

## Course Syllabus

HUMA 5230: Languages of China: Anthropological and Cognitive Dimensions [C] [Pu]

Spring 2022 [3-0-0:3] Thursday, 10:30am - 13:20pm

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據說知識可分為三種：你知道的，你不知道的，以及你不知道自己不知道的。

## Course Description

A cross-disciplinary discussion of issues pertaining to social, historical, cultural, and cognitive aspects of languages and dialects of China, approached from perspectives of areal linguistics, linguistic anthropology, and cognitive linguistics.

## Course Objective:

This course has several interrelated objectives: (1) To familiarize students with core concepts and methodology employed by functional linguists and linguistic anthropologists in analyzing human language as individual and social communicative behavior; (2) to sensitize students to the nature, sources, and consequences of linguistic and cultural diversity, particularly in China and her periphery, and facilitate their recognition that language is not fixed, disembodied or self-contained, but intimately related to culture, social relations, human biological makeup, and personal experience; (3) To foster academic discourse among students from various disciplines in the Humanities, and stimulate thoughts through cross-disciplinary interaction.

The course is divided into four topic areas: (A) Introduction, (B) Historical dimensions of Chinese languages, (C) Cognitive-cultural dimensions of Chinese languages, and (D) Socio-cultural dimensions of Chinese languages. Here, "Chinese languages" or "languages of China" include not only varieties of the Han Chinese (Chinese dialects, or Sinitic languages), but also non-Han minority languages spoken in China and her neighbors. Special emphasis will be put on Southern Chinese varieties (such as Cantonese, Hakka, etc.) and South China minority languages (such as Tai-Kadai languages).

The course consists of lectures and class discussions in a seminar format, with in-class and out-of-class assignments. Each student will work on his/her own research problem and contribute by making presentations and participating in class discussions.

## Background for Introducing the Course:

Language is the most fundamental human form of behavior, and the study of the ways language and culture interact is one of the most fascinating aspects of the study of human beings. As a basic component of human culture, language can be, and should be, studied through the prism of human culture and society, and the study of language will in turn contribute to our understanding of mankind.

In the United States and some other countries, there has been a long tradition of counting linguistics as one of the traditional four subfields of anthropology, along with cultural anthropology, physical anthropology, and archaeology. Anthropological linguistics (or linguistic anthropology) at least encompasses both sociolinguistics, the study of how people use language as a social marker, and historical linguistics, the study of how language evolves. A more recent addition to this subfield is cognitive anthropology, a discipline that has received considerable inputs from structural linguistics, and now closely aligns with cognitive linguistics, yet another new discipline, in linguistics.

Over the last few decades, linguistics and anthropology have increasingly diverged from each other, linguistics with a largely positivistic, structuralist orientation toward its subject matter and anthropology with a more interpretivist, discursive one, so that it is often difficult for specialists in the two fields to talk to each other (see Foley 1997). In spite of the deplorable alienation, areal linguistics, historical linguistics, and cognitive-functional linguistics remain closely associated with anthropology due to the nature of their subject matters, and many shared tenets, concepts and methods.

If we are to have a richer understanding of language or culture, it is vital to have varied contributions from both disciplines. The course will provide students (linguistics majors and non-linguistics majors alike) with a challenging, overarching perspective within which various topics that may interest them can be discussed.

## Assessment

(a) Class discussion/participation/presentation: 40%

(b) Term paper: 60%

Course Outline (12 topics will be selected from the following list; the last week is reserved for student's presentation of their term paper outlines)

Topic 1: Introduction: linguistics as a branch of anthropology and cognitive psychology (導論 - 作為人類學和認知心理學分支的語言學)

Topic 2: Sapir-Whorf hypothesis and subjunctives in Chinese and English (語言相對論及漢語、英語裡的虛擬語氣)

Topic 3: Structural properties of Chinese in comparative perspective, and the ‘Thinking for Speaking’ hypothesis (世界語言視野中的漢語結構特徵，以及「思由言限」假設)

Topic 4: Sound symbolism in Chinese and other languages (語音象徵性)

Topic 5: Iconicity in Syntax (句法像似性)

Topic 6: Categorization: How Human Beings Categorize the World with Language (範疇化：人類如何用語言給世界分類)

Topic 7: Historical, Geographical, and Ethnic Factors in the History of Chinese (漢語結構格局及結構變遷中的歷史、地理、民族融合因素)

Topic 8: Linguistic Epidemiology: The Grammaticalization Sprachbund of Mainland Southeast Asian Languages (語言流行病學：東南亞大陸語言的語法化區域)

Topic 9: Cultural Complexity and Structural Complexity of Language (文化的複雜性和句法操作的複雜性)

Topic 10: Deixis in Chinese and Other Languages (漢語及其他語言裡的直示現象)

Topic 11: How Space is Structured by Chinese and Other Languages (漢語及其他語言是如何構造空間的)

Topic 12: Spatial-Temporal Expressions in Different Languages and Their Relationship with Spatial-Temporal Cognition (不同語言的空間-時間表達方式及其與時空認知的關係)

Topic 13: Crosslinguistic Variation in the Perspectives of Ethnography of Speaking and Discourse Analysis (從言語交際民族志和會話分析的角度看跨語言差異)

Topic 14: Reduplication and Coordinate Compounding in Chinese and World Languages: Semantic Patterns and Areal Features (中國及世界語言裡的重疊及並列複合形式：語義模式和區域特徵)

#### Selected Reading List

[Specific required and optional readings for each topic will be announced on the weekly pages.]

(1) 陳保亞 1993.《語言文化論》(中國西南邊疆民族經濟文化研究叢書), 昆明: 雲南大學出版社。

(2) 鄧曉華 1993.《人類文化語言學》, 廈門: 廈門大學出版社。

(3) 李如龍 1998.《漢語地名學論稿》, 上海: 上海教育出版社。

(4) 羅常培 1950.《語言與文化》, 北京: 北京大學出版社。

(5) 王士元 2002.《王士元語言學論文集》, 北京: 商務印書館。

- (6) 鄒嘉彥、游汝傑 2001. 《漢語與華人社會》，上海、香港：復旦大學出版社、香港城市大學出版社。
- (7) 橋本萬太郎. 1978. 《言語地理類型論》. 東京：宏文堂。余志鴻譯《語言地理類型學》，北京：北京大學出版社，1985。
- (8) 朱文俊 2000. 《人類語言學論題研究》，北京：北京語言文化大學出版社。
- (9) Blount, Ben, ed. 1995. *Language, Culture and Society: A Book of Readings*. Prospect Heights: Waveland Press.
- (10) Casson, R. W., Ed. 1981. *Language, Culture, and Cognition: Anthropological Perspectives*. New York: Macmillan.
- (11) Cheung, H-N. Samuel 1989. "Terms of address in Cantonese." *Journal of Chinese Linguistics*, Volume 18, Number 1.
- (12) D'Andrade, R. G. 1995. *The Development of Cognitive Anthropology*. New York: Cambridge University Press.
- (13) Dougherty, J. W. D., Ed. 1985. *Directions in Cognitive Anthropology*. Urbana: University of Illinois Press.
- (14) Duranti, A. Ed. 2001. *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell.
- (15) Duranti, A. 1997. *Linguistic Anthropology*. Cambridge University Press. (A reprint edition was jointly published by Cambridge University Press and Peking University Press in 2001.)
- (16) Foley, W. A. 1997. *Anthropological Linguistics: An Introduction*. Oxford: Blackwell.
- (17) Frake, C. O. 1980. *Language and Cultural Description*. Stanford, CA: Stanford University Press.
- (18) Gumperz, John J. and Stephen C. Levinson, eds. 1996. *Rethinking Linguistic Relativity*. Cambridge: Cambridge University Press.