, Marjorie K. M. 1996. Gender-marked speech in Cantonese: The case of sentence-final particles *jē* and *jēk*. *Studies in the Linguistic Sciences* 26(1/2): 1–38.
- Chan, Marjorie, K. M. 1998. Gender differences in the Chinese language: A preliminary report. In *Proceedings of the 9th North American Conference on Chinese Linguistics (NACCL)*, ed. Hua Lin, 2: 35–52. Los Angeles: GSIL Publication, University of Southern California.
- Chan, Marjorie K.M., and Yuhan Lin. (forthcoming). Chinese language and gender research. In *Routledge Handbook of Chinese Applied Linguistics*. ed. Chu-Ren Huang, Zhuo Jing-Schmidt, and Barbara Meisterernst. London & New York, NY: Routledge.
- Chiang, Wen-yu, and Pei-Shu Tsai. 2007. PICE: Four strategies for BBS talk in Taiwan and their interactions with gender configuration and topic orientation. *Language and Linguistics* 8(2): 417–466.
- Ettner, Charles. 2002. In Chinese, men and women are equal—or—women and men are equal? In *Gender across languages: The linguistic representation of women and men*, ed. Marlie Hellinger and Hadumod Bussmann, 2: 29–55. Amsterdam and Philadelphia: John Benjamins Pub. Co.
- Farris, Catherine S. 1995. A semiotic analysis of *sajiao* as a gender marked communication style in Chinese. In *Unbound Taiwan: Closeups from a distance*, ed. Marshall Johnson and Fred Y. L. Chiu, 8: 2–29. Chicago: Center for East Asian Studies, University of Chicago.
- Hiramoto, Mie. 2012. Don't think, feel: Mediatization of Chinese masculinities through martial arts films. *Language & Communication* 32(4): 386–399.
- Hong, Wei. 1997. Gender differences in Chinese request patterns. *Journal of Chinese Linguistics* 25(2): 193–210.
- Hu, Mingyang 胡明扬. 1991. Feminine accent in the Beijing vernacular: A sociolinguistic investigation. *Journal of the Chinese Language Teachers Association* 26: 49–54.
- Kuo, Sai-Hua. 2003. Involvement vs. detachment: Gender differences in the use of personal pronouns in televised sports in Taiwan. *Discourse Studies* 5(4): 479–494.

- Light, Timothy. 1982. On being *déing*: How women's language is perceived in Chinese. *Computational Analyses of Asian and African Languages* 19: 21–49.
- Lin, Huey Hannah. 2005. Contextualizing linguistic politeness in Chinese -- A socio-pragmatic approach with examples from persuasive sales talk in Taiwan Mandarin. Ph.D. dissertation. The Ohio State University.
- Moser, David. 1997. Covert sexism in Mandarin Chinese. *Sino-Platonic Papers* 74: 1-23.
- Scotton, Carol M., and Wanjin Zhu. 1983. *Tóngzhì* in China: Language change and its conversational consequences. *Language in Society* 12(4): 477–494.
- Shen, Jiong 沈炯. 1987. Phonetic differences of zero initial before finals beginning with u in the Beijing dialect 北京話合口呼零聲母的語音分歧. *Zhongguo Yuwen* 5: 352–362.
- Su, Hsi-Yao. 2008. What does it mean to be a girl with *qizhi*?: Refinement, gender and language ideologies in contemporary Taiwan. *Journal of Sociolinguistics* 12(3): 334–358.
- Su, Hsi-Yao. 2012. The social implications of syllable-final nasal mergers in Taiwan Mandarin: A variation study. *Language and Linguistics* 13(4): 767–802.
- Wang, Limei Wang & Hans J. Ladegaard. 2008. Language attitudes and gender in China: Perceptions and reported use of Putonghua and Cantonese in the southern province of Guangdong, *Language Awareness* 17(1): 57-77.
- Wiener, Seth, and Ya-ting Shih. 2013. Evaluating the emergence of [v] in modern spoken Mandarin. In *Increased empiricism: Recent advances in Chinese linguistics*, ed. Zhuo Jing-Schmidt, 171–187. [Studies in Chinese Language and Discourse 2]. Amsterdam: John Benjamins Publishing Co.
- Wong, Andrew D. 2005. The reappropriation of *tongzhi*. *Language in Society* 34, 763–793.
- Xu, Daming. 2015. Gender differences in Chinese speech communities. In *The Oxford handbook of Chinese linguistics*, eds. William S.-Y. Wang and Chaofen Sun, 626–637. Oxford: Oxford University Press.
- Yang, Yan. 2003. *Ne* in the novel *Honglou meng (Dream of the red chamber)*: Gender, social status and a sentence-final particle. MA thesis. The Ohio State University.
- Ye, Lei. 1995. Complimenting in Mandarin Chinese. In *Pragmatics of Chinese as a native and target language*, ed. Gabriele Kasper, 207-302. Honolulu: University of Hawai'i Press.
- Yueh, Hsin-I S. 2017. *Identity politics and popular culture in Taiwan: A sajjiao generation*. Lanham, MD: Lexington Books. [Excerpt: Chapter 3. The uses of *sajiao*: Identity construction in everyday communication.]
- Zhang, Qing. 2005. A Chinese yuppie in Beijing: Phonological variation and the construction of a new professional identity. *Language in Society* 34(03): 431–466.
- Zhou, Minglang. 2001. The spread of Putonghua and language attitude changes in Shanghai and Guangzhou, China. *Journal of Asian Pacific Communication* 11(2): 231–253.
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SOME SUPPLEMENTARY READINGS

- Baran, Dominika. 2014. Linguistic practice and identity work: Variation in Taiwan Mandarin at a Taipei County high school. *Journal of Sociolinguistics* 18(1): 32–59.
- Cao, Yun 曹耘. 1986. Sex related phonetic variations in the Beijing vernacular 北京话语音里的性别差异. *Hanyu Xuexi 汉语学习* 6: 31.
- Cao, Yun 曹耘. 1987. The fronting of the *tc* group sounds in the Beijing vernacular 北京话 *tc* 组声母的前化现象. *Yuyan Jiaoxue yu Yanjiu 语言教学与研究* 3: 84–91.
- Chan, Marjorie K. M. 2000. Sentence-final particles in Cantonese: A gender-linked survey and study. In the *Eleventh North American Conference on Chinese Linguistics (NACCL 11) (18–20 June 1999, Harvard University)*, ed. Baozhang He and Wenze Hu, 87–101. Cambridge: East Asian Language Programs, Harvard University.
- Chan, Marjorie K. M. 2002. Gender-related use of sentence-final particles in Cantonese. In *Gender across languages: The linguistic representation of women and men*, ed. Marlis Hellinger and Hadumod Bussmann, 2: 57–72. Amsterdam: John Benjamins Publishing Co.
- Chao, Yuen Ren. 1956. Chinese terms of address. *Language* 32(1): 217–241.
- Chen, Katherine H. Y., and Agnes M. Kang. 2015. Demeanor indexicals, interpretive discourses and the “Kong Girl” stereotype: Constructing gender ideologies in social media. *Journal of Language and Sexuality* 4(2): 193–222.
- Chen, Songcen 陈松岑. 1985. *An introduction to sociolinguistics 社会语言学导论*. Beijing: Beijing Daxue Chubanshe. [Excerpt: Chapter 7 on language, gender and age.]
- Chuang, Tzu-i. 2005. The power of cuteness: Female infantilization in urban Taiwan. *Stanford Journal of East Asian Affairs* 5(2): 21–28.
- Di, Ganzhi. 1996. Gender inequality of Classical Chinese: A study of gender-based words. Doctoral dissertation. Columbia University.
- Fan, Carol C. 1996. Language, gender and Chinese culture. *International Journal of Politics, Culture and Society* 10(1): 95–114.
- Fang, Hanquan, and J. H. Heng. 1983. Social changes and changing address norms in China. *Language in Society* 12(4): 495–507.
- Farrer, James. 2006. Sexual citizenship and the politics of sexual storytelling among Chinese youth. In *Sex and sexuality in China*, ed. Elaine Jeffreys, 102–123. London: Routledge.
- Farris, Catherine S. 1988. Gender and grammar in Chinese. *Modern China* 14(3): 277–308.
- Farris, Catherine S. P. 2000. Cross-sex peer conflict and the discursive production of gender in a Chinese preschool in Taiwan. *Journal of Pragmatics* 32(5): 539–568.
- Feng, Han-Chi. 1937. The Chinese kinship system. *Harvard Journal of Asiatic Studies* 2(2): 141–275. [Note: Select only a portion of this long article for the class.]
- Friedman, Sara L. 2000. Spoken pleasures and dangerous desires: Sexuality, marriage, and the state in rural southeastern China. *East Asia* 18(4): 13–39.
- Gilliland, Joshua. 2006. Language attitudes and ideologies in Shanghai, China. MA thesis. The Ohio State University.

- Guo, Jiansheng. 2002. When do Chinese girls order boys around? Culture and context in gender differences in communicative strategies by 5-year-old Mandarin-speaking children. *Journal of Asia Pacific Communication* 12(2): 185–216.
- Hardeman, Kate. 2013. Gender and second language style: American learner perceptions and use of Mandarin *sajiao*. Doctoral dissertation. University of Hawai'i at Manoa.
- Hong-Fincher, Beverly. 1973. The Chinese language in its new social context. *Journal of Chinese Linguistics* 1(1): 163–169. [Note: Select in conjunction with Hong-Fincher (1987).]
- Hong-Fincher, Beverly. 1987. Indications of the changing status of women in Modern Standard Chinese terms of address. In *A world of language: Papers presented to Professor S. A. Wurm on his 65th birthday*, ed. Donald C. Laycock and Werner Winter, 265–273. Canberra: Pacific Linguistics, C-100. [Note: Select in conjunction with Hong-Fincher (1973).]
- Hu, Pu'an 胡朴安. 1940. An examination of females in ancient China from grammatology 从文字学上考见之中国古代妇女. *Xuelin 学林* 1 (November). Reprint 1969. An examination of the historical Chinese phonology from grammatology 从文字学上考见中国古代之声韵言语. Hong Kong: Longmen Shudian.
- Ju, Zhucheng. 1991. The “depreciation” and “appreciation” of some address terms in China. *Language in Society* 20(3): 387–390.
- Liao, Chao-chih, and Mary I. Bresnahan. 1996. A contrastive pragmatic study on American English and Mandarin refusal strategies. *Language Sciences* 18(3–4):703–727.
- Liao, Sze-wei. 2010. Identity, ideology, and language variation: A sociolinguistic study of Mandarin in Central Taiwan. Ph.D. dissertation. University of California Davis.
- Lung, Wai-chu R. 龙惠珠. 1997a. Sex differences in attitudes towards Putonghua in Hong Kong 香港男性女性对普通话的态度. *Yuwen Jianshe Tongxun 语文建设通讯* 53: 78–79. . [Note: Select this reading in conjunction with Lung (1997b) only, and not in isolation.]
- Lung, Rachel 龙惠珠. 1997b. Language attitudes and sex-based differences in Hong Kong. *Linguistische-Berichte* 171: 396–414.
- Qiu, Zitong. 2013. Cuteness as a subtle strategy: Urban female youth and the online *feizhuliu* culture in contemporary China. *Cultural Studies* 27: 225–241.
- Schnurr, Stephanie, Olga Zayts, and Catherin Hopkins. 2016. Challenging hegemonic femininities? The discourse of trailing spouses in Hong Kong. *Language in Society* 45(4): 533–555.
- Shen, Haibing. 1997. Gender and conversational interaction in Mandarin Chinese: A corpus-based study of radio talk shows. MA thesis. The Ohio State University.
- Shiau, Hong-Chi. 2015. Lavender Mandarin in the sites of desire: Situating linguistic performances among Taiwanese gay men. *Language & Communication* 42: 1–10.
- Shih, Yu-hwei 施玉惠. 1984. A sociolinguistic study of male-female differences in Chinese 從社會語言學觀點探討中文男女兩性語言的差異. *Teaching and Learning 教學與研究* 6: 207–229.
- T'sou, Benjamin K. Y. 1981. A sociolinguistic analysis of the logographic writing system of Chinese. *Journal of Chinese Linguistics* 9(1): 1–19.
- Wan, Kimberly F. 2017. Language attitudes of university students and young professionals in Guangzhou, China 广州年轻人的语言态度分析. MA thesis. The Ohio State University.
- Wang, Hung-Chun. 2009. Language and ideology: Gender stereotypes of female and male artists in Taiwanese tabloids. *Discourse & Society* 20(6): 747–774.

- Wang, Zhigang, and Michael Micklin. 1996. The transformation of naming practices in Chinese families: Some linguistic clues to social change. *International Sociology*, 11(2): 187–212.
- Watson, Rubie S. 1986. The named and the nameless: gender and person in Chinese society. *American Ethnologist* 13(4):619-631.
- Wong, Andrew, and Qing Zhang. 2001. The linguistic construction of the *Tóngzhì* community. *Journal of Linguistic Anthropology* 10(2): 248–278.
- Yang, Jie. 2007. *Zuiqian* ‘deficient mouth’: Discourse, gender and domestic violence. *Gender and Language* 1(1): 107–118.
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