

THIS IS THE SYLLABUS FROM SPRING 2024. DATES, ROOM NUMBERS, ETC. FOR FUTURE SEMESTERS WILL BE DIFFERENT, BUT THE COURSE ORGANIZATION AND ASSIGNMENTS WILL BE ROUGHLY THE SAME. ALWAYS REFER TO THE CANVAS SITE FOR THE MOST UPDATED SYLLABUS.

LING 260/ASIA 260: Languages of Southeast Asia
Spring 2024

Dr. Becky Butler (she/her)
becky.butler@unc.edu
Classroom: Dey 304

Class time: MWF 10:10 – 11:00
Office Hours: Wednesdays, 12:00 – 2:00
Office Location: FedEx GEC 4119

Target Audience: All students interested in the course content

Prerequisites: None

COURSE DESCRIPTION

This course surveys languages spoken in Southeast Asia, an area rich in linguistic diversity, which is home to more than five distinct language families and well over 1,000 individual languages. Students will investigate the languages--in situ and in the diaspora--through the lens of descriptive linguistics, and will explore the social, cultural, and political aspects of languages in the region. This course is appropriate for students with an interest in linguistics or in Southeast Asia.

This course fulfills the following curriculum requirements:

BN - Beyond the North Atlantic

IDEA - Global Understanding and Engagement

STUDENT LEARNING OUTCOMES / COMPETENCIES STUDENTS WILL ACQUIRE

This course provides an introduction to languages spoken in and originating from the world region referred to as Southeast Asia. It is intended for students interested in languages and linguistics as well as those interested in the region from an area-studies perspective. Because students participating in the course will have different domains of expertise and experience, they are expected to help each other through the learning process. Upon completion of the course, students will have acquired the following competencies by meeting goals (the what) through actions (the how):

Students will be able to **frame** as natural phenomena features of Southeast Asian languages that are often considered unusual from perspectives of linguistic studies focusing on European languages **by** learning fundamentals of linguistic analysis from the perspective of Southeast Asian languages.

Students will be able to **critique** this particular world area as part of a larger conversation on the field of Area Studies **by** reading about and discussing linguistic examples that challenge historical accounts and transcend national boundaries.

Students will be able to **assess** whether and to what extent cultural conventions shape and are shaped by languages **by** considering examples from languages of Southeast Asia in light of other languages they know.

Students will be able to **make connections** between local and global perspectives **by** interviewing local speakers of Southeast Asian languages.

Students will **gain fieldwork skills by** conducting oral history interviews and evaluating the process post completion.

Students will be able to **evaluate** language education policies in various countries **by** studying in-depth the policies of one Southeast Asian nation and making comparisons with classmates who have studied the policies of a different nation.

Students will be able to **provide specific examples** of the global effects of climate change **by** interacting with databases of endangered languages in Southeast Asia and noticing correlations of language loss with decreasing biodiversity and rising sea levels.

IDEAS IN ACTION STUDENT LEARNING OUTCOMES (Relevant for Spring 2024)

- Classify and analyze diverse historical, social, and political exchanges that shape nations, regions, and cultural traditions of the world.
- Translate among contrasting civic cultures, social values, and moral commitments that characterize differences among peoples and societies, including those beyond the North Atlantic region.
- Assess ways that political and economic institutions shape contemporary global relations.
- Explain human and environmental challenges that transcend national borders.

REQUIRED TEXT

Goddard, C. (2005). *The Languages of East and Southeast Asia: An Introduction*. Oxford UP.

Most other readings are available through the UNC Library. The remainder will be made available through Canvas.

ASSIGNMENT LIST

Please see the Tentative Schedule below and the Comprehensive List of Dates at the end of this document for due dates.

Assignment	Notes	Estimated time to complete
Map quiz	Held on the second day of class to ensure students are familiar with the location being discussed.	10 minutes

Exam 1 & Exam 2	Formats will vary and likely include multiple choice, short answer and essay questions.	50 minutes each
Mini-assignments 1 & 2	Ensure students understand linguistic principles used in class.	1 hour each
Oral history interview	In pairs. One-hour oral history interview with accompanying organizational time, paperwork, transcript and process reflection (~4 pages of writing).	5 hours
Final project	On a Southeast Asian languages of the student's choice. Includes paper (~6-10 pages) and ~7 minute oral presentation.	5 hours
Paired policy presentation	Presentation of summary of a book chapter. Presented to individual classmates, not entire class. Included in participation grade.	1 hour
Daily readings	In advance of most classes	30 minutes each

Participation: 10%

Map quiz: 5%

Exam 1: 15%

Exam 2: 15%

Final exam: 15%

Mini-assignments: 10%

Sociolinguistic OH interview: 15%

Final project: 15%

Grade Calculation

A: >93.0

A-: 90-92.9

B+: 87.0-89.9

B: 83.0-86.9

B-: 80.0-82.9

C+: 77.0-79.9

C: 73.0-76.9

C-: 70.0-72.9

D+: 67.0-69.9

D: 60.0-66.9

Extra Credit

You may earn 1 point of extra credit on your final grade by attending an approved Southeast Asia related event this semester and writing up a 250-300 word summary/critique of the content of the event, including what you learned and any questions it raised for you. I will notify you of various opportunities, and if you find an event on your own, please run it by me first for approval. You cannot earn more than 1 point of extra credit.

COURSE POLICIES

Attendance

As stated in the University's [Class Attendance Policy](#), no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

- Authorized University activities

- Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
- Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or [the Equal Opportunity and Compliance Office](#) (EOC).

If you must be absent for another reason, please work with me in advance to determine the best course of action. Unapproved class absences will affect your participation grade; however, if you communicate with me as soon as possible, I will absolutely try to accommodate your needs, assuming they are within reason. If you are feeling ill, please do not come to class.

Honor Code

All students are expected to follow the guidelines of the UNC honor code. In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. If you are unsure about which actions violate that honor code, please see the instructor or consult honor.unc.edu.

Artificial Intelligence (AI) Use Policy

The following uses of generative AI tools are permitted in this course: Categories of possible permitted use include, but are not limited to: topic selection, brainstorming and idea generation, research, source validation, outlining and planning, drafting, media creation, peer review, revising, and polishing. However, for any use of AI on any assignment, you are required to indicate how and to what extent you used it.

Late Submissions

Late work will be accepted with a deduction of 10% per date late.

Syllabus Changes

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

COURSE RESOURCES

Accessibility Resources and Services

Accessibility Resources and Service (ARS—ars@unc.edu) receives requests for accommodations, and through the Student and Applicant Accommodations Policy determines eligibility and identifies reasonable accommodations for students with disabilities and/or chronic medical conditions to mitigate or remove the barriers experienced in accessing University courses, programs and activities. ARS also offers its Testing Center resources to students and instructors to facilitate the implementation of testing accommodations.

Counselling and Psychological Services

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The Heels Care Network website (<http://care.unc.edu/>) is a place to access the many mental resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/> or by contacting the University's Title IX Coordinator (Elizabeth Hall, titleixcoordinator@unc.edu) or the Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu). Confidential resources include Counseling and Psychological Services and the Gender Violence Services Coordinators (gvsc@unc.edu). Additional resources are available at safe.unc.edu.

TENTATIVE SCHEDULE

Week 1: Situating Southeast Asia

- Jan 10: Overview of Southeast Asian languages
 - Anderson, B. (1998). *The Spectre of Comparisons*: Introduction, p.1-12.
- Jan 12: Intro to SEA language families (MAP QUIZ)
 - Goddard, C. (2005). *The Languages of East and Southeast Asia: An Introduction*. Ch.2: Language families, linguistic areas and language situations, p.27-36, 39-47.

Week 2: Language families & Intro to Linguistics

- Jan 15: BREAK
- Jan 17: Settlement of the region
 - Donohue, M. & Denham, T. (2008). Farming and language in island Southeast Asia: Reframing Austronesian history. *Current Anthropology*. Pp.223-240.
- Jan 19: Phonetics
 - Video: Crash course in Phonetics 1
 - Video: Crash course in Phonetics 2
 - Mini-assignment 1 assigned

Week 3: Intro to Linguistics & Linguistics in Southeast Asia

- Jan 22: Phonology
 - Video: Crash course in Phonology
- Jan 24: Register and tone
 - Brunelle, M. & Kirby, J. (2016). Tone and Phonation in Southeast Asian Languages. *Language and Linguistics Compass*, 10(4), 191-207.
- Jan 26: Sesquyllables (MINI-ASSIGNMENT 1 DUE)
 - Goddard, C. (2005). *The Languages of East and Southeast Asia: An Introduction*. Ch. 5: The soundscape of East and Southeast Asia, p.149-154, 160-162, 164-172.

Week 4: Intro to Linguistics & Linguistics in Southeast Asia

- Jan 29: Morphology
 - Video: Crash course in Morphology
 - Mini-assignment 2 assigned
- Jan 31: Syntax
 - Video: Crash course on Syntax 1
 - Video: Crash course on Syntax 2
- Feb 2: Word order, serial verbs and classifiers
 - Goddard, C. (2005). *The Languages of East and Southeast Asia: An Introduction*. Ch 4: Grammatical topics, p.95-108, 120-148.

Week 5: Linguistic relationships in Southeast Asia

- Feb 5: Language families revisited (MINI-ASSIGNMENT 2 DUE)
 - Austroasiatic, G. D. S. Anderson
 - Austronesian, T. Crowley
 - Hmong-Mien, D. R. Moretensen
 - Kra-Dai, P. Jenks and P. Pittayaporn
 - Sino-Tibetan, R. J. LaPolla
- Feb 7: The Southeast Asian sprachbund
 - Enfield, N.J. & Comrie, B. (2015). *Mainland Southeast Asian Languages: State of the art and new directions*, p.1-18.
- Feb 9: Malagasy
 - (2012). Madagascar mystery of how small group of Indonesian women colonised island. (<https://www.smh.com.au/world/madagascar-mystery-of-how-small-group-of-indonesian-women-colonised-island-20120321-1vkbn.html>).

Week 6: Intro to Oral Histories

- Feb 12: BREAK
- Feb 14: EXAM 1
- Feb 16: Introduction to oral histories
 - Loh, K.S. et al. (2013). Oral history and fragments in Southeast Asia. In K.S. Loh et al. (Eds.), *Oral History in Southeast Asia: Memories and Fragments*. (pp.1-21). Palgrave Macmillan.
 - Oral history project assigned

Week 7: Oral Histories cont. & Sociolinguistics in Southeast Asia

- Feb 19: Interview methodologies and mini-practice
 - SKIM: A practical guide to oral history.
 - SKIM: Oral History Center: Remote Interviewing for Zoom. (<https://www.lib.berkeley.edu/sites/default/files/files/RemoteInterviewingForZoom%2C%2007-13-20.pdf>)
- Feb 21: Practice interview (INTERVIEWEE SELECTED)
- Feb 23: Sociolinguistics in Southeast Asia
 - Wolfram, Walt. *Sociolinguistics*. (<https://www.linguisticsociety.org/resource/sociolinguistics>).
 - van Engelenhoven, A. & van Naerssen, M. (2015). Southeastern Asia: Diglossia and politeness in a multilingual context. *Globalising Sociolinguistics*. Pp.66-79.

Week 8: Sociolinguistics, Colonialism & Nationalism

- Feb 26: Javanese register
 - Goddard, C. (2005). *The Languages of East and Southeast Asia: An Introduction*. Ch.7: The art of speaking, p.215-218, 229-237.
- Feb 28: Colonial languages (French, Dutch, English, Spanish, etc.)
 - European colonization of Southeast Asia
(https://en.wikipedia.org/wiki/European_colonisation_of_Southeast_Asia)
- Mar 1: Language and nationalism
 - Sercombe, P., & Tupas, R. (Eds.). (2014). Language, Education and Nation-building: Assimilation and shift in Southeast Asia. Language, education, and nation building in Southeast Asia: An introduction, p.1-11. Springer

Week 9: Nationalism cont. & Writing Systems

- Mar 4: Nationalism and Indonesia
 - Fettle, D. (2018). Why no-one speaks Indonesia's language.
(<http://www.bbc.com/travel/story/20180703-why-no-one-speaks-indonesias-language>).
 - OPTIONAL: Fogg, K. (2015). The standardisation of the Indonesian language and its consequences for Islamic communities. *Journal of Southeast Asian Studies*, 46(1), 86-110.
- Mar 6: Writing systems
 - Goddard, C. (2005). *The Languages of East and Southeast Asia: An Introduction*. Ch. 6: Writing systems, p.177-184.
 - Page, C. (2017). Biliteracy across Scripts: Implications for Language Development in Southeast Asia. *JSEALS* 10(1), 36-44.
- Mar 8: Writing systems and language education policy
 - Tupas, R. (2018). (Un)framing Language Policy and Reform in Southeast Asia, *RELC Journal*, 49(2), 149-163.
 - SKIM: (2017). Language of Instruction in Southeast Asia: UNESCO Report
(<http://unesdoc.unesco.org/images/0025/002595/259576e.pdf>)
 - (ORAL HISTORY INTERVIEW PROJECT DUE)

Week 10: Spring Break

- Mar 11: BREAK
- Mar 13: BREAK
- Mar 15: BREAK

Week 11: International languages & ESL

- Mar 18: International languages (Chinese, Arabic, Tamil, etc.)
 - Yang, Han. (2019). Southeast Asia takes the lead in Chinese-language education. *China Daily*.
 - Versteegh, K. (2015). An empire of learning: Arabic as a global language. In *Language Empires in Comparative Perspective*. Pp.47-51.
 - Revitalizing Tamil in Singapore: Pedagogical caveats and community-based possibilities. *Journal of Second and Multiple Language Acquisition* 7(2):70-73.
 - Paired presentations assigned
- Mar 20: ESL in SEA
 - Kirpatrick, A. & Liddicoat, A. (2017). Language education policy and practice in East and Southeast Asia. *Language Teaching*, 50(2):155-188. *Omit sections 2.1 and 2.2 (roughly pp.5-13).
- Mar 22: EXAM 2 (Includes all content since Exam 1, except info on oral histories)

Week 12: Language policy/education presentations

- Mar 25: Language, Education and Nation-building REPORTS
 - One chapter from Sercombe and Tupas (2014)
 - Full text is available in Week 8 module
 - Final project assigned
- Mar 27: Language, Education and Nation-building REPORTS
 - One chapter from Sercombe and Tupas (2014)
 - Full text is available in Week 8 module
- Mar 29: BREAK

Week 13: Language spotlights

- Apr 1: Language spotlight: Rohingya
 - Mahmood et al. (2017). The Rohingya people of Myanmar: Health, human rights, and identity. *The Lancet*, 389(10411-10412).
 - SKIM: https://en.wikipedia.org/wiki/Rohingya_language
- Apr 3: Library session
 - Meet in Davis Library lobby & bring laptop
- Apr 5: "GUEST" SPEAKER: Chin or Indonesian (your choice)

Week 14: Language endangerment & Southeast Asian Diaspora

- Apr 8: Endangerment overview
 - Sallabank, J. & Austin, P.K. (2023). Endangered Languages. In *The Routledge Handbook of Applied Linguistics*, 2nd Edition. Pp.362-373.
- Apr 10: Language endangerment in Southeast Asia
 - The Endangered Languages Project: Southeast Asia (<http://www.endangeredlanguages.com/lang/region/Southeast%20Asia>)
 - Hong, C. (2017). [Saving 'endangered' languages in Malaysia. Straits Times.](#)
- Apr 12: Language attitudes in the Southeast Asian diaspora
 - Lueck, K. & Wilson, M. (2010). Acculturative stress in Asian immigrants: The impact of social and linguistic factors. *International Journal of Intercultural Relations*, 34(1): 47-57.
 - Alexander, V. (2018). Language and the Southeast Asian diaspora. *SEARAC Our Voices, Staff Blog*. <https://www.searac.org/our-voices/staff-blog/language-and-the-southeast-asian-diaspora/>.

Week 15: Southeast Asian Diaspora & New Horizons

- Apr 15: SEA in NC w/ guest TBD
 - Mlo, H. (2020). *Yǎ's Backyard Jungle*. https://literacycloud.org/stories/3002-ya-s-backyard-jungle/?fbclid=IwAR1hmK3h6KTiIdt6ys_Mco9qnR-aQ1cqftAG8HQ8oSh8R87pMX8-xlzuwb8
 - (2016). Asian Americans in North Carolina <https://ncasians.files.wordpress.com/2016/03/asian-americans-in-nc-march-2016.pdf>
 - Browse: Hmong Keeb Kwim: The Hmong Heritage Project
 - (2022). A New Season at Transplanting Traditions Community Farm. INDY Week.
 - Browse: Montagnard Dega Association (montagnardda.org)
- Apr 17: Language and gender
 - Last names that begin with A – O: Blackwood, E. (2014). Language and non-normative gender and sexuality in Indonesia. In ed. Zimman L., *Queer Excursions: Retheorizing Binaries in Language, Gender, and Sexuality*, pp.81-100.
 - Last names that begin with P – Z: Bedoya, M. et al. (2024) 'What's the word? That's the word!': linguistic features of Filipino queer language. *Cogent Arts & Humanities*, 11(1): 1-14.
- Apr 19: Jedek and other "discoveries"
 - (2018). Unknown language discovered in Southeast Asia. (<https://www.smithsonianmag.com/smart-news/unknown-language-discovered-malaysia-180968099/>)

Week 16: Student Presentations

- Apr 22: Student presentations
 - Selected by presenters
- Apr 24: Student presentations
 - Selected by presenters
- Apr 26: Student presentations
 - Selected by presenters

Week 17: Student Presentations

- Apr 29: Student presentations
 - Selected by presenters

Final Exam

Tuesday, May 7: 8 AM – 11 AM

Comprehensive list of dates for exams and assignments

Fri, Jan 12: Map quiz (in class)

Fri, Jan 26: Mini-assignment #1 due

Mon, Feb 5: Mini-assignment #2 due

Wed, Feb 14: Exam #1

Wed, Feb 21: Oral history interviewee selected

Fri, Mar 1: Oral history interview completed (strongly suggested)

Fri, Mar 8: Oral history project due

Wed, Mar 20: Sercombe and Tupas chapter selected

Fri, Mar 22: Exam #2

Mon, Mar 25 & Wed, Mar 27: Sercombe and Tupas chapter summary reports

Wed, Mar 27: Final presentation date and language selected

Mon, Apr 22 – Mon, Apr 29: Final presentations. Please see table below for associated due dates.

Due date for annotated bibliography	Due date for reading selections	Final presentation date	Due date for paper
Mon, Apr 8	Mon, Apr 15	Mon, Apr 22	Wed, Apr 24
Wed, Apr 10	Wed, Apr 17	Wed, Apr 24	Fri, Apr 26
Fri, Apr 12	Fri, Apr 19	Fri, Apr 26	Mon, Apr 29
Mon, Apr 15	Mon, Apr 22	Mon, Apr 29	Wed, May 1