

# East Asia Related Courses

## *Fall 2014*

(Last Updated 5/20/14)

This is an extract of the LSA Course Guide and contains only information as of the last update date given above. For the latest changes, see the live LSA Course Guide at [www.lsa.umich.edu/cg/](http://www.lsa.umich.edu/cg/).

### **Important Notes to MA Students:**

- Courses are listed alphabetically by SUBJECT names.
- For a full, up to date listing of all courses, including descriptions and enrollment space information, see the LSA Course Guide ([www.lsa.umich.edu/cg/](http://www.lsa.umich.edu/cg/)).
- Courses numbered 100-499 are intended for undergraduate students; 500 and above for graduate students.
- Some, but not all, 400-level courses are approved for graduate credit but require additional work beyond that required for undergraduates; these courses are indicated with the notation “Rackham credit requires additional work.”
- To receive credit for 400-level courses not automatically approved for graduate credit, you must file a petition with Rackham and receive approval prior to enrollment. Contact the Academic Services Coordinator for more information.
- Not all courses listed in this document meet the MA degree requirements. If you are not certain if a course meets a requirement, please check with the Academic Services Coordinator.

## ARABIC, ARMENIAN, PERSIAN, TURKISH, AND ISLAMIC STUDIES

<b>AAPTIS 340</b>	<b>From Genghis Khan to the Taliban: Modern Central Asia</b>
<i>Section 001</i>	
Credits:	4
Requirements & Distribution:	SS, RE
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	ASIAN 340 - G Khan to Taliban, Section 001 HISTORY 340 - G Khan to Taliban, Section 001 MENAS 340 - G Khan to Taliban, Section 001 REEES 340 - G Khan to Taliban, Section 001
Primary Instructor:	Northrop, Douglas Taylor

More than 500 years ago, the Silk Road famously connected traders from all over the world, linking the major cities of China and Southeast Asia with those of Europe and Africa. Vast wealth traveled this route, wending across the mountains and steppes of Central Asia, creating rich and sophisticated towns along the way. Bukhara and Samarkand became two of the world's greatest cities, enviable centers of learning and culture.

- How did Central Asia go from being the most cosmopolitan place on earth to an area now seen as one of the most isolated, remote places in the world?
- How did a region where a dizzying array of cultures had long intermingled and coexisted peacefully become a place associated (at least in Western eyes) with intolerance and terrorism?

This course tries to answer such questions by providing an overview of modern Central Asian history. Using both lecture and discussion, it focuses on the colonial and post-colonial periods of the last 300 years: especially in Russian and Soviet Central Asia, but also the neighboring areas dominated by Britain and China (Afghanistan, Pakistan, Xinjiang). It offers a strong emphasis on the links and connections across these political borders, which were at first largely artificial and porous but which became crucially important and shaped local communities in deeply divergent ways. It also emphasizes social and cultural history, as a complement and counterweight to the usual political frameworks and classic grand narratives of khans, revolutions, and wars. Three themes structure the course:

1. the fragmented, changing character of regional identities;
2. the complexities of popular attitudes towards, and relations with, various forms of state power; and
3. the differences between — and the complicated economic, environmental, political, artistic, and cultural legacies of — the major imperial systems (Russian, British, Chinese).

Students will be evaluated on their class contributions as well as written work (short essays and class exercises) and two exams.

## AFROAMERICAN AND AFRICAN STUDIES

<b>AAS 365</b>	<b>Global Perspectives on Gender, Health, and Reproduction</b>
<i>Section 001</i>	
Credits:	3
Requirements & Distribution:	SS
Waitlist Capacity:	99

Advisory Prerequisites: One course in either Women's Studies or AAS.  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: WOMENSTD 365 - Gender Global Health, Section 001  
Primary Instructor: Fadlalla, Amal Hassan

Feminists and anthropologists have produced voluminous work on the body as a site of gendered and sexualized practices. Building on this rich corpus of literature, the course uses the body as a point of entry to examine the constructions and meanings of gender, health and reproduction and their constitution of social differentiation. By using various cross-cultural examples, we will discuss how gender, racial and class differences are enacted and manifested in the divisions of social spaces and in bodily conduct, function, hygiene and sickness. In its entirety, the course attempts to introduce students to the complexity of the local and global processes underlying the cultural production of gender identities and social differentiation.

## **AIR FORCE OFFICER EDUCATION**

**AERO 201** **U.S. Aviation History & Its Development into Air Power**  
*Section 001, 002*  
Credits: 1  
Advisory Prerequisites: AERO 102/Permission of instructor.  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: UC 201 - US Aviat Hist-Dev I, Section 001  
Primary Instructor: Wood, Haynes R

This course traces the development of aviation from the 18th century — a time of balloons and dirigibles — to the present, and examines how technology has affected the growth and development of air power. In addition, this course traces the use and development of air power through World War I and World War II, the Korean and Vietnamese conflicts, employment in relief missions and civic action programs in the late 1960s, and employment in military actions concluding with Desert Shield/Desert Storm.

## **AMERICAN CULTURE**

**AMCULT 100** **What is an American?**  
*Section: 001*  
Credits: 4  
Requirements & Distribution: SS, RE  
Repeatability: May not be repeated for credit.  
Primary Instructor: Pedraza, Silvia

In a nation formed and transformed by successive waves of immigrants, what is an American has often been a source of debate. In this course we will focus on a few immigrant experiences, in the past as well as the present, through which to think through this perennial question. We will focus on the experience of the Irish, Jews, Blacks, Mexicans, Cubans, Japanese, and contemporary Asians.

These six immigrant groups are representative of the four major waves of immigration to America. The first wave consisted of Northwest Europeans who immigrated up to the mid-19th century; the second one consisted of Southern and Eastern Europeans at the end of the 19th century and beginning of the 20th; the third entailed 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.

Always we will focus on the causes for the migration of the group; the process through which they became incorporated into American society; their outcomes with respect to assimilation (cultural and structural); and how they also transformed this nation.

**Course Requirements:** The course evaluation will consist of two in-class exams and one book review, taking class participation into account.

<b>AMCULT 311</b>	<b>Topics in Ethnic Studies</b>
<i>Section: 001</i>	<i>Green Indigeneity</i>
Credits:	3
Requirements & Distribution:	HU
Waitlist Capacity:	unlimited
Other Course Info:	F.
Repeatability:	May be elected twice for credit. May be elected more than once in the same term.
Meet Together Classes:	ASIANPAM 311 - A/PIA Studies & HU, Section 001 ENGLISH 317 - Literature&Cult, Section 003
Primary Instructor:	Najita,Susan Y

This course examines environmental issues as they engage, relate to, and contradict with indigenous belongings to land and place in the Pacific Islands and beyond. We will examine the histories of colonialism and imperialism that set the stage for contemporary formations militarization, tourism, national parks, and genetically modified organisms, issues that engage both questions of sustainability and indigenous political sovereignty.

**Course Requirements:** Requirements include: midterm paper, final paper, quizzes, weekly journals.

<b>AMCULT 311</b>	<b>Topics in Ethnic Studies</b>
<i>Section: 002</i>	<i>Dreamworlds and Catastrophes: A Cultural History of the Global Cold War</i>
Credits:	3
Requirements & Distribution:	HU
Waitlist Capacity:	unlimited
Repeatability:	May be elected five times for credit.
Meet Together Classes:	AMCULT 311 - Ethnic Studies, Section 002
Primary Instructor:	Von Eschen,Penny M

This course considers the culture of the Global Cold War. Breaking down east-west divides, we will explore the ways in which socialist as well as capitalist states offered the utopian promise of the good life for the masses. We will consider commonalities as well as differences in cultural politics, the politics of consumption, cultural production, and the role of gender and the family under socialism and capitalism.

<b>AMCULT 324</b>	<b>Asian American Literature</b>
<i>Section: 001</i>	<i>FA 2014</i>

Subject: American Culture (AMCULT)  
 Department: LSA American Culture  
 Credits: 3  
 Requirements & Distribution: HU  
 Waitlist Capacity: unlimited  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: ASIANPAM 324 - Asian-Am Lit, Section 001  
 ENGLISH 381 - Asian-Am Lit, Section 001  
 Primary Instructor: Mendoza, Victor Roman

We will survey in this course the representations of and by Asian / Pacific Islander American (APIA) subjects in U.S. literature, film, and drama since the late nineteenth century. More specifically, we will explore the ways in which APIA cultural and literary forms, arising out of the contradictions of U.S. democracy “displace,” in the words of Lisa Lowe, “the fiction of reconciliation” — the ways in which the literatures of Asian America “disrupt the myth of national identity by revealing its gaps and fissures.”

This course considers how APIA cultural production holds a political function, not only for the ethnic or racial group it embodies or represents, but also for the larger body national politic it threatens, constitutes, and sustains. We shall also pay particularly close attention to the categories of gender, sexuality, class that comprise the heterogeneity and multiplicity of Asian / Pacific Islander America.

Texts in the course may include novels, plays, poems, films, advertisements, blogs, musicals, historical documents, and scholarly articles.

<b>AMCULT 601</b>	<b>Topics in American Studies</b>
<i>Section 003</i>	<i>Borderization: Global Flows and Stoppages After 1989</i>
Credits:	3
Waitlist Capacity:	unlimited
Advisory Prerequisites:	Graduate standing.
Repeatability:	May be repeated for credit.
Meet Together Classes:	ENGLISH 831 - Study of Genre, Section 002
Primary Instructor:	Carroll, Amy Sara

In a certain sense this seminar represents Part II of “Border Arts and Literature,” a graduate class that I taught in Winter 2013 (although that course is not a prerequisite for this one). In this seminar, we will begin by concentrating our attentions on the generic figuration of the Border in post-1980s critical theory, rather than focusing exclusively on representations of the Mexico-U.S. border, however. We’ll then turn to disparate representations of soft/hard global borders—flows and stoppages of people, information, money, and goods—after 1989. Revisiting the interdisciplinary formation of “border studies,” we’ll work to define collectively keywords for the twenty-first century: neoliberalism, precarity, the aesthetic, identity... Assigned texts for this seminar will include selections from Bhabha’s *The Location of Culture*, Spivak’s *Critique of Postcolonial Reason*, Hardt and Negri’s *Empire*, Brown’s *Walled States, Waning Sovereignty*, and *Occupy: The Handbook*; but also Zapatista communiqués, artwork and essays from *Documental 1*, González Iñárritu’s *Babel*, Cathy Park Hong’s *Engine Empire*, Bolaño’s *Distant Star*, and what WikiLeaks has revealed thus far of the Trans-Pacific Partnership Agreement.

## ANTHROPOLOGY

### **ANTHRCUL 202**

*Section: 002*

Credits:

Advisory Prerequisites:

Repeatability:

Undergrad and Grad

Meet Together Classes:

Primary Instructor:

### **Current Issues in Sociocultural Anthropology**

*Ethnic Diversity in Japan*

3

400-level coursework in Anthropology; and graduate standing.

May be repeated for credit.

ANTHRCUL 558 - Eth Diversity Japan, Section 002

Robertson, Jennifer E

For at least a century and a half Japan has been stereotyped by certain Japanese and non-Japanese alike as a “homogeneous” society. In 1986, then Japanese P.M. Nakasone even went so far as to declare that “the Japanese” formed a “single, unified race.” His comment provoked angry rebuttals from dozens of Japanese ethnic and other minority groups who were not part of the dominant ethnic group in Japan, and who have been disfranchised in various ways for, in some cases, centuries. Among these groups are the “aboriginal” Ainu of Hokkaido; Okinawans, resident Koreans and Chinese; burakumin (or “outcast(e)s”); migrant workers of Japanese ancestry from South America; victims of the atomic bombs and radiation poisoning who comprise a stigmatized minority group; and people with disabilities. We will look closely at both the history of Japanese expressions, images and ideologies of ethnicity, heredity and notions of “racial essence.” Our exploration takes us from the migrations of people from Asia and the Pacific to the Japanese archipelago ten thousand years ago, to the debates about assimilation and “racial purity” in the context of Japanese imperialism and colonialism in the 19th and 20th centuries, to post-WW2 debates in the mass media and in legal forums alike about ethnic diversity in Japan.

### **ANTHRCUL 325**

*Section: 001*

Credits:

Requirements & Distribution:

Advisory Prerequisites:

Repeatability:

Cross-Listed Classes:

Primary Instructor:

### **Childbirth & Culture**

4

SS

Sophomore standing.

May not be repeated for credit.

WOMENSTD 324 - Childbirth&Culture, Section 001

Renne, Elisha P

This course examines childbirth from an anthropological perspective, focussing on the distinctive sociocultural configurations of childbirth practices and beliefs in several different societies. The cross-cultural study of childbirth not only provides the basis for an understanding of the cultural logic underlying these practices and beliefs, but also expands our knowledge of women’s perspectives on social change and on the medicalisation of childbirth. The course considers a range of childbirth-related topics including conception, the birthing process, childbirth rituals, postpartum care of mothers and newborns, fathers’ participation, miscarriage and infant mortality, changing childbirth practices, and the politics of childbirth relating to hospitalization and reproductive technologies. Based on reading and videos from studies of childbirth in African, Asian, European, Latin American, and North American societies, students’ work will be evaluated through one short paper, a book review, class participation, and a midterm and a final exam.

### **ANTHRCUL 333**

*Section: 001*

### **Non-Western Legal Systems, I**

Credits: 3  
 Requirements & Distribution: SS  
 Waitlist Capacity: unlimited  
 Advisory Prerequisites: Sophomore standing.  
 Other Course Info: F.  
 Repeatability: May not be repeated for credit.  
 Primary Instructor: Owusu, Maxwell K

The nature, function, and development of law. Law and society. Problems of social control: why is law obeyed in societies without courts and in societies with courts. Dispute settlement procedures and the judicial process; civil and criminal law; principles of liability for legal wrongs; women, class and community; the impact of Western law on customary, tribal, or aboriginal law. Case studies from Africa, Middle East, Asia, Europe, the Americas. A good introduction to comparative law from an anthropological perspective. Requirements: four 3-5 page papers, or three 6-8 page student papers. Lecture/discussion format.

**ANTHRCUL 334 Anthropology and Development**

*Section 001*

Credits: 3  
 Requirements & Distribution: SS  
 Waitlist Capacity: unlimited  
 Repeatability: May not be repeated for credit.  
 Primary Instructor: Renne, Elisha P

The class examines what “development” means from a range of perspectives, including those of community members, of anthropologists, and of development professionals, in order to understand how their different attitudes, beliefs, and political concerns affect how development projects are implemented and interpreted. The anthropological analyses of specific cultural, social, economic, and political dynamics of international development projects — such as microcredit schemes, road-building projects, and global health initiatives — and the consequences of their implementation at the local level provide insights into both the intended and unintended activities associated with “development” as a set of complex social practices.

**Course Requirements:** Using reading and videos from anthropological studies of development in Africa, Asia, and Latin America, students’ work will be evaluated through participation, a short essay, book review, an in-class mid-term exam, and a final exam.

**ANTHRCUL 404 Peoples and Cultures of Southeast Asia**

*Section: 001*

Credits: 3  
 Waitlist Capacity: unlimited  
 Repeatability: May not be repeated for credit.  
 Meet Together Classes: ANTHRCUL 504 - Peop S Asia, Section 001  
 Primary Instructor: Keane, Webb

Southeast Asia is marked by enormous diversity in everything from ecology to political systems. Long a dynamic cross-road between the Indian Ocean and China, with deep ties to the Pacific islands, the region is socially and culturally complex. Indonesia, the world’s fourth largest country, is home to the largest Islamic population within a single national border; the Philippines, whose complicated special

relationship with the United States dates back to the nineteenth century, is predominantly Catholic. Thailand, which has never been formally colonized, is a major Buddhist nation. In the background to these large nation-states are hundreds of distinct local traditions and languages, as well as significant diasporic communities such as urban Chinese entrepreneurs. Interacting with rice farming villages, fishing towns, and royal courts are sprawling mega-cities and multi-national industrial enclaves; not far from the quintessential capitalist society of Singapore is the distinctively Vietnamese variety of socialism. This course will approach the region by way of selected case studies. Therefore the course will be of interest to any student seeking experience in the reading of ethnographic monographs, regardless of any particular regional interests. It is open to advanced undergraduates and graduate students; the latter will have extra assignments appropriate to the 500 level.

<b>ANTHRCUL 501</b>	<b>Social Scientific Studies of Historical and Contemporary China</b>
<i>Section 001</i>	
Credits:	3
Consent:	With permission of department.
Advisory Prerequisites:	Permission of instructor.
Repeatability:	May be elected twice for credit.
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 SOC 527 - China Social Science, Section 001
Primary Instructor:	Gallagher, Mary E; homepage

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.

<b>ANTHRCUL 504</b>	<b>Peoples and Cultures of Southeast Asia</b>
<i>Section 001</i>	
Credits:	3
Waitlist Capacity:	unlimited
Repeatability:	May not be repeated for credit.
Meet Together Classes:	ANTHRCUL 404 - Peop S Asia, Section 001
Primary Instructor:	Keane, Webb

Southeast Asia is marked by enormous diversity in everything from ecology to political systems. Long a dynamic cross-road between the Indian Ocean and China, with deep ties to the Pacific islands, the region



is socially and culturally complex. Indonesia, the world's fourth largest country, is home to the largest Islamic population within a single national border; the Philippines, whose complicated special relationship with the United States dates back to the nineteenth century, is predominantly Catholic. Thailand, which has never been formally colonized, is a major Buddhist nation. In the background to these large nation-states are hundreds of distinct local traditions and languages, as well as significant diasporic communities such as urban Chinese entrepreneurs. Interacting with rice farming villages, fishing towns, and royal courts are sprawling mega-cities and multi-national industrial enclaves; not far from the quintessential capitalist society of Singapore is the distinctively Vietnamese variety of socialism. This course will approach the region by way of selected case studies. Therefore the course will be of interest to any student seeking experience in the reading of ethnographic monographs, regardless of any particular regional interests. It is open to advanced undergraduates and graduate students; the latter will have extra assignments appropriate to the 500 level.

<b>ANTHRCUL 545</b>	<b>Image-Based Ethnography</b>
<i>Section: 001</i>	
Credits:	3
Waitlist Capacity:	unlimited
Advisory Prerequisites:	Graduate standing.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	HISTART 545 - Image-Based Ethnogr, Section 001
Primary Instructor:	Robertson, Jennifer E

Anthropologists privilege the visual over the other senses (smell, taste, touch, hearing) yet, curiously, their “visual literacy” and “visual thinking” are often undeveloped, in contradistinction to their well-developed “literary literacy.” Understanding images and visual, sensory phenomena and messages may seem to be an intuitive process but acquiring visual literacy and learning how to think visually are actually like learning a new language with its own special alphabet, lexicon and syntax. One might “know” a thing visually, but may not be able to describe that same thing. In addition to learning how to think and “read” visually, this multi-media seminar is also devoted to exploring a history-spanning range of anthropological and aesthetic theories of images that have been generated both manually and mechanically. In this connection, we will both consider image-making as a form of instrumental action and agency (versus images as passive objects or subjects), and critique the “alphabetocentrism” (or “textophilia”) implicit in the notion (after Geertz) that culture is reducible to “an ensemble of texts.” The seminar traverses the globe in exploring ethnographic “case studies” of image-making and made images.

<b>ANTHRCUL 546</b>	<b>Introduction to Ethnomusicology</b>
<i>Section: 001</i>	
Credits:	3
Advisory Prerequisites:	Graduate standing and permission of instructor.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	ANTHRCUL 546 - Int Ethnomus, Section 001
Primary Instructor:	Lam, Joseph S C

This course is divided into two parts. The first surveys major theories of the discipline; the second discusses in detail several current and key concepts, such as sound culture, music as discourse, and music as national heritage.

**Course Requirements:** In addition to substantial reading assignments, students will conduct term research projects on topics that they choose with the instructor's approval. They will also write formal papers reporting on factual data and theoretical interpretations developed in their research projects.

**Intended Audience:** Graduate only.

<b>ANTHRCUL 558</b>	<b>Current Issues in Sociocultural Anthropology</b>
<i>Section: 002</i>	<i>Ethnic Diversity in Japan</i>
Credits:	3
Advisory Prerequisites:	400-level coursework in Anthropology; and graduate standing.
Repeatability:	May be repeated for credit.
Undergrad and Grad	
Meet Together Classes:	ANTHRCUL 202 - Eth Diversity Japan, Section 001
Primary Instructor:	Robertson, Jennifer E

For at least a century and a half Japan has been stereotyped by certain Japanese and non-Japanese alike as a “homogeneous” society. In 1986, then Japanese P.M. Nakasone even went so far as to declare that “the Japanese” formed a “single, unified race.” His comment provoked angry rebuttals from dozens of Japanese ethnic and other minority groups who were not part of the dominant ethnic group in Japan, and who have been disfranchised in various ways for, in some cases, centuries. Among these groups are the “aboriginal” Ainu of Hokkaido; Okinawans, resident Koreans and Chinese; burakumin (or “outcast(e)s”); migrant workers of Japanese ancestry from South America; victims of the atomic bombs and radiation poisoning who comprise a stigmatized minority group; and people with disabilities. We will look closely at both the history of Japanese expressions, images and ideologies of ethnicity, heredity and notions of “racial essence.” Our exploration takes us from the migrations of people from Asia and the Pacific to the Japanese archipelago ten thousand years ago, to the debates about assimilation and “racial purity” in the context of Japanese imperialism and colonialism in the 19th and 20th centuries, to post-WW2 debates in the mass media and in legal forums alike about ethnic diversity in Japan.

## ASIAN STUDIES

<b>ASIAN 204</b>	<b>East Asia: Early Transformations</b>
<i>Section: 001</i>	
Credits:	4
Requirements & Distribution:	HU, RE
Other:	WorldLit
Cost:	>100
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	HISTORY 204 - E Asia:Early Trans, Section 001
Primary Instructor:	de Pee, Christian

This course offers an overview of more than three thousand years of East Asian history, from ca. 1600 BCE through ca. 1800 CE. Since every such survey must be selective, this course will emphasize political, social, and cultural transformations. Aided by the course textbook, we will inquire into the nature of political power, the succession of dynasties and military regimes, the growth and spread of religions, and the transformation of family structures, economies, and diplomatic relations. The course will introduce the different, distinct histories of China, Korea, and Japan, but will also chart the interactions between these cultures, following the travels of monks and merchants, diplomats and conquerors, across the islands and continents. The primary-source readings for the lectures, and especially for the discussion

sections, will offer an opportunity to see these changing cultures and landscapes through the eyes of contemporaries: early Chinese philosophers, Korean royal officials, Japanese court ladies, even European travelers. The primary-source readings will also give occasion to reflect on the origins and nature of historical knowledge, thereby making this course not only an introduction to East Asian history, but also an introduction to history as an academic discipline.

The course uses a textbook and a course pack, at a total cost of ca. \$100.

**Course Requirements:** The course requires: attendance of all lectures and discussion sections (10%); preparation of the reading assignments and the reading questions for both lectures and discussion sections, and three quizzes in the discussion section (30%); two in-class examinations (30% each).

<b>ASIAN 207</b>	<b>Southeast Asian Civilization</b>
<i>Section: 001</i>	Subject:
Credits:	4
Requirements & Distribution:	SS
Other:	WorldLit
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	HISTORY 207 - Southeast Asian Civ, Section 001
Primary Instructor:	Lieberman, Victor B

Southeast Asia is one of the world's most culturally diverse regions, home to Buddhist, Muslim, Confucian, and Christian civilizations. It boasts ancient monuments of surpassing beauty, grandeur and symbolic complexity. It was the scene of the bloodiest conflict since 1945, the Vietnam War. Today it boasts one of the world's fastest growing regional economies. Moreover, Southeast Asian political development reflects patterns characteristic of much of Asia, Africa, and the Mideast. and thru offers insights into Third World development in general. This course offers an introduction to Southeast Asian history from the earliest civilizations, through the colonial conquest, the struggle for independence, and the contemporary political and economic scene.

**Course Requirements:** Attendance at weekly lectures, participation in weekly discussion sections (20% of grade), midterm (30%) and final (50%). If you choose to do an optional research paper of 9-10 pages on any topic cleared in advance with your GSI or Prof. Lieberman, the discussion section will count 20%, midterm 20%, final 25% and paper 35%. For research sources, consult Prof. Lieberman and/or check "Further Readings" for each chapter of the Owen book.

<b>ASIAN 222</b>	<b>Great Books of Japan</b>
<i>Section: 001</i>	
Credits:	4
Requirements & Distribution:	HU
Other:	WorldLit
Waitlist Capacity:	99
Advisory Prerequisites:	A knowledge of Japanese is not required.
Other Course Info:	Taught in English. W (in odd years).
Repeatability:	May not be repeated for credit.
Primary Instructor:	Zwicker,Jonathan E

This course will introduce students to major works of Japanese literature from the Heian (794-1185) through Heisei (1989-present) periods. We will read texts drawn from major genres of poetry, theater, and

fiction and analyze these works in relation to the development of Japanese aesthetics. We will also explore ways to understand these works in relation to the social and cultural history of Japan.

**Course Requirements:** Students will be required to take an in-class midterm and final and to write two papers (5-7 pages in length). In addition, students will be expected to keep a reading journal.

**Class Format:** This course will include on-campus field trips to the Asia Library and the University of Michigan Museum of Art.

**ASIAN 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: PHIL 230 - Intro to Buddhism, Section 001  
RELIGION 230 - Intro to Buddhism, Section 001  
Primary Instructor: Lopez Jr, Donald S

Over the course of its long history, Buddhism has been the most influential and widely practiced religion in Asia. Beginning in India 2500 years ago, it eventually spread to China, Korea, Japan, Tibet, and Mongolia, and to Sri Lanka and throughout Southeast Asia. More recently it has spread to Europe and the Americas. This course is an introduction to the major themes in Buddhist thought and practice. Beginning with the early teachings associated with the historical Buddha, the course will go on to consider the development of the tradition across Asia. The readings for the course will consist entirely of Buddhist texts in translation.

**Course Requirements:**

- Attendance at lecture and participation in discussion section (25%)
- Four two-page papers (25%)
- Midterm examination (25%)
- Final examination (25%)

**ASIAN 234**

**Buddhism and Death**

*Section: 001*

Credits: 3  
Waitlist Capacity: 99  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: RELIGION 234 - Buddhism and Death, Section 001  
Primary Instructor: Brose, Benjamin

Buddhism is comprised of a complex of traditions, spanning multiple cultures over the course of more than two millennia. Despite its dizzying diversity, there are a number of unifying themes — loosely woven networks of beliefs and practices found throughout Buddhist traditions across time and space. Such themes include the problem of suffering, the goal of liberation, the authority of the Buddha, and the centrality of texts, to name just a few. The topic of this course — the role of death in Buddhism — stands alongside and in relation to other central aspects of the Buddhist tradition. Why death? From a certain perspective, conceptions and practices of dying, death, and the afterlife are the fundamental concerns of

all Buddhists. How does the immanence of death influence the actions of the living? How should one die? What happens at the moment of death? What should be done with the bodies of the dead? Is there an afterlife? What is it that is reborn? We will explore these and other issues as they manifest in distinct cultural contexts (India, Thailand, China, and Japan) and as cross-cultural phenomena. In addition to assigned readings of scholarly articles and translations of primary texts, relevant topics will be addressed in class through lectures, discussions, numerous images, and films.

**Course Requirements:** In addition to attendance and participation, course requirements include weekly reading responses (1-2 paragraphs), one in-class presentation, one short (4-5 page) mid-term paper and one longer (8-9 page) paper. Attendance & Participation 20%; Reading Responses 20%; Mid-term paper 20%; Final paper 30%; Presentation 10%.

**Intended Audience:** Everyone is welcome, no previous experience is required.

**ASIAN 260**

*Section: 001*

Credits:

4

Requirements & Distribution:

HU, RE

Other Course Info:

No assumed knowledge of Chinese history, culture, or language required.

Repeatability:

May not be repeated for credit.

Cross-Listed Classes:

HISTORY 252 - Intro to Chinese Civ, Section 001

Primary Instructor:

Brown, Miranda D

**Introduction to Chinese Civilization**

This course is intended to introduce students to major issues in Chinese history from ancient times to the Chinese Revolution of 1949, with a specific focus on issues relating to race and ethnicity. In this connection, we investigate three problems:

1. China is often seen as a racially, ethnically, and culturally homogenous society, but what is China and (Han) Chinese?
2. To what extent was the direction of Chinese civilization driven by contact with ethnic, religious, and cultural others? What role did ethnic, religious, and cultural conflict play in producing Chinese identity?
3. How did China transition from a multi-ethnic empire to a modern nation state? To what extent was the creation of modern China a product of racial and ethnic strife?

Readings and lectures will give equal weight to political and social developments, as well as to intellectual, religious, and cultural forces. There are no books or coursepacks for this course; all readings will be available through CTools.

**Course Requirements:** Course assignments will not only include reading primary and secondary literature (entirely in English), but also require students to analyze visual sources.

1. Active attendance and participation in section (Note: more than 5 unexcused absences will result in an automatic failure of the course); 10% of total grade.
2. Section assignments due each week (10%);
3. One creative project (20%);
4. 3 short papers (60%).

**ASIAN 280**

*Section: 001*

Credits:

3

Requirements & Distribution:

HU

**Topics in Asian Studies**

*Zen Masters, Dharma Bums, and Drag Queens: Buddhism in America*

Other: WorldLit  
Waitlist Capacity: 99  
Repeatability: May be elected twice for credit.  
Primary Instructor: Brose, Benjamin

The history of Buddhism in Asia covers a period of roughly two thousand years. The history of Buddhism in the United States, by contrast, spans a single century. Although Buddhist forms and concepts have become ubiquitous in American culture over the past sixty years, those images and ideas are often only loosely related to their original meanings in places like China, Japan, Tibet, and Thailand.

In this course we will look at some of the forms Buddhism has taken in America and attempt to understand those traditions within the contexts of colonialism, globalization, and distinctively American philosophical and cultural values. We will look at a wide range of sources, including the poems and novels of the Beat generation, the teachings of Zen masters and Tibetan lamas, and contemporary scholarship on Buddhism and religion in America.

**Course Requirements:** There will be no exams but students will be asked to submit weekly reading responses and to complete one short (4 page) midterm paper and one longer (8 page) final paper.

**Intended Audience:** No previous experience is required. All are welcome to attend.

**Class Format:** Class time will be divided between short lectures and extended class discussions, and supplemented with slides and videos.

### **ASIAN 280**

*Section: 002*

Credits:

Requirements & Distribution:

Other:

Waitlist Capacity:

Repeatability:

Primary Instructor:

### **Topics in Asian Studies**

*Globalizing China: From Ancient Wisdom to World Literature*

3

HU

WorldLit

99

May be elected twice for credit.

Kile, Sarah E

This course provides an introduction to Chinese literature, focusing on its translation and circulation within and outside China from the 17<sup>th</sup> century to the present. We will examine a variety of texts with reference to the contexts of their translation, considering the various ways in which translation has shaped Western conceptions of China, to what diverse ends translators have aimed their translations, and what happens when these texts circulate in new contexts. We begin by discussing how Chinese literature, especially poetry, has been construed as particularly difficult to translate, because of the supposed incommensurability of the Chinese written language with other languages.

Next, we will explore the ways in which the translation and circulation of early Chinese classics into Western contexts was animated by interests in ancient Chinese wisdom and spirituality. We then consider the most recent emergence of a new global notion of Chinese literature and culture, focusing on the two recent Nobel Prizes for literature awarded for Chinese works, and the recent origins of a history of Chinese fiction. We conclude by comparing the history of adaptations of Chinese drama into European languages with the history of their adaptation within China. We will approach these topics from any level of familiarity with Chinese literature and culture, seeking to model in our class discussions the diverse ways in which texts can be read and engaged. All readings will be in English, and some of the Chinese materials will be on reserve at the library for interested students.

**LEARNING GOALS:** In this course, you will:

- engage in close analysis of major genres of traditional and modern Chinese literature

- explore the politics and aesthetics of translation and adaptation of texts across space (*e.g.*, China to England) and time (*e.g.*, 3<sup>rd</sup> c. China to contemporary China)
- articulate how cultural value is determined in different times and places
- learn and develop skills in close reading, exegesis, synthesis of primary and secondary readings, and oral presentation.

**ASSESSMENT:**

- Participation - 20%
- Weekly Informal Writing - 20% (Ten assignments, 2% each)
- Unit Assignments - 60% (Four assignments, 15% each)

**ASIAN 303**

**Religious Military Orders of the World**

*Section: 001*

Credits:	3
Requirements & Distribution:	HU
Other:	WorldLit
Waitlist Capacity:	99
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	RELIGION 303 - Rel Military Orders, Section 001
Primary Instructor:	Mandair, Arvind-Pal Singh

This course looks at the representation in film and literature of some of the more well known militant religious orders of the world, such as the Christian Templars, Muslim Janissaries and Assassins, Hindu naga babas, the Khalsa order of Sikhism, and the Buddhist Samurai.

Students will be introduced to the historical, cultural and ethnic contexts in which these movements arose and the influence they exerted in shaping the societies around them.

The focus of the course will be to examine:

- how each of these movements was able to justify violence in the name of spirituality, and the idea of religious wars
- whether their legacies have managed to survive in the modern world
- the relationship between meditation and the martial arts in Christian asceticism, Japanese aikido, Hindu yoga, Sikh gatka, Zen Buddhism, and Islamic jihad

**Course Requirements:** Course assessment will be on the basis of weekly forum posts.

**Class Format:** The course will be taught as a discussion seminar with a minimal some lecture component. The course will involve an analysis of how these traditions have been presented in modern film and cinema. As well as regular readings, students will be expected to watch and analyse relevant films and documentaries.

**ASIAN 326**

**Introduction to Japanese Buddhism**

*Section: 001*

Credits:	3
Other:	WorldLit
Waitlist Capacity:	99
Advisory Prerequisites:	ASIAN 230.
Repeatability:	May not be repeated for credit.

Primary Instructor: Auerback, Micah Louis

Buddhism forms the backbone of pre-modern Japanese civilization. Even today, it remains a vital cultural reference point; just as knowledge of the Judeo-Christian tradition is still essential for understanding Europe, so is knowledge of the Buddhism still indispensable for understanding Japan. This course surveys key thinkers, texts, doctrines, practices, and objects from Japan's fifteen-hundred-plus year engagement with Buddhism. It draws on a variety of sources in English translation, including myths, sermons, personal letters, polemical tracts, spiritual autobiography, and religious testimonials. In addition, it also makes use of anthropological accounts, historical studies, audio recordings, still images, and films, both documentary and fictional.

**Intended Audience:** No prerequisites. Previous background knowledge of or experience with Buddhism, Japanese history, and the Japanese language or culture is useful but not required.

<b>ASIAN 329</b>	<b>Violence and Nonviolence in the Buddhist Traditions of Asia</b>
<i>Section: 001</i>	
Credits:	3
Requirements & Distribution:	HU
Waitlist Capacity:	99
Repeatability:	May not be repeated for credit.
Primary Instructor:	Auerback, Micah Louis

Outsiders in the West tend to see Buddhism as a single path of nonviolence and peace. Historically, though, actual Buddhists have also traveled other routes, at times teaching and practicing through images of violence, or endorsing the violent actions of others, or even resorting to violence themselves. The countervailing tendency toward nonviolence within Buddhism is also unexpectedly complicated and protean, itself stimulating a surprising range of novel activist movements from twentieth century onward. This course probes the complex connections among violence, nonviolence, and the Buddhist traditions of Asia, with stops in India, Sri Lanka, China, Japan, Vietnam, Burma/Myanmar, and Thailand. It introduces Buddhist historical teachings, records, biographies, and material remains (especially art), with a special focus on the recent histories of some of these areas.

This course melds two varieties of humanistic inquiry, the ethico-philosophical with the socio-historical. Students first survey some classical Buddhist approaches to violence and nonviolence, and only then start to evaluate the results of such approaches in a wide range of real Asian social and historical circumstances. Whether or not students have previous exposure to any variety of Buddhism, therefore, this course invites them to understand cultural others. In so doing, it pushes students to revisit familiar problems in unfamiliar contexts??for instance, it asks them to imagine how thoughtful people might make moral decisions outside the context of the Abrahamic traditions, which dominate North America. Students perform some of this inquiry in classroom discussions and the course's electronic bulletin board, but more in writing assignments. The short weekly writing assignments, each with its own prompt, check student reading comprehension and direct the students to key issues in each week's reading. The two longer writing assignments are more like conventional student expository papers, asking students to look back over the previous months' assignments and to offer new generalizations, contextualizations, and critical evaluations on their basis. Advanced students in particular are encouraged to use the final course paper as an opportunity to do a measure of independent research on a related topic of interest, and to present those findings in a persuasive way.

All required course materials will be presented in English translation.



**Course Requirements:** Eleven short weekly reports in response to reading prompts, due the day before class. One in-class presentation concerning a course reading assignment per student. Midterm medium-length essay assignment covering course readings. Final medium-length essay covering both course readings and sources found by students. No in-class examinations.

**Intended Audience:** The target audience is upper-level undergraduate students. The course content appeals to students with interests in the history and practice of Buddhism in its Asian homelands; the modern history of the Buddhist countries of Asia; religion and the state; and peace and justice studies.

**Class Format:** 90-minute meetings, twice a week

<b>ASIAN 340</b>	<b>From Genghis Khan to the Taliban: Modern Central Asia</b>
<i>Section 001</i>	
Credits:	4
Requirements & Distribution:	SS, RE
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	AAPTIS 340 - G Khan to Taliban, Section 001 HISTORY 340 - G Khan to Taliban, Section 001 MENAS 340 - G Khan to Taliban, Section 001 REEES 340 - G Khan to Taliban, Section 001
Primary Instructor:	Northrop, Douglas Taylor

More than 500 years ago, the Silk Road famously connected traders from all over the world, linking the major cities of China and Southeast Asia with those of Europe and Africa. Vast wealth traveled this route, wending across the mountains and steppes of Central Asia, creating rich and sophisticated towns along the way. Bukhara and Samarkand became two of the world's greatest cities, enviable centers of learning and culture.

- How did Central Asia go from being the most cosmopolitan place on earth to an area now seen as one of the most isolated, remote places in the world?
- How did a region where a dizzying array of cultures had long intermingled and coexisted peacefully become a place associated (at least in Western eyes) with intolerance and terrorism?

This course tries to answer such questions by providing an overview of modern Central Asian history. Using both lecture and discussion, it focuses on the colonial and post-colonial periods of the last 300 years: especially in Russian and Soviet Central Asia, but also the neighboring areas dominated by Britain and China (Afghanistan, Pakistan, Xinjiang). It offers a strong emphasis on the links and connections across these political borders, which were at first largely artificial and porous but which became crucially important and shaped local communities in deeply divergent ways. It also emphasizes social and cultural history, as a complement and counterweight to the usual political frameworks and classic grand narratives of khans, revolutions, and wars. Three themes structure the course:

1. the fragmented, changing character of regional identities;
2. the complexities of popular attitudes towards, and relations with, various forms of state power; and
3. the differences between — and the complicated economic, environmental, political, artistic, and cultural legacies of — the major imperial systems (Russian, British, Chinese).



Chinese communist revolution, which they will bring into dialogue with recent research by academics from around the world.

**ASIAN 362**

**The Travels of the Monkey King in China and Abroad**

*Section: 001*

Credits: 3  
Requirements & Distribution: HU  
Waitlist Capacity: 99  
Repeatability: May not be repeated for credit.  
Primary Instructor: Rolston, David Lee

The Monkey King gets better and better known throughout the world as new versions of his story continue to appear. The full story of how he was born from a stone, rebelled against Heaven, helped the Tang Monk bring true Buddhist scriptures to China, becomes enlightened and is proclaimed a buddha was first told in the famous 16th century novel, *The Journey to the West*.

In that novel the first seven chapters are entirely given over to the story of his birth and acquisition of miraculous powers and weapons. In the novel, even after he becomes the disciple of the Tang Monk he remains the center of attention. He went on to become a star of stage and screen. Although there has been a tendency, especially recently, to think of the story of the Monkey King as something that primarily appeals to children, the deeper meanings of his story have never been totally forgotten.

In this class, besides studying *The Journey to the West* and its translation and interpretation over the years, we will look at both the antecedents and sequels of the novel, other stories of extraordinary monkeys in China and elsewhere, versions of the story for a variety of traditional Chinese performing arts, as well as representations of The Monkey King in modern media such as newspaper serials, animated films, and TV miniseries, including examples produced for non-Chinese audiences. We will try to better understand why the image of The Monkey King has been so influential in both China and abroad.

**Course Requirements:** Students will be graded on class participation, one short and one longer paper, and a final exam.

**ASIAN 365**

**Doctors in the Ancient World: China, Greece, and Rome**

*Section: 001*

Credits: 3  
Requirements & Distribution: HU  
Waitlist Capacity: 99  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: CLCIV 339 - Doctors Ancient World, Section 001, HISTORY 339  
Doctors Ancient World, Section 001  
Primary Instructor: Brown, Miranda D

This course will compare medicine in ancient China, particularly acupuncture, with medicine found in ancient Greece and Rome. We will look at figures, such as Chinese physician Chunyu Yi, as well as Greek and Roman physicians, such as Hippocrates and Galen.

Our main themes will include:

- How was medicine defined in the ancient world?
- To what extent was its practice similar or different from modern professional forms?
- Was medicine a craft or a science?
- Did ancient physician dissect?

- What relationship existed between medicine and religion or magic?
- How do we explain differences between the Western and Chinese medical traditions?

All reading assignments will be posted on CTools, and so there are no texts that need to be purchased.

**Course Requirements:**

**Assignments:**

1. Two group presentations (10 minutes) on the reading assignments, preferably in PPT [20% of your grade]
2. 1-page responses each week on the reading questions [10% of your grade]
3. Two 7-10 page papers [60% of your grade]
4. Active participation and attendance [10% of your grade]

**Intended Audience:** No prior knowledge of Chinese or classical languages are required. All are welcome.

**ASIAN 368**

**How Different is Chinese?**

*Section: 001*

Credits:

3

Requirements & Distribution:

HU

Waitlist Capacity:

99

Repeatability:

May not be repeated for credit.

Cross-Listed Classes:

LING 368 - How Different is Chn, Section 001

Primary Instructor:

Baxter, William H

Ever since their extensive contacts with China began in the sixteenth century, Europeans have been puzzled by the Chinese language. It seemed quite different from the languages with which they were familiar, especially its unique writing system. In the light of current views of human language in contemporary linguistics, this course examines European attempts to come to terms with the differences between Chinese and their own languages from the sixteenth century to the present. In the process of studying Western writings about the Chinese language, students will come to see how claims about other languages are embedded in historical and cultural circumstances. Along the way, they will learn much about the Chinese language and acquire the skills to critically analyze claims about the connections between language and culture.

**Course Requirements:** A 10-minute PowerPoint group presentation on the reading assignments with a 1-pg write-up (10%), 1/2 to 1-pg weekly response papers on the assignment (20%), two 6-8 page papers (60%), and active participation and attendance (10%).

**Intended Audience:** Undergraduates in History, Linguistics, and Asian Studies

**Class Format:** Lecture format twice a week for 90 minutes.

**ASIAN 375**

**Modern Korean Literature**

*Section: 001*

Credits:

3

Requirements & Distribution:

HU

Waitlist Capacity:

99

Repeatability:

May not be repeated for credit.

Primary Instructor:

Ryu, Youngju

The course covers major works of modern Korean fiction in English translation and explores the relationship between literature and politics within the historical context that spans the end of Confucian monarchy to colonialism, civil war, authoritarianism and democratization. Topics of discussion include: tradition and modernity, enlightenment and nostalgia, imperialist, nationalist and communist ideologies, urban space and culture, gender roles, changing conceptions of private life, and aesthetics of commitment. Readings will alternate between book-length fiction and short stories and poems. The aims of the course are to: 1) develop familiarity with the works of major twentieth-century Korean writers; 2) situate literature within a sociopolitical history and think about the relationship between texts and contexts; 3) improve skills necessary for close reading and critical analysis of literature; and 4) enhance facility in the writing conventions of literary studies.

**Course Requirements:** Readings: six novels, a dozen short stories, six poems, and recommended secondary articles. Writing: five 2 page reaction papers, five revisions, midterm paper outline, 5-6 page midterm paper, in-class presentation, final paper proposal, 8-10 page final paper.

**Intended Audience:** The course is for undergrad students interested in an overview of major texts of modern Korean literature. History students will find the course useful because of the time devoted to situating the texts within multiple historical and political contexts of Korea's development in the 20th century.

**Class Format:** Twice a week for combined lecture/discussion.

**ASIAN 380**

*Section: 001*

Credits:

Other:

Waitlist Capacity:

Repeatability:

Meet Together Classes:

Primary Instructor:

**Topics in Asian Studies**

*Contemporary Chinese Poetry*

3

WorldLit

99

May be repeated for a maximum of 6 credit(s).

COMPLIT 434 - Poetry, Section 001

Tang,Xiaobing

Poetry in China today continues to be a vibrant form of self-expression and artistic creation. Like their counterparts in many other parts of the world, contemporary Chinese poets are innovative and energetic, publishing their work in many venues, from journals to the internet.

This course will introduce to us a broad range of poems from the contemporary period. We will read selected poems in Chinese and, in some cases, next to their translation in English or another language. In the process, we will discuss different themes, emotions, and styles. We will also consider the strategies of translation. Through the course we will appreciate the diversity and richness of contemporary Chinese poetry. We will become better readers of literature in general.

All reading materials will be made available through CTools.

**Course Requirements:** Evaluation will be based on regular attendance and class participation. In addition, there will be regular reading and interpretation exercises throughout the semester. There will also be small writing assignments and a final project. Working closely with the instructor, students may either analyze or translate selected texts in their writing assignments and final project.

**Intended Audience:** Participants in the class are expected to have the proficiency of fourth-year Chinese.

**ASIAN 380***Section: 002*

Credits:

Other:

Waitlist Capacity:

Repeatability:

Undergrad and Grad

Meet Together Classes:

Primary Instructor:

**Topics in Asian Studies***Keywords and Concepts in Japanese History and Society*

3

WorldLit

99

May be repeated for a maximum of 6 credit(s).

ASIAN 590 - Sem Japanese Studies, Section 001

HISTORY 392 - Asian Hist Topics, Section 001

HISTORY 592 - Asian Topics, Section 001

Tonomura, Hitomi

This course seeks to understand aspects of Japanese society and politics as they appear in the original language, unmediated by the process of translation into English. The instructor and students will select keywords from Japanese newspaper articles, examine their meanings within the context in which they appear, and seek to broaden our understanding of those meanings by exploring related concepts in historical and other contemporary sources (in English; Japanese sources are optional). Students will be evaluated on the basis of (1) class preparation, participation and discussion (50%) and (2) a ten-page (or less) research paper that uses historical sources related to the student's select keyword. (50%) There are no books to be purchased. The instructor will supply newspaper clippings and assign associated readings that are electronically accessible. Students also will choose readings when assigned to "host" a session. Examples of keywords we may investigate include: Tokushu furikome sagi, Konkatsu, Kenpô kaisei, Chikyû ondanka, Yasukuni sanpai, Beigun Okinawa kichi, Senkaku shotô, Takeshima no hi, Nihon no aidenthithi-, Oumu saiban, Dôtoku kyôzai, Shûdanteki jieiken, Genpatsu, NHK, Kyarakuta-.

**Course Requirements:** As a rule, we will read one short newspaper article per week.

**Intended Audience:** This course is for students who can read Japanese newspapers with a dictionary.

**ASIAN 381***Section: 001*

Credits:

Requirements &amp; Distribution:

Waitlist Capacity:

Enforced Prerequisites:

Advisory Prerequisites:

Other Course Info:

Repeatability:

Primary Instructor:

**Junior/Senior Colloquium for Concentrators***Research: Senior Project in Asian Studies*

3

ULWR

99

At least one course in Asian Studies (ASIAN) with a minimum grade of C-.

Asian Studies majors with junior or senior standing.

W.

May not be repeated for credit.

Rolston, David Lee

The purpose of this course is to ensure that Asian Studies concentrators (or upperclass students with a strong interest in Asian Studies) gain competence (and confidence) in the discipline of Asian Studies through analyzing and presenting arguments concerning topics that have generated debate in the field or that illustrate important aspects of the field. To that end, we will be reading and comparing a wide variety of shorter writings and doing a number of class and written exercises. For the purposes of this class, it is better to concentrate on shorter types of writing rather than entire books in that the former present a

complete and stand-alone approach to a topic and, thus, are a better model for the students' own writing at this point. Their shortness allows, as a practical matter, to look at a wider variety of approaches to the same basic subject matter. Articles will be examined not only for their content but, more particularly, for how they marshal evidence and the costs and benefits attached to different ways of presenting evidence. Students will have some input in selecting some of the topics to be covered in class. Many of the exercises and readings for the class are designed to make students be more self-conscious about the practice of doing Asian Studies and their own relationships to how knowledge is generated in the field.

<b>ASIAN 451</b>	<b>Japan's Modern Transformations</b>
<i>Section: 001</i>	
Credits:	3
Waitlist Capacity:	unlimited
Cost:	50-100
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	HISTORY 451 - Japans Mod Transform, Section 001
Primary Instructor:	Pincus,Leslie B

In this course we will explore the history of Japan from the transformation of a semi-feudal system in the 18th and early 19th century to Japan's rise as a world economic power in the latter half of the 20th century. We will cover a number of major historical themes that emerge from these three centuries of radical change; the disintegration of samurai control during the latter part of the Tokugawa era (1600-1867) and the rise of new commoner social and cultural spheres; Japan's entry into a world market in the mid 19th century and the establishment of the modern Japanese nation-state; industrial modernization and its social effects; new forms of social protest and mass culture in the early 20th century; the rise of Japanese imperialism in Asia; the Pacific Asian War and its aftermath; the U.S. Occupation and postwar recovery; "high-growth economics" and its social environmental costs; culture and political economy in "post-industrial" Japan. The course will give particular attention to the diversity of historical experiences within Japan and to the conflict and contention that has shaped modern Japanese history.

Class sessions will combine lecture, discussion and audio-visual presentation. Requirements include several short essays, a midterm, and a final take-home essay-exam.

<b>ASIAN 457</b>	<b>Translating Korean Poetry: Theory and Practice</b>
<i>Section: 001</i>	
Credits:	3
Waitlist Capacity:	99
Advisory Prerequisites:	Third-year proficiency in Korean.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Ryu,Youngju

This course combines a seminar on the theory of literary translation with a workshop on translating Korean poetry. The first part of the course will focus on discussions of key texts in translation studies around such topics as translatability, fidelity, cultural equivalency, and politics of translation. In the second part of the course, we will examine published English translations of major Korean poets, paying close attention to how each translation grapples with the issues discussed in our theoretical readings. In the last part of course, we will workshop our own translations.

**Course Requirements:** At the end of the term, students will each submit a portfolio of translations accompanied by a critical translator's introduction. Students are required to have completed Third Year Korean or command an equivalent level of proficiency.

**Class Format:** Seminar

**ASIAN 480**

*Section 001*

Credits:

Waitlist Capacity:

Repeatability:

Meet Together Classes:

Primary Instructor:

**Topics in Asian Studies**

*New Media and Asian Societies*

3

99

May be elected four times for credit. May be elected more than once in the same term.

COMM 409 - Sem Media Effects, Section 001

Lee,Hoon

New media encompass a wide range of communication technologies such as the Internet, blogs, online videogames, mobile telephony, and social networking sites. The early phase of new media research was dominated by studies and theorization from North America and Europe. Over the past decade, many countries in Asia have also observed the rapid diffusion of new technologies and their rising impacts in virtually every aspect of everyday life as in politics, governance, economics, education, entertainment, and recreation. Against this backdrop, this course aims to understand the social, political, and cultural implications of new media in Asia.

**ASIAN 501**

*Section: 001*

Credits:

Consent:

Advisory Prerequisites:

Repeatability:

Cross-Listed Classes:

**Social Scientific Studies of Historical and Contemporary China**

3

With permission of department.

Permission of instructor.

May be elected twice for credit.

ANTHRCUL 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

SOC 527 - China Social Science, Section 001

Primary Instructor:

Gallagher,Mary E

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.

<b>ASIAN 539</b>	<b>Critical Readings in Documentary Chinese</b>
<i>Section: 001</i>	
Credits:	3
Waitlist Capacity:	unlimited
Advisory Prerequisites:	Reading knowledge of Chinese.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	CCS 539 - Documentary Chinese, Section 001 HISTORY 539 - Documentary Chinese, Section 001
Primary Instructor:	Cassel,Par Kristoffer

This course introduces masters and doctoral students in documentary Chinese, through critical reading of selected primary documents in different genres ranging from the Qing dynasty (1644-1912) through the People's Republic. Students will also be taught how to use important reference tools and how to make use of the vast resources of the University of Michigan Asia Library.

<b>ASIAN 550</b>	<b>Seminar in Cultural and Comparative Studies of Asia</b>
<i>Section: 001</i>	<i>Narration, Translation, and Discipline in Asian Studies</i>
Credits:	3
Waitlist Capacity:	99
Advisory Prerequisites:	Graduate standing.
Repeatability:	May be elected three times for credit. May be elected more than once in the same term.
Primary Instructor:	Mandair,Arvind-Pal Singh

In this seminar, the students are introduced to a set of theoretical topics and key concepts 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 syllabus offers a variety of strategies for understanding Asian cultures, pairing readings in social theory with monographs that concern specific Asian materials. It is our hope that 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. The seminar is designed both to provide an introduction to Asian Studies as a field and to encourage the development of critical skills.

**Course Requirements:** Students are expected to complete all the readings and to participate in class discussion in an active and informed manner. Course requirements include active engagement in class discussion, several short papers critically examining individual texts or problems, and a final project (12-20 page research paper or a 10-15 page critical essay).

**Class Format:** Seminar

**ASIAN 590***Section: 001*

Credits:

Waitlist Capacity:

Advisory Prerequisites:

Repeatability:

Undergrad and Grad

Meet Together Classes:

Primary Instructor:

**Seminar in Japanese Studies***Keywords and Concepts in Japanese History and Society*

3

99

Graduate standing. Qualified undergraduates with permission of instructor. Reading knowledge of Japanese language may be required. May be repeated for a maximum of 12 credit(s). May be elected more than once in the same term.

ASIAN 380 - Topic Asia Study, Section 002

HISTORY 392 - Asian Hist Topics, Section 001

HISTORY 592 - Asian Topics, Section 001

Tonomura, Hitomi

This course seeks to understand aspects of Japanese society and politics as they appear in the original language, unmediated by the process of translation into English. The instructor and students will select keywords from Japanese newspaper articles, examine their meanings within the context in which they appear, and seek to broaden our understanding of those meanings by exploring related concepts in historical and other contemporary sources (in English; Japanese sources are optional). Students will be evaluated on the basis of (1) class preparation, participation and discussion (50%) and (2) a ten-page (or less) research paper that uses historical sources related to the student's select keyword. (50%) There are no books to be purchased. The instructor will supply newspaper clippings and assign associated readings that are electronically accessible. Students also will choose readings when assigned to "host" a session. Examples of keywords we may investigate include: Tokushu furikome sagi, Konkatsu, Kenpô kaisei, Chikyû ondanka, Yasukuni sanpai, Beigun Okinawa kichi, Senkaku shotô, Takeshima no hi, Nihon no aidenthithi-, Oumu saiban, Dôtoku kyôzai, Shûdanteki jieiken, Genpatsu, NHK, Kyarakuta-.

**Course Requirements:** As a rule, we will read one short newspaper article per week.

**Intended Audience:** This course is for students who can read Japanese newspapers with a dictionary.

**ASIAN LANGUAGES****ASIANLAN 100***Section: 001,002,003*

Credits:

Credit Exclusions:

Waitlist Capacity:

Consent:

Repeatability:

Primary Instructor:

**Accelerated Elementary Chinese**

3

ASIANLAN 101.

99

With permission of instructor.

May not be repeated for credit.

Zhong, Yan

All four language skills, listening, speaking, reading and writing, will be taught in a systematic way. We will cover Lesson 1 to Lesson 10 of Integrated Chinese Level 1 after a thorough review of pinyin, the Chinese pronunciation system, at the rate of about one lesson per week. This structure, coupled with regular quizzes, homework assignments, and in-class exercises, is designed to help students understand how the Chinese language works grammatically, and how to use Chinese in real life.

If students prepare for class every day in the manner recommended, investing the standard two hours a day outside of class, they will gain control of the sound system (especially the 4 tones), basic sentence patterns, audio comprehension, daily conversations and the writing system (about 700 characters). Students successfully completing this course will continue on into ASIANLAN 102.

**Intended Audience:** ASIANLAN 100 is an accelerated first semester Chinese course. It is a 3-credit course equivalent to ASIANLAN 101 meant for students with some Chinese language background but not enough to be placed into ASIANLAN 102.

**ASIANLAN 101**

**First Year Chinese I**

*Section: 001, 010*

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:

Li-Stevenson, Jinyi (001)  
Grande, Laura A S (010)

This course is designed for students with no previous experience studying Chinese. After a two-week introduction to the Chinese sound system and Pinyin, we'll begin covering Lessons 1-10 of Integrated Chinese (Level 1, Part 1, 3rd ed.) at the rate of about one lesson per week.

Reading, writing, listening and speaking skills will be systematically covered with a view to learning how the written/spoken language reflects China's rich cultural traditions. About 350 vocabulary terms are introduced.

Students who have previous experience learning Chinese are required to take the Placement Test offered by the Chinese Language Program in the Dept. of Asian Languages and Cultures. If you have good oral/listening skills but weak writing and/or reading skills, see Course Description for ASIANLAN 104.

**Course Requirements:** Regular in-class exercises, homework assignments, quizzes, mini-skits, tests and oral presentations will help you pace your study. If you prepare for class every day, investing the standard 10 hours a week outside of class for a 5-credit course, you will see astonishing progress in your reading, writing, listening, and speaking proficiency in Chinese.

**ASIANLAN 104**

**First Year Chinese for Mandarin Speakers**

*Section: 001, 002, 003*

Credits:

4

Credit Exclusions:

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

Waitlist Capacity:

99

Repeatability:

May not be repeated for credit.

This course is designed for students with native or near-native speaking ability in Chinese, but little or no reading and writing ability. Classes, which are conducted in Chinese, meet four hours per week with a focus on reading and writing. Coursework will be graded on the basis of classroom performance, quizzes, tests, and homework assignments. By the end of this course students will be able to read and write around 400 Chinese characters.

**Intended Audience:** 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 before fall classes begin. For test information, please refer to [www.lsa.umich.edu/asian/language/](http://www.lsa.umich.edu/asian/language/).

<b>ASIANLAN 124</b>	<b>Accelerated Elementary Japanese</b>
<i>Section: 001</i>	
Credits:	3
Waitlist Capacity:	99
Consent:	With permission of instructor.
Enforced Prerequisites:	By Assignment of ASIANLAN 124 by Placement Test.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Tsuda, Satoko Petty

This course is designed for students who have some prior knowledge of Japanese, thus the pace of the course is faster than that of ASIANLAN 125. The goal of this course is to enhance students' proficiency in all four skills (speaking, listening, writing, and reading) while simultaneously familiarizing them with aspects of both traditional and modern Japanese culture that are necessary to build language competency.

Prior to taking the course, students are required to know the Japanese scripts of hiragana and katakana. In addition, students are also expected to have basic speaking and listening comprehension skills, reading and writing skills, and a grasp of very basic grammar. Through this course, students will build on their prior knowledge while filling in gaps.

By the end of this course, students will be able to:

- Understand and appropriately use the most basic grammar patterns and vocabulary terms (e.g. noun sentence structure, verb conjugation, adjective, location words, etc.)
- Understand and participate in basic conversations (e.g., self-introduction, shopping, making invitations, describing locations of items, talking about one's favorite trips, etc.)
- Read and write the Japanese hiragana and katakana characters, and produce approximately 60 kanji in context.
- Speak at a novice-mid, or higher, level of proficiency as defined by the ACTFL Oral Proficiency Interview.

**Required Texts:**

GENKI I: An Integrated Course In Elementary Japanese, Second Edition (2011), Japan Times.

GENKI I Workbook, Second Edition (2011), Japan Times.

<b>ASIANLAN 125</b>	<b>First Year Japanese I</b>
<i>Section: 001,002,003</i>	
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 124, 127, 129 or RCLANG 196.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Yasuda, Masae

This course is the first half of the first-year Japanese course, and is designed for students with little or no understanding of Japanese. The course focuses on the developing students' proficiency in all four language skills (speaking, listening, writing, and reading) while simultaneously familiarizing them with aspects of both traditional and modern Japanese culture that are necessary to build language competency. Recitation sessions are conducted in Japanese emphasizing speaking/reading in Japanese contexts. Analyses, explanation, and discussions utilizing English are specifically reserved for lectures.

By the end of this course, students will be able to:

- Understand and appropriately use the most basic grammar patterns and vocabulary terms (e.g., noun sentence structure, verb conjugation, adjective conjugation, location words, etc.)
- Understand and participate in basic conversations (e.g., self-introductions, shopping, making invitations, describing locations of items, talking about one's favorite trips, etc.)
- Read and write the Japanese hiragana and katakana characters, and produce approximately 60 kanji in context.
- Speak at a novice-mid, or higher, level of proficiency as defined by the ACTFL Oral Proficiency Interview.

**Required Texts:**

GENKI I: An Integrated Course In Elementary Japanese, Second Edition (2011), Japan Times.  
 GENKI I Workbook, Second Edition (2011), Japan Times

<b>ASIANLAN 128</b>	<b>Mastering the Basics of Kanji: Learning Strategies and Orthography</b>
<i>Section: 001</i>	
Credits:	2
Waitlist Capacity:	99
Enforced Prerequisites:	One of ASIANLAN 126, 127, or 129 or RCLANG 196, completed with a minimum grade of C- or better.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Tsuda, Satoko Petty

This course is designed for students who are interested in learning kanji (Chinese characters), improving their existing kanji skills, and mastering proper Japanese handwriting. The course presents two main strategies pursuant to the study of kanji: learning methodologies and Japanese calligraphy. Through these methods, students will acquire greater proficiency in reading and writing kanji, and greater proficiency in Japanese overall.

By the end of this course, students will be able to:

- Recognize basic structures and components of kanji.
- Demonstrate proper balance and stroke order when writing kanji.
- Recall stylistic details of kanji, including “stops,” hooks,” and “releases.”
- Recall the various pronunciations and meanings of kanji based on their radicals (ideographic and phonetic building blocks of kanji).
- Use strategies developed in the course to efficiently and effectively memorize new kanji.

**Intended Audience:** Any students currently taking, or who have taken, Japanese can register for this course. However, the course is designed to provide additional support to students struggling with kanji in their regular Japanese course(s).

**ASIANLAN 129***Section: 001*

Credits:

Credit Exclusions:

Consent:

Repeatability:

Meet Together Classes:

Primary Instructor:

**Intensive Japanese I**

10

No credit granted for students who have completed or are enrolled in ASIANLAN 125, 126 or 127.

With permission of instructor.

May not be repeated for credit.

RCLANG 196 - Intensive Japanese I, Section 001

Okuno, Tomoko

The goal of the course is the simultaneous progress of four skills (speaking, listening, writing, and reading), as well as becoming familiar with aspects of Japanese culture that are necessary for language competency. The oral component aims to provide students with the speaking and comprehension skills necessary to function effectively in practical situations. It is expected that, by the end of the year, students will have basic comprehension skills (speaking and listening), a solid grasp of basic grammar, reading, and writing skills in Hiragana and Katakana, and the ability to recognize and produce approximately 145 Kanji context.

**Course Requirements:** Student performance will be evaluated on the basis of: (1) attendance at class sessions, lunch-tables, and other extra-classroom activities; (2) fulfillment of homework assignments; (3) frequent in-class tests; and (4) a final exam.

**Intended Audience:** All undergraduate students interested in the study of Japanese language. This course is designed for students who have less than the equivalent of one year's study of Japanese at the University of Michigan.

**Class Format:** 5 hours per week of lecture and 5 hours per week of recitation. Recitation session discussion involving the use of English are specifically reserved for lectures. In the reading/writing component, Hiragana, Katakana, and 145 Kanji are introduced.

**ASIANLAN 135***Section: 001,002,003*

Credits:

Credit Exclusions:

Waitlist Capacity:

Repeatability:

Primary Instructor:

**First Year Korean I**

5

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.

99

May not be repeated for credit.

Park, Kyongmi (001,002)

Jung, Hunjin (003)

The goal of this class is to introduce the basic structures of Korean while focusing on the development of speaking, listening, reading, and writing skills.

Those who successfully complete the course will gain sustained control of basic conversation. By the end of this course students will be able to read and write Hangeul and comprehend and carry on simple conversation.

**Course Requirements:** 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.

**Intended Audience:** 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.

**Class Format:** The class regularly meets five times per week and daily attendance is expected.

**ASIANLAN 138**

**Reading and Writing Korean I**

*Section: 001*

Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 135, 136, or 137.
Waitlist Capacity:	99
Enforced Prerequisites:	Placement Test
Repeatability:	May not be repeated for credit.
Primary Instructor:	Jung,Hunjin

This course, the first of the two-term sequence (ASIANLAN 138 and ASIANLAN 238), is for students who were raised at home where Korean was spoken, and who have speaking and listening abilities in some informal contexts while their reading and writing abilities are not so strong. This course meets five hours per week and covers course materials for non-heritage courses of ASIANLAN 135 and 136 within one academic term. After completing ASIANLAN 138, students will be able to continue their study of Korean by taking ASIANLAN 238 (Reading and Writing Korean II). While this course focuses on developing linguistic competence in four language skills, more emphasis will be given to accuracy in speaking and writing of Korean. Students will meet five hours per week. Students with previous experience with Korean should contact the instructor for a placement into the course.

**ASIANLAN 165**

**First Year Tibetan I**

*Section: 001*

Credits:	4
Waitlist Capacity:	99
Other Course Info:	Graduate students should elect BUDDHST 501.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Tsering, Sonam

In this course, students will learn how to speak, read, and write basic Tibetan. The course is designed to meet the needs of those with an interest in Tibet. It is also suitable for students who know nothing at all about Tibet and its place in the world but who want to meet the University of Michigan language requirement in a more adventurous way.

Students who intend to apply for the University of Michigan summer program in Tibet are strongly urged to do so. The Tibetan script is not difficult to learn, even though it looks very foreign, and will be used during the class. After an introduction to the script and pronunciation, the course goes step by step through the lessons of the Tourandre and Dorje's Manual of Standard Tibetan (Snowlion Publications). During this class, students also sing Tibetan songs and gain a basic knowledge of Tibetan culture and religion, and of the political complexities of modern Tibet.

Students will find Tibetan to be a very helpful language for further study in both East and South Asia. Those with a prior knowledge of Chinese or Sanskrit will find that this course fits in well with earlier learning. Grading is based on weekly homework and quizzes, a long midterm and final quiz, and on class attendance and participation.

<b>ASIANLAN 201</b>	<b>Second Year Chinese I</b>
<i>Section: 001, 010</i>	
Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 203.
Enforced Prerequisites:	(ASIANLAN 102 or 103) or by Assignment of ASIANLAN 201 by Placement Test.
Advisory Prerequisites:	Native or near-native speakers of Chinese are not eligible for this course.
Other Course Info:	Students who are native or near-native Mandarin Chinese speakers are not eligible for this course.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Yin, Haiqing

To take this course, students should have command of the language material in the first-year textbook Integrated Chinese (Level One). The goals of ASIANLAN 201 are to help students improve their listening and speaking proficiency; achieve a solid reading level with the roughly 500 new vocabulary entries introduced over the ten lessons; and 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 lectures, in-class drills and listening/speaking activities, oral presentations, and regular quizzes/tests, collectively covering all four proficiency areas (listening, speaking, reading and writing). By the completion of ASIANLAN 201, students should be able to read and write approximately 500 characters, they can talk with native speakers on topics such as shopping, college life, relationship, education and so on.

The text for the course is Integrated Chinese (Level Two, Part 1) — Textbook and Workbook.

**Intended Audience:** Students who are native or near-native Mandarin Chinese speakers are not eligible for this course.

<b>ASIANLAN 204</b>	<b>Second Year Chinese for Mandarin Speakers</b>
<i>Section: 001</i>	
Credits:	4
Other:	Lang Req
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 201, 202, or 203.
Waitlist Capacity:	99
Enforced Prerequisites:	ASIANLAN 104. Those who have not taken ASIANLAN 104 must take the placement test in order to register for this course.
Other Course Info:	conducted in Chinese.
Lang Req:	This course is part of the Language Requirement sequence.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Levin, Qiuli Zhao



This course is a continuation of ASIANLAN 104. It is designed for students with native or near-native speaking ability in Chinese. By the end of this course, students will be able to read intermediate-level materials and write short essays of 500 characters. Coursework will be graded on the basis of classroom performance, quizzes, tests, and homework assignments.

**Course Requirements:** Coursework will be graded on the basis of classroom performance, quizzes, tests, and homework assignments.

**Intended Audience:** Those who have not taken ASIANLAN 104 must take the placement test in order to register for this course. Students should typically register for ASIANLAN 304 (or ASIANLAN 309 in some cases) if they want to continue their Chinese studies.

**Class Format:** The class, conducted in Chinese, will meet four hours a week with a focus on reading and writing.

**ASIANLAN 225**

*Section: 001, 002*

Credits:

Credit Exclusions:

Enforced Prerequisites:

Advisory Prerequisites:

Repeatability:

Primary Instructor:

**Second Year Japanese I**

5

No credit granted to those who have completed or are enrolled in ASIANLAN 227 or 229 or RCLANG 296.

One of: ASIANLAN 126 or 127 or 129 or RCLANG 196; or by assignment of ASIANLAN 225 by placement test.

Native or near-native speakers of Japanese are not eligible for this course.

May not be repeated for credit.

Kondo, Junko

ASIANLAN 225 is the first half of the second-year Japanese course, and is designed for students who have the equivalent of one-year's study of Japanese at the University of Michigan. The course focuses on the simultaneously developing students' proficiency in all four language skills (speaking, listening, writing, and reading) while increasing students' familiarity with aspects of both traditional and modern Japanese culture.

By the end of this course, students will be able to:

- Understand and appropriately use basic grammar patterns and vocabulary terms (e.g., potential forms, transitive and intransitive verbs, volitional forms, honorific verbs, conditional, hearsay, etc.)
- Understand and participate in daily conversations and to be able to express opinions/ thoughts and present information, using appropriate vocabulary, expressions and basic grammar in context (e.g., everyday life, school, particular interests, etc.)
- Read and write novice-level materials with a solid understanding of main ideas and supporting details on familiar topics from a variety of texts.
- Produce approximately 250 kanji in context.
- Speak at an intermediate-low, or higher, level of proficiency as defined by the ACTFL Oral Proficiency Interview.

**Required Texts:**

GENKI II: An Integrated Course In Elementary Japanese, Second Edition (2011), Japan Times.

GENKI II Workbook, Second Edition (2011), Japan Times.

<b>ASIANLAN 235</b>	<b>Second Year Korean I</b>
<i>Section: 001</i>	
Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 237 or 238.
Waitlist Capacity:	99
Enforced Prerequisites:	ASIANLAN 136 or 137 or by assignment of ASIANLAN 235 by Placement Test.
Advisory Prerequisites:	Native or near-native speakers of Korean are not eligible for this course.
Repeatability:	May not be repeated for credit.

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. By the end of this course, students are expected to converse with native Korean speakers about general topics and to read and understand some Korean culture and to write grammatical paragraphs.

**Intended Audience:** Students with previous experience with Korean should contact the instructor for a placement into the course.

<b>ASIANLAN 265</b>	<b>Second Year Tibetan I</b>
<i>Section: 001</i>	
Credits:	4
Waitlist Capacity:	99
Enforced Prerequisites:	ASIANLAN 166 or by assignment of ASIANLAN 265 by Placement Test.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Tsering, Sonam

Students taking ASIANLAN 265 have taken ASIANLAN 165 and 166 or equivalent. They have a basic vocabulary of about 400 words and are able to read Tibetan and engage in basic conversation. With rare exceptions, students who have only studied Tibetan language while attending the University of Michigan summer in Tibet course will not be able to demonstrate the knowledge necessary to directly enter this level course. Such students are strongly advised to take ASIANLAN 165 and 166.

The goal of ASIANLAN 265 is to improve aural comprehension and speaking ability, and reading skill. It continues going step by step through the lessons of the Tourandre and Dorje's Manual of Standard Tibetan (Snowlion Publications). Students learn to sing along with Tibetan video songs where the singers have pronunciation accents that differ from the Standard dialect. The readings and dialogues are intended to deepen knowledge of Tibetan culture and religion, and to allow students to make sense of Tibet as it is encountered in its diaspora and in China. The course will consist of more complex constructions and set passages for reading and comprehension. These passages will form the basis for in-class discussion and conversation. Grading is based on weekly homework and quizzes, a long midterm and final quiz, and on class attendance and participation.

**ASIANLAN 301**  
*Section: 001,002,003*

**Third Year Chinese I**

Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 303 or 304.
Waitlist Capacity:	99
Enforced Prerequisites:	(ASIANLAN 202 or 203) or by Assignment of ASIANLAN 301 by Placement Test.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Liu,Wei (001) Li-Stevenson,Jinyi (002) Wang,Yan (003)

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**  
*Section: 001*

**Third Year Chinese for Mandarin Speakers**

Credits:	4
Waitlist Capacity:	99
Enforced Prerequisites:	ASIANLAN 204 or by Assignment of ASIANLAN 304 by Placement Test.
Other Course Info:	Taught in Chinese.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Liu,Wei

The emphasis of training is in reading and writing although oral activities remain part of the course requirement. The textbook, A New Chinese 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.

**Course Requirements:** Evaluation is based on attendance, homework, essays, oral presentations, quizzes and a term project.

**Intended Audience:** This course is designed for students of Chinese with native or near-native oral performance.

**Class Format:** The class meets four hours per week. In-class instruction includes vocabulary, text practice, grammatical explanations, reading skills and writing exercises.

**ASIANLAN 305***Section: 001*

Credits:	2
Waitlist Capacity:	99
Enforced Prerequisites:	(ASIANLAN 202 or 203) or by Assignment of ASIANLAN 305 by Placement Test.
Repeatability:	May be elected twice for credit.
Primary Instructor:	Liu, Wei
Instructor: 1	Zhong, Yan

**Intermediate Spoken Chinese I**

This course is designed to give Chinese speaking practice for students enrolled in ASIANLAN 301-302 and 407.

**ASIANLAN 325***Section: 001,002,003,004*

Credits:	4
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 327.
Waitlist Capacity:	99
Enforced Prerequisites:	One of: ASIANLAN 226 or 227 or ASIANLAN 229 or RCLANG 296; or by assignment of ASIANLAN 325 by placement test.
Advisory Prerequisites:	Native or near-native speakers of Japanese are not eligible for this course.
Repeatability:	May not be repeated for credit.
Instructor:	Oka, Mayumi (001,003) Yasuda, Masae (002) Sogabe, Ayaka (004)

**Third Year Japanese I**

The course focuses on cultivating an intermediate level of linguistic, pragmatic, and socio-cultural language competence. Course readings, conversation exercises and class discussion will introduce new grammar structures, vocabulary, expressions and various aspects of Japanese culture. In order to improve all four language skills (speaking, listening, reading, writing), various projects will also be assigned throughout the term.

By the end of this course, students will be able to:

- Use appropriate speech styles and communication strategies for various settings.
- Read intermediate-level materials with a solid understanding of sentence structure.
- Write intermediate-level essays, using appropriate grammatical forms and sentence structures regarding familiar topics, such as issues in Japanese culture and society.
- Produce/recognize approximately 600 kanji in context.
- Speak at an intermediate-mid level of proficiency as defined by the ACTFL Oral Proficiency Interview.

**Required Text:** TOBIRA (2009) Kuroshio Shuppan

**Required Workbooks:** Kanjiryoku (2010) Kuroshio Shuppan, Bunpooryoku (2012) Kuroshio Shuppan.

**Intended Audience:** ASIANLAN 325 is designed for students who have completed second year Japanese or have the equivalent of two-years study of Japanese at the University of Michigan.

**ASIANLAN 335***Section: 001*

Credits: 4

Waitlist Capacity: 99

Enforced Prerequisites: ASIANLAN 236, 238 or 237; or Equivalent language proficiency from the most recent Korean Placement Test.

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

Repeatability: May not be repeated for credit.

Primary Instructor: Han,Sangkyung

**Third Year Korean I**

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
- work with video tapes, DVDs, CDs, and sites on the web appropriate to the cultural themes covered in class.

By the end of this course, students are expected to engage in daily conversation without a big difficulty and write a short essay in a paragraph level.

**Intended Audience:** Students with previous experience with Korean should contact the instructor for placement into the course.

**ASIANLAN 401***Section: 001*

Credits: 4

Waitlist Capacity: 99

Enforced Prerequisites: (ASIANLAN 302 or 303 or 304) or by Assignment of ASIANLAN 401 by Placement Test.

Repeatability: May not be repeated for credit.

Primary Instructor: Gu,Karen

**Fourth Year Chinese I**

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. Students of ASIANLAN 401 who need more oral practice may want to take ASIANLAN 305 *Advanced Spoken Chinese I* simultaneously. Native-speaking Chinese students interested in improving their comprehensive foundation in the language can also benefit from this course.

**ASIANLAN 405***Section: 001, 002*

Credits: 3

Waitlist Capacity: 99

Enforced Prerequisites: ASIANLAN 302, 303, or 304; or by assignment of ASIANLAN 405 by Placement Test.

Repeatability: May not be repeated for credit.

Rackham Information: Rackham credit requires additional work.

Primary Instructor: Levin, Qiuli Zhao

**Business Chinese I**

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."

**ASIANLAN 407***Section: 001*

Credits: 3

Waitlist Capacity: 99

Enforced Prerequisites: ASIANLAN 302 or 303 or 304 or by assignment of ASIANLAN 407 by Placement Test.

Repeatability: May not be repeated for credit.

**Advanced Readings in Modern Chinese**

This advanced Chinese language course, paired with AL 408, is designed for students who want to further develop their Chinese language skills to serve academic or other career purposes. While the course helps to improve command of structure and vocabulary in a range of language styles, its primary purpose is to enhance comprehension (both linguistic and cultural) in reading original texts of various topics. Materials are selected from a variety of sources including contemporary fiction and essays in simplified or traditional characters. Part of the materials may be discretionary to satisfy individual students' personal interest and disciplinary needs. The class will meet twice per week, conducted solely in Chinese. Evaluation is based on attendance, participation, assignments, and a term project.

**Crs Requirements:** For unified reading materials, weekly note-taking assignments (such as writing of outlines, summaries, and comments) will be used to check on comprehension and facilitate classroom discussions. For discretionary materials, a self-designed instructor-approved term project will be required.

**Intended Audience:** Students who want to further improve Chinese reading proficiency to serve academic or other career purposes.

**Class Format:** 3 hours Recitation class per week

**ASIANLAN 425***Section: 001*

Credits:	3
Waitlist Capacity:	99
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:	Sakakibara, Yoshimi

**Media Japanese I**

ASIANLAN 425 focuses on the acquisition of linguistic, pragmatic, and socio-cultural competence in all four skills (speaking, listening, reading, and writing), as well as advanced-level critical-thinking skills. The topics discussed in this course range from casual speech styles to information-age societies.

By the end of this course, students will be able to:

- Comprehend and engage with various types of media including TV shows, news clips, anime, newspaper articles, and websites.
- Demonstrate critical thinking skills and media literacy.
- Demonstrate critical thinking on a local and global level.
- Express one's opinions logically and objectively in Japanese discussions.
- Demonstrate increased knowledge on both Japanese, and international, culture and society.
- Speak at an Advanced-low, or higher, level of proficiency as defined by the ACTFL Oral Proficiency Interview.

**ASIANLAN 429***Section: 001*

Credits:	3
Waitlist Capacity:	99
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

**Japanese Through Business and Social Topics I**

This course provides an advanced, integrated study of speaking, listening, reading, writing, and culture with practical approaches towards using Japanese in professional environments. Course content includes honorific language, job-hunting, current events, and Japanese business culture.

By the end of this course, students will be able to:

- Comprehend articles pertaining to real-world topics relevant to social and work-related contexts.
- Write simple yet effective business correspondence (e.g., job applications, emails, business article summaries, etc.)
- Hold conversations and make presentations on selected work-related topics in a culturally appropriate manner.
- Use basic formal expressions in various professional/business situations (e.g., job interviews, requests, expressing gratitude, apologies, etc.)
- Use knowledge of Japan's socio-cultural values to adapt linguistically and behaviorally in various social and work-related interactions.
- Speak at an Advanced-low, or higher, level of proficiency as defined by the ACTFL Oral Proficiency Interview.

**Intended Audience:** ASIANLAN 429 is designed for students who plan to work in Japan, or who work with Japanese people in their own countries and wish to increase their Japanese proficiency through business content. No prior knowledge of Japanese business is necessary.

<b>ASIANLAN 433</b>	<b>Classical Japanese I</b>
<i>Section: 001</i>	
Credits:	4
Waitlist Capacity:	99
Enforced Prerequisites:	ASIANLAN 226 or 227.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Mochizuki, Yoshihiro

An introduction to the classical language aimed at mastery of the basic vocabulary, grammar, and syntax necessary to read all Japanese writing, literary or otherwise, before the twentieth century. A reading knowledge of Modern Japanese (equivalent to three years of study) is a prerequisite. Class meetings are devoted to close syntactic analysis and translation of samples from various classical texts, with particular emphasis on poetry and narrative from the Heian and medieval periods.

This course is required of all graduate concentrators in Japanese and is a prerequisite with ASIANLAN 434 (Classical Japanese II) to advanced work in pre-and early modern Japanese texts. It is also highly recommended to graduate students of premodern Japanese history, art history, Buddhism, etc. It may also be taken by undergraduate students with sufficient preparation in the modern language.

<b>ASIANLAN 436</b>	<b>Readings in Modern Korean II</b>
<i>Section: 001</i>	
Credits:	3
Waitlist Capacity:	99
Enforced Prerequisites:	ASIANLAN 435 or by assignment of ASIANLAN 436 by Placement Test.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Han, Sangkyung

In this course, students will develop advanced critical reading skills using authentic reading materials. Students will also work on increasing vocabulary and Chinese characters, and perfecting sentence structures for oral and written communication in various styles at the advanced level. A variety of topics presented in the textbook will be discussed and authentic materials such as fictional or non-fictional reading materials, Internet and audio-visual materials will be also covered. The content and structure of the class are subject to change depending on background and interests of students. By the end of this course, students are expected to read and understand Korean daily newspapers and speak their opinion in any given topic without a big difficulty. Also, students are expected to write an essay in multiple paragraph levels.

**Intended Audience:** ASIANLAN 436 (Readings in Modern Korean II) is designed for high-intermediate/advanced learners to cultivate an advanced level of linguistic, pragmatic, and socio-cultural language competence in Korean. Students with previous experience with Korean should contact the instructor for a placement into the course.



<b>ASIANLAN 439</b>	<b>Academic Japanese I</b>
<i>Section: 001</i>	
Credits:	2
Waitlist Capacity:	99
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:	Oka,Mayumi

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.

<b>ASIANLAN 469</b>	<b>Advanced Classical Tibetan I</b>
<i>Section: 001</i>	
Credits:	3
Waitlist Capacity:	99
Enforced Prerequisites:	ASIANLAN 468 or by assignment of ASIANLAN 469 by Placement Test.
Repeatability:	May be elected twice for credit.
Primary Instructor:	Tsering,Sonam

Designed to train students in basic skills necessary for reading Tibetan literature. Much time is spent reading Buddhist literature (autochthonous as well as in translation from Indic languages). The course offers explanations and exercises in the phonology of literary Tibetan ("Lhasa Dialect"), nominal derivation, syntax of the nominal particles, verbal conjugation and suffixes, and the standard script (dbu-can).

## **ASIAN/PACIFIC ISLANDER AMERICAN STUDIES**

<b>ASIANPAM 311</b>	<b>Asian/Pacific Islander American Studies and the Humanities</b>
<i>Section: 001</i>	<i>Green Indigeneity</i>
Credits:	3
Requirements & Distribution:	HU

Waitlist Capacity: unlimited  
 Repeatability: May be elected twice for credit. May be elected more than once in the same term.  
 Meet Together Classes: AMCULT 311 - Ethnic Studies, Section 001  
 ENGLISH 317 - Literature&Cult, Section 003  
 Primary Instructor: Najita,Susan Y

This course examines environmental issues as they engage, relate to, and contradict with indigenous belongings to land and place in the Pacific Islands and beyond. We will examine the histories of colonialism and imperialism that set the stage for contemporary formations militarization, tourism, national parks, and genetically modified organisms, issues that engage both questions of sustainability and indigenous political sovereignty.

**Course Requirements:** Requirements include: midterm paper, final paper, quizzes, weekly journals.

**ASIANPAM 324**                      **Asian American Literature**  
*Section: 001*  
 Page Index  
 Credits: 3  
 Requirements & Distribution: HU  
 Waitlist Capacity: unlimited  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: AMCULT 324 - Asian-Am Lit, Section 001  
 ENGLISH 381 - Asian-Am Lit, Section 001  
 Primary Instructor: Mendoza,Victor Roman

We will survey in this course the representations of and by Asian / Pacific Islander American (APIA) subjects in U.S. literature, film, and drama since the late nineteenth century. More specifically, we will explore the ways in which APIA cultural and literary forms, arising out of the contradictions of U.S. democracy “displace,” in the words of Lisa Lowe, “the fiction of reconciliation” — the ways in which the literatures of Asian America “disrupt the myth of national identity by revealing its gaps and fissures.”

This course considers how APIA cultural production holds a political function, not only for the ethnic or racial group it embodies or represents, but also for the larger body national politic it threatens, constitutes, and sustains. We shall also pay particularly close attention to the categories of gender, sexuality, class that comprise the heterogeneity and multiplicity of Asian / Pacific Islander America.

Texts in the course may include novels, plays, poems, films, advertisements, blogs, musicals, historical documents, and scholarly articles.

## **CHINESE STUDIES**

**CCS 501**                                      **Social Scientific Studies of Historical and Contemporary China**  
*Section: 001*  
 Credits: 3  
 Consent: With permission of department.  
 Advisory Prerequisites: Permission of instructor.  
 Repeatability: May be elected twice for credit.

Cross-Listed Classes: ANTHRCUL 501 - China Social Science, Section 001  
 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: Gallagher, Mary E; homepage

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 539** **Critical Readings in Documentary Chinese**  
*Section: 001*  
 Credits: 3  
 Waitlist Capacity: unlimited  
 Advisory Prerequisites: Reading knowledge of Chinese.  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: ASIAN 539 - Documentary Chinese, Section 001  
 HISTORY 539 - Documentary Chinese, Section 001  
 Primary Instructor: Cassel, Par Kristoffer

This course introduces masters and doctoral students in documentary Chinese, through critical reading of selected primary documents in different genres ranging from the Qing dynasty (1644-1912) through the People's Republic. Students will also be taught how to use important reference tools and how to make use of the vast resources of the University of Michigan Asia Library.

**CCS 650** **Independent Study in Chinese Studies**  
*Section 001*  
 Credits: 1 - 3  
 Other: Independent  
 Consent: With permission of instructor.  
 Advisory Prerequisites: Master's students in Chinese Studies, and permission of instructor.  
 Repeatability: May be repeated for a maximum of 3 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***Section 001*

Credits:	1 - 3
Other:	Independent
Consent:	With permission of instructor.
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.

**Master's Thesis in Chinese Studies**

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.

**Master's Essay**

All M.A. students are expected to complete a substantial research paper reflecting interdisciplinary training and the ability to use the Western language literature and Chinese language sources. The essay must be read and approved by two Center for Chinese Studies faculty members from different disciplines, normally including the advisor, both of whom will grade the thesis. It is the student's responsibility to identify the two faculty members who will agree to serve as readers of the student's thesis. Students who complete the thesis while enrolled are encouraged to register for the thesis writing class in the department of their thesis advisor.

Under exceptional circumstances, students may petition to submit two shorter research papers to substitute for the Master's thesis. The papers can be based on those originally written for a graduate class, and should be of "A" quality. The student's faculty advisor should help the student evaluate what revisions to course papers are necessary to make them of appropriate length and quality. A student intending to file such a petition should consult with the Associate Director of CCS ahead of time to determine whether his or her circumstances merit such a petition. The petition itself should include a formal letter of request and be accompanied by complete copies of both papers. The papers will be reviewed by two faculty readers appointed by the CCS Associate Director.

**JAPANESE STUDIES****CJS 450***Section: 001*

Credits:	1
Other:	Minicourse, WorldLit
Waitlist Capacity:	99
Advisory Prerequisites:	Upperclass standing.
Other Course Info:	Taught in English.
Repeatability:	May be repeated for a maximum of 4 credit(s). May be elected more than once in the same term.
Rackham Information:	Rackham credit requires additional work.
Primary Instructor:	Nakao, Katsumi

**Minicourse in Japanese Studies**

*Critical Anthropology in Contemporary Japan: Tsunami, Fukushima, Taiwan*

On March 11 2012, multiple active seismic faults moved collectively to cause the Great Eastern Japan Earthquake. The earthquake caused a tsunami as high as 15 meters (45 feet), and the tide reached 30 meters high, resulting in over 18,000 people dead or missing. Tsunami attacked and seriously damaged the Fukushima Daiichi nuclear power plant, causing a Level 7 nuclear accident — the same level as Chernobyl.

Based on the instructor's experiences conducting fieldwork in northern Japan about the impact of the tsunami and the Fukushima nuclear accident, as well as at a radioactive waste processing plant on a remote island off Taiwan, which has close ties with a Japanese company, this course will examine disasters and their aftermath from a comparative and cultural anthropological perspective. Using the approaches of critical anthropology, we will consider elements of Japanese culture highlighted by these disasters, the problems facing Japanese society today, and relations between Japan and its neighbors in Asia.

**Course Requirements:** Course requirements include a series of short writing assignments varying in length and style. Some will be based solely on readings and class discussions, others will require independent research.

**Intended Audience:** Students need no prior knowledge of Japanese language or culture to enroll in this class. All readings and discussions will be held in English.

**Class Format:** Two hour seminar once a week for the first half of the term.

### **CJS 591**

*Section: 001*

Credits:

Other:

Waitlist Notes:

Consent:

Advisory Prerequisites:

Repeatability:

### **Independent Study in Japanese Studies**

1 - 4

Independent

Please contact CJS Student Services Coordinator for enrollment processing.

With permission of department.

Enrollment in Asian Studies: Japan MA program. Permission of instructor.

May be repeated for a maximum of 6 credit(s). May be elected more than once in the same term.

Students will pursue directed reading and/or research in Japanese Studies with a Center for Japanese Studies faculty member on topic(s) of study in consultation with the faculty supervisor.

### **CJS 592**

*Section: 001*

Credits:

Consent:

Advisory Prerequisites:

Repeatability:

### **Independent Study in Advanced Japanese Language**

1 - 3

With permission of instructor.

Graduate standing.

May be repeated for a maximum of 6 credit(s).

Independent language study in Japanese beyond courses regularly offered in the Japanese language curriculum through the Department of Asian Languages and Cultures. Supervised by Center for Japanese Studies faculty members and associates.

## CLASSICAL CIVILIZATION

### **CLCIV 328**

### **Ancient Languages and Scripts**

*Section: 001*

Credits: 3

Requirements & Distribution: HU

Other: WorldLit

Waitlist Capacity: unlimited

Repeatability: May not be repeated for credit.

Primary Instructor: Fortson, Benjamin W

Topics covered include the origin and development of writing; the history of the decipherment of certain scripts; the recovery of the pronunciation and structure of dead languages; how we figure out what texts in dead languages say; and, ancient views on language, etymology, and language change.

**Course Requirements:** Lecture attendance; readings and homeworks; midterm and final exams; researched mini-paper

**Intended Audience:** Undergraduates interested in language and writing, especially in antiquity. No knowledge of any ancient language or of linguistics needed.

**Class Format:** Lecture

### **CLCIV 339**

### **Doctors in the Ancient World: China, Greece, and Rome**

*Section 001*

Credits: 3

Requirements & Distribution: HU

Waitlist Capacity: 99

Repeatability: May not be repeated for credit.

Cross-Listed Classes: ASIAN 365 - Doctrs Ancient World, Section 001

HISTORY 339 - Doctrs Ancient World, Section 001

Primary Instructor: Brown, Miranda D

This course will compare medicine in ancient China, particularly acupuncture, with medicine found in ancient Greece and Rome. We will look at figures, such as Chinese physician Chunyu Yi, as well as Greek and Roman physicians, such as Hippocrates and Galen.

Our main themes will include:

- How was medicine defined in the ancient world?
- To what extent was its practice similar or different from modern professional forms?
- Was medicine a craft or a science?
- Did ancient physician dissect?
- What relationship existed between medicine and religion or magic?
- How do we explain differences between the Western and Chinese medical traditions?

All reading assignments will be posted on CTools, and so there are no texts that need to be purchased.

**Course Requirements:****Assignments:**

- Two group presentations (10 minutes) on the reading assignments, preferably in PPT [20% of your grade]
  - page responses each week on the reading questions [10% of your grade]
- Two 7-10 page papers [60% of your grade]
- Active participation and attendance [10% of your grade]

**Intended Audience:** No prior knowledge of Chinese or classical languages are required. All are welcome.

## COMMUNICATION STUDIES

**COMM 409***Section 001*

Credits:

Waitlist Capacity:

Repeatability:

Meet Together Classes:

Primary Instructor:

**Seminar in Media Effects***New Media and Asian Societies*

3

99

May be elected four times for credit. May be elected more than once in the same term.

ASIAN 480 – Topics Asian Studies, Section 001

Lee, Hoon

New media encompass a wide range of communication technologies such as the Internet, blogs, online videogames, mobile telephony, and social networking sites. The early phase of new media research was dominated by studies and theorization from North America and Europe. Over the past decade, many countries in Asia have also observed the rapid diffusion of new technologies and their rising impacts in virtually every aspect of everyday life as in politics, governance, economics, education, entertainment, and recreation. Against this backdrop, this course aims to understand the social, political, and cultural implications of new media in Asia.

**COMM 432***Section 001*

Credits:

Waitlist Capacity:

Advisory Prerequisites:

Repeatability:

Primary Instructor:

**Foreign News Coverage**

3

5

COMM 261 strongly recommended.

May not be repeated for credit.

Collings, Anthony C

This course investigates coverage of foreign news as a reflection of the structure and function of media systems. What factors influence media decisions on covering events overseas? What criteria do the media use for deciding which events to report and at what length, and how valid are these criteria? What value systems do they reflect? How successfully do the media make foreign news relevant to American readers, listeners, and viewers? What special problems do foreign correspondents face?

**COMM 439***Section 002*

Credits:

**Seminar in Journalistic Performance***Control, Conflict and Censorship: Journalism in Hostile Environments*

3





about how we think about such things as play, beauty, goodness, violence, money, sex, gender, race, and nations.

**Course Requirements:** In discussion sections, students will explore these concepts in greater detail and more concretely by 1) completing a reading assignment that fleshes the lecture topic out in relation to a particular example or case from global sports culture; 2) completing a short written reflection on the reading assignment prior to the discussion section meeting. Students will also complete three short and one longer paper.

**Class Format:** The course format is lecture and discussion. Each week's lecture will offer students historically grounded, philosophically informed reflections on concepts key to critically understanding sports culture in its transnational and global dimensions.

<b>COMPLIT 322</b>	<b>Translating World Literatures</b>
<i>Section 001</i>	<i>Translation Workshop</i>
Credits:	3
Requirements & Distribution:	ULWR, HU
Waitlist Capacity:	50
Repeatability:	May not be repeated for credit.
Primary Instructor:	Merrill,Christi Ann

This course provides an opportunity for you to build on your skills in reading a foreign language by translating literary texts into English, integrating broad theoretical concepts about translation into the textual practice of translating as a writing practice. The readings and writing assignments work together to introduce you to the history and theory of the practice of translation, extending a language-based approach to translation into a literary framework that emphasizes the process of reading and re-writing texts. While you are expected to write critical responses to these literary texts, periodically you will also be asked to engage with the readings through short creative exercises focusing on key issues in translation studies. The critical and creative writing assignments are designed to build on one another, enabling students to become more attentive readers, to produce increasingly articulate responses to the translated texts, which in turn inform your own translation strategies. To further help you build a critical vocabulary for discussing translated work, each student will need to post a response to one of the recommended readings on the WorldLit Blog in the first half of the term. (You will be trained to use WordPress as part of the course.) These blog posts will form the basis for the midterm paper reflecting on your views of translation, and will help you as you formulate your translating philosophy. For the final project, students will be expected to translate 8-12 pages of literature of their choosing from the language of their expertise, prefaced with an accompanying 5-8 page introduction that situates your practice in terms of the history of translation in English.

<b>COMPLIT 322</b>	<b>Translating World Literatures</b>
<i>Section 002</i>	<i>Translation Workshop</i>
Credits:	3
Requirements & Distribution:	ULWR, HU
Waitlist Capacity:	50
Repeatability:	May not be repeated for credit.
Primary Instructor:	Pfaff,Matthew Scott

This course builds on skills in reading a foreign language by translating literary texts into English, integrating broad theoretical concepts about translation into the textual practice of translating. The course

begins with readings and writing assignments that introduce students to the history and theory of the practice of translation, extending a language-based approach to translation into a literary framework that emphasizes the process of reading and re-writing texts. Rather than assume we know what we mean when we commend a translation for being “faithful,” for example, students are asked to compare different versions of the story of Babel or of a Sapphic fragment, to identify the values being prioritized. While students are expected to write critical responses to these literary texts, periodically they will also be asked to engage with the readings through short translation exercises focusing on key issues in translation studies. They will be asked to preface these exercises with a short discussion of their aims in terms of the critical debates. The critical and creative writing assignments are designed to build on one another, enabling students to become more attentive readers, to produce increasingly articulate responses to the translated texts, which in turn inform their own translation strategies. Once in the semester students are expected to do an oral presentation on a theoretical article recommended to be read alongside the world literature text assigned for that day. For the final project, each student will be expected to translate 8-12 pages of literature of their choosing from the language of their expertise, prefaced with an accompanying 5-8 page introduction that situates their practice in terms of the history of translation in English.

**Course Requirements:** Writing: five in-class translation exercises; portfolio of twelve 2-page papers written in response to critical readings (total 24 pages); one extended response paper (4-5 pages); one extended translation project (8-12 pages) written in a series of drafts with a critical preface (5-8 pages), developed and revised through peer-editing workshops. About 50-75 pages of readings in world literature in translation plus critical essays on history/theory of translation. No midterm or final.

**Intended Audience:** Designed for students who have completed the FYWR and have some experience in a foreign language (e.g., through LSA, study abroad, bilingual background). It will appeal to students in a wide range of concentrations including language and literature, creative writing and international studies.

**Class Format:** The class will meet 3 hrs per week in lecture format.

**COMPLIT 434**

*Section: 001*

Credits:

Other:

Advisory Prerequisites:

Repeatability:

Meet Together Classes:

Primary Instructor:

**Comparative Studies in Poetry**

*Contemporary Chinese Poetry*

3

WorldLit

Junior standing.

May be repeated for a maximum of 6 credit(s).

ASIAN 380 - Topic Asia Study, Section 001

Tang, Xiaobing

This course will introduce to us the pleasure of reading modern Chinese poetry and translating it into English. We will read a broad selection of poetry from the twentieth century and the contemporary period. We will then experiment with translating some of the poetic texts into English. In the process, we will discuss varying themes, emotions, and formal innovations. We will also read poetry either originally composed in or translated into English as a way to develop our translation skills comparatively.

This course will not only present a unique perspective on the development of modern Chinese poetry and cultural history, but also further develop students' translation skills. We will consider the many strategies as well as implications of translating a literary text from one language into another.

All reading materials will be made available through CTools.

**Course Requirements:** There will be a series of small reading and translation exercises throughout the academic term. Working with the instructor, students will translate and annotate selected texts for their midterm and final projects. The final project should include an informed discussion of the poet(s) whose work is being translated.

**Intended Audience** Students are expected to have the proficiency of fourth-year Chinese.

<b>COMPLIT 490</b>	<b>Comparative Cultural Studies</b>
<i>Section: 001</i>	<i>Freud, Culture, Theory</i>
Credits:	3
Other:	WorldLit
Advisory Prerequisites:	Junior standing.
Repeatability:	May be repeated for a maximum of 6 credit(s).
Primary Instructor:	Masuzawa, Tomoko

In this reading-oriented course, we will study some key texts by Freud, accompanied by some of the most penetrating Freud readers of the past century.\*

What is sexuality that is said to be present from the very beginning of our lives? What does language have to do with sexuality? Why is the experience of infancy and early childhood so important? How does psychoanalysis understand the course of human growth and maturation, and why do some of us fall ill from it? What drives the civilizing process, and what is its cost?

All of Freud's works in Standard Edition are available online through the database: Psychoanalytic Electronic Publishing (PEP). Other reading materials will be available in paperback editions or in CTools.

\*These authors may include: Jacques Derrida, Michel Foucault, Jean Laplanche, and Hans W. Loewald, among others.

<b>COMPLIT 490</b>	<b>Comparative Cultural Studies</b>
<i>Section: 002</i>	<i>Modernism and the Avant-Garde</i>
Credits:	3
Other:	WorldLit
Advisory Prerequisites:	Junior standing.
Repeatability:	May be repeated for a maximum of 6 credit(s).
Primary Instructor:	Tang, Xiaobing

In this course we will study various modernist and avant-garde movements through the twentieth century. We will first focus on sorting out the lineages and interactions among artistic, literary, and social movements that have been referred to as either modernist or avant-garde in many parts of the world. At the same time we will read some influential texts that help us understand the theoretical underpinnings of modernism and the avant-garde in different contexts. The objective is to develop a general historical narrative on the one hand, and to have a solid understanding of core theoretical issues on the other.

All readings will be in English, but participants are encouraged to undertake research that involves materials available in a different language.

**Course Requirements:** Evaluation will be based on regular attendance and class participation. In addition, there will be regular discussions through CTools. Participants will present their work in class. Writing assignments include book reports and short papers.

**COMPLIT 720***Section: 001*

Credits:

Advisory Prerequisites:

Repeatability:

Primary Instructor:

**Seminar in Translation***Resistance to Translation*

3

Graduate standing.

May be repeated for a maximum of 9 credit(s). May be elected more than once in the same term.

Shammas, Anton

Writing on the “task of the translator” in 1923, Walter Benjamin poses the deceptively simple question: “Is translation meant for readers who do not understand the original?” And then he argues, among other things, that translation is meant to liberate the language imprisoned in a text through the recreation of that text. However, “[t]he transfer can never be total, but what reaches this region is that element in a translation which goes beyond transmittal of subject matter. This nucleus is best defined as the element that does not lend itself to translation... Unlike the words of the original, it is not translatable.” “When two languages meet,” the Moroccan critic Abdelfattah Kilito counter-argues at the other end of the 20th century, “one of them is necessarily linked to animality: Speak like me or you are an animal.” Drawing on a variety of theoretical and literary texts, this seminar will focus on resistance to translation — linguistically, disciplinarily, culturally and ideologically. This will be done with the help of — or despite — texts from different disciplines, written throughout the twentieth century. We will grapple with Benjamin’s foundational, anti-translation text, and read some of the commentaries written on it, then end up discussing the ideas put forward by Lawrence Venuti, about translation being a totalizing, domesticating process, meant to restore or preserve the foreignness of foreign texts. A special attention will be given to torture as an act of intersemiotic translation, and the resistance of inflicted pain to being translated and articulated by language as such.

**ECONOMICS****ECON 360***Section: 001*

Credits:

Requirements &amp; Distribution:

Waitlist Capacity:

Enforced Prerequisites:

Advisory Prerequisites:

Repeatability:

Primary Instructor:

**The Developing Economies**

3

SS

unlimited

ECON 101 (completed with a minimum grade of C or better).

ECON 102 (unless ECON 101 completed with B or higher).

May not be repeated for credit.

Cai, Jing

The goal of this course is to better understand the lives of the world’s poor. What are their lives like? Why do they remain poor? Specifically, what price distortions and market failures hinder their quest to improve their well-being? Is there scope for policy to help the world’s poor?

We do not answer these questions with anecdotes and abstract theory. Rather, we examine detailed survey data of the world’s poor, and look at policies that have been attempted and evaluated scientifically.

Topics include the roles played by agriculture and industry; education, health, employment, and migration; credit, savings and insurance; trade policies; political economy, aid, and corruption.

Required book: Understanding Poverty, A. Banerjee, R. Benabou, and D. Mookherjee, editors, Oxford University Press: March 2006.

<b>ECON 441</b>	<b>International Trade Theory</b>
<i>Section: 001</i>	
Credits:	3
Waitlist Capacity:	unlimited
Enforced Prerequisites:	ECON 401 with a grade of at least C-; or Graduate standing.
Repeatability:	May not be repeated for credit.
Rackham Information:	Rackham credit requires additional work.
Primary Instructor:	Zimring, Assaf

The course gives analytical tools to better understand issues regarding international trade, and the policies associated with it: Why do nations trade? What do they trade? Who gains from international trade, and who loses? And is China going to steal all American jobs eventually? In addition, the course will cover empirical findings that motivate the models we use in the study of international trade, and test their validity. Specifically, the course will explore the causes for international trade, its effects on economic growth and wage inequality, and discuss the role of multinational corporations, foreign direct investment and international migration in determining trade flows. Finally, we will analyze countries' motives for regulating international trade and the effects of such policies on economic welfare. The course emphasized intuitive understanding, but some basic mathematical tools are also used. The course doesn't have a required textbook, but students may find "International economics : theory & policy, Author: Paul R. Krugman, Maurice Obstfeld, Marc J. Melitz., Publisher: Pearson Addison-Wesley 9th ed. 2008" helpful.

**Course Requirements:** The course emphasized intuitive understanding, but some basic mathematical tools are also used.

**Class Format:** Grades in the course are based on 5 problem sets, a midterm, and a final. In marginal cases, some consideration may be given also to class participation.

<b>ECON 445</b>	<b>The Economy of the People's Republic of China</b>
<i>Section: 001</i>	
Credits:	3
Waitlist Capacity:	unlimited
Enforced Prerequisites:	ECON 401 (completed with a minimum grade of C- or better); OR Graduate standing.
Repeatability:	May not be repeated for credit.
Rackham Information:	Rackham credit requires additional work.
Primary Instructor:	Cai, Jing

This course is an introductory survey course of economic development in China with emphasis on understanding the process of economic reform in mainland China since 1978. Over the past three decades China has been the fastest growing economy in the world and has emerged as major player in the global economy. One goal of the course is to help students develop an informed perspective on the different historical stages, economic and political rationale, and effectiveness of the economic policies or institutional changes that have shaped China's economic emergence. A second goal is to study the Chinese development experience in order to think critically about the process of economic and social development more generally. Most leading components of the Chinese economy will be covered,

including the rural sector and agriculture, modern industrialization, and the new service economy (with special emphasis on the financial sector). In addition to discussing traditional private enterprise and market evolution, we will examine the role of the state in detail, as well as the all-important role of the global economy in China's growth experience. In addition to historical analysis, we will discuss China in the world today and its prospects for the next generation.

Required book: Barry Naughton's *The Chinese Economy: Transitions and Growth*, The MIT Press, 2006. Apart from the textbook, lecture notes and additional readings will be posted on a course website.

## **ECON 490**

### *Section 001*

Credits:

3

Waitlist Capacity:

unlimited

Enforced Prerequisites:

ECON 401 (completed with a minimum grade of C- or better); OR Graduate standing.

Advisory Prerequisites:

ECON 404 or 405.

Repeatability:

May be elected twice for credit. May be elected more than once in the same term.

Primary Instructor:

Kuhn, Kai-Uwe

## **Topics in Microeconomics**

Currently in many courts worldwide there is a battle raging between different players in the mobile telephone industry in which many players (including Apple, Google, Samsung, Motorola, Erickson, etc.) are suing each other for patent infringement. There is plenty of material for such law suits: a typical smart phone has been estimated to incorporate in the order of magnitude of 10,000 patents. Not only the U.S. courts and the Federal Trade Commission have been involved, but worldwide in Europe, China and Korea antitrust regulators have intervened in these patent disputes.

At the same time in the pharmaceutical industries U.S. and European antitrust agencies have accused pharmaceutical companies of paying off generic companies to stay out of the market to maintain monopoly positions on specific drugs. But the companies are claiming that they only settle with disputes with patent infringers and their patent rights should be upheld. There are many other issues of conflicts between competition policy and patent policy around.

Some scholars think that these conflicts mainly reflect that there is something wrong with the patent system. Recent book titles on the topic from eminent scholars read: "Innovation and Its Discontents: How Our Broken Patent System is Endangering Innovation and Progress, and What to Do About It", "Patent Failure: How Judges, Bureaucrats, and Lawyers put Innovators at Risk", "The Patent Crisis and How the Courts Can Solve It". Some scholars have even questioned the patent system as such.

In this course, we discuss where the patent system comes from, what economic issues it addresses, how a "good" patent system should be designed, and what the current problems with intellectual property enforcement and competition effects are. We will concretely discuss some cases on patent litigation with potential anticompetitive effects, the "reverse payment" patent cases in the U.S. and Europe including the recent concern about "patent trolls", as well as antitrust cases on interoperability and its interaction with intellectual property rights. The course will cover the relevant economic theory, some empirical evidence on the effects of patents and patent enforcement strategies, and analyze the cases on the basis of that information.

<b>ECON 541</b>	<b>International Trade Policy</b>
<i>Section 001</i>	
Credits:	3
Waitlist Capacity:	99
Advisory Prerequisites:	Graduate standing. This course presumes a prior knowledge of intermediate economics.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	PUBPOL 541 - Intl Trade Policy, Section 001
Primary Instructor:	Deardorff, Alan V; homepage

This course examines the policy issues of international trade, including trade in both goods and services and also international flows of direct investment and migration. It builds on microeconomic theory, first to examine the basic theories of international trade and factor movements, including the classic Ricardian theory of competitive advantages, the neoclassical factor proportions theory, and the New Trade Theories that incorporate increasing returns to scale, imperfect competition, and product differentiation. These models are then used to examine the major policies and institutions that constrain and influence international trade and factor movements. Special attention is given to the WTO, to various elements of U.S. trade policy, and to the growing number of regional arrangements such as the European Union and NAFTA. Empirical evidence and applications of the theories are addressed, including their applicability for less developed and emerging economies. Although the major emphasis of the course is on the microeconomics of international transactions, a portion of the course will also put this into macroeconomic context. Topics here include the role and determination of exchange rates in the world economy, as well as how international movements of financial capital interact with trade and exchange rates in determining the balance of trade and the vulnerability of a country's macroeconomic variables to events abroad. This course presumes a prior knowledge of intermediate economics.

<b>ECON 641</b>	<b>International Trade Theory</b>
<i>Section 001</i>	
Credits:	3
Advisory Prerequisites:	ECON 601, 603, and Graduate standing.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Deardorff, Alan V; homepage

This course deals with the microeconomic aspects of international economics. Specific topics covered include theories of international specialization and exchange, trade policy and economic welfare, international factor movement, trade and growth, under both perfect competition and imperfect competition, and selected problems of trade policy in the international trading system. For most topics, both theoretical and empirical results from the literature are examined.

<b>ECON 663</b>	<b>Topics in World Economic History I</b>
<i>Section: 001</i>	<i>The History of Atlantic Economies</i>
Credits:	3
Advisory Prerequisites:	ECON 401, Intermediate economic theory/statistics.
Repeatability:	May be repeated for credit.
Cross-Listed Classes:	HIST 622 - Topc Wrld Ec Hist I, Section 001
Primary Instructor:	Rhode, Paul W

This course will cover the evolution of economic institutions and the role of these institutions in the economic growth of Europe, Latin America, Asia and the United States. Topics include: The divergence

of Asian and European growth rates between 1500 and 1800. The creation of modern fiscal and monetary institutions. The role of stock markets, banking systems and exchange rate regimes in historical economic development. Particular attention will be paid to the Great Depression and historical banking panics, stock market crashes and exchange rate devaluations. The course will explore the historical costs and benefits of the different monetary and fiscal institutions adopted by Europe, Argentina, Brazil, China, Japan, The United States, and Canada.

## ENGLISH LANGUAGE AND LITERATURE

<b>ENGLISH 381</b>	<b>Asian American Literature</b>
<i>Section: 001</i>	
Credits:	3
Requirements & Distribution:	HU
Waitlist Capacity:	unlimited
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	AMCULT 324 - Asian-Am Lit, Section 001 ASIANPAM 324 - Asian-Am Lit, Section 001
Primary Instructor:	Mendoza, Victor Roman

We will survey in this course the representations of and by Asian / Pacific Islander American (APIA) subjects in U.S. literature, film, and drama since the late nineteenth century. More specifically, we will explore the ways in which APIA cultural and literary forms, arising out of the contradictions of U.S. democracy “displace,” in the words of Lisa Lowe, “the fiction of reconciliation” — the ways in which the literatures of Asian America “disrupt the myth of national identity by revealing its gaps and fissures.”

This course considers how APIA cultural production holds a political function, not only for the ethnic or racial group it embodies or represents, but also for the larger body national politic it threatens, constitutes, and sustains. We shall also pay particularly close attention to the categories of gender, sexuality, class that comprise the heterogeneity and multiplicity of Asian / Pacific Islander America.

Texts in the course may include novels, plays, poems, films, advertisements, blogs, musicals, historical documents, and scholarly articles.

<b>ENGLISH 831</b>	<b>Seminar: The Study of Genre</b>
<i>Section 002</i>	<i>Borderization: Global Flows and Stoppages After 1989</i>
Credits:	3
Consent:	With permission of department.
Advisory Prerequisites:	Graduate standing in English, Women's Studies, or English and Education Program. Permission of instructor.
Repeatability:	May not be repeated for credit.
Meet Together Classes:	AMCULT 601 - Topics Am Stds, Section 003
Primary Instructor:	Carroll, Amy Sara

In a certain sense this seminar represents Part II of “Border Arts and Literature,” a graduate class that I taught in Winter 2013 (although that course is not a prerequisite for this one). In this seminar, we will begin by concentrating our attentions on the generic figuration of the Border in post-1980s critical theory, rather than focusing exclusively on representations of the Mexico-U.S. border, however. We’ll then turn to disparate representations of soft/hard global borders—flows and stoppages of people, information,



money, and goods—after 1989. Revisiting the interdisciplinary formation of “border studies,” we’ll work to define collectively keywords for the twenty-first century: neoliberalism, precarity, the aesthetic, identity... Assigned texts for this seminar will include selections from Bhabha's *The Location of Culture*, Spivak's *Critique of Postcolonial Reason*, Hardt and Negri's *Empire*, Brown's *Walled States, Waning Sovereignty*, and *Occupy: The Handbook*; but also *Zapatista comunicués*, artwork and essays from *Documenta 11*, González Iñárritu's *Babel*, Cathy Park Hong's *Engine Empire*, Bolaño's *Distant Star*, and what WikiLeaks has revealed thus far of the Trans-Pacific Partnership Agreement.

## PROGRAM IN THE ENVIRONMENT

<b>ENVIRON 221</b>	<b>Global Environmental History</b>
<i>Section 001</i>	
Credits:	4
Requirements & Distribution:	ID
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	HISTORY 222 - Global Environ Hist, Section 001
Primary Instructor:	Selcer, Perrin

Global Environmental History offers an introduction to environmental history, a field that combines traditional historical methods with findings from the environmental sciences to explore how humans have transformed nature and how nature has determined human history. The course is global history on multiple levels: we will investigate case studies of human-environment interactions from every inhabited continent; discover how particular connections between distant places have had dramatic, unexpected effects; and analyze the complex feedback loops between local and global scales. How have human-environment interactions created a truly global human environment? What role did the “conquest of nature” play in the development of nation-states and the spread of European empires? How have cultural understandings of nature affected human’s impact on the land? Have societies become more or less adaptable to environmental change, more or less integrated into natural systems, more or less in control of their environment?

**Course Requirements:** Participation, 25% Reading Response Papers (one-page essays analyzing a specific reading), 25% Exams (mid-term-20%; take-home final-30%), 50%

**Intended Audience:** Designed as an intro to environmental history for lower-division students. It will appeal to students throughout LS&A because of the interdisciplinary nature. Global History minors, Program in the Environment and International Studies students.

**Class Format:** Two lectures and one discussion meeting per week. GSI leads discussion sections.

## GERMAN

<b>GERMAN 333</b>	<b>Fascist Cinemas</b>
<i>Section: 001</i>	
Credits:	3
Requirements & Distribution:	ULWR, HU, RE
Other:	WorldLit
Advisory Prerequisites:	SAC 236.
Repeatability:	May not be repeated for credit.



## HISTORY OF ART

### HISTART 385

#### Human Rights in China from Classical Times through the 18th Century: a Historical and Cultural Survey

*Section: 001*

Credits: 3  
Requirements & Distribution: HU  
Repeatability: May not be repeated for credit.  
Primary Instructor: Powers, Martin J

Professionals in law, business, government, the social sciences, philosophy and history frequently need to understand and assess current human rights practices in China as well as possibilities for the future of human rights there. Yet, to make such an assessment requires some understanding of the ways in which questions of law, justice, equality, and open speech were framed, conceived, and contested in Chinese history. This course spans two millennia of visual and textual material with the aim of introducing students to the images, the topics, and the terms that dominated debates relating to human rights issues in classical, medieval, and late imperial China. Students will become familiar with relevant materials through readings and lectures, with lectures making extensive use of visual documents (paintings and artifacts) and select passages from historical sources. The course begins with a consideration of opposing views on the universality of human rights, as well as the politics of the historical representation of Others. The bulk of the course is devoted to case studies of key moments in the development of human rights debates over Personhood, Equality, Justice, and Freedom of Speech in China. We shall read some of the key arguments from the classical, medieval, and early modern periods, and consider as well the institutionalization of these arguments and concepts in political structures, as well as in social and artistic practice. Because the modern discourse of human rights evolved out of Enlightenment debates in England and Europe, the course culminates in a special section on debates on human rights involving “China” during the Enlightenment. No cost for materials. C. 3

**Course Requirements:** Requirements include two quizzes, one each in the 5th and 10th weeks; an annotated bibliography of readings relevant to one of the topic areas covered in the course; and a short research paper (8 pages).

**Intended Audience:** The intended audience is undergraduates interested in human rights in Chinese history, especially as expressed in art, literature, and social institutions.

### HISTART 392

#### Anime to Zen: Japanese Art through Contemporary Popular Culture

*Section: 001*

Credits: 4  
Requirements & Distribution: HU  
Cost: <50  
Repeatability: May not be repeated for credit.  
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 pre-modern and contemporary popular visual culture in order to illuminate fundamental themes common to many times and people throughout the Japan. The lectures do not present a survey of modern art, nor are they meant to be in any way comprehensive. Yet they will use a wide variety of films, photography, painting,

sculpture, architecture, comics, advertisements, web sites, and other new media as lenses through which we will focus our explorations of concepts 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. We will also explore parallels between the United States and Japan in recent decades, considering the ways that visual cultures manifest and shape soft power in recent decades.

**Category for Concentration Distributions:** C. Eastern Asia (China, Japan, India, Southeast Asia) and the Pacific, 2. Medieval, 4. Modern

**Textbooks/Other Materials:** There is no required textbook for this class.

**Course Requirements:** Course Requirements: Apart from background reading and participation in class (25%), your coursework will include one short visual analysis (20%), a mid-term exam (25%), and a final research project (30%).

**Intended Audience:** Undergraduates at any level with an interest in art, Japanese visual culture, or history. The course assumes no previous exposure to the cultures or languages of Japan, and all students are welcome to attend.

**Class Format:** Two 1.5-hour lectures and a one hour discussion section each week.

### **HISTART 393**

*Section: 003*

Credits:

Cost:

Advisory Prerequisites:

Other Course Info:

Repeatability:

Primary Instructor:

### **Undergraduate Seminar**

*Good Stories: Japanese Visual Narratives*

3

<50

Previous course work in the History of Art.

W.

May be elected five times for credit. May be elected more than once in the same term.

Carr, Kevin Gray

This class draws on theories of narrative from Western and Asian art and literature to explore various examples of Japanese visual narratives. Lectures will survey the history of visual storytelling in Japan from the seventh to twentieth centuries, emphasizing close visual, textual, and historical analyses. Class discussions explore a range of issues concerning narrative in Japan, including visual modes of storytelling in the scroll format, concepts of literary and pictorial genres in the pre-modern period, and the functions of picture scrolls as tools of persuasion, repositories for nostalgic visions of the classical past, vehicles for the mythologization of religious institutions, and sites for satiric representation. The objects to be analyzed range from twelfth-century Genji scrolls to modern animation, with special emphasis on illustrated texts. Category for concentration distributions: C. South, Southeast and Eastern Asia, 2. Medieval, 3. Early Modern Textbooks/Other Materials: There is no required textbook for this class.

**Course Requirements:** Your final grade will be based on the following assessments: attendance/participation (30%), a short analytic essay (20%), special assignments throughout the semester (20%), and a final paper and presentation (30%).

**Intended Audience:** Upper-level undergraduates with an interest in art history, Japanese visual culture, and/or literature and the other arts. If you have a question about whether or not the class would be appropriate to you, please contact the instructor.

**Class Format:** One 3-hour lecture seminar meeting involving discussion and some lecture.

**HISTART 393**

*Section 007*

Credits:

Requirements & Distribution:

Advisory Prerequisites:

Other Course Info:

Repeatability:

Primary Instructor:

**Undergraduate Seminar**

*Modernistic Readings of Early Modern Asian Art*

3

RE

Previous course work in the History of Art.

W.

May be elected five times for credit. May be elected more than once in the same term.

Powers, Martin J

European and American modernists such as Manet, Cassat, Klein, Johns, and Lichtenstein — to name but a few — have repeatedly engaged the arts of Asia with a cosmopolitanism that often clashed with the nationalist views of art historians and critics. Some American critics, such as Clement Greenberg, dismissed the arts of Asia as irrelevant to modernist practice while some Chinese critics, such as Feng Zikai, proclaimed the ultimate triumph of Chinese art in Western modernism. Both critics, and others like them, engaged in a special type of cultural politics that originated in the 18th century in Germany and England and survives to this day. This course surveys the history of cultural politics in art, East and West, including more cosmopolitan views, from the 18th century on through the 20th. We will examine first and foremost visual interpretations of Chinese and Japanese theory and practice by European and American artists. In tandem with this we will trace the history of cultural politics and the various movements informed by it over a period of about two centuries, including Japonisme and the fashion for Zen. All along we will be seeking alternative models for understanding intercultural exchange, from Roger Fry's formalism to theories published only in the past few years.

Category for concentration distributions: C. Asia (includes China, Japan, India, South and Southeast Asia, and the Pacific), 3. Early Modern.

**Course Requirements:** In addition to class participation, each student will focus on one modernist master with the aim of producing a paper re-conceptualizing that master's dialogue with the arts of Asia.

**HISTART 545**

*Section: 001*

Credits:

Waitlist Capacity:

Advisory Prerequisites:

Repeatability:

Cross-Listed Classes:

Primary Instructor:

**Image-Based Ethnography**

3

unlimited

Graduate standing.

May not be repeated for credit.

ANTHRCUL 545 - Image-Based Ethnogr, Section 001

Robertson, Jennifer E

Anthropologists privilege the visual over the other senses (smell, taste, touch, hearing) yet, curiously, their "visual literacy" and "visual thinking" are often undeveloped, in contradistinction to their well-developed "literary literacy." Understanding images and visual, sensory phenomena and messages may seem to be an intuitive process but acquiring visual literacy and learning how to think visually are actually like learning a new language with its own special alphabet, lexicon and syntax. One might "know" a thing visually, but may not be able to describe that same thing. In addition to learning how to think and "read" visually, this multi-media seminar is also devoted to exploring a history-spanning range of anthropological and aesthetic theories of images that have been generated both manually and

mechanically. In this connection, we will both consider image-making as a form of instrumental action and agency (versus images as passive objects or subjects), and critique the “alphabetocentrism” (or “textophilia”) implicit in the notion (after Geertz) that culture is reducible to “an ensemble of texts.” The seminar traverses the globe in exploring ethnographic “case studies” of image-making and made images.

## **HISTORY**

### **HISTORY 102**

### **A History of the Present**

*Section 001*

Credits:	4
Requirements & Distribution:	HU
Repeatability:	May not be repeated for credit.
Primary Instructor:	Kivelson, Valerie Ann
Instructor:	Spector, Scott

This course will demonstrate how deep contextual exploration allows one to make sense of the events, phenomena, and trends that make headlines today. This course will take a series of items of contemporary interest (political ideologies, trends in popular culture, social conflicts, technological developments, etc.) and trace the historical background needed for full understanding and informed decision-making. As we enter a potentially exciting but unpredictable historical period, among the issues that we will face are the costs and benefits of economic globalization, the rise of religious conflict, the potentially waning power of the United States and the rise of China, the failure of the transition to democracy in much of the Second World and the weakening of democracy in the First World, and the tragedies of war, genocide, and poverty. This course will explore the roots and evolution of political philosophies and social and political formations that have established the structures and discourses in which our world operates at the present time. There will be an historical dimension to the lectures and discussions, but each topic will be brought up to the present time. Readings will be both historical and contemporary.

**Course Requirements:** Specific requirements will vary based on the instructor. In general, a combination of in-class exams and take-home writing assignments is anticipated. There will typically be two take-home essays, each of about 3,000 words.

**Intended Audience:** Aimed at first-year students, although others will be allowed to take it if they wish.

**Class Format:** Two 90-minute lectures and one 60-minute section per week with GSI.

### **HISTORY 204**

### **East Asia: Early Transformations/ ASIAN 204 - East Asia: Early Transformations**

*Section: 001*

Credits:	4
Requirements & Distribution:	HU, RE
Other:	WorldLit
Cost:	>100
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	ASIAN 204 - E Asia: Early Trans, Section 001
Primary Instructor:	de Pee, Christian

This course offers an overview of more than three thousand years of East Asian history, from ca. 1600 BCE through ca. 1800 CE. Since every such survey must be selective, this course will emphasize political, social, and cultural transformations. Aided by the course textbook, we will inquire into the nature of political power, the succession of dynasties and military regimes, the growth and spread of religions, and the transformation of family structures, economies, and diplomatic relations. The course will introduce the different, distinct histories of China, Korea, and Japan, but will also chart the interactions between these cultures, following the travels of monks and merchants, diplomats and conquerors, across the islands and continents. The primary-source readings for the lectures, and especially for the discussion sections, will offer an opportunity to see these changing cultures and landscapes through the eyes of contemporaries: early Chinese philosophers, Korean royal officials, Japanese court ladies, even European travelers. The primary-source readings will also give occasion to reflect on the origins and nature of historical knowledge, thereby making this course not only an introduction to East Asian history, but also an introduction to history as an academic discipline.

The course uses a textbook and a course pack, at a total cost of ca. \$100.

**Course Requirements:** The course requires: attendance of all lectures and discussion sections (10%); preparation of the reading assignments and the reading questions for both lectures and discussion sections, and three quizzes in the discussion section (30%); two in-class examinations (30% each).

<b>HISTORY 207</b>	<b>Southeast Asian Civilization</b>
<i>Section: 001</i>	
Credits:	4
Requirements & Distribution:	SS
Other:	WorldLit
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	ASIAN 207 - Southeast Asian Civ, Section 001
Primary Instructor:	Lieberman, Victor B

Southeast Asia is one of the world's most culturally diverse regions, home to Buddhist, Muslim, Confucian, and Christian civilizations. It boasts ancient monuments of surpassing beauty, grandeur and symbolic complexity. It was the scene of the bloodiest conflict since 1945, the Vietnam War. Today it boasts one of the world's fastest growing regional economies. Moreover, Southeast Asian political development reflects patterns characteristic of much of Asia, Africa, and the Mideast. and thru offers insights into Third World development in general. This course offers an introduction to Southeast Asian history from the earliest civilizations, through the colonial conquest, the struggle for independence, and the contemporary political and economic scene.

**Course Requirements:** Attendance at weekly lectures, participation in weekly discussion sections (20% of grade), midterm (30%) and final (50%). If you choose to do an optional research paper of 9-10 pages on any topic cleared in advance with your GSI or Prof. Lieberman, the discussion section will count 20%, midterm 20%, final 25% and paper 35%. For research sources, consult Prof. Lieberman and/or check "Further Readings" for each chapter of the Owen book.

<b>HISTORY 222</b>	<b>Global Environmental History</b>
<i>Section 001</i>	
Credits:	4
Requirements & Distribution:	ID
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	ENVIRON 221 - Global Environ Hist, Section 001

Primary Instructor: Selcer, Perrin

Global Environmental History offers an introduction to environmental history, a field that combines traditional historical methods with findings from the environmental sciences to explore how humans have transformed nature and how nature has determined human history. The course is global history on multiple levels: we will investigate case studies of human-environment interactions from every inhabited continent; discover how particular connections between distant places have had dramatic, unexpected effects; and analyze the complex feedback loops between local and global scales. How have human-environment interactions created a truly global human environment? What role did the “conquest of nature” play in the development of nation-states and the spread of European empires? How have cultural understandings of nature affected human’s impact on the land? Have societies become more or less adaptable to environmental change, more or less integrated into natural systems, more or less in control of their environment?

**Course Requirements:** Participation, 25% Reading Response Papers (one-page essays analyzing a specific reading), 25% Exams (mid-term-20%; take-home final-30%), 50%

**Intended Audience:** Designed as an intro to environmental history for lower-division students. It will appeal to students throughout LS&A because of the interdisciplinary nature. Global History minors, Program in the Environment and International Studies students.

**Class Format:** Two lectures and one discussion meeting per week. GSI leads discussion sections.

## **HISTORY 224**

## **Global Nuclear Proliferation**

*Section 001*

Credits:

4

Requirements & Distribution:

SS

Repeatability:

May not be repeated for credit.

Cross-Listed Classes:

PUBPOL 224 - Nuclear Proliferatn, Section 001

Primary Instructor:

Hecht, Gabrielle

This course presents a global perspective on the history and politics of nuclear weapons. It examines the science and technology of these weapons; the politics of their growth, spread, and control; environmental and health consequences of their development; and the cultural responses and social movements they have engendered. We begin with the bombing of Hiroshima and Nagasaki. Next we examine the unfolding of the Cold War, focusing particularly on the superpower arms race and exploring both U.S. and Soviet perspectives on these developments. Why and how have different states pursued nuclear weapons development? We first pose this as a general question and then move on to case studies. Along the way, we also examine the health and environmental consequences of uranium mining and nuclear testing, as well as the history of anti-nuclear protest movements.

The course aims to introduce students to the complex, multi-layered history of nuclear policy issues. Students will be challenged to move past their political beliefs and ideologies (whatever these may be) in order to understand decisions and developments in historical context, and in relation to different cultural and national perspectives. They will be exposed to a variety of conceptual tools and theories to help them make sense of the material, drawing not only on the discipline of history but also on political science theory and anthropology.

**Course Requirements:** Weekly reading and reading responses. Two short papers (based on lectures, the common assigned reading, plus a modest amount of additional research.) Two midterms. No final exam.



**Intended Audience:** The course assumes no prior knowledge — students of all backgrounds are welcome. It is of special interest to students in History, International Studies, Environmental Studies, Political Science, Public Policy, Science and Technology Studies, Public Health, and some fields of science and engineering, but ANYONE can take it!

**Class Format:** Lectures will draw film clips and images in order to give students a greater sense of immediacy about the history they're studying. Discussion sections will offer students an opportunity to dissect primary documents and readings in detail.

## **HISTORY 252**

## **Introduction to Chinese Civilization**

*Section: 001*

Credits:

4

Requirements & Distribution: HU, RE

Other Course Info:

No assumed knowledge of Chinese history, culture, or language required.

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 Chinese history from ancient times to the Chinese Revolution of 1949, with a specific focus on issues relating to race and ethnicity. In this connection, we investigate three problems:

1. China is often seen as a racially, ethnically, and culturally homogenous society, but what is China and (Han) Chinese?
2. To what extent was the direction of Chinese civilization driven by contact with ethnic, religious, and cultural others? What role did ethnic, religious, and cultural conflict play in producing Chinese identity?
3. How did China transition from a multi-ethnic empire to a modern nation state? To what extent was the creation of modern China a product of racial and ethnic strife?

Readings and lectures will give equal weight to political and social developments, as well as to intellectual, religious, and cultural forces. There are no books or coursepacks for this course; all readings will be available through CTools.

**Course Requirements:** Course assignments will not only include reading primary and secondary literature (entirely in English), but also require students to analyze visual sources.

1. Active attendance and participation in section (Note: more than 5 unexcused absences will result in an automatic failure of the course); 10% of total grade.
2. Section assignments due each week (10%);
3. One creative project (20%);
4. 3 short papers (60%).

## **HISTORY 328**

## **Humanities Topics in History**

*Section: 003*

*Dreamworlds and Catastrophes: A Cultural History of the Global Cold War*

Credits:

3

Requirements & Distribution: HU

Waitlist Capacity:

unlimited

Repeatability:

May be elected five times for credit.

Meet Together Classes:

AMCULT 311 - Ethnic Studies, Section 002

Primary Instructor: Von Eschen, Penny M

This course considers the culture of the Global Cold War. Breaking down east-west divides, we will explore the ways in which socialist as well as capitalist states offered the utopian promise of the good life for the masses. We will consider commonalities as well as differences in cultural politics, the politics of consumption, cultural production, and the role of gender and the family under socialism and capitalism.

**HISTORY 339 Doctors in the Ancient World: China, Greece, and Rome**

*Section 001*

Credits: 3  
Requirements & Distribution: HU  
Waitlist Capacity: 99  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: ASIAN 365 - Doctrs Ancient World, Section 001  
CLCIV 339 - Doctrs Ancient World, Section 001  
Primary Instructor: Brown, Miranda D

This course will compare medicine in ancient China, particularly acupuncture, with medicine found in ancient Greece and Rome. We will look at figures, such as Chinese physician Chunyu Yi, as well as Greek and Roman physicians, such as Hippocrates and Galen.

Our main themes will include:

- How was medicine defined in the ancient world?
- To what extent was its practice similar or different from modern professional forms?
- Was medicine a craft or a science?
- Did ancient physician dissect?
- What relationship existed between medicine and religion or magic?
- How do we explain differences between the Western and Chinese medical traditions?

All reading assignments will be posted on CTools, and so there are no texts that need to be purchased.

**Course Requirements:**

**Assignments:**

- Two group presentations (10 minutes) on the reading assignments, preferably in PPT [20% of your grade]
  - page responses each week on the reading questions [10% of your grade]
- Two 7-10 page papers [60% of your grade]
- Active participation and attendance [10% of your grade]

**Intended Audience:** No prior knowledge of Chinese or classical languages are required. All are welcome.

**HISTORY 340 From Genghis Khan to the Taliban: Modern Central Asia**

*Section: 001*

Credits: 4  
Requirements & Distribution: SS, RE  
Repeatability: May not be repeated for credit.

Cross-Listed Classes: ASIAN 340 - G Khan to Taliban, Section 001; AAPTIS 340 - G Khan to Taliban, Section 001; MENAS 340 - G Khan to Taliban, Section 001; REEES 340 - G Khan to Taliban, Section 001  
Primary Instructor: Northrop, Douglas Taylor

More than 500 years ago, the Silk Road famously connected traders from all over the world, linking the major cities of China and Southeast Asia with those of Europe and Africa. Vast wealth traveled this route, wending across the mountains and steppes of Central Asia, creating rich and sophisticated towns along the way. Bukhara and Samarkand became two of the world's greatest cities, enviable centers of learning and culture.

- How did Central Asia go from being the most cosmopolitan place on earth to an area now seen as one of the most isolated, remote places in the world?
- How did a region where a dizzying array of cultures had long intermingled and coexisted peacefully become a place associated (at least in Western eyes) with intolerance and terrorism?

This course tries to answer such questions by providing an overview of modern Central Asian history. Using both lecture and discussion, it focuses on the colonial and post-colonial periods of the last 300 years: especially in Russian and Soviet Central Asia, but also the neighboring areas dominated by Britain and China (Afghanistan, Pakistan, Xinjiang). It offers a strong emphasis on the links and connections across these political borders, which were at first largely artificial and porous but which became crucially important and shaped local communities in deeply divergent ways. It also emphasizes social and cultural history, as a complement and counterweight to the usual political frameworks and classic grand narratives of khans, revolutions, and wars. Three themes structure the course:

1. the fragmented, changing character of regional identities;
2. the complexities of popular attitudes towards, and relations with, various forms of state power; and
3. the differences between — and the complicated economic, environmental, political, artistic, and cultural legacies of — the major imperial systems (Russian, British, Chinese).

Students will be evaluated on their class contributions as well as written work (short essays and class exercises) and two exams.

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

*Section: 001*

Credits: 4

Requirements & Distribution: SS

Repeatability: May not be repeated for credit.

Cross-Listed Classes: ASIAN 354 - War & Revol 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 392**

*Section: 001*

Credits:

Waitlist Capacity:

Repeatability:

Undergrad and Grad

Meet Together Classes:

Primary Instructor:

**Topics in Asian History**

*Keywords and Concepts in Japanese Society and History*

3

unlimited

May be elected twice for credit.

ASIAN 380 - Topic Asia Study, Section 002

ASIAN 590 - Sem Japanese Studies, Section 001

HISTORY 592 - Asian Topics, Section 001

Tonomura, Hitomi

This course seeks to understand aspects of Japanese society and politics as they appear in the original language, unmediated by the process of translation into English. The instructor and students will select keywords from Japanese newspaper articles, examine their meanings within the context in which they appear, and seek to broaden our understanding of those meanings by exploring related concepts in historical and other contemporary sources (in English; Japanese sources are optional). Students will be evaluated on the basis of (1) class preparation, participation and discussion (50%) and (2) a ten-page (or less) research paper that uses historical sources related to the student's select keyword. (50%) There are no books to be purchased. The instructor will supply newspaper clippings and assign associated readings that are electronically accessible. Students also will choose readings when assigned to "host" a session. Examples of keywords we may investigate include: Tokushu furikome sagi, Konkatsu, Kenpô kaisei, Chikyû ondanka, Yasukuni sanpai, Beigun Okinawa kichi, Senkaku shotô, Takeshima no hi, Nihon no aidenthithi-, Oumu saiban, Dôtoku kyôzai, Shûdanteki jieiken, Genpatsu, NHK, Kyarakuta-.

**Course Requirements:** As a rule, we will read one short newspaper article per week.

**Intended Audience:** This course is for students who can read Japanese newspapers with a dictionary.

**HISTORY 392**

*Section: 002*

Credits:

Waitlist Capacity:

Repeatability:

**Topics in Asian History**

*Modern Korean History*

3

unlimited

May be elected twice for credit.

This course is meant to examine an aspect, to be designated in the section title, of Topics in Asian and African History on an experimental, one-time basis.

**HISTORY 407**

*Section: 002*

Credits:

Waitlist Capacity:

**Advanced Study in Comparative and Transnational History**

*Japan, Asia and World War II: Culture, History, Memory*

3

unlimited

Repeatability: May be elected three times for credit. May be elected more than once in the same term.  
Meet Together Classes: INTLSTD 401 - IS Advanced Seminar, Section 005  
Primary Instructor: Pincus, Leslie B

This course explores World War II, one of the most cataclysmic and defining events of the modern world, from the perspective of Japan and the Asia Pacific region. World War II in Asia Pacific was a complicated war with many histories: Not just a history of tactics and strategies, but also of logistics and organization; not just a history of fighting, but also of vast social and cultural changes that upended the lives of millions of people. Fought from the Central Pacific to India, from the Aleutian Islands to Australia, this was not simply a war between Japan and America, but one that drew many other peoples and places into a maelstrom of destruction. What drew Japan into a war that ultimately obliterated the Japanese Empire and utterly transformed the geopolitics of the Asia Pacific region? In an attempt to answer that question, we will trace the histories of this war back, far beyond Pearl Harbor, to the imperial enterprise in late nineteenth-century Asia and forward to a new postwar world order that began to take shape even before the atomic bombs fell on Japan. Finally, we will examine how the war has been recalled (and erased) in individual and collective memory across national boundaries.

## **HISTORY 445**

*Section: 002*

### **Topics in History**

*The Historiography of Early Modern Eurasia*

Credits: 3  
Waitlist Capacity: unlimited  
Cost: >100  
Repeatability: May be elected three times for credit.  
Undergrad and Grad Meet Together Classes: HISTORY 594 - Topics in History, Section 002  
Primary Instructor: Lieberman, Victor B

This course considers the latest interpretations of the early modern world. The basic question it seeks to answer is this: In what ways did Europe between c. 800 and 1800 differ from Asia, and in what ways were Europe and Asia fundamentally similar? The course opens with arguments for European uniqueness. It then considers five efforts to challenge or modify that perspective: claims for the Asian origins of key Western features, claims for equivalent East Asian and European economic development, claims for European-Asian demographic equivalence, claims for parallel political and cultural evolution, and claims for constant mutual stimulation.

The main texts will be available in the UGLI Reserve, but because many of these books are very long, most students probably will want to buy some, if not all. The following reading list is provisional, but almost certainly the required texts together will cost over \$250.

- E.L. Jones, *The European Miracle*
- David Landes, *The Wealth and Poverty of Nations*
- Jack Goody, *The Theft of History*
- Kenneth Pomeranz, *The Great Divergence*
- James Less and Wang Feng, *One Quarter of Humanity*
- Victor Lieberman, *Strange Parallels*, vol. 2
- Ian Morris, *Why the West Rules -- For Now*
- Geoffrey Parker, *The Military Revolution*

- Charles Parker, *Global Interactions in the Early Modern Age, 1400-1800*
- John Brooke, *Climate Change and the Course of Global History*

### **HISTORY 451**

*Section: 001*

Credits:	3
Waitlist Capacity:	unlimited
Cost:	50-100
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	ASIAN 451 - Japans Mod Transform, Section 001
Primary Instructor:	Pincus,Leslie B

### **Japan's Modern Transformations**

In this course we will explore the history of Japan from the transformation of a semi-feudal system in the 18th and early 19th century to Japan's rise as a world economic power in the latter half of the 20th century. We will cover a number of major historical themes that emerge from these three centuries of radical change; the disintegration of samurai control during the latter part of the Tokugawa era (1600-1867) and the rise of new commoner social and cultural spheres; Japan's entry into a world market in the mid 19th century and the establishment of the modern Japanese nation-state; industrial modernization and its social effects; new forms of social protest and mass culture in the early 20th century; the rise of Japanese imperialism in Asia; the Pacific Asian War and its aftermath; the U.S. Occupation and postwar recovery; "high-growth economics" and its social environmental costs; culture and political economy in "post-industrial" Japan. The course will give particular attention to the diversity of historical experiences within Japan and to the conflict and contention that has shaped modern Japanese history.

Class sessions will combine lecture, discussion and audio-visual presentation. Requirements include several short essays, a midterm, and a final take-home essay-exam.

### **HISTORY 472**

*Section: 001*

Credits:	3
Waitlist Capacity:	unlimited
Repeatability:	May be elected three times for credit.
Primary Instructor:	Chang, Chun-Shu

### **Topics in Asian History**

*Intellectuals and the State in 20th-China: Rise of the Chinese Empire in a New World*

This course examines the history of early 20th-century China through the lives and careers of several individuals whose ideas and actions changed the course of national destiny. The course will follow a chronological order, but the historical tradition of each intellectual paradigm and the historical context of every major political movement will be analyzed first. The major topics this term include Kang Youwei, Sun Wen, Jiang Jieshi, Chen Duxiu, and Mao Zedong, and their most influential followers.

### **HISTORY 496**

*Section: 002*

Credits:	4
Requirements & Distribution:	ULWR
Consent:	With permission of department.
Advisory Prerequisites:	Junior and Senior HISTORY majors. HISTORY majors are required to elect HISTORY 496 or 497.

### **History Colloquium**

*Ideologies and Empires in Chinese History*

Repeatability: May be repeated for a maximum of 8 credit(s).  
Primary Instructor: Chang, Chun-Shu

This course will examine the major functioning ideologies behind the rise, constitution, and transformation of the powerful empires in Chinese history. We will first start our main discourse on the First Empire, the Qin, established by Ying Zheng (The First Emperor, r. 221-210 B.C.) in 221 B.C. and the Han Empire under Han Wudi (Liu Che), 141-87 B.C., under Legalism and New Confucianism. Then we will discuss the endless transformations of the Chinese Empire under the impact of such “isms” as “Socialism” and “Communism” (Chinese and foreign); Daoism (both philosophy and religion); and Buddhism (both in high culture and in popular spheres). Finally, we come to examine the Chinese Empire in Ming-Qing (Ch’ing) times (16th-19th centuries). In essence, the lectures, readings, class discussions, and written papers this term will focus on SEVEN (7) major areas of studies:

1. Defining IDEOLOGY, REVOLUTION, TRADITION, and CHINA;
2. “Han Confucianism” and Imperial China;
3. Qin Shihuang and Han Wudi: Expansion, Empire, and Life;
4. Socialism, Communism, Daoism, and Buddhism in the Transformations of Imperial China;
5. The nature and structure of the Chinese Empire in Ming times;
6. Defining MODERNITY and Western (American and European); Misunderstanding of Chinese Culture: The Danger of Copying Secondary Works in Historical Research; and
7. “New Beginnings” in 1839, 1911, 1949, and 1980: Neo-Confucianism versus Legalism in Modern Times.

## **HISTORY 497**

*Section: 002*

Credits:

Consent:

Advisory Prerequisites:

Repeatability:

Primary Instructor:

## **History Colloquium**

*Fascism Then and Now*

4

With permission of department.

Junior and Senior HISTORY majors. HISTORY majors are required to elect HISTORY 496 or 497.

May be repeated for a maximum of 8 credit(s).

Eley, Geoff

This course seeks to explore whether “fascism” is still a useful concept, both historically and for present political purposes. In the first sense, it originated in early 20th century Europe with the regime of Benito Mussolini in Italy (1922-43) and was then also extended to Nazi Germany under Adolf Hitler (1933-45). By the 1930s it was being used to describe a general type of politics and a wide range of right-wing political movements, country by country, including some that succeeded in taking power (e.g. Romania, Hungary, Spain, Portugal). During 1940-45 it was applied to the various regimes installed under Nazi rule in occupied Europe. With less agreement, “fascist” has also been applied to Japan during the 1930s and 1940s, as well as to a variety of political movements and states elsewhere in the world, especially Latin America. In the second, contemporary sense, the term “fascism” is used rhetorically to describe right-wing movements of various kinds, often without much detailed definition as a term of abuse. So how far should we use it for the global right in our own time? Can it help us in trying to grapple with current reactions from the political right to the problems in our increasingly embattled world? How should we set about the business of definition? In the past, there were three main phases in that respect: (1) in the 1960s, discussion was dominated by theories of totalitarianism and “mass society”; (2) during the 1970s into the 1980s, mixtures of historical sociology, state theory, and empirical social history tended to take over; (3) since the 1990s, scholars in the literary disciplines, film studies, aesthetics, and cultural studies have been setting the pace. The trend overall is away from social histories toward culturalist approaches of one kind or another: new intellectual histories of Nazism and Italian Fascism; critical readings of French fascist

intellectuals; studies of fascist aesthetics and the fascist spectacle; scholarship across the whole range of the arts; studies of fashion, consumption, and all aspects of popular culture; studies of ordinary people and everyday life; studies of sexuality; and so forth. Fascism is now approached less as the consequence of societal crisis and political breakdown than as the symptom of a cultural crisis of modernity. Most of the readings and discussion will focus on Nazi Germany and Fascist Italy, with some attention to fascisms elsewhere, along with some readings that tackle the question of definition as such. For the term paper you will have the option of choosing a case from outside the main German and Italian framing of the readings and class discussions. The goal is to emerge from this course with a clear, confident working definition of what “fascism” has meant historically and how it might be used sensibly today.

### **HISTORY 539**

### **Critical Readings in Documentary Chinese**

*Section: 001*

Credits: 3  
 Waitlist Capacity: unlimited  
 Advisory Prerequisites: Reading knowledge of Chinese.  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: ASIAN 539 - Documentary Chinese, Section 001  
 CCS 539 - Documentary Chinese, Section 001  
 Primary Instructor: Cassel, Par Kristoffer

This course introduces masters and doctoral students in documentary Chinese, through critical reading of selected primary documents in different genres ranging from the Qing dynasty (1644-1912) through the People's Republic. Students will also be taught how to use important reference tools and how to make use of the vast resources of the University of Michigan Asia Library.

### **HISTORY 549**

### **Social Scientific Studies of Historical and Contemporary China**

*Section 001*

Credits: 3  
 Consent: With permission of department.  
 Advisory Prerequisites: Permission of instructor.  
 Repeatability: May be elected twice for credit.  
 Cross-Listed Classes: ANTHRCUL 501 - China Social Science, Section 001  
 ASIAN 501 - China Social Science, Section 001  
 CCS 501 - China Social Science, Section 001  
 POLSCI 501 - China Social Science, Section 001  
 SOC 527 - China Social Science, Section 001  
 Primary Instructor: Gallagher, Mary E; homepage

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.

**HISTORY 592**

*Section: 001*

Credits: 3

Waitlist Capacity: 25

Repeatability: May be repeated for a maximum of 6 credit(s).

Undergrad and Grad

Meet Together Classes: ASIAN 380 - Topic Asia Study, Section 002  
 ASIAN 590 - Sem Japanese Studies, Section 001  
 HISTORY 392 - Asian Hist Topics, Section 001

Primary Instructor: Tonomura, Hitomi

**Topics in Asian History**

*Keywords and Concepts in Japanese Society and History*

This course seeks to understand aspects of Japanese society and politics as they appear in the original language, unmediated by the process of translation into English. The instructor and students will select keywords from Japanese newspaper articles, examine their meanings within the context in which they appear, and seek to broaden our understanding of those meanings by exploring related concepts in historical and other contemporary sources (in English; Japanese sources are optional). Students will be evaluated on the basis of (1) class preparation, participation and discussion (50%) and (2) a ten-page (or less) research paper that uses historical sources related to the student's select keyword. (50%) There are no books to be purchased. The instructor will supply newspaper clippings and assign associated readings that are electronically accessible. Students also will choose readings when assigned to "host" a session. Examples of keywords we may investigate include: Tokushu furikome sagi, Konkatsu, Kenpô kaisei, Chikyû ondanka, Yasukuni sanpai, Beigun Okinawa kichi, Senkaku shotô, Takeshima no hi, Nihon no aidenthithi-, Oumu saiban, Dôtoku kyôzai, Shûdanteki jieiken, Genpatsu, NHK, Kyarakuta-.

**Course Requirements:** As a rule, we will read one short newspaper article per week.

**Intended Audience:** This course is for students who can read Japanese newspapers with a dictionary.

**HISTORY 594**

*Section: 002*

Credits: 3

Waitlist Capacity: unlimited

Cost: >100

Repeatability: May be elected three times for credit.

Undergrad and Grad Meet Together Classes:

HISTORY 445 - Topics in History, Section 002

Primary Instructor: Lieberman, Victor B

**Topics in History**

*The Historiography of Early Modern Eurasia*

This course considers the latest interpretations of the early modern world. The basic question it seeks to answer is this: In what ways did Europe between c. 800 and 1800 differ from Asia, and in what ways were Europe and Asia fundamentally similar? The course opens with arguments for European uniqueness. It then considers five efforts to challenge or modify that perspective: claims for the Asian origins of key Western features, claims for equivalent East Asian and European economic development, claims for

European-Asian demographic equivalence, claims for parallel political and cultural evolution, and claims for constant mutual stimulation.

The main texts will be available in the UGLI Reserve, but because many of these books are very long, most students probably will want to buy some, if not all. The following reading list is provisional, but almost certainly the required texts together will cost over \$250.

- E.L. Jones, *The European Miracle*
- David Landes, *The Wealth and Poverty of Nations*
- Jack Goody, *The Theft of History*
- Kenneth Pomeranz, *The Great Divergence*
- James Less and Wang Feng, *One Quarter of Humanity*
- Victor Lieberman, *Strange Parallels*, vol. 2
- Ian Morris, *Why the West Rules -- For Now*
- Geoffrey Parker, *The Military Revolution*
- Charles Parker, *Global Interactions in the Early Modern Age, 1400-1800*
- John Brooke, *Climate Change and the Course of Global History*

### **HISTORY 622**

*Section: 001*

Credits:

Advisory Prerequisites:

Repeatability:

Cross-Listed Classes:

Primary Instructor:

### **Topics in World Economic History I**

*The History of Atlantic Economies*

3

ECON 401, Intermediate economic theory/statistics.

May be repeated for credit.

ECON 663 - Topc Wrld Ec Hist I, Section 001

Rhode,Paul W

This course will cover the evolution of economic institutions and the role of these institutions in the economic growth of Europe, Latin America, Asia and the United States. Topics include: The divergence of Asian and European growth rates between 1500 and 1800. The creation of modern fiscal and monetary institutions. The role of stock markets, banking systems and exchange rate regimes in historical economic development. Particular attention will be paid to the Great Depression and historical banking panics, stock market crashes and exchange rate devaluations. The course will explore the historical costs and benefits of the different monetary and fiscal institutions adopted by Europe, Argentina, Brazil, China, Japan, The United States, and Canada.

### **HISTORY 698**

*Section: 002*

Credits:

Advisory Prerequisites:

Repeatability:

Meet Together Classes:

Primary Instructor:

Instructor:

### **Topics in History**

*Premodern Cities: Comparative Studies*

3

Graduate standing.

May not be repeated for credit.

ITALIAN 660 - Italian Lit&Culture, Section 001

Squatriti,Paolo

Van Dam,Raymond H

With a few deviations into Asian and African contexts, this course investigates European urban cultures and history across the very long duration. It takes in ancient, medieval and early modern examples of urban development and un-development, trying to probe the particularities of cities, city life, and urban culture in an array of times and places. One important theme will be the unique characteristics of urban

physical plant, especially how urban fabric structured people's existence. We will also look hard at urban representation, in words as well as in bricks and stones. The practicalities of urban "metabolism" and the in- and out-flow of energy from urban communities will be another theme the course addresses.

For more information, please contact Professor Squatriti (pasqua@umich.edu) and/or Professor Van Dam (rvandam@umich.edu).

**Course Requirements:** Requirements include short written reviews, a substantial research project and paper, and participation in all class discussions.

**Intended Audience:** No prerequisites; everyone is welcome.

**Class Format:** In this seminar most of our readings will be modern books, articles, and chapters on our very various topics. Classes will consist of discussions of the readings, discussions of students' reviews of the readings, and presentations of students' projects.

### **HISTORY 698**

*Section: 004*

Credits:

Advisory Prerequisites:

Repeatability:

Primary Instructor:

### **Topics in History**

*History & Historiography of the Tang and Song Dynasties*

3

Graduate standing.

May not be repeated for credit.

de Pee, Christian

A History reading seminar. Topics vary.

### **HISTORY 698**

*Section 005*

Credits:

Advisory Prerequisites:

Repeatability:

Primary Instructor:

### **Topics in History**

*Empires in the Modern World*

3

Graduate standing.

May not be repeated for credit.

Suny,Ronald G

A History reading seminar. Topics vary.

## **HONORS**

### **HONORS 250**

*Section 001*

Credits:

Requirements & Distribution:

Other:

Waitlist Capacity:

Advisory Prerequisites:

Repeatability:

Meet Together Classes:

Primary Instructor:

### **Honors Social Sciences Seminar**

*Transforming America: Immigrants Then and Now*

3

RE, SS

Honors

20

Open to all Honors students.

May be elected twice for credit.

SOC 105 - First Yr Sem, Section 004

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 experiences: 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.

**Course Requirements:** The written requirements for this class consist of two written, in-class exams (one essay and some short answers) plus a book review (about 8 pages long) of a social science book on an immigrant/ethnic/racial group of the student's choice.

## **INDUSTRIAL AND OPERATIONS ENGINEERING**

<b>IOE 425</b>	<b>Lean Manufacturing and Services</b>
Section 001, 002	
Credits:	2 (Non-LSA credit).
Requirements & Distribution:	BS
Enforced Prerequisites:	Senior standing or above.
BS:	This course counts toward the 60 credits of math/science required for a Bachelor of Science degree.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	MFG 426 - Lean Mfg&Services, Section 001

Review of philosophies, systems, and practices utilized by world-class manufacturing and services organizations focusing on "lean management," including material and information flow, in-process quality assurance, standardized work, continuous improvement, visual management, and learn leadership. Practical examples and in-class exercises bring concepts to life.

<b>IOE 430</b>	<b>Global Cultural Systems Engineering</b>
Section 001	
Credits:	3 (Non-LSA credit).
Requirements & Distribution:	BS
BS:	This course counts toward the 60 credits of math/science required for a Bachelor of Science degree.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Liu, Yili

Selected topics of systems engineering are examined from the global cultural perspective. Topics include global cultural issues of design, marketing, and communication; engineering aesthetics and ethics; individual and aggregated behavioral decision making; social networking and online communities; research and evaluation methods, applications in many areas of systems engineering.

## INTERNATIONAL STUDIES

### **INTLSTD 101**

*Section 001*

Credits: 3

Requirements & Distribution: SS

Other Course Info: Meets the geography requirement for public teacher certification in the School of Education.

Repeatability: May not be repeated for credit.

Cross-Listed Classes: GEOG 145 - Int to Intl Studies, Section 001

UC 145 - Int to Intl Studies, Section 001

Primary Instructor: Uehling, Greta L

### **Introduction to International Studies**

This is the introductory core course for the International Studies major at the University of Michigan. The course explores human rights, human development and human security in historical and comparative perspective using multiple disciplinary approaches. The curriculum is divided into six modules that cover:

- globalization;
- international relations and organizations;
- human rights and humanitarianism;
- global environment and health;
- human development; and
- culture and identity.

### **Honors**

Students in the Honors section of INTLSTD 101 will have discussions with the primary instructor for the course. These discussions will address special topics that build on material covered in lecture, and enable the students to explore key topics of international significance in more depth.

Students in the Honors section will also write three papers (2000 words each) and make one short presentation (on one of the papers) to their group.

### **INTLSTD 401**

*Section: 005*

Credits: 3

Waitlist Capacity: unlimited

Enforced Prerequisites: Junior standing or above.

Repeatability: May be elected twice for credit.

Meet Together Classes: HISTORY 407 - Compar Hist Adv Sem, Section 002

Primary Instructor: Pincus, Leslie B

### **International Studies Advanced Seminar**

*Japan, Asia and World War II: Culture, History, Memory*

This course explores World War II, one of the most cataclysmic and defining events of the modern world, from the perspective of Japan and the Asia Pacific region. World War II in Asia Pacific was a complicated war with many histories: Not just a history of tactics and strategies, but also of logistics and organization; not just a history of fighting, but also of vast social and cultural changes that upended the lives of millions of people. Fought from the Central Pacific to India, from the Aleutian Islands to Australia, this was not simply a war between Japan and America, but one that drew many other peoples and places into a maelstrom of destruction. What drew Japan into a war that ultimately obliterated the Japanese Empire and utterly transformed the geopolitics of the Asia Pacific region? In an attempt to

answer that question, we will trace the histories of this war back, far beyond Pearl Harbor, to the imperial enterprise in late nineteenth-century Asia and forward to a new postwar world order that began to take shape even before the atomic bombs fell on Japan. Finally, we will examine how the war has been recalled (and erased) in individual and collective memory across national boundaries.

<b>INTLSTD 401</b>	<b>International Studies Advanced Seminar</b>
<i>Section 007</i>	<i>Development and the Quality of Governance</i>
Credits:	3
Waitlist Capacity:	99
Enforced Prerequisites:	Junior standing or above.
Repeatability:	May be elected twice for credit.
Meet Together Classes:	POLSCI 497 - Sem Compar Gov, Section 001
Primary Instructor:	Ang, Yuen Yuen; homepage

There is broad consensus that the quality of governance matters deeply for economic development. But what is the quality of governance? How do we measure it? Is it good-quality governance that leads to economic development or vice versa? How can developing countries achieve good quality governance if they are poor and constrained? This course aims to provide students with the analytical tools to think about what the quality of governance means and its relationship to economic development; we then apply these tools to evaluate problems of “bad governance” in the developing world, for example, corruption, crime, lack of public goods. Readings and discussions will draw on a range of country cases, including China, India, Russia, Latin America, and Africa.

## LINGUISTICS

<b>LING 102</b>	<b>First Year Seminar (Humanities)</b>
<i>Section: 001</i>	<i>Consonants and Vowels in the World's Languages</i>
Credits:	3
Requirements & Distribution:	HU
Other:	FYSem
Waitlist Capacity:	99
Advisory Prerequisites:	Enrollment restricted to first-year students, including those with sophomore standing.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Duanmu, San

How many consonants and vowels there are in the world's languages? If you ask anyone, you are unlikely to get a clear answer, if at all, not even from a linguist. Some linguists have estimated that the number is around 1,000, but others are critical of how the number was counted. In this course, we explore the answer by examining fundamental techniques in linguistic description and analysis, such as how data are collected, how they are processed, and how the results are interpreted. We shall also discuss how data shape linguistic theories.

<b>LING 103</b>	<b>First Year Seminar (Social Science)</b>
<i>Section 001</i>	<i>Decipherment</i>
Credits:	3
Requirements & Distribution:	SS







2. the complexities of popular attitudes towards, and relations with, various forms of state power; and
3. the differences between — and the complicated economic, environmental, political, artistic, and cultural legacies of — the major imperial systems (Russian, British, Chinese).

Students will be evaluated on their class contributions as well as written work (short essays and class exercises) and two exams.

## **MECHANICAL ENGINEERING**

### **MECHENG 587**

*Section 001*

<b>Credits:</b>	3 (Non-LSA credit).
<b>Requirements &amp; Distribution:</b>	BS
<b>Waitlist Capacity:</b>	10
<b>Advisory Prerequisites:</b>	One 400-level MFG or DES or BUS course.
<b>BS:</b>	This course counts toward the 60 credits of math/science required for a Bachelor of Science degree.
<b>Repeatability:</b>	May not be repeated for credit.
<b>Cross-Listed Classes:</b>	MFG 587 - Global Mfg, Section 001
<b>Primary Instructor:</b>	Barton, Kira L

Globalization and manufacturing paradigms. Product-process-business integration. Product invention strategy. Customized, personalized and reconfigurable products. Mass production and lean production. Mathematical analysis of mass customization. Traditional manufacturing systems. Reconfigurable manufacturing systems. Reconfigurable machines. System configuration analysis. Responsive business models. Enterprise globalization strategies. The global integrated enterprise.

## **MANUFACTURING**

### **MFG 426**

Section 001, 002

<b>Credits:</b>	2 (Non-LSA credit).
<b>Requirements &amp; Distribution:</b>	BS
<b>Enforced Prerequisites:</b>	Senior standing or above.
<b>BS:</b>	This course counts toward the 60 credits of math/science required for a Bachelor of Science degree.
<b>Repeatability:</b>	May not be repeated for credit.
<b>Cross-Listed Classes:</b>	IOE 425 - Lean Mfg&Services, Section 001

Review of philosophies, systems, and practices utilized by world-class manufacturing and services organizations focusing on "lean management," including material and information flow, in-process quality assurance, standardized work, continuous improvement, visual management, and learn leadership. Practical examples and in-class exercises bring concepts to life.

<b>MFG 587</b>	<b>Global Manufacturing</b>
<i>Section 001</i>	
Credits:	3 (Non-LSA credit).
Requirements & Distribution:	BS
Waitlist Capacity:	10
Advisory Prerequisites:	One 400-level MFG or DES or BUS course.
BS:	This course counts toward the 60 credits of math/science required for a Bachelor of Science degree.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	MECHENG 587 - Global Mfg, Section 001
Primary Instructor:	Barton, Kira L

Globalization and manufacturing paradigms. Product-process-business integration. Product invention strategy. Customized, personalized and reconfigurable products. Mass production and lean production. Mathematical analysis of mass customization. Traditional manufacturing systems. Reconfigurable manufacturing systems. Reconfigurable machines. System configuration analysis. Responsive business models. Enterprise globalization strategies. The global integrated enterprise.

## MUSICOLOGY

<b>MUSICOL 547</b>	<b>Introduction to Ethnomusicology</b>
<i>Section: 001</i>	
Credits:	3
Advisory Prerequisites:	Graduate standing and permission of instructor.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	ANTHRCUL 546 - Int Ethnomus, Section 001
Primary Instructor:	Lam, Joseph S C

This course is divided into two parts. The first surveys major theories of the discipline; the second discusses in detail several current and key concepts, such as sound culture, music as discourse, and music as national heritage.

**Course Requirements:** In addition to substantial reading assignments, students will conduct term research projects on topics that they choose with the instructor's approval. They will also write formal papers reporting on factual data and theoretical interpretations developed in their research projects.

**Intended Audience:** Graduate only.

## PHILOSOPHY

<b>PHIL 230</b>	<b>Introduction to Buddhism</b>
<i>Section: 001</i>	
Credits:	4
Requirements & Distribution:	HU
Other:	WorldLit
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:	Lopez Jr, Donald S

Over the course of its long history, Buddhism has been the most influential and widely practiced religion in Asia. Beginning in India 2500 years ago, it eventually spread to China, Korea, Japan, Tibet, and Mongolia, and to Sri Lanka and throughout Southeast Asia. More recently it has spread to Europe and the Americas. This course is an introduction to the major themes in Buddhist thought and practice. Beginning with the early teachings associated with the historical Buddha, the course will go on to consider the development of the tradition across Asia. The readings for the course will consist entirely of Buddhist texts in translation.

**Course Requirements:**

- Attendance at lecture and participation in discussion section (25%)
- Four two-page papers (25%)
- Midterm examination (25%)
- Final examination (25%)

## POLITICAL SCIENCE

**POLSCI 140**

**Introduction to Comparative Politics**

*Section: 001*

Credits:

4

Requirements & Distribution:

SS

Advisory Prerequisites:

Primarily for first- and second-year students.

Other Course Info:

F, W.

Repeatability:

May not be repeated for credit.

Primary Instructor:

Inglehart, Ronald F

This course examines how democracy evolves and functions in various economic and cultural settings. We start with the emergence of democracy in Western Europe, examining the factors that give rise to it and help it survive in Great Britain and France. We next examine the origins of fascism in Germany and Japan, the reasons why it emerged and the subsequent emergence of democracy in these countries. We then examine the rise of communism in Russia and China, attempting to understand why it emerged and flourished in those settings-- and why it later collapsed. This leads to an analysis of the current struggle between reformers and hardliners, concerning the move to market economies and liberal democracy in Russia, China and Eastern Europe. Next we will examine the struggle for democracy in Mexico and India. Finally, we examine the extent to which there are predictable trajectories of economic, cultural and political change in global perspective.

**Course Requirements:** The course requirements include two short research papers, a midterm exam and a final exam.

**Intended Audience:** Primarily for first and second year students

**Class Format:** In addition to two lectures, there are two meetings a week in small discussion sections designed to encourage active discussion of these topics.

**POLSCI 160**

**Introduction to World Politics**

*Section 001*

Credits:

4

Requirements & Distribution:

SS



- the landmark Price v. United States, which illuminates the problem of providing federal remedies for racial violence.
- The course also includes units on the legal construction of “whiteness” in the law of naturalized citizenship, the Japanese-American internment during WWII, and the more recent “war on terror” cases involving the Guantanamo Bay detainees.

The course concludes with an examination of the affirmative action decisions, Grutter v. Bollinger (2003) and Fisher v. Texas (2013). A number of themes run throughout the course, including constitutional politics, race politics, conceptions of legal equality, and constructions of American identity.

**Intended Audience:** Sophomores, juniors, and seniors interested in Law School.

**Class Format:** Lecture meets twice a week for 1 1/2 hours with a discussion section that meets for 1 hour.

<b>POLSCI 337</b>	<b>Comparative Constitutional Design</b>
<i>Section 001</i>	
Credits:	3
Waitlist Capacity:	99
Advisory Prerequisites:	One course in Political Science.
Repeatability:	May not be repeated for credit.
Primary Instructor:	McElwain, Kenneth Mori; homepage

This class examines the politics of constitution writing and its long-term effects on national stability and prosperity. We will focus in particular on formal institutions that distribute political power, such as the authority of the executive, judicial independence, the electoral system, and federalism. There will be a heavy emphasis on group discussions and projects, conducted in class and on the web.

Research questions include:

- can the self-interest of powerful groups be curbed to maximize collective welfare?
- How do cultural beliefs, historical experience, and international precedence shape the constitutional architecture?

**Intended Audience:** Undergraduate students interested in the politics of the constitution.

**Class Format:** Recitation meets twice a week for 1 1/2 hours each time.

<b>POLSCI 343</b>	<b>Political Economy of Developed Democracies</b>
<i>Section 001</i>	
Credits:	3
Requirements & Distribution:	ULWR
Waitlist Capacity:	99
Repeatability:	May not be repeated for credit.
Primary Instructor:	Franzese Jr, Robert J; homepage

This course examines the effects of democratic politics on economic policy making, policies, and outcomes and, conversely, the effects of the economy on the conduct of democratic politics. We study how and why certain political configurations systematically produce certain kinds of economic policies





Waitlist Capacity: 99  
 Enforced Prerequisites: Junior standing or above.  
 Repeatability: May be elected twice for credit.  
 Meet Together Classes: POLSCI 497 - Sem Compar Gov, Section 001  
 Intended Audience: Seniors  
 Class Format: Seminar  
 Primary Instructor: Ang, Yuen Yuen; homepage

There is broad consensus that the quality of governance matters deeply for economic development. But what is the quality of governance? How do we measure it? Is it good-quality governance that leads to economic development or vice versa? How can developing countries achieve good quality governance if they are poor and constrained? This course aims to provide students with the analytical tools to think about what the quality of governance means and its relationship to economic development; we then apply these tools to evaluate problems of “bad governance” in the developing world, for example, corruption, crime, lack of public goods. Readings and discussions will draw on a range of country cases, including China, India, Russia, Latin America, and Africa.

**POLSCI 498**

*Section 001*

Credits: 3

Waitlist Capacity: 99

Advisory Prerequisites: Senior standing; primarily for seniors concentrating in Political Science.

Repeatability: May be elected twice for credit. May be elected more than once in the same term.

Primary Instructor: Osgood, Iain Guthrie; homepage

**Undergraduate Seminar in International Politics**

*Politics of International Trade*

This course explores the politics of international trade and the globalization of production. The course begins with an examination of theories of trade policy preferences and outcomes. We go on to explore the effort to construct a global trade regime; regional and bilateral trade agreements; the politics of offshoring; and the role of trade in international conflict and development.

**Intended Audience:** Juniors and Seniors

**Class Format:** Seminar

**POLSCI 501**

*Section 001*

Credits: 3

Consent: With permission of department.

Advisory Prerequisites: Permission of instructor.

Repeatability: May be elected twice for credit.

Cross-Listed Classes: ANTHRCUL 501 - China Social Science, Section 001  
 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: Gallagher, Mary E; homepage





Credits: 3  
Advisory Prerequisites: POLSCI 660 or permission of instructor and Graduate standing.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Kerner, Andrew Michael; homepage

This course focuses on the politics of international monetary relations, trade, foreign investment and international migration. We will explore the role of international institutions, domestic politics and interstate relations in shaping policy and economic outcomes.

**Intended Audience:** Graduate students in Political Science

**Class Format:** Seminar

**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 theories 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?"

**Intended Audience:** Political Science Graduate Students

**Class Format:** Seminar

**POLSCI 688 Selected Topics in Political Science**

*Section: 002*

Credits: 3  
Advisory Prerequisites: Graduate standing.  
Repeatability: May be repeated for credit.  
Primary Instructor: Koremenos, Barbara; homepage

This seminar will address the analysis of international law from a political science/economics perspective. Students will be introduced to both theory and data and be required to write a short research paper for the course.

**POLSCI 785 Seminar in Comparative Political Behavior**

*Section 001*

Credits: 3  
Advisory Prerequisites: Graduate standing.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Brader, Ted; homepage

In this graduate seminar, we take a global perspective on the study of political behavior and public opinion, focusing on countries beyond the United States and especially on cross-national research. We pay close attention to the ways in which political behavior is shaped by democratic institutions, party systems, social cleavages, mass media environments, economic conditions, and political culture, as well as to the methodological challenges posed by cross-national behavioral research. Prior familiarity with foundational research in public opinion and political behavior in the U.S. is preferable, but not required.

**Intended Audience:** Political Science graduate students

**Class Format:** Seminar

## PSYCHOLOGY

### **PSYCH 401**

*Section 001*

Credits:

Waitlist Capacity:

Enforced Prerequisites:

Other Course Info:

Repeatability:

Meet Together Classes:

Primary Instructor:

### **Special Problems in Psychology as a Social Science**

*Psychology of Social Change: Gender and Global Feminism*

3

unlimited

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

Only 6 credits of PSYCH 400, 401, 402 combined may be counted toward a concentration plan in Psychology, and a maximum of 12 credits may be counted toward graduation.

May be repeated for a maximum of 12 credit(s). May be elected more than once in the same term.

WOMENSTD 345 - Topic Gender Global, Section 001

Stewart, Abigail J

This course will focus on two aspects of social change through the lenses of gender and global feminisms. First we will consider how individuals generally, and feminists in particular, are shaped by changing political and economic conditions, especially during times of upheaval and rapid social transformation. We will, of course, also examine how this is different for individuals who are not raised to adulthood in such times. Second, we will examine how and why some individuals become engaged in creating social change (and others do not).

For both parts of the course, we will draw on theoretical literature in feminist theory and in social science, and on studies of the impact of social events on individuals and the role of individuals in creating social change. We will also draw upon the Global Feminisms Project, an online archive of oral histories with feminist activists in five countries (Nicaragua, Poland, China, India, and the U.S.) as a source of material in thinking about both issues.

### **PSYCH 958**

*Section: 003*

Credits:

Advisory Prerequisites:

Repeatability:

Meet Together Classes:

Primary Instructor:

### **Special Seminar in Development**

*Cognition & Instruction in the Classroom*

3

Graduate standing and permission of instructor.

May be repeated for credit.

EDUC 708 - Cogn&Instr Classrm, Section 001

Miller, Kevin F

The primary goal of the course is for students to become familiar with the field of cognition and instruction. You will read some historical readings to give you a perspective on the field and where it comes from, and also some current studies that exemplify how research in cognition has important implications for education. Because it is a core, survey course, you will not get an in-depth look at any one topic, but you should become familiar with major themes and researchers in the field.

The second goal of the course is for you to learn to critically read and discuss articles in the field of cognition and instruction. You will practice presenting empirical and theoretical articles, identifying important issues, and critically evaluating conclusions.

**Course Requirements:** There will be a take-home midterm and final, each of which counts for 25% of the grade. Weekly ~1 page reaction papers will comprise 30% of the grade. Class participation and presentations will contribute the last 20% of the grade.

## PUBLIC POLICY

### **PUBPOL 224**

*Section 001*

Credits:

4

Requirements & Distribution:

SS

Repeatability:

May not be repeated for credit.

Cross-Listed Classes:

HISTORY 224 - Nuclear Proliferatn, Section 001

Primary Instructor:

Hecht,Gabrielle

### **Global Nuclear Proliferation**

This course presents a global perspective on the history and politics of nuclear weapons. It examines the science and technology of these weapons; the politics of their growth, spread, and control; environmental and health consequences of their development; and the cultural responses and social movements they have engendered. We begin with the bombing of Hiroshima and Nagasaki. Next we examine the unfolding of the Cold War, focusing particularly on the superpower arms race and exploring both U.S. and Soviet perspectives on these developments. Why and how have different states pursued nuclear weapons development? We first pose this as a general question and then move on to case studies. Along the way, we also examine the health and environmental consequences of uranium mining and nuclear testing, as well as the history of anti-nuclear protest movements.

The course aims to introduce students to the complex, multi-layered history of nuclear policy issues. Students will be challenged to move past their political beliefs and ideologies (whatever these may be) in order to understand decisions and developments in historical context, and in relation to different cultural and national perspectives. They will be exposed to a variety of conceptual tools and theories to help them make sense of the material, drawing not only on the discipline of history but also on political science theory and anthropology.

**Course Requirements:** Weekly reading and reading responses. Two short papers (based on lectures, the common assigned reading, plus a modest amount of additional research.) Two midterms. No final exam.

**Intended Audience:** The course assumes no prior knowledge — students of all backgrounds are welcome. It is of special interest to students in History, International Studies, Environmental Studies, Political Science, Public Policy, Science and Technology Studies, Public Health, and some fields of science and engineering, but ANYONE can take it!

**Class Format:** Lectures will draw film clips and images in order to give students a greater sense of immediacy about the history they're studying. Discussion sections will offer students an opportunity to dissect primary documents and readings in detail.

<b>PUBPOL 541</b>	<b>International Trade Policy</b>
<i>Section 001</i>	
Credits:	3
Waitlist Capacity:	99
Advisory Prerequisites:	Graduate standing. This course presumes a prior knowledge of intermediate economics.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	ECON 541 - Intl Trade Policy, Section 001
Primary Instructor:	Deardorff, Alan V; homepage

This course examines the policy issues of international trade, including trade in both goods and services and also international flows of direct investment and migration. It builds on microeconomic theory, first to examine the basic theories of international trade and factor movements, including the classic Ricardian theory of competitive advantages, the neoclassical factor proportions theory, and the New Trade Theories that incorporate increasing returns to scale, imperfect competition, and product differentiation. These models are then used to examine the major policies and institutions that constrain and influence international trade and factor movements. Special attention is given to the WTO, to various elements of U.S. trade policy, and to the growing number of regional arrangements such as the European Union and NAFTA. Empirical evidence and applications of the theories are addressed, including their applicability for less developed and emerging economies. Although the major emphasis of the course is on the microeconomics of international transactions, a portion of the course will also put this into macroeconomic context. Topics here include the role and determination of exchange rates in the world economy, as well as how international movements of financial capital interact with trade and exchange rates in determining the balance of trade and the vulnerability of a country's macroeconomic variables to events abroad. This course presumes a prior knowledge of intermediate economics.

## RC HUMANITIES

<b>RCHUMS 252</b>	<b>Topics in Musical Expression</b>
<i>Section: 001</i>	<i>Chinese Instrumental Music Ensemble</i>
Credits:	2
Requirements & Distribution:	CE
Repeatability:	May be repeated for a maximum of 12 credit(s). May be elected more than once in the same term.
Primary Instructor:	Lam, Joseph S C

This is a performance course on Chinese instrumental music. Students will be given individual lessons (15 minutes per session) on Chinese musical instruments, which include but are not limited to the *erhu* (fiddle), *dizi* (flute), *pipa* (lute), and percussion. Students will learn not only basic techniques in playing the instruments which are provided, but also standard compositions of the repertory. Once the students have mastered the basic techniques, they will start to rehearse together and prepare for an end-of-the term concert.

**Course Requirements:** Students will be evaluated by their attendance, their learning of performance techniques and repertory, and performance at the end-of-the term concert.

## RC LANGUAGES

### **RCLANG 196**

### **Intensive Japanese I**

*Section: 001*

Credits:

10

Credit Exclusions:

No credit granted to those who have completed or are enrolled in ASIANLAN 124, 125, 126, 127 or 129.

Consent:

With permission of instructor.

Repeatability:

May not be repeated for credit.

Meet Together Classes:

ASIANLAN 129 - Intensive Japanese I, Section 001

Primary Instructor:

Okuno, Tomoko

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).

## RUSSIAN, EAST EUROPEAN AND EURASIAN STUDIES

### **REEES 340**

### **From Genghis Khan to the Taliban: Modern Central Asia**

*Section 001*

Credits:

4

Requirements & Distribution:

SS, RE

Repeatability:

May not be repeated for credit.

Cross-Listed Classes:

AAPTIS 340 - G Khan to Taliban, Section 001

ASIAN 340 - G Khan to Taliban, Section 001

HISTORY 340 - G Khan to Taliban, Section 001

MENAS 340 - G Khan to Taliban, Section 001

Primary Instructor:

Northrop, Douglas Taylor

More than 500 years ago, the Silk Road famously connected traders from all over the world, linking the major cities of China and Southeast Asia with those of Europe and Africa. Vast wealth traveled this route, wending across the mountains and steppes of Central Asia, creating rich and sophisticated towns along the way. Bukhara and Samarkand became two of the world's greatest cities, enviable centers of learning and culture.

- How did Central Asia go from being the most cosmopolitan place on earth to an area now seen as one of the most isolated, remote places in the world?
- How did a region where a dizzying array of cultures had long intermingled and coexisted peacefully become a place associated (at least in Western eyes) with intolerance and terrorism?

This course tries to answer such questions by providing an overview of modern Central Asian history. Using both lecture and discussion, it focuses on the colonial and post-colonial periods of the last 300 years: especially in Russian and Soviet Central Asia, but also the neighboring areas dominated by Britain and China (Afghanistan, Pakistan, Xinjiang). It offers a strong emphasis on the links and connections across these political borders, which were at first largely artificial and porous but which became crucially important and shaped local communities in deeply divergent ways. It also emphasizes social and cultural history, as a complement and counterweight to the usual political frameworks and classic grand narratives of khans, revolutions, and wars. Three themes structure the course:

1. the fragmented, changing character of regional identities;
2. the complexities of popular attitudes towards, and relations with, various forms of state power; and
3. the differences between — and the complicated economic, environmental, political, artistic, and cultural legacies of — the major imperial systems (Russian, British, Chinese).

Students will be evaluated on their class contributions as well as written work (short essays and class exercises) and two exams.

## **RELIGION**

### **RELIGION 230**

### **Introduction to Buddhism**

*Section: 001*

Credits:

4

Requirements & Distribution:

HU

Other:

WorldLit

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:

Lopez Jr, Donald S

Over the course of its long history, Buddhism has been the most influential and widely practiced religion in Asia. Beginning in India 2500 years ago, it eventually spread to China, Korea, Japan, Tibet, and Mongolia, and to Sri Lanka and throughout Southeast Asia. More recently it has spread to Europe and the Americas. This course is an introduction to the major themes in Buddhist thought and practice. Beginning with the early teachings associated with the historical Buddha, the course will go on to consider the development of the tradition across Asia. The readings for the course will consist entirely of Buddhist texts in translation.

#### **Course Requirements:**

- Attendance at lecture and participation in discussion section (25%)
- Four two-page papers (25%)
- Midterm examination (25%)
- Final examination (25%)

### **RELIGION 234**

### **Buddhism and Death**

*Section: 001*

Credits:

3

Waitlist Capacity: 99  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: ASIAN 234 - Buddhism and Death, Section 001  
Primary Instructor: Brose, Benjamin

Buddhism is comprised of a complex of traditions, spanning multiple cultures over the course of more than two millennia. Despite its dizzying diversity, there are a number of unifying themes — loosely woven networks of beliefs and practices found throughout Buddhist traditions across time and space. Such themes include the problem of suffering, the goal of liberation, the authority of the Buddha, and the centrality of texts, to name just a few. The topic of this course — the role of death in Buddhism — stands alongside and in relation to other central aspects of the Buddhist tradition. Why death? From a certain perspective, conceptions and practices of dying, death, and the afterlife are the fundamental concerns of all Buddhists. How does the immanence of death influence the actions of the living? How should one die? What happens at the moment of death? What should be done with the bodies of the dead? Is there an afterlife? What is it that is reborn? We will explore these and other issues as they manifest in distinct cultural contexts (India, Thailand, China, and Japan) and as cross-cultural phenomena. In addition to assigned readings of scholarly articles and translations of primary texts, relevant topics will be addressed in class through lectures, discussions, numerous images, and films.

**Course Requirements:** In addition to attendance and participation, course requirements include weekly reading responses (1-2 paragraphs), one in-class presentation, one short (4-5 page) mid-term paper and one longer (8-9 page) paper. Attendance & Participation 20%; Reading Responses 20%; Mid-term paper 20%; Final paper 30%; Presentation 10%.

**Intended Audience:** Everyone is welcome, no previous experience is required.

### **RELIGION 303**

*Section: 001*

Credits: 3  
Requirements & Distribution: HU  
Other: WorldLit  
Waitlist Capacity: 99  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: ASIAN 303 - Rel Military Orders, Section 001  
Primary Instructor: Mandair, Arvind-Pal Singh

### **Religious Military Orders of the World**

This course looks at the representation in film and literature of some of the more well known militant religious orders of the world, such as the Christian Templars, Muslim Janissaries and Assassins, Hindu naga babas, the Khalsa order of Sikhism, and the Buddhist Samurai.

Students will be introduced to the historical, cultural and ethnic contexts in which these movements arose and the influence they exerted in shaping the societies around them.

The focus of the course will be to examine:

- how each of these movements was able to justify violence in the name of spirituality, and the idea of religious wars
- whether their legacies have managed to survive in the modern world
- the relationship between meditation and the martial arts in Christian asceticism, Japanese aikido, Hindu yoga, Sikh gatka, Zen Buddhism, and Islamic jihad

**Course Requirements:** Course assessment will be on the basis of weekly forum posts.



**Class Format:** The course will be taught as a discussion seminar with a minimal some lecture component. The course will involve an analysis of how these traditions have been presented in modern film and cinema. As well as regular readings, students will be expected to watch and analyse relevant films and documentaries.

## SCREEN ARTS AND CULTURES

<b>SAC 333</b>	<b>Fascist Cinemas</b>
<i>Section: 001</i>	
Credits:	3
Requirements & Distribution:	ULWR, HU, RE
Other:	WorldLit
Advisory Prerequisites:	SAC 236.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	GERMAN 333 - Fascist Cinemas, Section 001
Primary Instructor:	von Moltke, Johannes

This interdisciplinary course explores the fascist-era cinemas of Germany, Spain, Italy, and Japan — from comedies to cartoons to good old fascist spectacles.

After an initial sequence devoted to the definition of terms and summary of basic history, the course focuses on both commonalities and specificities of these four fascist cinemas.

The themes include propaganda, entertainment and pleasure, the body, spectacle, blood and race, memory, and violence.

Consideration will be given to contemporary forms of moving image culture reminiscent of the fascist moment, ranging from neo-Nazi websites to fundamentalist videos on YouTube.

## SOCIOLOGY

<b>SOC 102</b>	<b>Introduction to Sociology: Special Topics</b>
<i>Section 020</i>	<i>Living as a Global Citizen: Globalization and Society</i>
Credits:	4
Requirements & Distribution:	SS
Credit Exclusions:	No credit granted to students who have completed or are enrolled in SOC 100, 195, or 300.
Enforced Prerequisites:	Restricted to first-year students, sophomores, and juniors.
Advisory Prerequisites:	Juniors and seniors electing an introductory course are strongly encouraged to elect SOC 300, although there is limited space available for upper-level students in SOC 100 and 102 in semesters in which SOC 300 is not offered.
Other Course Info:	May not be included in a Sociology major.
Repeatability:	May be repeated for a maximum of 8 credit(s).

For the past quarter century, scholars, politicians, corporate CEOs, journalists, activists, and many ordinary citizens have heatedly debated the nature, histories, patterns, and consequences of “globalization.”

This course is designed to introduce students to the broad lay of the land of the globalization scholarship from a sociological perspective. It will show how globalization has transformed the economic, political, and cultural life of human beings across the globe, by linking factories in China to those in Ohio; train stations in Mexico to an immigrant neighborhood in Boston; grass-root activists in Senegalese villages to the WHO Headquarter in Geneva; McDonald's in Hong Kong to foie gras farms in France; and Filipino migrant households to fertility clinics in Dubai. By approaching these diverse phenomena with sophisticated conceptual tools derived from sociology, students will learn how to map out the complex patterns and diverse consequences of globalization and how to approach these issues from various vantage points. The course eventually aims to help students grow into ethical, inquiry based citizens who use both scientific research and humanistic imagination to conceptualize, communicate, and solve real-life problems that people around the world face together, if with different interests and asymmetrical power.

<b>SOC 105</b>	<b>First Year Seminar in Sociology</b>
<i>Section 003</i>	<i>Globalization, Culture, and Social Change</i>
Requirements & Distribution:	SS
Other:	FYSem
Advisory Prerequisites:	Enrollment restricted to first-year students, including those with sophomore standing.
Other Course Info:	May not be included in a Sociology major.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Thornton, Arland D

This course will give students a basic understanding of some of the most important concepts in the social sciences: globalization, culture, and social change. The class will focus on the concept of culture, the diversity of cultures, the ways in which cultures influence each other through globalization, and the ways cultures change across time. We will consider how social change occurs and the theories of ordinary people about the causes and consequences of change. The class will examine globalization, culture, and social change through case studies of the lives of actual and fictional individuals, families, and communities.

<b>SOC 105</b>	<b>First Year Seminar in Sociology</b>
<i>Section: 004</i>	<i>Transforming America: Immigrants Then and Now</i>
Credits:	3
Requirements & Distribution:	SS
Other:	Honors, FYSem
Advisory Prerequisites:	Enrollment restricted to first-year students, including those with sophomore standing.
Other Course Info:	May not be included in a Sociology major.
Repeatability:	May not be repeated for credit.
Meet Together Classes:	HONORS 250 - Hon Sem Soc Sci, 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 experiences: 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.

**Course Requirements:** The written requirements for this class consist of two written, in-class exams (one essay and some short answers) plus a book review (about 8 pages long) of a social science book on an immigrant/ethnic/racial group of the student's choice.

<b>SOC 527</b>	<b>Social Scientific Studies of Historical and Contemporary China</b>
<i>Section 001</i>	
Credits:	3
Consent:	With permission of department.
Advisory Prerequisites:	Permission of instructor.
Repeatability:	May be elected twice for credit.
Cross-Listed Classes:	ANTHRCUL 501 - China Social Science, Section 001 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:	Gallagher, Mary E; homepage

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.

<b>SOC 595</b>	<b>Topics in Sociology</b>
<i>Section 003</i>	<i>Postcolonial Theory</i>
Credits:	3
Waitlist Capacity:	99
Repeatability:	May be repeated for a maximum of 6 credit(s). May be elected more than once in the same term.
Primary Instructor:	Gocek, Fatma Muge

This course focuses on one of the most recent developments in the social sciences, namely postcolonial theory. The course will have three parts. The first part will analyze the multiple theoretical and methodological origins of postcoloniality. The second part will proceed with a discussion of its prominent themes, centering on the intersection of power and knowledge with race, class, gender, queer and

environmental analyses. The third and final part focuses on formerly colonized spaces where postcolonial theory has been most relevant, both non-Western (South America, Africa, Asia and Middle East), and Western (within Australia, United Kingdom and the United States).

**Course Requirements:** The course requirements include several in-class presentations of readings and a final paper.

## UNIVERSITY COURSES

### UC 145

*Section 001*

Credits:

3

Requirements & Distribution:

SS

Other Course Info:

Meets the geography requirement for public teacher certification in the School of Education.

Repeatability:

May not be repeated for credit.

Cross-Listed Classes:

INTLSTD 101 - Int to Intl Studies, Section 001

GEOG 145 - Int to Intl Studies, Section 001

Primary Instructor:

Uehling, Greta L

### Introduction to International Studies

This is the introductory core course for the International Studies major at the University of Michigan. The course explores human rights, human development and human security in historical and comparative perspective using multiple disciplinary approaches. The curriculum is divided into six modules that cover:

- globalization;
- international relations and organizations;
- human rights and humanitarianism;
- global environment and health;
- human development; and
- culture and identity.

### Honors

Students in the Honors section of INTLSTD 101 will have discussions with the primary instructor for the course. These discussions will address special topics that build on material covered in lecture, and enable the students to explore key topics of international significance in more depth.

Students in the Honors section will also write three papers (2000 words each) and make one short presentation (on one of the papers) to their group.

### UC 178

Section 002

Credits:

3

Waitlist Capacity:

99

Repeatability:

May be elected twice for credit. May be elected more than once in the same term.

Primary Instructor:

Corvidae, Timothy

### Global Understanding

This course offers a unique opportunity for students to engage in intercultural communication with college students in other parts of the world without having to leave the classroom. Intercultural exchange is conducted using written communications (online chatting and collaborative paper assignments) and "face-to-face" real time group discussions via video conference. Students will learn about intercultural communication concepts and how social identities can influence communication. Students will discuss various topics with their non-UM partners such as: college life, culture/traditions, religion/spirituality, and stereotypes/prejudices.

**Course Requirements:** Classroom exercises and three 3-5 page papers (one for each partner institution). Attendance is mandatory.

**Intended Audience:** Global Scholars Program students/1st & 2nd year students interested in intercultural communication.

**Class Format:** 3 hours per week in seminar format; 90 minute sessions twice per week

<b>UC 201</b>	<b>U.S. Aviation History &amp; Its Development into Air Power</b>
<i>Section 001, 002</i>	
Credits:	1
Advisory Prerequisites:	AERO 102/Permission of instructor.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	AERO 201 - US Aviat Hist-Dev I, Section 001
Primary Instructor:	Wood, Haynes R

This course traces the development of aviation from the 18th century — a time of balloons and dirigibles — to the present, and examines how technology has affected the growth and development of air power. In addition, this course traces the use and development of air power through World War I and World War II, the Korean and Vietnamese conflicts, employment in relief missions and civic action programs in the late 1960s, and employment in military actions concluding with Desert Shield/Desert Storm.

<b>UC 270</b>	<b>University Courses Special Topics</b>
<i>Section 012</i>	<i>Global Scholars Program: Defining Critical Global Issues</i>
Credits:	2
Consent:	With permission of instructor.
Repeatability:	May be elected twice for credit.
Primary Instructor:	Yim, Jennifer Y

In this Fall semester course, we will ask the questions: "What makes a problem a problem?" and "How do we decide when a problem is bad enough that it needs a solution?" We will utilize the United Nations Millennium Development Goals (UN MDG's) as a framework to explore problems that reflect global disparities between, and sometimes within, developing and developed nations. We will follow methods used to identify the extent and nature of these disparities through research conducted by major global organizations. We will critically examine the socio-political complexities of how problems arise, are identified as problems, and are then categorized as needing solutions.

**Course Requirements:** Attendance at lectures and Collaborative Group meetings is required. Students are encouraged to take advantage of our unique living-learning environment by discussing course content outside of class with any of the 100+ students living in the GSP halls of North Quad.

**Intended Audience:** This course is the fall semester installment of the core course series for students in their first year of the Global Scholars Program (GSP) living learning community.

**Class Format:** Weekly lectures and small collaborative group meetings (similar to discussion sections).

**UC 275** **Global Intercultural Experience for Undergraduates**  
*Section 001*

Credits: 1  
Other: Experiential  
Consent: With permission of instructor.  
Other Course Info: Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term, the final grade is posted for both term's elections.  
Grading: Mandatory credit/no credit.  
Repeatability: May be elected twice for credit.  
Primary Instructor: Corvidae, Timothy

Global Intercultural Experience for Undergraduates (GIEU) is an interdisciplinary experiential introduction to intercultural learning that prepares diverse undergraduate students from various colleges for field experience interactions, and then helps students bring these experiences back to campus in socially and academically productive ways. It is a series of concentrated seminars of orientation, debriefing, and symposium.

**UC 285** **Introduction to Intercultural Study**  
*Section 001*

Credits: 1  
Other: Minicourse, Experiential  
Consent: With permission of instructor.  
Grading: Mandatory credit/no credit.  
Repeatability: May be elected four times for credit.  
Primary Instructor: Corvidae, Timothy

The course begins with two large orientation meetings centered on logistical planning, university and program expectations, and facilitated small-group discussions and experiential exercises on personal and global identity and intercultural communication. Students will take several research and self-evaluation instruments in order to learn more about themselves and their intercultural skills and communication styles, as well as to provide insight on their individual starting points for this type of learning, and develop plans and activities focused on their own development. There will be discussion of provocative films and readings and an introduction to reflective journaling with in-class writing and response sessions, producing 4-5 two-page response pieces. Two program/site-specific class meetings deal with developing program and local cultural knowledge and skills. They build on general skills from the first two general sessions, and guide students in exploring how their personal identities and beliefs might be perceived and interact in local field contexts. Finally, two peer-facilitated classes with returned participants focus on discussing and evaluating their learning plans and the integration of extra-curricular with academic program activities and expectations. Students will also have facilitated and defined interactions with our own incoming exchange students. Between each of these CLASS sessions, students will have activity tasks and experiences built around assigned readings, films, and discussions.

**Course Requirements:** Activities and assignments will be built around activities in textbooks such as: *Maximizing Study Abroad*, 2nd Edition, University of Minnesota Press by Michael Page, Andrew Cohen, Barbara Kappler, Julie Chi and James Lassegard, 2009; or *How to Get the Most Out of Your Experience* by Michele-Marie Dowell and Kelly Mirsky, Prentice Hall 2003. Either may be required for the course. Students will write journal entries and short reaction pieces to films, readings, and experiential activities, as well as lay out learning plans and intercultural experience goals.

**Intended Audience:** Participants in upcoming off-campus learning opportunities.

**Class Format:** Two general orientations of 2.5 hours each, specific orientations of 2 hours each and peer sessions of 2 hours each with additional requirement to attend local cultural events. Taught in the final 4-6 weeks of the semester prior to departure as per student schedules.

<b>UC 287</b>	<b>Integrative Intercultural Study</b>
<i>Section 001</i>	
Credits:	1
Other:	Experiential
Consent:	With permission of instructor.
Advisory Prerequisites:	Immediate past participation in off-campus experiential field-learning opportunity.
Grading:	Mandatory credit/no credit.
Repeatability:	May be elected four times for credit.
Primary Instructor:	Corvidae, Timothy

Students will complete assessment and personal evaluation tools for comparison with self-assessment prior to field experience, and examine their own documentation of field experiences. By looking at their original application essays, field journaling, blogging, or MPortfolio, students will process and digest skills gained, lessons learned, and values and habits of mind developed during their time away. Through peer-facilitated discussions and interactions with students planning to depart on similar or the same programs, students will gain insight into the processes and opportunities in intercultural learning.

May use activities and formats from textbooks such as *Maximizing Study Abroad* by Michael Page, Andrew Cohen, Barbara Kappler, Julie Chi and James Lassegard, or *How to Get the Most Out of Your Experience* by Michele-Marie Dowell and Kelly Mirsky. Either may be required for the course.

**Course Requirements:** Students will produce capstone projects of published web sites through MPortfolio or final statements of purpose to be shared, and have the responsibility of commenting on and evaluating the similar work of others. Students will also be required to participate in one related activity making a presentation to a group or class about their experience, serving as a peer advisor and discussion leaders for future participants, representing their program at a fair or other event, etc.

**Intended Audience:** Students returning to campus from field-based experiential field study.

**Class Format:** Meets first 4-6 weeks of term students return to campus: 3-4 hr large debriefing; several small 2-hr group reflective skill & project development sessions; 2-3 hr capstone project for sharing, evaluating and disseminating personal and learning outcomes.

## WOMEN'S STUDIES

### WOMENSTD 313

### Special Topics in Gender and the Humanities

*Section: 001*

*Gender and Power in Southeast Asia*

Credits: 3

Requirements & Distribution: HU

Waitlist Capacity: 99

Repeatability: May be elected twice for credit.

Meet Together Classes: ASIAN 342 - Gender&Power SE Asia, Section 001  
ASIAN 570 - Sem SE Asian Studies, Section 001

Primary Instructor: de la Cruz,Deirdre Leong

This topics course offers a perspective on gender in print and/or visual culture that focuses on how cultural artifacts are made and received. It acquaints students with how meaning is produced in works of literature, art history, drama, or film.

**Course Requirements:** varies as this is a special topics course

**Intended Audience:** Women's Studies concentrators and minors.

**Class Format:** seminar

### WOMENSTD 324

### Childbirth & Culture

*Section 001*

Credits: 4

Requirements & Distribution: SS

Advisory Prerequisites: Sophomore standing.

Other Course Info: (Gender and Health).

Repeatability: May not be repeated for credit.

Cross-Listed Classes: ANTHRCUL 325 - Childbirth&Culture, Section 001

Primary Instructor: Renne,Elisha P

This course examines childbirth from an anthropological perspective, focussing on the distinctive sociocultural configurations of childbirth practices and beliefs in several different societies. The cross-cultural study of childbirth not only provides the basis for an understanding of the cultural logic underlying these practices and beliefs, but also expands our knowledge of women's perspectives on social change and on the medicalisation of childbirth. The course considers a range of childbirth-related topics including conception, the birthing process, childbirth rituals, postpartum care of mothers and newborns, fathers' participation, miscarriage and infant mortality, changing childbirth practices, and the politics of childbirth relating to hospitalization and reproductive technologies. Based on reading and videos from studies of childbirth in African, Asian, European, Latin American, and North American societies, students' work will be evaluated through one short paper, a book review, class participation, and a midterm and a final exam.

### WOMENSTD 345

### Special Topics in Gender in a Global Context

*Section: 001*

*Psychology of Social Change: Gender and Global Feminisms*

Credits: 3

Waitlist Capacity: 99

Advisory Prerequisites: WOMENSTD 240 or AMCULT 240.



Other Course Info: (Gender in a Global Context).  
 Repeatability: May be elected twice for credit. May be elected more than once in the same term.  
 Meet Together Classes: PSYCH 401 - Special Problems, Section 001  
 Primary Instructor: Stewart, Abigail J

This course will focus on two aspects of social change through the lenses of gender and global feminisms. First we will consider how individuals generally, and feminists in particular, are shaped by changing political and economic conditions, especially during times of upheaval and rapid social transformation. We will, of course, also examine how this is different for individuals who are not raised to adulthood in such times. Second, we will examine how and why some individuals become engaged in creating social change (and others do not).

For both parts of the course, we will draw on theoretical literature in feminist theory and in social science, and on studies of the impact of social events on individuals and the role of individuals in creating social change. We will also draw upon the Global Feminisms Project, an online archive of oral histories with feminist activists in five countries (Nicaragua, Poland, China, India, and the U.S.) as a source of material in thinking about both issues.

**WOMENSTD 365 Global Perspectives on Gender, Health, and Reproduction**

*Section 001*

Credits: 3  
 Requirements & Distribution: SS  
 Waitlist Capacity: 99  
 Advisory Prerequisites: One course in either Women's Studies or AAS.  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: AAS 365 - Gender Global Health, Section 001  
 Primary Instructor: Fadlalla, Amal Hassan

Feminists and anthropologists have produced voluminous work on the body as a site of gendered and sexualized practices. Building on this rich corpus of literature, the course uses the body as a point of entry to examine the constructions and meanings of gender, health and reproduction and their constitution of social differentiation. By using various cross-cultural examples, we will discuss how gender, racial and class differences are enacted and manifested in the divisions of social spaces and in bodily conduct, function, hygiene and sickness. In its entirety, the course attempts to introduce students to the complexity of the local and global processes underlying the cultural production of gender identities and social differentiation.

**WOMENSTD 432 Advanced Topics in Gender and Health**

*Section 003*

*Introduction to Global Health: Issues and Challenges*

Credits: 3  
 Waitlist Capacity: 99  
 Advisory Prerequisites: WOMENSTD 220 or NURS 220.  
 Repeatability: May be elected twice for credit. May be elected more than once in the same term.  
 Rackham Information: Rackham credit requires additional work.  
 Primary Instructor: Eagle, Megan J

This elective course introduces the student to global health concepts and the network of organizations working to advance health care internationally. Emphasis for this course is on the global burden of disease, determinants of health and the importance of an interdisciplinary approach to health care delivery. It will provide the student with a broad introduction to programs, systems and policies affecting global health. Students will explore facets of the global health care delivery system, health care economics and the political process and its impact on the health of individuals and populations.

**Course Requirements:** Grades will be determined by: class participation, midterm exam (essay), final exam (short-answer, multiple choice) and an 8-10 page paper (topic chosen by student and professor).