

Chinese 8897. Departmental Seminar

Research on Putonghua and Chinese Dialects



AUTUMN SEMESTER 2023

CHINESE 8897

Departmental Seminar

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Columbus, OH 43210
U.S.A.

COURSE:	Chinese 8897. Departmental Seminar Topic: Research on Putonghua and Chinese Dialects Class No. & Units: 35645 G 1-3 units Permission of instructor. Repeatable to a maximum of 9 credit hours or 3 completions.
DAY & TIME	M 2:15 – 5:00 PM
PLACE:	Hagerty Hall, Room 045 (1775 College Road)
OFFICE HOURS:	F 2:00 - 3:30 p.m., or by appointment – via Zoom 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 textbooks 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.

References and Other Resources:

These will be made available during the semester.

Thompson (Main) Library Close Reserve and Electronic Reserves:

Library books that contain important 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.osu.edu) and searching for the specific e-journal article for downloading.

COURSE DESCRIPTION

This departmental seminar, a graduate seminar in Chinese linguistics, is broadly construed as dealing with both Putonghua (普通話) and Chinese dialects (漢語方言), including both spoken and written discourse, as well as synchronic and diachronic issues. The topics may be: (1) theory-based; (2) empirically-based, drawing on language usage in contemporary society or earlier texts and other resources; or (3) experimentation-based, involving eye-tracking, production and/or perception studies, etc. These topics may interface with other subfields, such as sociolinguistics, historical linguistics, applied linguistics (including D2 and L2 acquisition), orthography (writing and transcription (romanization) systems), etc. Topics may also encompass interdisciplinary research such as use of films, songs, operas, and resources available from the internet.

COURSE OBJECTIVES & EXPECTED OUTCOMES

The course aims to provide students with opportunities to explore and examine, through assigned and student-selected readings, issues on topics related to Putonghua and Chinese dialects that are most relevant to the research interests of the students in the course.

Through instructor- and student-selected readings, students should, at the end of the course, gain a deeper understanding of a range of topics and subdisciplines that will benefit them in experimenting and applying new approaches, new methodologies, and new tools to conducting their own research.

COURSE CONTENT

This course will be conducted through class discussions of assigned readings and other class activities. Depending on student interest and needs, activities may include hands-on tutorials on using *Praat*, acoustic analyses of speech sounds, concordancers and analyses of corpora, including data visualization, etc. Activities in class will include individual and small-group assignments. E-texts, sound files, video clips, and other multimedia materials may be introduced in class for analysis and discussion. Course work 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:** 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. The third article, or reading, may optionally be the student's own manuscript or published paper. (Note: In the case of especially short articles, consider including 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 (.docx file) for ease of marking up, and upload it to Carmen by evening before class (or early that morning at the latest, to enable classmates to download, look over, and bring to class). 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 (as PPT or as PDF) after the class presentation.

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

1. Term Paper

1. Turn in a one-page, double-spaced, term paper proposal (in MS .docx file format) with select references in Week 12 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 MS Word (.docx file) 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, or preparing for their Ph.D. Candidacy Examination, etc.

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

- 1 unit: 15 minutes + Q & A
- 2 units: 20 minutes + Q & A
- 3 units: 25 minutes + Q & A

[2] Submit the term paper in MS .docx file format. Page length depends on units registered in the course (and, as always, longer is permissible; shorter is not):

- 1 unit: 10 double-spaced pages, plus tables and images (if any), and references
- 2 units: 12 double-spaced pages, plus tables and images (if any), and references
- 3 units: 15 double-spaced pages, plus tables and images (if any), and references

Student presentation materials (handouts, etc.) are to be uploaded to Carmen for the class to access before class.

Note: Final term papers for the instructor only are to be uploaded to Assignments in Carmen.

MODE OF DELIVERY: IN PERSON

The mode of delivery is in-person, with flexibility as needed for students to attend class via CarmenZoom. Note that a virtual class meeting via CarmenZoom may replace a regular, in-person class meeting if needed, such as in cases where Ohio State cancels classes due to weather conditions or to safety concerns that are announced via Buckeye Alert. Should in-person classes be cancelled by the University following Policy 6.15 (Weather or Other Short-Term Closing), the class will meet virtually via CarmenZoom during our regularly scheduled time. Announcements will be posted in CarmenCanvas. CarmenCanvas.

LAND ACKNOWLEDGMENT

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>.

DISABILITY STATEMENT

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

The university strives to make all learning experiences as accessible as possible. COVID-19 has waned but it has not disappeared. In light of uncertainties, students seeking to request **COVID-related accommodations** may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let your instructor know immediately so that we can privately discuss options. To establish reasonable accommodations, you may be requested to register with Student Life Disability Services. After registration, make arrangements with your instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: <slds@osu.edu>; 614-292-3307; <slds.osu.edu>; 098 Baker Hall, 113 W. 12th Avenue.

HEALTH & SAFETY REQUIREMENTS

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>).

As of 24 April 2023: Ohio State announced that the university will no longer require COVID-19 vaccination for students, faculty and staff, with the exception of those who are subject to Centers for Medicare and Medicaid Services (CMS) or other professional requirements. Read details and any updates on the [COVID-19 Vaccine Information page](#).

MENTAL HEALTH

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

RELIGIOUS ACCOMMODATIONS

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed. URL: [odi.osu.edu/religious accommodations](http://odi.osu.edu/religious-accommodations). these missions.

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 University'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's Handbook](#). 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 extensive information on [plagiarism](#). In addition, OSU Libraries' Knowledge Bank has a set of short, online videos on [Academic Misconduct and Plagiarism](#).]

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

Classes are held on Monday afternoons, and will begin in Week 2.

We will have two or three major readings each week (readings still subject to change).

Hands-on tutorials or mini workshops may be added to some weeks' activities during the semester.

WEEK 1.

The first week of class begins on Tuesday, 22 August 2023.

Use the first week to begin selecting articles and other readings for presentation in class.

WEEK 2. BACKGROUND & OTHER ACTIVITIES (8.28)

A. Orientation & Introduction

- Course syllabus, Carmen, etc.
- Guest Lecture:
Zhao Xuehan 趙雪含 (Tohoku U. 東北大学)

“Cross-language orthographic associations in proficient Chinese-Japanese bilinguals in a lexicon decision task with cross-language priming”

B. Other Activities

- EASC Fall Reception (4:00-6:00 p.m.)
- Student Alumni Council Room, Ohio Union

Class will end at around 4:00 p.m.

- Hour 3: Asynchronous Activity
- See Carmen for details.

WEEK 3. LABOR DAY (9.04)

no classes

WEEK 4. LANGUAGE REFORM (9.11)

A. Language Reform in the 20th Century

- Readings:
 - Tam (2020), Ch. 3-5 & Epilogue – *skim*
- Suppl. Reading:
 - Simpson (2016)

B. Technology Tools Demo

- Presentation by Wei William Zhou (DEALL Ph.D. Candidate):
“Tutorial & Demo on R and RStudio”

WEEK 5. LANGUAGE, DIALECT & LANGUAGE CONTACT (9.18)

A. Exploring Language, Dialect & Dialect Intelligibility

- Readings:
 - Gooskens (2018) - *skim*
 - Yamaguchi (1967) - *skim*
- Suppl. Readings:
 - Bloomfield (1933, Ch. 3)
 - Voegelin & Harris (1951)
 - Wichmann (2019)
 - Van Rooy (2020, Ch. 19 & 20)

B. Language Contact & Borrowing

- Readings:
 - Hsieh & Hsu (2006)
 - Yim & Clément (2019)
- Suppl. Reading:
 - Wadley (1996)

WEEK 6. D2 & L2 ACQUISITION (9.25)

A. D2 & L2 Acquisition: A Case Study

- Reading:
 - Chan (forthcoming, 2023)

B. L2 Acquisition

- Reading:
 - Packard (1990)
 - Winke (2013)

WEEK 7. MORPHOSYNTAX & SEMANTICS (10.02)

A. On the Morpheme *-gwai* ‘Ghost’

- Readings:
 - Lee & Chin (2007)
 - Winterstein et al. (2018)

B. Issues in Semantics: Comparatives

- Reading:
 - Luo & Xie (2023)

WEEK 8. LEXICON & GRAMMAR (10.09)

A. Lexical Access

- Reading:
 - Sun et al. (2022)
 - Wang et al. (2023)

B. Mirativity & SFP *le*

- Reading:
 - Fang (2018)

WEEK 9. LANGUAGE & SOCIETY (10.16)

A. Offensive Language

- Reading:
 - Tien et al. (2021)

B. Cursing, Taboo & Euphemism

- Readings:
 - Yun (2016)
 - Jing-Schmidt (2019)

WEEK 10. LANGUAGE IDENTITY & LANGUAGE CHOICE (10.23)

A. Language & Identity

- Readings:
 - Khoo (2021)
 - Wong (2005)

B. Code-switching & Language Choice

- Reading:
 - Li et al. (1992)

WEEK 11. LANGUAGE & SOCIETY IN TAIWAN (10.30)

A. Southern Hokkien in Taiwan

- Reading:
 - Fuehrer (2016)

B. Gender & Media in Taiwan

- Readings:
 - Chiang & Tsai (2007)
 - Chen (2022)

WEEK 12. LANGUAGE CHANGE & OTHER TOPICS (11.06)

A. Topics in Language Change

- Readings:
 - Chan (1983)
 - Chan (1984)

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

B. Derivation by Tone Change

- Readings:
 - Chan & Tai (1995)
- Suppl. Reading:
 - Branner (2002)
 - Downer (1959)

WEEK 13. MANDARIN IN THE QING DYNASTY (11.13)

A. Mandarin in the Qing Dynasty

- Reading:
 - Simmons (2019)
- Suppl. Reading:
 - Simmons (2017)

B. Peking Pronunciation's Victory

- Reading:
 - Song (2020)

WEEK 14. STUDENT PRESENTATIONS (11.20)

A. Student Presentations

B. Student Presentations

WEEK 15. STUDENT PRESENTATIONS (11.27)

A. Student Presentations

B. Student Presentations

WEEK 16. LAST DAY OF CLASS (12.04)

A. Class Activities

- Presentation by Ma Laoshi:
“tba”
- Other class activities

EXAM WEEK (12.08 – 12.14)

Final Project due: December 6 (W) by 9:00 p.m.

Submit a digital copy (in MS Word format) of the final project to Carmen by 9:00 p.m.

READINGS

Branner, David Prager. 2002. Common Chinese and early Chinese morphology. *Journal of the American Oriental Society* 122.4: 706-721.

Bloomfield, Leonard. 1933. *Language*. New York: Holt, Rinehart and Winston. (Excerpt: Chapter 3. Speech-communities.)

Chan, Marjorie K.M. 1983. Lexical diffusion and two Chinese case studies re-analyzed. *Acta Orientalia* 44: 118-152.

Chan, Marjorie K.M. 1984. Initial consonant clusters in Old Chinese: Evidence from sesquisyllabic words in the Yue dialects. *Fangyan* (方言) (1984) 4.300-313.

- Chan, Marjorie K.M. (forthcoming, 2023). Challenges in D2 and D3 acquisition: Dr. Sun Yat-Sen's 1924 Cantonese and Mandarin audiorecordings. In: Charles Lin et al. (eds.), *Proceedings of the 34th North American Conference on Chinese Linguistics (NACCL-34)*. University of Indiana, Bloomington, IN.
- Chan, Marjorie K.M. and James H-Y. Tai. 1995. "From nouns to verbs: Verbalization in Chinese dialects and East Asian languages." In: Jose Camacho and Lina Choueiri (eds.), *Sixth North American Conference on Chinese Linguistics. NACCL-6*. Los Angeles: Graduate Students in Linguistics (GSIL), USC. Volume II. Pages 49-74.
- Chen, Li-Chi. 2022. Humour and teasing in gay Taiwanese men's mediated interaction on an LGBTQ-oriented YouTube entertainment variety show. *Gender and Language* 16.4: 408–434.
- 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: 417-446.
- Downer, G.B. 1959. Derivation by tone-change in Classical Chinese. *Bulletin of the School of Oriental and African Studies* 22: 258-290.
- Fang, Hongmei. (2018). Mirativity in Mandarin: the sentence-final particle le (了). *Open Linguistics* 4.1: 589-607.
- Fuehrer, Bernard. 2016. Southern Hokkien: An introduction: What we did and why we did what we did. *Zeitschrift der Deutschen Morganländischen Gesellschaft* 166.2: 425-441.
- Gooskens, Charlotte. 2018. Dialect intelligibility. In: Charles Boberg, John Nerbonne, and Dominic Watt (eds.), *The Handbook of Dialectology*. First Edition. Pages 204-218.
- Hsieh, Shelley Ching-yu and Hui-li Hsu. 2006. Japan mania and Japanese loanwords in Taiwan Mandarin: Lexical structure and social discourse. *Journal of Chinese Linguistics* 34.1: 44-79.
- Jing-Schmidt, Zhuo. 2019. Cursing, taboo and euphemism. In: Churen Huang, Zhuo Jing-Schmidt, and Barbara Meisterernst (eds.), *Routledge Handbook of Chinese Applied Linguistics*. New York, NY: Routledge. Pages 391-406.
- Khoo, Hui-lu. 2021. Emerging Taiwanese identity, Endangered Taiwanese language: The never-matched national identity and language in Taiwan. In: Chris Shei (ed.), *Taiwan: Manipulation of Ideology and Struggle for Identity*. New York: Routledge. Pages 55-74. [<https://doi-org.proxy.lib.ohio-state.edu/10.4324/9781351047845>]
- Lee, Peppina Po-Lun and Andy Chi-On Chin. 2007. A preliminary study on Cantonese *gwai* 'ghost'. In: Joanna Ut-Seong Sio and Sze-Wing Tang (eds.), *Studies in Cantonese Linguistics* 2. Hong Kong: Linguistic Society of Hong Kong. Pages 33-54.
- Li, Wei, Lesley Milroy, and Pong-Sin Ching. 1992. A two-step sociolinguistic analysis of code-switching and language choice: The example of a bilingual Chinese community in Britain. *International Journal of Applied Linguistics* 2.1: 63-86.
- Luo, Qiongpeng and Zhiguo Xie. 2023. Degree kinds, difference, and the semantics of differential verbal comparatives in Mandarin Chinese. Manuscript.
- Packard, Jerome L. 1990. Effects of time lag in the introduction of characters into the Chinese language curriculum. *The Modern Language Journal* 74.2: 167–175.
- Simmons, Richard VanNess. 2017. Whence came Mandarin? Qīng Guānhuà, the Běijīng dialect, and the national language standard in early Republican China. *Journal of the American Oriental Society* 137.1: 63-88.
- Simmons, Richard VanNess. 2019. Northern and Southern variations on a theme: Notes on the Mandarin koiné of Qīng China. In: Hannah Dahlberg-Dodd, Mineharu Nakayama Marjorie K.M. Chan, and Zhiguo Xie

- (editors), *Buckeye East Asian Linguistics* 4 (May 2019). Columbus, OH: Ohio State University Libraries. Page 23-34. URL: <<https://kb.osu.edu/handle/1811/87678>>.
- Simpson, Andrew. 2016. Chinese language and national identity. In: Sin-wai Chan (ed.), *The Routledge Encyclopedia of the Chinese Language*. New York: Routledge. Pages 90-103.
- Song, Ju. 2020. The overture of Peking pronunciation's victory: The first published Peking orthography. *Journal of Chinese Linguistics* 48.2: 402–437.
- Sun, Xin, Rebecca A. Marks, Kehui Zhang, Chi-Lin Yu, Rachel L. Eggleston, Nia Nickerson, Tai-Li Chou, Xiao-Su Hu, Twila Tardif, Teresa Satterfield, and Ioulia Kovelman. 2022. Brain bases of English morphological processing: A comparison between Chinese-English, Spanish-English bilingual, and English monolingual children. *Developmental Science* 2023.26.e13251: 1-16. [DOI: 10.1111/desc.13251]
- Tam, Gina Anne. 2020. *Dialect and Nationalism in China, 1860-1960*. Cambridge: Cambridge University Press. [OSU web E-book] (Excerpts: Chapter 3. The science of language in Republican China; Chapter 4. The People's language: Fangyan under communism; Chapter 5. The Mandarin revolution: Fangyan in Maoist China; Epilogue)
- Tien, Adrian, Lorna Carson, and Ning Jiang. 2021. *An Anatomy of Chinese Offensive Words: A Lexical and Semantic Analysis* (Chapter 5. Offensive words in Chinese dialects, pages 99-143). Cham: Palgrave Macmillan. [https://doi.org/10.1007/978-3-030-63475-9_5]
- Van Rooy, Raf. 2020. *Language or Dialect? The History of the Conceptual Pair*. Oxford: Oxford University Press. [OSU web E-book] (Excerpts: Chapter 19. From Saussure to 1954; Chapter 20. Mutual intelligibility: The number one criterion?)
- Voegelin, C. F. and Zellig S. Harris. 1951. Methods for determining intelligibility among dialects of natural languages. *Proceedings of the American Philosophical Society* 95.3: 322-329.
- Wadley, Stephen A. 1996. Altaic influences on Beijing dialect: The Manchu case. *Journal of the American Oriental Society* 116.1: 99-104.
- Wang, Xianhui, Chao-Yang Lee, and Seth Wiener. 2023. Non-native disadvantage in spoken word recognition is due to lexical knowledge and not type/level of noise. *Speech Communication* 149: 29–37.
- Wichmann, Søren. 2019. How to distinguish languages and dialects. *Computational Linguistics* 1.1: 1-10. [DOI: 10.1162/COLI_a_00366]
- Winke, Paula Marie. 2013. An investigation into second language aptitude for advanced Chinese language learning. *The Modern Language Journal* 97.1: 109–130.
- Winterstein, Grégoire, Lai, Regine, and Luk, Zoe Pei-sui. (2018). Denials and negative emotions: A unified analysis of the Cantonese expressive *gwai2*. In: Sachiyo Arai, Kazuhiro Kojima, Koji Mineshima, Daisuke Bekki, Ken Satoh, and Yuiko Ohta (eds.), *New Frontiers in Artificial Intelligence*. JSAI-isAI 2017. [Book Series: Lecture Notes in Computer Science, Volume 10838] Cham: Springer. Pages 266-281. [https://doi.org/10.1007/978-3-319-93794-6_19]
- Wong, Andrew D. 2005. The reappropriation of *tongzhi*. *Language in Society* 34: 763–793.
- Yamagiwa, Joseph K. 1967. On dialect intelligibility in Japan. *Anthropological Linguistics* 9.1: 1-17.
- Yim, Odilia and Richard Clément. (2019). “You’re a Juksing”: Examining Cantonese–English code-switching as an index of identity. *Journal of Language and Social Psychology* 38.4: 479-495.
- Yun, Amy He. 2016. Chinese taboo. In: Sin-wai Chan (ed.), *The Routledge Encyclopedia of the Chinese Language*. New York: Routledge. Pages 378-394.

SUPPLEMENTARY READINGS

- Ahrens, Kathleen. 2014. Semantic processing: Access, ambiguity, and metaphor. In: William S-Y. Wang and Chaofen Sun (eds.), *The Oxford Handbook of Chinese Linguistics*. Oxford Univ. Press. Pages 666-675.
- Chan, Marjorie K.M. 1987. Tone and melody in Cantonese. *Proceedings of the Thirteenth Annual Meeting of the Berkeley Linguistics Society*. Pages 26-37.
- Chan, Marjorie K.M. 1996. Sound symbolism and the Chinese language. In: Tsai Fa Cheng, Yafei Li, and Hongming Zhang (eds.), *Proceedings of the 7th North American Conference on Chinese Linguistics (NACCL) and the 4th International Conference on Chinese Linguistics (ICCL)*. Volume II. Los Angeles, CA: GSIL Publications, University of Southern California. Pages 17-34.
- Chan, Marjorie K.M. 1997. Some thoughts on the typology of sound symbolism and the Chinese language. In: Chin-chuan Cheng, Jerome Packard, James Yoon, and Yu-ling You (eds.), *Proceedings of the 8th North American Conference on Chinese Linguistics (NACCL-8)*. Volume II. Los Angeles, CA: GSIL Publications, University of Southern California. Pages 1-15.
- Chan, Marjorie K.M. & Jocelyn Chey. 2013. 'Love you to the bone' and other songs: Humour and *rusheng* 入聲 rhymes in early Cantopop. In: Jessica Milner Davis and Jocelyn Chey (eds.), *Humour in Chinese Life and Culture: Resistance and Control in Modern Times*. Volume Two. Hong Kong: Hong Kong University Press. Pages 103-130.
- Cockrum, Paul. 2022. What's in a standardized language: Multiple voices on the story of Taiwanese Southern Min. Texas Asia Conference. University of Texas at Austin.
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SOME REFERENCES

To be added



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The photo used as the logo was originally from the website of the [Dr. Sun Yat-Sen Classical Chinese Garden](#) (中山公園). This garden, which is located in Vancouver Chinatown, Canada, and just half a block from my mother's former dwelling, is (at least at the time it was built in the 1980s, if not still) the only full-sized classical Chinese garden outside China. Despite its creation in late 20th century, the architecture used the ancient techniques of the originals that were built in the Ming dynasty (1368-1644).

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