

# East Asia Related Courses

## *Fall 2012*

(Last Updated: 8/15/2012)

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

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

## Arabic, Armenian, Persian, Turkish, and Islamic Studies

**AAPTIS 340**  
Section 001

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

Credits: 4  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: ASIAN 340 - G Khan to Taliban, Section 001  
HISTORY 340 - G Khan to Taliban, Section 001  
MENAS 340 - G Khan to Taliban, Section 001  
REEES 340 - G Khan to Taliban, Section 001  
Primary Instructor: Northrop, Douglas Taylor

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

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

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

1. the fragmented, changing character of regional identities;
2. the complexities of popular attitudes towards, and relations with, various forms of state power; and

- the differences between — and the complicated economic, environmental, political, artistic, and cultural legacies of — the major imperial systems (Russian, British, Chinese).

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

**AAPTIS 591**  
Section 001

**Topics in Arabic, Armenian, Persian, Turkish, and Islamic Studies**  
*Graduate Colloquium in Central Eurasian History: Borders and Barriers, Conduits and Connections*

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: HISTORY 639 - Central Eurasia, Section 001  
 MENAS 639 - Central Eurasia, Section 001  
 REEES 639 - Central Eurasia, Section 001  
 Primary Instructor: Northrop, Douglas Taylor

This colloquium introduces graduate students to Central Asia / Central Eurasia as a research and teaching field. It explores the region both internally (through geography, culture, and environment) and through a complex history of interconnections with Russian, Chinese, South Asian, and Islamic/Middle Eastern affairs. Emphasis is on the former Soviet republics (Tajikistan, Turkmenistan, Kyrgyzstan, Kazakhstan, and Uzbekistan) along with Afghanistan, Xinjiang, Mongolia, and areas of Iran, Pakistan, India, and the Russian Federation.

The reading list emphasizes the history of modern Central Asia, i.e., since about 1750 CE, but we will also stretch farther back in time.

Class sessions are designed to offer historiographical breadth as well as thematic/topical variety. Every class meeting will discuss assigned readings, and each student will also have the chance to write regular book reviews and to design an individual paper or project.

Taken as a whole, the colloquium sketches the major methods and theories that have been employed to make sense of Central Asia, and considers some of the main disputes that have arisen among scholars. It also considers the place of Central Eurasia in pedagogical terrains, in contemporary world affairs, and in current media commentary.

Intended Audience: No special background, course prerequisites, or language abilities are required, nothing beyond a strong interest in the region.

Class Format: Colloquium

## Afroamerican & African Studies

**AAS 304**  
Section 001

**Gender and Immigration: Identity, Race, and Place**

Credits: 3  
 Requirements & Distribution: SS  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: WOMENSTD 304 - Gender&Immigr, Section 001  
 Primary Instructor: Fadlalla, Amal Hassan

This course answers these questions by looking at how the acts of travel and mobility are labeled differently under different political and social circumstances. The course examines the gendered cultural and political meanings

people and governments give to mobility, border-crossing, and displacement in this exciting age of globalization and transnationalism. We will examine the meanings of travel and border crossing in relation to popular concepts such as “refugee,” “diaspora,” and “transnationalism.” We ask how the meanings and usage of these terms will be useful in understanding the social constructions of gender, identities, race, ethnicity, reproduction, socialization, and health. We will particularly explore how questions of power, race, and class intersect to shape refugees and immigrants' daily struggles for justice and human rights. We ask how refugees and immigrants attempt to create and “imagine” their own social world with reference to their new locations and their homelands. Our readings and discussion will focus on cultural and theoretical perspectives from the social sciences, specifically anthropology, sociology, literature, and history. And we will take as examples the ethnographies and narratives of immigrants from different parts of the world, specifically Africa, Asia, Latin America, and the Middle East.

Intended Audience: The seminar is intended for junior and senior undergraduates but sophomore are also welcome.

**AAS 458**

Section 001

**Issues in Black World Studies**

*Nonviolence*

Credits:

3

Repeatability:

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

Meet Together Classes:

CICS 401 - IS Advanced Seminar, Section 002

Primary Instructor:

Ellsworth, Scott A

During the past seventy-five years, nonviolent social movements have proven themselves to be some of the most potent political forces in human history. Not only have they toppled military dictatorships and totalitarian regimes, recast centuries-old forms of racial privilege, ended colonial rule, empowered women, and given voice to the aspirations of millions of marginalized citizens, but they have given hope to besieged individuals across the world, from Ireland to Alabama, Poland to the Philippines, and China to Cuba. Regardless on one’s own opinion of nonviolence, it is clearly a force to be reckoned with.

Combining case studies with a look at more recent events, this course will not only examine the modern history of nonviolent movements — including Gandhi’s efforts in India, the American Civil Rights Movement, the Velvet Revolution in Czechoslovakia, anti-apartheid activism in South Africa, and the Internet-fueled protests which erupted worldwide in early 2011 — but will also seek to understand why certain movements succeed, while others fail.

Readings for the course will include both historical accounts and activist memoirs, while class discussions will be supplemented with both documentary films and in-class speakers.

## 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 214**  
Section 001

## **Introduction to Asian/Pacific American Studies**

Credits: 3  
Repeatability: May not be repeated for credit.  
Primary Instructor: Lawsin, Emily P

Asian Americans are among the fastest-growing population segment, yet they are virtually invisible in public culture in the United States. Pacific Islander Americans? Even more so. This introductory course focuses on, but is not limited to, the study of Chinese, Japanese, Filipino, Korean, South Asians, Southeast Asians, Native Hawaiian, and Pacific Islanders in America. The following four questions frame our study:

- What historical themes define the experiences of Asian Americans and Pacific Islander Americans in the United States?
- What are some of the contributions to American life and thought by Asian Americans and Pacific Islander Americans?
- What present-day issues do contemporary Asian American and Pacific Islander American communities face?
- What can the perspectives of Asian Americans and Pacific Islander Americans tell us about American history and contemporary society?

These questions also pose opportunities to critique the structures of power and oppression through which Asian and Pacific Islander Americans have navigated to locate citizenship and belonging. Since the late 20th century, Asian and Pacific Islander American immigration has also produced demographic and cultural transformations in public culture and contemporary life. We will examine the roots of Asian/Pacific Islander American Studies in the activism of the Asian American Movement, and follow through to the present.

Course Requirements: Assignments for this course include guided “discovery” exercises, a term project, midterm and final exams.

Intended Audience: AMCULT 214 is a required course for the Minor in Asian/Pacific Islander American Studies. It also fulfills Prerequisites, Elective, and Breadth Requirements (Transnationalism, Diaspora, and/or Empire AND Ethnic and/or Indigenous Studies) in the American Culture Concentration.

**AMCULT 311**  
Section 001

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

Credits: 3  
Requirements & Distribution: RE, HU  
Repeatability: May be elected twice for credit. May be elected more than once in the same term.  
Primary Instructor: Alsultany, Evelyn Azeeza

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. Course requirements include posting a weekly discussion question, two in-class exams, and a final group project.

**AMCULT 311**  
Section 006

**Topics in Ethnic Studies**  
*Green Indigeneity*

Credits: 3  
Requirements & Distribution: HU  
Repeatability: May be elected twice for credit. May be elected more than once in the same term.  
Meet Together Classes: ENGLISH 317 - Literature&Cult, Section 006  
Primary Instructor: Najita,Susan Y

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

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

**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  
Primary Instructor: Kurashige,Scott T

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.

**AMCULT 436**  
Section 001

**Music of Asian Americans**



POLSCI 501 - China Social Science, Section 001  
SOC 527 - China Social Science, Section 001  
Ang, Yuen Yuen

Primary Instructor:

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.

## Architecture

**ARCH 213**  
Section 001

**Buildings, Cities, and People**  
*Architecture and Modernity*

Credits: 4  
Requirements & Distribution: HU  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: HISTART 213 - Bldgs, Cities, People, Section 001  
Primary Instructor: Zimmerman, Claire A

This course surveys the history of architecture and the built environment in relation to 19th- and 20th-century modernity, beginning in North America and on the European continent, and subsequently moving further afield. On the one hand, we look at the art and architectural movements known as modernism in European and American culture from the early 19th c; on the other, we examine progressive modernization related to the built environment more generally. Beginning with new building types and social institutions, we will consider how architects, engineers, planners, and developers responded to the challenges of industrialization and post-Enlightenment thought. The course will trace foundational themes of architectural modernism in relation to concurrent developments in the fine arts, photography, film, philosophy, and science. While developments covered in this class begin with the Industrial Revolution in North America and Europe, the geographical frame widens dramatically as modern architecture and industrialization spread globally throughout the 20th c., involving developments as paradoxical as Le Corbusier's Chandigarh, set alongside the concurrent colonization of South Asia by western industrial capital. The course will move in chronological sequence, beginning with radical changes to architecture and artistic culture in the 19th c. It will include a series of comparative case studies narrowly focused on specific objects and texts placed within their geographical and historical context. We will make use of a series of recent exhibitions and publications that bring architecture into relationship with other arts in the modern period.

Class Format: The class is a lecture course with opportunity for class discussion on a regular basis. Required: one day long field trip to Detroit and its inner industrial suburbs date to be determined.

**ARCH 413**  
Section 001

**History**

Credits: 3  
Advisory Prerequisites: SEE BULLETIN.  
Repeatability: May not be repeated for credit.

Primary Instructor: McMorrough, John Doyle

This course surveys key themes in the history of architecture and urbanism from antiquity to the present. The course is intended to introduce students to leading developments in the history and theory of architecture and urban design, both chronologically and thematically. The scope of material covered in this course is broad in geographical terms, and will include settings in Europe, Asia, The Americas, and Africa. The course seeks to illuminate ways that architecture has historically been shaped by the formal and theoretical intentions of the architect, the preferences and needs of the client, and the particular mix of social, economic, cultural, and technical practices present in a given time and place. Our objective is to provide a conceptual framework to help students both digest a substantial body of visual and factual information, and develop new habits of seeing, analyzing, and thinking critically about architecture.

**ARCH 443 History of Urban Form**  
Section 001

Credits: 3  
 Repeatability: May not be repeated for credit.  
 Meet Together Classes: UD 713 - Hist of Urban Form, Section 001  
 UP 443 - Hist Urban Form, Section 001  
 Primary Instructor: Fishman, Robert L

The course offers a study of the historical development of the physical form of western cities from ancient times to the present. The course will deal primarily with European and North American cities under the following headings: Ancient and Classic, Medieval, Renaissance and Baroque, and Modern (nineteenth and twentieth centuries). Cities of Asia, Africa, and Latin America will be included where possible and applicable.

**Asian Studies**

**ASIAN 200 Introduction to Japanese Civilization**  
Section 001

Credits: 4  
 Advisory Prerequisites: A knowledge of Japanese is not required.  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: HISTORY 203 - Intr Jpn Civilztn, Section 001  
 Primary Instructor: Auerback, Micah Louis

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

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

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

Credits: 4  
 Cost: >100  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: HISTORY 204 - E Asia: Early Trans, Section 001  
 Primary Instructor: de Pee, Christian



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

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

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

**ASIAN 230**  
Section 001

**Introduction to Buddhism**

Credits: 4  
 Other Course Info: May not be included in a concentration plan in Philosophy.  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: PHIL 230 - Intro to Buddhism, Section 001  
 RELIGION 230 - Intro to Buddhism, Section 001  
 Primary Instructor: Lopez Jr,Donald S

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

Course Requirements:

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

**ASIAN 260**  
Section 001

**Introduction to Chinese Civilization**

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 1949, with a specific focus on issues relating to race and ethnicity. In this connection, we investigate three problems:

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

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

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

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

**ASIAN 270**  
Section 001

**Introduction to Korean Civilization: Premodern Period**

Credits:	3
Credit Exclusions:	No credit will be given to students who are enrolled in or have completed ASIAN 249/HISTORY 249.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	HISTORY 253 - Intro Kor Civ-Premod, Section 001
Primary Instructor:	Ahn, Juhn Young

The purpose of the course is twofold. As the title implies, the explicit aim is to introduce students to premodern Korean literature, religion, art, and history. In addition, students will be expected to gain new analytic frames for studying larger issues such as gender, class, and identity.

This course will serve as a general introduction to Korean history and culture from earliest times to the nineteenth century. A broad historical overview of the various social, economic, political, and religious traditions in premodern Korea will be accompanied by a brief but in-depth discussion of, among other things, the sense of time, space, history, language, body, self, and salvation that we find in the institutions, ideas, and practices of these traditions. Topics to be discussed in this course also include the relation between state, family, gender, and class. Students will be asked to explore these and other topics by applying a context-sensitive reading and critical analysis of the material that will be covered in this course. There are no prerequisites, but some background in the study of history and culture is recommended. Readings will include both primary material in translation and secondary scholarship.

No knowledge of Korean or any other foreign language is required to take this course. This course not only serves as a foundation for all other upper-level courses in Korean Studies but also provides students from various backgrounds with an opportunity to reflect on cultural diversity, alternative forms of making history, and new ways of thinking about the human condition.

Course Requirements: The requirements for this course include quizzes, short papers, a screenplay, a reading journal, and also a course blog and wiki.

Three quizzes (map quiz, multiple choice, fill in the blanks), 10% each; three 1200-1400 word response papers, 10% each; screenplay, 20%; reading journal, 10%; participation (course blog and wiki), 10%. The grading of the response papers will be based strictly on the quality of the writing. Students are expected to clearly state a thesis and support this thesis with evidence collected from reliable academic sources. What counts as a reliable source will be explained in class. See syllabus for details. For the screenplay, you must try to dramatize a historical event that took place in premodern Korea. The goal is to capture the imagined details in form of a screenplay focused on actions, setting, and dialogue, while being as historically accurate as possible.

**Intended Audience:** This course, having no prerequisites, is open to students from all backgrounds. Any student with a general interest in Korea and the study of other cultures will be able to benefit from this course. Undergraduate students who intend to continue to take courses in Korean Studies or Asian Studies. Students who intend to major in history or comparative literature can also benefit from taking this course.

**Class Format:** This course will meet twice a week. Each week will consist of two lectures and short in-class discussion.

**ASIAN 280**  
Section 001

**Topics in Asian Studies**  
*Haiku as Poetry, Philosophy, and Community*

Credits: 3  
Repeatability: May be elected twice for credit.  
Primary Instructor: Ramirez-Christensen, E

The seminar will examine the world's briefest known poem, the haiku, and renga, linked poetry composed by a group. How do these unique forms of poetry signify? What assumptions about the nature of language and meaning lie behind their composition and interpretation? What social milieu produced them? What are their links to Zen practice and other Zen arts? Readings will be from the poetry and critical commentaries of the renga masters Shinkei, Sogi, and their samurai disciples; Bashō and his townsmen group, with later poets such as Buson and Issa, as well as haiga (haiku paintings), providing opportunities for comparative study. The Western understanding of haiku in the Imagist movement, Ezra Pound, the beat generation, and Barthe's *Empire of Signs* will also be examined, along with contemporary renga and haiku in English by Anglo-American practitioners. Secondary sources are available in English, but given the brevity of the poems, analysis of some Japanese texts and their various English renditions will often be possible.

**Course Requirements:** Four short papers, a 36-verse linked sequence by the class, and individual haiku or renga compositions in lieu of papers, as appropriate.

**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, E

This is a course on Japanese 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 Buddhist and gothic tales; in the narrative painting scrolls; in the Nō 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, the history of the Japanese feminist movement, and gender in pop culture. 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, and in feminist theories of reading in the Anglo-American academy. Student input on pop culture study materials are welcome. To be offered in the fall semester alternately with ASIAN 300.

Course Requirements: Short essays, midterm paper, and a final exam.

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

Credits: 4  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: RELIGION 323 - 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.

**ASIAN 326**                                      **Introduction to Japanese Buddhism**  
Section 001

Credits: 3  
Advisory Prerequisites: ASIAN 230.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Auerback, Micah Louis

This survey introduces key texts, figures, and practices from over one thousand years of Japanese Buddhism. Students encounter both the history and the continuing relevance of the tradition in areas including ritual life, "popular" and "high" culture, tourism, and ethnonational self-understanding.

**ASIAN 340**                                      **From Genghis Khan to the Taliban: Modern Central Asia**  
Section 001

Credits: 4  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: AAPTIS 340 - G Khan to Taliban, Section 001  
HISTORY 340 - G Khan to Taliban, Section 001  
MENAS 340 - G Khan to Taliban, Section 001

Primary Instructor: Northrop, Douglas Taylor

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

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

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

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

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

**ASIAN 363**  
Section 001

**Chinese Drama and Theater**

Credits: 3  
Repeatability: May not be repeated for credit.  
Primary Instructor: Rolston, David Lee

Since Chinese theater matured not long after the start of the second millennium BCE it has been a prominent part of Chinese culture. It was the most important mass media in China until quite recently. Reformers at the start of the twentieth century looked upon theater as both one of the reasons for China's backwardness vis-à-vis the West and as the way to enlighten and modernize the masses. It can be argued that during the Cultural Revolution (1966-1976) more resources were poured into using theater to change the people than has even been done anywhere in the history of the world. Chinese theater reflected both the stories that were best-loved among the populace as well as had an enormous input on the way Chinese saw the world. This course will concentrate on the development of traditional forms of Chinese theater and their fate in the modern world. We will be looking at both at plays that only really came to life on stage (and learn how to make them come alive in our imaginations) and plays written or read primarily as reading material.

Course Requirements: Active participation in in-class exercises, daily small assignments, two short papers, and a final exam.

Intended Audience: Undergraduates with an interest in Chinese culture, especially in Chinese literature or performance traditions, as well as those interested in theater or dramatic literature in general.

Knowledge of Chinese is not required.

Class Format: Three hours per week, lecture format.

**ASIAN 364**  
Section 001

**The Development of Chinese Fiction**

Credits: 3  
Repeatability: May not be repeated for credit.  
Primary Instructor: Rolston, David Lee

China has a long and independent tradition of fiction writing that is both interesting in and of itself and represents a valuable example for comparison with other traditions. As opposed to the more formal and highly respected genres in traditional China such as poetry and essays, fiction was free to reflect a much wider range of concerns, stretching all the way from matters of the highest political and social import to those of the heart and the bedroom.

**ASIAN 368**  
Section 001

**How Different is Chinese?**

Credits: 3  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: LING 368 - How Different is Chn, Section 001  
Primary Instructor: Baxter, William H

To early Europeans who encountered it, the Chinese language — with its use of tones, its lack of grammatical inflections for tense or number, and above all the seemingly picture-based writing system — seemed utterly unlike any language they were familiar with. Chinese society and government, administered by an educated elite chosen through competitive examinations, also seemed to be radically different from the societies of Europe.

The idea that the Chinese language was organized according to fundamentally different principles than other languages has continued to capture the imaginations of leading intellectual figures, Chinese and non-Chinese. How different is Chinese? Are the thought patterns of Chinese speakers profoundly affected by the nature of their language, or of its script?

These questions have continued to occupy both Chinese and non-Chinese thinkers down to the present day. They are also connected with ideas about the nature of human languages and the range of variation among them. This course will critically examine the history of these questions and the answers that have been proposed.

Course Requirements: Course requirements include midterm and final examinations, group presentations, and two short research papers.

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

Intended Audience: Undergraduates in History, Linguistics, and Asian Studies. There are no prerequisites.

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

**ASIAN 375**  
Section 001

**Modern Korean Literature**

Credits: 3  
Repeatability: May not be repeated for credit.  
Primary Instructor: Ryu, Youngju

The course covers major works of modern Korean fiction in English translation and explores the relationship between literature and politics within the historical context that spans the end of Confucian monarchy to

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

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

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

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

### **ASIAN 380**

Section 001

### **Topics in Asian Studies**

*Alchemy, Immortality, and Enlightenment: Chinese Religiosities, Past and Present*

Credits:

3

Repeatability:

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

Primary Instructor:

Brose, Benjamin

From the Analects of Confucius to the Zen of Buddhism, some of the world's most intriguing and enduring religious traditions first developed and prospered in China. This course will take a broad look at the ancient and modern manifestations of Confucianism, Daoism, and Buddhism in the Chinese cultural context. What does it mean to become immortal? How do people strive for enlightenment? What is happening to religious traditions under the strain of modernity, communism, and capitalism? In this seminar-style course, we will examine these and other issues through readings, brief lectures, group discussions, images, films, and presentations.

Intended Audience: No previous experience required. All are welcome.

Class Format: Seminar-style

### **ASIAN 381**

Section 001

### **Junior/Senior Colloquium for Concentrators**

*Research: Senior Project in Asian Studies*

Credits:

3

Enforced Prerequisites:

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

Advisory Prerequisites:

Junior or senior standing and concentration in Asian Studies.

Repeatability:

May not be repeated for credit.

Primary Instructor:

Brown, Miranda D

The Junior-Senior colloquium aims to provide students with first-hand experience in designing original research projects in Asian Studies. The course will fall into three parts. The first part will provide students with models of research papers in the various fields associated with Asian Studies. The second part will involve students developing research proposals of their own for critical feedback from the instructor and the students. The third part, students will execute small research projects and produce an original paper approximately 15 pages in length. The goal of the class is not only to help students develop skills for original research, but also to expose them to the different paradigms and methodologies associated with the Asian Studies fields. In addition, the class will foster the development of intellectual community among undergraduates in Asian Studies.

**ASIAN 395**  
Section 001

**Honors Thesis**

Credits:	1 - 3
Other:	Honors, Independent
Consent:	With permission of instructor.
Advisory Prerequisites:	Honors candidate in Asian Studies.
Other Course Info:	Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term, the final grade is posted for both term's elections.
Repeatability:	May be repeated for a maximum of 6 credit(s).

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

**ASIAN 428**  
Section 001

**China's Evolution Under Communism**

Credits:	4
Advisory Prerequisites:	Upperclass standing.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	POLSCI 339 - Evol Communism, Section 001
Primary Instructor:	Ang, Yuen Yuen

The course examines China's remarkable evolution from socialism to capitalism, with a focus on the economic role of the party-state and interactions between political and market actors in contemporary China.

**ASIAN 450**  
Section 001

**Japan to 1700: Origin Myth to Shogun Dynasty**

Credits:	3
Cost:	50-100
Repeatability:	May not be repeated for credit.
Rackham Information:	Rackham credit requires additional work.
Cross-Listed Classes:	HISTORY 450 - Japan to 1700, Section 001
Primary Instructor:	Tomomura, Hitomi

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

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

**ASIAN 467**  
Section 001

**Lu Xun and Modern China**

Credits:	3
Advisory Prerequisites:	ASIAN 261.
Repeatability:	May not be repeated for credit.



Primary Instructor: Tang, Xiaobing

This is an upper level literature course devoted to Lu Xun (1881-1936), arguably the most important writer and intellectual in 20th-century China. We will read closely all of his fictional writings, most of them in the form of short stories, in order to understand why Lu Xun remains a towering figure in modern Chinese literature and culture. We will examine why and how his narratives articulate issues and anxieties central to the Chinese experience of modernity. We will also study Lu Xun's biography and read a small number of select interpretations of his stories as secondary materials. In the process, we will not only gain a better understanding of Lu Xun and his writings, but also develop skills for conducting literary analysis and expressing complex ideas.

Required text: *The Real Story of Ah-Q and Other Tales of China: The Complete Fiction of Lu Xun*. Other reading materials will be available through CTools. Students with the language capacity are encouraged to read Lu Xun in Chinese as well.

Course Requirements: In addition to analyzing and writing on literary texts toward writing a full final paper, there will also be opportunities for creative work that earns extra credit (up to 5 points). Students may work in pairs to finish a creative project, such as writing a sequel to a Lu Xun story or making a short film adaptation. Requirements and Grading Policy: - Regular class attendance and active participation in class discussion: 10% - Weekly CTool posts: 10% - First short paper (3-4 pages): 10% - Second short paper (3-4 pages): 15% - Third short paper (4-5 pages): 20% - In-class presentation: 10% - Final paper (8-10 pages): 25%

Intended Audience: This course should appeal to undergraduate students in multiple areas including Asian Studies (specifically those in Chinese Studies) and Comparative Literature. Graduate students in ALC, Comparative Literature, and in the Center for Chinese Studies MA program will also appreciate this course.

Class Format: Class will meet for 90 minutes, twice a week.

**ASIAN 480** **Topics in Asian Studies**  
Section 001 *Translating Modern Chinese Poetry*

Credits: 3  
Repeatability: May be elected four times for credit. May be elected more than once in the same term  
Meet Together Classes: COMPLIT 434 - Poetry, Section 001  
Primary Instructor: Tang, Xiaobing

Designed to introduce students to the pleasure of reading modern Chinese poetry, this course will also allow us to understand how the poetic imagination evolved in twentieth-century China, Taiwan, and Hong Kong. We will read a broad selection of poetry from across the last one hundred years, including works by some of the iconic poets, such as Wen Yiduo, Yu Kwang-chung, and Bei Dao. We will study poetry in translation as well as in the original language. In the process, we will discuss varying themes, emotions, and formal innovations. We will also experiment with translating modern Chinese poetry into English, maybe even with writing our own poems! To help us better appreciate the poetic texts under discussion, we will read a limited number of essays that provides relevant background information or specific analyses.

This course will not only present a unique perspective on the development of modern Chinese literature and culture, but also further develop students' language skills. Students who have the equivalent of fourth-year Chinese will find this course helpful in consolidating their reading comprehension. We will see how modern poetry both draws on and influences everyday language. There will be a series of small reading and translation exercises throughout the semester. Working with the instructor, students will translate and annotate selected texts for their midterm and final projects.

**ASIAN 499** **Independent Study-Directed Readings**  
Section 001

Credits: 1 - 4  
Consent: With permission of instructor.  
Repeatability: May be repeated for a maximum of 8 credit(s).

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

**ASIAN 500**  
Section 002

**Seminar in Asian Studies**  
*Translation After Orientalism*

Credits: 3  
Advisory Prerequisites: Graduate standing.  
Repeatability: May be repeated for a maximum of 12 credit(s).  
Meet Together Classes: COMPLIT 750 - Sem:Topics, Section 001  
Primary Instructor: Merrill,Christi Ann

This course will provide a survey of key scholarly works on translation in colonial and postcolonial contexts, starting with Edward Said's trenchant critiques. The course title refers to translation in the wake of Said's damning critiques and also more generally to the phenomenon of Orientalism and asks fundamentally: How to avoid acting the part of neo-Orientalist? How do we approach the translation of Asian material meaningfully, rigorously and ethically in the 21st century? We need to start by understanding Orientalist stances towards translation and subsequent critiques of them. Rather than assume these standards (of rigor, or of fidelity, for example) to be absolute and uniform, we will spend the semester formulating a more complex and historically-informed analysis of the priorities guiding the production of these translated texts and our readings of them. We will pair theoretical readings with short excerpts from a range of "Oriental" examples — literary, philosophical, religious, historical and legal — from a number of languages and time periods that should illustrate the concerns of the theoretical readings assigned.

Course Requirements: Students will be expected to give one informal class presentation on their responses to the day's readings once in the semester and to submit a final paper applying at least two of the assigned theoretical readings to a translated text of their own choosing.

Intended Audience: Only expertise in English is required for completing the readings. No knowledge of Postcolonial Theory or Translation Studies will be assumed at the start of the course, but should be fully familiar by the end.

**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: ANTHRCUL 501 - China Social Science, Section 001  
CCS 501 - China Social Science, Section 001  
HISTORY 549 - China Social Science, Section 001  
POLSCI 501 - China Social Science, Section 001  
SOC 527 - China Social Science, Section 001  
Primary Instructor: Ang,Yuen Yuen

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:	Ryu, Youngju

This course intends to introduce students to the key themes and concerns that constitute a critical study of Asia. In particular, our engagement will be from the perspectives of religion, modernity, and nation-making in Asia. We shall focus on key monographs that have emerged in the recent years by scholars of various regions within Asia. Our intention will be to engage with these monographs bearing in mind the rich pasts and textual traditions of the region under consideration, while at the same time paying special attention to historical transformations. In the process, it will be our aim to familiarize ourselves with a variety of methods deployed in the study of Asia, particularly the disciplines of Anthropology, History, Religious Studies, Comparative Literature, Cultural and Postcolonial Studies. The aim of this course will be to equip the students with essential tools for a disciplined and critical study of Asia. Course Requirements: The course is conducted as a seminar. Students are expected to complete all the readings and to participate in class discussion in an active and informed manner. Over the course of the term students will be asked to write reading responses of approximately one page on the readings each week. Twice in the semester, students will write longer reaction papers of approximately four to five pages. These papers should provide a concise rendering of the aims and argument of the text or texts. Were those aims achieved, and was the argument compelling? You may call into question a particular point in the text that is intriguing or troubling, or suggest how this text raises larger questions for the study of Asia. These papers are to be submitted on ctools and will form the basis of class discussion. On the day of the class for which you prepare your reaction paper you will be asked to lead the discussion with one or two of your classmates. On the evening before class, the group presenting the following day will post an agenda noting key terms in the assigned readings and outlining questions for discussion. Toward the end of the semester, you will be required to write either a 10-15 page proposal for a future research project or a critical essay of 10-15 pages. A proposal should outline a problematic relevant to your field and explore how that problematic might be approached. This proposal should include a succinct review of the relevant theoretical and secondary literature, and a description of the primary sources to be examined. The critical essay should explore a concrete material text, event, or practice – of body of material texts, events, or practices – in a focused manner and in a manner that demonstrates that you have in some way been touched by our readings and conversations in the seminar. A short (one page max) abstract with preliminary bibliography for the project is due on November 3, and the final project is due in the week of the Finals. Students will give short oral presentations of their projects for the during the last two sessions of our seminar. Grading will be based on the quality of the reaction papers and seminar presentations, the quality of classroom participation throughout the seminar, the quality of the final written project, and the quality of the final presentation.

**Asian Languages**

**ASIANLAN 101**  
Section 001

**First Year Chinese I**

Credits:	5
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Credit Exclusions: Native or near-native speakers of Chinese are not eligible for this course. No credit granted to those who have completed or are enrolled in ASIANLAN 103.

Repeatability: May not be repeated for credit.

Primary Instructor: Li, Jinyi

ASIANLAN 101 is an introductory course for students who do not understand or speak any Chinese. (If you speak Chinese, the right course for you is ASIANLAN 104, Reading and Writing Chinese I.) In this course, students are expected to achieve control of the sound system (especially the 4 tones), basic sentence patterns, aural comprehension, daily conversations and writing characters. 374 characters will be introduced in this course. Students are required to perform skits in front of the class almost every week. A written quiz or test will be given every Tuesday and Thursday. Students have class one hour per day. Tuesdays and Thursdays are lectures; Mondays, Wednesdays and Fridays are recitations. Students are required to register for both a lecture section and a recitation section. Attendance is taken every day.

Textbooks:

1. Integrated Chinese (Level One, Part I) — Textbook, Workbook, Character Workbook (all in Traditional Character Edition);
2. Getting Around in Chinese — Chinese Skits for Beginners.

**ASIANLAN 104** **First Year Chinese for Mandarin Speakers**  
Section 001

Credits: 4

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

Repeatability: May not be repeated for credit.

Primary Instructor: Gu, Karen

This course is designed for students with native or near-native speaking ability in Chinese, but little or no reading and writing ability. Classes, which are conducted in Chinese, meet four hours per week with a focus on reading and writing. Coursework will be graded on the basis of classroom performance, quizzes, tests, and homework assignments. Students are required to register for both a lecture section and a recitation section. They must have the permission of the instructor in order to register for this course. Most students will receive this permission via a placement test before fall classes begin. For test information, please refer to [www.lsa.umich.edu/asian/language/](http://www.lsa.umich.edu/asian/language/).

**ASIANLAN 124** **Accelerated Elementary Japanese**  
Section 001

Credits: 3

Repeatability: May not be repeated for credit.

This course is designed to enhance the four basic communication skills (speaking, listening, reading and writing) in modern Japanese that students have previously developed through lower-level high school coursework, their own individual or tutored study, or heritage that learned Japanese at home. Students placed into this class will have had some exposure to or knowledge of Japanese but not enough to warrant a placement in a higher level course. The emphasis of this course on the thorough mastery of the basic structure of the Japanese language that is necessary for effective communication in Japanese.

ASIANLAN 124 will concentrate on the following:

1. understanding and mastering appropriate use of basic grammar;
2. mastering appropriate use of vocabulary and expressions in context;
3. acquiring basic pragmatic and sociocultural skills;
4. acquiring comprehensive reading skills in regard to simple essays;
5. understanding daily conversations;

6. writing short compositions;
7. mastery of Hiragana, Katakana, and approximately 58 Kanji.

It is expected that, by the end of the fall academic term, students will have basic speaking and listening comprehension skills, a solid grasp of the basic grammar, and the reading and writing skills in Hiragana, Katakana, and approximately 58 Kanji in context.

ASIANLAN 124 students can continue on to ASIANLAN 126 with the students who have passed ASIANLAN 125 and finish first-year Japanese together at the end of the Winter academic term.

**Course 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 four times during the academic term. 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
5. speech presentations at the end of the academic term.

**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 124, 127, 129 or RCLANG 196.
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.

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

**ASIANLAN 129**  
Section 001

**Intensive Japanese I**

Credits:	10
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Credit Exclusions:	No credit granted for students who have completed or are enrolled in ASIANLAN 125, 126 or 127.
Consent:	With permission of instructor.
Repeatability:	May not be repeated for credit.
Meet Together 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**    **First Year Korean I**  
Section 001

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

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

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

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

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

**ASIANLAN 165**  
Section 001

**First Year Tibetan I**

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

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

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

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

**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.
Primary Instructor:	Yin, Haiqing

To take this course, students should have command of the language material in the first-year textbook Integrated Chinese (Level One). The goals of ASIANLAN 201 are to help students

1. improve their listening and speaking proficiency;
2. achieve a solid reading level with the roughly 500 new vocabulary entries introduced over the ten lessons; and
3. 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**  
Section 001

**Second Year Chinese for Mandarin Speakers**

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.  
Primary Instructor: Liu, Qian

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 or RCLANG 296.  
Enforced Prerequisites: ASIANLAN 126 or 127 or 129 or RCLANG 196.  
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.

Textbook: An Integrated Course in Elementary Japanese, Genki II, Tokyo: The Japan Times, 1999

**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: Tsering, Sonam

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

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

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

Credits: 5  
Credit Exclusions: No credit granted to those who have completed or are enrolled in ASIANLAN 303 or 304.  
Enforced Prerequisites: ASIANLAN 202 or 203.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Zhao, Qiuli

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

**ASIANLAN 304**                                  **Third Year Chinese for Mandarin Speakers**  
Section 001

Credits: 4  
Enforced Prerequisites: ASIANLAN 204.  
Other Course Info: Taught in Chinese.

Repeatability: May not be repeated for credit.  
Primary Instructor: Liu, Wei

The emphasis of training is in reading and writing although oral activities remain part of the course requirement. The textbook, *A New Chinese Course*, carries authentic articles reflecting various aspects of life in contemporary China. Students will be exposed to advanced-level language structures, expressive styles, and cultural knowledge relevant to selected topics. It is expected that, assisted by web searches for up-to-date information as well as classroom discussions, students will build their vocabulary and sentence patterns from each lesson, and learn to recognize and use a variety of linguistic registers in both their oral and writing practice.

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

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

Credits: 2  
Enforced Prerequisites: ASIANLAN 202 or 203.  
Repeatability: May be elected twice for credit.  
Primary Instructor: Zhao, Qiuli

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

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

Credits: 2  
Advisory Prerequisites: ASIANLAN 302.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Grande, Laura A S  
Instructor: Yin, Haiqing

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

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

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

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.

Text: Jookyuuheno TOBIRA — A Gateway to Advanced Japanese: Learning through Content and Multimedia. Original textbook by University of Michigan Japanese Language Program: Kuroshio shuppan, to be published in July 2009.

**ASIANLAN 335**  
Section 001

**Third Year Korean I**

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.  
Primary Instructor: Han, Sangkyung

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**  
Section 001

**Fourth Year Chinese I**

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

This course, the first part of the fourth-year Chinese language core course, is intended to help students with three years of Chinese studies to further develop their language ability in modern Chinese. All aspects of the language — listening, speaking, reading and writing — are emphasized by way of carefully selected texts and meticulously developed exercises in the textbook *Advanced Chinese: Intention, Strategy, and Communication*. Through various forms of language practice, students are expected not only to read original materials with less reliance on a dictionary and at a faster speed, but also to improve their productive skills, oral and written, at the discourse and rhetorical levels. Another objective of the course is to enhance students' cultural awareness. Classes are conducted in Chinese. Assessment will be based on attendance, participation, homework, tests, and exams. Students of ASIANLAN 401 who need more oral practice may want to take ASIANLAN 305 Advanced Spoken Chinese I simultaneously. Native-speaking Chinese students interested in improving their comprehensive foundation in the language can also benefit from this course.

**ASIANLAN 405**  
Section 001

**Chinese for Professions I**

Credits: 3  
Advisory Prerequisites: ASIANLAN 302, 303, or 304 or equivalent.  
Repeatability: May not be repeated for credit.  
Rackham Information: Rackham credit requires additional work.  
Primary Instructor: Chen, Qinghai

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

**ASIANLAN 407**    **Advanced Readings in Modern Chinese**  
Section 001

Credits: 3  
Advisory Prerequisites: ASIANLAN 402 or equivalent, or permission of instructor.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Liu, Wei

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

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

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

Class Format: 3 hours Recitation class per week

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

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

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.

Textbook: Authentic Japanese: Progressing from Intermediate to Advanced, Tokyo: The Japan Times, 1998.

**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.

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

**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 bungo, the classical language used in all Japanese writing until the early 20th century, for Japanese-area undergraduate majors and graduate specialists in any field who have completed the third year of modern Japanese or its equivalent. The course teaches the rudiments of classical grammar by using the long and rich tradition of waka (the five-line, 31-syllable classic poem), short stories, and philosophical essays as primary materials for study. We will read and carefully analyze the poems and prose passages from a grammatical and thematic perspective.

**Course Requirements:**

Course work consists of grammatical analysis, interpretive commentary, short tests and examinations. Depending on the composition of the class, a final term paper may be required which can be a short collection of original translations or a research paper on any work of interest to the student.

**ASIANLAN 435**  
Section 001

**Readings in Modern Korean I**

Credits: 3  
Enforced Prerequisites: ASIANLAN 336.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Han, Sangkyung

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.

Course Requirements: The checkpoints for evaluation include quizzes, exams, presentations, homework assignments, essays, and class discussion/participation.

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

**ASIANLAN 439**  
Section 001

**Academic Japanese I**

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

This course focuses on the development of competence in academic Japanese, especially proficiency in reading and writing, to enhance students' academic language ability for research using Japanese source materials or study at a Japanese university. Skills covered include rapid reading (skimming and scanning skills), intensive reading for comprehension, lecture comprehension, effective note-taking, participation in discussions, and the appropriate organization of research projects and presentations. Students will also watch video clips and read newspaper articles on current events and participate in discussions to further develop fluency and proficiency using advanced academic vocabulary and structure. In addition, the course will help students prepare for the first and second levels of the Japanese proficiency test offered by the Japan Foundation every December. Students must either have completed ASIANLAN 326 with an A- or above or pass a placement test. Students must also have mastery of over 1000 kanji and a solid foundation in grammar and reading.

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

**ASIANLAN 441**  
Section 001

**Practicum in Japanese Translation (Hon'yaku jishshu)**

Credits: 3  
Enforced Prerequisites: ASIANLAN 326 with a minimum grade of B+.  
Advisory Prerequisites: ASIANLAN 326. For non-native speakers of Japanese: JLPT N2, Placement test, and/or knowledge of 800 kanji. For non-native speakers of English: TOEFL IBT 100 or above.  
Repeatability: May not be repeated for credit.

This course is designed to be a translation course complementary to the language curriculum. The objective of the course is to help students develop and improve their translation skills. It is expected that, by the end of the course, students will acquire the basic tools necessary to translate from the source to the target language. It is meant to be an introductory course, through which students will be generalist translators, rather than specialists. For this purpose, the course materials will cover a wide range of genres and styles. It should be noted, however, that the focus of the course is mostly practical translation, rather than literary translation of prose, fiction, novels, poems, and others.

Intended Audience:

Upper-level undergraduates and graduate students who have or will have some experience in Japanese translation but have never been formally trained. Students must have a strong command of both Japanese and English.

It is aimed at students who have completed the equivalent of three years of Japanese language study at the University of Michigan, as well as student of native-speaking ability in Japanese and near-native fluency in English.

**ASIANLAN 469**                      **Advanced Classical Tibetan I**  
Section 001

Credits:                                      3  
Enforced Prerequisites:                ASIANLAN 468.  
Repeatability:                             May not be repeated for credit.  
Primary Instructor:                      Tsering, Sonam

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

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

Credits:                                      1 - 5  
Consent:                                     With permission of instructor.  
Advisory Prerequisites:                Permission of Instructor.  
Repeatability:                             May be repeated for a maximum of 8 credit(s). May be elected more than once in the same term.

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

## Chinese Studies

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

Credits:                                      3  
Consent:                                     With permission of department.  
Advisory Prerequisites:                Permission of instructor.  
Repeatability:                             May be elected twice for credit.  
Cross-Listed Classes:                    ANTHRCUL 501 - China Social Science, Section 001  
ASIAN 501 - China Social Science, Section 001  
HISTORY 549 - China Social Science, Section 001  
POLSCI 501 - China Social Science, Section 001  
SOC 527 - China Social Science, Section 001  
Primary Instructor:                      Ang, Yuen Yuen

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
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
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.

## International and Comparative Studies

### **CICS 401**

Section 002

### **International Studies Advanced Seminar**

*Nonviolence: A Global Perspective*



Credits:	3
Enforced Prerequisites:	Junior standing or above.
Other Course Info:	CICS 401 can be counted only once for credit toward the Academic Minor in International Studies.
Repeatability:	May be elected twice for credit.
Meet Together Classes:	AAS 458 - Black World Issues, Section 001
Primary Instructor:	Ellsworth, Scott A

During the past seventy-five years, nonviolent social movements have proven themselves to be some of the most potent political forces in human history. Not only have they toppled military dictatorships and totalitarian regimes, recast centuries-old forms of racial privilege, ended colonial rule, empowered women, and given voice to the aspirations of millions of marginalized citizens, but they have given hope to besieged individuals across the world, from Ireland to Alabama, Poland to the Philippines, and China to Cuba. Regardless on one's own opinion of nonviolence, it is clearly a force to be reckoned with.

Combining case studies with a look at more recent events, this course will not only examine the modern history of nonviolent movements — including Gandhi's efforts in India, the American Civil Rights Movement, the Velvet Revolution in Czechoslovakia, anti-apartheid activism in South Africa, and the Internet-fueled protests which erupted worldwide in early 2011 — but will also seek to understand why certain movements succeed, while others fail.

Readings for the course will include both historical accounts and activist memoirs, while class discussions will be supplemented with both documentary films and in-class speakers.

## Japanese Studies

### **CJS 591**

Section 001

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

Credits:	1 - 4
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
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.

## Communication Studies

### **COMM 432**                      **Foreign News Coverage** Section 001

Credits: 3  
Advisory Prerequisites: COMM 351 or 371 strongly recommended.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Collings, Anthony C

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

## Comparative Literature

### **COMPLIT 140**                      **First-Year Literary Seminar** Section 001                      *Life of the Book: How Texts Travel, Between Languages, Through Time, Space, and Media*

Course Note: A course in the LSA First-Year Seminar Program. Led by a faculty member, COMPLIT 140 is a study of selected topics in literature through classroom discussion and the writing of essays.

Credits: 3  
Requirements & Distribution: HU  
Advisory Prerequisites: Enrollment restricted to first-year students, including those with sophomore standing.  
Repeatability: May be repeated for a maximum of 6 credit(s).  
Primary Instructor: Masuzawa, Tomoko

Books are familiar objects for us. They are stacks of paper bound between two covers, relatively inexpensive and portable; everyone owns at least a few; great many are held in public and private libraries; when they are not being read, books sit on the shelf. But it has not always been this way. Throughout history people wrote, manufactured, owned, used, and passed on “books” in many different material forms. In this seminar we will consider various ways in which books have traveled through time and space, across languages, cultures, media, and worlds. The course is an introduction to intellectual and literary history specifically focused on the book phenomenon—that is, book as a concept, a cultural technology, and a material fact.

What can happen to a text when it is transcribed by various methods of reproduction (such as hand-copying, printing, photocopying, digitizing) or across different media, and genres? What is lost, or gained, when the text is translated—that is, transferred from one language to another, from one cultural context to another? How have material innovations in book-making at various points in history (such as the invention of codices, paper-making, printing press, machine-made paper) transformed people’s relation to books? What roles have books played in people’s lives and in the societies they construct? Are books becoming obsolete?

Class Format: Seminar

### **COMPLIT 240**                      **Literature Across Borders** Section 001                      *22 Ways to Think About Translation*

Credits: 3  
 Requirements & Distribution: HU  
 Repeatability: May not be repeated for credit.  
 Meet Together Classes: UC 256 - Twenty Two Ways, Section 001  
 Primary Instructor: Prins, Yopie

As part of the Fall 2012 LSA Theme Semester on Translation, this course is especially designed for students to explore how translation is an integral part of our community and the world at large. Where do we encounter translation in everyday life? What is translation? Who translates? Why translate? What lessons do we learn in the process of translating? These are some of the questions that we will approach from various disciplinary, interdisciplinary, and international perspectives.

We will think broadly about translation as a movement across different languages, cultures, discourses, and media, and also across departments and programs at the University of Michigan.

Course Requirements: Course requirements will include regular attendance and active participation in the course, a series of short response papers, but no final exam. Students will also be expected to attend a selection of events listed on the calendar for the LSA Theme Semester website: <http://translation.lsa.umich.edu/wp/>

Class Format: The course will meet twice a week for one-hour lectures presented by faculty members from multiple units on a range of topics including: translation and religion, translation and the law, translation and film, translation and identity, translation and world literature, translation and ethnography, translation and politics, translation and human rights, translation and the sciences, translation and technology, translation and media, translation and humor, translation and performance, translation and music, translation and business, translation as career path.

In addition students will meet once a week in one-hour discussion sections, to follow up in smaller groups on reading and writing assignments or special projects.

**COMPLIT 434**  
 Section 001

**Comparative Studies in Poetry**  
*Translating Modern Chinese Poetry*

Credits: 3  
 Advisory Prerequisites: Junior standing.  
 Repeatability: May be repeated for a maximum of 6 credit(s).  
 Meet Together Classes: ASIAN 480 - Topics Asian Studies, Section 001  
 Primary Instructor: Tang, Xiaobing

Designed to introduce students to the pleasure of reading modern Chinese poetry, this course will also allow us to understand how the poetic imagination evolved in twentieth-century China, Taiwan, and Hong Kong. We will read a broad selection of poetry from across the last one hundred years, including works by some of the iconic poets, such as Wen Yiduo, Yu Kwang-chung, and Bei Dao. We will study poetry in translation as well as in the original language. In the process, we will discuss varying themes, emotions, and formal innovations. We will also experiment with translating modern Chinese poetry into English, maybe even with writing our own poems! To help us better appreciate the poetic texts under discussion, we will read a limited number of essays that provides relevant background information or specific analyses.

This course will not only present a unique perspective on the development of modern Chinese literature and culture, but also further develop students' language skills. Students who have the equivalent of fourth-year Chinese will find this course helpful in consolidating their reading comprehension. We will see how modern poetry both draws on and influences everyday language. There will be a series of small reading and translation exercises throughout the semester. Working with the instructor, students will translate and annotate selected texts for their midterm and final projects.

**COMPLIT 720**  
Section 001

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

Credits:	3
Consent:	With permission of department.
Advisory Prerequisites:	Graduate standing.
Repeatability:	May be repeated for a maximum of 9 credit(s). May be elected more than once in the same term.
Primary Instructor:	Shammas, Anton

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

**COMPLIT 750**  
Section 001

**Seminar: Topics in Comparative Literature**  
*Translation After Orientalism*

Credits:	3
Consent:	With permission of department.
Advisory Prerequisites:	Graduate standing.
Repeatability:	May be repeated for a maximum of 9 credit(s). May be elected more than once in the same term.
Meet Together Classes:	ASIAN 500 - Seminar-Asian Std, Section 002
Primary Instructor:	Merrill, Christi Ann

This course will provide a survey of key scholarly works on translation in colonial and postcolonial contexts, starting with Edward Said’s trenchant critiques. The course title refers to translation in the wake of Said’s damning critiques and also more generally to the phenomenon of Orientalism and asks fundamentally: How to avoid acting the part of neo-Orientalist? How do we approach the translation of Asian material meaningfully, rigorously and ethically in the 21st century? We need to start by understanding Orientalist stances towards translation and subsequent critiques of them. Rather than assume these standards (of rigor, or of fidelity, for example) to be absolute and uniform, we will spend the semester formulating a more complex and historically-informed analysis of the priorities guiding the production of these translated texts and our readings of them. We will pair theoretical readings with short excerpts from a range of “Oriental” examples — literary, philosophical, religious, historical and legal — from a number of languages and time periods that should illustrate the concerns of the theoretical readings assigned.

Course Requirements: Students will be expected to give one informal class presentation on their responses to the day’s readings once in the semester and to submit a final paper applying at least two of the assigned theoretical readings to a translated text of their own choosing.

Intended Audience: Only expertise in English is required for completing the readings. No knowledge of Postcolonial Theory or Translation Studies will be assumed at the start of the course, but should be fully familiar by the end.

## Economics

**ECON 455** **The Economy of the People's Republic of China**  
Section 001

Credits: 3  
Enforced Prerequisites: ECON 401 with a C- or better OR Graduate Standing.  
Repeatability: May not be repeated for credit.  
Rackham Information: Rackham credit requires additional work.

This course will examine the process of institutional change and economic development through the experiences of mainland China and Taiwan. Emphasis is on economic reforms in mainland China since 1978, including agricultural reforms, rural industrialization, reform of state-owned enterprises, international trade and foreign investment, fiscal and financial reforms, and regional inequality and poverty. Other topics: record of socialist planning in China; pace and sequence of reform in socialist economies; Taiwan's structural transformation; and China's entry into the World Trade Organization.

## Education

**EDUC 419** **Teaching Methods for World Language Minors**  
Section 001

Credits: 2  
Consent: With permission of instructor.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Coolican, Maria Jean

This course is designed to present secondary level world language teaching methodology and techniques for initiating, guiding, and evaluating learning and teaching activities in the world language classroom. Building on your knowledge gleaned from our methods course in your teaching major, we will explore various ways in which we can create powerful learning experiences for students including individual lesson plans, unit plans, projects and assessment tools. The course is intended for students for whom a world language is their teaching minor or second major.

**EDUC 420** **Teaching World Languages in the Secondary School**  
Section 001

Credits: 3  
Repeatability: May not be repeated for credit.  
Primary Instructor: Coolican, Maria Jean

Presents teaching methodology for initiating, guiding, and evaluating learning activities in the secondary world language classroom. Explores how students learn a second language; essential elements of a classroom (reading, writing, speaking, culture); and the process for creating learning experiences for 7-12 students. Examines pertinent contributions from research.

**EDUC 593** **Educational Linguistics**  
Section 001

Credits: 3  
Advisory Prerequisites: Graduate standing and permission of instructor.

Repeatability: May not be repeated for credit.  
Cross-Listed Classes: ELI 593 - Educational Ling, Section 001  
Primary Instructor: Graves, Kathleen P

This applied linguistics course focuses on issues of language and its application to educational theory and practice. Students learn to analyze the major subsystems of English, identify ESL students' learning challenges, and develop strategies for promoting language acquisition. Students are evaluated on their attendance and participation. They also keep regular language awareness journals, do readings after every class, and complete short papers on an assigned topic every week. Two oral presentations are also required.

Course Description: Educational Linguistics deals with training and research in linguistics as it relates to educational theory and practice, specifically the teaching and learning of K-12 English as a Second Language (ESL) students. Topics include English structures and analysis, identification of ESL students' learning challenges, and pedagogical strategies to promote language acquisition.

Course Texts:

Justice, Paul. (2004). Relevant Linguistics: An Introduction to the Structure and Use of English for Teachers. Second Edition. Palo Alto: CSLI Publications.

Denham, K., & Lobeck, A. (Eds.). (2005). Language in the Schools: Integrating linguistic knowledge into K-12 teaching. Mahwah, NJ: Lawrence Erlbaum Associates.

We will also be reading selected articles and chapters, which I will give you or direct you to on the internet or the CTools website.

Course Goals: Students will:

1. develop an understanding of the complex nature of language
2. learn about the subsystems of English and develop skills of linguistic analysis
3. understand language as a sociopolitical and historical construct
4. appreciate language variation
5. be able to identify the learning challenges of ESL students
6. design appropriate activities to address ESL students' language learning challenges
7. cultivate attitudes of inquiry regarding language

Course Requirements:

1. Satisfactorily complete all readings and written assignments (50% of course grade)
2. Attend class and participate (can be non-verbal) (30% of course grade)
3. Complete final project (guidelines to be provided) (20% of course grade)

## English Language Institute

ELI 593                                  Educational Linguistics  
Section 001

Credits: 3  
Advisory Prerequisites: Graduate standing and permission of instructor.  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: EDUC 593 - Educational Ling, Section 001  
Primary Instructor: Graves, Kathleen P

This applied linguistics course focuses on issues of language and its application to educational theory and practice. Students learn to analyze the major subsystems of English, identify ESL students' learning challenges, and develop strategies for promoting language acquisition. Students are evaluated on their attendance and participation. They also keep regular language awareness journals, do readings after every class, and complete short papers on an assigned topic every week. Two oral presentations are also required.

Course Description: Educational Linguistics deals with training and research in linguistics as it relates to educational theory and practice, specifically the teaching and learning of K-12 English as a Second Language (ESL) students. Topics include English structures and analysis, identification of ESL students' learning challenges, and pedagogical strategies to promote language acquisition.

Course Texts:

Justice, Paul. (2004). *Relevant Linguistics: An Introduction to the Structure and Use of English for Teachers*. Second Edition. Palo Alto: CSLI Publications.

Denham, K., & Lobeck, A. (Eds.). (2005). *Language in the Schools: Integrating linguistic knowledge into K-12 teaching*. Mahwah, NJ: Lawrence Erlbaum Associates.

We will also be reading selected articles and chapters, which I will give you or direct you to on the internet or the CTools website.

Course Goals: Students will:

8. develop an understanding of the complex nature of language
9. learn about the subsystems of English and develop skills of linguistic analysis
10. understand language as a sociopolitical and historical construct
11. appreciate language variation
12. be able to identify the learning challenges of ESL students
13. design appropriate activities to address ESL students' language learning challenges
14. cultivate attitudes of inquiry regarding language

Course Requirements:

4. Satisfactorily complete all readings and written assignments (50% of course grade)
5. Attend class and participate (can be non-verbal) (30% of course grade)
6. Complete final project (guidelines to be provided) (20% of course grade)

## English Language and Literature

### **ENGLISH 317**

Section 003

### **Literature and Culture**

*Going Native*

Credits:

3

Requirements & Distribution:

HU

Repeatability:

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

Primary Instructor:

Porter, David L

For most of us, most of the time, foreign travel implies a round-trip ticket. We head off for a distant shore, enjoy the sights, soak in the atmosphere, and—if we're of a literary bent—blog to our friends back home about the experience before returning home ourselves. But many journeys, both now and in the past, follow a one-way street, when travelers leave home never to return. In the case of immigrants, the travelers often follow a well-trodden path, and can count on finding communities of fellow countrymen at their destination. There have always been those, however, who have, whether by design (as in the case of deserters and missionaries) or by accident (captives, shipwreck survivors), found themselves entirely alone within an unfamiliar culture, and have, by necessity, attempted to adapt themselves to life in a very different world—in other words, to “go native.” What is this experience like for those who experience it? What motivates them to seek it out, and how does it transform them? And most importantly, how can we explain the remarkable allure the fantasy of “going native” continues to exercise on our imagination?

To answer these questions, we will consider written narratives and films by and about real and fictional travelers who have “gone native,” alongside works by historians and anthropologists who have attempted to make sense of the phenomenon from other points of view.

**ENGLISH 317**

Section 006

**Literature and Culture**

*Green Indigeneities*

Credits: 3  
 Requirements & Distribution: HU  
 Repeatability: May be repeated for a maximum of 6 credit(s). May be elected more than once in the same term.  
 Meet Together Classes: AMCULT 311 - Ethnic Studies, Section 006  
 Primary Instructor: Najita, Susan Y

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

**ENGLISH 331**

Section 001

**Film Genres and Types**

*The Animated Film*

Credits: 3  
 Advisory Prerequisites: SAC 236.  
 Repeatability: May be repeated for a maximum of 9 credit(s). May be elected more than once in the same term.  
 Cross-Listed Classes: SAC 331 - Film Genres&Types, Section 001  
 Primary Instructor: Kligerman, Mark William

This course traces the history of animation from the magic lantern shows of the late 19th century to current and emerging digital animation technologies. We will explore both animated shorts and feature films and examine commercial as well as independent production practices. We will also survey the most significant debates undertaken in the field of animation studies, including scholarship on animation and its relationship to the birth of mass culture, animation and modern art, animation and Classical Hollywood Cinema, and animation and cultural imperialism. Screenings will include films by Cohl, McCay, O'Brien, The Fleischers, Disney, Avery, Tashlin, Servais, Svankmajer, Tezuka, and Miyazaki.

**ENGLISH 630**

Section 001

**Special Topics**

*The Cultural History of Cartography (With Karl Longstreth)*

Credits: 3  
 Consent: With permission of department.  
 Repeatability: May be repeated for credit.  
 Primary Instructor: Traub, Valerie J

Over the past thirty years, the cultural history of cartography has been reinvigorated by means of the theorizations deriving from literary and cultural studies (e.g., Foucault, Certeau). Correlatively, scholars of literature and visual culture have become attuned to the importance of maps, mapmaking, and spatial logics to an array of questions: the historical emergence of race, the gendering of colonial rhetoric, the administration of empire, and the experience of urban life. This interdisciplinary seminar, co-taught by an English/Womens' Studies professor and the university libraries' chief map librarian, will focus on the mutually-informing relationships among cartography, literature, and visual culture at different historical moments in Europe and North America. We will explore the very definition of a



map, which differs across time and cultures; cross-cultural variations in map literacy; the use that people make of maps and atlases in different times and places, including military activity, local journeying, exploration, colonization, urbanization, and administration; the representations of human bodies, flora, and fauna on maps (including racial, ethnic, gendered, and geographic designations); and the ways in which spatialized graphic idioms (e.g., longitude, latitude, grids, compass roses) contribute to broad cultural logics, including historically specific modes of classification and comparison.

Our Anglo-European focus will be supplemented by consideration of cartographic products from non-Western cultures, especially Asia. Depending on the interest of students, our survey may range from the medieval period to the present, although we also will focus on select moments in time. Shifts entailed by technological changes in the late sixteenth century (geometric triangulation, surveying, copper-plate engraving, mass-marketing of prints) will orient one such focus. Select literary texts that have elicited considerable interest for those interested in cartography (for instance, Shakespeare's *King Lear*) will make an appearance. In addition, we will explore the implications of new digital technologies for both research and pedagogy.

Our cartographic archive will be based on the collections of the Clements Library and Hatcher's Clark Map Library, although on-line databases will be used as well. Along with reading in recent cartographic history, spatial theory, and literary texts, requirements include attendance at a symposium on the cultural history of cartography to be held October 25 and 26, and the viewing of two special exhibits related to the symposium. Readings drawn from the scholarship of symposium speakers (some of them former Michigan Ph.D.s), will orient the first half of the syllabus; the second half will be devoted to developing skills for final projects, some of which will evolve out of questions developed in the course of the symposium.

**Intended Audience:** This course should be useful to anyone interested in developing their interdisciplinary skills of reading literary and visual texts, and historicizing and theorizing about them. No previous "map literacy" or knowledge of the history of cartography is required.

## French

**FRENCH 270**  
Section 007

**French and Francophone Literature and Culture**  
*France's Orient*

Course Note:	A student who misses either of the first two meetings of any course offered by the Department of Romance Languages may be dropped from the course for non-attendance.
Credits:	3
Requirements & Distribution:	HU
Enforced Prerequisites:	FRENCH 235 with a grade of C- or higher.
Repeatability:	May be elected twice for credit. May be elected more than once in the same term.
Primary Instructor:	Hayes, Jarrod L

In *Orientalism*, Edward W. Said famously argues that the so-called Orient is a European invention. Furthermore, as a system for understanding its supposed geo-cultural referent, Orientalism was a means of having power over it and therefore a correlate of Europe's colonial projects in North Africa, the Middle East, and Asia. A key concept in postcolonial studies, therefore, Orientalism will serve in this course as the focus that will introduce students to some of the key questions and methods of French and Francophone literary studies. Beginning with nineteenth-century texts that mark the heyday of French Orientalism (and of France's colonial ventures in North Africa) and that most conform to Said's model, we will then consider more contemporary examples, some of which involve the Orient writing back in North African literature in French. Finally we will consider examples from the seventeenth and eighteenth centuries, before France's colonial interests turned towards North Africa. These readings will thus allow us to complicate Said's account and to highlight historical differences in Orientalist discourses. Throughout the course, particular emphasis will be placed on the components of college-level writing in French, particularly in writing that engages in the interpretation of literary and other cultural texts.

Course Requirements: participation, in-class writing, four short writing assignments, two 4–5-page papers.

## German

**GERMAN 333**  
Section 001

### **Fascist Cinemas**

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

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

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

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

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

## History of Art

**HISTART 213**  
Section 001

### **Buildings, Cities, and People** *Architecture and Modernity*

Credits: 4  
Requirements & Distribution: HU  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: ARCH 213 - Bldgs, Cities, People, Section 001  
Primary Instructor: Zimmerman, Claire A

This course surveys the history of architecture and the built environment in relation to 19th- and 20th-century modernity, beginning in North America and on the European continent, and subsequently moving further afield. On the one hand, we look at the art and architectural movements known as modernism in European and American culture from the early 19th c; on the other, we examine progressive modernization related to the built environment more generally. Beginning with new building types and social institutions, we will consider how architects, engineers, planners, and developers responded to the challenges of industrialization and post-Enlightenment thought. The course will trace foundational themes of architectural modernism in relation to concurrent developments in the fine arts, photography, film, philosophy, and science. While developments covered in this class begin with the Industrial Revolution in North America and Europe, the geographical frame widens dramatically as modern architecture and industrialization spread globally throughout the 20th c., involving developments as paradoxical as Le Corbusier's Chandigarh, set alongside the concurrent colonization of South Asia by western industrial capital. The course will move in chronological sequence, beginning with radical changes to architecture and artistic culture in the 19th c. It will include a series of comparative case studies narrowly focused on specific objects and texts

placed within their geographical and historical context. We will make use of a series of recent exhibitions and publications that bring architecture into relationship with other arts in the modern period.

Class Format: The class is a lecture course with opportunity for class discussion on a regular basis. Required: one day long field trip to Detroit and its inner industrial suburbs date to be determined.

**HISTART 388**

Section 001

**Norm and Storm: Rebellion in Art**

*Art and Social Resistance*

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.

Estimated cost of materials, \$0.00.

Readings will be posted online.

Course Requirements: Requirements include one short paper, a midterm and a final examination.

Intended Audience: There are no prerequisites for this course.

**HISTART 393**

Section 002

**Junior Proseminar**

*Art and Language, and the Language of Art*

Credits: 3  
Advisory Prerequisites: Concentration in History of Art and upperclass standing.  
Repeatability: May be elected twice for credit.  
Primary Instructor: Powers, Martin J

The relationship between language and thought has been a topic of debate for more than a century, but it is only in recent decades that art historians have devoted special attention to the problem of art and how it is that we “know” things. This course seeks to explore a variety of case studies that touch on different facets of the problem. Readings will range from 19th-century foundational writings (Darwin, Schlegel) to essays published only last year. Some writings will be in the field of linguistics, some in psychology, but most will be the work of theoretically oriented art historians. We will divide the readings into two types: (1) Studies attempting to link vision with language, logic, or cognition; (2) Studies focusing on verbal descriptions of art, what is known in the field as ekphrasis. As a class, we’ll spend quite a lot of time developing two kinds of skills: Focusing on works of art in UMMA, we’ll practice producing ekphrasis ourselves, and in the process learn to recognize different kinds of logic encoded in different kinds of pictorial style, e.g.: spatial/logical inclusion, cause and effect, hierarchical relationships, metonymy, irony, interdependent relationships, degrees of legibility and so on. In each case we will ask what kinds of interrelationships are possible in one set of pictorial rules as opposed to another? We’ll also read examples of

ekphrasis drawn from works written by premodern critics, often from China, as well as descriptions translated from European languages. From these writings we'll learn that different critics "see" differently, that they look for different kinds of information in a painting. We'll learn to detect these differences, and to describe them.

Readings will be online, no cost.

Course Requirements: This course provides training in preparing and presenting research papers. In support of that goal the requirements are: one-page annotated bibliography notes on one reading per week (13 readings total), chosen by the student from the syllabus; one 8-10 page research paper; one, 15 minute class presentation on your chosen topic; class participation.

Class Format: Seminar

**HISTART 394**

Section 003

**Special Topics**

*Art and Politics After 1945*

Credits:

3

Cost:

<50

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. 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, and ink painting in Maoist China. 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 394**

Section 007

**Special Topics**

*Good Stories: Japanese Narrative Art*

Credits:

3

Repeatability:

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

Primary Instructor:

Carr, Kevin Gray

This class draws on theories of narrative from Western and Asian art and literature to explore various examples of Japanese narrative art. Lectures will survey the history of visual storytelling in Japan from the seventh to twentieth centuries, emphasizing close visual and textual analysis. Lively class discussions explore a range of issues concerning narrative in Japan, including visual modes of storytelling in the scroll format, concepts of literary and pictorial genres in the pre-modern period, and the functions of picture scrolls as tools of persuasion, repositories for nostalgic visions of the classical past, vehicles for the mythologization of religious institutions, and sites for satiric representation. The objects to be analyzed range from twelfth-century Genji scrolls to modern animation, with special emphasis on illustrated texts.

**HISTART 489**

Section 001

**Special Topics in Art and Culture**

*Size Matters: Questions of Scale in Recent Sculpture*

Credits:	3
Cost:	<50
Repeatability:	May be elected three times for credit. May be elected more than once in the same term.
Meet Together Classes:	HISTART 689 - Splcl Tpcs Hist Art, Section 002
Primary Instructor:	Kee, Joan
Instructor:	Cox-Richard, Lily

This course examines the matter of scale, one of the issues most central to the making and reception of art. Despite its significance, scale has been remarkably neglected as a standalone topic, often mistaken as size. A notable exception, however, is the considerably body of commentary dealing with sculpture, and particularly that which emerged in the wake of Minimalism's ascent in the 1960s. Co-taught by a sculptor and an art historian, this course examines scale through the lens of sculpture from approximately the early 1960s to the present. Works from a variety of cultural backgrounds will be discussed, including those of Robert Smithson, Claes Oldenburg, Cildo Meireles, Yayoi Kusama, Richard Serra, Donald Judd, the Mono-ha, John McCracken, Danh Vo, Jennifer Pastor, and Suh Do-Ho. This course will be especially useful for studio artists seeking to understand the relationship of artistic practice to a broader historical framework and for art historians interested in issues concerning the reception of living artists, including the analysis of artists' writings and interviews. Together, art historians and artists/designers will explore ways in which issues of scale are approached and resolved in the process of artmaking, as well as consider how these decisions impact the perception, experience, and understanding of the work once made. A highlight of this course is a planned field trip to Marfa, Texas to visit Judd's Chinati Foundation, Ballroom Marfa, and Prada Marfa (co-pay required). C. D. 4

Course Requirements: All readings in English; for art history students, no prior studio art experience required.

<b>HISTART 666</b> Section 001	<b>Problems in 17th Century Art and Visual Culture</b> <i>Perspectives on Perspective</i>
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Credits:	3
Consent:	With permission of instructor.
Cost:	50-100
Advisory Prerequisites:	Graduate standing and permission of instructor.
Repeatability:	May be elected three times for credit.
Primary Instructor:	Brusati, Celeste A

By the seventeenth century perspective had come to encompass a wide range of pictorial practices and divergent aims, yet twentieth century concepts and metaphors of perspective that have shaped both the modern history and practice of art have drawn on fairly reductive models of what perspective is. Recent scholarship has begun to complicate these accounts by reassessing primary sources and considering materials from non-European pictorial and textual traditions. The seminar explores various disjunctions between pictorial practice and ideas about perspective, and their implications are for our use of perspective as a category of analysis. We will be discussing key texts on perspective from the early modern and modern periods, including those by Panofsky, Damisch, Ivins, Elkins, Summers, Belting, Massey, and Zorach in order to understand the implications of perspective's identification with particular theories of vision, concepts of space and historical distance, the 'Western' scientific gaze, and modern subjectivity itself. Alongside our assessment of key texts we will be examining ways that perspective operates in conjunction with other representational conventions in painting, anamorphic art, maps, prints, trompe l'oeil images, optical devices, manuscript illustration, Chinese and Japanese folding screens and hand-scrolls. Our aim will be to discover what aspects of pictorial practice have been illuminated, marginalized, and/or eclipsed in the discourse of perspective, and to rethink both the parameters of the category and its use in the analysis of pictures and visibility. Class discussions will focus on early modern European case studies, but participants may choose paper topics from their own areas of interest and research provided that they engage substantively with the issues addressed in our readings and discussions.

Course Requirements: Course expectations include informed participation, occasional in-class exercises, a short oral presentation, and a substantial critical research paper.

Intended Audience: The seminar will be interdisciplinary in approach and students from all disciplines are welcome.

Class Format: Seminar

### **HISTART 689**

Section 002

### **Special Topics in History of Art**

*Size Matters: Questions of Scale in Recent Sculpture*

Credits:	3
Consent:	With permission of instructor.
Advisory Prerequisites:	Graduate student standing.
Repeatability:	May be repeated for a maximum of 9 credit(s). May be elected more than once in the same term.
Meet Together Classes:	HISTART 489 - Special Topics, Section 001
Primary Instructor:	Kee, Joan
Instructor:	Cox-Richard, Lily

This course examines the matter of scale, one of the issues most central to the making and reception of art. Despite its significance, scale has been remarkably neglected as a standalone topic, often mistaken as size. A notable exception, however, is the considerably body of commentary dealing with sculpture, and particularly that which emerged in the wake of Minimalism's ascent in the 1960s. Co-taught by a sculptor and an art historian, this course examines scale through the lens of sculpture from approximately the early 1960s to the present. Works from a variety of cultural backgrounds will be discussed, including those of Robert Smithson, Claes Oldenburg, Cildo Meireles, Yayoi Kusama, Richard Serra, Donald Judd, the Mono-ha, John McCracken, Danh Vo, Jennifer Pastor, and Suh Do-Ho. This course will be especially useful for studio artists seeking to understand the relationship of artistic practice to a broader historical framework and for art historians interested in issues concerning the reception of living artists, including the analysis of artists' writings and interviews. Together, art historians and artists/designers will explore ways in which issues of scale are approached and resolved in the process of artmaking, as well as consider how these decisions impact the perception, experience, and understanding of the work once made. A highlight of this course is a planned field trip to Marfa, Texas to visit Judd's Chinati Foundation, Ballroom Marfa, and Prada Marfa (co-pay required).

Course Requirements: All readings in English; for art history students, no prior studio art experience required.

## HISTORY

### **HISTORY 103**

Section 001

### **Introduction to History in the Humanities**

*The Family in the Early Modern World*

Credits:	4
Repeatability:	May not be repeated for credit.
Primary Instructor:	Peterson, Derek R

This course is an introductory survey of world history from 1500 to about 1920. Our focus will be on family life, on marriage, and on the (often contentious) relations between genders and generations. The course readings rotate around four specific societies: the Swahili Coast of East Africa; the Holy Roman Empire/Germany; New Spain/Mexico; and China. In each of these four cases we'll be exploring a common set of issues:

1. How were political communities created, consolidated and reformed?
2. How is family life historical? How did large-scale economic and political processes affect the ways that husbands, wives and children organized their lives together?

3. How did European economies come to dominate the rest of the world? What is globalization, and what are its roots in history?
4. To what social, political and religious purposes did people put new commodities? How far is commerce a cultural factor in people's lives?

At the heart of the reading list is a selection of memoirs, fictional writings, and primary documents, drawn from each of our four case studies. Over the course of the academic term you'll learn how to read, evaluate, and use primary source material. The aim is to teach you how to make history, not simply to read it.

Course Requirements: There will be a midterm examination, a mid-term essay, a final examination, and a longer essay in which students synthesize the course material.

Intended Audience: First and second year students who are interested in the study of history, but any student is welcome to enroll.

Class Format: Two lectures and one discussion per week.

**HISTORY 203**  
Section 001

**Introduction to Japanese Civilization**

Credits:	4
Advisory Prerequisites:	A knowledge of Japanese is not required.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	ASIAN 200 - Intr Jpn Civilztn, Section 001
Primary Instructor:	Auerback, Micah Louis

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

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

**HISTORY 204**  
Section 001

**East Asia: Early Transformations**

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

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





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

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

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

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

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

**HISTORY 253**  
Section 001

**Introduction to Korean Civilization: Premodern Period**

Credits:	3
Credit Exclusions:	No credit will be given to students who are enrolled in or have completed ASIAN 249/HISTORY 249.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	ASIAN 270 - Intro Kor Civ-Premod, Section 001
Primary Instructor:	Ahn, Juhn Young

The purpose of the course is twofold. As the title implies, the explicit aim is to introduce students to premodern Korean literature, religion, art, and history. In addition, students will be expected to gain new analytic frames for studying larger issues such as gender, class, and identity.

This course will serve as a general introduction to Korean history and culture from earliest times to the nineteenth century. A broad historical overview of the various social, economic, political, and religious traditions in premodern Korea will be accompanied by a brief but in-depth discussion of, among other things, the sense of time, space, history, language, body, self, and salvation that we find in the institutions, ideas, and practices of these traditions. Topics to be discussed in this course also include the relation between state, family, gender, and class. Students will be asked to explore these and other topics by applying a context-sensitive reading and critical analysis of the material that will be covered in this course. There are no prerequisites, but some background in the study of history and culture is recommended. Readings will include both primary material in translation and secondary scholarship.

No knowledge of Korean or any other foreign language is required to take this course. This course not only serves as a foundation for all other upper-level courses in Korean Studies but also provides students from various backgrounds with an opportunity to reflect on cultural diversity, alternative forms of making history, and new ways of thinking about the human condition.

Course Requirements: The requirements for this course include quizzes, short papers, a screenplay, a reading journal, and also a course blog and wiki.



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

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

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

### **HISTORY 363**

#### **The U.S. and the World Since 1945: Politics, Culture, and War in the American Century**

Section 001

*The U.S. and the World Since 1945: Politics, Culture, and War in the American Century*

Credits:

4

Repeatability:

May not be repeated for credit.

Primary Instructor:

Von Eschen, Penny M

With the end of the Second World War in 1945, the United States emerged as a dominant hegemonic power in international affairs. This class will critically examine the conflict and cooperation of the U.S. with other states in the Cold War, decolonization, and regional crises. It also will consider how non-state actors, new technologies, and global markets are transforming the international system in the post-Cold War era.

Course objectives include imparting historical information, developing historical themes and arguments, and discussing recent political, social, cultural, and economic developments involving the United States and its position in the global community since 1945. Beyond the historical development of U.S. foreign relations, the course also will examine the ways that historians consider the political and economic consequences of trade, dependency, and globalization. In order to help accomplish these objectives, the course readings will include original documents and differing interpretations from America and abroad.

Readings for the course will likely include:

- Chen Jian, *Mao's China and the Cold War*, University of North Carolina Press, 2000.
- Jana K. Lipman, *Guantanamo: A Working-Class History Between Empire and Revolution*, University of California Press, 2009.
- Gavan McCormack, *Client State: Japan in the American Embrace*, Verso, 2007.
- William Minter, *Apartheid's Contras: An Inquiry into the Roots of War in Angola and Mozambique*, Zed Books, 1994.
- Jeremi Suri, *Power and Protest: Global Revolution and the Rise of Détente*, (Harvard University Press, 2005).
- Robert Vitalis, *America's Kingdom: Mythmaking on the Saudi Oil Frontier*, Stanford University Press, 2007.

### **HISTORY 378**

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

Section 001

Credits: 3  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: AMCULT 314 - Asian Amer Hist, Section 001  
 Primary Instructor: Kurashige, Scott T

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 396**  
 Section 002

**History Colloquium**  
*Ideologies and Empires in Chinese History*

Credits: 4  
 Consent: With permission of department.  
 Advisory Prerequisites: 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: Chang, Chun-Shu

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

1. Defining IDEOLOGY, REVOLUTION, TRADITION, and CHINA;
2. “Han Confucianism” and Imperial China;
3. Qin Shihuang and Han Wudi: Expansion, Empire, and Life;
4. Socialism, Communism, Daoism, and Buddhism in the Transformations of Imperial China;
5. The nature and structure of the Chinese Empire in Ming times;
6. Defining MODERNITY and Western (American and European)



Credits: 3  
 Repeatability: May not be repeated for credit.  
 Meet Together Classes: AAPTIS 591 - Topics AAPTIS, Section 001  
 MENAS 639 - Central Eurasia, Section 001  
 REEES 639 - Central Eurasia, Section 001  
 Primary Instructor: Northrop, Douglas Taylor

This colloquium introduces graduate students to Central Asia / Central Eurasia as a research and teaching field. It explores the region both internally (through geography, culture, and environment) and through a complex history of interconnections with Russian, Chinese, South Asian, and Islamic/Middle Eastern affairs. Emphasis is on the former Soviet republics (Tajikistan, Turkmenistan, Kyrgyzstan, Kazakhstan, and Uzbekistan) along with Afghanistan, Xinjiang, Mongolia, and areas of Iran, Pakistan, India, and the Russian Federation.

The reading list emphasizes the history of modern Central Asia, i.e., since about 1750 CE, but we will also stretch farther back in time.

Class sessions are designed to offer historiographical breadth as well as thematic/topical variety. Every class meeting will discuss assigned readings, and each student will also have the chance to write regular book reviews and to design an individual paper or project.

Taken as a whole, the colloquium sketches the major methods and theories that have been employed to make sense of Central Asia, and considers some of the main disputes that have arisen among scholars. It also considers the place of Central Eurasia in pedagogical terrains, in contemporary world affairs, and in current media commentary.

Intended Audience: No special background, course prerequisites, or language abilities are required, nothing beyond a strong interest in the region.

Class Format: Colloquium

**HISTORY 676**  
 Section 001

**Studies in Modern Japanese History**  
*Power and Protest in Japan*

Credits: 3  
 Advisory Prerequisites: JR/SR P.I.  
 Repeatability: May not be repeated for credit.  
 Primary Instructor: Pincus, Leslie B

While Japan has conventionally been described as a consensual society, the historical record reveals ample evidence of conflict and contention, often in the form of purposeful action against organized power, and, increasingly, in the service of socially transformative ends. In this seminar-style course, we'll examine histories of protest and rebellion in modern Japan and identify the structures of power within and against which they arise. The course covers two hundred years of epoch-making historical change, from the social and political turmoil that anticipated the fall of the Shogun's government in the nineteenth century to the environmental disaster in Fukushima in the twenty-first century. We'll explore a range of protest movements and oppositional practices, each organized around the most salient issues of a particular historical moment—from economic equity, citizenship and political rights to gender inequality, class conflict, ethnic discrimination and environmental justice. (Note: Students who enrolled in History 592.001 in Winter 2012 on the same topic should NOT enroll in this course.)

**HISTORY 698**  
 Section 002

**Topics in History**  
*Sources of Premodern History*

Credits: 3  
 Advisory Prerequisites: Graduate standing.

Repeatability: May not be repeated for credit.  
Primary Instructor: Hughes, Diane Owen

This course is intended as an introduction to the sources of medieval and early modern history, of which it hopes to propose not only interpretative strategies, but also ways of enlarging their focus through comparisons between word and image, production and reception, centers and peripheries. We will consider the ways in which these records were produced, the ways they were preserved, and the ways they first came to be accessed as historical materials. At the center of the course will be the ways in which students might shape a new archive of documents - literary, historical, and artistic - to widen and deepen research into cultures that did not clearly make those generic distinctions.

Although my expertise is historical and European, I intend to invite as presenters to the course those in other areas (Asia, America, Africa) and hope that this might stimulate a cross-cultural discussion of source discovery, comparison, and use over a range of geographies and chronologies.

Students will participate in theoretical and historiographical approaches to pre-modern source material within the seminar. But they will then be encouraged to shape this into analyses that suit their own research needs.

There will be two basic requirements: a short paper on the practice of archiving the past; a longer paper on a document or series of documents from a particular field that suggests new ways of archiving, selecting, combining, or re-assessing the documents of the pre-modern world.

## Health Management And Policy

**HMP 677**  
Section 001

### **Health Care Organization: An International Perspective**

Credits: 3  
Advisory Prerequisites: Graduate Status.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Liang, Jersey

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

1. population health,
2. health care financing and control,
3. health professionals and their patients,
4. health care organization, and
5. health system performance and reform strategies.

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

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

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

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

## Industrial and Operations Engineering

### **IOE 425**

Section 001

### **Manufacturing Strategies**

Credits:	2
Requirements & Distribution:	BS
Enforced Prerequisites:	Sr>
Advisory Prerequisites:	(Enforced)= Senior standing or Graduate standing.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	MFG 426 - Manuf Strategies, Section 001
Primary Instructor:	Walters, Whitney M-B

Review of philosophies, systems, and practices utilized by world-class manufacturers to meet current manufacturing challenges, focusing on "lean production" in the automotive industry, including material flow, plant-floor quality assurance, job design, work and management practices. Students tour plants to analyze the extent and potential of the philosophies.

## Judaic Studies

### **JUDAIC 218**

Section 001

### **Humanities Topics in Judaism**

*Law in the Pre-Modern World*

Course Note:	Intended for lower-level undergraduate students, designated by the section title and taught by a Judaic Studies regular or visiting faculty member, may include fields such as philosophy, film and video, literature, history, political science, etc., as they pertain to Judaic Studies.
Credits:	3
Requirements & Distribution:	HU
Repeatability:	May be elected eight times for credit. May be elected more than once in the same term.
Meet Together Classes:	HISTORY 257 - Law in PreMod World, Section 001
Primary Instructor:	Neis,Rachel

This course is a historical and comparative introduction to the study of law, thus exposing students to a variety of ancient and medieval legal cultures across the globe. Besides grappling with the basic question of what law actually is, we investigate how law was made and justified, how laws were involved in governing and regulating human relations and transactions, and shifting notions of justice. We examine a range of famous and lesser-known legal sources and materials (codes, narratives, documents, trial records, cases, rituals, performances and ceremonies) as well as literature drawn from history, anthropology, and political theory.

## Linguistics

### **LING 315**

Section 001

### **Introduction to Syntax**



Credits: 3  
Advisory Prerequisites: LING 111, 209, 210, or 212.  
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.

### **LING 350                                  Perspectives on Second Language Learning and Second Language Instruction**

Section 001

Credits: 3  
Credit Exclusions: No credit granted to those who have completed or are enrolled in LING 450.  
Advisory Prerequisites: LING 111 or 210.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Larsen-Freeman, Diane E

Learning tells you how to teach. Therefore, we will begin this course by considering theories of second language learning. We will consider different definitions of language and how they each correspond to a particular understanding of second language learning. We will also consider the individual differences that language learners bring. While not static, monolithic traits, individual differences nonetheless play a major role in influencing how individuals go about learning other languages.

Language learning theories inform different second language instructional approaches. We consider the latter in their historical contexts. We investigate each approach for its underlying principles and the techniques designed to implement them. Students will have an opportunity to try out the various approaches, to experience first-hand the strengths and limitations of an approach from an inside point of view.

Students will also learn the foundations of how to teach the various skill areas such as writing, reading, pronunciation, speaking, and listening to learners with different levels of proficiency and different reasons for studying a language.

Activities include lesson planning and peer teaching. There will also be group presentations on relevant current news articles. Written assignments include a language learning autobiography/biography and a personal statement of language teaching principles.

**LING 368**                                        **How Different is Chinese?**  
Section 001

Credits:    3  
Repeatability:                                        May not be repeated for credit.  
Cross-Listed Classes:                                ASIAN 368 - How Different is Chn, Section 001  
Primary Instructor:                                    Baxter, William H

To early Europeans who encountered it, the Chinese language — with its use of tones, its lack of grammatical inflections for tense or number, and above all the seemingly picture-based writing system — seemed utterly unlike any language they were familiar with. Chinese society and government, administered by an educated elite chosen through competitive examinations, also seemed to be radically different from the societies of Europe.

The idea that the Chinese language was organized according to fundamentally different principles than other languages has continued to capture the imaginations of leading intellectual figures, Chinese and non-Chinese. How different is Chinese? Are the thought patterns of Chinese speakers profoundly affected by the nature of their language, or of its script?

These questions have continued to occupy both Chinese and non-Chinese thinkers down to the present day. They are also connected with ideas about the nature of human languages and the range of variation among them. This course will critically examine the history of these questions and the answers that have been proposed.

**Course Requirements:**

Course requirements include midterm and final examinations, group presentations, and two short research papers.

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

Intended Audience: Undergraduates in History, Linguistics, and Asian Studies. There are no prerequisites.

**LING 440**                                        **Language Learnability**  
Section 001

Credits:    3  
Consent:    With permission of instructor.  
Advisory Prerequisites:                                LING 316 and 315 or permission of instructor.  
Repeatability:                                        May not be repeated for credit.  
Primary Instructor:                                    McNulty, Elaine M

This course initially examines the details of first language acquisition data, e.g., stages of acquisition, children's early linguistic errors, word acquisition, speech sound recognition, differences in first language acquisition cross-linguistically, etc. After establishing the acquisition "facts" that have to be explained, the course investigates various linguistic analyses and their predictive adequacy with respect to acquisition. In addition to the question of whether the correct predictions are made regarding the linguistic data, we also explore whether the theories in question explain how any child learns the language to which s/he is "exposed," no matter what that language is.

Intended for junior and senior linguistics concentrators. It assumes a solid background in (theoretical) syntax, phonology, or semantics. Any or all will suffice.

**LING 446**  
Section 001

**Comparative Linguistics**

Credits:	3
Advisory Prerequisites:	At least one course in Linguistics/language analysis.
Repeatability:	May not be repeated for credit.
Rackham Information:	Rackham credit requires additional work.
Cross-Listed Classes:	LACS 446 - Comparative Ling, Section 001
Primary Instructor:	Pires, Acrisio M

Human languages have strikingly similar structural features, but at the same time they also vary in significant respects. A substantial amount of advances in our understanding of human language has resulted from the individual and comparative analysis of distinct languages. Their similarities and differences can be explored from cognitive, formal, theoretical and typological perspectives. In this course, these perspectives are explored in the context of generative linguistics, exploring the hypothesis that a species-specific cognitive capacity (a faculty of language) determines both the common properties and the boundaries of variation across languages. Some of the questions that arise in this context are:

- what structural principles are common across different human languages? What kind of variation can we find across human languages?
- What mechanisms determine the range of this variation?
- How can this variation be analyzed and understood in a precise way?
- What gives rise to this sort of cross-linguistic variation over time?

Intended Audience: This course introduces students to comparative research on different languages. It is relevant to students interested in a formal understanding of variation across languages, or to anyone interested in knowing more about the structural properties of different languages as part of the study of language and cognition.

## Medieval and Early Modern Studies

**MEMS 209**  
Section 001

**The West in the World: 300-1700**

Credits:	4
Requirements & Distribution:	SS
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	HISTORY 209 - The West in the Wrlld, Section 001
Primary Instructor:	Fancy, Hussein Anwar

This course offers students an accessible and entertaining introduction to European history. Starting in the fourth century and moving through to the seventeenth century, we will examine the process by which the inhabitants of Europe began to see themselves as "Europeans." The course traces the transformation of a pagan world into a Christian one, the struggles to define what Christianity meant, how national identities emerged, the rise of scientific knowledge, and finally how Europe went from being marginal to a force colonizing the world. On the journey between these points, we will pay special attention to Europe's place in the wider world, its interactions with and understanding of the peoples of Africa, the Middle East, Asia, and the Americas. In addition, by working with primary sources, you will gain essential preparation for more advanced courses, learning to think, debate, and write like a historian.

Course Requirements: There will be an in-class midterm and a final exam, which test your understanding of the lectures, as well as two, very short writing assignments.

# Manufacturing

## **MFG 425**

Section 001

## **Manufacturing Strategies**

Credits:	2
Requirements & Distribution:	BS
Enforced Prerequisites:	Sr>
Advisory Prerequisites:	(Enforced)= Senior standing or Graduate standing.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	IOE 426 - Manuf Strategies, Section 001
Primary Instructor:	Walters, Whitney M-B

Review of philosophies, systems, and practices utilized by world-class manufacturers to meet current manufacturing challenges, focusing on "lean production" in the automotive industry, including material flow, plant-floor quality assurance, job design, work and management practices. Students tour plants to analyze the extent and potential of the philosophies.

# Middle Eastern and North African Studies

## **MENAS 340**

Section 001

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

Credits:	4
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	AAPTIS 340 - G Khan to Taliban, Section 001 ASIAN 340 - G Khan to Taliban, Section 001 HISTORY 340 - G Khan to Taliban, Section 001 REEES 340 - G Khan to Taliban, Section 001
Primary Instructor:	Northrop, Douglas Taylor

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

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

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

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

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

**MENAS 591**  
Section 004

**Interdisciplinary Middle East Topics Seminar**  
*Central Eurasian History: Borders and Barriers, Conduits and Connections*

Credits: 3  
Advisory Prerequisites: Upperclass standing; concentration in MENAS, NES or other fields with main interest in Middle Eastern Studies.  
Repeatability: May be repeated for a maximum of 9 credit(s). May be elected more than once in the same term.  
Primary Instructor: Northrop, Douglas Taylor

This colloquium introduces graduate students to Central Asia / Central Eurasia as a research and teaching field. It explores the region both internally (through geography, culture, and environment) and through a complex history of interconnections with Russian, Chinese, South Asian, and Islamic/Middle Eastern affairs. Emphasis is on the former Soviet republics (Tajikistan, Turkmenistan, Kyrgyzstan, Kazakhstan, and Uzbekistan) along with Afghanistan, Xinjiang, Mongolia, and areas of Iran, Pakistan, India, and the Russian Federation.

The reading list emphasizes the history of modern Central Asia, i.e., since about 1750 CE, but we will also stretch farther back in time.

Class sessions are designed to offer historiographical breadth as well as thematic/topical variety. Every class meeting will discuss assigned readings, and each student will also have the chance to write regular book reviews and to design an individual paper or project.

Taken as a whole, the colloquium sketches the major methods and theories that have been employed to make sense of Central Asia, and considers some of the main disputes that have arisen among scholars. It also considers the place of Central Eurasia in pedagogical terrains, in contemporary world affairs, and in current media commentary.

Intended Audience: No special background, course prerequisites, or language abilities are required, nothing beyond a strong interest in the region.

Class Format: Colloquium

**MENAS 639**  
Section 001

**Graduate Colloquium in Central Eurasian History**

Credits: 3  
Repeatability: May not be repeated for credit.  
Meet Together Classes: AAPTIS 591 - Topics AAPTIS, Section 001  
HISTORY 639 - Central Eurasia, Section 001  
REEES 639 - Central Eurasia, Section 001  
Primary Instructor: Northrop, Douglas Taylor

This colloquium introduces graduate students to Central Asia / Central Eurasia as a research and teaching field. It explores the region both internally (through geography, culture, and environment) and through a complex history of interconnections with Russian, Chinese, South Asian, and Islamic/Middle Eastern affairs. Emphasis is on the former Soviet republics (Tajikistan, Turkmenistan, Kyrgyzstan, Kazakhstan, and Uzbekistan) along with Afghanistan, Xinjiang, Mongolia, and areas of Iran, Pakistan, India, and the Russian Federation.

The reading list emphasizes the history of modern Central Asia, i.e., since about 1750 CE, but we will also stretch farther back in time.



This course will address current topics of interest to supply chain professionals. As such the content of the course may vary in subsequent years depending on current events and emerging issues. Several of the topics will involve external guest speakers. Sample topics include: 1. Sustainability and Supply Chains (e.g., Reverse Logistics, Closed-Loop Supply Chains, Carbon foot-print) 2. Supply Chain Risk and Security 3. Corporate Social Responsibility and Ethical Issues in Supply Chain Design 4. Globalization of Supply Networks (e.g., China Factor) 5. Supply Chain Relationships and Policy Implications (e.g., retail industry practices in Category Managements, use of slotting fees, etc. Some of these practices have anti-trust implications and FTC always keeps a close watch. 6. Infrastructure issues in Supply Chain ?country specific issues on role of infrastructure (roads, railways, and ports) and supply chain competitiveness 7. Special challenges in managing Supply Chains across various verticals (e.g., SCM issues differ across automotive, hi-tech, pharmaceutical, retail and students need to be sensitive to these differences.

## PHILOSOPHY

### **PHIL 230**

Section 001

### **Introduction to Buddhism**

Credits:

4

Repeatability:

May not be repeated for credit.

Cross-Listed Classes:

ASIAN 230 - Intro to Buddhism, Section 001

RELIGION 230 - Intro to Buddhism, Section 001

Primary Instructor:

Lopez Jr, Donald S

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

Course Requirements:

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

## Physics

### **PHYSICS 114**

Section 001

### **Physics First-Year Seminar in the Natural Sciences**

*Physics for our Future*

Credits:

3

Requirements & Distribution:

BS, NS

Repeatability:

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

Primary Instructor:

Pierce, Aaron Thomas

Simple physical arguments can help us boil detailed complex technical problems down to their essence. Thus, physics can act as a valuable tool for understanding technical challenges in our rapidly changing world. It can also provide a framework that allows us to determine whether proposed solutions to these challenges are realistic.

This course will examine current events through a physicist's lens. The aim is to provide students with the background to be a well-informed citizen and leader in the 21st century. When faced with technical articles in the

popular press, you should be well equipped to understand both why they are important and what follow-up questions you should ask.

We will place particular emphasis on the physics of energy. How do we understand the scope of the demand for power in today's world? Where does our energy come from? What options could conceivably take the place of fossil fuels and what role can conservation play? What is the basic physics behind the Greenhouse effect? We will not focus on policy decisions, but rather concentrate on the physical realities that should underlie any informed debate. We will discuss nuclear power and the recent accident in Japan in some detail.

We will also discuss technical topics related to the physics of national security. Finally, we will also investigate how developments in pure science in the 20th century found a home in real world applications that we take for granted, ranging from iPods to GPS and Medical Imaging.

Textbook: Required readings will come from a variety of sources. A major source will be Sustainable Energy without the Hot Air by David JC MacKay (SEWHA). You can buy the book (it's a good book and not too expensive), but you can also access the whole thing for free (both .html and .pdf) at: [www.inference.phy.cam.ac.uk/withouthotair/](http://www.inference.phy.cam.ac.uk/withouthotair/)

We will also draw several readings from Physics for Future Presidents: The Science Behind the Headlines by Richard A. Muller (PFP). Muller also has a textbook which I think is quite interesting. While I will not require it, it is called Physics and Technology for Future Presidents, and you can find more about it here: [press.princeton.edu/titles/9226.html](http://press.princeton.edu/titles/9226.html).

Course Requirements:

Homeworks:

- A goal of this course is to make you understand the science that is happening today. To help you with this, you will be expected to find your own science article, read it, and write a short (<1 page) synopsis/analysis. Good sources include the Science section of the New York Times (appears tuesdays) and The Economist. Also consider science magazines like Discover, Popular Science or New Scientist. An interesting column (for conservation questions) is the Green Lantern blog on Slate.com. If you identify parts of articles that are especially interesting or confusing, I encourage you to point these out in your synopsis, and I'll try to incorporate a short discussion into our class.
- There will be additional (usually short) homeworks relating to lectures and assigned readings.

Grade Evaluation: A letter grade will be assigned based on:

- Homework (50%),
- Midterm Exam (20%)
- Class Participation 10%
- Final Project (20%)

Intended Audience: First-year students

Class Format: Seminar format 3 hpw, emphasizing discussion and debate among the students and instructor

## Political Science

**POLSCI 140**  
Section 001

**Introduction to Comparative Politics**

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



Primary Instructor: Markovits, Andrei S

An introductory survey of the governments and politics of several contemporary societies in Europe, Asia, Africa, and Latin America. The course features the establishment of the nation state and its most crucial governmental institutions such as legislatures, the executive, the judiciary. Moreover, it analyses the emergence and role of political parties, interest groups and other major actors that shape the form and content of the aforementioned institutions. Using a historically-informed approach, the course centers around an in-depth analysis of the three broad patterns of politics shaping the modern era: liberal democracy, communism, and fascism.

**POLSCI 319**                                      **The Politics of Civil Liberties and Civil Rights**  
Section 001

Credits: 4  
Advisory Prerequisites: POLSCI 111.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Brandwein, Pamela

This course focuses on landmark civil rights decisions of the Supreme Court, which both elaborate the Fourteenth Amendment doctrine of equal protection and are a prism through which we can view America's struggle over race. The course — situated at the nexus of law, politics, and history — explores the links between civil rights decisions and wider social, political, and economic practices. The goal is to generate insights about Supreme Court decision-making, as well as the role of the Supreme Court in U.S. politics. We will begin with the crisis over slavery and work our way forward. We will cover the watershed Reconstruction Amendments that were added to the U.S. Constitution after the Civil War, examining competing post-war interpretations of "equality under law." We will move on to study *Plessy v. Ferguson* (1896), the infamous decision that upheld a Jim Crow segregation statute, and *Brown v. Board of Education* (1954), the iconic twentieth century decision that struck down legal segregation in education. In particular, we will examine the various dilemmas that confronted the Court in *Brown*, as well as the problem of providing federal legal remedies for unpunished lynching and racial violence. The course also includes a unit on early twentieth century constructions of "whiteness" in the law of naturalized citizenship, as well as a unit on *Korematsu v. United States* (1944), the Supreme Court decision that ratified the U.S. policy of interning Japanese-Americans during World War II. Court cases involving the Guantanamo Bay detainees and U.S. policies in the "war on terror" will be examined in the context of *Korematsu*. The course concludes with an in-depth examination of *Grutter v. Bollinger* (2003) and *Gratz v. Bollinger* (2003), Court decisions involving affirmative action at the University of Michigan. A number of themes run throughout the course, including constitutional politics, theories of race, conceptions of legal equality, and constructions of American identity.

**POLSCI 337**                                      **Comparative Constitutional Design**  
Section 001

Credits: 3  
Advisory Prerequisites: One course in Political Science.  
Repeatability: May not be repeated for credit.  
Primary Instructor: McElwain, Kenneth Mori

This class examines the politics of constitution writing and its long-term effects on national stability and prosperity. We will focus in particular on formal institutions that distribute political power, such as the powers of the executive, judicial independence, the electoral system, and federalism. There will be a heavy emphasis on group discussions and projects, conducted in class and on the web. Research questions include: can be the self-interest of powerful groups be curbed to maximize collective welfare? How do cultural beliefs, historical experience, and international precedence shape the constitutional architecture?

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

Credits: 4  
Advisory Prerequisites: Upperclass standing.  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: ASIAN 428 - Evol Communism, Section 001  
Primary Instructor: Ang, Yuen Yuen

The course examines China's remarkable evolution from socialism to capitalism, with a focus on the economic role of the party-state and interactions between political and market actors in contemporary China.

**POLSCI 341** **Comparative Politics of Developed Democracies**  
Section 001

Credits: 3  
Enforced Prerequisites: POLSCI 140 or upperclass standing.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Franzese Jr, Robert J

This course examines the politics of developed democracies: those where day-to-day political activities occur within the boundaries defined by broadly unchallenged commitments to relatively free-market capitalism and relatively liberal democracy. (Empirically, today, "developed democracies" corresponds least ambiguously to the countries of North America, Western Europe, Japan, Australia, New Zealand, and perhaps a few others, but the grouping "developed democracies" is a theoretical and not a geographic one.) This is not a course in current or past events in these countries; it does not seek to provide a political history of these or any one or subset of these countries. Rather, the course analyzes certain systematic regularities or tendencies evidenced in the politics of developed democracies and proceeds by offering, elaborating, and evaluating possible theoretical (social-scientific) explanations for these patterns in developed-democratic politics. The analysis is positive (non-normative). The focus is on the interactions of interests and interest structures with political institutions in shaping how democracies work (differently) and, ultimately, in shaping important socio-economic policies and outcomes. Specific topics include: socio-economic interest structures and democratic politics and stability; the many effects of various electoral systems; the varying structures of parties and party systems and their implications; alternative visions and designs of democratic governance, majoritarian versus proportional, and their consequences for participation, representation, accountability, and mandates; government formation and dissolution; and policy formation and implementation.

**POLSCI 497** **Undergraduate Seminar in Comparative and Foreign Government**  
Section 005 *Constructing Democratic Constitutions*

Credits: 3  
Consent: With permission of department.  
Advisory Prerequisites: Senior standing; primarily for seniors concentrating in Political Science.  
Repeatability: May be elected twice for credit. May be elected more than once in the same term.  
Undergrad and Grad Meet Together Classes: POLSCI 688 - Selected Topic, Section 001  
Primary Instructor: McElwain, Kenneth Mori

When countries democratize, they must first choose how to allocate political authority. What is the appropriate role and reach of the state? How much autonomy should representatives have in policy-making? How can these preferences be embedded in national constitutions? Course content includes theories of democratic "best practices", evaluations of institutional "fit", and group projects to design "ideal" constitutions.

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

Credits: 3  
 Consent: With permission of department.  
 Advisory Prerequisites: Permission of instructor.  
 Repeatability: May be elected twice for credit.  
 Cross-Listed Classes: ANTHRCUL 501 - China Social Science, Section 001  
 ASIAN 501 - China Social Science, Section 001  
 CCS 501 - China Social Science, Section 001  
 HISTORY 549 - China Social Science, Section 001  
 SOC 527 - China Social Science, Section 001  
 Primary Instructor: Ang, Yuen Yuen

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

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

**POLSCI 688**  
 Section 001

**Selected Topics in Political Science**  
*Constructing Democratic Constitutions*

Credits: 3  
 Advisory Prerequisites: Graduate standing.  
 Repeatability: May be repeated for credit.  
 Undergrad and Grad Meet Together Classes: POLSCI 497 - Sem Compar Gov, Section 005  
 Primary Instructor: McElwain, Kenneth Mori

When countries democratize, they must first choose how to allocate political authority. What is the appropriate role and reach of the state? How much autonomy should representatives have in policy-making? How can these preferences be embedded in national constitutions? Course content includes theories of democratic "best practices", evaluations of institutional "fit", and group projects to design "ideal" constitutions.

## Psychology

**PSYCH 493**  
 Section 001

**Psychological Perspectives on Culture and Ethnicity**  
*Socio-cultural Psychology*

Credits: 3  
 Enforced Prerequisites: One of the following: PSYCH 111, 112, 114, or 115 and one of: PSYCH 250, 260, 270, 280, or 290.  
 Repeatability: May not be repeated for credit.  
 Primary Instructor: Masuda, Takahiko

Do people in different cultures think, feel, and act differently? How can we begin to understand the cultural variation in psychological processes, and what are the origins of this variation? In the last decade a number of psychologists have used time-honored empirical methods of psychology to address these questions. This course

reviews and critically examines this literature. A main focus will be on some East Asian countries and cultures, but we will cover different ethnic groups within the United States.

## Public Policy

**PUBPOL 751** **Topics in the Policies of China**  
Section 001

Credits: 1.5  
Advisory Prerequisites: Permission of instructor.  
Other Course Info: (non-LSA).  
Repeatability: May be repeated for a maximum of 3 credit(s).

The goal of this course is to help students gain a better grasp of the Chinese foreign policy and strategy since Deng Xiaoping's leadership to the present in international politics and especially those in Asian-Pacific region.

**PUBPOL 751** **Topics in the Policies of China**  
Section 002

Credits: 1.5  
Advisory Prerequisites: Permission of instructor.  
Other Course Info: (non-LSA).  
Repeatability: May be repeated for a maximum of 3 credit(s).  
Primary Instructor: Xu,Guangjian

The goal of this course is to help students gain a better grasp of the Chinese foreign policy and strategy since Deng Xiaoping's leadership to the present in international politics and especially those in Asian-Pacific region.

## RC Humanities

**RCHUMS 251** **Topics in Music**  
Section 001 *Music, Dance and the Cultural Body*

Credits: 4  
Repeatability: May be repeated for a maximum of 12 credit(s). May be elected more than once in the same term.  
Primary Instructor: Batiuk,Elizabeth Kimzey

This course examines dance from the perspective of ethnomusicology, treating it as a mode of musical listening, a means of cultural expression and a source of meaning. We will consider issues of perception, musical and dance analysis, and the role of dance in different cultural contexts. How does music support the dance in auditory ways? What are the culturally appropriate emotional scripts associated with the music that the gesture and movement of the dance enact? The wide variety of dance forms and themes studies will be unified by the overarching concern with musical listening and culture as embodied practices.

The two main goals of this course are to enhance listening skills and to develop awareness of culturally different modes of musical and dance expression. There will be audio as well as audio/visual examples. The coursework will include three papers, classroom exercises, and two exams. Learning some of dance forms studied will also be part of the course.

Structure: The syllabus will be divided in three parts according to different (but not mutually exclusive) approaches to the study of dance: dance ethnography, movement analysis, and performance studies. The main geographic areas addressed in the course are East Asia, North America, South America and the Caribbean. Themes addressed include ceremony and ritual, shamanic/healing use of dance, modern dance, folkloric dance, migration, diaspora, and identity (ethnicity, gender, sexuality).

**RCHUMS 252**  
Section 001

**Topics in Musical Expression**  
*Chinese Instrumental Music Ensemble*

Credits: 2  
Repeatability: May be repeated for a maximum of 12 credit(s). May be elected more than once in the same term.  
Primary Instructor: Lam ,Joseph S C

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

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

## RC Languages

**RCLANG 196**  
Section 001

**Intensive Japanese I**

Credits: 10  
Credit Exclusions: No credit granted to those who have completed or are enrolled in ASIANLAN 124, 125, 126, or 127.  
Consent: With permission of department.  
Repeatability: May not be repeated for credit.  
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).

## Russian, East European and Eurasian Studies

**REEES 340**  
Section 001

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

Credits: 4  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: AAPTIS 340 - G Khan to Taliban, Section 001  
 ASIAN 340 - G Khan to Taliban, Section 001  
 HISTORY 340 - G Khan to Taliban, Section 001  
 MENAS 340 - G Khan to Taliban, Section 001  
 Primary Instructor: Northrop, Douglas Taylor

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

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

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

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

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

**REEES 639**  
 Section 001

**Graduate Colloquium in Central Eurasian History**

Credits: 3  
 Repeatability: May not be repeated for credit.  
 Meet Together Classes: AAPTIS 591 - Topics AAPTIS, Section 001  
 HISTORY 639 - Central Eurasia, Section 001  
 MENAS 639 - Central Eurasia, Section 001  
 Primary Instructor: Northrop, Douglas Taylor

This colloquium introduces graduate students to Central Asia / Central Eurasia as a research and teaching field. It explores the region both internally (through geography, culture, and environment) and through a complex history of interconnections with Russian, Chinese, South Asian, and Islamic/Middle Eastern affairs. Emphasis is on the former Soviet republics (Tajikistan, Turkmenistan, Kyrgyzstan, Kazakhstan, and Uzbekistan) along with Afghanistan, Xinjiang, Mongolia, and areas of Iran, Pakistan, India, and the Russian Federation.

The reading list emphasizes the history of modern Central Asia, i.e., since about 1750 CE, but we will also stretch farther back in time.

Class sessions are designed to offer historiographical breadth as well as thematic/topical variety. Every class meeting will discuss assigned readings, and each student will also have the chance to write regular book reviews and to design an individual paper or project.

Taken as a whole, the colloquium sketches the major methods and theories that have been employed to make sense of Central Asia, and considers some of the main disputes that have arisen among scholars. It also considers the place of Central Eurasia in pedagogical terrains, in contemporary world affairs, and in current media commentary.

Intended Audience: No special background, course prerequisites, or language abilities are required, nothing beyond a strong interest in the region.

Class Format: Colloquium

**REEES 695**  
Section 001

**Colloquium on Russian, East European, and Eurasian Studies**  
*Central Eurasian History: Borders and Barriers, Conduits and Connections*

Credits: 3  
Advisory Prerequisites: Graduate standing.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Northrop, Douglas Taylor

This colloquium introduces graduate students to Central Asia / Central Eurasia as a research and teaching field. It explores the region both internally (through geography, culture, and environment) and through a complex history of interconnections with Russian, Chinese, South Asian, and Islamic/Middle Eastern affairs. Emphasis is on the former Soviet republics (Tajikistan, Turkmenistan, Kyrgyzstan, Kazakhstan, and Uzbekistan) along with Afghanistan, Xinjiang, Mongolia, and areas of Iran, Pakistan, India, and the Russian Federation.

The reading list emphasizes the history of modern Central Asia, i.e., since about 1750 CE, but we will also stretch farther back in time.

Class sessions are designed to offer historiographical breadth as well as thematic/topical variety. Every class meeting will discuss assigned readings, and each student will also have the chance to write regular book reviews and to design an individual paper or project.

Taken as a whole, the colloquium sketches the major methods and theories that have been employed to make sense of Central Asia, and considers some of the main disputes that have arisen among scholars. It also considers the place of Central Eurasia in pedagogical terrains, in contemporary world affairs, and in current media commentary.

Intended Audience: No special background, course prerequisites, or language abilities are required, nothing beyond a strong interest in the region.

Class Format: Colloquium

## Religion

**RELIGION 230**  
Section 001

**Introduction to Buddhism**

Credits: 4  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: ASIAN 230 - Intro to Buddhism, Section 001  
PHIL 230 - Intro to Buddhism, Section 001  
Primary Instructor: Lopez Jr, Donald S

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

**Course Requirements:**

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

**RELIGION 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

## Screen Arts and Cultures

**SAC 331**  
Section 001

**Film Genres and Types**  
*The Animated Film*

Credits: 3  
 Advisory Prerequisites: SAC 236.  
 Repeatability: May be repeated for a maximum of 9 credit(s). May be elected more than once in the same term.  
 Cross-Listed Classes: ENGLISH 331 - Film Genres&Types, Section 001  
 Primary Instructor: Kligerman, Mark William

This course traces the history of animation from the magic lantern shows of the late 19th century to current and emerging digital animation technologies. We will explore both animated shorts and feature films and examine



commercial as well as independent production practices. We will also survey the most significant debates undertaken in the field of animation studies, including scholarship on animation and its relationship to the birth of mass culture, animation and modern art, animation and Classical Hollywood Cinema, and animation and cultural imperialism. Screenings will include films by Cohl, McCay, O'Brien, The Fleischers, Disney, Avery, Tashlin, Servais, Svankmajer, Tezuka, and Miyazaki.

**SAC 333**                                 **Fascist Cinemas**  
Section 001

Credits:                                 3  
Advisory Prerequisites:             SAC 236.  
Repeatability:                         May not be repeated for credit.  
Primary Instructor:                  von Moltke, Johannes

This interdisciplinary course explores the fascist-era cinemas of Germany, Spain, Italy, and Japan — from comedies to cartoons to good old fascist spectacles. After an initial sequence devoted to the definition of terms and summary of basic history, the course focuses on both commonalities and specificities of these four fascist cinemas. The themes include propaganda, entertainment and pleasure, the body, spectacle, blood and race, memory, and violence. Consideration will be given to contemporary forms of moving image culture reminiscent of the fascist moment, ranging from neo-Nazi websites to fundamentalist videos on YouTube.

## Sociology

**SOC 495**                                 **Topics in Sociology**  
Section 003                                 *Sociology of Japan*

Credits:                                 3  
Advisory Prerequisites:             One introductory course in Sociology.  
Repeatability:                         May be repeated for a maximum of 8 credit(s). May be elected more than once in the same term.  
Primary Instructor:                  Tsutsui, Kiyoteru

This course examines contemporary Japanese society from a sociological perspective, using empirical data such as statistics and ethnographic accounts as well as visual aids such as movies, photos, and video clips. We will examine various aspects of Japanese society, including education, gender, family, ethnic diversity, politics, diplomacy, media and popular culture among other topics. Our goal is to challenge commonly held notions about Japanese society and examine how it really “works”, using empirical examples and employing comparative sociological perspectives.

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

Credits:                                 3  
Consent:                                 With permission of department.  
Advisory Prerequisites:             Permission of instructor.  
Repeatability:                         May be elected twice for credit.  
Cross-Listed Classes:                ANTHCUL 501 - China Social Science, Section 001  
   ASIAN 501 - China Social Science, Section 001  
   CCS 501 - China Social Science, Section 001  
   HISTORY 549 - China Social Science, Section 001  
   POLSCI 501 - China Social Science, Section 001  
Primary Instructor:                  Ang, Yuen Yuen

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.

## Strategy

### **STRATEGY 584**

Section 001

### **Business in Asia**

Credits:	3
Enforced Prerequisites:	STRATEGY 503 or 510 or 593
Other Course Info:	(non-LS&A).
Repeatability:	May not be repeated for credit.
Meet Together Classes:	STRATEGY 584 - Business in Asia, Section 002 STRATEGY 584 - Business in Asia, Section 451
Primary Instructor:	Lim,Linda Y C

This 14-week course deals with business in 12 Asian economies - Japan; the East Asian newly-industrialized economies (NIEs) of South Korea, Taiwan and Hong Kong; the Southeast Asian (ASEAN) countries of Singapore, Malaysia, Thailand, Philippines, Indonesia and Vietnam; and the large emerging economies of China and India. Together, these economies include nearly half of the world's population and (excluding Japan) over half of the population in emerging markets.

Course material is organized into four broad categories: (1) Regional and national business environments, (2) Business enterprises and strategies, (3) Industry cases and trends, (4) Management and social issues/disputes/problems.

## University Courses

### **UC 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:	AERO 201 - US Aviat Hist-Dev I, Section 001
Primary Instructor:	Greenawalt,Brandon Lee

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.

**UC 256**  
Section 001

**Twenty-Two Ways to Think About Translation**

Credits: 3  
Requirements & Distribution: HU  
Repeatability: May not be repeated for credit.  
Meet Together Classes: COMPLIT 240 – Literature Across Borders, Section 001  
Primary Instructor: Prins, Yopie

As part of the Fall 2012 LSA Theme Semester on Translation, this course is especially designed for students to explore how translation is an integral part of our community and the world at large. Where do we encounter translation in everyday life? What is translation? Who translates? Why translate? What lessons do we learn in the process of translating? These are some of the questions that we will approach from various disciplinary, interdisciplinary, and international perspectives.

We will think broadly about translation as a movement across different languages, cultures, discourses, and media, and also across departments and programs at the University of Michigan.

Course Requirements: Course requirements will include regular attendance and active participation in the course, a series of short response papers, but no final exam. Students will also be expected to attend a selection of events listed on the calendar for the LSA Theme Semester website: <http://translation.lsa.umich.edu/wp/>

Class Format: The course will meet twice a week for one-hour lectures presented by faculty members from multiple units on a range of topics including: translation and religion, translation and the law, translation and film, translation and identity, translation and world literature, translation and ethnography, translation and politics, translation and human rights, translation and the sciences, translation and technology, translation and media, translation and humor, translation and performance, translation and music, translation and business, translation as career path.

In addition students will meet once a week in one-hour discussion sections, to follow up in smaller groups on reading and writing assignments or special projects.

## Urban Design

**UD 713**  
Section 001

**History of Urban Form**

Credits: 3  
Repeatability: May not be repeated for credit.  
Meet Together Classes: ARCH 443 - Hist of Urban Form, Section 001  
UP 443 - Hist Urban Form, Section 001  
Primary Instructor: Fishman, Robert L

The course offers a study of the historical development of the physical form of western cities from ancient times to the present. The course will deal primarily with European and North American cities under the following headings: Ancient and Classic, Medieval, Renaissance and Baroque, and Modern (nineteenth and twentieth centuries). Cities of Asia, Africa, and Latin America will be included where possible and applicable.

## Urban Planning

**UP 443**  
Section 001

**History of Urban Form**

Credits: 3  
 Repeatability: May not be repeated for credit.  
 Meet Together Classes: ARCH 443 - Hist Urban Form, Section 001  
 UD 713 - Hist of Urban Form, Section 001  
 Primary Instructor: Fishman, Robert L

The course offers a study of the historical development of the physical form of western cities from ancient times to the present. The course will deal primarily with European and North American cities under the following headings: Ancient and Classic, Medieval, Renaissance and Baroque, and Modern (nineteenth and twentieth centuries). Cities of Asia, Africa, and Latin America will be included where possible and applicable.

## Women's Studies

### **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 Japanese 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 Buddhist 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, the history of the Japanese feminist movement, and gender in pop culture. 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, and in feminist theories of reading in the Anglo-American academy. Student input on pop culture study materials are welcome. To be offered in the fall semester alternately with ASIAN 300.

Course Requirements: Short essays, midterm paper, and a final exam.

### **WOMENSTD 304**                      **Gender and Immigration: Identity, Race, and Place** Section 001

Credits: 3  
 Requirements & Distribution: SS  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: AAS 304 - Gender&Immigr, Section 001  
 Primary Instructor: Fadlalla, Amal Hassan

This course answers these questions by looking at how the acts of travel and mobility are labeled differently under different political and social circumstances. The course examines the gendered cultural and political meanings people and governments give to mobility, border-crossing, and displacement in this exciting age of globalization and transnationalism. We will examine the meanings of travel and border crossing in relation to popular concepts such as "refugee," "diaspora," and "transnationalism." We ask how the meanings and usage of these terms will be useful in understanding the social constructions of gender, identities, race, ethnicity, reproduction, socialization, and health.

We will particularly explore how questions of power, race, and class intersect to shape refugees and immigrants' daily struggles for justice and human rights. We ask how refugees and immigrants attempt to create and "imagine" their own social world with reference to their new locations and their homelands. Our readings and discussion will focus on cultural and theoretical perspectives from the social sciences, specifically anthropology, sociology, literature, and history. And we will take as examples the ethnographies and narratives of immigrants from different parts of the world, specifically Africa, Asia, Latin America, and the Middle East.

Intended Audience: The seminar is intended for junior and senior undergraduates but sophomores are also welcome.