

## Winter 2008 Japan-Related Courses

### American Culture

#### AMCULT 301 - Topics in American Culture

Section 001

A/PIA History and the Law

**Credits:** 1 - 4

**Primary Instructor:** Hwang,Roland

This course is an overview of how federal and state laws have affected the Asian Pacific Islander American (APIA) experience and presence in the United States. The course will cover the APIA historical timeline, exclusion laws, alien land laws, World War II internment of Japanese Americans, affirmative action as it applies to APIAs, civil rights and racial hate crime violence, bilingual issues in education and the workplace, post-9/11 issues, among other topics.

#### AMCULT 317 - History of the Pacific Islands

Section 001

**Credits:** 3

**Waitlist Capacity:** unlimited

**Cross-Listed Classes** HISTORY 304 - Pacific Islands Hist, Section 001

**Primary Instructor:** Salesa,Damon I

The Pacific Islands. You might think of hula girls, conch shells, Moby Dick, aloha shirts, outrigger canoes, Gauguin, and 'Survivor: the Marquesas'; or then again, you might not think of anything. Strangely, although the Pacific Ocean is the biggest thing on earth, bigger than Africa, the Americas, and Asia combined, and actually neighbors the U.S., it is in many respects a blank space in our historical and cultural maps. The Pacific means more to the U.S. than you might think. Early U.S. imperial adventures were in its waters, a number of major industries were or are dependent on its resources; thousands of Americans died in the Pacific, most of America's remaining colonies are there, and the U.S. military dominates the region. These are just some of the issues we will cover in this course, which will cover the general history of the region, as well as focus on particular moments and places. Particular attention will be given to Pacific Islanders, their cultures and histories. No prior knowledge or study of the region is necessary. Assessment will be through four short in-class tests, an in-class presentation and a related writing assignment, participation in class discussion & activities, and a final paper.

### Anthropology, Cultural

#### ANTHRCUL 439 - Economic Anthropology and Development

Section 001

**Credits:** 3

**Primary Instructor:** Owusu, Maxwell K

Contemporary Third World countries of Africa, Asia, Middle East, Latin America and the Caribbean are undergoing rapid and exciting social and economic transformation. This course introduces students to the practical and theoretical problems raised by the modernization of rural, village-based tribal and peasant economies and the urbanization and industrialization of local and national communities of the non-western world.

The FIRST PART of the course begins with a discussion of the making of the Third World economies with the overseas expansion of Europe and the creation of the world market and the international economic order. This is followed by a review of the nature of economic anthropology-its scope, basic concepts, methods of investigation and objectives-and how it relates to conventional/development economics.

The SECOND PART of the course examines anthropological (social science) perspectives on 'development' and 'underdevelopment,' ideas of 'progress,' 'modernization,' 'industrialization,' 'human development,' 'sustainable development' and the UN Millennium Development Goals.

The THIRD PART of the course focuses on specific country (cross-cultural) case studies of problems or topical issues of Third World development and underdevelopment: *e.g.*, eradication of extreme poverty and hunger; gender equality and women's empowerment; combating HIV/AIDS; ensuring environmental sustainability; debt relief; combating corruption; indigenous peoples; agriculture and rural development; global tourism; micro-finance; international migration; NGO's and developing global partnership for development; global security; and globalization.

The course CONCLUDES with an overview of global challenges of Third World development and underdevelopment in post-cold war, post 9/11 environments. The course is recommended for anthropology concentrators and all students with serious interest in comparative cultures and Third World development and underdevelopment. Lecture/discussion format. Films and videos shown in class when available. Final grades based on three take-home papers and contributions to class discussion.

Basic texts: Lucy Mair, *Anthropology and Development*; and Polly Hill, *Development Economics on Trial*.

## **ANTHRCUL 632 - Comparative Analysis of Kinship**

### **Section 001**

**Credits:** 3

**Primary Instructor:** Feeley-Harnik, Gillian; homepage  
**Instructor:** Trautmann, Thomas R

This course will examine current theoretical and methodological issues in the analysis of kinship and religion, using case studies from Africa, Asia, Southeast Asia, Melanesia, Europe, and North America. In the words of anthropologist Robert McKinley: "Kinship itself is a moral philosophy. It answers the question of how it is possible for one human being to be morally bound to another. The strength of a kinship system is based on its ability to draw people into this framework of mutual trust." Yet kin relations may also be fraught with violence, ranging from sacrifice to murder; some would argue that kinship and racism are simply different dimensions of the same phenomenon. This course will focus on the social processes through which people define, create, extend, limit, sever or transform their relatedness with others within and over generations. We will explore how people conceptualize who is, or is not, their own "kin" or "kind" and why; the moral imagination involved in working through the contradictory loyalties characterizing even the most intimate,

small-scale relations; where, how and why people draw the lines between themselves and other forms of organic life; how generative relations are expressed in forms ranging from substances like blood, milk, or semen, to new reproductive technologies and genetic genealogies; and the significance of places in creating, shaping, containing, transforming relations over time.

## Asian Studies

### ASIAN 200 - Introduction to Japanese Civilization

Section 001

**Credits:** 4  
**Requirements & Distribution:** HU

**Cross-Listed Classes** HISTORY 203 - Intr Jpn Civilizatn, Section 001

**Primary Instructor:** Fukuoka, Maki

This course is designed as an introduction to aspects of the history and culture of Japan. We will examine translations of primary documents, selected critical essays and visual materials (including film) both to engage with representations of moments of Japan's history, but also to raise a series of questions regarding the methods of cultural analysis per se. Thus, the aim of this course is two-fold:

1. to analyze selected aspects of the cultural history of "Japan," and
2. to critically reflect on the act of analysis itself.

### ASIAN 205 - Modern East Asia

Section 001

**Credits:** 4  
**Requirements & Distribution:** SS  
**Other:** Theme, WorldLit

**Cross-Listed Classes** HISTORY 205 - Modern East Asia, Section 001

**Primary Instructor:** Cassel, Par Kristoffer

This course is an introduction to modern China, Korea, and Japan from 1800 to the present. It covers the following topics: (1) China's progressive decline and rejuvenation, the impact of imperialism, the rise and development of the PRC; (2) the struggles of Korea, its colonization by Japan; liberation and division into the two Koreas, and the rising economic status of the South; and (3) the end of feudalism in Japan, the building of a modern state and economy, Japanese imperialism, postwar recovery, and the rise to super-power status. Taking a broad comparative perspective on EA, the course explores the inter-relations between political economy, society, and culture in each country within an emerging modern world system. This is a continuation of HISTORY 204; however that course is not a prerequisite and no previous background on the subject is required. Two lectures and one discussion section each week. There will be a midterm and final exam.

### ASIAN 220 - Introduction to the Study of Asian Religions

Section 001

**Credits:** 4  
**Requirements & Distribution:** HU  
**Other:** Theme, WorldLit

**Cross-Listed Classes** RELIGION 202 - Intr Asian Religions, Section 001

**Primary Instructor:** Robson,James

This course is designed as an introduction to the study of Asian religions. It aims to cover the historical development (from ancient times down to the present) of Hinduism, Buddhism, Daoism, Confucianism and Shinto, *etc.*, in cross-cultural settings that will include India, China, Korea, and Japan. Readings will include both primary texts (concerning doctrine, philosophy and religious practices) in English translation and secondary scholarship.

### **ASIAN 221 - Great Books of China** Section 001

**Credits:** 4  
**Requirements & Distribution:** HU  
**Other:** Theme

**Cross-Listed Classes** GTBOOKS 221 - Great Books of China, Section 001

**Primary Instructor:** Lin,Shuen-Fu

An introduction to some of the books that have exerted a commanding influence on the lives, thought, culture, and literary experience of the Chinese people through the ages, and that have the power to delight or enlighten Western readers today. We will begin with a short selection from the ancient *Book of Changes* which represents the earliest crystallization of the Chinese mind and then extend to examine several texts in the ethical, social, and political philosophy of Confucianism; two texts in the mystical philosophy of Taoism; and Sun Tzu's *The Art of War*, the world's oldest, and perhaps also greatest, military text. Other readings include one wild Buddhist text about the experience of enlightenment; *Monkey*, a novel of myth, fantasy, comedy, and allegory; *The Tower of Myriad Mirrors*, a sequel to *Monkey* exploring the world of desire, dreams, and the unconscious; and finally *The Story of the Stone*, a monument in fiction, set in the last high point in premodern Chinese civilization and depicting in vivid detail its splendor and decadence. The format of the course consists of two lectures and two recitation sessions per week. Regular one-page written assignments, three brief papers (four or five pages each), and a final examination are required.

### **ASIAN 249 - Introduction to Korean Civilization** Section 001

**Credits:** 3 - 4  
**Requirements & Distribution:** HU  
**Other:** WorldLit

**Cross-Listed Classes** HISTORY 249 - Intro Korean Civ, Section 001

**Primary Instructor:** Ryu,Youngju

This course is a survey of Korean history and culture from earliest times to the present. From foundation myths detailing miraculous births of ancient kings to latest examples of cultural production in the age of digital media, we will examine texts that give us glimpses of how Korea has developed as a nation over

thousands of years. In addition to highlighting major events in Korea's dynastic and national past, particular attention will be paid to everyday practices that shaped the lives of elites and commoners, and the rich tradition of storytelling that helped Koreans make sense of the world as well as their places within it. Developing familiarity with a wide range of sources spanning political, philosophical, economic, religious, and artistic realms, we will visit competing interpretations of Korean history, and think through the different ways that different disciplines construct Korean civilization as an object of study.

**ASIAN 261 - Modern China and Its "Others"**  
Section 001

**Credits:** 4  
**Requirements & Distribution:** HU, RE  
**Other:** Theme

**Primary Instructor:** Brown, Miranda D  
**Instructor:** Luo, Liang;

This course will provide a general orientation to modern Chinese history, society, and culture from 1368 to the present, with a special focus on developments in the twentieth century. We will investigate three sets of major problems:

1. What does modernity mean in the Chinese context?
2. China is often seen as an ethnically- and culturally-homogenous society, but what is China and (Han) Chinese? To what extent has the considerable linguistic, cultural, and regional diversity been understood in terms of ethnic or racial groups?
3. How did China transition from a multi-ethnic empire to a modern nation state? To what extent have racial, ethnic, and xenophobic discourses played a role in the birth of China as a modern nation state and shaped notions of Chinese identity?

**ASIAN 265 - The Arts and Letters of China**  
Section 001

**Credits:** 4  
**Requirements & Distribution:** HU  
**Other:** Theme, WorldLit

**Cross-Listed Classes** HISTART 265 - Arts&Ltters of China, Section 001  
PHIL 265 - Arts&Ltters of China, Section 001  
RCHUMS 265 - Arts&Ltters of China, Section 001

**Primary Instructor:** Lin, Shuen-Fu

This interdisciplinary and multimedia course is taught jointly by faculty specialists in Chinese philosophy, religion, history of art, drama, literature, and visual culture. It is not a survey course. Instead the main task will be the sustained and critical study of a number of significant and representative works in order to present some major themes of the distinct and complex civilizations of China. In spite of inner tensions, this is a cultural tradition that can be seen as a highly integrated system composed of mutually reinforcing parts, making such an interdisciplinary and multimedia approach particularly effective. Toward the end of the term we will observe the system's collapse as it struggles to adapt to the modern world, consider how our themes

continue, persist, or change. Background lectures on language and early religion will be followed by topics and readings that include: Confucianism (Confucius and Mencius) and Daoism (Laozi and Zhuangzi); themes in Chinese religiosity, Chan (Zen) Buddhism; religious art; lyricism and visual experience in poetry and landscape painting; music; traditional storyteller tales; poetic-musical theater; fiction of modern "revolutionary" and post-Mao China; and Chinese film.

The format of the course consists of three hours of lectures and one hour of discussion. The lectures will be given by

Baxter (language);  
Brown (early culture and Confucianism);  
Heinrich (modern culture, film)  
Lam (music);  
Lin (Daoism, poetry, and garden);  
Ning (religious art);  
Laing (art history);  
Rolston (theater and traditional fiction);  
Robson (religion).

Students should register for both the lecture section, and one of the three discussion sections. No prerequisites. Requirements: occasional brief responses to readings, three short papers, and final exam.

## **ASIAN 280 - Topics in Asian Studies**

Section 001

How to Make the Wheel Turn: Buddhism and Power

**Credits:** 3  
**Requirements & Distribution:** HU  
**Other:** WorldLit

**Meet Together Classes** HISTORY 208 - Topics in History, Section 003

**Primary Instructor:** Emmrich, Christoph

The Buddha is said to have been able to stop mad elephants from running him over, have entire armies out to kill him be washed away by floods, or teleport himself across rivers and into heavens and hells. Indian Buddhist saints, Nepalese tantric priests and Burmese wizards supposedly had and still have the power to fly through the air, go through walls, or read minds. A mantra recited or written on a scrap of paper, icons and amulets representing the Buddha, or, most of all, the Buddha's conserved tooth have the power to protect you from danger and vanquish your enemies. Kings, generals, politicians and businessmen in South and Southeast Asia have sought to own these powerful objects and to be endorsed by powerful monks to run countries, wipe out competition or wage devastating wars. In the same way rebels, social reformers and pro-democracy activists have successfully stood up to repression and changed the balance of power by themselves plugging into the power the Buddha, his doctrine and his people have to offer. The ongoing civil war in Sri Lanka is both favored and opposed by monks. And the Thai king, who was once a monk, is the one to decide when the military or the civilians should run the country. If Buddhism, as it is often believed is all about peace, meditation, retreating and nirvana, how Buddhist is it to have all these kinds of powers, or how Buddhist is it to have power at all? Or could it be that the path to power is to refuse to have any? What power can the knowledge about Buddhism confer not only on Buddhist monks and rulers, but on Western scholars and students? This is a course in which you will learn about Buddhism from a different perspective by studying how power works.

## **ASIAN 302 - Rewriting Identities in Modern Japan**

Section 001

**Credits:** 3  
**Requirements & Distribution:** HU  
**Other:** WorldLit

**Primary Instructor:** Ito, Ken K

This course on modern Japanese fiction examines how novels and short stories written after 1868 engage the issue of national, cultural, and social identities. The inquiry in the course simultaneously moves in two directions. We examine how fiction written in an age of national print-capitalism participates in the work of building a common understanding of a nation and its people, but we also explore how the same fiction can spotlight divisions of gender, sexual orientation, class, generation and region.

## **ASIAN 380 - Topics in Asian Studies**

Section 001

The Commodification of the Sacred East: Yoga and Ayurveda from Pre-Modernity to post-Modernity

**Credits:** 3  
**Other:** WorldLit

**Primary Instructor:** Raman, Srilata

Tired after a hard semester or seminar and you want a relaxing weekend? Today the remedy is to visit a spa where you can undergo a de-stressing regimen of Ayurvedic massage, food which is prepared, one is told, on Ayurvedic principles and, as part of the wellness program, an exercise plan which includes meditation and Yoga. Such packages proliferate on the web and are offered by institutions and individuals neither of which have necessarily anything to do with any Indian religion or India. Thus, we have both the phenomenon of the “secularization” of these, once originally, religiously suffused Indic practices as well as their proliferation in the global market. How are we to understand this development? Commonsense seems to indicate that vigorous physical exercise was what Yoga was always about and massages and wellness means Ayurveda. This course will show that such commonsense, which is based upon the assumption of an unbroken continuity of tradition between Yoga and Ayurveda in antiquity and now is highly deceptive. What was meant then and what is meant now is bridged only by a process of radical transformation. In this course we will chart this transformation.

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

Section 001

Translating Asia to the American Academy

**Credits:** 3  
**Requirements & Distribution:** ULWR

**Primary Instructor:** Merrill, Christi Ann

Throughout this course we will ask how we evaluate research on subjects Asian. Specifically, how might we begin addressing such a general question, especially when the only language we have in common is English? David L. Szanton opens a recent volume on *The Politics of Knowledge: Area Studies and the Disciplines* by announcing, “To know, analyze, and interpret’ another culture...is inevitably an act of translation. It is primarily an effort to make the assumptions, meaning, structures, and dynamics of another society and culture comprehensible to an outsider.” We will consider a range of theories on these acts of translation so that we

might think carefully about our own disciplined attempts to negotiate this imaginary line between “insider” and “outsider” in the study of Asia in English. Students are not expected to master the details of every Asian language and culture considered, but instead to do research on a particular example that helps them think through the larger issues related to the study of Asia in a way that allows them to find common ground with others in the class, in such a way that makes relevant the theoretical issues raised in that week’s assigned reading. Ideally, this exercise should help students articulate more clearly the central questions they wish to write towards in their term papers.

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

Section 002

Theory and Practices of Visual Culture

**Credits:** 3

**Requirements & Distribution:** ULWR

**Primary Instructor:** Fukuoka, Maki

Why does visual culture matter to the study of Asia? This course explores key theories of visual culture to engage with concerns and questions that arise in looking at objects from various Asian cultures. Students will gain conceptual tools with which to "look" at and think through particular cultural phenomena and visual representations, and to examine these critically as a part of broader field of visual culture.

### **ASIAN 415 - Law and Society in Late Imperial and Modern China**

Section 001

**Credits:** 3

**Other:** Theme

**Meet Together Classes** HISTORY 415 - Law & Soc in China, Section 001  
LAW 740 - Chinese Legal History, Section 001

**Primary Instructor:** Cassel, Par Kristoffer  
**Instructor:** Howson, Nicholas Calcina

The Chinese legal tradition has not only exercised a tremendous influence on other legal systems in East Asia for centuries, but exerts a direct and considerable influence on modern China's program of reform and modernization, which commenced in 1979. This course will explore major topics in Chinese legal history through selected readings of secondary and primary sources in English translation, as well as through the study of case reports and aspects of the literary tradition. The course will be divided into three segments: The first segment will introduce some of the basic concepts, philosophical bases, and institutions supporting the traditional Chinese legal order, and orthodox perceptions (by both Chinese and foreigners) of that legal order. The second segment will explore in more detail how the Chinese legal order was implemented during the Qing Dynasty (1644-1911), China's last imperial dynasty, and the early republican period. The third and final segment will discuss how Chinese law and institutions have been transformed from the mid-nineteenth century to the late 1970s, focusing on China's encounter with a capitalist, trading, and modern West, the long Chinese revolution from 1911-1949, and the first three decades of New China under leadership of Mao Zedong and the Communist revolutionary generation.

### **ASIAN 420 - Korean Literature in Translation**

Section 001



**Credits:** 3  
**Other:** WorldLit

**Primary Instructor:** Ryu,Youngju

For much of the twentieth century, literature was at the very forefront of progressive intellectual discourses in Korea, and provided the heated battleground for social and political contestations. In this class, we will read major works of modern Korean fiction in English translation and explore the place of the writer in Korean society. Central to this exploration is the theme of modernity; rather than take modernity as given, we will ask what other modalities of human life and systems of understanding it has replaced. Topics of discussion will include tradition and nativism; migration and nostalgia; imperialist, nationalist and communist ideologies; urban space and culture; gender politics; changing conceptions of private life and aesthetics of commitment. To enrich our understanding of fictional texts, we will chart major literary debates in modern Korea and situate them within shifting political climates.

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

Section 001

The Question of Modernity

**Credits:** 3

**Primary Instructor:** Dass,Manishita

This course approaches the question of modernity, which has emerged as a central issue in the humanities, from a comparative perspective. What shape does modernity take in South and East Asia? Is modernity always imitative of the west or can we speak of “alternative modernities”? What role do visual and literary cultures play in the making of modernity in Asia? What challenges might a study of Asian modernity pose to dominant understandings of the modern? Our investigation will be primarily anchored in the visual and popular cultures of India (a major focus), China, and Japan, and draw on cinema and literary studies, cultural theory, history, and anthropology. The course will entail structured discussions and active student participation.

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

Section 003

The Development of Chinese Fiction

**Credits:** 3  
**Other:** Theme

**Primary Instructor:** Rolston,David Lee

China had a long and independent tradition of fiction writing that is both interesting in and of itself and represents a valuable example for comparison with other traditions. Chinese notions of what “fiction” was changed over time, and gradually many of the taboos and resistances to the writing and reading of fiction were overcome. This course will chart the development of individual fictional genres and how they were consumed and evaluated over time. We will also consider how similar stuff material was reworked in different genres and even in the same genre, the writing of sequels and parodies, and the late imperial practice of reading fiction in editions with interpretive commentary. As opposed to the more formal and highly respected genres in traditional China such as poetry and essays, fiction was free to reflect a much wider range of concerns, stretching from matters of the highest political and social import to those of the heart and the

bedroom. Many fictional representations had wide social currency, not only in their original written form, but also through stage renditions. Class requirements will include participation in in-class exercises, brief weekly assignments, two short papers, and a final exam. A knowledge of Chinese is not required.

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

Section 005

Keywords and Concepts in Japanese History and Society

**Credits:** 3

**Class Misc Info:** The course is for students who can read Japanese newspapers with a dictionary.

#### **Undergrad and Grad**

#### **Meet Together Classes**

HISTORY 392 - Asian Hist Topics, Section 005

HISTORY 592 - Asian Topics, Section 005

**Primary Instructor:** Tonomura,Hitomi

The course is for students who can read Japanese newspapers with a dictionary. It aims to understand aspects of Japanese society and politics as they appear in the original language, unmediated by the process of translation into English. We will choose select media-based keywords, examine their meanings within the context in which they appear, and seek to broaden our understanding of those meanings by examining related or relevant concepts in historical and other contemporary sources. Students will be evaluated on the basis of (1) class participation, preparation and discussion and (2) a ten-page (or less) paper based on each student's select keyword.

There are no books or coursepack to be purchased. The instructor will supply newspaper clippings and assign associated readings that are on JSTOR or otherwise easily accessible to students. Students will also choose readings when assigned to "host" a session.

Terms we will investigate may include: *Sumô*, *Haken shain*, *Rokusha kaigi* *Baishin'in seido*, *Kenpô kaisei*, *Yûsei min' eika*, *Shôshika*, *Kôreika*, *Kodomo/ oya gyakutai*, *Kakusa shakai* and *Ondanka*.

### **ASIAN 502 - Humanistic Studies of Historical and Contemporary China**

Section 001

**Credits:** 3

**Other:** Theme

#### **Cross-Listed Classes**

ANTHRCUL 502 - China Humanistic St, Section 001

CCS 502 - China Humanistic St, Section 001

HISTART 504 - China Humanistic St, Section 001

HISTORY 548 - China Humanistic St, Section 001

POLSCI 502 - China Humanistic St, Section 001

**Primary Instructor:** Rolston,David Lee

**Instructor:** Lam,Joseph S C

This course will examine the present state of research in selected areas of scholarly inquiry in Chinese studies – language, literature, history, religion material culture, and art history – as we interrogate such seemingly

commonsense notions as "civilization," "culture," "tradition," "modernity," and above all, "Chineseness." Our goals are to develop good reading skills, stimulate critical thinking, and inspire imaginative approaches to humanistic problems.

### **ASIAN 551 - Classical Japanese Prose**

Section 001

The Genji Monogatari

**Credits:** 3

**Primary Instructor:** Ramirez-Christensen,E

Training in the reading and interpretation of prose texts from the Heian period (794-1185), which saw the development of a native or vernacular tradition (as distinct from Sino-Japanese or kanbun) based on hiragana and waka poetic language particularly in the works of women court writers. Genres include monogatari (narratives), nikki (diaries), and the so-called hybrid types, uta nikki (poem journals) and uta monogatari (poem tales). Topic for Winter 2008: The Hermeneutics of the Tale of Genji. What is the most productive way of reading this first ever classic of women's writing in the world? The seminar will analyze the work from the perspectives of the history of its reception, feminist theory and women's writing, gender studies, and translation studies. We will explore the application of the Freudian oedipal hermeneutic, the Lacanian analysis of desire, Kristeva's semiotic order, and Judith Butler's reflections on gender to this work. Students from other fields who can read the Tale of Genji only in English or modern Japanese translation are also welcome to attend the seminar.

### **ASIAN 585 - Seminar in Chinese Studies**

Section 001

The Orthodox and the Occult in Chinese Medicine

**Credits:** 3

**Other:** Theme

**Primary Instructor:** Brown,Miranda D

This course will provide an introduction to Chinese medical texts. We will read in the original classical Chinese the Biography of Chunyu Yi (Shiji 105), as well as selections from the Yellow Emperor's Classic, Classic of Difficult Issues, and the Classic of the Pulse. In addition, students will be asked to consider the contents of the aforementioned texts in relation to selections from the Annals by Lü Buwei, various divination manuals and accounts of divination, and excavated bureaucratic communications. Some discussion of secondary literature in various European and Asian languages will be included. Students should have had at least one year of Classical Chinese and four years of Modern Chinese to enroll.

Requirements: weekly attendance in seminar (to be scheduled for Monday morning), 2-3 presentations of the sources and secondary literature, and one long seminar paper.

## **Asian Languages**

ASIANLAN 126 - First Year Japanese II

Section 001

**Credits:** 5

**Credit Exclusions:** No credit granted to those who have completed or are enrolled in ASIANLAN 127 or 129.

**Primary Instructor:** Emori, Shoko

In this course, students continue to develop the basic language skills (speaking, listening, reading and writing) while becoming familiar with aspects of Japanese culture which directly contribute to language competence. Drill sessions are conducted in Japanese and emphasize the ability to produce and comprehend Japanese at a natural speed. Analyses and explanations delivered in English and Japanese are reserved for the lecture sessions. The end-of-year project is an individual, a pair or a group presentation in Japanese, for which prizes are given.

### **ASIANLAN 226 - Second Year Japanese II** Section 001

**Credits:** 5  
**Other:** Lang Req  
**Credit Exclusions:** No credit granted to those who have completed or are enrolled in ASIANLAN 227 or 229.

**Primary Instructor:** Hanai, Yoshiro

This course provides further training in the core language skills (speaking, listening, reading and writing) for students who have acquired basic language proficiency. Deeper nuances of Japanese culture will be introduced (some by means of video clips in Japanese) and discussions conducted on the social and cultural use of language. Drill sessions are conducted only in Japanese and emphasize mastery of somewhat more complex structures than in the first year. Lectures are given primarily in Japanese. The end-of-year project is a Japanese skit contest, for which prizes are given.

### **ASIANLAN 229 - Intensive Japanese II** Section 001

**Credits:** 10  
**Other:** Lang Req  
**Credit Exclusions:** No credit granted to those who have completed or are enrolled in ASIANLAN 225, 226, and 227.

**Cross-Listed Classes** RCLANG 296 - Intens Japanese II, Section 001

**Primary Instructor:** Sato, Tetsuya

This course is designed for you to learn Novice-High/Intermediate-Low-level Japanese language in an intensive, semi-immersion setting. It is "intense" because we will study a normally two-term amount of materials in one. 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 approximately 350 *kanji*) along with cultural understanding. Most course-related activities are collaborative in nature. You will learn to acquire a sentence/paragraph-level command in various topics around everyday life for college students and beyond. You are also required to attend minimum three hours of co-curricular activities, such as the Lunch Tables and Conversation Tables, per week. (Prerequisites: successful completion of RCLANG196/ASIANLAN129: Intensive Japanese I or its equivalent. In order to undertake

ASIANLAN325: Third Year Japanese, you must pass the Placement Test at the Department of Asian Languages and Cultures).

**ASIANLAN 326 - Third Year Japanese II**  
Section 001

**Credits:** 4  
**Credit Exclusions:** No credit granted to those who have completed or are enrolled in ASIANLAN 327 (or JAPANESE 411).

Advanced training is given in all the language skills. Practice in the use of spoken Japanese is contextualized within simulated Japanese social settings. Essay writing skills are taught with an emphasis on beginning to develop a more sophisticated style through the use of appropriate vocabulary, including kanji, and use of more advanced grammatical structures. A variety of selected modern texts (essays, fiction, and newspapers) are read with emphasis on expository style. A mini-presentation is conducted each month, and the end-of-year project is a “group or individual research project,” for which prizes are given.

**ASIANLAN 426 - Media Japanese II**  
Section 001

**Credits:** 3  
**Primary Instructor:** Hanai, Yoshiro

This course focuses on the acquisition of linguistic, pragmatic, and socio-cultural competence in all four skills (speaking, listening, reading, and writing) at an advanced level. The textbook is supplemented with a variety of media resources such as television news, newspapers, Internet sites and films in order to further develop reading, writing and listening skills. The class period is devoted to the use of new vocabulary and expressions as well as the acquisition of more complex, advanced grammar patterns, along with discussion of the content of the readings. Written compositions will be assigned as homework. The end-of-year project is an individual or group research project (depending on the number of enrollment).

**ASIANLAN 430 - Japanese Through Business and Social Topics II**  
Section 001

**Credits:** 3  
**Primary Instructor:** Kondo, Junko

This course aims to develop effective communicative skills useful for a career-oriented professional in Japan. Students learn about Japanese business practices and operations as well as related economic and social issues through reading various magazine/newspaper articles, watching video clips, and listening to interviews of Japanese business people. The course includes rapid reading and reading/listening comprehension of moderately difficult materials. Winter term also puts an emphasis on participation in discussion and presenting ideas clearly and persuasively. The end-of-year project is an individual research project on a business-related topic.

**ASIANLAN 440 - Academic Japanese II**  
Section 001

**Credits:** 2

**Primary Instructor:** Emori, Shoko

This course focuses on the development of competence in academic Japanese, especially in reading and writing, to enhance students' ability to do research using Japanese source materials or study at a Japanese university. Skills covered include rapid reading (skimming and scanning skills), intensive reading for 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.

**Intended audience:** Advanced Japanese language students who wish to attend graduate school or study at a university in Japan.

**Course Requirements:** Reading materials in Japanese, weekly quizzes, exercise sheets, midterm and final exams, compositions, and a project.

**Class Format:** Two hours per week in recitation format.

## Japanese Studies

CJS 451 - Topics in Japanese Studies

Section 001

Genders, Transgenders and Sexualities in Twentieth-Century Japan

**Credits:** 3

**Other:** WorldLit

**Waitlist Notes:** Student Services Coordinator, Center for Japanese Studies, 764-6307

**Cost:** 50-100

**Primary Instructor:** McLelland, Mark James

This seminar is intended for graduate students and motivated undergraduate students interested in modern Japanese history and gender. The course looks at the broad spectrum of gender performances and sexual identities expressed in Japanese society across the twentieth century, with a particular focus on post-war developments. Reading mainly first-person accounts and anthropological/sociological writings, we will try to construct a complex picture of the role sexual minorities have played in Japanese society since the late Meiji period. Rather than focusing on taken-for-granted or supposedly mainstream attitudes and discourses, we will look at a range of gendered positions and sexual practices that existed on the margins in order to better understand the co-construction of a characteristically Japanese 'genderscape'. Requirements include regular attendance, reading, participation in class, class presentations of the reading material and two short papers. Graduate students will be required to complete additional research and writing in consultation with the instructor. Textbook: Mark McLelland, Katsuhiko Suganuma and James Welker (eds), *Queer Voices from Japan: First-Person Narratives from Japan's Sexual Minorities*, Lanham: Lexington Press, 2007. You will also find purchasing copies of the following books useful: Mark McLelland, *Queer Japan from the Pacific War to the Internet Age*, Lanham: Rowman & Littlefield, 2005 and Mark McLelland and Romit Dasgupta (eds), *Genders, Transgenders and Sexualities in Japan*, London: Routledge, 2005. These readings will be supplemented by texts made available in library reserve and online.

## Comparative Literature

## **COMPLIT 280 - America and Its Others**

Section 001

Variations of Empire: Comparative US Interventions from 1887 to the Present

**Credits:** 3

**Requirements & Distribution:** HU

**Primary Instructor:** Marasigan,Cynthia L

The events of 9/11 and the current War on Terror have magnified the reality of America's influence and presence across the world. Overseas military bases, multinational corporations, and widespread American pop culture represent diverse sites in which the U.S. has built a massive global empire. Traditional narratives of American power, however, often disavow the idea of the U.S. as an empire, refusing to acknowledge early formations of American imperialism.

This course challenges this selective framework by exploring major U.S. global interventions over the last century and by analyzing both popular and political debates about the role of the U.S. in the world. Topics include the Westward "expansion" over Native American land, the Spanish-American-Cuban-Philippine War, U.S. occupations in the Caribbean, proxy governments in Latin America, militarization in the Pacific, the Cold War in Asia, and the current crises in the Middle East. Students will assess the relationships and negotiations between the United States and nations of various races, cultures, religions, forms of government, and economies. They will also consider competing perspectives on the meanings of democracy, citizenship, sovereignty, and human rights.

Primary and secondary materials include official sources (policy statements, Congressional Records) and popular sources (personal accounts, newspaper and magazine articles, photographs, cartoons, films, and novels). Students are expected to complete all reading and writing assignments and to participate actively in class discussions.

Other requirements include a midterm exam, a 10-12 page research paper, and a final exam.

## **Dance**

### **DANCE 337 - Topics World Dance**

Section 001

**Credits:** 3

**Consent:** With permission of instructor.

**Meet Together Classes** RCHUMS 235 - World Dance, Section 001

**Primary Instructor:** Genne,Beth

This course will survey a diversity of dance traditions throughout the world. Students will gain insight into the functions, aesthetics, history, and cultural context of dances within specific societies. Theatrical, religious, popular, and social dance traditions will be examined in a variety of cultures including groups in Africa, Japan, India, South America, Aboriginal Australia, Indonesia (Bali, Java), the Mideast, and others. A variety of broad comparative issues will be explored: How does dance reflect the values of the society which produces it? How are gender, class, relationships between individual and group, and political and spiritual values displayed through dance structures and movements? What is the creative process for producing these dance works? How is the visual imagery of dance movement designed and how can an audience decipher it? What are the

basic elements of dance choreography? How do choreographic structures differ cross-culturally? How do the training, preparation, and performance practices of dancers differ cross-culturally? How do the dances of these cultures employ or integrate other art forms such as music, theater, and costume design? How are dance productions evaluated and critiqued within different cultures? In addition to lectures and readings, the class will feature several guest artist/speaker presentations, viewings of films and videos, and observations of dance rehearsals, classes, and performances.

## Program in the Environment

### **ENVIRON 313 - Environment and Development: Dilemmas of Power and Place in a Global World** Section 001

**Credits:** 3

**Meet Together Classes** POLSCI 389 - Topics, Section 014

**Primary Instructor:** Agrawal, Arun  
**Instructor:** Lemos, Maria Carmen de Mello

Broadly understood, scholarship on development and environmentalism has moved through similar phases, albeit at different times. The first phase of development policies emphasized centrally sponsored programs of change and large-scale projects of improvement. Environmental preservation, analogously, was viewed as hinging on major government initiatives to manage trees, pastures, and wildlife. Central initiatives and scholarly research were often a response to the challenges faced by colonial and newly independent states whose impoverished populations lived within rapidly changing landscapes. Its second phase was more attuned to the problems that entrenched power posed to social change and the challenges of contextual differences. Scholarship in this phase has emphasized more decentralized strategies on development and environment. Participatory and inclusive development and conservation are often viewed as an appropriate solution to excesses and mistakes of past centralized efforts. Most recently, many scholars have moved away from engagement with development or conservation policy and practice, and toward a more critical examination of goals, origins, discourses and outcomes.

Traditional studies of development attempted to globalize particular values of modernity. Taking objectives such as growth, equity, rationalization and political development to be universally desirable, such studies generally focused on how to produce and reproduce the modern in given localities. In a similar vein, early discussions of environmentalism remained wedded to a local/global dichotomy, often focusing on the local as the point where environmental degradation took place and the global as the place to fix it. The emergence of environmental problems of global proportions (i.e. global climate change) has somewhat changed these approaches and introduced both cause and effect at diverse scales from the local to the national to the global.

The course is organized around themes interspersing development and environment. It includes the history of environment and development practices as they have evolved since the 1950s--from the mantra of growth to the focus on new development paradigms such as human and sustainable development. On the environment side, the course examines different aspects of environmental protection and management ranging from conservation, to decentralization of natural resources management, to the emergence of global institutions for environmental governance. While the overall thrust of the course conforms to a theoretical framework that brings together a particular way to understand development and environmentalism, it will be somewhat focused

in our geographical coverage, drawing most empirical materials from Latin America, Africa and Asia.



**Intended audience:** This class targets SO, JR, SRs interested in better understanding the interaction between development policy and environmental conservation in less developed regions of the world. Designed for any major interested in the environment, especially Social Sciences, PitE and Biological Sciences.

**Course Requirements:** A research paper of 5,000 words (40%). A short sketch of a research idea will be due by end of January so that students can get early feedback. By the end of the course, each student should have put together a final draft of the paper that will be due on the last day of classes. Beginning from the second week, students will be required write a short (50-100 words) commentary on each reading, either a summary, critique, or focused on one or two sentences that most intrigued them. In addition, students should suggest a couple of discussion questions for the class (20%). The commentary and questions are due the day before class. All students will be expected to contribute to class discussions (10%). Additionally, there will be a mid-term exam (30%).

**Class Format:** Lecture , 3 hours per week.

## History of Art

### HISTART 392 - Anime to Zen: Japanese Art through Contemporary Popular Culture Section 001

**Credits:** 4  
**Requirements & Distribution:** HU  
**Cost:** <50

**Primary Instructor:** Carr, Kevin Gray

What is the place of recent Japanese visual culture in the larger history of the Japanese art? Can it illuminate our understanding of earlier art and vice versa? This course examines examples of contemporary popular visual culture in order to illuminate fundamental themes common throughout Japanese history. A wide variety of films, photography, paintings, architecture, comics, new media, and design will serve as lenses to focus discussions of ideas about nature and place, personal and national identity, fantasy and virtual realities, humanity and its borders, beauty and ugliness, violence and war, the body, gender, sex, and consumption. The course assumes no previous exposure to the cultures or languages of Japan, and all are welcome to attend.

### HISTART 393 - Junior Proseminar Section 002 Rhetoric of the Invisible: A View from East Asia

**Credits:** 3  
**Cost:** 50-100

**Primary Instructor:** Carr, Kevin Gray

This first half of this course surveys the religious arts of Japan, focusing on the expression of the invisible in visual form. Each class will focus on a particular monument of Japanese art, ranging in date from the sixth century to the present day. By examining traditions of *kami* worship (Shintô), Buddhism, mountain cults, and contemporary religions, we will shed light on the status of the “icon,” the role of ritual and performance, viewer reception, and the relationship of visual art to the natural and man-made worlds. The second half of the course will build on this base of knowledge to look at more specialized topics, both within Japanese art

and art history in general. We will consider theories of “sacred” art and experience from a variety of disciplinary perspectives, focusing on three key questions:

- “Why are the visual arts so prominent in religious practice?”
- “How do artists create a compelling vision of imagined worlds?”
- and “How does art motivate people to believe and act in new ways?”

Although the focus throughout the course will be on specific cases from Japan, students will be encouraged draw on their knowledge of and interests in a wider geographic and temporal range of art history to engage these issues. Ultimately, our inquiry will lead us away not only from East Asia, but also from the artificially-limited category of “religious” art to consider the more general rhetorical force of visual forms. In order to prepare students for a thesis project in their senior year, we will also devote substantial sections of several classes to discussions of research techniques, writing mechanics, formal presentation, and scholarly methods in art history.

### **HISTART 489 - Special Topics in Art and Culture**

Section 001

Memory Works

**Credits:** 3  
**Cost:** <50

**Primary Instructor:** Takenaka, Akiko

This course examines how national and local, as well as collective and personal memories are preserved, transformed, or politicized in modern and contemporary societies through acts of construction, reconstruction, memorialization, and commemoration following human and natural catastrophes including war, terrorism, earthquakes, and fires. The course will begin with a close reading of key scholarly works that theorize cultural and collective memory to familiarize ourselves with the important themes and issues that have been raised in relation to the complex issues surrounding activities and institutions of memory keeping. We will then examine and analyze selected case studies according to such themes as narrative, visualizing, forgetting, and overcoming. Case studies will be drawn from around the globe — including European and Japanese cities in the aftermaths of World War II air-raids, post-war architectural heritage in the former Yugoslavia, memorialization practices in post-communist Eastern Europe, and recent American tragedies such as September 11th and Hurricane Katrina — but the main focus of the class will be the two major catastrophes of the Twentieth Century: the Holocaust and the dropping of the atomic bombs on Hiroshima and Nagasaki. In each site, we will look at various processes of memory work, including the reconstruction of the existing landscape, creation of monuments and memorials, rituals of memorialization and commemoration, as well as other means of memory preservation including written narratives, visual presentation, oral history narratives and museum exhibits, with a particular attention on how individual and collective memory is being treated and for what means. In the last weeks, students will present their research on a site of their choice.

## **History**

### **HISTORY 203 - Introduction to Japanese Civilization**

Section 001

**Credits:** 4  
**Requirements & Distribution:** HU

**Cross-Listed Classes** ASIAN 200 - Intr Jpn Civilizatn, Section 001

**Primary Instructor:** Fukuoka,Maki

This course is designed as an introduction to aspects of the history and culture of Japan. We will examine translations of primary documents, selected critical essays and visual materials (including film) both to engage with representations of moments of Japan's history, but also to raise a series of questions regarding the methods of cultural analysis *per se*. Thus, the aim of this course is two-fold:

1. to analyze selected aspects of the cultural history of "Japan," and
2. to critically reflect on the act of analysis itself.

### **HISTORY 205 - Modern East Asia**

Section 001

**Credits:** 4  
**Requirements & Distribution:** SS  
**Other:** Theme, WorldLit

**Cross-Listed Classes** ASIAN 205 - Modern East Asia, Section 001

**Primary Instructor:** Cassel,Par Kristoffer

This course is an introduction to modern China, Korea, and Japan from 1800 to the present. It covers the following topics: (1) China's progressive decline and rejuvenation, the impact of imperialism, the rise and development of the PRC; (2) the struggles of Korea, its colonization by Japan; liberation and division into the two Koreas, and the rising economic status of the South; and (3) the end of feudalism in Japan, the building of a modern state and economy, Japanese imperialism, postwar recovery, and the rise to super-power status. Taking a broad comparative perspective on EA, the course explores the inter-relations between political economy, society, and culture in each country within an emerging modern world system. This is a continuation of HISTORY 204; however that course is not a prerequisite and no previous background on the subject is required. Two lectures and one discussion section each week. There will be a midterm and final exam.

### **HISTORY 208 - Topics in History**

Section 003

How to Make the Wheel Turn: Buddhism and Power

**Credits:** 3

**Meet Together Classes** ASIAN 280 - Topics Asian Studies, Section 001

**Primary Instructor:** Emmrich,Christoph

The Buddha is said to have been able to stop mad elephants from running him over, have entire armies out to kill him be washed away by floods, or teleport himself across rivers and into heavens and hells. Indian Buddhist saints, Nepalese tantric priests and Burmese wizards supposedly had and still have the power to fly through the air, go through walls, or read minds. A mantra recited or written on a scrap of paper, icons and amulets representing the Buddha, or, most of all, the Buddha's conserved tooth have the power to protect you from danger and vanquish your enemies. Kings, generals, politicians and businessmen in South and

Southeast Asia have sought to own these powerful objects and to be endorsed by powerful monks to run countries, wipe out competition or wage devastating wars. In the same way rebels, social reformers and pro-democracy activists have successfully stood up to repression and changed the balance of power by themselves plugging into the power the Buddha, his doctrine and his people have to offer. The ongoing civil war in Sri Lanka is both favored and opposed by monks. And the Thai king, who was once a monk, is the one to decide when the military or the civilians should run the country. If Buddhism, as it is often believed is all about peace, meditation, retreating and nirvana, how Buddhist is it to have all these kinds of powers, or how Buddhist is it to have power at all? Or could it be that the path to power is to refuse to have any? What power can the knowledge about Buddhism confer not only on Buddhist monks and rulers, but on Western scholars and students? This is a course in which you will learn about Buddhism from a different perspective by studying how power works.

### **HISTORY 304 - History of the Pacific Islands**

Section 001

**Credits:** 3  
**Waitlist Capacity:** unlimited

**Cross-Listed Classes** AMCULT 317 - Pacific Islands Hist, Section 001

**Primary Instructor:** Salesa, Damon I

The Pacific Islands. You might think of hula girls, conch shells, Moby Dick, aloha shirts, outrigger canoes, Gauguin, and 'Survivor: the Marquesas'; or then again, you might not think of anything. Strangely, although the Pacific Ocean is the biggest thing on earth, bigger than Africa, the Americas, and Asia combined, and actually neighbors the U.S., it is in many respects a blank space in our historical and cultural maps. The Pacific means more to the U.S. than you might think. Early U.S. imperial adventures were in its waters, a number of major industries were or are dependent on its resources; thousands of Americans died in the Pacific, most of America's remaining colonies are there, and the U.S. military dominates the region. These are just some of the issues we will cover in this course, which will cover the general history of the region, as well as focus on particular moments and places. Particular attention will be given to Pacific Islanders, their cultures and histories. No prior knowledge or study of the region is necessary. Assessment will be through four short in-class tests, an in-class presentation and a related writing assignment, participation in class discussion & activities, and a final paper.

### **HISTORY 392 - Topics in Asian History**

Section 005

Keywords and Concepts in Japanese Society and History

**Credits:** 3  
**Class Misc Info:** The course is for students who can read Japanese newspapers with a dictionary.

**Undergrad and Grad Meet Together Classes** ASIAN 480 - Topics Asian Studies, Section 005  
HISTORY 592 - Asian Topics, Section 005

**Primary Instructor:** Tonomura, Hitomi

The course is for students who can read Japanese newspapers with a dictionary. It aims to understand aspects of Japanese society and politics as they appear in the original language, unmediated by the process of

translation into English. We will choose select media-based keywords, examine their meanings within the context in which they appear, and seek to broaden our understanding of those meanings by examining related or relevant concepts in historical and other contemporary sources. Students will be evaluated on the basis of (1) class participation, preparation and discussion and (2) a ten-page (or less) paper based on each student's select keyword.

There are no books or coursepack to be purchased. The instructor will supply newspaper clippings and assign associated readings that are on JSTOR or otherwise easily accessible to students. Students will also choose readings when assigned to "host" a session.

Terms we will investigate may include: *Sumô*, *Haken shain*, *Rokusha kaigi Baishin'in seido*, *Kenpô kaisei*, *Yûsei min' eika*, *Shôshika*, *Kôreika*, *Kodomo/oya gyakutai*, *Kakusa shakai* and *Ondanka*.

## **HISTORY 397 - History Colloquium**

Section 004

Postwar Japan: History and Memory

**Credits:** 4  
**Consent:** With permission of department.

**Primary Instructor:** Pincus, Leslie B

In August of 1945, after fifteen years of war in Asia and the Pacific, Japan surrendered to the Allied Forces, lost an empire, and submitted to foreign occupation. During the postwar decades that followed, Japan underwent a transformation from a defeated nation, devastated by war, into an affluent society and economic world power. This course explores the complex and often troubled path of that transformation through the lens of memory, individual and collective. In a range of forms of reflection on the past — from memoirs, oral history, reportage, and film to more orthodox forms of historical narrative — we explore the modes of historicizing, remembering, and forgetting the past that have accompanied the vicissitudes of postwar Japan. The focus will be on key themes between 1945 and the present:

- the war as experience and its aftermath, the Occupation and its impact;
- high-growth economics, its planners, beneficiaries, and victims;
- the "managed society" and its opponents in the post-1960 era; and
- the death of the Showa emperor near the end of the century.

Designed to satisfy the "Junior/Senior Colloquium" requirement for History Concentrators, this course will take the form of a collaborative endeavor to explore issues emerging from the readings, through class discussion and writing assignments. Since the success of the class depends on the participation of everyone in it, preparation and attendance are fundamental requirements. Class sessions will include mini-lectures to set the stage, group discussion, and film/video viewing. Through the term, students will keep a "reading log" with reflection and analysis based on weekly readings. Everyone in the class will design an independent term project; the project can take the form of an oral history, an analytic exploration of a museum or memorial site, or an archival-based research project. Projects can be undertaken individually, in pairs or small groups. Final grades will be based on class preparation and participation, on the quality of students' written engagement with course readings, and on written assignments and term projects.

## **HISTORY 415 - Law and Society in Late Imperial and Modern China**

Section 001

**Credits:** 3  
**Other:** Theme

**Meet Together Classes** ASIAN 415 - Law & Soc in China, Section 001  
LAW 740 - Chinese Legal History, Section 001

**Primary Instructor:** Cassel,Par Kristoffer  
**Instructor:** Howson,Nicholas Calcina

The Chinese legal tradition has not only exercised a tremendous influence on other legal systems in East Asia for centuries, but exerts a direct and considerable influence on modern China's program of reform and modernization, which commenced in 1979. This course will explore major topics in Chinese legal history through selected readings of secondary and primary sources in English translation, as well as through the study of case reports and aspects of the literary tradition. The course will be divided into three segments: The first segment will introduce some of the basic concepts, philosophical bases, and institutions supporting the traditional Chinese legal order, and orthodox perceptions (by both Chinese and foreigners) of that legal order. The second segment will explore in more detail how the Chinese legal order was implemented during the Qing Dynasty (1644-1911), China's last imperial dynasty, and the early republican period. The third and final segment will discuss how Chinese law and institutions have been transformed from the mid-nineteenth century to the late 1970s, focusing on China's encounter with a capitalist, trading, and modern West, the long Chinese revolution from 1911-1949, and the first three decades of New China under leadership of Mao Zedong and the Communist revolutionary generation.

**HISTORY 450 - Japan to 1700**  
Section 001

**Credits:** 3  
**Cost:** 50-100

**Primary Instructor:** Tonomura,Hitomi

The course aims to provide a critical understanding of various aspects of Japanese history from prehistoric times through the last phase of the age of the samurai. The course emphasizes analysis of primary historical sources along with understanding of historians' (sometimes conflicting) interpretations of historical events and processes as well as their depiction in media. Through our rigorous reading and viewing, we should come to gain knowledge of Japan's past that refutes the simplistic and mistaken images conveyed by terms such as the "samurai," "bushido," "geisha," "uniqueness," "seclusion," and "homogeneity."

Students will be evaluated on the basis of in-class activities and 2 papers.  
Graduate students: An additional assignment, to be discussed.

**HISTORY 592 - Topics in Asian History**  
Section 005  
Keywords and Concepts in Japanese Society and History

**Credits:** 3  
**Class Misc Info:** The course is for students who can read Japanese newspapers with a dictionary.

**Undergrad and Grad**  
**Meet Together Classes** ASIAN 480 - Topics Asian Studies, Section 005

## HISTORY 392 - Asian Hist Topics, Section 005

**Primary Instructor:** Tonomura,Hitomi

The course is for students who can read Japanese newspapers with a dictionary. It aims to understand aspects of Japanese society and politics as they appear in the original language, unmediated by the process of translation into English. We will choose select media-based keywords, examine their meanings within the context in which they appear, and seek to broaden our understanding of those meanings by examining related or relevant concepts in historical and other contemporary sources. Students will be evaluated on the basis of (1) class participation, preparation and discussion and (2) a ten-page (or less) paper based on each student's select keyword.

There are no books or coursepack to be purchased. The instructor will supply newspaper clippings and assign associated readings that are on JSTOR or otherwise easily accessible to students. Students will also choose readings when assigned to "host" a session.

Terms we will investigate may include: *Sumô*, *Haken shain*, *Rokusha kaigi* *Baishin'in seido*, *Kenpô kaisei*, *Yûsei min' eika*, *Shôshika*, *Kôreika*, *Kodomo/ oya gyakutai*, *Kakusa shakai* and *Ondanka*.

## **HISTORY 676 - Studies in Modern Japanese History** Section 001

**Credits:** 3

**Primary Instructor:** Pincus,Leslie B

HISTORY 676 is an introductory graduate course for students planning to write a dissertation in modern Japanese studies or take a field in the same area. The course is designed to familiarize students with thematic topics as well as historiographic and theoretical issues in the field of modern Japanese history. While readings are primarily in English language secondary sources, students are encouraged to read specific sources in Japanese.

## **Lloyd Hall Scholars Program**

### **LHSP 130 - Writing and the Arts I** Section 001

Creative Nonfiction: Personal/Vision

**Credits:** 3  
**Requirements & Distribution:** CE

**Primary Instructor:** Barron,Paul Douglas

In "Prize Stock," Nobel Laureate Kenzaburô Ôe adapts the story of Huck Finn to a remote Japanese island, recasting Jim as a downed U.S. airman. "It seems unlikely," writes John Nathan, Ôe's translator, "that a Japanese schoolboy, Ôe, knowing only the tiny, manageable wilderness of the Japanese countryside could be much moved by Huckleberry's pilgrimage down the vast Mississippi: Ôe was ardently moved. It was Huck's moral courage, literally Hell-bent, that ignited his imagination."

What Ōe experienced by reading Mark Twain was an example of what Herman Melville, another of the authors we'll read, has referred to as the "shock of recognition": "For genius, all over the world, stands hand in hand, and one shock of recognition runs the whole circle round." This idea of an authorial genius, however, is a relatively recent concept in the history of art, and, in this course devoted to imitation and adaptation, we will examine our notions of originality and inspiration. We shall do this both by rigorous study of literature, but also within our own literary efforts and experimentations.

Students will write four essays as well as smaller responses. Additionally, as a class, we will organize a LHSP-wide public reading showcasing our work for the term. Our wide-ranging readings will include samplings from the Bible, pop lyrics, Renaissance essayists, fairy tales, a Chilean novelist, a memoir of Greenwich Village after World War II, and a unit devoted to the American short story.

## Political Science

### **POLSCI 389 - Topics in Contemporary Political Science**

Section 004

Politics & Economic Development of Asia

**Credits:** 3  
**Other:** Honors

**Primary Instructor:** Varshney, Ashutosh

It is widely accepted that development is not simply an economic phenomenon. Political processes are intimately tied up with economic development. Consider the following questions.

- Does the nature of the political system affect development?
- Does democracy promote, or slow down economic growth?
- What kinds of links between the state and society promote development?
- What is the relationship between democracy and economic liberalism?
- As more and more countries have embraced both political freedoms and market-oriented economic reforms, should one expect both to succeed equally?

Consider some comparative questions now.

- Why have some countries industrialized faster than others?
- Why do some countries do better at poverty alleviation than others?
- Why have some countries been successful in solving the problem of food production, while others have not been?
- Are their different paths to agrarian and industrial development?

Since the Second World War, an enormous amount of intellectual effort has gone into understanding these issues. Asia has been at the heart of much of this literature. We will compare and contrast the various Asian countries and models of development around themes identified above. Given their weight in Asia, China and India will be an important focus of this class, though materials will also be drawn from other countries.

### **POLSCI 389 - Topics in Contemporary Political Science**

Section 008

The Politics of Human Rights



**Credits:** 3

**Primary Instructor:** Gordon, Neve

In this course we will examine the influence of human rights on the political arena in several countries around the world. We will begin, though, by exploring the historical development of human rights, while underscoring their theoretical basis and how they are conceived within different cultures. Next, we will look at a series of case studies—from the Middle East, United States, Asia, and Latin America. Examining pertinent international human rights conventions, we will inquire why it is difficult to enforce international laws. Simultaneously, we will consider the work of non-governmental organizations and emphasize the strategies they develop in order to struggle against the violation of human rights. Finally, we will discuss the limits of human rights and evaluate their contribution to a more ethical politics.

### **POLSCI 389 - Topics in Contemporary Political Science**

Section 009

Comparative Democratic Institutions and Behavior

**Credits:** 3

**Primary Instructor:** Salmond, Robert Cockburn

Contemporary topics in political science; content and number of credits varies by term and instructor.

### **POLSCI 389 - Topics in Contemporary Political Science**

Section 014

Development and Environment: Dilemmas of Power and Place in Global World

**Credits:** 3

**Meet Together Classes** ENVIRON 313 - Environ and Develop, Section 001

**Primary Instructor:** Agrawal, Arun; homepage

**Instructor:** Lemos, Maria Carmen de Mello

Broadly understood, scholarship on development and environmentalism has moved through similar phases, albeit at different times. The first phase of development policies emphasized centrally sponsored programs of change and large-scale projects of improvement. Environmental preservation, analogously, was viewed as hinging on major government initiatives to manage trees, pastures, and wildlife. Central initiatives and scholarly research were often a response to the challenges faced by colonial and newly independent states whose impoverished populations lived within rapidly changing landscapes. Its second phase was more attuned to the problems that entrenched power posed to social change and the challenges of contextual differences. Scholarship in this phase has emphasized more decentralized strategies on development and environment. Participatory and inclusive development and conservation are often viewed as an appropriate solution to excesses and mistakes of past centralized efforts. Most recently, many scholars have moved away from engagement with development or conservation policy and practice, and toward a more critical examination of goals, origins, discourses and outcomes.

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as the point where environmental degradation took place and the global as the place to fix it. The emergence of environmental problems of global proportions (i.e. global climate change) has somewhat changed these approaches and introduced both cause and effect at diverse scales from the local to the national to the global.

The course is organized around themes interspersing development and environment. It includes the history of environment and development practices as they have evolved since the 1950s--from the mantra of growth to the focus on new development paradigms such as human and sustainable development. On the environment side, the course examines different aspects of environmental protection and management ranging from conservation, to decentralization of natural resources management, to the emergence of global institutions for environmental governance. While the overall thrust of the course conforms to a theoretical framework that brings together a particular way to understand development and environmentalism, it will be somewhat focused

in our geographical coverage, drawing most empirical materials from Latin America, Africa and Asia.

**Intended audience:** This class targets SO, JR, SRs interested in better understanding the interaction between development policy and environmental conservation in less developed regions of the world. Designed for any major interested in the environment, especially Social Sciences, PitE and Biological Sciences.

**Course Requirements:** A research paper of 5,000 words (40%). A short sketch of a research idea will be due by end of January so that students can get early feedback. By the end of the course, each student should have put together a final draft of the paper that will be due on the last day of classes. Beginning from the second week, students will be required write a short (50-100 words) commentary on each reading, either a summary, critique, or focused on one or two sentences that most intrigued them. In addition, students should suggest a couple of discussion questions for the class (20%). The commentary and questions are due the day before class. All students will be expected to contribute to class discussions (10%). Additionally, there will be a mid-term exam (30%).

**Class Format:** Lecture , 3 hours per week.

### **POLSCI 498 - Undergraduate Seminar in International Politics**

Section 001

Understanding China's International Impact

**Credits:** 3  
**Other:** Theme

**Primary Instructor:** Lieberthal, Kenneth G

Never before in history has more than twenty percent of the human race increased its output of goods and services at the pace that has characterized Chinese growth since 1978. China's accomplishments – and the nature of the domestic system that has produced them – are challenging both existing scholarly paradigms and real-world international players from governments, militaries, and international organizations to multinational corporations and NGOs. This seminar will analyze China's grand strategy, the forces driving its rapidly growing international impact, and the unfolding consequences regionally and globally.

### **POLSCI 684 - Comparative Democratic Process**

Section 001

**Credits:** 3

**Primary Instructor:** Salmond,Robert Cockburn

This seminar introduces participants to the comparative study of democratic processes in advanced industrial societies, including the U.S. Students will study the roles of important political actors in democratic systems (such as political parties and interest groups), the formal institutional arrangements that constrain bargaining processes between these political actors, and the patterns of political performance that emerge from these bargaining processes.

## Residential College

### **RCHUMS 235 - Topics in World Dance**

Section 001

**Credits:** 3

**Requirements & Distribution:** HU

**Course Attributes**

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

**Meet Together Classes** DANCE 337 - Topics World Dan, Section 001

**Primary Instructor:** Genne,Beth

This course will survey a diversity of dance traditions throughout the world. Students will gain insight into the functions, aesthetics, history, and cultural context of dances within specific societies. Theatrical, religious, popular, and social dance traditions will be examined in a variety of cultures including groups in Africa, Japan, India, South America, Aboriginal Australia, Indonesia (Bali, Java), the Mideast, and others. A variety of broad comparative issues will be explored: How does dance reflect the values of the society which produces it? How are gender, class, relationships between individual and group, and political and spiritual values displayed through dance structures and movements? What is the creative process for producing these dance works? How is the visual imagery of dance movement designed and how can an audience decipher it? What are the basic elements of dance choreography? How do choreographic structures differ cross-culturally? How do the training, preparation, and performance practices of dancers differ cross-culturally? How do the dances of these cultures employ or integrate other art forms such as music, theater, and costume design? How are dance productions evaluated and critiqued within different cultures? In addition to lectures and readings, the class will feature several guest artist/speaker presentations, viewings of films and videos, and observations of dance rehearsals, classes, and performances.

### **RCLANG 296 - Intensive Japanese II**

Section 001

**Credits:** 10

**Other:** Lang Req

**Credit Exclusions:** No credit granted to those who have completed or are enrolled in ASIANLAN 225, 226, and 227.

**Cross-Listed Classes** ASIANLAN 229 - Intens Japanese II, Section 001

**Primary Instructor:** Sato,Tetsuya

This course is designed for you to learn Novice-High/Intermediate-Low-level Japanese language in an intensive, semi-immersion setting. It is "intense" because we will study a normally two-term amount of materials in one. 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 approximately 350 *kanji*) along with cultural understanding. Most course-related activities are collaborative in nature. You will learn to acquire a sentence/paragraph-level command in various topics around everyday life for college students and beyond. You are also required to attend minimum three hours of co-curricular activities, such as the Lunch Tables and Conversation Tables, per week. (Prerequisites: successful completion of RCLANG196/ASIANLAN129: Intensive Japanese I or its equivalent. In order to undertake ASIANLAN325: Third Year Japanese, you must pass the Placement Test at the Department of Asian Languages and Cultures).

## Program in the Study of Religion

### RELIGION 202 - Introduction to the Study of Asian Religions

Section 001

**Credits:** 4  
**Requirements & Distribution:** HU  
**Other:** Theme, WorldLit

**Cross-Listed Classes** ASIAN 220 - Intr Asian Religions, Section 001

**Primary Instructor:** Robson,James

This course is designed as an introduction to the study of Asian religions. It aims to cover the historical development (from ancient times down to the present) of Hinduism, Buddhism, Daoism, Confucianism and Shinto, *etc.*, in cross-cultural settings that will include India, China, Korea, and Japan. Readings will include both primary texts (concerning doctrine, philosophy and religious practices) in English translation and secondary scholarship.

## Sociology

### SOC 495 - Special Course

Section 003

Sociology of Japan

**Credits:** 3

**Primary Instructor:** Tsutsui,Kiyoteru

This course examines contemporary Japanese society from a sociological perspective, using empirical data such as statistics and ethnographic accounts as well as visual aids such as movies, photos, and video footage. We will examine various aspects of Japanese society, including social stratification, education, gender, family, ethnic diversity, politics, business, work, and mass culture. Our goal is to challenge commonly held notions about Japanese society and examine how it really "works", using empirical examples and employing comparative sociological perspectives.

**SOC 595 - Special Courses**

Section 002

Globalization, Democracy, and Violence

**Credits:** 3  
**Waitlist Capacity:** unlimited

**Primary Instructor:** Kennedy, Michael D

Globalization, democracy and violence around war and terrorism represent some of the key themes of recent global transformations. We shall consider how these terms and the theories behind them frame interpretations of, and interventions in, transformations of the world, especially over the last twenty years. We explore five principal themes:

1. the social consequences of the revolution in information and communication technology;
2. the conditions and consequences of changes in America's position in the world system's power relations;
3. democracy's extension in the world, and its consequent transformations;
4. communism's European end alongside the European Union's expansion, and the relationship among them; and
5. the cultural politics of energy security.