

## East Asia Related Courses

### *Fall 2010*

(preliminary -- updated 3/19/10)

### **Aerospace Science**

#### **AERO 201** *Section 001*

#### **U.S. Aviation History & Its Development into Air Power**

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: Liscombe,Jonathan 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 102** *Section 001*

#### **First Year Seminar in American Studies** *Food and Culture in Asian American Communities*

Credits: 3  
Advisory Prerequisites: Enrollment restricted to first-year students, including those with sophomore standing.  
Repeatability: May not be repeated for credit.  
Meet Together Classes: WOMENSTD 151 - Gender Sem, Section 001  
  
Primary Instructor: Lawsin,Emily P

This first-year seminar introduces students to historical and contemporary issues of Asians in America, through the lens of food and culture. We will examine how foodways often shape gender roles, labor, power dynamics, and Asian American identity. Focusing on Chinese, Japanese, Filipino, Korean, Indian, and Vietnamese American communities, we will explore how "Food is our only common language."

Assignments include journals, midterm exam, and term project

#### **AMCULT 304** *Section 001*

#### **American Immigration**

Credits: 4

Repeatability: May not be repeated for credit.  
Cross-Listed Classes SOC 304 - Amer Immigration, Section 001

Primary Instructor: Pedraza, Silvia

That America is a nation of immigrants is one of the most common, yet truest, of statements. In this course we will survey a vast range of the American immigrant experience: that of the Irish, Germans, Jews, Italians, Chinese, Japanese, Blacks, Puerto Ricans, Cubans, and Mexicans. 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 East 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 the 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 is 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.

**AMCULT 311**  
*Section 001*

**Topics in Ethnic Studies**  
*Race and Mixed Race*

Credits: 3  
Repeatability: May be elected twice for credit. May be elected more than once in the same term.

Primary Instructor: Alsultany, Evelyn Azeza

This course examines how conceptions of race and mixed race have been historically shaped through law, science, and popular culture. In addition to examining the ways in which race has been socially constructed and how its meanings have changed over time, the course also explores the politics of interracial marriage, contemporary mixed race identities, and cross-racial adoption. Through an examination of historical, sociological, and autobiographical texts, the course explores a variety of themes including: census classifications, affirmative action, notions of colorblindness, questions of appearance, “authenticity,” community belonging, and the debates around the mixed race movement.

**AMCULT 314**  
*Section 001*

**History of Asian Americans in the U.S.**

Credits: 3  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes HISTORY 378 - Asian Amer Hist, Section 001

The history of Asians in America dates back over 400 years. How much have you had a chance to learn?

- What did Chinese immigrants in the 1800s do besides build the railroads?
- What was it like to be an Asian woman in the early 1900s?
- Who were the earliest Asians to come to Michigan and what did they do?
- How did the stereotypes of Asians as “coolies,” “dragon ladies,” and “gooks” arise?
- Why did the “model minority” image of Asian Americans begin?

- How does the experience of Asian Americans relate to other ethnic groups and communities of color?
- How did new immigration and refugee laws of the 1960s and 1970s lead to the exponential growth of Hmong, Indian, and Vietnamese communities in America?
- Why did the U.S. Government...
  - deny Asian immigrants the right to become U.S. citizens?
  - use military force to take control of the Philippines as a U.S. colony?
  - place Japanese Americans in concentration camps during World War II?
  - cover up a massacre of Korean civilians by U.S. troops for 50 years?

These are some of the questions we will explore in “History of Asian Americans.”

Readings will include first-hand accounts of life in America from the perspective of Asian American pioneers. Films and videos will complement readings. Course assignments provide an opportunity for students to examine the relationship between their family history and the experience of Asian Americans in U.S. history. Lectures and other course materials will critically analyze popular (mis)conceptions of Asians in America while also investigating historical issues rarely addressed by the mainstream media and K-12 education.

3 hours lecture and 1 hour discussion. No prerequisites.

## **Anthropology, Archaeological**

**ANTHRARC 385**

**The Archaeology of Early Humans**

Section 001

Credits: 4  
Advisory Prerequisites: Sophomore standing.  
Repeatability: May not be repeated for credit.

Primary Instructor: Speth, John D

This course introduces students to the many exciting new discoveries in the archaeology of our earliest human ancestors, tracing what we know of human cultural and biological evolution from the first appearance of upright, small-brained, tool-making humans, 2.0 to 2.5 million years ago, to the appearance of fully modern humans in the last 30,000 to 40,000 years. The course ends with a brief look at the dispersal of modern humans into Australia and the New World toward the close of the ice age, and the beginnings of plant and animal domestication some 12,000 years ago as human population densities in the Middle East, South Asia, and China began to spiral out of control. The course is divided into two segments. The first briefly surveys the techniques and methods used by archaeologists to find ancient archaeological sites, and how they go about studying the fossil human remains, animal bones, and stone tools from these sites to learn about ancient lifeways. This section also looks at how studies of living primates in the wild, especially chimpanzees, as well as modern hunter-gatherers, such as the Bushmen, Hadza, and Australian Aborigines, can help us to interpret the distant past. The second segment of the course turns to the actual archaeological record, looking at some of the most important finds from Africa, Asia, and Europe. In this segment, the course follows the accelerating developmental trajectory of our ancestors from the simplest tool-makers, who lacked any sign of art or religion, to humans much like ourselves, who began to bury their dead with clear displays of ritual and who adorned the walls of their caves and their own bodies with art. The course is oriented as much toward students with a general curiosity and interest in the human past as toward students who will become eventual concentrators in anthropology. Requirements include three in-class hourly exams and a series of brief essays



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;

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

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

## Asian Studies

**ASIAN 204**  
*Section 001*

**East Asia: Early Transformations**

Credits: 4  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes HISTORY 204 - E Asia:Early Trans, Section 001

Primary Instructor: Tonomura, Hitomi

This course offers an overview of political and social transformations that marked the East Asian region from the archaeological phases through early modern times, ca. 1700 CE. By focusing on the three major political units, called China, Korea and Japan today, we emphasize significant themes such as: the shifting geographical boundaries, cosmological visions and ruling principles, rebellions and reconstruction, sanctioned violence and samurai regimes, external foes and internal order, gender and sexuality, economic and technological innovations, religious and philosophical developments, literary and artistic production, and inter-regional flow of knowledge and material goods. We will read diaries, tales, and travelogues, as well as philosophical tracts, laws and judicial records, in order to enhance our comparative and intimate appreciation of the values and attitudes of individuals who lived in a particular place and at a particular moment in the long trajectory of the three thousand years of history. There are no prerequisites for enrollment. Course requirements include attendance at lectures, preparedness for and participation in discussion sections, and completion of quizzes and tests.

### REQUIREMENTS

1. Attendance at lectures. (10%)
2. Completion of assigned readings by and active participation in the weekly discussion section, and completion of quizzes given in sections. (50%)
3. Two in-class tests. (20% and 20%)

**ASIAN 230**

*Section 001*

**Introduction to Buddhism**

Credits:

4

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 the 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 251**

*Section 001*

**Undergraduate Seminar in Chinese Culture**

*The Story of the Stone*

Credits:

3

Advisory Prerequisites:

No knowledge of Chinese language is required.

Repeatability:

May not be repeated for credit.

Primary Instructor:

Rolston,David Lee

In this first-year seminar class we will try together to get a better understanding of traditional Chinese culture by reading and discussing a novel that has both been praised as a veritable encyclopedia of Chinese life, and which has mattered deeply to countless Chinese readers, some of whom read it year after year. Because the novel focuses on life within the household and the majority of its major characters are female, one of the foci of the course will be on the life of Chinese women during the time the novel was written. Class meetings will feature a number of different activities. One of these will be class debates on specific topics. The main goal of the various debates will be to permit us to get a wider and richer view of the novel and the culture that produced it, but we will also be interested in relating what we see in the novel to life around us and material we have learned in other contexts. The procedure of debating topics from different points of view will also help us be more critical about our own beliefs and predilections.

**ASIAN 252**

*Section 001*

**Undergraduate Seminar in Japanese Culture**

*Food, Identity and Community in Japan*

Credits:

3

Advisory Prerequisites:

No knowledge of Japanese language is required.

Repeatability: May be elected twice for credit.

Primary Instructor: Ito, Ken K

Students will explore the place of food in a community's understanding of itself and of others. Using modern Japanese fiction and film as our main texts, we will examine how the discourse of food defines regional and national identities, and how communities are represented through patterns of consumption or deprivation. We will probe the tension between the role of certain foods as markers of cultural authenticity and the reality of cuisine as a historically dynamic, hybrid enterprise. We will investigate the connections of gender and class to food and its preparation, and study how the sharing of food affects human alliances. In short, we will be asking what it means to eat sushi.

**ASIAN 254**

*Section 001*

**Undergraduate Seminar in Korean Culture**

*Popular Culture and Korean Society*

Credits: 3

Advisory Prerequisites: No knowledge of Korean language is required.

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

Primary Instructor: Ryu, Youngju

Following the end of the Korean War, South Korea underwent an economic development that transformed the country from one of the poorest nations in the world to one of the world's dozen largest economies. Institutional and ideological aspects of this developmental miracle are well-known, but how do we begin to understand what such a change, pursued with a speed and thoroughness rarely witnessed in history, must have meant for the people living through it? In this class, we will examine popular culture as a means of understanding the values, social structures, and customs that sustain people's lives in times of great upheaval and uprooting. Discussions will revolve around texts drawn from diverse genres including popular music, feature films, television dramas, comic books, and advertisements. Secondary readings will deepen our understanding of specific social configurations and movements within which these texts are situated and consumed.

**ASIAN 255**

*Section 001*

**Undergraduate Seminar in Asian Studies**

*Asian Travelers*

Credits: 3

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

Primary Instructor: Baxter, William H

Travel writing tells about places visited, but also tells us a lot about the travelers themselves. In this course we will read writings by Chinese, Japanese, and Korean travelers to places both real and imaginary, within and outside of Asia. Readings will range from the 2nd century BCE to the 20th century, and will describe visits to Central and Southeast Asia, India, the U.S., and Europe; the writers include explorers, diplomats, Buddhist monks, poets, soldiers, novelists, and shipwrecked sailors. The class will be conducted as a seminar: there will be three 10-page papers and no final exam. All readings will be in English.

**ASIAN 260**

*Section 001*

**Introduction to Chinese Civilization**

*Chinese Culture to the Mongols*

Credits:	4
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 1911, 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. Course assignments will not only include reading primary and secondary literature (entirely in English), but also require students to analyze visual sources. There are no books or coursepacks for this class; all readings will be available through CTools.

Assignments:

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

**ASIAN 280**

*Section 001*

**Topics in Asian Studies**

*Buddhism and Death*

Credits:	3
Repeatability:	May be elected twice for credit.
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 regardless of time and place. 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 two films. There will be no exams. Students will have the opportunity to demonstrate their engagement with the material by producing one short (4-5 page) midterm paper and one longer (8-9 page) final paper. Everyone is welcome; no previous experience is required.

**ASIAN 280**

*Section 002*

**Topics in Asian Studies**

*Tokyo and the Crowd*

Credits:

3

Repeatability:

May be elected twice for credit.

Primary Instructor:

Fukuoka, Maki

Today, the glamorous and consumerist images of Tokyo fill our imagination as a city that is illuminated by large LCD screens with uninterrupted advertisement, streets filled with the latest consumer gadgets and designer boutiques. But is that really all Tokyo has to offer to 12 million of its residents? This lecture course examines the history of the metropolis from 1800 to present through analysis of historical materials to uncover the social and cultural transformations of the city and the lives of its resident that a stereotype often obscures. Focusing on the issues of authority, gender, and class, we will explore the complex historical realities that existed in Tokyo and familiarize ourselves with expressions of the city and its residents in forms of woodblock, literature, photography, popular magazines, and films. How was the landscape of the city affected when the Tokugawa shogunate resigned and the new Imperial power was established in 1868? What attracted intellectuals and artists from other parts of Asia to come to Tokyo in the early twentieth century? How did the residents deal with the total devastation of the 1923 Great Kanto Earthquake? How did the allied occupation of Japan from 1945-1952 influence the artistic expressions about the life in Tokyo? We will engage with textual and pictorial analyses of the selected works to further our understanding and appreciation of the great metropolis beyond the glitz and slick. The grade for this course will be based on four in-class quizzes and two writing assignments (one analysis paper and one final argumentative paper).

**ASIAN 280**

*Section 003*

**Topics in Asian Studies**

*The Pleasure of Chinese Poetry*

Credits:

3

Repeatability:

May be elected twice for credit.

Primary Instructor:

Lin, Shuen-Fu

For more than two millennia, poetry has been the most esteemed form of literary expression in China. It is one of the chief imperishable glories of Chinese civilization. This course is designed to introduce students to the understanding and enjoyment of Chinese poetry as represented in a wide range of English translations. We shall read selected translations of great poems done by both poet-translators such as Ezra Pound, Kenneth Rexroth, and Gary Snyder, and noted scholar-translators such as D.C. Lau, Arthur Waley, Stephen Owen, and Burton Watson. Whenever possible we shall read more than one translation of the same poems, along with word-for-word renderings prepared for use in this class. Although the seminar will cover roughly the first 2,000 years of China's long literary history, the emphasis will not be on bulk. Rather, it will be on close reading of representative works so that students will have a chance to develop the skills to appreciate the beauty, the vitality of the lyric voice, the clarity of vision, the craft of poets, and the range and depth of imagination that characterized this long and rich poetic tradition. We will also explore larger issues such as the

nature of the Chinese language as a medium for poetry, the role of the poet in Chinese culture, and the influence of classical Chinese poetry on Imagism, the movement in early 20th-century Anglo-American poetry that favored precision of imagery and clear, sharp language. Requirements include active participation, frequent brief exercises, and several short papers (four pages each). Readings include Zong-qi Cai, ed., *How To Read Chinese Poetry: A Guided Anthology* and a course pack containing variant translations, additional selections of poems, word-for-word translations of some poems, and a small number of secondary sources.

**ASIAN 301**

*Section 001*

**Writing Japanese Women**

Credits: 3  
Advisory Prerequisites: Knowledge of Japanese is not required  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: WOMENSTD 301 - Jpn Women Lit, Section 001

Primary Instructor: Ramirez-Christensen, Esperanza

This is a course on writing by and about women — women's self-representation and male major authors' representations of women — in Japanese culture. It begins by a feminist reading of one of the world's oldest (9th-11th c.) traditions of women's writing: the memoirs, poetry, and fiction of the Heian court ladies who produced the country's first canonical literature and permanently marked its cultural self-image. It moves on to examine the semiotics of the feminine in Japanese culture using the popular image of women (including the portrayal of Heian women authors and their works) in medieval didactic and gothic tales; in the narrative painting scrolls; in the Nô and Kabuki stage, where male actors performed the "quintessentially feminine" to admiring audiences; in wood-block prints of "beauties" (courtesans or geisha) and stories of "amorous women" in the thriving new merchant culture. The third section focuses on modern women's writing, in particular its resistance to the intervening representations of the feminine and its own productive rereading of the Heian "mothers" in the process of recuperating women's ancient place in the critical representation of Japanese society. Along with primary sources in literature and the visual arts, secondary sources will include theoretical readings in the psychology of sex, love, and death by Freud, Kristeva, Lacan, and Bataille; in the field of cultural production by Bourdieu; in feminist theories of reading in the Anglo-American academy. Materials and focus will vary from year to year.

To be offered in the fall semester alternately with ASIAN 300.

Requirements: three short essays, an oral presentation, and a final exam.

**ASIAN 317**

*Section 001*

**The Literature of Edo Japan: Poetry, Drama, and Fiction 1600-1900**

Credits: 3  
Repeatability: May not be repeated for credit.

Primary Instructor: Zwicker, Jonathan E

This course is an introduction to the major literary works of the Edo Period (1600-1900) with an emphasis on the ways in which the literature of this period relates to its historical and social contexts. Themes will include the reception and circulation of classical and medieval texts; the emergence of new genres of poetry (haiku) and theater (kabuki and puppet theater); the rise of the prose novel; and the introduction of western literature in the late nineteenth century. In addition to canonical authors (Matsuo Basho, Ihara Saikaku, Chikamatsu



"revolutionary tradition." The course will draw on selected readings from secondary sources, as well as fiction and translated primary sources. The course should enable students to identify and explain the significance and relevance of major figures, terms, events and institutions in Chinese political and social history from 1790 to 2000 by using supporting evidence from course readings. Students will acquire a nuanced and critical understanding of how the transformation in China in the 19th and 20th centuries has been characterized by both continuity and rupture.

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

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

Class Format: 3 hours each week in lecture format.

**ASIAN 361**

*Section 001*

**The Pursuit of Happiness in the Chinese Tradition**

Credits: 3  
Repeatability: May not be repeated for credit.

Primary Instructor: Lin, Shuen-Fu

The thematic focus of this course is what the philosopher-psychologist William James observed a century ago:

"How to gain, how to keep, how to recover happiness is in fact for most men at all times the secret motive of all they do, and of all they are willing to endure."

Although the idea of the "pursuit of happiness" has a privileged place in American thinking, reflections on the happiness question can readily be found in many other cultures through the ages as well. In this course, we will study texts from Chinese civilization as their creative and thinking authors pondered this age-old question and the meaning of life. We will discuss such issues as the generally life-affirming world views of the Chinese; the debates on how to construct a perfect society; what constitutes a good life; the fulfillments of spiritual cultivation, love and marriage, having a family and friends, work and play, and public service and/or private artistic and scholarly pursuit; and attitudes towards fate, suffering, evil, war, and death. Texts selected will be works of literature in the broad sense of the word, including philosophical, historical, and religious texts as well as belles-lettres. The course covers mainly the period from early times to the 18th century, but several works from later eras will also be included.

Sample readings are:

- texts in Confucianism, Taoism, Legalism, and Buddhism;
- the historical account of the First Emperor of Qin who created the Chinese empire in 221 BCE;
- the works of China's greatest recluse-poet Tao Qian (365 - 427);
- the song lyrics of the woman poet Li Qingzhao (1084 - ca. 1151);
- *The Plum in the Golden Vase*, an anonymous 16th-century novel that passionately depicts the dying of the Ming dynasty (1368-1644) through the main characters' relentless indulgence in the four vices of "wine, lust, greed, and anger"; and

- Six Chapters of a Floating Life by Shen Fu (1763 - after 1809), a true story about an ordinary artistic couple who were ostensibly failures in life, but happy in their failures.

The format of this course combines lectures with some discussion in class. Active participation during class, three short papers (5-6 pages each), one ten-minute PowerPoint presentation on assigned readings, and a final examination are required.

**ASIAN 370**

*Section 001*

**Acupuncture: Historical and Contemporary Transformations**

Credits: 3  
Repeatability: May not be repeated for credit.  
Primary Instructor: Brown, Miranda D

This seminar covers the history of acupuncture in late imperial and particularly contemporary China. It introduces students to the basic conceptual vocabulary and major approaches to the subject. The course falls into four parts, each of which will emphasize different aspects of this rich and complex subject matter:

1. the basic conceptual vocabulary of acupuncture;
2. the historical roots and cultural background of acupuncture during the classical period (206 BCE-220 CE);
3. the historical transformations of acupuncture in middle-period and early-modern China (9th century to 18th century);
4. and the development of acupuncture in modern and contemporary China.

Three broad themes will emerge from our readings and discussions: first, the dynamic, rather than fixed, nature of acupuncture; second, the role of social and political forces in shaping the content of acupuncture theory; and third, the impact of Western science in discrediting, legitimating, and transforming acupuncture in recent years.

All are welcome; no prior knowledge of Chinese medicine, Chinese language, or Chinese history required. Two 10-minute presentations on the reading assignments, preferably in PowerPoint (30%). Two 6-8-page papers (each 30%). Active participation (10%).

**ASIAN 380**

*Section 002*

**Topics in Asian Studies**

*Seeing and Showing Asia*

Credits: 3  
Repeatability: May be repeated for a maximum of 6 credit(s).  
Primary Instructor: Fukuoka, Maki

Is there any difference in seeing a Buddhist sculpture in a Japanese Buddhist temple or an art museum today? What kinds of logics are there in the temple, for instance, to guide and enhance our experiences? What do we make of their differences; what are the tools we can use to articulate their differences? And do these differences matter? To whom? The goal of the course is to become familiar with the conceptual vocabularies and strategies to talk about seeing. We will situate the prevalent concepts, such as perspective and objectivity in relation to examples drawn from Asian cultures. The course will be structured in two parts. In the first half of the academic term, we will focus on "Seeing in Asia" — looking at materials related to religiously and culturally specific practices and beliefs (Buddhism, Hinduism, medicine, astronomy, photography for instance) to address how the act of seeing has been approached historically within Asia. The second half of

the semester will be devoted to "Showing Asia" — in which we will deal specifically with the exhibition practices of Asian materials both in and outside Asia, and trace the historical contexts in which Asian objects have been displayed. The grading for the course will be based on two writing assignments (commonplace phrase book and the final research project), one in-class assignment (show and tell), and a quiz for each section.

**ASIAN 380**

*Section 003*

**Topics in Asian Studies**

*Religion and Modernity*

Credits:

3

Repeatability:

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

Primary Instructor:

Mandair, Arvind-Pal Singh

What are people looking for when they turn to religion, and what kind of fulfillment do they find in the experience? Why did religion seem to have disappeared by the mid-20th century before returning with a vengeance only a few decades later? Is 'religion' sui generis or was it invented in the 19th century, the product of the Western scholarly imagination? The aim of this course is to get students to think critically about religion in its many facets by introducing students to important contemporary themes and to the writings of key thinkers who have influenced the contemporary understanding and academic study of religion. We will discuss the construction of the modern concept of religion and its career as a theoretical concept, as an academic discipline and as a public discourse. In addition, this course situates the problem of religion and its study (and thus of modernity, secularism, and globalization), in relation to imperialism and colonial forms of knowledge and power. Students should therefore expect to become acquainted with philosophical approaches to the study of religion and to the work of theorists who have contributed to some of the main debates in modern religious studies. By way of reference to historically specific studies of Asian and Western religious traditions, students will also be expected to examine a variety of critical issues that intersect with the contemporary study of religion, such as gender, science, fundamentalism, belief, politics, capitalism, mysticism and spirituality, secularization, postcoloniality, postmodernism, pluralism etc. The course will be taught through a combination of lecture and student colloquia.

**ASIAN 380**

*Section 004*

**Topics in Asian Studies**

*The Perils of Peony Pavilion: Modern Stagings of a Classical Chinese Play*

Credits:

3

Repeatability:

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

Primary Instructor:

Rolston, David Lee

A monumental work in 55 scenes, *The Peony Pavilion* has been a cherished object of consumption both on stage and on the page for over 400 years. In it a young girl, denied a timely marriage by her parents, dreams up a lover for herself, but dies of lovesickness when she cannot repeat the experience. As a ghost, she tracks down her lover and persuades him to resurrect her. Then there is the question of whether this couple can be integrated into society.

Dueling American productions of the play were scheduled to premiere in the U.S. in 1998 for the 400th anniversary of the completion of the play, but the Shanghai Cultural Bureau prevented that, despite attempted intervention by both President Clinton and Henry Kissinger. Recent productions of the play include a 1998 avant-garde version directed by Peter Sellars, an almost 20-hour version that premiered at Lincoln Center in

1999, a three-night version of the same year that the PRC spent a lot of money on, a “Toy Theater” production, and a “Young Lovers” edition produced by the famous novelist Kenneth Pai (Bai Xianyong).

In this course we will read the play in English translation(s), look at the sources for the play, its historical and cultural background, and how it is similar and different from other plays of its time and genre. But, the emphasis will be on the various versions of the play performed in China and abroad. We will also be concerned with the question of why this play has been so important since it was first written by Tang Xianzu over 400 years ago. Besides viewing videotapes, artists connected with the recent productions of the play will be brought to Ann Arbor to meet the class and engage in other activities on campus related to The Peony Pavilion and the type of Chinese drama it represents. If you have questions about this course, please contact the instructor at drolston@umich.edu.

**ASIAN 381**

*Section 001*

**Junior/Senior Colloquium for Concentrators**

*Critical Approaches to Asian Studies*

Credits: 3  
Enforced Prerequisites: ASIAN 235 with at least a C-  
Advisory Prerequisites: Junior or senior standing and concentration in Asian Studies.  
Repeatability: May not be repeated for credit.

Primary Instructor: Zwicker,Jonathan E

This course is intended to familiarize Asian Studies students with major theories of interdisciplinary study in literature and history and provide a critical context for the study of Asia. We will think about how critical models and methods can broadly inform work on Asian history, literature, and cultural studies and how these tools can be brought to bear on archival material in the research collections of the University of Michigan. Readings will be drawn from classics in the fields of anthropology, art history, historiography, and literary theory as well as recent work in Asian studies.

Students will write three essays over the course of the semester which explore how to relate our in-class readings to the student’s own research interests. The first two essays are 5-7 pages, the third is 8-10 pages in length. In addition, each student will be expected to lead classroom discussion twice during the academic term. Regular attendance and active participation are required.

**ASIAN 420**

*Section 001*

**Korean Literature in Translation**

Credits: 3  
Other Course Info: Taught in English.  
Repeatability: May not be repeated for credit.

Primary Instructor: Ryu,Youngju

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





- Mid-term project (20%)
- Final project (30%)

**ASIAN 501**  
*Section 001*

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

Credits:	3
Consent:	With permission of department.
Advisory Prerequisites:	Permission of instructor.
Repeatability:	May be elected twice for credit.
Cross-Listed Classes	ANTHCUL 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.

**ASIAN 550**  
*Section 001*

**Seminar in Cultural and Comparative Studies of Asia**

Credits:	3
Advisory Prerequisites:	Graduate standing.
Repeatability:	May be elected three times for credit. May be elected more than once in the same term.

Primary Instructor: Florida, Nancy K

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

critical theory and productive ways of using it in the study of cultures across national and/or disciplinary boundaries.

**ASIAN 553**

*Section 001*

**Classical Japanese Poetry**

*Edo Haikai (Comic Linked Poetry) and Haibun*

Credits:

3

Advisory Prerequisites:

ASIANLAN 434.

Repeatability:

May be repeated for a maximum of 9 credit(s).

Primary Instructor:

Ramirez-Christensen,E

The Edo or early modern period (1600-1868) was ushered in by a revolution in poetic language that questioned the canonical themes and images of classical poetry to make way for a new popular culture constructed around re-visioning the past. In this seminar, we will read the poetry of the iconoclastic Danrin school, including selections from Saikaku and the group around Bashô, and then examine his haibun in the travel journal, *Oku no hosomichi* (The Narrow Road to the Deep North).

As most of the readings are available in English translation, interested seniors and graduate students in other fields such as translation studies and world literature are also welcome. Class work includes discussion, oral presentation, response essays, and a term paper.

**ASIAN 554**

*Section 001*

**Modern Japanese Literature**

*Shifting Hierarchies: Class and Status in Meiji Fiction*

Credits:

3

Advisory Prerequisites:

ASIANLAN 428.

Repeatability:

May be repeated for a maximum of 9 credit(s).

Primary Instructor:

Ito,Ken K

This seminar explores the relationship of social stratification to the fiction of the Meiji period (1868-1912). The abolition of the Edo status system and the growth of a capitalist nation-state generated new occupational categories and transformed social hierarchies in Meiji Japan. The discourses used to understand the social order were in continuous flux. This term's seminar will examine how the discourses of status and class affect the definition of what is "literary" and how social hierarchy was represented in fiction during this period of change.

## Asian Languages

**ASIANLAN 101**

*Section 001*

**First Year Chinese I**

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.



126 with the students who have passed ASIANLAN 125 and finish first year Japanese together at the end of the Winter semester.

Crs Requirements: Exams (Midterm & Final) comprise grammar points emphasized in the various lessons; oral interviews; listening comprehension; and reading/writing. The oral interviews may occur outside of the scheduled class period. Quizzes (both vocabulary and Kanji) for each lesson will be given during the first 5-10 min of class. Lesson tests (lasting 50 minutes) will be given 4 times during the semester. Students must actively participate in class in order to learn Japanese and improve their language skills. Students' participation in classroom activities, pair-work, dialogue presentation, answering questions, cooperation, and general attitude will be taken into consideration when grading. Assignments include:

1. Kanji practice sheets;
2. listening comprehension;
3. grammar and reading exercise sheets;
4. compositions; and speech presentations at the end of the semester.

Intended Audience: Students across many disciplines who have a little background in Japanese language but are not yet ready to be placed into a higher-level course (i.e. ASIANLAN 126 or ASIANLAN 225).

Class Format: Small class that integrates the traditional lecture and recitation components. Meets 3 hours per week.

**ASIANLAN 125**

*Section 001*

**First Year Japanese 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 127 or 129.

Repeatability:

May not be repeated for credit

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

**ASIANLAN 129**

*Section 001*

**Intensive Japanese I**

Credits:

10

Credit Exclusions:

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

Repeatability:

May not be repeated for credit.

Cross-Listed Classes

RCLANG 196 - Intensive Japanese I, Section 001

Primary Instructor: Sato, Tetsuya

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

**ASIANLAN 135**

*Section 001*

**First Year Korean I**

Credits: 5  
Credit Exclusions: Native or near-native speakers of Korean are not eligible for this course. No credit granted to those who have completed or are enrolled in ASIANLAN 137.  
Repeatability: May not be repeated for credit.

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

**ASIANLAN 138**

*Section 001*

**Reading and Writing Korean I**

Credits: 5  
Credit Exclusions: No credit granted for students who have completed or are enrolled in ASIANLAN 135, 136, or 137.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Ko, Insung

This course, the first of the two-term sequence (ASIANLAN 138 and ASIANLAN 238), is for students who were raised 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**

*Section 001*

**First Year Tibetan I**

Credits:	4
Credit Exclusions:	Graduate students should elect BUDDHST 501.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Ga, Yang

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.

**ASIANLAN 201**

*Section 001*

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

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, writing). An underlying theme of the course is that, insofar as language is a systematic reflection of

culture, understanding the link between language and culture can make the language easier—and more fascinating—to learn. The text for the course is Integrated Chinese (Level Two) — Textbook and Workbook.

**ASIANLAN 204**                      **Second Year Chinese for Mandarin Speakers**

*Section 001*

Credits:	4
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 201, 202, or 203.
Enforced Prerequisites:	ASIANLAN 104
Lang Req:	This course is part of the Language Requirement sequence.
Repeatability:	May not be repeated for credit.

This course, a continuation of ASIANLAN 104, is designed for students with native or near-native speaking ability in Chinese. The class, conducted in Chinese, will meet four hours a week with a focus on reading and writing. Coursework will be graded on the basis of classroom performance, quizzes, tests, and homework assignments. Students are required to register for both a lecture section and a recitation section. Those who have not taken ASIANLAN 104 must have the instructor's permission in order to register for this course. Most students will receive this permission via a placement test. For test information, please refer to <http://www.lsa.umich.edu/asian/language/> or contact the instructor. Students who have completed ASIANLAN 204 should be able to read simple articles and write short essays, and merge with students on the regular track into ASIANLAN 301. They should typically register for ASIANLAN 301 (or ASIANLAN 309 in some cases) if they want to continue their Chinese studies.

**ASIANLAN 225**                      **Second Year Japanese I**

*Section 001*

Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 227 or 229.
Enforced Prerequisites:	ASIANLAN 126, 127 or 129.
Advisory Prerequisites:	Native or near-native speakers of Japanese are not eligible for this course.
Repeatability:	May not be repeated for credit.

Further training is given in all four language skills (speaking, reading, listening, and writing) for students who have acquired basic language proficiency. The aim of the oral component is to provide the students with the speaking and comprehension skills necessary to function effectively in more advanced practical situations in a Japanese-speaking environment. In the reading and writing component, emphasis is on reading elementary texts, developing an expository style, and writing short answers/essays in response to questions about these texts. Approximately 110 Kanji are covered.

Students are required to attend five hours of class per week: two hours of lecture and three hours of recitation. Recitation sessions emphasize speaking/reading in Japanese at normal speed with near-native pronunciation, accent, and appropriate body language and are conducted entirely in Japanese. Analyses, explanations, and discussions involving the use of English are reserved for lectures.

**ASIANLAN 235**                      **Second Year Korean I**

*Section 001*

Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 237 or 238.
Enforced Prerequisites:	ASIANLAN 136 or 137
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.

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

**ASIANLAN 265**                      **Second Year Tibetan I**  
*Section 001*

Credits:	4
Enforced Prerequisites:	ASIANLAN 166
Repeatability:	May not be repeated for credit.
Primary Instructor:	Ga, Yang

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**                      **Third Year Chinese I**  
*Section 001*

Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 303 or 304.
Enforced Prerequisites:	ASIANLAN 202 or 203





pinyin drills, exclusively consist of guided oral practice and corrections. Native Cantonese speakers without an advanced level in reading and writing are encouraged to attend Chinese core courses or, if qualified, ASIANLAN 305.

**ASIANLAN 325**                      **Third Year Japanese I**

*Section 001*

Credits: 4  
Credit Exclusions: No credit granted to those who have completed or are enrolled in ASIANLAN 327.  
Enforced Prerequisites: ASIANLAN 226, 227, or 229.  
Advisory Prerequisites: Native or near-native speakers of Japanese are not eligible for this course.  
Repeatability: May not be repeated for credit.

This course of three one and a half hour lecture/recitation classes a week aims to cultivate an intermediate level of linguistic, pragmatic, and socio-cultural language competence. Developing reading skills is one of the focuses of this course. The textbook consists of main texts, pre and post activities, conversation and grammar practices, cultural video clips, kanji practice sheets, etc. A variety of topics from traditional to current aspects of Japan are introduced in the text, and approximately 600 kanji are covered. Various kinds of projects such as skits, individual speech presentations, and short writings are assigned throughout the academic term.

**ASIANLAN 335**                      **Third Year Korean I**

*Section 001*

Credits: 4  
Enforced Prerequisites: ASIANLAN 236, 238 or 237  
Advisory Prerequisites: Native or near-native speakers of Korean are not eligible for this course.  
Repeatability: May not be repeated for credit.

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

review and strengthen their grasp of some basic areas of grammar,  
build their active and passive vocabulary through class activities and readings,  
improve their speaking ability by regular participation in small-group discussions, skits, and presentations in class,  
expand reading and vocabulary skills through Hanja and extra authentic materials,  
improve their writing by regular homework assignments and essays, and  
work with video tapes, DVDs, CDs, and sites on the web appropriate to the cultural themes covered in class.  
Prerequisite: ASIANLAN 236. Students with previous experience with Korean should contact the instructor for placement into the course.

**ASIANLAN 401**                      **Fourth Year Chinese I**

*Section 001*

Credits: 4  
Enforced Prerequisites: ASIANLAN 302, 303, or 304  
Repeatability: May not be repeated for credit.



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*

**Media Japanese I**

Credits: 3  
Enforced Prerequisites: ASIANLAN 326 or 327  
Advisory Prerequisites: ASIANLAN 326 with B- or above or pass a placement test.  
Repeatability: May not be repeated for credit.

The course consists of two, one and a half hour lecture/recitation classes a week and aims to cultivate an advanced level of linguistic, pragmatic, and socio-cultural language competence. In order to facilitate the simultaneous development of all four skills at an advanced level, various media resources including newspaper articles, Internet websites and films are incorporated as supplemental materials. The course is focused on increasing the number of complex sentences and expressions to build up to a coherent paragraph and also increasing the understanding and knowledge of Japanese society and culture. The acquired knowledge should be reflected in students' opinions and impressions described in both speaking and writing.

**ASIANLAN 429**

*Section 001*

**Japanese Through Business and Social Topics I**

Credits: 3  
Enforced Prerequisites: ASIANLAN 326 or 327  
Advisory Prerequisites: ASIANLAN 326 with B- or above or pass a placement test.  
Repeatability: May not be repeated for credit.  
Rackham Information: Rackham credit requires additional work.

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

**ASIANLAN 433**

*Section 001*

**Classical Japanese I**

Credits: 4  
Enforced Prerequisites: ASIANLAN 226 or 227  
Repeatability: May not be repeated for credit.

Primary Instructor: Ramirez-Christensen,E

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.

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

Credits: 3  
Enforced Prerequisites: ASIANLAN 336  
Repeatability: May not be repeated for credit.

ASIANLAN 435 is the first of the two-term sequence of Fourth-Year Korean. This course is designed to cultivate an advanced level of linguistic, pragmatic, and socio-cultural language competence in Korean and to develop functional proficiency at all four aspects of languages: reading, writing, speaking, and listening. The class materials include authentic materials such as newspaper articles, short stories, essays, films, TV dramas, songs, etc. The checkpoints for evaluation include quizzes, exams, presentations, homework assignments, essays, and class discussion/participation.

Prerequisite: ASIANLAN 336. Students with previous experience with Korean should contact the instructor for a placement into the course.

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

Credits: 2  
Advisory Prerequisites: ASIANLAN 326 with A- or above or pass a placement test. Students must also have mastery of over 1500 kanji and a solid foundation in grammar and reading.  
Repeatability: May not be repeated for credit.  
Rackham Information: Rackham credit requires additional work.

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.

## Chinese Studies

### CCS 501

*Section 001*

### Social Scientific Studies of Historical and Contemporary China

Credits:	3
Consent:	With permission of department.
Advisory Prerequisites:	Permission of instructor.
Repeatability:	May be elected twice for credit.
Cross-Listed Classes	ANTHCUL 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 650

*Section 001*

### Independent Study in Chinese Studies

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*

## **Master's Thesis in Chinese Studies**

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.

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*

### **Minicourse in Japanese Studies**

#### *Civil Society in Japan*

Credits:	1 - 2
Other:	Minicourse, WorldLit
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:	Kage,Rieko

A growing body of research suggests that civil society crucially affects governmental performance, economic growth and development, and public goods provision. This mini-course explores three main issues:

1. What is civil society? To what extent is the "Western" notion of civil society applicable to the Japanese context?
2. What are the political, economic, and social effects of Japanese civil society?
3. What are the various forces that shape the configuration of civil society in Japan?

The course will draw on both historical and contemporary cases and will, to the extent possible, examine Japanese civil society in comparative perspective..

### **CJS 591**

*Section 001*

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

Credits:	1 - 4
Other:	Independent
Waitlist Notes:	Please contact CJS Student Services Coordinator for enrollment processing.
Consent:	With permission of department.
Advisory Prerequisites:	Enrollment in Asian Studies: Japan MA program. Permission of instructor.
Repeatability:	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 799**

*Section 001*

### **Master's Essay in Japanese Studies**

Credits:	1 - 6
Other:	Independent
Waitlist Notes:	Please contact CJS Student Services Coordinator for enrollment processing.
Consent:	With permission of department.
Advisory Prerequisites:	Enrollment in Asian Studies: Japan MA program. Permission of instructor.
Repeatability:	May be repeated for a maximum of 6 credit(s).

This course is used to fulfill the Master's Essay requirement for students in the Asian Studies: Japan Master's Program. Under the supervision of two faculty members from the Center for Japanese Studies, the student completes a substantial research paper reflecting interdisciplinary training and the ability to use western and Japanese language sources.

## **Classical Civilization**

### **CLCIV 328**

*Section 001*

### **Ancient Languages and Scripts**

Credits:	3
Repeatability:	May not be repeated for credit.
Primary Instructor:	Fortson, Benjamin W



An introduction to the study of ancient languages and scripts, concentrating on (but not limited to) those of the Mediterranean Basin and Mesopotamia. Topics covered will include the origin and development of writing (including consideration of China, Central America, and elsewhere); the history of the decipherment of certain scripts (Egyptian hieroglyphics, Mesopotamian cuneiform writing, Linear B); the recovery of the pronunciation and structure of dead languages; how we figure out what texts in dead languages say; ancient views on language, etymology, and language change, and more recent views on the same subjects. Several weeks of the course will focus specifically on Greek and Latin, their history and structure, and their influence on English and other modern languages. Work in the course will include decipherment exercises, acquiring rudimentary knowledge of selected ancient scripts and languages, and learning various analytical tools in dealing with ancient sources. No knowledge of any ancient language or of linguistics will be assumed.

## Communication Studies

### COMM 439

*Section 001*

### Seminar in Journalistic Performance

*Infowars*

Credits:

3

Repeatability:

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

Meet Together Classes

COMM 439 - Journalism Perf, Section 002

All revolutions are information revolutions, at least in part. Political pamphlets helped undermine Britain's grip on the American colonies; Ayatollah Khomeini used cassette recordings to topple the Shah of Iran; telexes and faxes hastened the collapse of communism. The course will examine the struggle for the control of information, from colonial America to modern-day China, and the technologies that have facilitated information revolutions, from the typewriter to the Internet.

## Dutch and Flemish Studies

### DUTCH 160

*Section 001*

### First Year Seminar: Colonialism and its Aftermath

*Issues in Race & Ethnicity*

Credits:

3

Requirements & Distribution:

RE, HU

Other:

FYSem, WorldLit

Advisory Prerequisites:

Enrollment restricted to first-year students, including those with sophomore standing.

Other Course Info:

Taught in English.

Repeatability:

May not be repeated for credit.

Primary Instructor:

Broos, Ton J

The course introduces first-year students to cultural studies in general and Dutch Studies in particular, integrating social, political, and economic history with literary renderings, and artistic representations of colonialism. The Netherlands has been an active participant in shaping the world as we know it, through mercantile and political involvement around the globe. The Dutch were colonizers of Indonesia and its many islands, founders of New Amsterdam/New York, traders in West Africa, first settlers in Capetown in South

Africa, and the first trading partners with the Japanese. The Netherlands held colonial power over Suriname until 1975; other West Indies islands, i.e., Aruba, Bonaire, Curaçao are still part of the Dutch Kingdom.

We will trace the origin and development of the Dutch expansion in the world, how countries were conquered and political systems were established. Mercantile gains as shown in the spice trade and the many aspects of the slave trade will be emphasized. The role of the Dutch East India Company (VOC), once called the world's largest multinational in the 17th and 18th century, will be examined. We will read from the vast body of Dutch literary works related to the East and West Indies, started as early as the 17th century.

## Economics

### **ECON 490**

*Section 001*

### **Topics in Microeconomics**

*Korean Economy*

Credits:	3
Waitlist Capacity:	unlimited
Enforced Prerequisites:	ECON 401 with a grade of C- or better; or Graduate standing.
Advisory Prerequisites:	ECON 404 or 405.
Repeatability:	May not be repeated for credit.

Primary Instructor: Baak, Saangjoon

Sections cover specialized topics and topics that span subfields in economics. The topics are presented at an advanced undergraduate level. Topics vary with the interests of the faculty member teaching the section.

## English Language and Literature

### **ENGLISH 627**

*Section 001*

### **Critical Theories and Cross-Cultural Literature**

*Asian American Cultural Studies*

Credits:	3
Consent:	With permission of department.
Advisory Prerequisites:	Graduate standing and permission of instructor.
Repeatability:	May not be repeated for credit.
Meet Together Classes	AMCULT 699 - Amer Cult-Lit, Section 002

Primary Instructor: See, Sarita

This is a course in rhetorical and cultural analysis, in which texts are read against a background of texts of other kinds, drawn from a wide variety of genres and cultural contexts. The hope is that by asking similar questions of these divergent materials they may be seen as mutually illuminating. Our questions focus upon: the kind of language a particular writer inherits, including both the terms by which it is organized and the social and linguistic practices it authorizes (this is a kind of cultural criticism); upon the writer's transformation of that language in the particular text (this is a form of aesthetic criticism); and upon the kind of community the text creates both with its reader and with those it talks about (this is a form of ethical and political criticism). The texts will vary from year to year.

## History of Art

### **HISTART 388**

*Section 001*

### **Norm and Storm: Rebellion in Art**

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

The role of the dissenting voice, or “rebel,” is a familiar one in the late twentieth-century. This course offers training in the critical reading of images by taking a hard look at the history of the dissenting voice, in China and in Europe, across a range of historical periods, right up to the present. Major topic areas:

- The Politics of Resistance
- Contesting Artistic Canons
- Challenging Social Norms

Most of the reading will focus on how individuals have challenged authorities in the past, but periodically we will read recent editorials and cultural criticism. The aim is that students should acquire a sense of the complexities of cross-cultural comparison by examining works celebrating maverick social or political behavior; artists whose reputation is associated with such behavior; and works which question or subvert racial, gender or class/occupational norms. We will also consider how rebellion itself can be pressed into service as a special kind of norm. Requirements include one short paper, a midterm and a final examination. There are no prerequisites for this course. Estimated cost of materials, \$0.00. Readings will be posted online.

### **HISTART 394**

*Section 002*

### **Special Topics**

*Art and Politics after 1945*

Credits:	3
Advisory Prerequisites:	Upperclass standing.
Repeatability:	May be repeated for a maximum of 12 credit(s). May be elected more than once in the same term.
Primary Instructor:	Kee, Joan

Among the most embedded issues in histories of modern and contemporary art is the relationship between art and politics. Often this relationship is configured as a binary struggle between resistance and complicity. In some respects, this configuration reflects the extent to which this relationship has been mediated through studies of artmaking under the most extreme forms of political rule, such as those enacted in Nazi Germany and Stalinist Russia. Authoritarian forms of government certainly prevailed in many parts of the world, especially after 1945. However, the diversity of these forms catalyzed the production of a remarkably diverse range of works that helped define the emergence of a radically changed world order. Focusing on art after 1945, this course will examine artistic production and reception under various forms of authoritarian rule. Special emphasis will be given to artistic production in countries newly liberated from Western and Japanese imperial rule following the end of World War II. Given the vast scope of this subject, this course will adopt a case study model. Included among the anticipated case studies are works made during the rule of Léopold Senghor in Senegal, the interventions of Cildo Meireles in post-1964 Brazil, ink painting in Maoist China, and social realism in the Philippines under Ferdinand Marcos. At the broadest level, this course is itself a case study that seeks to explore different ways of understanding art’s manifold relationships to various modes of social regulation categorized under the rubric of politics.

**HISTART 694**

*Section 001*

**Special Studies in the Art of China**

Credits: 2 - 3  
 Advisory Prerequisites: Graduate standing and permission of instructor.  
 Repeatability: May be repeated for a maximum of 9 credit(s).  
 Primary Instructor: Powers, Martin J

Throughout the 20th century, prominent critics of European and American art reacted keenly to theories of art in China. Roger Fry, Clement Greenberg, Hubert Damisch, Norman Bryson, James Elkins, Hal Foster, and Yve-alain Bois, among others, either marveled at or maligned Chinese ideals of spontaneity, calligraphic brushwork, and sudden "enlightenment." Just this year the Guggenheim held a major exhibition exploring the continuous interaction between American art and Asian ideals and practices from 1850 to the present. Although the exhibition offers rich material for study, it leaves the underlying problem untheorized. This course is designed to provide a critical view of transculturation in modern art, exploring ways to problematize works explicitly engaged with the construction or deconstruction of things interpreted as "Asian." We'll begin with a review of Song theories of art, as these are most often cited by Western modernist writers. Some 17th century material will be covered as well before turning to the work of 20th century critics. Among other concerns, we'll examine the role of internationalism, identity politics, and translingual process in articulations of art theory constructed as "Asian" in modernist discourse. Requirements include participation in class discussion, an oral progress report, and a written term paper. Readings will be available online.

**History**

**HISTORY 204**

*Section 001*

**East Asia: Early Transformations**

Credits: 4  
 Requirements & Distribution: HU  
 Other: WorldLit  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: ASIAN 204 - E Asia:Early Trans, Section 001  
 Primary Instructor: Tonomura, Hitomi

This course offers an overview of political and social transformations that marked the East Asian region from the archaeological phases through early modern times, ca. 1700 CE. By focusing on the three major political units, called China, Korea and Japan today, we emphasize significant themes such as: the shifting geographical boundaries, cosmological visions and ruling principles, rebellions and reconstruction, sanctioned violence and samurai regimes, external foes and internal order, gender and sexuality, economic and technological innovations, religious and philosophical developments, literary and artistic production, and inter-regional flow of knowledge and material goods. We will read diaries, tales, and travelogues, as well as philosophical tracts, laws and judicial records, in order to enhance our comparative and intimate appreciation of the values and attitudes of individuals who lived in a particular place and at a particular moment in the long trajectory of the three thousand years of history. There are no prerequisites for enrollment. Course requirements include attendance at lectures, preparedness for and participation in discussion sections, and completion of quizzes and tests.

**REQUIREMENTS**

1. Attendance at lectures. (10%)





**HISTORY 378**

*Section 001*

**History of Asian Americans in the U.S.**

Credits:	3
Requirements & Distribution:	SS
Repeatability:	May not be repeated for credit.
Cross-Listed Classes	AMCULT 314 - Asian Amer Hist, Section 001

The history of Asians in America dates back over 400 years. How much have you had a chance to learn?

- What did Chinese immigrants in the 1800s do besides build the railroads?
- What was it like to be an Asian woman in the early 1900s?
- Who were the earliest Asians to come to Michigan and what did they do?
- How did the stereotypes of Asians as “coolies,” “dragon ladies,” and “gooks” arise?
- Why did the “model minority” image of Asian Americans begin?
- How does the experience of Asian Americans relate to other ethnic groups and communities of color?
- How did new immigration and refugee laws of the 1960s and 1970s lead to the exponential growth of Hmong, Indian, and Vietnamese communities in America?
- Why did the U.S. Government...
  - deny Asian immigrants the right to become U.S. citizens?
  - use military force to take control of the Philippines as a U.S. colony?
  - place Japanese Americans in concentration camps during World War II?
  - cover up a massacre of Korean civilians by U.S. troops for 50 years?

These are some of the questions we will explore in “History of Asian Americans.”

Readings will include first-hand accounts of life in America from the perspective of Asian American pioneers. Films and videos will complement readings. Course assignments provide an opportunity for students to examine the relationship between their family history and the experience of Asian Americans in U.S. history. Lectures and other course materials will critically analyze popular (mis)conceptions of Asians in America while also investigating historical issues rarely addressed by the mainstream media and K-12 education.

3 hours lecture and 1 hour discussion. No prerequisites.

**HISTORY 397**

*Section 003*

**History Colloquium**

*Protest, Rebellion and Revolution in Japan*

Credits:	4
Consent:	With permission of department.
Advisory Prerequisites:	Enrollment limited to junior and senior History concentrators by permission only. History concentrators are required to elect HISTORY 396 or 397.
Repeatability:	May be repeated for a maximum of 8 credit(s).
Primary Instructor:	Pincus, Leslie B

Intensive examination of historical problems of limited scope either as delimited historical events (e.g., the French Revolution) as single analytical themes developed over time (e.g., urbanization in America), or as problems in the philosophy of history (e.g., objectivity, determinism). Classes of twenty students or less are

designed to exploit an educational setting unlike that of the large lecture course. Major stress on critical reading and class discussion.

**HISTORY 397**

*Section 006*

**History Colloquium**

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

Credits: 4

Consent:

Advisory Prerequisites:

Repeatability:

Primary Instructor:

With permission of department.

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

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

Mrazek,Rudolf

Intensive examination of historical problems of limited scope either as delimited historical events (e.g., the French Revolution) as single analytical themes developed over time (e.g., urbanization in America), or as problems in the philosophy of history (e.g., objectivity, determinism). Classes of twenty students or less are designed to exploit an educational setting unlike that of the large lecture course. Major stress on critical reading and class discussion.

**HISTORY 451**

*Section 001*

**Japan Since 1700**

Credits:

Waitlist Capacity:

Repeatability:

Primary Instructor:

3

10

May not be repeated for credit

Pincus,Leslie B

How long have Japanese artists been drawing manga? Why are Japanese fashions and TV dramas now so popular throughout much of East Asia? Why then are there still such strained political relations between Japan and its neighbors on the Korean peninsula and in the People's Republic of China? How in the American popular imagination did "Japan" come to signify, by turns, "lacquerware," "military imperialism," "geisha and Mount Fuji," "the economic takeover of the world," and "Hello Kitty"? In this course, we will answer these and other questions by exploring the history of Japan from the mid-early modern period to the present.

There are no prerequisites, and no previous experience with Asian history or languages is required. Assignments will include mandatory in-class exercises, periodic short papers, and one term paper. For more information, e-mail the course instructor at AUERBACK@UMICH.EDU.

**HISTORY 472**

*Section 001*

**Topics in Asian History**

*Treaty Ports and Colonialism in East Asia*

Credits:

Repeatability:

Primary Instructor:

3

May be elected three times for credit.

Cassel,Par Kristoffer



Following China's defeat in the Opium war 1839-42, the Sino-British treaty of Nanjing opened five coastal cities for foreign trade and foreign residents. These "treaty ports," as they were called at the time, grew dramatically in number and a number of treaty ports were also opened in Japan and Korea. While the treaty ports were only a relatively brief episode in Japanese and Korean history, the Chinese treaty ports would remain China's primary contact zone with the West for a century. The treaty ports have left a complex and contentious legacy in China. On one hand, the treaty ports in many ways defined the urban experience and most of the ports developed into islands of prosperity which stood in sharp contrast to China's vast hinterland. On the other hand, the treaty ports were bastions of foreign privilege and influence and many of the open ports gave birth to China's first nationalist movements.

This course will explore the treaty ports by reading both "classical" and more recent scholarship as well as selected primary sources in English. While the primary focus will be on China, Japanese and Korean treaty ports will also be discussed where applicable. The course will be both thematically and chronologically organized, and it will cover the years 1790-1950.

**HISTORY 472**

*Section 002*

**Topics in Asian History**

*Intellectuals, Statesmen, and the State in 20th-Century China*

Credits:

3

Repeatability:

May be elected three times for credit.

Primary Instructor:

Chang, Chun-Shu

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 uniqueness of the course is that someone who lived through that period and has personally known most of the lead characters of that drama tells the story. "I was there, I played the games, and I now tell you the story!"

**HISTORY 495**

*Section 001*

**Medieval Inner Asia**

Credits:

3

Repeatability:

May not be repeated for credit.

Primary Instructor:

Lindner, Rudi P

HISTORY 495 includes the social, political and economic history of the steppe zone from the rise of nomadic enterprises through the Mongols, based upon translated sources and modern historical and anthropological studies. A primary goal is to help students understand the mechanics of nomadic societies and their interaction with agricultural and urban states (e.g., China).

**HISTORY 549**

*Section 001*

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

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.

## Honors Program

### **HONORS 250**

*Section 003*

### **Honors Social Sciences Seminar**

*Transforming America: Immigrants Then and Now*

Credits:                                    3  
Requirements & Distribution:        SS  
Advisory Prerequisites:                Open to all Honors students  
Repeatability:                            May be elected twice for credit.

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.

## Linguistics

### LING 315

*Section 001*

### Introduction to Syntax

Credits: 3  
 Advisory Prerequisites: LING 111 or 210  
 Repeatability: May not be repeated for credit.

Primary Instructor: Pires, Acrisio M

This course investigates the syntax (sentence structure properties) of human language. It addresses the need for a scientific model to explain human knowledge of language that also makes predictions about its representation in the mind. The focus here is on human language as a specific cognitive capacity restricted to humans, rather than on the individual languages (e.g., English, Arabic, Hindi) that are made possible by the existence of this capacity. For this reason, the course explores in detail many structural properties that are common across different languages, even those that clearly do not share a common recent past. A simple example: all languages have specific strategies to ask questions that make them different from affirmative sentences (e.g., English uses special question words — ‘who’, ‘what’ and so on — as most languages do). In order to explain this and many other common properties of human language, a scientific hypothesis that has been explored in depth is that a large part of human knowledge of language is biologically determined, and maybe innate. This is further supported by the fact that normal children effortlessly learn their native language at an amazing speed, despite the complexity of the task at hand (compare trying to learn for example Korean or Turkish as an adult, with years of language classes), and despite variation and deficiencies of the language input they are exposed to. It is also clear, however, that there is a huge diversity among human languages, which can be illustrated only in an unfair way in this short description (e.g., only some languages change the sentence structure in a regular question: you say ‘Who do you like?’ in English, instead of ‘You like who?’, a possible word order similar to the one would find for instance in Chinese). Given this kind of diversity, which will be made clear, children need to be exposed to some minimum input of a particular language in order to be able to acquire it proficiently. Therefore, a major question that arises in modern linguistic inquiry and that will be object of this course is how the hypothesis of a biological basis for human language — which provides an explanation for the common aspects among all human languages and for the striking success of the acquisition task — can be reconciled with the obvious diversity of the human language experience.

Prerequisites: Although there are no official prerequisites, students usually take one introductory course in linguistics (LING 111, 209, 210, 212) before taking this course.

## Philosophy

### PHIL 230

*Section 001*

### Introduction to Buddhism

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 the 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**

*Section 001*

### **Introduction to Comparative Politics**

Credits: 4  
Advisory Prerequisites: Primarily for first- and second-year students.  
Repeatability: May not be repeated for credit.

Primary Instructor: Inglehart, Ronald F

An introductory survey of the governments and politics of major societies in Europe, Asia, and Latin America. The underlying theme concerns how democracy is evolving in developed countries, and its prospects in Russia, China, Latin America and the Islamic world.

### **POLSCI 501**

*Section 001*

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

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

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.



## Religion

### **RELIGION 230**

#### *Section 001*

### **Introduction to Buddhism**

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 the 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 323**

#### *Section 001*

### **Zen: History, Culture, and Critique**

Credits:	4
Repeatability:	May not be repeated for credit.
Cross-Listed Classes	ASIAN 325 - Zen Buddhism, Section 001

Primary Instructor: Brose,Benjamin

The term "Zen" has entered the American lexicon as a sort of synonym for words like "relaxing," "peaceful," "healthy," and "focused." But what is Zen? How has it been defined over its long history in China and Japan? Is it a lifestyle or a religion? In this course we will examine the many manifestations of Zen Buddhism in East Asia. Where did it come from? What does it teach? What does it mean to be a Zen Buddhist? We will begin by familiarizing ourselves with some of the most common features of the tradition: dharma transmission, the lives of famous Zen monks, Zen meditation, and Zen "art," especially as these things are represented from within the tradition itself. From this foundation we will take a more critical look at the development of Zen in East Asia, asking questions such as, Why did Zen monks sometimes mummify their masters? Or, why did they occasionally advocate war and violence? This course will also introduce students to some of the innovative forms Zen has taken in the modern world. Along the way, we will glimpse many of the traditional and modern manifestations of Zen in East Asia and the West and will have the opportunity to sample some of the key texts, material cultures, teachings, and critiques of both Zen masters and contemporary scholars.

There will be no exams. Students will have the opportunity to demonstrate their engagement with the material by producing one short (4-5 page) midterm paper and one longer(8-9 page) final paper. All are welcome; no previous experience is required.

## Sociology

### SOC 105

*Section 002*

### First Year Seminar in Sociology

*Transforming America: Immigrants Then and Now*

Credits:	3
Requirements & Distribution:	RE, SS
Other:	FYSem, Honors
Advisory Prerequisites:	Enrollment restricted to first-year students, including those with sophomore standing.
Other Course Info:	May not be included in a Sociology concentration plan.
Repeatability:	May not be repeated for credit.
Meet Together Classes	HONORS 250 - Hon Sem Soc Sci, Section 003
Primary Instructor:	Pedraza, Silvia

That America is a nation of immigrants is one of the most common, yet truest, statements. In this course we will survey a vast range of the American immigrant 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.

### SOC 304

*Section 001*

### American Immigration

Credits:	4
Requirements & Distribution:	SS
Repeatability:	May not be repeated for credit.
Cross-Listed Classes	AMCULT 304 - Amer Immigration, Section 001
Primary Instructor:	Pedraza, Silvia

That America is a nation of immigrants is one of the most common, yet truest, of statements. In this course we will survey a vast range of the American immigrant experience: that of the Irish, Germans, Jews, Italians, Chinese, Japanese, Blacks, Puerto Ricans, Cubans, and Mexicans. 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 East 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 the 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 is 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.





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.

## University Courses

**UC 201** **U.S. Aviation History & Its Development into Air Power**  
*Section 001*

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: Liscombe, Jonathan 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.

## Women's Studies

**WOMENSTD 151** **Social Science Seminars on Women and Gender**  
*Section 001* *Food and Culture in Asian American Communities*

Credits: 3  
Advisory Prerequisites: Enrollment restricted to first-year students, including those with sophomore standing.  
Repeatability: May not be repeated for credit.  
Meet Together Classes: AMCULT 102 - First Year Sem, Section 001

Primary Instructor: Lawsin, Emily P

This first-year seminar introduces students to historical and contemporary issues of Asians in America, through the lens of food and culture. We will examine how foodways often shape gender roles, labor, power dynamics, and Asian American identity. Focusing on Chinese, Japanese, Filipino, Korean, Indian, and Vietnamese American communities, we will explore how "Food is our only common language."

Assignments include journals, midterm exam, and term project

**WOMENSTD 301**

**Writing Japanese Women**

*Section 001*

Credits:	3
Advisory Prerequisites:	Knowledge of Japanese is not required
Repeatability:	May not be repeated for credit.
Cross-Listed Classes	ASIAN 301 - Jpn Women Lit, Section 001

Primary Instructor: Ramirez-Christensen,E

This is a course on writing by and about women — women's self-representation and male major authors' representations of women — in Japanese culture. It begins by a feminist reading of one of the world's oldest (9th-11th c.) traditions of women's writing: the memoirs, poetry, and fiction of the Heian court ladies who produced the country's first canonical literature and permanently marked its cultural self-image. It moves on to examine the semiotics of the feminine in Japanese culture using the popular image of women (including the portrayal of Heian women authors and their works) in medieval didactic and gothic tales; in the narrative painting scrolls; in the Nô and Kabuki stage, where male actors performed the "quintessentially feminine" to admiring audiences; in wood-block prints of "beauties" (courtesans or geisha) and stories of "amorous women" in the thriving new merchant culture. The third section focuses on modern women's writing, in particular its resistance to the intervening representations of the feminine and its own productive rereading of the Heian "mothers" in the process of recuperating women's ancient place in the critical representation of Japanese society. Along with primary sources in literature and the visual arts, secondary sources will include theoretical readings in the psychology of sex, love, and death by Freud, Kristeva, Lacan, and Bataille; in the field of cultural production by Bourdieu; in feminist theories of reading in the Anglo-American academy. Materials and focus will vary from year to year.

To be offered in the fall semester alternately with ASIAN 300.

Requirements: three short essays, an oral presentation, and a final exam.