

## Fall 2007 East Asia Courses Updated 8/14/07

### **AMCULT 356 - World War Two in the Pacific Section 001**

*World War Two in the Pacific: History, Culture, Memory*

**Credits:** 4

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [HISTORY 356 - WW II in the Pacific, Section 001](#)

**Primary Instructor:** [Salesa, Damon I](#)

**Instructor:** [Pincus, Leslie B](#)

The Pacific theater of World War Two was a complicated war, one that has many histories. This course studies the origins and course of the war from a historical perspective, but includes more obscure but equally vital social and cultural aspects. Other topics include: the effects of the war on local communities, the development of cultures of war, the ethics and morality of killing, the war as a meeting of empires, the arrival of the atomic age, and the trials of war criminals. It will culminate with the way that the war has been recorded in history, from the Enola Gay exhibit at the Smithsonian to Hollywood films to the History Channel.

**Intended audience:** Those interested in military history and the social history of war; relevant regions such as Hawaii, Japan, East Asia, SE Asia, the Pacific Islands, and Australasia; cultural history; imperial and colonial history; public history and historiography; international relations and diplomatic history.

**Course Requirements:** Discussion/Participation (10%); Reading Assignments (10%); Reading responses (20%); Internet Assignment 1000-1200 words (15%); Audio-visual Assignment 1000-1200 words (15%); Encounter Assignment 800-1000 words (10%); Final Project 2500-3000 words (20%).

**Class Format:** Three lecture hours per week with discussion sections led by a GSI.

### **AMCULT 496 - Social Science Approaches to American Culture Section 001**

*The Asian American Movement*

**Credits:** 4

**Waitlist Capacity:** unlimited

**Repeatability:** May not be repeated for credit.

**Meet Together Classes:** [HISTORY 468 - US History Topics, Section 001](#)

**Primary Instructor:** [Kurashige, Scott T](#)

In this course, we will analyze the history and legacy of Asian American activism during the Asian American Movement era of the 1960s and 1970s. We will explore these issues:

- The radical political origins of "Asian American" identity among young Japanese, Chinese, Filipino, and Korean Americans

- How Asian Americans responded to the movement against the Vietnam War
- Why Asian American and ethnic studies stressed the importance of college students becoming involved in community activism
- Coalition building and interracial solidarity between Asian Americans and African Americans, Latinos, and Native Americans
- Women's activism and the relationship between race, class, and gender

We will also examine the following issues that demonstrate how Asian American activism has become more diverse during the past twenty years:

- New currents of activism within South Asian and Southeast Asian communities
- Resistance of Asian immigrant workers to sweatshop labor conditions
- Asian American queer and LGBT activism
- Community organizing in Detroit

This is an advanced seminar and not an introductory class. Coursework will stress critical reading, qualitative discussion, and analytical writing. It is recommended that you meet one of the following criteria before enrolling (regardless of whether you enroll through AC or History):

- a. You have taken AMCULT314/HISTORY 378 ("History of Asian Americans")
  - b. You are an Asian/Pacific Islander American Studies minor
  - c. You are an American Culture concentrator
- OR
- d. You have knowledge of ethnic studies and Asian American history consistent with one of the three criteria listed above.

Graduate students from all disciplines are welcome to enroll and will be expected to satisfy requirements consistent with a 600-level readings course.

## **AMCULT 699 – Periods in American Culture: Literary Section 002**

*Postcolonial Theory and Culture*

**Credits:** 3

**Waitlist Capacity:** unlimited

**Advisory Prerequisites:** Graduate standing; upperclass standing with permission of instructor.

**Repeatability:** May be repeated for credit.

**Meet Together Classes:** [ENGLISH 881 - Comp-Intrdis Stdy, Section 001](#); [PSYCH 808 - Special Seminar, Section 005](#)

**Primary Instructor:** [Najita, Susan Y](#);

**Instructor:** [Nagata, Donna Kiyō](#)

This course takes an interdisciplinary approach to the study of trauma by examining how the disciplines of clinical psychology and literary study attempt to understand and account for the effects of violence, war, and social upheaval, in the modern world. The instructors for this course have studied the topic of trauma in their disciplinary fields as it appears in the lives of Asians and Pacific Islanders as well as in artistic and literary productions. The disciplines of psychology and literary study

have developed different approaches and methodologies as they consider the problem of trauma. For example, clinical psychology research often examines the correlates and effects of trauma, the clinical phenomenon of posttraumatic stress disorder, the gathering of case studies, interviews, and questionnaires, and issues related to diagnosis and treatment. In contrast, literary study, while also focusing on the manifestations/effects of trauma, is more concerned with the nature of trauma itself and the problems it poses for representation and analysis of literary and historical texts. Questions of literary concern include:

- How does the fact of trauma affect the shape of literary and historical narrative?
- How does it require different modes of reading and interpretation? Post-trauma memory, in this context, serves to focus legitimate analysis.

Our aim is to initiate thoughtful dialogue about these important differences:

- How do the methods, goals, and assumptions of literary and psychological inquiry differentially shape and contribute to our understanding of trauma — and specifically the experiences of Asians and Pacific Islanders?
- To what extent can knowledge generated from these two distinct fields inform one another?
- To what extent do the unique dynamics of Asian and Pacific Islander identities complicate the standard methods of academic work on trauma within these disciplines?
- How does each discipline address the historical context of experienced trauma, and to what degree are political, global factors addressed in their approaches?

Specific topics of inquiry include immigrant and refugee experiences of trauma, trauma due to human rights violations, experiences of colonization and racialization, World War II internment of Japanese Americans, forced sexual slavery under Japanese military occupation of Korea, intergenerational transmission of trauma, and approaches to healing and intervention. Evaluation will be based upon papers, class participation, and class presentation.

## **ANTHRCUL 202 - Ethnic Diversity in Japan**

### **Section 001**

#### *Issues in Race & Ethnicity*

**Credits:** 4

**Requirements & Distribution:** RE, SS

**Course Attributes Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Robertson, Jennifer E](#); [homepage](#)

This course begins with an overview of popular and anthropological ideas and theories about human diversity. Japanese ideas of "race" and "ethnicity" are analyzed comparatively. We then explore the history and cultures of Japanese ethnic groups and minorities. Among the groups we will focus on are the ("aboriginal") Ainu, resident Koreans, migrant workers (of Japanese ancestry) from South America, so-called "international marriages" and children of mixed parentage, Burakumin ("outcastes"), "sexual minorities" (*i.e.*, gays, lesbians, bisexuals), and others.

Anthropological readings are augmented by novels and short stories, comics, videos, and films.

## **ANTHRCUL 402 - Chinese Society and Cultures Section 001**

**Credits:** 3

**Other:** Theme

**Course Attributes**

**Advisory Prerequisites:** Junior standing.

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Mueggler, Erik A](#)

The twentieth century was a time of enormous change in mainland China: two revolutions, civil war, famine, cultural upheaval, and many episodes of massive economic, social, and political restructuring.

- What was life like in the twentieth century for farmers, urban people, men and women, and ethnic and cultural minorities?
- What are their lives like today?
- What were experiences of sex, food, work, religion, and family life, and how have these experiences been transformed?

In the last five years, a new anthropological literature on China has begun to probe these questions in rich detail. We explore this literature in this seminar to build an understanding of daily life for China's diverse populations through the twentieth century and today. We also examine questions of method: how best can we study and understand the historical transformations of daily life? Students will participate actively in class, lead a class discussion, and write one short review paper and one research paper.

## **ASIAN 204 - East Asia: Early Transformations Section 001**

**Credits:** 4

**Requirements & Distribution:** HU

**Other:** WorldLit

**Course Attributes Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [HISTORY 204 - E Asia:Early Trans, Section 001](#)

**Primary Instructor:** [de Pee, Christian](#)

Survey of the history of China, Korea, and Japan, from mythical times to 1600. The course emphasizes the historical interactions and transformations that have made East Asia a coherent cultural region: exchanges of objects and ideas, technology and writing, monks and merchants, artists and scholars.

## **ASIAN 230 - Introduction to Buddhism Section 001**

**Credits:** 4

**Requirements & Distribution:** HU

**Other:** WorldLit

**Course Attributes Other Course Info:** May not be included in a concentration plan in **Philosophy**. **Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [PHIL 230 - Intro to Buddhism, Section 001](#); [RELIGION 230 - Intro to Buddhism, Section 001](#)

**Primary Instructor:** [Auerback, Micah Louis](#)

In this course, you will form a basic acquaintance with some representative ideas and practices of the Buddhist Tradition in its development of some two thousand five hundred years. We will devote the bulk of the course to exploring the origins and development of Buddhism in India, the land of its birth. In the final few weeks we will make a survey of the transmission and vicissitudes of Buddhism elsewhere, lingering for stops in Tibet, China, Japan, and North America. Throughout this time, you will be asked to use these materials continuously to test your own criteria for defining "religion," and your ideas of how we can have fruitful encounters with the religious traditions of others (and this applies even if you are yourself a practicing Buddhist). Other key themes that you will encounter in the presentation of Buddhism include:

1. Buddhism and the visual arts and literature;
2. Buddhism and its troubled relationship with state authority and violence;
3. the modulating effects of factors like gender, class, and ethnic identity on the experience of Buddhism; and
4. Buddhism and its acculturation to new cultural spheres.

There will be considerable readings of selected Buddhist primary texts in English. Course requirements include regular attendance, biweekly short response papers and two exams (midterm and final).

## **ASIAN 252 - Undergraduate Seminar in Japanese Culture Section 002**

*Food, Identity and Community in Japan*

**Credits:** 3

**Requirements & Distribution:** HU

**Other:** FYSem, WorldLit

**Advisory Prerequisites:** No knowledge of Japanese language is required.

**Repeatability:** May be repeated 2 times.

**Primary Instructor:** [Ito, Ken K](#)

Students will explore the place of food in a community's understanding of itself and of others. Using modern Japanese fiction and film as our main texts, we will examine how the discourse of food defines regional and national identities, and how communities are represented through patterns of consumption or deprivation. We will probe the tension between the role of certain foods as markers of cultural authenticity and the reality of cuisine as a historically dynamic, hybrid enterprise. We

will investigate the connections of gender and class to food and its preparation, and study how the sharing of food affects human alliances. In short, we will be asking what it means to eat sushi.

## **ASIAN 252 - Undergraduate Seminar in Japanese Culture Section 003**

*Tokyo and the Crowd*

**Credits:** 3

**Requirements & Distribution:** HU

**Other:** FYSem, WorldLit

**Course Attributes** Advisory Prerequisites: No knowledge of Japanese language is required.

**Repeatability:** May be repeated 2 times.

**Primary Instructor:** [Fukuoka, Maki](#)

Everyday, four million people pass through Tokyo's Shinjuku station, the busiest train station in the world. This is 40 times more than the entire population of Ann Arbor. Responding to such staggering statistics, this course explores representations of the crowd in Tokyo in the nineteenth and twentieth centuries. We will consider how the crowd is evoked in visual culture by looking at popular magazines, woodblock prints, and postcards. We will also consider a number of literary, cinematic, and artistic works with particular attention paid to themes of disaster, sacred pilgrimage, political activism and entertainment. Ultimately, students will gain from this seminar an introduction to the history of Tokyo itself, with its peculiar intersection of topography and ideology, as well as a greater appreciation of the extent of the city's urban planning and the breadth of its representation.

## **ASIAN 253 - Undergraduate Seminar in South and Southeast Asian Culture Section 002**

*Global Encounters*

**Credits:** 3

**Requirements & Distribution:** HU

**Other:** WorldLit

**Advisory Prerequisites:** No knowledge of any Asian language required.

**Repeatability:** May be repeated 2 times.

**Primary Instructor:** [Sloan, Anna J](#)

The final years of the fifteenth century heralded a new era in the relationship between Asia and distant parts of the globe. The arrival of Vasco da Gama on the west coast of India in 1498 established direct contact between Europe and maritime Asia. It also initiated centuries of commercial, cultural, artistic and technological exchange. This course explores facets of that exchange, pursuing case studies in India, Southeast Asia, China and Japan. Readings, lectures, and student projects will address the varied nature of Asia's encounters with the Portuguese, Dutch, and British, and more recently with global modernity and post-modernity. Topics include cartography, exotica, gift exchange, diplomacy and protocol, trade, missionary activity, colonization, Orientalism, and the post-colonial condition.

## **ASIAN 254 - Undergraduate Seminar in Korean Culture Section 001**

*The Outcast in Korean Literature*

**Credits:** 3

**Requirements & Distribution:** HU

**Other:** FYSem, WorldLit

**Advisory Prerequisites:** No knowledge of Korean language is required.

**Repeatability:** May be repeated for 6.00 credit(s).

**Primary Instructor:** [Ryu, Yongju](#)

As the product of a crisis within a given community, the outcast materializes, by his or her very existence, the boundaries within which the community imagines itself to be whole or coherent. For this reason, the outcast is always a figure of danger but also of potentiality — this is precisely the ambiguity which has proven fruitful for thinking across disciplines, from moral philosophy and political theory to psychoanalysis. In this course, we will focus on literary manifestations of the outcast in twentieth century Korea, where attempts to secure and legitimize various communal formations were accompanied by spectacular displays of violence, and rely on this figure as our guide in re-examining the history of modern nation-building in Korea. The outcast will serve as a broad heading under which we can consider relations between such terms as exile, migrant, refugee and nomad; special attention will be paid to the place of the writer within these relations. The course will conclude with discussions of recent texts that address new forms of exclusions emerging within the globalizing economy and digitalized culture of South Korean society today.

## **ASIAN 260 - Introduction to Chinese Civilization Section 001**

**Credits:** 4

**Requirements & Distribution:** HU

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [HISTORY 252 - Intro to Chinese Civ, Section 001](#)

**Primary Instructor:** [Brown, Miranda D](#)

This course is intended to introduce students to major issues in pre-modern Chinese history. The course covers the political, cultural, social, and intellectual history from the Neolithic to the Mongol conquest (in the 13th century). Some of the major questions we will treat include: Is "China" the oldest continuous civilization? Was it culturally and ethnically homogeneous? Was Chinese traditional culture and society "patriarchal"? To what extent was the state successful in penetrating into the daily lives of individuals? Course assignments will include not only reading primary and secondary literature (entirely in English); but they will also require students to analyze visual sources (to a lesser degree). No assumed knowledge of Chinese history, culture, or language required.

## **ASIAN 301 - Writing Japanese Women Section 001**

**Credits:** 4

**Requirements & Distribution:** HU

**Other:** WorldLit

**Advisory Prerequisites:** Knowledge of Japanese is not required

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [WOMENSTD 301 - Jpn Women Lit, Section 001](#)

**Primary Instructor:** [Ramirez-Christensen,E](#)

This is a course on writing by and about women — women's self-representation and male major authors' representations of women — in Japanese culture. It begins by a feminist reading of one of the world's oldest (9th-11th c.) traditions of women's writing: the memoirs, poetry, and fiction of the Heian court ladies who produced the country's first canonical literature and permanently marked its cultural self-image. It moves on to examine the semiotics of the feminine in Japanese culture using the popular image of women (including the portrayal of Heian women authors and their works) in medieval didactic and gothic tales; in the narrative painting scrolls; in the Nô and Kabuki stage, where male actors performed the "quintessentially feminine" to admiring audiences; in wood-block prints of "beauties" (courtesans or geisha) and stories of "amorous women" in the thriving new merchant culture. The third section focuses on modern women's writing, in particular its resistance to the intervening representations of the feminine and its own productive rereading of the Heian "mothers" in the process of recuperating women's ancient place in the critical representation of Japanese society.

Along with primary sources in literature and the visual arts, secondary sources will include theoretical readings in the psychology of sex, love, and death by Freud, Kristeva, Lacan, and Bataille; in the field of cultural production by Bourdieu; in feminist theories of reading in the Anglo-American academy. Materials and focus will vary from year to year. To be offered in the fall semester alternately with ASIAN 300.

## **ASIAN 325 - Zen: History, Culture, and Critique Section 001**

**Credits:** 3

**Requirements & Distribution:** HU

**Other:** WorldLit

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [RELIGION 323 - Zen Buddhism, Section 001](#)

**Primary Instructor:** [Robson,James](#)

This course provides an introduction to the religious history, philosophy and practices of Zen Buddhism. Zen is the Japanese pronunciation of the Chinese word Chan, which is itself a transcription of the Sanskrit word dhyâna, meaning meditation. While meditation is no doubt the backbone of the Zen tradition, this course will highlight the fact that Zen has a number of different faces, including a radical antinomian side that challenged the role of meditation (and all forms of mediation). This course will examine the rich diversity of the Zen tradition as it developed in China, Korea, and Japan, with the first part providing an overview of the historical development of Zen and situating it within the Buddhist tradition that it emerged out of. The second part of the course will challenge and critically evaluate much of what is presented in the first half by exploring some less well known facets of Zen practice that on first glance appear to run counter to what the Zen tradition says about itself. We will explore the role of language in Zen from the enigmatic and abstruse use of



koans to questions about why a tradition which took pride in "not being dependent on words" nonetheless produced a voluminous textual record. We will study both the crazy antics of inspired Zen monks and the structured life of Zen monastics and their rituals. Consideration will also be given to why a seemingly iconoclastic tradition like Zen also has a long tradition of venerating its masters, including some that were mummified. Why, we will ask, was Zen appealing to the Japanese warrior class and what has been its role in modern nationalistic movements in Japan? This course is designed to be as much an ongoing critical reflection on the history of the study of Zen as it is about Zen history.

## **ASIAN 354 - Rebellion and Revolution in China Through Two Centuries Section 001**

**Credits:** 3

**Advisory Prerequisites:** At least one course in HISTORY or Asian Studies

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [HISTORY 354 - Rebel & Rev in China, Section 001](#)

**Primary Instructor:** [Cassel,Par Kristoffer](#)

This course will explore rebellions and revolutions in China, from the White Lotus rebellion in the late 18th century through social protests during the last decades of the 20th century. Although the subject matter will be arranged chronologically, different time periods will be used to highlight different themes in the Chinese "revolutionary tradition." The course will draw on selected readings from secondary sources, as well as fiction and translated primary sources. The course should enable students to identify and explain the significance and relevance of major figures, terms, events and institutions in Chinese political and social history from 1790 to 2000 by using supporting evidence from course readings. Students will acquire a nuanced and critical understanding of how the transformation in China in the 19th and 20th centuries has been characterized by both continuity and rupture.

**Intended audience:** Sophomore and upperclass students with little or no prior knowledge of China.

**Course Requirements:** No prior knowledge of China or Chinese is required. Grades based on class participation (10%), one short paper (30%), one midterm exam (20%), and one final exam (40%). Paper topics should be chosen in consultation with the instructor.

**Class Format:** 3 hours each week in lecture format.

## **ASIAN 362 - Writer and Society in Modern China Section 001**

**Credits:** 4

**Requirements & Distribution:** HU

**Other:** Theme, WorldLit

**Advisory Prerequisites:** No knowledge of Chinese is required.

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [RCHUMS 362 - Writ&Soc Mod China, Section 001](#)

**Primary Instructor:** [Luo,Liang](#)

The rise of China has impacted contemporary world politics and economy in significant ways. How did it all happen? What can we learn from it? This course introduces a special angle of interpretation suggested by Chinese writers and intellectuals themselves. We will examine the role and self-conception of the writer in relation to the changing historical context of modern China, through the study of influential works of narrative fiction, performing arts and film, criticism, and literary theory (all in English translation). We will be focusing on the relationship between arts and politics, the intellectual and the people, and the artistic, the sexual, and the political aspects of Modern Chinese intellectual life. Our goal is to develop critical reading skills and to gain a deep knowledge of modern Chinese identity formation so as to better understand our own position in the contemporary world.

## **ASIAN 365 - Science in Premodern China**

### **Section 001**

**Credits:** 3

**Requirements & Distribution:** HU

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [HISTORY 339 - Premodern Chn Sci, Section 001](#)

**Primary Instructor:** [Brown,Miranda D](#)

This course is intended as an introduction to the basic problems and issues in Chinese medicine, astronomy, chemistry, and mathematics before the 14th century. In addition to examining the content of what many scholars construe as Chinese science and natural philosophy, this course will examine two themes at length. The first is how one should define science. Is science, as older scholars assumed, a timeless, cross-cultural phenomenon that emerged exclusively in 17th and 18th-century Europe? Or is science socially and culturally contingent? Is there, in other words, more than one effective way to represent and predict natural phenomenon? The second theme involves the "Needham thesis," which argues that China, despite early advances in natural philosophy and proto-science, failed to develop "modern science" because of the adoption of Confucianism as state orthodoxy in the early 14th century. In addition to reading the monumental works of Joseph Needham (1900-1995) and others, students will be asked to evaluate the Needham thesis by examining the primary sources Needham et al. drew upon to make their arguments. Readings will focus equally on primary and secondary sources in English. In addition to weekly "response" paragraphs, students will give oral presentations and write two 6 to 8-page papers critically treating the secondary literature by examining the primary sources from which scholars have drawn conclusions about some aspect of Chinese science and natural philosophy. No knowledge of Chinese language or China is required, and the course is open to all.

## **ASIAN 381 - Junior/Senior Colloquium for Concentrators**

### **Section 001**

*Theories of the Post Colonial*

**Credits:** 3

**Requirements & Distribution:** ULWR

**Enforced Prerequisites:** ASIAN 235 with at least a C-Advisory

**Prerequisites:** Junior or senior standing and concentration in Asian Studies.

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Dass, Manishita](#)

Over the last two decades, postcolonial theory has had a significant impact on how literary critics, anthropologists, and historians (among others) analyze colonial relationships and the political and cultural legacies of colonialism. This course introduces students to some of the key concepts, methods, and debates in the field of postcolonial studies and explores their relevance to Asian Studies. Topics include: Orientalism and its critiques, anti-colonial nationalisms, nation and gender, subalternity and representation, colonial and postcolonial modernity, globalization and diaspora, the political and intellectual stakes and contexts of postcolonial studies.

## **ASIAN 395 - Honors Thesis Section 001**

**Credits:** 1 – 3

**Other:** Honors, Indpnt Study

**Consent:** With permission of instructor.

**Advisory Prerequisites:** Honors candidate in Asian Studies and permission of instructor.

**Repeatability:** May be repeated for 6.00 credit(s).

Honors students in Asian Studies should use this course number for their Honors thesis, but will normally work with whatever faculty member is closest to the subject of the thesis.

## **ASIAN 428 - China's Evolution Under Communism Section 001**

**Credits:** 4

**Other:** Theme, WorldLit

**Advisory Prerequisites:** Upperclass standing

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [POLSCI 339 - Evol Communism, Section 001](#); [SOC 426 - Evol Communism, Section 001](#)

**Primary Instructor:** [Gallagher, Mary E](#); [homepage](#)

An analysis of China's remarkable evolution to develop an understanding of the present system's capacity to deal with the major challenges that confront it in the political, economic, social, environmental, and security arenas.

## **ASIAN 480 - Topics in Asian Studies Section 001**

*Secular Enchantments: Technology and Modernity in the Asia-Pacific*

**Credits:** 3

**Repeatability:** May be repeated 4 times.

**Primary Instructor:** [de la Cruz, Deirdre Leong](#)

For centuries some correspondence between technological innovation and rationalism has been assumed. Yet throughout the world technological innovation has also gone hand in hand with practices which may be considered not so rational: Photographs are used to communicate with the dead, street cars are believed to be possessed by evil spirits, animist rituals of sacrifice are performed to ensure the smooth functioning of an industrial machine, and on. In the 19th and early 20th centuries, some technologies that enabled the displacement of religion by secular nationalism also provided new sites for the collective practice of superstition. Are such responses to be read as misrecognitions of a given technology's function? Are they active resistances to modernity? Or are they ways of reasoning technology's own illogical transformations of space and time and presence? This course will pursue these and related questions in the Asia-Pacific region by looking at several cases where the introduction of modern technology inspired, rather than dispelled, new ideas about magic and/or resuscitated old forms of supernatural belief. Students will be expected to produce and present short response papers to the readings, actively participate in discussion, and write a final paper.

## **ASIAN 480 - Topics in Asian Studies**

### **Section 003**

#### *Chinese Popular Religion*

**Credits:** 3

**Repeatability:** May be repeated 4 times.

**Primary Instructor:** [Robson, James](#)

The religious landscape of contemporary China is filled with surprises around every corner, from the dramatic revival of all forms of religious practice in the past few years to the appearance of small shrines in restaurants and the religious veneration of Mao. While these practices are clearly related to the social and economic changes brought by modernity, they should not be dismissed as aberrant "commercialized" practices that depart from "pure" traditional religious movements like Buddhism, Daoism, and Confucianism. Popular practices have long been intertwined with those "official" religions and have been actively supported and propagated in modern Chinese religious institutions. This course will trace the historical development of Chinese religions (including their doctrinal positions) in relationship to popular movements — from early folk religion through the recent resurgence of "religion" in modern China. Some of the main themes that will be covered in this course include: the yearly festival calendar, veneration of ancestors, exorcism and spirit possession, beliefs in ghosts and fantastic demons, conceptions of religious time and space, pilgrimage, religion and healing, the effects of modernity on new religious movements, and religion and the modern Chinese state. This course provides a critical survey of these main themes in the history of Chinese popular religion. The primary aim of this course is to reconsider the nature of the Chinese religious landscape and look closely at the religious characteristics of what Chinese people do, even if those practices do not fall neatly within the accepted categories of what the "state" has determined as "orthodox" religion.

## **ASIAN 499 - Independent Study-Directed Readings**

### **Section 001**

**Credits:** 1 – 4

**Other:** Indpnt Study  
**Consent:** With permission of instructor.  
**Advisory Prerequisites:** Permission of instructor.  
**Other Course Info:** F, W, Sp/Su, Sp, Su.  
**Repeatability:** May be repeated for 8.00 credit(s).

Directed readings or research in consultation with a member of the Asian Studies faculty

## **ASIAN 501 - Social Scientific Studies of Historical and Contemporary China Section 001**

**Credits:** 3  
**Other:** Theme  
**Consent:** With permission of department.  
**Advisory Prerequisites:** Permission of instructor.  
**Repeatability:** May be repeated 2 times.  
**Cross-Listed Classes:** [CCS 501 - China Social Science, Section 001](#); [HISTORY 549 - China Social Science, Section 001](#); [POLSCI 501 - China Social Science, Section 001](#); [SOC 527 - China Social Science, Section 001](#)  
**Primary Instructor:** [Lee,James](#)  
**Instructor:** [Tardif,Twila Z](#)

CCS 501 is part of a two-semester Interdisciplinary Seminar in Chinese Studies intended for M.A. and Ph.D. students from all disciplines. Disciplinary departments create barriers between shared problems, methods, and sources. ISCS is designed to recover and highlight the connecting links of Chinese Studies: the multidimensional study of China encompassing all social groups and the entire range of human experience, from literature and the visual arts to politics and economics. There are no formal prerequisites, except permission of the instructors.

CCS 501 will introduce graduate students to current issues in social scientific studies of China, emphasizing different methodological approaches drawn from multiple disciplines. The course will address four common themes — family and social organization, poverty, social stratification and social mobility, and political economy — that intersect the multiple social science disciplines. Each class will discuss one or more disciplinary approaches to a common subject through class discussion of exemplary studies of China. We will discuss the existing state of the field on each subject and emphasize the different research design and data available for such studies.

## **ASIAN 534 - Seminar in Chinese Drama Section 001**

*Traditional Chinese Theater in the Modern World*

**Credits:** 3  
**Other:** Theme  
**Advisory Prerequisites:** ASIANLAN 410. Graduate standing.  
**Repeatability:** May be repeated for 9.00 credit(s).

**Primary Instructor:** [Rolston, David Lee](#)

Theater was the mass media of its day in China, and even though it has had to compete with a variety of new media over time, it has retained its cultural importance. Various attempts have been made to harness the power of Chinese theater to achieve social goals, culminating in the Model Revolutionary Operas of the Cultural Revolution. Beginning with an introduction to traditional Chinese theater as a system produced and consumed in ways alien to our present day conceptions of theater, in this seminar we will then see that what is now thought of as "classical Chinese theater" is really a product of the early 20th century, and represents a response, among other things, to the new need to have a "national theater" that could be shown with pride to Westerners. We will look at various attempts to modernize Chinese theater through the incorporation of new ideologies and technologies, a process that continues unabated today. The class is open to anyone who has completed three years of modern Chinese at the college level or has an equivalent competency in Chinese. Please contact the instructor for details.

## **ASIAN 550 - Seminar in Cultural and Comparative Studies of Asia Section 001**

**Credits:** 3

**Advisory Prerequisites:** Graduate standing.

**Repeatability:** May be repeated 3 times. May be elected more than once in the same term.

**Primary Instructor:** [Nornes, Mark H](#)

**Instructor:** [Florida, Nancy K](#)

In this seminar the student is introduced to a set of theoretical topics that are relevant to the comparative and critical study of Asia. Rather than focusing on a particular region, historical period, or disciplinary perspective, the course seeks to equip students with tools essential for a sophisticated and compelling analysis of a variety of regions, historical periods, and disciplinary perspectives. These tools will allow them to move more easily across the disciplines of Asian studies by, among other things, exploring the historical foundations of those disciplines. The readings will offer a variety of strategies for understanding Asian cultures, pairing readings in social theory with monographs that concern specific Asian materials. Students will thereby gain a purchase on critical theory and productive ways of using it in the study of cultures across national and/or disciplinary boundaries.

## **ASIAN 554 - Modern Japanese Literature Section 001**

*Shishosetsu and Its Refractions: Fiction of the Taisho Period*

**Credits:** 3

**Advisory Prerequisites:** ASIAN, ASIANLAN 428.

**Repeatability:** May be repeated for 9.00 credit(s).

**Primary Instructor:** [Ito, Ken K](#)

What would literary history look like flattened out? If it wasn't, in fact, history at all as we understand it but more static, the topography of a field rather than a

genealogy through time? This seminar will examine the literary world of Meiji 22 (1889) as a way to ask larger questions about how a literary field is constituted; what the relationship is between high and low aesthetics; between literary and non-literary discourses; between discourses and events. Readings will be drawn from canonical writers (Kitamura Tōkoku, Kōda Rohan, Mori Ōgai) as well as less canonical figures (Aeba Kōson, Ishibashi Ningetsu, Kuroiwa Ruikō), translations (of Alexander Dumas fils, Victor Hugo, Anna Catherine Green), and reprints of earlier bestsellers (by Kyokutei Bakin and Tamenaga Shunsui). We will also dip the broader cultural archive (newspapers, journals, ephemera) and frame our discussion in relation to recent Japanese criticism (Karatani Kōjin, Komori Yōichi, Kōno Kensuke, Suga Hidemi) and theoretical readings (Adorno, Benjamin, Bourdieu, Eco, Feyerabend, Gramsci, Kracauer).

## **ASIAN 699 - Directed Readings Section 001**

**Credits:** 1 – 6

**Other:** Indpnt Study

**Consent:** With permission of instructor.

**Advisory Prerequisites:** Permission of instructor.

**Repeatability:** May be repeated for 15.00 credit(s). May be elected more than once in the same term.

Designed for individual students who have an interest in a specific topic (usually that has stemmed from a previous course). An individual instructor must agree to direct such a reading, and the requirements are specified when approval is granted.

## **ASIAN 799 - Master's Essay in Japanese Studies Section 001**

**Credits:** 1 – 6

**Consent:** With permission of instructor.

**Advisory Prerequisites:** Master's student in Asian Studies. Graduate standing and permission of instructor.

**Repeatability:** May not be repeated for credit.

Students electing the thesis track must complete the Master's Essay. The Master's Essay is a substantial research paper reflecting interdisciplinary training and the ability to use Western language literature and Japanese language sources. The thesis is usually undertaken in the last term of the degree program, under the supervision of two Center faculty. Students in the joint degree programs should refer to the appropriate sections in the CJS handbook for additional requirements specific to their program.

## **ASIAN 990 - Dissertation Research - Precandidate Section 001**

**Credits:** 1 – 8

**Credit Exclusions:** This course replaces JAPANESE 990, CHIN 990, and BUDDHST 990.

**Consent:** With permission of instructor.

**Advisory Prerequisites:** Graduate standing and permission of instructor. Election for dissertation work by doctoral student not yet admitted as a Candidate. Grading: Grading basis of 'S' or 'U'.

**Repeatability:** May be repeated 4 times.

## **ASIAN 995 - Dissertation Research - Candidate Section 001**

**Credits:** 8

**Credit Exclusions:** This course replaces JAPANESE 995, CHIN 995, and BUDDHST 995.

**Consent:** With permission of department.

**Enforced Prerequisites:** Graduate School authorization for admission as a doctoral Candidate

**Grading:** Grading basis of 'S' or 'U'.

**Repeatability:** May be repeated 4 times.

## **ASIANLAN 101 - First Year Chinese I Section 101**

**Credits:** 5

**Credit Exclusions:** Native or near-native speakers of Chinese are not eligible for this course. No credit granted to those who have completed or are enrolled in ASIANLAN 103.

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Tao, Hilda Hsi-Huei](#)

ASIANLAN 101 is an introductory course for students who do not understand or speak any Chinese. (If you speak Chinese, this is not the right course for you. Take the placement exam in the fall for ASIANLAN 104.) In this course, students are expected to achieve control of the sound system (especially the 4 tones), basic sentence patterns, aural comprehension, daily conversations and writing characters. 374 characters will be introduced in this course. Students are required to perform skits in front of the class almost every week. A written quiz or test will be given every Tuesday and Thursday. This is a 5 credit course. Students have class one hour per day.

Textbooks: (1) *Integrated Chinese* (Level One, Part I) - Textbook, Workbook, Character Workbook (all in Traditional Character Edition); (2)

Getting Around in Chinese — Chinese Skits for Beginners

## **ASIANLAN 104 - Reading & Writing Chinese I Section 001**

**Credits:** 4

**Credit Exclusions:** No credit granted to those who have completed or are enrolled in ASIANLAN 101, 102, 103.

**Advisory Prerequisites:** Permission of instructor

**Repeatability:** May not be repeated for credit. Primary

**Primary Instructor:** [Gu, Karen](#)



This course, to be taught in Chinese, is designed for students with native or near-native speaking ability in Chinese, but little or no reading and writing ability. It serves as equivalence for ASIANLAN 101-102. Students meet four hours per week with a focus on reading and writing. Coursework will be graded on the basis of daily classroom performance, daily quizzes, periodic tests, and homework assignments. Students must have the permission of the instructor in order to register for this course. Most students will receive this permission via a placement test, which is held on the Friday before fall classes begin. For test information, please refer to <http://www.lsa.umich.edu/asian/chinese/>.

## **ASIANLAN 125 - First Year Japanese I Section 001**

**Credits:** 5

**Credit Exclusions:** Native or near-native speakers of Japanese are not eligible for this course. No credit granted to those who have completed or are enrolled in ASIANLAN 127 or 129.

**Repeatability:** May not be repeated for credit.

**Instructor:** [Emori, Shoko](#)

This course is designed for students who have less than the equivalent of one year's study of Japanese at the University of Michigan. The goal of the course is the simultaneous progression of four skills (speaking, listening, writing, and reading) as well as becoming familiar with aspects of Japanese culture which are necessary for language competency. Recitation sessions are conducted in Japanese emphasizing speaking/reading in Japanese contexts at normal speeds. Analyses, explanations, and discussions involving the use of English are specifically reserved for lectures. It is expected that, by the end of the academic term, students will have basic speaking and listening comprehension skills, a solid grasp of basic grammar, reading and writing skills in Hiragana and Katakana, and will be able to recognize and produce approximately 58 Kanji in context.

**Texts:** *Genki* Vol.1, Tokyo: The Japan Times, 1998.

## **ASIANLAN 129 - Intensive Japanese I Section 001**

**Credits:** 10

**Credit Exclusions:** No credit granted to those who have completed or are enrolled in ASIANLAN 125, 126, or 127.

**Waitlist Capacity:** 5

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [RCLANG 196 - Intensive Japanese I, Section 001](#)

**Primary Instructor:** [Sato, Tetsuya](#)

This course is designed for you to learn Novice (beginning)-level Japanese language in an intensive, semi-immersion setting. It is "intense" because we will study a normally two-semester amount of materials in one semester. It is "semi-immersion" in that in our classroom we constantly simulate authentic communicative interactions with speakers of Japanese, and will use the target language as much as possible

while minimizing the use of English. Through extensive communication practice in classroom activities, we will work on developing all four skills (listening, speaking, reading, and writing, using *hiragana*, *katakana* and 177 *kanji*) along with cultural understanding. You will learn to acquire a sentence-level command in limited topics around everyday life for college students. Most course-related activities are collaborative in nature. You are also required to attend minimum three hours of co-curricular activities, such as the Lunch Tables and Conversation Tables, per week. (No prior knowledge in Japanese is assumed; if you have studied Japanese before, the instructor's permission is required).

## **ASIANLAN 135 - First Year Korean I Section 001**

**Credits:** 5

**Credit Exclusions:** Native or near-native speakers of Korean are not eligible for this course. No credit granted to those who have completed or are enrolled in ASIANLAN 137.

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Cho. Haewon](#)

ASIANLAN 135, the first of the two-term sequence (ASIANLAN 135 and ASIANLAN 136), is for those who have no or minimal proficiency in Korean. This course introduces the basic structures of Korean while focusing on the development of speaking, listening, reading, and writing skills. The class regularly meets five times per week – two hours of lecture and three hours of aural/oral practice – and daily attendance is expected. In addition, students are required to do additional hours of work for practice on their own. The checkpoints for evaluation include homework assignments, weekly quizzes, vocabulary quizzes, oral interviews, chapter tests, and final exam. Those who successfully complete the course will gain sustained control of basic conversation.

## **ASIANLAN 138 - Reading and Writing Korean I Section 001**

**Credits:** 5

**Credit Exclusions:** No credit granted for students who have completed or are enrolled in ASIANLAN 135, 136, or 137.

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Ko, Insung](#)

This course, the first of the two-term sequence (ASIANLAN 138 and ASIANLAN 238), is for students who were raised in a home where Korean was spoken, who speak or merely understand Korean, and students who have some speaking abilities of daily Korean but who know little of how to read and write in Korean. This course will cover regular ASIANLAN 135 and 136 course materials in one academic term. After completing ASIANLAN 138, students will be able to continue their study of Korean by enrolling in ASIANLAN 238 (Reading & Writing Korean II). While this course focuses on developing their comprehensive competence in listening, speaking, reading, and writing, more emphasis will be given to reading and writing Korean. This class meets five hours per week. Students with previous experience with Korean should contact the instructor for a placement into the course.

## **ASIANLAN 201 - Second Year Chinese I Section 006**

**Credits:** 5

**Credit Exclusions:** No credit granted to those who have completed or are enrolled in ASIANLAN 203.

**Enforced Prerequisites:** ASIANLAN 102 or 103

**Advisory Prerequisites:** Native or near-native speakers of Chinese are not eligible for this course.

**Course Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Zhuang, Huaping](#)

Students electing ASIANLAN 201 should have mastered the language material in Integrated Chinese Level 1. The goals of ASIANLAN 201 are to help students: (a) improve their spoken and aural proficiency; (b) achieve a solid reading level with the roughly 500 new vocabulary entries introduced over ten lessons; and (c) learn to express themselves clearly in writing on a variety of covered topics using learned grammar patterns and vocabulary. These goals are approached through grammar and reading-writing lectures, classroom drills, listening and speaking activities, and written quizzes and tests. An underlying theme of the course is that, insofar as language is a systematic reflection of culture, understanding the link between language and culture can make the language easier — and more fascinating — to learn.

**Text:** Integrated Chinese Level II (Cheng & Tsui Co., 1997).

## **ASIANLAN 205 - Mandarin Pronunciation Section 001**

**Credits:** 2

**Advisory Prerequisites:** ASIANLAN 101

**Repeatability:** May not be repeated for credit.

This course, designed as a supplement to core Chinese courses and offered both Fall and Winter terms, gives students at varying proficiency levels the opportunity to fine-tune their production of standard Chinese consonants, vowels, and tones. By learning principles of Mandarin syllable structure and articulation, students will learn how to recognize and correct their own pronunciation/tone errors. Rigorous in-class drills and regular mini-quizzes, as well as several oral assignments (recordings submitted on-line), will build students' competence from word- to phrase- to discourse-level accuracy. A semester-initial assessment will identify each student's needs (so that the course can be customized accordingly) while a semester-final evaluation will assess each student's progress. Knowledge of Pinyin Romanization is presumed.

Note: This is strictly a pronunciation course; students aiming to improve their overall proficiency should consider core courses or, to strengthen conversational fluency, ASIANLAN 305 and ASIANLAN 306. Native speakers of Cantonese with advanced literacy should opt for ASIANLAN 307 (which targets pronunciation problems unique to Cantonese speakers and presumes no knowledge of Pinyin) or ASIANLAN 308 (which focuses on Mandarin conversational fluency).

## **ASIANLAN 225 - Second Year Japanese I Section 001**

**Credits:** 5

**Credit Exclusions:** No credit granted to those who have completed or are enrolled in ASIANLAN 227 or 229.

**Enforced Prerequisites:** ASIANLAN 126, 127 or 129.

**Advisory Prerequisites:** Native or near-native speakers of Japanese are not eligible for this course.

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Hanai, Yoshiro](#)

Further training is given in all four language skills (speaking, reading, listening, and writing) for students who have acquired basic language proficiency. The aim of the oral component is to provide the student with the speaking and comprehension skills necessary to function effectively in more advanced practical situations in a Japanese-speaking environment. In the reading and writing component, emphasis is on reading elementary texts, developing an expository style, and writing short answers/essays in response to questions about these texts. Approximately 110 Kanji are covered. Discussions on the social and cultural use of language are provided through various video tapes. Students are required to attend five hours of class per week: two hours of lecture and three hours of recitation. Recitation sessions emphasize speaking/reading in Japanese at normal speed with near-native pronunciation, accent, and appropriate body language and are conducted entirely in Japanese. Analyses, explanations, and discussions involving the use of English are reserved for lectures.

**Text:** *Genki* Vol.2, Tokyo: The Japan Times, 2000.

## **ASIANLAN 235 - Second Year Korean I Section 001**

**Credits:** 5

**Credit Exclusions:** Native or near-native speakers of Korean are not eligible for this course. No credit granted to those who have completed or are enrolled in ASIANLAN 237 or 238.

**Enforced Prerequisites:** ASIANLAN 136 or 137

**Prerequisites:** Native or near-native speakers of Korean are not eligible for this course.

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Cho, Haewon](#)

ASIANLAN 235 is the first of the two-term sequence of Second-Year Korean (ASIANLAN 235 and 236). Students will consolidate knowledge of basic grammar and extend the range of grammar and vocabulary acquired in First-Year Korean. Speaking, listening, reading, and writing are equally emphasized in this course in order to develop well-balanced functional proficiency in Korean. Through skits, compositions, homework, simulations of real situations and contexts, students will have ample opportunities to develop communication skills in writing and speaking that are grammatically accurate and socio-linguistically appropriate.

**Prerequisite:** ASIANLAN 136. Students with previous experience with Korean should contact the instructor for a placement into the course.

## **ASIANLAN 301 - Third Year Chinese I Section 001**

**Credits:** 5

**Credit Exclusions:** No credit granted to those who have completed or are enrolled in ASIANLAN 303 or 304.

**Enforced Prerequisites:** ASIANLAN 202 or 203

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Liu,Wei](#)

This course, designed for students who have completed two years of Chinese study, is the start of a transition from narrative style to written style. It continues with a balanced requirement in all the four basic skills — listening, speaking, reading and writing. The class meets five hours per week. The textbook, *A New Chinese Course Book II*, covers 12 aspects of contemporary Chinese society and culture, and enhances cultural awareness in terms of language training. Student work is evaluated on the basis of daily attendance, exercises, homework, oral and writing tests, and term project. The class is conducted mainly in Chinese. Native or near-native speakers of Chinese who want to improve their reading and writing skills should take ASIANLAN 304, Reading and Writing Chinese III.

## **ASIANLAN 304 - Reading and Writing Chinese III Section 001**

**Credits:** 4

**Enforced Prerequisites:** ASIANLAN 204

**Advisory Prerequisites:** ASIANLAN 204. Conducted solely in Chinese.

**Other Course Info:** Taught in Chinese.

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Liu,Wei](#)

This course is designed for students of Chinese with native or near-native oral performance. The emphasis of training is in reading and writing although oral activities remain part of the course requirement. The textbook, *China Scene: An Advanced Chinese Multimedia Course*, carries authentic articles reflecting various aspects of life in contemporary China. Students will be exposed to advanced-level language structures, expressive styles, and cultural knowledge relevant to selected topics. It is expected that, assisted by web searches for up-to-date information as well as classroom discussions, students will build their vocabulary and sentence patterns from each lesson, and learn to recognize and use a variety of linguistic registers in both their oral and writing practice. For many of the students who have completed ASIANLAN 104 and 204, a more appropriate course will be ASIANLAN 301.

**Advisory Pre-requisite:** Permission of Instructor

## **ASIANLAN 305 - Advanced Spoken Chinese I Section 001**

**Credits:** 2

**Enforced Prerequisites:** ASIANLAN 202 or 203

**Advisory Prerequisites:** ASIANLAN 202 or 203

**Repeatability:** May be repeated 2 times.

**Primary Instructor:** [Gu, Karen](#)

This course, designed as a spoken supplement to post-second-year Chinese core courses, is intended to help non-native-speaking students strengthen their oral/aural competence. Students will have two hours a week to talk, talk, and talk. Class sessions are structured around semi-weekly themes, with one day devoted to theme introduction/discussion, and two days devoted to student presentations and question/answer exchanges. Evaluation is based on oral assignments (recordings submitted online), presentations, and in-class participation. Native or near-native speakers of Mandarin cannot earn credit for this course.

## **ASIANLAN 307 - Mandarin for Cantonese Speakers I Section 001**

**Credits:** 2

**Advisory Prerequisites:** ASIANLAN 302

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Chen, Qinghai](#)

This course is specifically designed to help Cantonese-speaking students who have advanced Chinese reading and writing skills but lack oral Mandarin (Putonghua) competence. Classroom activities, based on intensive pinyin drills, exclusively consist of guided oral practice and corrections. Native Cantonese speakers without an advanced level in reading and writing are encouraged to attend Chinese core courses or, if qualified, ASIANLAN 305.

## **ASIANLAN 325 - Third Year Japanese I Section 001**

**Credits:** 4

**Credit Exclusions:** No credit granted to those who have completed or are enrolled in ASIANLAN 327.

**Enforced Prerequisites:** ASIANLAN 226, 227, or 229.

**Advisory Prerequisites:** Native or near-native speakers of Japanese are not eligible for this course.

**Repeatability:** May not be repeated for credit.

**Instructor:** [Okudera, Fumie](#); [Oka, Mayumi](#); [Kondo, Junko](#); [Suzuki, Shinya](#)

This course of three one and a half hour lecture/recitation classes a week and aims to cultivate an intermediate level of linguistic, pragmatic, and socio-cultural language competence. Developing reading skills is one of the focuses of this course.

The textbook consists of main texts, pre and post activities, conversation and grammar practices, cultural video clips, kanji practice sheets, etc. A variety of topics

from traditional to current aspects of Japan are introduced in the text, and approximately 600 kanji are covered. Various kinds of project such as skit and individual speech presentations and short writings are assigned throughout the semester.

Text: The third year Japanese Textbook(from early-intermediate to post-intermediate) Original textbook by University of Michigan Japanese Language Program: Kuroshio shuppan, to be published in 2009.

## **ASIANLAN 335 - Third Year Korean I Section 001**

**Credits:** 4

**Enforced Prerequisites:** ASIANLAN 236 or 237

**Advisory Prerequisites:** Native or near-native speakers of Korean are not eligible for this course. **Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Cho,Haewon](#)

This is the first course in the third year. The goals of this course are to help students continue to build the four language skills – reading, listening, speaking, and writing – at the advanced intermediate level. In this course, students:

- review and strengthen their grasp of some basic areas of grammar,
- build their active and passive vocabulary through class activities and readings,
- improve their speaking ability by regular participation in small-group discussions, skits, and presentations in class,
- expand reading and vocabulary skills through Hanja and extra authentic materials,
- improve their writing by regular homework assignments and essays, and
- work with video tapes, DVDs, CDs, and sites on the web appropriate to the cultural themes covered in class.

**Prerequisite:** ASIANLAN 236. Students with previous experience with Korean should contact the instructor for placement into the course.

## **ASIANLAN 401 - Fourth Year Chinese I Section 001**

**Credits:** 4

**Enforced Prerequisites:** ASIANLAN 302, 303, or 304

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Chen,Qinghai](#)

This course, the first part of the fourth-year Chinese language core course, is intended to help students with three years of Chinese studies to further develop their language ability in modern Chinese. All aspects of the language —listening, speaking, reading and writing—are emphasized by way of carefully selected texts and meticulously developed exercises in the textbook *Advanced Chinese: Intention, Strategy, and Communication*. Through various forms of language practice, students are expected not only to read original materials with less reliance on a dictionary and

at a faster speed, but also to improve their productive skills, oral and written, at the discourse and rhetorical levels. Another objective of the course is to enhance students' cultural awareness. Classes are conducted in Chinese. Assessment will be based on attendance, participation, homework, tests, and exams. Native speaking Chinese students interested in improving their comprehensive foundation in the language can also benefit from this course.

Non-native speaking students in this course are encouraged (but not required) to take ASIANLAN 305, Advanced Spoken Chinese I, simultaneously.

## **ASIANLAN 404 - Reading and Writing Chinese IV Section 001**

**Credits:** 4

**Enforced Prerequisites:** ASIANLAN 304

**Advisory Prerequisites:** ASIAN, ASIANLAN 304 or equivalent

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Mao, Fengjun](#)

This course is designed for native-speaking Chinese students who have acquired a relatively high level of language competence (typically through years of regular education in a Chinese speaking country or area) and want to further improve their abilities in modern Chinese. It may also be taken as the continuation of ASIANLAN 304, Reading and Writing Chinese III. Requirements include both accuracy and speed in reading and writing in a variety of subjects and genres as well as an individually designed term project. Emphasis is placed on actual language use rather than linguistic knowledge. Instruction and discussion are conducted in Chinese. Assessment is based on attendance, participation, and quality of work. Non-native speaking students with exceptional comprehensive Chinese proficiency may also be accepted into this course.

## **ASIANLAN 405 - Chinese for Professions I Section 001**

**Credits:** 3

**Enforced Prerequisites:** ASIANLAN 302, 303, or 304

**Advisory Prerequisites:** ASIANLAN 302, 303, or 304 or equivalent

**Repeatability:** May not be repeated for credit.

**Rackham Information:** Rackham credit requires additional work.

**Primary Instructor:** [Mao, Fengjun](#)

The course focuses on language study with regard to China's fast-changing economic situation and business environment. Through intensive practice in listening, speaking, reading and writing in business contexts, students will not only acquire vocabulary, phrases and sentence patterns commonly used in contemporary Chinese business communications, but also become familiar with China's current business practices and trends. Materials cover 25 topics in seven units, namely, open door policy, development of finance, marketing, management, foreign trade, pillar industries, and hot topics. Activities and assignments around these topics are designed to facilitate actual language use in the real business world as well as further studies for this special purpose. Classes are conducted in Chinese. This course is intended to form a series with ASIANLAN 406, Chinese for the Professions II, which is task-based and



computer-oriented with an emphasis on "learning by doing," usually offered in the winter academic term.

## **ASIANLAN 409 - Literary Chinese I Section 001**

**Credits:** 4

**Enforced Prerequisites:** ASIANLAN 202 or 203

**Advisory Prerequisites:** ASIANLAN 202 or 203

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Rolston, David Lee](#)

For more than three thousand years, down to the early 20th century, the vast majority of Chinese texts were written in Literary Chinese (*wenyan*). For a considerable period of history, Literary Chinese also served as the international written language for the countries of East Asia. *Wenyan* literature is an important part of the cultural heritage of all humankind.

Although after the May Fourth Movement (*Wu-si yundong*) of the early twentieth century, *baihua* or colloquial-style language replaced *wenyan* as the literary norm, *wenyan* expressions and constructions are still frequently encountered in written and even spoken Chinese, and it is difficult to go far beyond the basic level in modern Chinese without some knowledge of *wenyan*. The purpose of the course sequence 'Literary Chinese I - II' (ASIANLAN 409-410) is to help students gain access to this heritage.

In Literary Chinese I, our goal is to build a foundation in the grammatical structures, basic vocabulary, and rhetorical patterns of Literary Chinese, all of which are significantly different from those of modern Chinese. Completion of second-year Chinese (ASIANLAN 202 or 203) or the equivalent is a prerequisite for the course. Both English and Chinese may be used in class, and the use of Chinese is encouraged; generally, oral translations may be done into either English or modern Chinese. Some written assignments will require Chinese-English translation, however.

## **ASIANLAN 425 - Media Japanese I Section 001**

**Credits:** 3

**Enforced Prerequisites:** ASIANLAN 326 or 327

**Advisory Prerequisites:** ASIANLAN 326 with B- or above or pass a placement test.

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Hanai, Yoshiro](#)

The course consists of two - one and a half hour lecture/recitation classes a week and aims to cultivate an advanced level of linguistic, pragmatic, and socio-cultural language competence. In order to facilitate the simultaneous development of all four skills at an advanced level, various media resources including news and films are used as supplemental materials. The course is focused on increasing the number of complex sentences and expressions to build up to a coherent paragraph and also increasing the understanding and knowledge of Japanese society and culture. The

acquired knowledge should be reflected in students' opinions and impressions described in both speaking and writing.

**Text:** *Authentic Japanese: Progressing from Intermediate to Advanced*, Tokyo: The Japan Times, 2000.

## **ASIANLAN 429 - Japanese Through Business and Social Topics I Section 001**

**Credits:** 3

**Enforced Prerequisites:** ASIANLAN 326 or 327

**Advisory Prerequisites:** ASIANLAN 326 with B- or above or pass a placement test.

**Repeatability:** May not be repeated for credit. Rackham Information: Rackham credit requires additional work.

**Primary Instructor:** [Kondo, Junko](#)

This course aims to further develop Japanese language competence through readings and discussion on business-related topics. The main purpose of the course is to advance reading, listening, and speaking skills and increase vocabulary essential to discussions of business and social issues. Students will be introduced to broad Japanese business-related topics to develop an understanding of cultural, political, and other factors influencing business practices. The course also covers basic business conversation and business manners. Students will review honorific expressions for their proper application to various business situations. Class materials include authentic materials such as newspaper and magazine articles, government reports, statistics, videos, and interview recordings. No prior knowledge of Japanese business is necessary.

**Text:** *Business no tame no nihongo*, Tokyo: 3A Network, 2006.

## **ASIANLAN 433 - Classical Japanese I Section 001**

**Credits:** 4

**Enforced Prerequisites:** ASIANLAN 226 or 227

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Ramirez-Christensen, E](#)

For this term, the course is conceived as an introduction to the classical language for Japanese-area undergraduate majors and graduate specialists in any field who have completed at least the second year level of modern Japanese. It aims to teach the rudiments of classical grammar by using the long and rich tradition of waka (the five-line, 31-syllable classic poem) and shorter stories as primary materials for study. We will read and carefully analyze poems, both from a grammatical and religious perspective, from the Buddhism scrolls of the imperial waka anthologies; from individual anthologies of poet-monks Saigyô and Shinkei; Buddhist stories from Konjaku monogatari, Hosshinshu and other collections; and passages from Nô plays with Buddhist themes, such as Yamamba. Course work consists of grammatical analysis, interpretive commentary, and quizzes. Depending on the composition of the class, a final term paper may be required which can be a short collection of original

translations or a research paper on any work or group of works of interest to the student.

## **ASIANLAN 435 - Readings in Modern Korean I Section 001**

**Credits:** 3

**Enforced Prerequisites:** ASIANLAN 336

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Ko, Insung](#)

This course is designed to cultivate an advanced level of linguistic, pragmatic, and socio-cultural language competence and to develop functional proficiency at all four aspects of languages: reading, writing, speaking and listening. The four different skills of Korean will be developed by dealing with a variety of authentic materials such as newspaper editorials, major literature, films, academic journals, news, current affairs, etc. Focus is on increasing students' ability to express their own ideas as convincingly and precisely as possible in Korean. In particular, it will focus on the use of writing and speaking to foster an understanding of varied communicative functions of language. Students will also work on increasing vocabulary and Chinese characters and perfecting sentence structure for oral and written communication in various formats: formal and informal.

We discuss a variety of topics about Korea in this semester. The instructor will use Korean unless it causes serious communication problem. Students, also, are expected to use Korean in class.

## **ASIANLAN 439 - Academic Japanese I Section 001**

**Credits:** 2

**Advisory Prerequisites:** ASIANLAN 326 with A- or above or pass a placement test. Students must also have mastery of over 1500 kanji and a solid foundation in grammar and reading.

**Repeatability:** May not be repeated for credit. Rackham Information: Rackham credit requires additional work.

**Primary Instructor:** [Emori, Shoko](#)

This course focuses on the development of competence in academic Japanese, especially proficiency in reading and writing, to enhance students' academic language ability for research using Japanese source materials or study at a Japanese university. Skills covered include rapid reading (skimming and scanning skills), intensive reading for comprehension, lecture comprehension, effective note-taking, participation in discussions, and the appropriate organization of research projects and presentations. Students will also watch video clips and read newspaper articles on current events and participate in discussions to further develop fluency and proficiency using advanced academic vocabulary and structure. In addition, the course will help students prepare for the first and second levels of the Japanese proficiency test offered by the Japan Foundation every December. Students must either have completed ASIANLAN 326 with an A- or above or pass a placement test.

Students must also have mastery of over 1000 *kanji* and a solid foundation in grammar and reading.

**Text:** *Rapid Reading Japanese*, Tokyo: The Japan Times, 2000.

## **ASIANLAN 499 - Independent Language Study Section 001**

**Credits:** 1 – 5

**Other:** Indpnt Study

**Consent:** With permission of instructor.

**Advisory Prerequisites:** Permission of Instructor.

**Repeatability:** May be repeated for 8.00 credit(s). May be elected more than once in the same term.

This course allows students to do additional academic work towards mastering an Asian language.

## **CCS 501 - Social Scientific Studies of Historical and Contemporary China Section 001**

**Credits:** 3

**Other:** Theme

**Consent:** With permission of department.

**Advisory Prerequisites:** Permission of instructor.

**Repeatability:** May be repeated 2 times.

**Cross-Listed Classes:** [ASIAN 501 - China Social Science, Section 001](#); [HISTORY 549 - China Social Science, Section 001](#); [POLSCI 501 - China Social Science, Section 001](#); [SOC 527 - China Social Science, Section 001](#)

**Primary Instructor:** [Lee,James](#)

**Instructor:** [Tardif,Twila Z](#)

CCS 501 is part of a two-semester Interdisciplinary Seminar in Chinese Studies intended for M.A. and Ph.D. students from all disciplines. Disciplinary departments create barriers between shared problems, methods, and sources. ISCS is designed to recover and highlight the connecting links of Chinese Studies: the multidimensional study of China encompassing all social groups and the entire range of human experience, from literature and the visual arts to politics and economics. There are no formal prerequisites, except permission of the instructors.

CCS 501 will introduce graduate students to current issues in social scientific studies of China, emphasizing different methodological approaches drawn from multiple disciplines. The course will address four common themes — family and social organization, poverty, social stratification and social mobility, and political economy — that intersect the multiple social science disciplines. Each class will discuss one or more disciplinary approaches to a common subject through class discussion of exemplary studies of China. We will discuss the existing state of the field on each subject and emphasize the different research design and data available for such studies.

## **CCS 650 - Independent Study in Chinese Studies Section 001**

**Credits:** 1 – 3

**Other:** Indpnt Study

**Advisory Prerequisites:** Master's students in Chinese Studies, and permission of instructor.

**Repeatability:** May be repeated for 3.00 credit(s).

Directed readings or research in consultation with a member of the Center for Chinese Studies faculty on a topic related to Chinese Studies.

## **CCS 700 - Master's Thesis in Chinese Studies Section 001**

**Credits:** 1 – 3

**Other:** Indpnt Study

**Advisory Prerequisites:** Master's students in Chinese Studies, and permission of instructor.

**Grading:** Grading basis of 'S' or 'U'.

**Repeatability:** May not be repeated for credit.

The Master's thesis is a substantial research paper reflecting interdisciplinary training and the ability to use Western language literature and Chinese language sources. Thesis research is undertaken under the supervision of a faculty or research associate of the Center of Chinese Studies, usually in the last term of the degree program.

## **COMM 439- Seminar in Journalistic Performance Section 003**

**Credits:** 3

**Repeatability:** May be repeated for 6.00 credit(s). May be elected more than once in the same term.

**Meet Together Classes:** [COMM 439- Journalism Perf, Section 004](#)

**Primary Instructor:** [Warner, Fara Taye](#)

Journalism and the concepts of freedom of the press are in turmoil and under attack globally. In this course, we will look at the issues facing journalism in the United States and around the world, including the continued growth of the Internet as a disruptive information source and the demise of traditional newspapers. We will discuss the power of new types of journalism from blogging to MySpace to the power of television programs such as *The Daily Show* with John Stewart in the political journalism arena. We will focus on how journalism is practiced in China, Africa and the Middle East and the fight for the freedom of the press in those regions. We will discuss how the coverage of world events is shifting from a focus on politics to a focus on business, particularly in countries such as China and India. We will discuss how this shift changes our perception of these countries. One important aspect of this course will be to expose students to the global media by assigning international newspapers, magazines and broadcasts to students for discussion.

## **COMPLIT 122- Writing World Literatures**

## Section 003

**Credits:** 3

**Requirements & Distribution:** FYWR

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Ejmont, Sylvia D](#)

Does translation only happen between different languages, or does it happen even within our own? How do we translate each other and ourselves? In this course we will approach all acts of reading as translation in its broadest possible sense, working under the assumption that language is a perpetually diversifying, dynamic medium that changes as it is being used over time and space by individual speakers and cultural groups. We will consider what is lost and what is found in translation, reading various kinds of texts from diverse geographical and temporal locations—from medieval England, Renaissance Italy, to modern Japan, France, or Poland. To discover many worlds within words, students will do creative assignments and translations, as well as write critical essays. No knowledge of foreign languages is required.

## COMPLIT 280 - America and Its Others Section 001

**Credits:** 3

**Requirements & Distribution:** HU

**Repeatability:** May be repeated 2 times.

**Meet Together Classes:** [ASIAN 252 - Ug Sem Jpn Cult, Section 001](#)

**Primary Instructor:** [Ramirez-Christensen,E](#)

The seminar will examine the world's briefest known poem, the haiku.

- How does this 17-syllable, 3-line poem signify?
- What assumptions about the nature of language and meaning lie behind its composition and interpretation?
- What social milieu produced it?
- What is its link to Zen practice and other Zen arts?

Readings will be from the poetry and critical commentaries of the master Bashô and his disciples, with later poets such as Buson and Issa, as well as haiga (haiku paintings), providing opportunities for comparative study. The Western understanding of haiku in the Imagist movement, Ezra Pound, the beat generation, and Barthe's *Empire of Signs* will also be examined. Secondary sources are available in English, but given the brevity of the poems, analysis of some Japanese texts and their various English renditions will often be possible.

Requirements: 4 short papers, a 36-verse haikai linked sequence by the class, and individual English haiku compositions through the academic term.

## DUTCH 160 - First Year Seminar: Colonialism and its Aftermath Section 001

**Credits:** 3

**Requirements & Distribution:** HU

**Other:** FYSem, WorldLit

**Advisory Prerequisites:** Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor.

**Other Course Info:** Taught in English. F.

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Broos, Antonius J M](#)

The course introduces first-year students to cultural studies in general and Dutch Studies in particular, integrating social, political, and economic history with literary renderings, and artistic representations of colonialism. The Netherlands has been an active participant in shaping the world as we know it, through mercantile and political involvement around the globe. The Dutch were colonizers of Indonesia and its many islands, founders of New Amsterdam/New York, traders in West Africa, first settlers in Capetown in South Africa, and the first trading partners with the Japanese. The Netherlands held colonial power over Suriname until 1975; other West Indies islands, *i.e.*, Aruba, Bonaire, Curaçao are still part of the Dutch Kingdom. We will trace the origin and development of the Dutch expansion in the world, how countries were conquered and political systems were established. Mercantile gains as shown in the spice trade and the many aspects of the slave trade will be emphasized. The role of the Dutch East India Company (VOC), once called the world's largest multinational in the 17<sup>th</sup> and 18<sup>th</sup> century, will be examined. We will read from the vast body of Dutch literary works related to the East and West Indies, started as early as the 17<sup>th</sup> century.

## **ENGLISH 407 - Topics in Language and Literature**

### **Section 002**

*Literatures of Hawaii*

**Credits:** 3

**Waitlist Capacity:** unlimited

**Consent:** With permission of department

**Class Misc Info:** This course meets the New Traditions requirement for English concentrators.

**Repeatability:** May not be repeated for credit.

**Meet Together Classes:** [AMCULT 498 - Hum Appr, Section 002](#)

**Primary Instructor:** [Najita, Susan Y](#); [homepage](#)

As its literature attests, Hawai'i is simultaneously the uniquely multicultural fiftieth state of the Union, a colonial outpost, and the disputed sovereign nation of native Hawaiians. As might be expected, the literature of Hawai'i is a highly contested terrain ranging from works by native Hawaiian writers, "local" writers, and works by "foreigners." This course allows students to read and study the literary and oral traditions of Hawai'i, including works by writers of native Hawaiian, Chinese, Puerto Rican, Japanese, Filipino, and Korean descent, through competing paradigms which place Hawaii's literatures and cultures within the historical, social, and political contexts of western imperial expansion, globalization, Asian American literature, and the native Hawaiian movement toward autonomy and self-determination. The literatures of Hawai'i have been and can be read through these frameworks as well

as how they also problematize and contest these categories. We will examine dominant representations of the islands by Melville, London and Twain as well as contestatory representations by "local" writers such as Balaz, Holt, Trask, Murayama, Pak, Yamanaka, Zamora Linmark, and Cobb Keller. The course will also contextualize these authors within the broader critical paradigms of mainland Asian American literature as well as Pacific Island literatures.

## **ENGLISH 881- Seminar: Comparative or Interdisciplinary Study Section 001**

*Postcolonial Theory and Culture*

[Class Homepage](#)

**Credits:** 3

**Consent:** With permission of department.

**Advisory Prerequisites:** Graduate standing in English, Women's Studies, or English and Education Program.

**Repeatability:** May not be repeated for credit.

**Meet Together Classes:** [AMCULT 699 - Amer Cult-Lit, Section 002](#)

**Primary Instructor:** [Najita, Susan Y;](#)

**Instructor:** [Nagata, Donna Kiyo](#)

This course takes an interdisciplinary approach to the study of trauma by examining how the disciplines of clinical psychology and literary study attempt to understand and account for the effects of violence, war, and social upheaval, in the modern world. The instructors for this course have studied the topic of trauma in their disciplinary fields as it appears in the lives of Asians and Pacific Islanders as well as in artistic and literary productions. The disciplines of psychology and literary study have developed different approaches and methodologies as they consider the problem of trauma. For example, clinical psychology research often examines the correlates and effects of trauma, the clinical phenomenon of posttraumatic stress disorder, the gathering of case studies, interviews, and questionnaires, and issues related to diagnosis and treatment. In contrast, literary study, while also focusing on the manifestations/effects of trauma, is more concerned with the nature of trauma itself and the problems it poses for representation and analysis of literary and historical texts. Questions of literary concern include:

- How does the fact of trauma affect the shape of literary and historical narrative?
- How does it require different modes of reading and interpretation? Post-trauma memory, in this context, serves to focus legitimate analysis.

Our aim is to initiate thoughtful dialogue about these important differences:

- How do the methods, goals, and assumptions of literary and psychological inquiry differentially shape and contribute to our understanding of trauma — and specifically the experiences of Asians and Pacific Islanders?
- To what extent can knowledge generated from these two distinct fields inform one another?
- To what extent do the unique dynamics of Asian and Pacific Islander identities complicate the standard methods of academic work on trauma within these disciplines?



- How does each discipline address the historical context of experienced trauma, and to what degree are political, global factors addressed in their approaches?

Specific topics of inquiry include immigrant and refugee experiences of trauma, trauma due to human rights violations, experiences of colonization and racialization, World War II internment of Japanese Americans, forced sexual slavery under Japanese military occupation of Korea, intergenerational transmission of trauma, and approaches to healing and intervention. Evaluation will be based upon papers, class participation, and class presentation.

## **HISTART 194 - First Year Seminar Section 001**

*Global Encounters: Asia and the World*

**Credits:** 3

**Requirements & Distribution:** HU

**Cost:** 50-100

**Advisory Prerequisites:** Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor.

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Sloan, Anna J](#)

The final years of the fifteenth century heralded a new era in the relationship between Asia and distant parts of the globe. The arrival of Vasco da Gama on the west coast of India in 1498 established direct contact between Europe and maritime Asia. It also initiated centuries of commercial, cultural, artistic and technological exchange. This course explores facets of that exchange, pursuing case studies in India, Southeast Asia, China and Japan. Readings, lectures, and student projects will address the varied nature of Asia's encounters with the Portuguese, Dutch, and British, and more recently with global modernity and post-modernity. Topics include cartography, exotica, gift exchange, diplomacy and protocol, trade, missionary activity, colonization, Orientalism, and the post-colonial condition. I.III.IV. 3,4

## **HISTART 386 - Painting and Poetry in China Section 001**

**Credits:** 3

**Requirements & Distribution:** HU

**Advisory Prerequisites:** Upperclass standing and a course in archaeology.

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Powers, Martin J](#)

Many Chinese paintings can be "read" as visual poetry. Every image resonates with centuries of poetic writing, where each poem addresses human issues of interest to most of us even today: poverty, childhood, the loss of loved ones, individual against the establishment, family fights, unrequited love, injustice.....Each of these topics was addressed in both the painting and the poetry of China. Helping students to appreciate the human drama underlying such paintings and poems is one goal of this course. As a pedagogical aid, we will read a fair amount of modern American poetry, especially by authors who refer to or admire the Chinese tradition, including Wendell

Berry, Hayden Carruth and Gary Snyder. At another level, the relationship of pictures to texts is a more general art historical problem that has occupied some of the finest minds in both Europe and China. The problem continues to generate new and insightful writings by contemporary students of these cultural traditions, and so we will sample some Chinese critical literature on painting and poetry as well more contemporary approaches to word/image issues. By the end of the course students should have a store of analytical methods for relating pictures and texts generally, but will also understand a good deal about how to read a Chinese painting. There will be a midterm, a final, and a short paper (roughly 7 pages). There is no prerequisite. No cost for materials. III. 3

## **HISTART 694 - Special Studies in the Art of China**

### **Section 001** *Imitation, Reference, and Citation in Chinese Painting*

**Credits:** 2 – 3

**Other:** Theme

**Cost:** <50

**Advisory Prerequisites:** Graduate standing and permission of instructor.

**Repeatability:** May be repeated for 9.00 credit(s).

**Primary Instructor:** [Powers, Martin J](#)

The subject of this course is the impact of historical consciousness on the production and interpretation of painting. The class is not principally about the imitation of exemplary styles (as in Classicism), although we will devote some time to that. The thrust of our reading will deal with the self-conscious use of art historical citation, especially in matters of style. Those of us involved in the seminar will share a common project with two goals: (1) to distinguish and identify fundamentally different kinds of art historical citation; (2) to develop a non-parochial vocabulary for discussing art historical citation across different historiographical traditions. Your papers will serve as case studies examining specific kinds of citation, while we will work in class to find a vocabulary adequate to the task. Your paper may employ materials from China, Japan, or early modern and modern Europe, but your final paper will need to incorporate comparative material from the Chinese tradition, seeing as most of our reading will deal with that tradition. By the end of the course we should have a working "taxonomy" of rhetorically distinct uses of citation in art. We should also be able to detach historical issues concerning citation from the particular cultural substrates in which they may appear. Each student will be responsible for a brief presentation (comments) on one of the assigned readings, but each student will read all the readings for the week. Apart from participation in class, students will deliver a brief research report in the fifth week, followed by a more formal presentation in the 12th or 13th week. That paper will be discussed in class, and after revision will constitute the final paper. No cost for materials.

## **HISTORY 204 - East Asia: Early Transformations**

### **Section 001**

**Credits:** 4

**Requirements & Distribution:** HU

**Other:** WorldLit

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [ASIAN 204 - E Asia:Early Trans, Section 001](#)

**Primary Instructor:** [de Pee, Christian](#)

Survey of the history of China, Korea, and Japan, from mythical times to 1600. The course emphasizes the historical interactions and transformations that have made East Asia a coherent cultural region: exchanges of objects and ideas, technology and writing, monks and merchants, artists and scholars.

## **HISTORY 252 - Introduction to Chinese Civilization Section 001**

**Credits:** 4

**Requirements & Distribution:** HU

**Other:** Theme

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [ASIAN 260 - Intro to Chinese Civ, Section 001](#)

**Primary Instructor:** [Brown, Miranda D](#)

This course is intended to introduce students to major issues in pre-modern Chinese history. The course covers the political, cultural, social, and intellectual history from the Neolithic to the Mongol conquest (in the 13th century). Some of the major questions we will treat include: Is "China" the oldest continuous civilization? Was it culturally and ethnically homogeneous? Was Chinese traditional culture and society "patriarchal"? To what extent was the state successful in penetrating into the daily lives of individuals? Course assignments will include not only reading primary and secondary literature (entirely in English); but they will also require students to analyze visual sources (to a lesser degree). No assumed knowledge of Chinese history, culture, or language required.

## **HISTORY 339 - Science in Premodern China Section 001**

**Credits:** 3

**Requirements & Distribution:** HU

**Other:** Theme

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [ASIAN 365 - Premodern Chn Sci, Section 001](#)

**Primary Instructor:** [Brown, Miranda D](#)

This course is intended as an introduction to the basic problems and issues in Chinese medicine, astronomy, chemistry, and mathematics before the 14th century. In addition to examining the content of what many scholars construe as Chinese science and natural philosophy, this course will examine two themes at length. The first is how one should define science. Is science, as older scholars assumed, a timeless, cross-cultural phenomenon that emerged exclusively in 17th and 18th-century Europe? Or is science socially and culturally contingent? Is there, in other words, more than one effective way to represent and predict natural phenomenon? The second theme involves the "Needham thesis," which argues that China, despite early advances in natural philosophy and proto-science, failed to develop "modern science" because of the adoption of Confucianism as state orthodoxy in the early 14th century. In addition to reading the monumental works of Joseph Needham (1900-1995) and others, students will be asked to evaluate the Needham thesis by examining the primary sources Needham et al. drew upon to make their arguments. Readings will focus equally on primary and secondary sources in English. In addition

to weekly "response" paragraphs, students will give oral presentations and write two 6 to 8-page papers critically treating the secondary literature by examining the primary sources from which scholars have drawn conclusions about some aspect of Chinese science and natural philosophy. No knowledge of Chinese language or China is required, and the course is open to all.

## **HISTORY 354 - Rebellion and Revolution in China Through Two Centuries**

### **Section 001**

**Credits:** 3

**Other:** Theme

**Advisory Prerequisites:** At least one course in HISTORY or Asian Studies

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [ASIAN 354 - Rebel & Rev in China, Section 001](#)

**Primary Instructor:** [Cassel,Par Kristoffer](#)

This course will explore rebellions and revolutions in China, from the White Lotus rebellion in the late 18th century through social protests during the last decades of the 20th century. Although the subject matter will be arranged chronologically, different time periods will be used to highlight different themes in the Chinese "revolutionary tradition." The course will draw on selected readings from secondary sources, as well as fiction and translated primary sources. The course should enable students to identify and explain the significance and relevance of major figures, terms, events and institutions in Chinese political and social history from 1790 to 2000 by using supporting evidence from course readings. Students will acquire a nuanced and critical understanding of how the transformation in China in the 19th and 20th centuries has been characterized by both continuity and rupture.

**Intended audience:** Sophomore and upperclass students with little or no prior knowledge of China.

**Course Requirements:** No prior knowledge of China or Chinese is required. Grades based on class participation (10%), one short paper (30%), one midterm exam (20%), and one final exam (40%). Paper topics should be chosen in consultation with the instructor.

**Class Format:** 3 hours each week in lecture format.

## **HISTORY 356 - World War Two in the Pacific**

### **Section 001**

*World War Two in the Pacific: Hist, Cult, Memory*

**Credits:** 4

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [AMCULT 356 - WW II in the Pacific, Section 001](#)

**Primary Instructor:** [Salesa,Damon I](#)

**Instructor:** [Pincus,Leslie B](#)

The Pacific theater of World War Two was a complicated war, one that has many histories. This course studies the origins and course of the war from a historical perspective, but includes more obscure but equally vital social and cultural aspects. Other topics include: the effects of the war on local communities, the development of cultures of war, the ethics and morality of killing, the war as a meeting of empires, the arrival of the atomic age, and the trials of war criminals. It will culminate with the way that the war has been recorded in history, from the Enola Gay exhibit at the Smithsonian to Hollywood films to the History Channel.

**Intended audience:** Those interested in military history and the social history of war; relevant regions such as Hawaii, Japan, East Asia, SE Asia, the Pacific Islands, and Australasia; cultural history; imperial and colonial history; public history and historiography; international relations and diplomatic history.

**Course Requirements:** Discussion/Participation (10%); Reading Assignments (10%); Reading responses (20%); Internet Assignment 1000-1200 words (15%); Audio-visual Assignment 1000-1200 words (15%); Encounter Assignment 800-1000 words (10%); Final Project 2500-3000 words (20%).

**Class Format:** Three lecture hours per week with discussion sections led by a GSI.

## **HISTORY 397 - History Colloquium Section 003**

*Penal Colonies and Camp Cultures in the Twentieth-Century Asia and Europe*

**Credits:** 4

**Consent:** With permission of instructor.

**Advisory Prerequisites:** Enrollment limited to junior and senior History concentrators by permission only. History concentrators are required to elect HISTORY 396 or 397.

**Repeatability:** May be repeated for 8.00 credit(s).

**Primary Instructor:** [Mrazek, Rudolf](#)

Stretching from the 1940's through the mid-1960's, this seminar considers social, political and economic changes during Indonesia's "long nineteen-fifties." This period has been called a watershed for understanding subsequent developments in Indonesian history. Our examination will take us from the Japanese occupation in World War Two through the demise of Sukarno's troubled presidency and the beginnings of Suhartos' 32-year dictatorship. Along the way, we will delve into the anti-colonial nationalist revolution, scrutinize a number of regional rebellions, and analyze the decline of constitutional democracy and the transition to "guided democracy." Previous study of Indonesia is not necessary. Student projects will make use of primary source documents, either in English, Dutch, or Indonesian.

## **HISTORY 451 - Japan Since 1700 Section 001**

**Credits:** 3

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Pincus, Leslie B](#)

In this course we will explore the history of Japan from the dissolution of a semi-feudal system in the late eighteenth and early nineteenth centuries to Japan's rise as a world economic power in the latter half of the twentieth century. We will address both the major historical themes during these two centuries of radical transformation and the issues at stake in historical interpretation.

There will be short, ungraded writing assignments, a midterm, and 3 required papers.

There will be a course pack. Required readings are available for purchase at Shaman Drum Bookshop. Readings are also on reserve at the Undergraduate Library.

## **HISTORY 468 - Topics in U.S. History Section 001**

*The Asian American Movement*

**Credits:** 3

**Repeatability:** May be repeated 3 times.

**Meet Together Classes:** [AMCULT 496 - Soc Sci Appr, Section 001](#)

**Primary Instructor:** [Kurashige, Scott T](#); [homepage](#)

In this course, we will analyze the history and legacy of Asian American activism during the Asian American Movement era of the 1960s and 1970s. We will explore these issues:

- The radical political origins of "Asian American" identity among young Japanese, Chinese, Filipino, and Korean Americans
- How Asian Americans responded to the movement against the Vietnam War
- Why Asian American and ethnic studies stressed the importance of college students becoming involved in community activism
- Coalition building and interracial solidarity between Asian Americans and African Americans, Latinos, and Native Americans
- Women's activism and the relationship between race, class, and gender

We will also examine the following issues that demonstrate how Asian American activism has become more diverse during the past twenty years:

- New currents of activism within South Asian and Southeast Asian communities
- Resistance of Asian immigrant workers to sweatshop labor conditions
- Asian American queer and LGBT activism
- Community organizing in Detroit

This is an advanced seminar and not an introductory class. Coursework will stress critical reading, qualitative discussion, and analytical writing. It is recommended that you meet one of the following criteria before enrolling (regardless of whether you enroll through AC or History):

- a. You have taken AMCULT314/HISTORY 378 ("History of Asian Americans")
- b. You are an Asian/Pacific Islander American Studies minor

- c. You are an American Culture concentrator  
OR
- d. You have knowledge of ethnic studies and Asian American history consistent with one of the three criteria listed above.

Graduate students from all disciplines are welcome to enroll and will be expected to satisfy requirements consistent with a 600-level readings course.

## **History 549 - Social Scientific Studies of Historical and Contemporary China Section 001**

**Credits:** 3

**Other:** Theme

**Consent:** With permission of department.

**Advisory Prerequisites:** Permission of instructor.

**Repeatability:** May be repeated 2 times.

**Cross-Listed Classes:** [ASIAN 501 - China Social Science, Section 001](#); [CCS 501 - China Social Science, Section 001](#); [HISTORY 549 - POLSCI 501 - China Social Science, Section 001](#); [SOC 527 - China Social Science, Section 001](#)

**Primary Instructor:** [Lee,James](#)

**Instructor:** [Tardif,Twila Z](#)

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CCS 501 will introduce graduate students to current issues in social scientific studies of China, emphasizing different methodological approaches drawn from multiple disciplines. The course will address four common themes — family and social organization, poverty, social stratification and social mobility, and political economy — that intersect the multiple social science disciplines. Each class will discuss one or more disciplinary approaches to a common subject through class discussion of exemplary studies of China. We will discuss the existing state of the field on each subject and emphasize the different research design and data available for such studies.

## **HISTORY 698 - Topics in History Section 005**

*Pre-Modern China*

**Credits:** 3

**Other:** Theme

**Advisory Prerequisites:** Graduate standing. **Repeatability:** May not be repeated for credit.

**Primary Instructor:** [de Pee,Christian](#)

Survey of current scholarship on Middle-Period China (eighth through fourteenth centuries), with prominent articles and monographs on topics such as economy, politics, local elites, gender and the family, religion, philosophy, and art.

## **HONORS 250 - Sophomore Seminar Section 003**

*Slavery, Genocide, Refugees*

**Credits:** 3

**Requirements & Distribution:** SS

**Other:** Honors

**Advisory Prerequisites:** Open to Honors students with sophomore standing.

**Repeatability:** May not be repeated for credit.

**Meet Together Classes:** [SOC 105 - First Yr Sem, Section 001](#)

**Primary Instructor:** [Pedraza, Silvia](#)

That America is a nation of immigrants is one of the most common yet truest statements. In this course we will survey a vast range of the American immigrant experience: that of the Irish, Germans, Jews, Italians, Blacks, Puerto Ricans, Mexicans, Cubans, Koreans, and Japanese. Immigration to America can be broadly understood as consisting of four major waves: the first one, that which consisted of Northwest Europeans who immigrated up to the mid-19th century; the second one, that which consisted of Southern and Eastern Europeans at the end of the 19th century and beginning of the 20th; the third one, the movement from the South to the North of Black Americans and Mexicans precipitated by two World Wars; and the fourth one, from 1965 on, is still ongoing in the present, of immigrants mostly from Latin America and Asia. At all times, our effort will be to understand the immigrant past of these ethnic groups, both for what it tells us about the past as well as their present and possible future.

## **PHIL 230 - Introduction to Buddhism Section 001**

**Credits:** 4

**Requirements & Distribution:** HU

**Other:** WorldLit

**Other Course Info:** May not be included in a concentration plan in Philosophy.

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [ASIAN 230 - Intro to Buddhism, Section 001](#); [RELIGION 230 - Intro to Buddhism, Section 001](#)

**Primary Instructor:** [Auerback, Micah Louis](#)

In this course, you will form a basic acquaintance with some representative ideas and practices of the Buddhist Tradition in its development of some two thousand five hundred years. We will devote the bulk of the course to exploring the origins and development of Buddhism in India, the land of its birth. In the final few weeks we will make a survey of the transmission and vicissitudes of Buddhism elsewhere, lingering for stops in Tibet, China, Japan, and North America. Throughout this time, you will be asked to use these materials continuously to test your own criteria for defining "religion," and your ideas of how we can have fruitful encounters with the



religious traditions of others (and this applies even if you are yourself a practicing Buddhist). Other key themes that you will encounter in the presentation of Buddhism include:

1. Buddhism and the visual arts and literature;
2. Buddhism and its troubled relationship with state authority and violence;
3. the modulating effects of factors like gender, class, and ethnic identity on the experience of Buddhism; and
4. Buddhism and its acculturation to new cultural spheres.

There will be considerable readings of selected Buddhist primary texts in English. Course requirements include regular attendance, biweekly short response papers and two exams (midterm and final).

## **POLSCI 339 - China's Evolution Under Communism Section 001**

**Credits:** 4

**Other:** Theme, WorldLit

**Advisory Prerequisites:** Upperclass standing

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [ASIAN 428 - Evol Communism, Section 001](#); [SOC 426 - Evol Communism, Section 001](#)

**Primary Instructor:** [Gallagher, Mary E](#); [homepage](#)

An analysis of China's remarkable evolution to develop an understanding of the present system's capacity to deal with the major challenges that confront it in the political, economic, social, environmental, and security arenas.

## **POLSCI 341 - Comparative Politics of Advanced Industrial Democracies Section 001**

**Credits:** 3

**Requirements & Distribution:** ULWR, SS

**Enforced Prerequisites:** POLSCI 140 or upperclass standing

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Franzese Jr, Robert J](#); [homepage](#)

This course examines the politics of developed democracies: *i.e.*, those where day-to-day political struggle occurs within the boundaries defined by broadly unchallenged commitments to relatively free-market capitalism and relatively liberal democracy. (Empirically, today, least ambiguously, "developed democracies" corresponds to the countries of North America, Western Europe, Japan, Australia, New Zealand, and perhaps a few others, but the grouping "developed democracies" is a theoretical and not a geographic one.) This is not a course in current or past events in these countries; *i.e.*, it does not seek to provide a political history of these or any one or subset of these countries. Rather, the course analyzes certain systematic regularities or tendencies evidenced in the politics of developed democracies and proceeds by offering, elaborating, and evaluating possible theoretical (social-scientific) explanations for these patterns in developed-democratic

politics. The analysis is positive (*i.e.*, non-normative). The focus is on the interactions of interests and interest structures with political institutions in shaping how democracies work (differently) and, ultimately, in shaping important socio-economic policies and outcomes. Specific topics include socio-economic interest structures and democratic politics and stability; the many effects of various electoral systems; the varying structures of parties and party systems and their implications; alternative visions and designs of democratic governance, majoritarian versus proportional, and their consequences for participation, representation, accountability, and mandates; government formation and dissolution; and policy formation and implementation. Course grades will be based upon short-paper writing, a final examination, and participation.

## **POLSCI 501 - Social Scientific Studies of Historical and Contemporary China Section 001**

**Credits:** 3

**Other:** Theme

**Consent:** With permission of department.

**Advisory Prerequisites:** Permission of instructor.

**Repeatability:** May be repeated 2 times.

**Cross-Listed Classes:** [ASIAN 501 - China Social Science, Section 001](#); [CCS 501 - China Social Science, Section 001](#); [HISTORY 549 - China Social Science, Section 001](#); [SOC 527 - China Social Science, Section 001](#)

**Primary Instructor:** Lee, James

**Instructor:** [Tardif, Twila Z](#)

CCS 501 is part of a two-semester Interdisciplinary Seminar in Chinese Studies intended for M.A. and Ph.D. students from all disciplines. Disciplinary departments create barriers between shared problems, methods, and sources. ISCS is designed to recover and highlight the connecting links of Chinese Studies: the multidimensional study of China encompassing all social groups and the entire range of human experience, from literature and the visual arts to politics and economics. There are no formal prerequisites, except permission of the instructors.

CCS 501 will introduce graduate students to current issues in social scientific studies of China, emphasizing different methodological approaches drawn from multiple disciplines. The course will address four common themes — family and social organization, poverty, social stratification and social mobility, and political economy — that intersect the multiple social science disciplines. Each class will discuss one or more disciplinary approaches to a common subject through class discussion of exemplary studies of China. We will discuss the existing state of the field on each subject and emphasize the different research design and data available for such studies.

## **POLSCI 656 - Proseminar in Chinese Government and Politics Section 001**

**Credits:** 3

**Other:** Theme

**Advisory Prerequisites:** Graduate standing and permission of instructor.

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Gallagher, Mary E](#); [homepage](#)

This seminar serves as the introductory course to the study of modern Chinese politics for graduate students in political science. It assumes at least one undergraduate level course on Chinese politics or a related discipline (history, sociology, *etc*). The course has two basic goals. The first is to introduce students to the major themes, debates, and puzzles in the study of Chinese politics. The second is to allow students to grow familiar with some of the methodological challenges of studying politics in China (through evaluation and critique of the text) and then to develop a research proposal of their own that sets out a research question and a research plan for answering that question. The course is designed around engaged and lively debate on the issues; therefore, student participation is absolutely necessary. Each student will have an opportunity to lead the discussion during the academic term.

## **POLSCI 682 - Democratization in Global Perspectives Section 001**

**Credits:** 3

**Advisory Prerequisites:** Graduate standing.

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Inglehart, Ronald F](#);

This seminar will examine the basic literature and recent findings on democratization, starting with its background in Western advanced industrial societies and then examining its prospects in Eastern Europe, the former Soviet Union, China, Latin America and Africa. We will seek to answer three questions: "What are the essential characteristics of democracy?" "What conditions are conducive to the emergence and survival of democracy?" and "What good is it?"

## **PSYCH 457 - Current Topics in Developmental Psychology Section 002**

*Psychological Perspectives on Chinese Language and Thought*

**Credits:** 3

**Other:** Theme

**Cost:** <50

**Enforced Prerequisites:** One of the following: PSYCH 111, 112, 114, or 115.

**Advisory Prerequisites:** PSYCH 250.

**Repeatability:** May be repeated 2 times.

**Primary Instructor:** [Tardif, Twila Z](#)

This seminar will introduce students to cross-linguistic and cross-cultural comparisons that have been made about Chinese and Chinese people in the Western psychological literature. It will include brief discussions of Chinese languages and cultures and how they differ from English and other Asian and European languages and cultures. It will then proceed to examine hypotheses about the psychological implications and effects of these cross-linguistic and cross-cultural comparisons. Topics will include spoken language acquisition, literacy and learning to read and write, how language use shapes everyday perceptions, concepts of "learning" and

the model minority, dating and relationships, and the ways in which emotions are discussed and interpreted in everyday life. Students are expected to participate actively in the seminar and have some background in at least one of Chinese language, Chinese cultural studies, linguistics, philosophy of mind, or contemporary psychological methods and research. Weekly discussions and reaction papers on the readings and issues, a formal presentation of at least one issue, and a final integrative project which will be integrated into the course website will be required.

## **PSYC 782- Cultural Psychology Section 001**

**Credits:** 3

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Nisbett, Richard E](#)

## **RCHUMS 362 - Writer and Society in Modern China Section 001**

This course will explore how culture influences thought and behavior. To what extent are our identities and ways of thinking and behaving products of our cultural environments? How do conceptions of morality and gender and proper forms of social relations differ across cultures? What is human nature? How changeable is it? How changeable are cultures? Are the world's cultures fated to become more similar or more different? How can we study culture and the ways we are socialized to become one kind of person or another? The course will deal with some traditional ethnographies of various cultures but primarily it deals with laboratory and survey and archival evidence. Such evidence concerns mostly North America and East Asia, but students who are interested in other cultures (and subcultures within North America) are invited to bring these concerns to class discussion and to the paper assignment.

**Credits:** 4

**Requirements & Distribution:** HU

**Other:** Theme, WorldLit

**Advisory Prerequisites:** No knowledge of Chinese is required.

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [ASIAN 362 - Writ&Soc Mod China, Section 001](#)

**Primary Instructor:** [Luo,Liang](#); [homepage](#)

The rise of China has impacted contemporary world politics and economy in significant ways. How did it all happen? What can we learn from it? This course introduces a special angle of interpretation suggested by Chinese writers and intellectuals themselves. We will examine the role and self-conception of the writer in relation to the changing historical context of modern China, through the study of influential works of narrative fiction, performing arts and film, criticism, and literary theory (all in English translation). We will be focusing on the relationship between arts and politics, the intellectual and the people, and the artistic, the sexual, and the political aspects of Modern Chinese intellectual life. Our goal is to develop critical reading skills and to gain a deep knowledge of modern Chinese identity formation so as to better understand our own position in the contemporary world.

## **RCLANG 156 - Elementary Japanese Section 001**

**Credits:** 5

**Consent:** With permission of department.

**Repeatability:** May not be repeated for credit.

RCLANG 156 is analogous to the reduced-credit language classes (RCLANG 150, 151, 154) offered in conjunction with RC Intensive Language courses (RCLANG 190, 191 and 194). The purpose of the class is to provide reduced credits to RC students who did not reach the required level of proficiency in the intensive class.

**Intended audience:** Students who do not reach the required level of achievement to earn the full ten credits in RCANG 196 (Intensive Japanese I).

## **RCLANG 196 - Intensive Japanese I Section 001**

**Credits:** 10

**Credit Exclusions:** No credit granted to those who have completed or are enrolled in ASIANLAN 125, 126, or 127.

**Waitlist Capacity:** 5

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [ASIANLAN 129 - Intensive Japanese I, Section 001](#)

**Primary Instructor:** [Sato, Tetsuya](#)

This course is designed for you to learn Novice (beginning)-level Japanese language in an intensive, semi-immersion setting. It is "intense" because we will study a normally two-semester amount of materials in one semester. It is "semi-immersion" in that in our classroom we constantly simulate authentic communicative interactions with speakers of Japanese, and will use the target language as much as possible while minimizing the use of English. Through extensive communication practice in classroom activities, we will work on developing all four skills (listening, speaking, reading, and writing, using *hiragana*, *katakana* and 177 *kanji*) along with cultural understanding. You will learn to acquire a sentence-level command in limited topics around everyday life for college students. Most course-related activities are collaborative in nature. You are also required to attend minimum three hours of co-curricular activities, such as the Lunch Tables and Conversation Tables, per week. (No prior knowledge in Japanese is assumed; if you have studied Japanese before, the instructor's permission is required).

## **RELIGION 230 - Introduction to Buddhism Section 001**

**Credits:** 4

**Requirements & Distribution:** HU

**Other:** WorldLit

**Other Course Info:** May not be included in a concentration plan in Philosophy.

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [ASIAN 230 - Intro to Buddhism, Section 001](#); [PHIL 230 - Intro to Buddhism, Section 001](#)

**Primary Instructor:** [Auerback, Micah Louis](#)

In this course, you will form a basic acquaintance with some representative ideas and practices of the Buddhist Tradition in its development of some two thousand five hundred years. We will devote the bulk of the course to exploring the origins and development of Buddhism in India, the land of its birth. In the final few weeks we will make a survey of the transmission and vicissitudes of Buddhism elsewhere, lingering for stops in Tibet, China, Japan, and North America. Throughout this time, you will be asked to use these materials continuously to test your own criteria for defining "religion," and your ideas of how we can have fruitful encounters with the religious traditions of others (and this applies even if you are yourself a practicing Buddhist). Other key themes that you will encounter in the presentation of Buddhism include:

1. Buddhism and the visual arts and literature;
2. Buddhism and its troubled relationship with state authority and violence;
3. the modulating effects of factors like gender, class, and ethnic identity on the experience of Buddhism; and
4. Buddhism and its acculturation to new cultural spheres.

There will be considerable readings of selected Buddhist primary texts in English. Course requirements include regular attendance, biweekly short response papers and two exams (midterm and final).

## **RELIGION 323 - Zen: History, Culture, and Critique Section 001**

**Credits:** 3

**Requirements & Distribution:** HU

**Other:** WorldLit

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [ASIAN 325 - Zen Buddhism, Section 001](#)

**Primary Instructor:** [Robson, James](#)

This course provides an introduction to the religious history, philosophy and practices of Zen Buddhism. Zen is the Japanese pronunciation of the Chinese word Chan, which is itself a transcription of the Sanskrit word dhyâna, meaning meditation. While meditation is no doubt the backbone of the Zen tradition, this course will highlight the fact that Zen has a number of different faces, including a radical antinomian side that challenged the role of meditation (and all forms of mediation). This course will examine the rich diversity of the Zen tradition as it developed in China, Korea, and Japan, with the first part providing an overview of the historical development of Zen and situating it within the Buddhist tradition that it emerged out of. The second part of the course will challenge and critically evaluate much of what is presented in the first half by exploring some less well known facets of Zen practice that on first glance appear to run counter to what the Zen tradition says about itself. We will explore the role of language in Zen from the enigmatic and abstruse use of koans to questions about why a tradition which took pride in "not being dependent on words" nonetheless produced a voluminous textual record. We will study both the crazy antics of inspired Zen monks and the structured life of Zen monastics and their rituals. Consideration will also be given to why a seemingly iconoclastic tradition like Zen also has a long tradition of venerating its masters, including some that were

mummified. Why, we will ask, was Zen appealing to the Japanese warrior class and what has been its role in modern nationalistic movements in Japan? This course is designed to be as much an ongoing critical reflection on the history of the study of Zen as it is about Zen history.

## **SOC 105 - First Year Seminar in Sociology**

### **Section 001**

*Slavery, Genocide, and Refugees*

**Credits:** 3

**Requirements & Distribution:** RE, SS

**Other:** FYSem

**Waitlist Capacity:** 99

**Advisory Prerequisites:** Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor.

**Other Course Info:** May not be included in a Sociology concentration plan.

**Repeatability:** May not be repeated for credit.

**Meet Together Classes:** [HONORS 250 - Soph Sem Soc Sc, Section 003](#)

**Primary Instructor:** [Pedraza, Silvia](#)

That America is a nation of immigrants is one of the most common yet truest statements. In this course we will survey a vast range of the American immigrant experience: that of the Irish, Germans, Jews, Italians, Blacks, Puerto Ricans, Mexicans, Cubans, Koreans, and Japanese. Immigration to America can be broadly understood as consisting of four major waves: the first one, that which consisted of Northwest Europeans who immigrated up to the mid-19th century; the second one, that which consisted of Southern and Eastern Europeans at the end of the 19th century and beginning of the 20th; the third one, the movement from the South to the North of Black Americans and Mexicans precipitated by two World Wars; and the fourth one, from 1965 on, is still ongoing in the present, of immigrants mostly from Latin America and Asia. At all times, our effort will be to understand the immigrant past of these ethnic groups, both for what it tells us about the past as well as their present and possible future.

## **SOC 426 - China's Evolution Under Communism**

### **Section 001**

**Credits:** 4

**Other:** Theme, WorldLit

**Advisory Prerequisites:** Upperclass standing

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [ASIAN 428 - Evol Communism, Section 001](#); [POLSCI 339 - Evol Communism, Section 001](#)

**Primary Instructor:** [Gallagher, Mary E](#); [homepage](#)

An analysis of China's remarkable evolution to develop an understanding of the present system's capacity to deal with the major challenges that confront it in the political, economic, social, environmental, and security arenas.

## **SOC 428 - Contemporary China Section 001**

**Credits:** 3

**Other:** Theme

**Waitlist Capacity:** 99

**Advisory Prerequisites:** SOC 100, 195, or 300.

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Lee,Ching Kwan](#)

An introduction to the social institutions of Communist China, their origins, and the nature of social change in China since 1949.

## **SOC 527 - Social Scientific Studies of Historical and Contemporary China Section 001**

**Credits:** 3

**Other:** Theme

**Consent:** With permission of department.

**Advisory Prerequisites:** Permission of instructor.

**Repeatability:** May be repeated 2 times.

**Cross-Listed Classes:** [ASIAN 501 - China Social Science, Section 001](#); [CCS 501 - China Social Science, Section 001](#); [HISTORY 549 - China Social Science, Section 001](#); [POLSCI 501 - China Social Science, Section 001](#);

**Primary Instructor:** [Lee,James](#)

**Instructor:** [Tardif,Twila Z](#)

CCS 501 is part of a two-semester Interdisciplinary Seminar in Chinese Studies intended for M.A. and Ph.D. students from all disciplines. Disciplinary departments create barriers between shared problems, methods, and sources. ISCS is designed to recover and highlight the connecting links of Chinese Studies: the multidimensional study of China encompassing all social groups and the entire range of human experience, from literature and the visual arts to politics and economics. There are no formal prerequisites, except permission of the instructors.

CCS 501 will introduce graduate students to current issues in social scientific studies of China, emphasizing different methodological approaches drawn from multiple disciplines. The course will address four common themes — family and social organization, poverty, social stratification and social mobility, and political economy — that intersect the multiple social science disciplines. Each class will discuss one or more disciplinary approaches to a common subject through class discussion of exemplary studies of China. We will discuss the existing state of the field on each subject and emphasize the different research design and data available for such studies.

## **SOC 528- Selected Topics in the Analysis of Chinese Society Section 001**

**Credits:** 3



**Other:** Theme

**Advisory Prerequisites:** SOC 428 or permission of instructor and Graduate standing.

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Lee, Ching Kwan](#)

A seminar on selected aspects of social change in China in the modern period. Research papers will involve attempts to utilize sociological theories or organizations and social change in analyzing change in China prior to and after 1949.

## **SOC 595- Special Courses**

### **Section 001**

*Russia, China, and South Africa*

**Credits:** 3

**Repeatability:** May be repeated for 6.00 credit(s). May be elected more than once in the same term.

**Primary Instructor:** [Anderson, Barbara A](#)

China, South Africa and Russia are countries in transition. Russia is the premier case of a country in a transition from state socialism. China is officially still a state socialist country, but its economic system has become increasingly capitalist, and there have been many political changes. An ongoing question has been how much the economy can change without substantially more political change. South Africa under apartheid shared many characteristics with state socialist systems. There was little unemployment, and the entire system was run to assure a good life for whites. Many major enterprises were paristatal, that is they were cooperative public/private ventures. The economic changes since the end of apartheid, thus, have many similarities with the economic changes in transitions from state socialism.

While there are common aspects to the transition experience in each of these countries, there are also unique elements to this experience that are rooted in the historical, political, social and cultural environments of each society and as well as in the particular circumstances under which the changes underway were initiated.

This seminar will examine the special circumstances in each of these countries that led to the transitions, the degree to which there are common and uncommon aspects to the transition processes, the choices made concerning priorities for change, the consequences of these choices, the extent to which what has taken place reflects the particular historical and cultural traditions of the society involved.

## **WOMENSTD 301 - Writing Japanese Women**

### **Section 001**

**Credits:** 4

**Requirements & Distribution:** HU

**Other:** WorldLit

**Advisory Prerequisites:** Knowledge of Japanese is not required

**Repeatability:** May not be repeated for credit.

**Cross-Listed Classes:** [ASIAN 301 - Jpn Women Lit, Section 001](#)

**Primary Instructor:** [Ramirez-Christensen,E](#)

This is a course on writing by and about women — women's self-representation and male major authors' representations of women — in Japanese culture. It begins by a feminist reading of one of the world's oldest (9th-11th c.) traditions of women's writing: the memoirs, poetry, and fiction of the Heian court ladies who produced the country's first canonical literature and permanently marked its cultural self-image. It moves on to examine the semiotics of the feminine in Japanese culture using the popular image of women (including the portrayal of Heian women authors and their works) in medieval didactic and gothic tales; in the narrative painting scrolls; in the Nô and Kabuki stage, where male actors performed the "quintessentially feminine" to admiring audiences; in wood-block prints of "beauties" (courtesans or geisha) and stories of "amorous women" in the thriving new merchant culture. The third section focuses on modern women's writing, in particular its resistance to the intervening representations of the feminine and its own productive rereading of the Heian "mothers" in the process of recuperating women's ancient place in the critical representation of Japanese society.

Along with primary sources in literature and the visual arts, secondary sources will include theoretical readings in the psychology of sex, love, and death by Freud, Kristeva, Lacan, and Bataille; in the field of cultural production by Bourdieu; in feminist theories of reading in the Anglo-American academy. Materials and focus will vary from year to year. To be offered in the fall semester alternately with ASIAN 300.

## **BUSINESS SCHOOL**

### **STRATEGY 310 - The World Economy**

**Credits: 3**

The World Economy --- When a firm conducts business internationally, it encounters problems and challenges not found in its domestic market. These arise from two different aspects of the international business environment. One aspect involves the crossing of national boundaries, which involves financial, legal, and political differences. The second aspect of the international environment arises from the unique cultural, economic, and political situation within each foreign market where the firm conducts business. This course introduces the student to the various dimensions of the world economy and to the characteristics of foreign countries that are important for economic activity.

### **STRATEGY 503 - The World Economy**

**Credits: 1.5**

The World Economy --- The march of globalization continues, and international markets are pivotal to the operations of virtually all corporations. As companies intensify their international presence, the need to understand the economic and political challenges associated with the global environment increases. Such challenges are the focus of this course. We will explore the theories and concepts that are crucial to understanding the global location and structure of industries, the politics of trade and investment, and the impact of globalization on firm strategy.

Various learning methods are used in the course, including in-class lectures, discussion of current events in the world economy, and case analysis.

## **STRATEGY 584 – Business in Asia**

**Credits: 3**

**Course Prerequisites:** STRATEGY 503 or 510 or 593

Business in Asia --- This 14-week course deals with business in 12 Asian economies - Japan; the East Asian newly-industrialized economies (NIEs) of South Korea, Taiwan and Hong Kong; the Southeast Asian (ASEAN) countries of Singapore, Malaysia, Thailand, Philippines, Indonesia and Vietnam; and the large emerging economies of China and India. Together, these economies include nearly half of the world's population and (excluding Japan) over half of the population in emerging markets. Course material is organized into four broad categories: (1) Regional and national business environments, (2) Business enterprises and strategies, (3) Industry cases and trends, (4) Management and social issues/disputes/problems.

## **LAW 700 – Japanese Law**

**Credits: 3**

This course examines the role of legal rules, actors and institutions in the Japanese political, economic and sociohistorical context. Subjects covered include the roles of Chinese, German and American law in the development of modern Japanese law, the formal structure of the legal system (including the roles of the judiciary and the bureaucracy), the legal profession, formal and informal dispute settlement mechanisms, and attitudes toward law and its operation. Selected areas of substantive law to be examined include contracts, torts, constitutional law, corporate law, economic regulation, family law, labor law and criminal law.

No Japanese language skills or other Japan-related experience is required.

## **MUSIC**

### **MUSICOL 466 - Music of Asia I Section 001**

**Credits: 3**

**Other:** Theme

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Lam, Joseph S C](#); [homepage](#)

Examines the music of East Asia (China, Japan and Korea) as sonic and cultural expressions.

## **MUSICOL 566 - Music of Asia I**

### **Section 001**

**Credits:** 3

**Other:** Theme

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Lam, Joseph S C](#); [homepage](#)

Examines the music of East Asia (China, Japan and Korea) as sonic and cultural expressions.

## **PUBLIC HEALTH**

### **HMP 677 - Health Care Organization: An International Perspective**

#### **Section 001**

**Credits:** 3

**Other:** Theme

**Advisory Prerequisites:** HMP or Global Health IC

**Repeatability:** May not be repeated for credit.

**Primary Instructor:** [Liang, Jersey](#)

The American pursuit in making its health care system more equitable, effective, and efficient has largely been based on domestic health services research and policy analysis. Although the health care system in each nation is somewhat unique to its culture and history, the issues each faces are remarkably similar. Nations can learn a lot from one another in meeting these challenges. This course examines health care systems in approximately eight developed and developing nations (*e.g.*, United States, Germany, Japan, Canada, United Kingdom, China, Mexico, and Kenya). In particular, comparisons will be made across these nations in the following areas:

- a. population health,
- b. health care financing and control,
- c. health professionals and their patients,
- d. health care organization, and
- e. health system performance and reform strategies.

Understanding how health care is delivered around the world will lead to a better appreciation of the relative merits and limitations of various systems, and will yield many useful insights in management and policy decision making. At the completion of this course, students will be expected to:

1. Describe the global burden of disease and health disparities,
2. Understand how health care is organized and financed in selected developed nations,
3. Learn the strengths and weaknesses of these systems,
4. Know the recent health care reforms enacted in these countries and their results, and

5. Apply the knowledge of international systems to the analysis of current issues in health policy and management.

The course will be taught by a combination of lectures, in-class exercises, roundtable discussion, and site visits. Effective interventions in health care and related management and policy issues will be emphasized.

## **PUBLIC POLICY**

### **PUBPOL 751 - Special Topics**

#### **Section 001**

*Chinese Foreign Policy & Strategy (10/27 - 12/8)*

**Credits:** 1.5

**Other:** Theme

**Advisory Prerequisites:** Permission of instructor

**Repeatability:** May be repeated for 3.00 credit(s).

This part of the course introduces students to continuity and change in China's foreign policy, focusing on the reform era. We begin with theoretical and analytical debates about making sense of contemporary Chinese foreign policy, move on to scrutinizing domestic-international linkages in China's relations with the rest of the world, and end with review of outstanding issues in China's foreign policy choices in the Asia Pacific, Central and Southeast Asia.

### **PUBPOL 751 - Special Topics**

#### **Section 002**

*China's Economics: Reform Policies History, Present & Future (9/8 - 10/20)*

**Credits:** 1.5

**Other:** Theme

**Advisory Prerequisites:** Permission of instructor

**Repeatability:** May be repeated for 3.00 credit(s).

**Faculty:** [Dong, Keyong](#)

China's reform and opening-up has been a great event in the world in the past more than two decades. Since 1978, China has experienced a profound and overall economic reform and the economy has transformed from the Soviet style planned economic system to the socialist market economic system. Along with the reform and opening-up, China has produced the world's highest economic growth rates in the past 25 years. This course will explain the progress of the reform and the growth of economy of China and help students understand the policies of development and reform of China's economy. The course will also make an in-depth analysis on China's current economic policies as well as the implications of these policies for the economy of U.S. and world.