

ALL LSA COURSES INVOLVING AND INCLUDING JAPAN, WINTER 2018
 pink = courses focused specifically on Japan; blue = Japanese language courses; white = courses that include Japan

Dept. and Number	Course Title	Instructor	Meeting times	Credit Hours	Description	Distribution Requirements	Prereqs	Countries, cultures, or groups included in course
AMCULT 100	What is an American?	Pedraza,Silvia	TuTh 2:30PM - 4:00PM	4	In a nation formed and transformed by successive waves of immigrants, what is an American has often been a source of debate. In this course we will focus on a few immigrant experiences, in the past as well as the present, through which to think through this perennial question. We will focus on the experience of the Irish, Jews, Blacks, Mexicans, Cubans, Japanese, and contemporary Asians. These six immigrant groups are representative of the four major waves of immigration to America. The first wave consisted of Northwest Europeans who immigrated up to the mid-19th century; the second one consisted of Southern and Eastern Europeans at the end of the 19th century and beginning of the 20th; the third entailed the movement from the South to the North of Black Americans and Mexicans precipitated by two World Wars; and the fourth one, from 1965 on, is still ongoing in the present, of immigrants mostly from Latin America and Asia. At all times, our effort will be to understand the immigrant past of these ethnic groups, both for what it tells us about the past as well as their present and possible future. Always we will focus on the causes for the migration of the group; the process through which they became incorporated into American society; their outcomes with respect to assimilation (cultural and structural); and how they also transformed this nation. The course evaluation will consist of two in-class exams and one book review, taking class participation into account.	SS, RE		Irish, Jews, Blacks, Mexicans, Cubans, Japanese, and contemporary Asians
AMCULT 102-001 / ASIANPAM 102 / WOMENST D 151	Food and Gender in Asian American Communities	Lawsin,Emily P	MW 1:00PM - 2:30PM	3	This first-year seminar introduces students to historical and contemporary issues of Asians in America, through the lens of food and culture. We will examine how foodways often shape gender roles, labor, power dynamics, and Asian American identity. Focusing on Chinese, Japanese, Filipino, Korean, Indian, and Vietnamese American communities, we will explore how (as acclaimed author Frank Chin puts it) "Food is our only common language." Students will learn: • How gender, like food, is a cultural construct? • The historical impact of legislation and immigration on communities and culinary practices. • The strategies that various Asian communities have used to survive in America; and? • An introduction to contemporary issues and foodways in Asian American communities. AMCULT 102/WOMENST 151 satisfies the following graduation requirements: Social Science Distribution. Elective/Core Course for the Asian/Pacific Islander American (APIA) Studies Minor.	SS, FYS		Chinese, Japanese, Filipino, Korean, Indian, and Vietnamese American
AMCULT 301-001	Asian/Pacific Islander Americans in the Civil Rights Movement	Hwang,Roland	MW10:00AM - 11:30AM	3	Asian/Pacific Islander Americans in the Civil Rights Movement presents an overview of the civil rights issues as they will have affected the APIA existence and experience in America. We examine federal and state laws that have historically excluded APIAs from our shores, and limited APIA civil rights. We examine the legal challenges from the gold rush times, the WWII internment of Japanese Americans, and recent hate crime cases, to the fight over affirmative action, the battle over immigration, immigration reform, and family reunification, and other present day issues. The course features a mix of lectures, discussion, film, and guest speakers.			Asian/Pacific Islander Americans
AMCULT 314	History of Asian Americans in the U.S.	Borja,Melissa M	TuTh 8:30AM - 10:00AM	3	This course focuses on the histories of Asian/Pacific Americans in the United States. Covering the seventeenth century until the present day, this course explores the experiences of a variety of Asian ethnic groups, including Korean, Filipino, South Asian, Southeast Asian, Pacific Islander, Chinese, and Japanese Americans. Transnational in scope, this course situates the migration of Asian/Pacific Islanders in the broader history of the U.S.'s relationship with the Pacific world and pays special attention to how the lives of API Americans have been shaped by global capitalism and labor, imperial expansion, foreign policy, decolonization and self-determination, transnational social movements, and cross-racial politics. In addition, this course examines how histories of Asian/Pacific Americans have been shaped by, and have simultaneously challenged, regimes based on race, gender, sexuality, religion, disability, and class.	SS, FYS		Korean, Filipino, South Asian, Southeast Asian, Pacific Islander, Chinese, and Japanese Americans
AMCULT 498 - 003	Starting Over: Migratino in the US	Cordell,Sigrid A	MW 10:00AM - 11:30AM	4	How have evolving ideas of open spaces, opportunity, and the chance for a fresh start shaped movement to and within the U.S.? How have legal, economic, racial, political, and social factors encouraged and/or limited migration by different groups in U.S. history? In order to answer these questions, we will examine key moments in migration history in the U.S., including westward expansion in the nineteenth century; the Great Migration, during which several million African Americans left the South in the early twentieth century; the forced relocation of thousands of Japanese Americans during WWII; and contemporary debates over borders and refugee resettlement. This course will take an interdisciplinary approach to understanding the historical and imaginative dimensions of migration in the U.S. We will explore a wide range of sources, including creative works, scholarly writings, legal and political documents, newspaper, first-person accounts, maps, images, and films. We will also take advantage of the unique collections on campus by digging into the archives at the Bentley Library and Hatcher's Special Collections and by visiting the U-M Museum of Art.	ULWR		African Americans, Japanese Americans
ANTHRUCUL 202	Ethnic Diversity in Japan	Robertson,Jennifer E	TuTh 1:00PM - 2:30PM	3	For at least a century and a half Japan has been stereotyped by certain Japanese and non-Japanese alike as a "homogeneous" society. In 1986, then Japanese PM Nakasone even went so far as to declare that "the Japanese" formed a "single, unified race" and his comment provoked angry rebuttals from Japanese ethnic and cultural groups who were not part of the dominant ethnic group in Japan, and who have been disenfranchised in various ways, in some cases, for centuries. Among these groups are the "aboriginal" Ainu of Hokkaido, Okinawans, resident Koreans and Chinese; burakumin (or "outcast(e)s"); migrant workers of Japanese ancestry from South America; the victims of the atomic bombs and radiation poisoning who comprise a stigmatized minority group; and people with disabilities. We will explore the history and present-day circumstances of these groups and their various modes (art, music, ritual practices) of claiming visibility. This course is designed to contribute to and complicate the discussion of diversity in the United States and elsewhere by studying the conception and practice of diversity in Japan. By examining how "race" and ethnicity are defined and deployed in Japan, you will begin to develop both the necessary perspective and the skills for analyzing, in a more nuanced way, ethnic identities and relationships in the U.S. and elsewhere. You will also learn a lot about Japan that will challenge simple stereotypes about that country and culture, and its inhabitants.	SS, RE		Japan, Ainu of Hokkaido; Okinawans, resident Koreans and Chinese; burakumin (or "outcast(e)s"); migrant workers of Japanese ancestry from South America
ARCH 215	Building Business: Corporations, Architecture, and the Built Environment from the Medici to McDonalds	Zimmerman,Claire A	TuTh 2:30PM - 4:00PM	4	Corporations are said to be like people. This may reflect their architecture: "head" office buildings with the "bodies" of manufacturing sheds behind. But unlike human bodies, corporations extend around the world to absorb new buyers and sellers, subdividing, splitting, and reconfiguring themselves with astonishing speed and flexibility. Corporations guided by capital perform according to its rules: like capital, they mutate quickly under economic requirements, or they die. Yet for many centuries, buildings were static, and slowly changed in sharp contrast to the increasing speed with which corporate capital moved its goods. Architecture promised the corporation an image, and yet refused to deliver it quickly, or to change it rapidly. This course on architecture and business focuses on the tension between architecture's solidity, and capital's fluidity, charting corporate development and occupied space in and around buildings and cities throughout the world. We move in reverse chronological order from tall buildings such as the proposed Tokyo Sky Mile Tower (2045), the Burj Khalifa, the Hong Kong and Shanghai Banking Corporation headquarters, and Chicago's many early towers, to other building types associated with the conduct of business: suburban malls and real estate development corporations, banks, quasi- or multi-national corporations, even monasteries. Six units include: non-place corporations, skyscrapers and the multinational, the City of London since WWII, the birth of the highrise and the American city, colonial corporations across the globe, and early monastic and banking corporations in Europe. HISTART Category for Concentration Distributions: 3 Early Modern, 4 Modern and Contemporary, C Asia includes China, Japan, India, and the D. Europe and the U.S.	HU		Asia (includes China, Japan, India, and Southeast Asia), Europe and the U.S.
ASIAN 200/HISTORY 203	Introduction to Japanese Civilization	Brightwell,Erin Leigh	MW 11:30AM - 1:00PM	3	Most of us think we have a pretty good idea of what Japan is probably like. It's so present in American culture today that even without having been there, many of us can list off any number of things Japanese: sushi, Hello Kitty, ninjas, and the world's first robot dog. But what we generally think about less often is how all of these are products of Japanese culture's rich and complicated development over time. This course is intended to take you back to the "beginning" around the turn of the last millennium — when rival chieftains appealed to the Chinese court for recognition before there was a Japan as such — and to move forward through the late 20th century — an age of giant cell phones and fears that Japan was going to buy up the U.S. — to better understand the culture, people, and history behind the phenomena we all know. With a few "flash-forwards" into the 21st century, we will explore Japan's culture and history through literature, documents, film, and experiential hands-on learning. By the end, you will be able to understand such things as the origins of the warrior, the meaning of "Zen," Japan's response to WWII, and why Hello Kitty has no mouth.	HU		Japan
ASIAN 205/HISTORY 205	Modern East Asia	Duan,Lei	TuTh 2:30PM - 4:00PM	4	This course is an introduction to modern China, Japan, and Korea from 1600 to the present. It has two major themes. First, this course offers an understanding of the changes and continuities that were embodied in political, social, cultural, and intellectual aspects in the making of today's East Asia. Second, this course presents an integrated view of East Asia's position in its global context. We will focus on both East Asia's interactions with the Western powers, and the interconnectedness among China, Japan, and Korea. It covers topics including: the rise and fall of the Qing dynasty (1644-1911); the decline of Choson (or "Japan's Meiji transformation"); East Asia-Western encounters; transformations of East Asian political system, culture, and social structure from the late 19th century; state building and its limitations in the early 20th century; East Asia's World War II; the Chinese Communist Revolution; East Asia in the Cold War, and the dramatic transformation of today's East Asia. Besides the political and cultural transformations, attention will also be given to how these changes affected common people's lives in a broad way. The objectives of this course are threefold. First, this course will equip you with the knowledge and skills needed to comprehend the historical transformation of China, Japan, and Korea. It will make you well-prepared for your future in-depth study of the histories of the three countries. Second, through a systematic study of major issues and themes in modern East Asian history, you will be able to think critically and historically about how East Asian society operates today. Third, this course will also improve your writing, research, and critical thinking skills. Through reading primary sources, writing essay assignments, and class discussions, you will develop skills in historical analysis and critical writing.	SS, RE		China, Japan, Korea
ASIAN 252 section 001	Hybrid Japan	Auerback, Micah Louis	MW 10:00AM - 11:30AM	3	Japan's "opening" in the 1850s inaugurated a bustling new international traffic, for the first time including the English-speaking worlds of the United States and the British Empire. Commerce and diplomats began to crisscross national borders, of course, but so too did literature, religion, and art. Japan became irrevocably hybrid. Writers who left works from years before 1950 in English included the art guru Okakura Kakuzo; the folklorist and gothic storyteller Lafcadio Hearn; the Quaker diplomat Nitobe Inazo; the professional adventurer Isabella Bird; the Christian reformer Uchimura Kanzo; and the author Mary Crawford Frazier, among dozens of others. This First-Year Seminar will give students an opportunity to try Asian Studies by reading Japanese sources originally produced in English.	HU, FYSem		Japan
ASIAN 280 section 001	Japanese Narrative Design Lab	Jackson,Reginald Roland	MW 8:30AM - 10:00AM	3	How do Japanese narrative arts work and how might we reverse-engineer them to design stories of our own? The Japanese Narrative Design Lab blends critical analysis with creative work, prioritizing hands-on exploration to teach students about Japanese visual culture and the mechanics of dynamic storytelling. The main goal of this course is to train you to become better critical readers of Japanese narrative through experimental, practice-based creative work. We will dissect medieval tales, nah and kabuki plays, illustrated handscrolls, manga, and anime to determine what makes them tick. Students will learn how to read original materials closely and then translate their insights into character design, plotting, scripting, layout, inking, and coloring — in analog and digital mediums. Ideally, a diverse mix of readers, writers, and illustrators will contribute their talents to the class. Students with backgrounds in creative writing, visual, and dramatic arts welcome. No experience in visual art or Japanese language/culture required.	HU		Japan
ASIAN 312	After Defeat: The Cultural History of Postwar Japan	Hill,Christopher L	TuTh 1:00PM - 2:30PM	3	This course explores a transformative and influential period in the artistic and intellectual life of Japan. The course begins in 1945, when defeat in the Asian-Pacific War inspired fundamental reassessments of the role the arts should play in understanding the recent past and imagining the future. It ends in the 1970s, when writers and artists revealed a thirty years of intellectual and artistic revolution and reconsidered Japan's place in the world "after" the postwar. The primary materials are fiction, film, plays, visual art, and philosophy. No knowledge of Japanese is required. We approach the postwar in four pieces: 1) 1945 to the early 1950s, when artists and intellectuals confronted their support for Japan's war in Asia and the Pacific and debated the relationship between art and politics; 2) The early 1950s to the end of the decade, when they examined the society emerging from the return of prosperity, conservatism, and the United States' Japan's subordination to the United States; 3) The 1960s, bracketed by protests at the beginning and end of the decade against the renewal of the U.S.-Japan Security Treaty, when radical politics and radical experiments in art went hand in hand; 4) The 1970s, when the end of high-speed growth and the narrowing of political possibilities fed a reassessment of the present and the postwar past.	HU		Japan
ASIAN 325/RELIGION 323	Zen: History, Culture, and Critique.	Brose,Benjamin	TuTh 1:00PM - 11:30AM	4	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.	HU		China, Japan

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ASIAN 367/ LING 367	Languages of Asia	Baxter, William H	TuTh 1:00PM - 2:30PM	3	This course examines selected languages of Asia and what they can tell us about the societies that have used them: how they work, how they are distributed geographically and socially, how they are connected to each other, how (and whether) they have been written, what their status has been, and how all these things have changed in response to historical processes. We will focus primarily on East, South, and Southeast Asia. The course is organized into four main parts: Preliminaries (basic geography and history, basic linguistic concepts) Asian language families Writing systems Language in culture and politics	HU		East, South, Southeast Japan
ASIAN 371/ RCSSCI 371	Natural Disasters in East Asia	Ahn, John Young	TuTh 2:30PM - 4:00PM	3	In recent years, the world has come to witness what appears to be an unprecedented level of destruction caused by a series of devastating natural disasters that have leveled entire cities, taken the lives of hundreds of thousands of people, and displaced even more. Stoking the popular imagination with dramatic images, the global media has come to depict hurricane Katrina, the 2004 Indian ocean tsunami, the 2005 Kashmir earthquake, the 2008 Wenchuan earthquake, the 2010 Haiti earthquake, and most recently the tsunami that hit northeastern Japan as the work of an unpredictable, uncontrollable, and essentially chaotic force. Although true in some respects, this way of understanding earthquakes, tsunamis, and other events tends to obscure the social, political, and historical side of these so-called "natural" disasters. When, in fact, did we begin to regard these events as the work of "nature" as opposed to, say, God or some other supernatural agency? On what basis do we classify a certain event as a "natural" disaster? Can we ignore the influence of class, ethnicity, education, and power on the making and outcome of these disasters? This course will bring these and other questions to bear on the historical and comparative study of natural disasters in East Asia and elsewhere. There are no prerequisites for this course, but some background in the history and culture of East Asia is recommended.	ULWR, SS		East Asia
ASIAN 376	Controversies in Contemporary Korea	Ahn, John Young	TuTh 11:30AM - 1:00PM	3	This course examines a number of key controversies in contemporary Korea (South and North). Through this examination this course will seek to provide a more critical understanding of the issues that drive the political economy and culture of Korea. Among other things, this course will examine the issue of comfort women, the Korean War, Park Chung-hee and the New Village Movement, Korea and the Vietnam War, Kwangju 5.18, the debate over Dokdo, the culture of consumption in contemporary Korea, national heritage, urbanization and class struggle, environmental policy in Korea, globalization and the Korean Wave (Hallyu), North Korea and the Axis of Evil, Korean diaspora and adoptees, labor and multiculturalism in contemporary Korea, environmental issues in Korea, and the politics and cultures of division.	ID		Korea, Japan
ASIANLAN 124	First-Year Japanese through Anime and Manga II		MWF 12:00PM-1:00PM	3	This course is a continuation of ASIANLAN 123, the second half of the first-year Japanese course taught through various types of media, mainly anime and manga. The course will incorporate at length various media forms into class activities to improve students' language skills, as well as to help students have fun. This approach will increase familiarity with aspects of both traditional and modern Japanese culture that are necessary for language competency. This course also encourages students to become autonomous language learners by providing online tools for self-learning (e.g. online novel) and personalized tasks that students may design on their own (e.g. drawing original manga). By the end of this course, students will be able to: Further develop a repertoire of vocabulary and basic sentence patterns that will allow them to speak about themselves and topics of personal relevance solely in Japanese. Develop basic pragmatic and socio-cultural skills to gain basic understanding of the manga/anime/movies that they like. Master approximately 140 kanji (87 new kanji this semester). Perform practical writing needs such as taking notes on familiar topics, writing emails and letters, writing about current and general topics.		ASIANLAN 123 or ASIANLAN 125	Japan
ASIANLAN 126	First Year Japanese II		TuTh 9:00AM-10:00AM	5	This course is a continuation of ASIANLAN 125 or ASIANLAN 123, and is the second half of the first-year Japanese course. The course focuses on the further developing students' proficiency in all four language skills (speaking, listening, writing, and reading) while simultaneously familiarizing them with aspects of both traditional and modern Japanese culture that are necessary to build language competency. By the end of this course, students will be able to: Understand and appropriately use basic grammar patterns and vocabulary terms (e.g. verb conjugation (e.g. plain-form, nai-form, ta-form, etc.)). Understand and participate in daily conversations (e.g. making requests, comparing things, expressing one's ideas, desires, future plans and family members, etc.). Read and write novice-level materials with a solid understanding of sentence structure. Produce approximately 160 kanji in context. Speak at a novice-high, or higher, level of proficiency as defined by the ACTFL Oral Proficiency Interview		(ASIANLAN 123 or 125) or by Assignment of ASIANLAN 126 by Placement Test.	Japan
ASIANLAN 126	First Year Japanese II		TuTh 10:00AM-11:00AM	5	This course is a continuation of ASIANLAN 125 or ASIANLAN 123, and is the second half of the first-year Japanese course. The course focuses on the further developing students' proficiency in all four language skills (speaking, listening, writing, and reading) while simultaneously familiarizing them with aspects of both traditional and modern Japanese culture that are necessary to build language competency. By the end of this course, students will be able to: Understand and appropriately use basic grammar patterns and vocabulary terms (e.g. verb conjugation (e.g. plain-form, nai-form, ta-form, etc.)). Understand and participate in daily conversations (e.g. making requests, comparing things, expressing one's ideas, desires, future plans and family members, etc.). Read and write novice-level materials with a solid understanding of sentence structure. Produce approximately 160 kanji in context. Speak at a novice-high, or higher, level of proficiency as defined by the ACTFL Oral Proficiency Interview		(ASIANLAN 123 or 125) or by Assignment of ASIANLAN 126 by Placement Test	Japan
ASIANLAN 128	Japanese Kanji and Calligraphy: Learning Strategies and Orthography		Th 4:00PM-6:00PM	2	This course is designed for students who are interested in learning Kanji (Chinese characters), improving their existing kanji skills, and mastering proper Japanese handwriting. The course presents two main strategies pursuant to the study of kanji: Japanese calligraphy and learning methodologies. Through these methods, students will acquire greater proficiency in reading and writing kanji, and greater proficiency in Japanese overall. By the end of this course, students will be able to: Recognize basic structures and components of kanji. Demonstrate proper balance and stroke order when writing kanji. Recall stylistic details of kanji, including "stops," "hooks," and "releases" in calligraphy and handwriting. Recall the various pronunciations and meanings of kanji based on their radicals (ideographic and phonetic building blocks of kanji). Use strategies developed in the course to efficiently and effectively memorize new kanji.		One of ASIANLAN 126, 127, or 129 or RCLANG 196, completed with a minimum grade of C- or better	Japan
ASIANLAN 226	Second Year Japanese II		TuTh 9:00AM-10:00AM	5	ASIANLAN 226 is a continuation of ASIANLAN 225, and is the second half of the second-year Japanese course. This course focuses on the simultaneous progression of students' proficiency in all four language skills (speaking, listening, writing, and reading) while continuing to increase students' familiarity with aspects of both traditional and modern Japanese culture. Students will learn to successfully handle a variety of uncomplicated, basic, and communicative tasks and social situations. By the end of this course, students will be able to: Understand and appropriately use basic grammar patterns and vocabulary terms (e.g., passive, causative, and causative-passive sentences, etc.). Understand and participate in daily conversations and to be able to express opinions/thoughts and present information, using appropriate vocabulary, expressions and basic grammar in context (e.g., everyday life, school, particular interests, etc.). Use appropriate speech styles (e.g., formal and casual speech) and communication strategies for various settings. Read and write intermediate-level materials with a solid understanding of main ideas and supporting details on familiar topics from a variety of texts. Produce approximately 350 kanji in context. Speak at an intermediate-mid, or higher, level of proficiency as defined by the ACTFL Oral Proficiency Interview.	Lan Req	ASIANLAN 225; or assignment of ASIANLAN 226 by Placement Test.	Japan
ASIANLAN 226	Second Year Japanese II		TuTh 10:00AM-11:00AM	5	ASIANLAN 226 is a continuation of ASIANLAN 225, and is the second half of the second-year Japanese course. This course focuses on the simultaneous progression of students' proficiency in all four language skills (speaking, listening, writing, and reading) while continuing to increase students' familiarity with aspects of both traditional and modern Japanese culture. Students will learn to successfully handle a variety of uncomplicated, basic, and communicative tasks and social situations. By the end of this course, students will be able to: Understand and appropriately use basic grammar patterns and vocabulary terms (e.g., passive, causative, and causative-passive sentences, etc.). Understand and participate in daily conversations and to be able to express opinions/thoughts and present information, using appropriate vocabulary, expressions and basic grammar in context (e.g., everyday life, school, particular interests, etc.). Use appropriate speech styles (e.g., formal and casual speech) and communication strategies for various settings. Read and write intermediate-level materials with a solid understanding of main ideas and supporting details on familiar topics from a variety of texts. Produce approximately 350 kanji in context. Speak at an intermediate-mid, or higher, level of proficiency as defined by the ACTFL Oral Proficiency Interview.	Lan Req	ASIANLAN 225; or assignment of ASIANLAN 226 by Placement Test.	Japan
ASIANLAN 229	Intensive Japanese II	Okuno, Tomoko	MTuWThF 10:00AM-12:00PM	10	This course is designed for you to learn Novice-High/Intermediate-Low-level Japanese language in an intensive, semi-immersion setting. It is "intense" because we will study a normally two-term amount of materials in one. It is "semi-immersion" in that in our classroom we constantly simulate authentic communicative interactions with speakers of Japanese, and will use the target language as much as possible while minimizing the use of English. Through extensive communication practice in classroom activities, we will work on developing all four skills (listening, speaking, reading, and writing, using hiragana, katakana and approximately 350 kanji) along with cultural understanding. Most course-related activities are collaborative in nature. You will learn to acquire a sentence/paragraph-level command in various topics around everyday life for college students and beyond. You are also required to attend minimum three hours of co-curricular activities, such as the Lunch Tables and Conversation Tables, per week.	Lan Req	ASIANLAN 129 or RCLANG 196. Students must have completed the first-year Japanese at the University of Michigan or have equivalent proficiency.	Japan
ASIANLAN 326	Third Year Japanese II		MWF 11:30AM-1:00PM	4	ASIANLAN 326 is a continuation of ASIANLAN 325. Expanding on lessons from ASIANLAN 325, this course offers two tracks with different focuses: The Regular section and the STEM section (section 003). The regular section focuses on further cultivating an intermediate level of linguistic, pragmatic, and socio-cultural language competence. Course readings, conversation exercises and class discussion will introduce new grammar structures, vocabulary, expressions and various aspects of Japanese culture. In addition, the course will also utilize various projects to continue improving students' proficiency in all four language skills. The STEM section (section 003) is designed for students of science, technology, engineering, and math majors. In addition to aiming of enhance students' proficiency through learning new grammar, vocabulary, expressions and aspects of Japanese culture through course readings, the section also aims to connect the students' language learning with your field of interest. The course will introduce STEM-related contents and vocabulary, and utilize projects and task-based activities to continue improving students' proficiency in all four language skills.	Lan Req	ASIANLAN 325 or by Assignment of ASIANLAN 326 by Placement Test.	Japan
ASIANLAN 326	Third Year Japanese II		MWF 1:00PM-2:30PM	4	ASIANLAN 326 is a continuation of ASIANLAN 325. Expanding on lessons from ASIANLAN 325, this course offers two tracks with different focuses: The Regular section and the STEM section (section 003). The regular section focuses on further cultivating an intermediate level of linguistic, pragmatic, and socio-cultural language competence. Course readings, conversation exercises and class discussion will introduce new grammar structures, vocabulary, expressions and various aspects of Japanese culture. In addition, the course will also utilize various projects to continue improving students' proficiency in all four language skills. The STEM section (section 003) is designed for students of science, technology, engineering, and math majors. In addition to aiming of enhance students' proficiency through learning new grammar, vocabulary, expressions and aspects of Japanese culture through course readings, the section also aims to connect the students' language learning with your field of interest. The course will introduce STEM-related contents and vocabulary, and utilize projects and task-based activities to continue improving students' proficiency in all four language skills.	Lan Req	ASIANLAN 325 or by Assignment of ASIANLAN 326 by Placement Test.	Japan
ASIANLAN 326	Third Year Japanese II		MWF 5:00PM-6:30PM	4	ASIANLAN 326 is a continuation of ASIANLAN 325. Expanding on lessons from ASIANLAN 325, this course offers two tracks with different focuses: The Regular section and the STEM section (section 003). The regular section focuses on further cultivating an intermediate level of linguistic, pragmatic, and socio-cultural language competence. Course readings, conversation exercises and class discussion will introduce new grammar structures, vocabulary, expressions and various aspects of Japanese culture. In addition, the course will also utilize various projects to continue improving students' proficiency in all four language skills. The STEM section (section 003) is designed for students of science, technology, engineering, and math majors. In addition to aiming of enhance students' proficiency through learning new grammar, vocabulary, expressions and aspects of Japanese culture through course readings, the section also aims to connect the students' language learning with your field of interest. The course will introduce STEM-related contents and vocabulary, and utilize projects and task-based activities to continue improving students' proficiency in all four language skills.	Lan Req	ASIANLAN 325 or by Assignment of ASIANLAN 326 by Placement Test.	Japan
ASIANLAN 426	Advanced Spoken Japanese		MW 1:00PM-2:00PM	2	This course aims to equip students in developing advanced communication skills in Japanese. Although this course is titled "Advanced Spoken Japanese," we focus on the acquisition of linguistic, pragmatic, and sociocultural competence in all four areas of language, as well as advanced-level critical thinking skills.	Lan Req	ASIANLAN 326.	Japan

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ASIANLAN4 30	Japanese Through Business and Social Topics II		TuTh 1:00PM-2:30PM	3	This course provides an advanced, integrated study of speaking, listening, reading, writing, and culture with practical approaches towards using Japanese in professional environments. Course content includes business culture(s), cross-cultural communication, current events, respectful business language, and guest businessperson talks. No prior knowledge of Japanese business is necessary.	Lan Req	ASIANLAN 429	Japan
ASIANLAN4 40	Academic Japanese II		F 1:00PM-3:00PM	2	This course focuses on the development of competence in academic Japanese, especially in reading and writing, to enhance students' ability to do research using Japanese source materials or study at a Japanese university. This course will practice rapid reading (skimming and scanning skills), writing skills, and shadowing skill in Japanese. The course also conducts "?? Tadoku" (intensive reading for comprehension) in order to enjoy various reading materials including Japanese children's literature. Students will also watch video clips and read articles on current events and participate in discussions to further develop fluency and proficiency using advanced academic vocabulary and structure.	Lan Req	ASIANLAN 439 with A- or above.	Japan
ASIANLAN4 41	Practicum in Japanese Translation (Hon'yaku jissshu)		TuTh 4:00PM-5:30PM	3	This introductory translation course is designed for students who have experience and/or interest in Japanese translation, but have never been formally trained. This course utilizes content-based instruction so that students of advanced-level Japanese proficiency can enhance their competency in translation. Course content includes business culture(s), cross-cultural communication, current events, respectful business language, and guest businessperson talks. No prior knowledge of Japanese business is necessary.	Lan Req	ASIANLAN 326 completed with a minimum grade of B+ or better. 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.	Japan
ASIANPAM3 01	Topics in Asian/Pacific Islander American Studies	Hwang, Roland	MW 11:30AM-1:00PM	3	This course explores the Asian/Pacific Islander American (A/PIA) civil rights movement, with an overview of how federal and state laws have affected the A/PIA experience and presence in the United States within the broader context of all immigrant communities, covering a variety of civil rights cases and civil wrongs against A/PIAs, and the activist response. The course will cover the historical timeline, exclusion laws, alien land laws, World War II internment of Japanese Americans, affirmative action as it applies to A/PIAs, civil rights and racial hate crime violence, bilingual justice in education and in the workplace, post-9/11 issues, A/PIAs in the marriage equality movement, immigration law reform, A/PIA voting trends and impact, the Hawaiian sovereignty movement, the current effort to change birthright citizenship, sex-selective abortion ban laws, among other topics. This course surveys the history of A/PIAs from the early sixteenth century to the present. We will situate this history within broader legal, sociocultural and political contexts. The main emphasis will be on immigration, labor issues, exclusion, and ethnic/cultural representation. The main critical questions we will focus on are: What are the historical, political, legislative, and legal contexts that have together shaped the history of Asian and Pacific Islanders, and people of color generally, in the United States? How does that history compare to other immigrant populations? What is the relationship between the changing law, politics and economy, past and present, national and international, and community activism? What was, is, and will be the state of Asian/Pacific Islander America past, present, and future? We will seek comparisons across groups and time, asking how historical patterns shape the present. In turn, we will also consider how our contemporary surroundings affect the way in which we view and interpret the past. We will concentrate on A/PIA civil rights and civil wrongs.			Japanese Americans, Hawaiians
ASIANPAM3 14	History of Asian Americans in the U.S.	Borja, Melissa M	TuTh 8:30AM-10:00AM	3	This course focuses on the histories of Asian/Pacific Americans in the United States. Covering the seventeenth century until the present day, this course explores the experiences of a variety of Asian ethnic groups, including Korean, Filipino, South Asian, Southeast Asian, Pacific Islander, Chinese, and Japanese Americans. Transnational in scope, this course situates the migration of Asian/Pacific Islanders in the broader history of the U.S.'s relationship with the Pacific world and pays special attention to how the lives of A/PI Americans have been shaped by global capitalism and labor, imperial expansion, foreign policy, decolonization and self-determination, transnational social movements, and cross-racial politics. In addition, this course examines how histories of Asian/Pacific Americans have been shaped by, and have simultaneously challenged, regimes based on race, gender, sexuality, religion, disability, and class.	SS	None	Korean, Filipino, South Asian, Southeast Asian, Pacific Islander, Chinese, and Japanese Americans
RELIGION 323/ ASIAN 325	Zen: History, Culture, and Critique	Brose, Benjamin	TuTh 11:30AM - 1:00PM (Section 001)	4	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.	HU		East Asia
SEAS 215 / UC 215	Contemporary Social Issues in Southeast Asia	Ryter, Loren Stuart	WF 11:30AM - 1:00PM	3	Southeast Asia ranks among the most highly diverse regions of the world. Situated between South Asia and East Asia, traversed by Chinese, Arab, and other maritime traders, colonized by five European colonial powers, mostly occupied by Japan during World War II, then caught up often violently in the conflicts of the cold war, Southeast Asia's ethnic, cultural, religious, geographic, and political complexity draws scholars from wide-ranging fields. The eleven countries of contemporary Southeast Asia provide ample opportunity to study: colonialism and its legacies including nationalism and the postcolonial nation-state; military rule, communist rebellions, secessionist movements, post-socialism and democratization; religious revivalism including Islamism; ethnic and religious conflict and rapid urbanization, globalization, and economic and technological change and their associated costs. This course will provide a general introduction to the region of Southeast Asia from these historical, political, and cultural perspectives.	SS		Southeast Asia
SOC 270 / WOMENST D 270	Gender and the Law	Alexy, Allison	TuTh 4:00PM - 5:00PM (Section 001)	4	This course explores contemporary intersections of law and gender in the U.S. and beyond. Understanding that law simultaneously reflects and creates social norms, we will investigate how gender is constructed, challenged, and refused through law and litigation. When and how can law be used to reject discrimination and shift social norms? When and how is law a tool of oppression and injustice? How do cultural expectations surrounding law and the legal system shape people's engagement with it? What can we do with law and what can law do to us? Rather than taking as given the hegemonic power that legal structures might hold over people's lives and thought, this course questions how people use, abuse, subvert, and leverage the legal structures in which they find themselves, while paying attention to how law constructs power. Starting from an intersectional perspective, understanding that sex, gender, sexuality, race, ethnicity, class, and disability wrap together in socially significant ways — this course examines law in theory and in practice, tracing how law is imagined and created, but also how it plays out in people's everyday lives. Course materials consider examples from the U.S., South Africa, Trinidad, Japan, and Australia. The course materials emphasize primary texts of feminist writing, and ethnographic analysis about legal topics. Rather than seeking to impart details of legal doctrine, we focus on the feminist conversation about law and gender from both a theoretical and policy-oriented perspective.	SS, RE		U.S., South Africa, Trinidad, Japan, and Australia
STDA BRD 343	CGIS: University Study in Japan - Hitotsubashi University (Tokyo)			1/15/17 12:00	Students enroll in classes at Hitotsubashi University. Classes are taught in English; students with Japanese language proficiency may enroll in regular classes.			
STDA BRD 347	CGIS: University Study in Japan - Waseda University (Tokyo)			1/15/17 12:00	Students enroll in classes at Waseda University. Classes are taught in English; students with Japanese language proficiency may enroll in regular classes.			
STDA BRD 349	CGIS: Language and Culture in Hikone, Japan			1/15/17 12:00	Administered by JCMU, this program offers Japanese language and area studies courses.		One year proficiency in Japanese.	
STDA BRD 466	CGIS: University Study in Japan - Kyushu University			1/15/17 12:00	Michigan students on this exchange program study Japanese language and take a variety of Japan-related courses, most taught in English.			
INTLSTD 401-003	International Studies Advanced Seminar: Achieving Liberalization: Influences and Issues in Postwar Democratization	Anthony Scott Marcum	TuTh 10:00am - 11:30am	3	This course explores the postwar transition of governments to democratic institutions throughout the 20th and the 21st century. Numerous peacekeeping operations and military interventions have sought to create institutions that will afford citizens the opportunity to participate in government. The reasoning behind this is straightforward: scholars and policymakers agree that democratic institutions should be solution to prevent recurring violence. The outcome of these efforts, however, has been a difficult lesson: an effective transition is much more complicated than just holding an election or rotating leadership. A number of factors — such as socio-economic development, historical experience, and trust — can influence the process against democratization. The first part of this course will address these debates and reflect on how they contribute to our understanding of whether democratic institutions can take root. The second part of the course will address the institutional changes that become necessary in an effort to build a democracy. In transitioning a government, the actors involved will have to: 1. design power-sharing arrangements among factions, 2. engage in constitutional negotiations, 3. tackle rampant corruption, 4. address the demands of an emerging civil society, and 5. establish the rule of law. Examples discussed will include Haiti, the Weimar Republic, Japan, Mozambique, Angola, and Afghanistan. In this course, students will critically assess theories of democratic transitions, the various ensuing institutional changes, and historical case studies to arrive at a deeper understanding of the theoretical and policy implications for liberalizing the state after a major conflict. Essentially, students taking this course will become experts in one transition through three assignments: first, students will produce an annotated bibliography to establish their knowledge; second, give a research presentation to explain their case to peers; and third, offer policy recommendations on how to learn from or fix the situation.		Junior Standing or above	Haiti, the Weimar Republic, Japan, Mozambique, Angola, and Afghanistan
INTLSTD 401-004	International Studies Advanced Seminar: Achieving Liberalization: Influences and Issues in Postwar Democratization	Anthony Scott Marcum	TuTh 1:00pm - 2:30pm	3	This course explores the postwar transition of governments to democratic institutions throughout the 20th and the 21st century. Numerous peacekeeping operations and military interventions have sought to create institutions that will afford citizens the opportunity to participate in government. The reasoning behind this is straightforward: scholars and policymakers agree that democratic institutions should be solution to prevent recurring violence. The outcome of these efforts, however, has been a difficult lesson: an effective transition is much more complicated than just holding an election or rotating leadership. A number of factors — such as socio-economic development, historical experience, and trust — can influence the process against democratization. The first part of this course will address these debates and reflect on how they contribute to our understanding of whether democratic institutions can take root. The second part of the course will address the institutional changes that become necessary in an effort to build a democracy. In transitioning a government, the actors involved will have to: 1. design power-sharing arrangements among factions, 2. engage in constitutional negotiations, 3. tackle rampant corruption, 4. address the demands of an emerging civil society, and 5. establish the rule of law. Examples discussed will include Haiti, the Weimar Republic, Japan, Mozambique, Angola, and Afghanistan. In this course, students will critically assess theories of democratic transitions, the various ensuing institutional changes, and historical case studies to arrive at a deeper understanding of the theoretical and policy implications for liberalizing the state after a major conflict. Essentially, students taking this course will become experts in one transition through three assignments: first, students will produce an annotated bibliography to establish their knowledge; second, give a research presentation to explain their case to peers; and third, offer policy recommendations on how to learn from or fix the situation.		Junior Standing or above	Haiti, the Weimar Republic, Japan, Mozambique, Angola, and Afghanistan
LING 112	Languages of the World	Jeffrey G. Heath	TuTh 11:30am - 1:00pm	3	Language is the most remarkable feature distinguishing humans from even the most closely related earthbound species. About 6,000 languages are still spoken. To learn more about language in general, we will compare English with unrelated languages, ranging from the well-known (like Arabic and Japanese) to endangered languages that you have never heard of. Further insight can be gleaned by comparisons to the "languages" of chimps, Neanderthals, babies, radical feminists, aphasics, whistlers, African drummers, and (of course) extraterrestrials.	SS		English, Japanese, Arabic, African languages, etc.

ALL LSA COURSES INVOLVING AND INCLUDING JAPAN, WINTER 2018

pink = courses focused specifically on Japan; blue = Japanese language courses; white = courses that include Japan

Dept. and Number	Course Title	Instructor	Meeting times	Credit Hours	Description	Distribution Requirements	Prereqs	Countries, cultures, or groups included in course
LING 421	Morphology	Jeffrey G. Heath	TuTh 4:00pm - 5:30pm	3	In the broad sense, morphology is the study of linguistic form at the level of words and tightly-knit phrases. In the narrow sense, morphology is the study of how form expresses meaning in individual words that can have two or more parts (morphemes). Some languages have little or no morphology, some (like English) have mostly transparent derivational morphology, and some have extraordinarily complex systems whose morphemes are difficult to isolate and label. No simple "theory of morphology" captures the range of attested phenomena, suggesting that morphological analysis is best customized by language family, and that historical and synchronic morphology are closely interwoven. Categories often expressed within word morphology are number, case, possession, agreement (simple or rich), honorific and humbling, diminutives and augmentatives, comparatives, tense-aspect-mood, direction, evidentials, allocutives and ethical datives, and subordination. Formal processes include compounding/incorporation, cliticization, infixation, ablaut/apophony, tonal ablaut, reduplication, fusion (portmanteau), sound-symbolic mutation, and subtraction/ellipsis. These processes may interact in complex ways with word-internal phonological processes. Sociolinguistics is relevant to specific categories (e.g. allocutives, diminutives), specific forms (e.g., sound symbolism), and explaining why languages have anywhere from zero to heavy-duty morphological complexity. Students are strongly advised to take this course only if they have some background in phonology (e.g., LING 313). LING 521 will meet together with 421, plus occasional supplemental sessions. LING 521 requires a substantial final paper		LING 313/Advised: LING 315 or LING 316	
MUSICOL 122	Intro World Music	Meili Ho	TuTh 10:00 am - 11:30 am	3	This course is an introductory survey to selected musical cultures of the world: Africa, China, India, Indonesia, Latin America, and the Middle East. Alongside the theory, instrumentation, and aesthetics of music making, we will study the social, political, and economic contexts of music. Our approach is ethnomusicological and interdisciplinary. We pay attention to music within the total environment in which it takes place. Issues we will consider include tradition, transformation, diaspora, modernity, and globalization. Lectures and discussions will employ both indigenous and western musicological terms.	HU	NON-MUS ONLY	Africa, China, India, Indonesia, Latin America, Middle East
MUSICOL 405 - Special Course	Music in Contemp Japan	Megan Elizabeth Hill	TuTh 1:00pm - 2:30pm	3	Music in Contemporary Japan is a survey of musical practice in present-day Japan, broadly defined. The course will give students a nuanced understanding of music in Japan today by exploring diverse genres and styles, including Japanese traditional, folk, popular, and art music. In addition to teaching students to recognize and discuss stylistic features of various musical practices, the course will emphasize their historical roots and influences, and their cultural context in globalized 21st-century Japan. This course seeks to build tools for research and critical analysis of music and globalized contemporary culture that encourage students wishing to look beyond the Japanese context. Accordingly, students will be asked to identify connections between musical and sociocultural issues studied in the course, as well as more local and personal phenomena in their own lives and communities.		Advisory: Undergraduates Only	Japan
RCHUMS 235	Topics in World Dance	Beth Genne	MW 10:00am - 11:30pm	3	People around the world express their deepest cultural and spiritual values through dance. Dance marks key rites of passage in the human life cycle – birth, puberty, marriage and even death. Dance can be a political statement. It can affirm group solidarity. It can be a martial art or encourage meditation. This course explores theatrical, religious and social dance in a variety of cultures including groups in Africa, The Middle East, India, Indonesia, Japan, China, Korea, Brazil, Argentina, Australia and the Caribbean and Pacific Islands. What role does dance play within the culture that produces it? How are social, political and spiritual values reflected in dance structure and movement? How are cultural attitudes towards class and gender revealed in dance? How do performance styles and choreography differ across cultures? This course will survey a diversity of dance traditions throughout the world. Students will gain insight into the functions, aesthetics, history, and cultural context of dances within specific societies. Theatrical, religious, popular, and social dance traditions will be examined in a variety of cultures including groups in Africa, Japan, India, South America, Aboriginal Australia, Indonesia (Bali, Java), the Mideast, and others. A variety of broad comparative issues will be explored: How does dance reflect the values of the society which produces it? How are gender, class, relationships between individual and group, and political and spiritual values displayed through dance structures and movements? What is the creative process for producing these dance works? How is the visual imagery of dance movement designed and how can an audience decipher it? What are the basic elements of dance choreography? How do choreographic structures differ cross-culturally? How do the training, preparation, and performance practices of dancers differ cross-culturally? How do the dances of these cultures employ or integrate other art forms such as music, theater, and costume design? How are dance productions evaluated and critiqued within different cultures?	HU	Culture	
RCLANG 295	Intensive Japanese II	Tomoko Okuno	MTuWThF 10:00am - 12:00pm	10	This course covers the equivalent of a second year non-intensive college course and is designed to achieve intermediate-low (or above) level Japanese language proficiency. Through extensive communication practice in classroom activities, you will develop all four skills (listening, speaking, reading, and writing) and cultural understanding. You will also learn approximately 350 kanji (Chinese characters). You will be able to understand everyday conversation, to have the ability to handle various topics and speech styles when you talk, to understand written materials on non-technical subjects, to write non-technical topics with ease and precision, and to understand Japanese culture and perspectives. You will learn to acquire a sentence/paragraph-level command in various topics around everyday life for college students and beyond.	LANG REQ	Advisory: ASIANLAN 129 or RCLANG 195	Japan

ALL LSA COURSES IN JAPANESE LANGUAGE, WINTER 2018									
Dept. and Number	Course Title	Instructor	Meeting Times	Credit Hours	Description	Distribution Requirements	Prereqs	Countries, cultures, or groups included in course	
ASIANLAN 124	First-Year Japanese through Anime and Manga II		MWF 12:00PM-1:00PM	3	This course is a continuation of ASIANLAN 123, the second half of the first-year Japanese course taught through various types of media, mainly anime and manga. The course will incorporate at length various media forms into class activities to improve students' language skills, as well as to help students have fun. This approach will increase familiarity with aspects of both traditional and modern Japanese culture that are necessary for language competency. This course also encourages students to become autonomous language learners by providing online tools for self-learning (e.g. online novel) and personalized tasks that students may design on their own (e.g. drawing original manga). By the end of this course, students will be able to: Further develop a repertoire of vocabulary and basic sentence patterns that will allow them to speak about themselves and topics of personal relevance solely in Japanese. Develop basic pragmatic and socio-cultural skills to gain basic understanding of the manga/anime/movies that they like. Master approximately 140 kanji (87 new kanji this semester). Perform practical writing needs such as taking notes on familiar topics, writing emails and letters, writing about current and general topics.		ASIANLAN 123 or ASIANLAN 125	Japan	
ASIANLAN 126	First Year Japanese II		TuTh 9:00AM-10:00AM	5	This course is a continuation of ASIANLAN 125 or ASIANLAN 123, and is the second half of the first-year Japanese course. The course focuses on the further developing students' proficiency in all four language skills (speaking, listening, writing, and reading) while simultaneously familiarizing them with aspects of both traditional and modern Japanese culture that are necessary to build language competency. By the end of this course, students will be able to: Understand and appropriately use basic grammar patterns and vocabulary terms (e.g. verb conjugation (e.g. plain-form, nai-form, ta-form, etc.)). Understand and participate in daily conversations (e.g. making requests, comparing things, expressing one's ideas, desires, future plans and family members, etc.). Read and write novice-level materials with a solid understanding of sentence structure. Produce approximately 160 kanji in context. Speak at a novice-high, or higher, level of proficiency as defined by the ACTFL Oral Proficiency Interview		(ASIANLAN 123 or 125) or by Assignment of ASIANLAN 126 by Placement Test	Japan	
ASIANLAN 126	First Year Japanese II		TuTh 10:00AM-11:00AM	5	This course is a continuation of ASIANLAN 125 or ASIANLAN 123, and is the second half of the first-year Japanese course. The course focuses on the further developing students' proficiency in all four language skills (speaking, listening, writing, and reading) while simultaneously familiarizing them with aspects of both traditional and modern Japanese culture that are necessary to build language competency. By the end of this course, students will be able to: Understand and appropriately use basic grammar patterns and vocabulary terms (e.g. verb conjugation (e.g. plain-form, nai-form, ta-form, etc.)). Understand and participate in daily conversations (e.g. making requests, comparing things, expressing one's ideas, desires, future plans and family members, etc.). Read and write novice-level materials with a solid understanding of sentence structure. Produce approximately 160 kanji in context. Speak at a novice-high, or higher, level of proficiency as defined by the ACTFL Oral Proficiency Interview		(ASIANLAN 123 or 125) or by Assignment of ASIANLAN 126 by Placement Test	Japan	
ASIANLAN 128	Japanese Kanji and Calligraphy: Learning Strategies and Orthography		Th 4:00PM-6:00PM	2	This course is designed for students who are interested in learning kanji (Chinese characters), improving their existing kanji skills, and mastering proper Japanese handwriting. The course presents two main strategies pursuant to the study of kanji: Japanese calligraphy and learning methodologies. Through these methods, students will acquire greater proficiency in reading and writing kanji, and greater proficiency in Japanese overall. By the end of this course, students will be able to: Recognize basic structures and components of kanji. Demonstrate proper balance and stroke order when writing kanji. Recall stylistic details of kanji, including "stops," "hooks," and "releases" in calligraphy and handwriting. Recall the various pronunciations and meanings of kanji based on their radicals (ideographic and phonetic building blocks of kanji). Use strategies developed in the course to efficiently and effectively memorize new kanji.		One of ASIANLAN 126, 127, or 129 or RCLANG 196, completed with a minimum grade of C- or better	Japan	
ASIANLAN 226	Second Year Japanese II		TuTh 9:00AM-10:00AM	5	ASIANLAN 226 is a continuation of ASIANLAN 225, and is the second half of the second-year Japanese course. This course focuses on the simultaneous progression of students' proficiency in all four language skills (speaking, listening, writing, and reading) while continuing to increase students' familiarity with aspects of both traditional and modern Japanese culture. Students will learn to successfully handle a variety of uncomplicated, basic, and communicative tasks and social situations. By the end of this course, students will be able to: Understand and appropriately use basic grammar patterns and vocabulary terms (e.g. passive, causative, and causative-passive sentences, etc.). Understand and participate in daily conversations and to be able to express opinions/thoughts and present information, using appropriate vocabulary, expressions and basic grammar in context (e.g., everyday life, school, particular interests, etc.). Use appropriate speech styles (e.g., formal and casual speech) and communication strategies for various settings. Read and write intermediate-level materials with a solid understanding of main ideas and supporting details on familiar topics from a variety of texts. Produce approximately 350 kanji in context. Speak at an intermediate-mid, or higher, level of proficiency as defined by the ACTFL Oral Proficiency Interview.		ASIANLAN 225; or assignment of ASIANLAN 226 by Placement Test.	Japan	
ASIANLAN 226	Second Year Japanese II		TuTh 10:00AM-11:00AM	5	ASIANLAN 226 is a continuation of ASIANLAN 225, and is the second half of the second-year Japanese course. This course focuses on the simultaneous progression of students' proficiency in all four language skills (speaking, listening, writing, and reading) while continuing to increase students' familiarity with aspects of both traditional and modern Japanese culture. Students will learn to successfully handle a variety of uncomplicated, basic, and communicative tasks and social situations. By the end of this course, students will be able to: Understand and appropriately use basic grammar patterns and vocabulary terms (e.g. passive, causative, and causative-passive sentences, etc.). Understand and participate in daily conversations and to be able to express opinions/thoughts and present information, using appropriate vocabulary, expressions and basic grammar in context (e.g., everyday life, school, particular interests, etc.). Use appropriate speech styles (e.g., formal and casual speech) and communication strategies for various settings. Read and write intermediate-level materials with a solid understanding of main ideas and supporting details on familiar topics from a variety of texts. Produce approximately 350 kanji in context. Speak at an intermediate-mid, or higher, level of proficiency as defined by the ACTFL Oral Proficiency Interview.		ASIANLAN 225; or assignment of ASIANLAN 226 by Placement Test.	Japan	
ASIANLAN 229	Intensive Japanese II	Okuno, Tomoko	MTWThF 10:00AM-12:00PM	10	This course is designed for you to learn Novice-High/Intermediate-Low-level Japanese language in an intensive, semi-immersion setting. It is "intensive" because we will study a normally two-term amount of material in one. It is "semi-immersion" in that in our classroom we constantly simulate authentic communicative interactions with speakers of Japanese, and will use the target language as much as possible while minimizing the use of English. Through extensive communication practice in classroom activities, we will work on developing all four skills (listening, speaking, reading, and writing) using hiragana, katakana and approximately 350 kanji along with cultural understanding. Most course-related activities are collaborative in nature. You will learn to acquire a sentence/paragraph-level command in various topics around everyday life for college students and beyond. You are also required to attend minimum three hours of co-curricular activities, such as the Lunch Tables and Conversation Tables, per week.		ASIANLAN 129 or RCLANG 196. Students must have completed the first-year Japanese at the University of Michigan or have equivalent proficiency.	Japan	
ASIANLAN3 26	Third Year Japanese II		MWF 11:30AM-1:00PM	4	ASIANLAN 326 is a continuation of ASIANLAN 325. Expanding on lessons from ASIANLAN 325, this course offers two tracks with different focuses: The Regular section and the STEM section (section 003). The regular section focuses on further cultivating an intermediate level of linguistic, pragmatic, and socio-cultural language competence. Course readings, conversation exercises and class discussion will introduce new grammar structures, vocabulary, expressions and various aspects of Japanese culture. In addition, the course will also utilize various projects to continue improving students' proficiency in all four language skills. The STEM section (section 003) is designed for students of science, technology, engineering, and math majors. In addition to aiming of enhance students' proficiency through learning new grammar, vocabulary, expressions and aspects of Japanese culture through course readings, the section also aims to connect the students' language learning with your field of interest. The course will introduce STEM-related contents and vocabulary, and utilize projects and task-based activities to continue improving students' proficiency in all four language skills.		ASIANLAN 325 or by Assignment of ASIANLAN 326 by Placement Test.	Japan	
ASIANLAN3 26	Third Year Japanese II		MWF 1:00PM-2:30PM	4	ASIANLAN 326 is a continuation of ASIANLAN 325. Expanding on lessons from ASIANLAN 325, this course offers two tracks with different focuses: The Regular section and the STEM section (section 003). The regular section focuses on further cultivating an intermediate level of linguistic, pragmatic, and socio-cultural language competence. Course readings, conversation exercises and class discussion will introduce new grammar structures, vocabulary, expressions and various aspects of Japanese culture. In addition, the course will also utilize various projects to continue improving students' proficiency in all four language skills. The STEM section (section 003) is designed for students of science, technology, engineering, and math majors. In addition to aiming of enhance students' proficiency through learning new grammar, vocabulary, expressions and aspects of Japanese culture through course readings, the section also aims to connect the students' language learning with your field of interest. The course will introduce STEM-related contents and vocabulary, and utilize projects and task-based activities to continue improving students' proficiency in all four language skills.		ASIANLAN 325 or by Assignment of ASIANLAN 326 by Placement Test.	Japan	
ASIANLAN3 26	Third Year Japanese II		MWF 5:00PM-6:30PM	4	ASIANLAN 326 is a continuation of ASIANLAN 325. Expanding on lessons from ASIANLAN 325, this course offers two tracks with different focuses: The Regular section and the STEM section (section 003). The regular section focuses on further cultivating an intermediate level of linguistic, pragmatic, and socio-cultural language competence. Course readings, conversation exercises and class discussion will introduce new grammar structures, vocabulary, expressions and various aspects of Japanese culture. In addition, the course will also utilize various projects to continue improving students' proficiency in all four language skills. The STEM section (section 003) is designed for students of science, technology, engineering, and math majors. In addition to aiming of enhance students' proficiency through learning new grammar, vocabulary, expressions and aspects of Japanese culture through course readings, the section also aims to connect the students' language learning with your field of interest. The course will introduce STEM-related contents and vocabulary, and utilize projects and task-based activities to continue improving students' proficiency in all four language skills.		ASIANLAN 325 or by Assignment of ASIANLAN 326 by Placement Test.	Japan	
ASIANLAN4 26	Advanced Spoken Japanese		MW 1:00PM-2:00PM	2	This course aims to equip students in developing advanced communication skills in Japanese. Although this course is titled "Advanced Spoken Japanese," we focus on the acquisition of linguistic, pragmatic, and sociocultural competence in all four areas of language, as well as advanced-level critical thinking skills.		ASIANLAN 326.	Japan	
ASIANLAN4 30	Japanese Through Business and Social Topics II		TuTh 1:00PM-2:30PM	3	This course provides an advanced, integrated study of speaking, listening, reading, writing, and culture with practical approaches towards using Japanese in professional environments. Course content includes business culture(s), cross-cultural communication, current events, respectful business language, and guest businessperson talks. No prior knowledge of Japanese business is necessary.		ASIANLAN 429	Japan	
ASIANLAN4 40	Academic Japanese II		F 1:00PM-3:00PM	2	This course focuses on the development of competence in academic Japanese, especially in reading and writing, to enhance students' ability to do research using Japanese source materials or study at a Japanese university. This course will practice rapid reading (skimming and scanning skills), writing skills, and shadowing skill in Japanese. The course also conducts "??? Tadoku" (intensive reading for comprehension) in order to enjoy various reading materials including Japanese children's literature. Students will also watch video clips and read articles on current events and participate in discussions to further develop fluency and proficiency using advanced academic vocabulary and structure.		ASIANLAN 439 with A- or above.	Japan	
ASIANLAN4 41	Practicum in Japanese Translation (Hon'yaku jishu)		TuTh 4:00PM-5:30PM	3	This introductory translation course is designed for students who have experience and/or interest in Japanese translation, but have never been formally trained. This course utilizes content-based instruction so that students of advanced-level Japanese proficiency can enhance their competence in all four skills (speaking, listening, reading, and writing) while developing translation skills. Students have a strong command of both Japanese and English. Although the course focuses on business translation rather than literary translation, course materials include a diverse range of genres and styles.		ASIANLAN 326 completed with a minimum grade of B+ or better. 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.	Japan	
RCLANG 296	Intensive Japanese II	Tomoko Okuno	MTWThF 10:00am - 12:00pm	10	This course covers the equivalent of a second year non-intensive college course and is designed to achieve intermediate-low (or above) level Japanese language proficiency. Through extensive communication practice in classroom activities, you will develop all four skills (listening, speaking, reading, and writing) and cultural understanding. You will also learn approximately 350 kanji (Chinese characters). You will be able to understand everyday conversation, to have the ability to handle various topics and speech styles when you talk, to understand written materials on non-technical subjects, to write non-technical topics with ease and precision, and to understand Japanese culture and perspectives. You will learn to acquire a sentence/paragraph-level command in various topics around everyday life for college students and beyond.		Advisory: ASIANLAN 129 or RCLANG 196	Japan	

ALL LSA COURSES FOCUSED ON JAPAN, WINTER 2018								
Dept. and Number	Course Title	Instructor	Meeting times	Credit Hours	Description	Distribution Requirements	Prereqs	Countries, cultures, or groups
ANTHRC UL 202	Ethnic Diversity in Japan	Robertson, Jennifer E	TuTh 1:00PM - 2:30PM	3	For at least a century and a half Japan has been stereotyped by certain Japanese and non-Japanese alike as a "homogeneous" society. In 1986, then Japanese PM Nakasone even went so far as to declare that "the Japanese" formed a "single, unified race." His comment provoked angry rebuttals from dozens of Japanese ethnic and other minority groups who were not part of the dominant ethnic group in Japan, and who have been disenfranchised in various ways, in some cases, for centuries. Among these groups are the "aboriginal" Ainu of Hokkaido; Okinawans, resident Koreans and Chinese; burakumin (or "outcasts"); migrant workers of Japanese ancestry from South America; the victims of the atomic bombs and radiation poisoning who comprise a stigmatized minority group; and people with disabilities. We will explore the history and present-day circumstances of these groups and their various modes (art, music, ritual practices) of claiming visibility. This course is designed to contribute to and complicate the discussion of diversity in the United States and elsewhere by studying the conception and practice of diversity in Japan. By examining how "race" and ethnicity are defined and deployed in Japan, you will begin to develop both the necessary	SS, RE		Japan, Ainu of Hokkaido; Okinawans, resident Koreans and Chinese; burakumin (or "outcasts"); migrant workers of Japanese ancestry from South America
ASIAN 200 / HISTORY 303	Introduction to Japanese Civilization	Brightwell, Erin Leigh	MW 11:30AM - 1:00PM	3	Most of us think we have a pretty good idea of what Japan is probably like. It's so present in American culture today that even without having been there, many of us can list off any number of things Japanese: sushi, Hello Kitty, ninjas, and the world's first robot dog. But what we generally think about less often is how all of these are products of Japanese culture's rich and complicated development over time. This course is intended to take you back to the "beginning" around the turn of the last millennium -- when rival chieftains appealed to the Chinese court for recognition before there was a Japan as such -- and to move forward through the late 20th century -- an age of giant cell phones and fears that Japan was going to buy up the U.S. -- to better understand the culture, people, and history behind the phenomena we all know. With a few "flash-forwards" into the 21st century, we will explore Japan's culture and history through literature, documents, film, and experiential hands-on learning. By the end, you will be able to understand such things as the origins of the warrior, the meaning of "Zen," Japan's response to WWII, and why Hello Kitty has no mouth.	HU		Japan
ASIAN 205 / HISTORY 205	Modern East Asia	Duan, Lei	TuTh 2:30PM - 4:00PM	4	This course is an introduction to modern China, Japan, and Korea from 1600 to the present. It has two major themes. First, this course offers an understanding of the changes and continuities that were embodied in political, social, cultural, and intellectual aspects in the making of today's East Asia. Second, this course offers an integrated view of East Asia's position in its global context. We will focus on both East Asia's interactions with the Western powers, and the interconnectedness among China, Japan, and Korea. It covers topics including: the rise and fall of the Qing dynasty (1644-1911); the decline of Chosen Korea; Japan's Meiji transformation; East Asia-Western encounters; transformations of East Asian political system, culture, and social structure from the late 19th century; state building and its limitations in the early 20th century; East Asia's World War II; the Chinese Communist Revolution; East Asia in the Cold War, and the dramatic transformation of today's East Asia. Besides the political and cultural transformations, attention will also be given to how these changes affected common people's lives in a broad way.	SS, RE		China, Japan, Korea
ASIAN 252 section 001	Hybrid Japan	Auerback, Micah Louis	MW 10:00AM - 11:30AM	3	Japan's "opening" in the 1850s inaugurated a bustling new international traffic, for the first time including the English-speaking worlds of the United States and the British Empire. Commerce and diplomats began to crisscross national borders, of course, but so too did literature, religion, and art. Japan became irrevocably hybrid. Writers who left works from years before 1950 in English included the art guru Okakura Kakuzo; the folklorist and gothic storyteller Lafcadio Hearn; the Quaker diplomat Nitobe Inazo; the professional adventurer Isabella Bird; the Christian reformer Uchimura Kanzo; and the author Mary Crawford Fraser, among dozens of others. This First-Year Seminar will give students an opportunity to try Asian Studies by reading Japanese sources originally produced in English.	HU, FYSem		Japan
ASIAN 280 section 001	Japanese Narrative Design Lab	Jackson, Reginald Roland	MW 8:30AM - 10:00AM	3	How do Japanese narrative arts work, and how might we reverse-engineer them to design stories of our own? The Japanese Narrative Design Lab blends critical analysis with creative work, prioritizing hands-on exploration to teach students about Japanese visual culture and the mechanics of dynamic storytelling. The main goal of this course is to train you to become better critical readers of Japanese narrative through experiential, practice-based creative work. We will dissect medieval tales, noh and kabuki plays, illustrated handscrolls, manga, and anime to determine what makes them tick. Students will learn how to read original materials closely and then translate their insights into character design, plotting, scripting, layout, inking, and coloring -- in analog and digital mediums. Ideally, a diverse mix of readers, writers, and illustrators will contribute their talents to the class. Students with backgrounds in creative writing, visual, and dramatic arts welcome. No experience in visual art or Japanese language/culture required.	HU		Japan
ASIAN 312	After Defeat: The Cultural History of Postwar Japan	Hill, Christopher L	TuTh 1:00PM - 2:30PM	3	This course explores a transformative and influential period in the artistic and intellectual life of Japan. The course begins in 1945, when defeat in the Asian-Pacific War inspired fundamental reassessments of the role the arts should play in understanding the recent past and imagining the future. It ends in the 1970s, when writers and artists reevaluated thirty years of intellectual and artistic revolution and reconsidered Japan's place in the world "after" the postwar. The primary materials are fiction, film, plays, visual art, and philosophy. No knowledge of Japanese is required. We approach the postwar in four pieces: 1) 1945 to the early 1950s, when artists and intellectuals confronted their support for Japan's war in Asia and the Pacific and debated the relationship between art and politics; 2) The early 1950s to the end of the decade, when they examined the society emerging from the return of prosperity, conservative political ascendancy, Japan's subordination to the United States; 3) The 1950s, bracketed by protests at the beginning and end of the decade against the renewal of the U.S.-Japan Security Treaty, when radical politics and radical experiments in art went hand in hand; 4) The 1970s, when the end of high-speed growth and the narrowing of political possibilities led a reassessment of the present and the postwar past.	HU		Japan
ASIAN 329 / RELIGION 323	Zen: History, Culture, and Critique	Brose, Benjamin	TuTh 11:30AM - 1:00PM	4	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: charms, 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.	HU		China, Japan
ASIAN 371 / RCSSCI 371	Natural Disasters in East Asia	Ahn, John Young	TuTh 2:30PM - 4:00PM	3	In recent years, the world has come to witness what appears to be an unprecedented level of destruction caused by a series of devastating natural disasters that have leveled entire cities, taken the lives of hundreds of thousand of people, and displaced even more. Stoking the popular imagination with dramatic images, the global media has come to depict hurricane Katrina, the 2004 Indian ocean tsunami, the 2005 Kashmir earthquake, the 2008 Wenchuan earthquake, the 2010 Haiti earthquake, and most recently the tsunami that hit northeastern Japan as the work of an unpredictable, uncontrollable, and essentially chaotic force. Although true in some respects, this way of understanding earthquakes, tsunamis, and other events tends to obscure the social, political, and historical side of these so-called "natural" disasters. When, in fact, did we begin to regard these events as the work of "nature" as opposed to, say, God or some other supernatural agency? On what basis do we classify a certain event as a "natural" disaster? Can we ignore the influence of class, ethnicity, education, and power on the making and outcome of these disasters? This course will bring these and other questions to bear on the historical and comparative study of natural disasters in East Asia and elsewhere. There are no prerequisites for this course, but some background in the history and culture of East Asia is recommended.	ULWR, SS		East Asia
CJS 281	Community Revitalization in Detroit and Regional Japan	N/A	F 1PM-3PM	1	Required course for participants in the CJS Japan Course Connections short-term study abroad program. Students meet with the trip leader to discuss travel requirements, safety, and cultural norms, and receive basic language instruction. This course prepares students for travel abroad and increases their understanding of Japanese culture through experiential learning.			Japan
CJS 451	History of Sushi	Rath, Eric Clemence	TuTh 4PM-5PM	3	Sushi, now served at midwestern supermarkets and university cafeterias, reveals the transformation of an ancient Japanese dish into a global phenomenon. This course takes familiar Japanese dishes like sushi and ramen as starting points to ask how food accretes or sheds national characteristics in an age of globalization. To learn the origin of sushi and ramen, the class traces the evolution of the diet in the context of the development of Japanese civilization. Drawing on the methodology of food studies, course assignments include short research papers on Japanese foodstuffs; analyses of primary sources from statistics to comic books to movies; and short essays drawing from participant observation of Japanese foods now available locally.			Japan
HISTORY 392 / ASIAN 380 / HISTORY 592 / WOMENS TD 345	Gender and War	Tonamura, Hitomi	WF 10:00AM-11:30AM	3	"Geisha" are "persons (sha) of artistic achievements (gei)" whose images and meanings have evolved in the last two centuries into a romanticized icon of the Japanese feminine. This course aims to demystify geisha by exploring their antecedents in premodern times and transformation in the nineteenth and twentieth centuries. The course considers geisha's role and place in today's Japanese society by examining their formalized organization, professional rules and cultural practices, such as the arts of kimono-wearing, facial make-up, hair-knotting, aristocratic writing, music playing, dancing, singing, walking, speaking, and gesturing. We study representations of the geisha in a variety of popular culture, including photographs, films, and novels by carefully addressing the issue of "other-ing" and gendering within the changing dynamic of geopolitical circumstances that generated the specific image. Throughout, we will be mindful of the importance of prescription versus reality and the danger of imagination turning into what we call history. In addition to reading two books and articles, the class will see films, visit the U-M Museum of Art, and participate in hands-on activities.	WorldLit		Japan

HISTORY 497/	Japan's 16th Century Revolution: Christians, Samurai, Tea Masters, and Merchants	Tonomura, Hitomi	Th 1:00PM-4:00PM	4	The sixteenth century marked a seminal moment in the long history of premodern Japan. It was a period of incessant warfare and devastating destructions. But amidst this violence, commoners took on new important roles, and aristocrats, now impoverished, reformulated their traditional cultural capital for survival. The warriors, the period's demonstrative protagonists, invented practical and philosophical solutions to the complex and ever shifting challenges that they themselves created. Meanwhile, all around the archipelago, the world was shrinking. Spain and Portugal, and the Netherlands and the Great Britain, advanced into East Asia and brought their religion and commerce, which sometimes camouflaged each sovereign's raw political ambitions. The society-wide experience of protracted warfare and the new global horizon in turn energized the drive for unshakable peace, leading to new practices and ideas that would eventually shape the two and a half centuries of pax Tokugawa. (1600-1868). Our course considers the exciting period of turmoil by situating Japan globally and by examining the activities and impact of the Christian visitors, ambitious warriors, and wise merchants, as well as the resplendent cultural forms they patronized, such as the art of tea, poetry contests, architectures and paintings.		HISTORY 202	Japan; Europe (Spain, Portugal, Netherlands and Great Britain)
ASIAN 483	The Lives of the Buddha, from India to Manga	Auerback, Micah Louis	TuTh 10:00AM-11:30A M	3	This course surveys ways in which many generations of Buddhists have understood the founder of their religion: the Buddha ("the Awakened One"), who lived in the north of India about 2,500 years ago. Although the search for the "real," historical Buddha will be one topic treated by this course, our interest will lie in the sheer range of different versions of the Buddha's life story. Told and retold in poetry, prose, painting, sculpture, music, film, and manga, this story has transformed along with the times and the storyteller. This course will begin in India and Southeast Asia; we will next proceed into East Asia, with some detours along the way. Much of the course focuses on Japan, where the Buddha's life underwent centuries of reimagining and rewriting. Previous study of Buddhism desired but not required.			India, Southeast Asia, East Asia
RELIGIO N 323/ ASIAN 325	Zen: History, Culture, and Critique	Brose, Benjamin	TuTh 11:30AM - 1:00PM (Section 001)	4	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 numbly 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.	HU		East Asia
STDABR D 343	CGIS: University Study in Japan - Hitotsubashi University (Tokyo)			1/15/17	1	Students enroll in classes at Hitotsubashi University. Classes are taught in English; students with Japanese language proficiency may enroll in regular classes.		
STDABR D 347	CGIS: University Study in Japan - Waseda University (Tokyo)			1/15/17	1	Students enroll in classes at Waseda University. Classes are taught in English; students with Japanese language proficiency may enroll in regular classes.		
STDABR D 349	CGIS: Language and Culture in Hikone, Japan			1/15/17	1	Administered by JCMU, this program offers Japanese language and area studies courses.	One year proficiency in Japanese.	
STDABR D 466	CGIS: University Study in Japan - Kyushu University			1/15/17	1	Michigan students on this exchange program study Japanese language and take a variety of Japan-related courses, most taught in English.		
MUSICOL 405 - Special Course	Mus Contemp Japan	Megan Elizabeth Hill	TuTh 1:00pm - 2:30pm	3	Music in Contemporary Japan is a survey of musical practice in present-day Japan, broadly defined. The course will give students a nuanced understanding of music in Japan today by exploring diverse genres and styles, including Japanese traditional, folk, popular, and art music. In addition to teaching students to recognize and discuss stylistic features of various musical practices, the course will emphasize their historical roots and influences, and their cultural context in globalized 21st-century Japan. This course seeks to build tools for research and critical analysis of music and globalized contemporary culture that encourage students wishing to look beyond the Japanese context. Accordingly, students will be asked to identify connections between musical and sociocultural issues studied in the course, as well as more local and personal phenomena in their own lives and communities.		Advisory: Undergraduates Only	Japan

ALL LSA COURSES INCLUDING JAPAN, WINTER 2018									
Dept. and Number	Course Title	Instructor	Meeting Times	Credit Hours	Description	Distribution Requirements	Prereqs	Countries, cultures, or groups included in course	
AMCULT 100	What is an American?	Pedraza, Silvia	TuTh 2:30PM - 4:00PM	4	In a nation formed and transformed by successive waves of immigrants, what is an American has often been a source of debate. In this course we will focus on a few immigrant experiences, in the past as well as the present, through which to think through this perennial question. We will focus on the experience of the Irish, Jews, Blacks, Mexicans, Cubans, Japanese, and contemporary Asians. These six immigrant groups are representative of the four major waves of immigration to America. The first wave consisted of Northwest Europeans who immigrated up to the mid-19th century; the second one consisted of Southern and Eastern Europeans at the end of the 19th century and beginning of the 20th; the third entailed the movement from the South to the North of Black Americans and Mexicans precipitated by two World Wars; and the fourth one, from 1965 on, is still ongoing in the present, of immigrants mostly from Latin America and Asia. At all times, our effort will be to understand the immigrant past of these ethnic groups, both for what it tells us about the past as well as their present and possible future. Always we will focus on the causes for the migration of the group; the process through which they became incorporated into American society; their outcomes with respect to assimilation (cultural and structural); and how they also transformed this nation. The course evaluation will consist of two in-class exams and one book review, taking class participation into account.	SS, RE		Irish, Jews, Blacks, Mexicans, Cubans, Japanese, and contemporary Asians	
AMCULT 102-001 / ASIANPAM 102 / WOMENST D 151	Food and Gender in Asian American Communities	Lawsin, Emily P	MW 1:00PM - 2:30PM	3	This first-year seminar introduces students to historical and contemporary issues of Asians in America, through the lens of food and culture. We will examine how foodways often shape gender roles, labor, power dynamics, and Asian American identity. Focusing on Chinese, Japanese, Filipino, Korean, Indian, and Vietnamese American communities, we will explore how (as acclaimed author Frank Chin puts it) "Food is our only common language." Students will learn: - How gender, like food, is a cultural construct? - The historical impact of legislation and immigration on communities and culinary practices; - The strategies that various Asian communities have used to survive in America; and? - An introduction to contemporary issues and foodways in Asian American communities. AMCULT 102/WOMENST D 151 satisfies the following graduation requirements: Social Science Distribution. Elective/Core Course for the Asian/Pacific Islander American (APIA) Studies Minor.	SS, FYS		Chinese, Japanese, Filipino, Korean, Indian, and Vietnamese American	
AMCULT 301-001	Asian/Pacific Islander Americans in the Civil Rights Movement	Hwang, Roland	MW10:00AM - 11:30AM	3	Asian/Pacific Islander Americans in the Civil Rights Movement presents an overview of the civil rights issues as they have affected the A/PIA existence and experience in America. We examine federal and state laws that have historically excluded A/PIAs from our shores, and limited A/PIA civil rights. We examine the legal challenges from the gold rush times, the WWII internment of Japanese Americans, and recent hate crime cases, to the fight over affirmative action, the battle over immigration, immigration reform, and family reunification, and other present day issues. The course features a mix of lectures, discussion, film, and guest speakers.			Asian/Pacific Islander Americans	
AMCULT 314	History of Asian Americans in the U.S.	Borja, Melissa M	TuTh 8:30AM - 10:00AM	3	This course focuses on the histories of Asian/Pacific Americans in the United States. Covering the seventeenth century until the present day, this course explores the experiences of a variety of Asian ethnic groups, including Korean, Filipino, South Asian, Southeast Asian, Pacific Islander, Chinese, and Japanese Americans. Transnational in scope, this course situates the migration of Asian/Pacific Islanders in the broader history of the U.S.'s relationship with the Pacific world and pays special attention to how the lives of A/PI Americans have been shaped by global capitalism and labor, imperial expansion, foreign policy, decolonization and self-determination, transnational social movements, and cross-racial politics. In addition, this course examines how histories of Asian/Pacific Americans have been shaped by, and have simultaneously challenged, regimes based on race, gender, sexuality, religion, disability, and class.	SS, FYS		Korean, Filipino, South Asian, Southeast Asian, Pacific Islander, Chinese, and Japanese Americans	
AMCULT 469 - 003	Starting Over: Migratino in the US	Cordell, Sigrid A	MW 10:00AM - 11:30AM	4	How have evolving ideas of open spaces, opportunity, and the chance for a fresh start shaped movement to and within the U.S.? How have legal, economic, social, political, and social factors encouraged and/or limited migration by different groups in U.S. history? In order to answer these questions, we will examine key moments in migration history in the U.S., including westward expansion in the nineteenth century; the Great Migration, during which several million African Americans left the South in the early twentieth century; the forced relocation of thousands of Japanese Americans during WWII; and contemporary debates over borders and refugee resettlement. This course will take an interdisciplinary approach to understanding the historical and imaginative dimensions of migration in the U.S. We will explore a wide range of sources, including creative works, scholarly writings, legal and political documents, newspapers, first-person accounts, maps, images, and films. We will also take advantage of the unique collections on campus by digging into the archives at the Bentley Library and Hatcher's Special Collections and by visiting the U-M Museum of Art.	ULWR		African Americans, Japanese Americans	
ARCH 215	Building Business: Corporations, Architecture, and the Built Environment from the Medici to McDonalds	Zimmerman, Claire A	TuTh 2:30PM - 4:00PM	4	Corporations are said to be like people. This may reflect their architecture: "head" office buildings with the "bodies" of manufacturing sheds behind. But unlike human bodies, corporations extend around the world to absorb new buyers and sellers, subdividing, splitting, and reconfiguring themselves with astonishing speed and flexibility. Corporations guided by capital perform according to its rules; like capital, they mutate quickly around economic requirements, or they die. Yet for many centuries, buildings were static, immobile, and slowly built, in sharp contrast to the increasing speed with which corporate capital moved its goods. Architecture promised the corporation an image, and yet refused to deliver it quickly, or to change it rapidly. This course on architecture and business focuses on the tension between architecture's solidity, and capital's fluidity, charting corporate development and occupied space in and around buildings and cities throughout the world. We move in reverse chronological order from tall buildings such as the proposed Tokyo Sky Mile Tower (2045), the Burj Khalifa, the Hong Kong and Shanghai Banking Corporation headquarters, and Chicago's many early towers, to other building types associated with the conduct of business: suburban malls and real estate development corporations, banks, quasi- or multi-national corporations, even monasteries. Six units include: non-place corporations, skyscrapers and the multinational, the City of London since WWII, the birth of the highrise and the American city, colonial corporations across the globe, and early monastic and banking corporations in Europe. HISTART Category for Concentration Distributions: 3. Early Modern, 4. Modern and Contemporary, C. Asia (includes China, Japan, India, and Southeast Asia, D. Europe and the U.S.	HU		Asia (includes China, Japan, India, and Southeast Asia), Europe and the U.S.	
ASIAN 367/ LING 367	Languages of Asia	Baxter, William H	TuTh 1:00PM - 2:30PM	3	This course examines selected languages of Asia and what they can tell us about the societies that have used them: how they work, how they are distributed geographically and socially, how they are connected to each other, how (and whether) they have been written, what their status has been, and how all these things have changed in response to historical processes. We will focus primarily on East, South, and Southeast Asia. The course is organized into four main parts: Preliminaries (basic geography and history, basic linguistic concepts) Asian language families Writing systems Language in culture and politics	HU		East, South, Southeast Japan	
ASIAN 376	Controversies in Contemporary Korea	Ahn, John Young	TuTh 11:30AM - 1:00PM	3	This course examines a number of key controversies in contemporary Korea (South and North). Through this examination this course will seek to provide a more critical understanding of the issues that drive the political economy and culture of Korea. Among other things, this course will examine the issue of comfort women, the Korean War, Park Chung-hee and the New Village Movement, Korea and the Vietnam War, Kwangju 5.18, the debate over Dokdo, the culture of consumption in contemporary Korea, national heritage, urbanization and class struggle, environmental policy in Korea, globalization and the Korean Wave (Hallyu), North Korea and the Axis of Evil, Korean diaspora and adoptees, labor and multiculturalism in contemporary Korea, environmental issues in Korea, and the politics and cultures of division.	ID		Korea, Japan	
ENGLISH 407	Literature of Hawaii	Najita, Susan Y	W 5PM-8PM; MW 10AM-11:30 AM	3	As its literature attests, Hawaii is simultaneously the uniquely multicultural fiftieth state of the Union, a colonial outpost, and the disputed sovereign nation of native Hawaiians. As might be expected, the literature of Hawaii is a highly contested terrain ranging from works by native Hawaiian writers, "local" writers, and works by "foreigners." This course allows students to read and study the literary and oral traditions of Hawaii, including works by writers of Native Hawaiian, Chinese, Puerto Rican, Japanese, Filipino, and Korean descent, through competing paradigms which place Hawaii's literatures and cultures within the historical, social, and political contexts of western imperial expansion, globalization, Asian American literature, and the native Hawaiian movement toward autonomy and self-determination. The literatures of Hawaii have been and can be read through these frameworks as well as how they also problematize and contest these categories. We will examine dominant representations of the islands by Melville, London and Twain as well as contestatory representations by Native Hawaiian and "local" writers such as Liuli'oukalan, Pooepe, Blais, Holt, Trask, Murayama, Yamanka, and Zamora Linmark. The course will also contextualize these authors within the broader critical paradigms of mainland Asian American literature as well as Pacific Island literatures.	ULWR		Native Hawaiian, Chinese, Puerto Rican, Japanese, Filipino, and Korean	
HISTART 215/ARCH 215	Building Business: Corporations, Architecture, and the Built Environment from the Medici to McDonalds	Zimmerman, Claire	TuTh 2:30PM-4PM	4	Corporations are said to be like people. This may reflect their architecture: "head" office buildings with the "bodies" of manufacturing sheds behind. But unlike human bodies, corporations extend around the world to absorb new buyers and sellers, subdividing, splitting, and reconfiguring themselves with astonishing speed and flexibility. Corporations guided by capital perform according to its rules; like capital, they mutate quickly around economic requirements, or they die. Yet for many centuries, buildings were static, immobile, and slowly built, in sharp contrast to the increasing speed with which corporate capital moved its goods. Architecture promised the corporation an image, and yet refused to deliver it quickly, or to change it rapidly. This course on architecture and business focuses on the tension between architecture's solidity, and capital's fluidity, charting corporate development and occupied space in and around buildings and cities throughout the world. We move in reverse chronological order from tall buildings such as the proposed Tokyo Sky Mile Tower (2045), the Burj Khalifa, the Hong Kong and Shanghai Banking Corporation headquarters, and Chicago's many early towers, to other building types associated with the conduct of business: suburban malls and real estate development corporations, banks, quasi- or multi-national corporations, even monasteries. Six units include: non-place corporations, skyscrapers and the multinational, the City of London since WWII, the birth of the highrise and the American city, colonial corporations across the globe, and early monastic and banking corporations in Europe.	HU		Worldwide (Asia, North America, Europe)	
HISTART 393	Beyond Silk and Silver: The Art of Trade in New Spain	McMahon, Brendan Cory	TuTh 10:00AM-11:30AM	3	From 1565 until 1815, Spanish trading vessels known as "China ships" traversed the Pacific between the ports of Acapulco, on the western coast of New Spain (present-day Mexico), and Manila, the capital of the Spanish Viceroyalty in the Philippines. Each of these massive ships connected a wide range of materials, goods, and objects of both Asian and Latin American origin to new audiences of consumers on either side of the Pacific. In this seminar, students will examine the broad array of material culture related to early modern trans-Pacific trade — from the ships that made the perilous journey and the objects they carried, to the visual representations of the trade itself. Discussion will address a variety of issues, including the translation and legibility of iconography across cultures, the significance of style and materiality as they relate to geographic provenance, as well as how notions of value were applied to concepts like originality, copy, counterfeit, and mass production. A selection of visual and textual primary sources and weekly reading assignments will help to situate the desire for Asian goods within global patterns of consumption, as well as to understand the impact of imports on the production of art objects in what are now Mexico, Peru, and the Philippines, with some consideration of production in Japan and China. In addition, some class time will be devoted to a discussion of the challenges that Pacific trade places on traditional conventions of art historical teaching and museum display.	HU		Latin America, Japan, China, Philippines	

ALL LSA COURSES INCLUDING JAPAN, WINTER 2018						Distribution Requirements	Prereqs	Countries, cultures, or groups included in course
Dept. and Number	Course Title	Instructor	Meeting times	Credit Hours	Description			
ASIAN 480	Dance in Modern Asia: History, Identity, Politics	Wilcox, Emily Elissa	MW 5:30PM-7:00 PM	3	This course explores the history of concert dance in Asia since the early twentieth century. Focusing on the contributions of influential individual Asian dancers and choreographers, it provides students a broad introduction to dance in the Asian region, asking how artists in different places dealt with similar social issues and global historical and political changes. Considering Asian artists as an integral component of modern dance history, this class shifts understandings of dance innovation and change away from Eurocentric narratives and assumptions. The following regions will be covered: South Asia (India, Bangladesh, Sri Lanka); East Asia (China, Japan, Korea, Taiwan); Southeast Asia (Thailand, Indonesia); Central Asia (Uzbekistan); and Asian diasporas.			South Asia (India, Bangladesh, Sri Lanka); East Asia (China, Japan, Korea, Taiwan); Southeast Asia (Thailand, Indonesia); Central Asia (Uzbekistan); and Asian diasporas.
ASIANPAM3 01	Topics in Asian/Pacific Islander American Studies	Hwang, Roland	MW 11:30AM-1:00PM	3	This course explores the Asian/Pacific Islander American (A/PIA) civil rights movement, with an overview of how federal and state laws have affected the A/PIA experience and presence in the United States within the broader context of all immigrant communities, covering a variety of civil rights cases and civil wrongs against A/PIAs, and the activist response. The course will cover the historical timeline, exclusion laws, alien land laws, World War II internment of Japanese Americans, affirmative action as it applies to A/PIAs, civil rights and racial hate crime violence, bilingual issues in education and in the workplace, post-9/11 issues, A/PIAs in the marriage equality movement, immigration law reform, A/PIA voting trends and impact, the Hawaiian sovereignty movement, the current effort to change birthright citizenship, sex-selective abortion ban laws, among other topics. This course surveys the history of A/PIAs from the early sixteenth century to the present. We will situate this history within broader legal, sociocultural and political contexts. The main emphasis will be on immigration, labor issues, exclusion, and ethnic/cultural representation. The main critical questions we will focus on are: What are the historical, political, legislative, and legal contexts that have together shaped the history of Asian and Pacific Islanders, and people of color generally, in the United States? How does that history compare to other immigrant populations? What is the relationship between the changing law, politics and economy, past and present, national and international, and community activism? What was, is, and will be the state of Asian Pacific Islander America past, present, and future? We will seek comparisons across groups and time, asking how historical patterns shape the present. In turn, we will also consider how our contemporary surroundings affect the way in which we view and interpret the past. We will concentrate on A/PIA civil rights and civil wrongs.			Japanese Americans, Hawaiians
ASIANPAM3 14	History of Asian Americans in the U.S.	Borja, Melissa M	TuTh 8:30AM-10:00AM	3	This course focuses on the histories of Asian/Pacific Americans in the United States. Covering the seventeenth century until the present day, this course explores the experiences of a variety of Asian ethnic groups, including Korean, Filipino, South Asian, Southeast Asian, Pacific Islander, Chinese, and Japanese Americans. Transnational in scope, this course situates the migration of Asian/Pacific Islanders in the broader history of the U.S.'s relationship with the Pacific world and pays special attention to how the lives of A/PI Americans have been shaped by global capitalism and labor, imperial expansion, foreign policy, decolonization and self-determination, transnational social movements, and cross-racial politics. In addition, this course examines how histories of Asian/Pacific Americans have been shaped by, and have simultaneously challenged, regimes based on race, gender, sexuality, religion, disability, and class.	SS		Korean, Filipino, South Asian, Southeast Asian, Pacific Islander, Chinese, and Japanese Americans
SEAS 215 / UC 215	Contemporary Social Issues in Southeast Asia	Ryder, Loren Stuart	WF 11:30AM - 1:00PM	3	Southeast Asia ranks among the most highly diverse regions of the world. Situated between South Asia and East Asia, traversed by Chinese, Arab, and other maritime traders, colonized by five European colonial powers, mostly occupied by Japan during World War II, this caught up often violently in the conflicts of the cold war. Southeast Asia's ethnic, cultural, religious, geographic, and political complexity draws scholars from wide-ranging fields. The eleven countries of contemporary Southeast Asia provide ample opportunity to study: colonization and its legacies including nationalism and the postcolonial nation-state; military rule, communist rebellions, secessionist movements, post-socialism and democratization; religious revivalism including Islamism; ethnic and religious conflict; and rapid urbanization, globalization, and economic and technological change and their associated costs. This course will provide a general introduction to the region of Southeast Asia from these historical, political, and cultural perspectives.	SS		Southeast Asia
SOC 270 / WOMENST D 270	Gender and the Law	Alexy, Allison	TuTh 4:00PM - 5:00PM (Section 001)	4	This course explores contemporary intersections of law and gender in the U.S. and beyond. Understanding that law simultaneously reflects and creates social norms, we will investigate how gender is constructed, challenged, and refused through law and litigation. When and how can law be used to reject discrimination and shift social norms? When and how is law a tool of oppression and injustice? How do cultural expectations surrounding law and the legal system shape people's engagement with it? What can we do with law and what can law do to us? Rather than taking as given the hegemonic power that legal structures might hold over people's lives and thought, this course questions how people use, abuse, subvert, and leverage the legal structures in which they find themselves, while paying attention to how law constructs power. Starting from an intersectional perspective — understanding that sex, gender, sexuality, race, ethnicity, class, and disability wrap together in socially significant ways — this course examines law in theory and in practice, tracing how law is imagined and created, but also how it plays out in people's everyday lives. Course materials consider examples from the U.S., South Africa, Trinidad, Japan, and Australia. The course materials emphasize primary texts of feminist writing, and ethnographic analysis about legal topics. Rather than seeking to impart details of legal doctrine, we focus on the feminist conversation about law and gender from both a theoretical and policy-oriented perspective.	SS, RE		U.S., South Africa, Trinidad, Japan, and Australia
INTLSTD 401-003	International Studies Advanced Seminar: Achieving Liberalization: Influences and Issues in Postwar Democratization	Anthony Scott Marcum	TuTh 10:00am - 11:30am	3	This course explores the postwar transition of governments to democratic institutions throughout the 20th and the 21st century. Numerous peacekeeping operations and military interventions have sought to create institutions that will afford citizens the opportunity to participate in government. The reasoning behind this is straightforward: scholars and policymakers agree that democratic institutions should be solution to prevent recurring violence. The outcome of these efforts, however, has been a difficult lesson: an effective transition is much more complicated than just holding an election or rotating leadership. A number of factors — such as socio-economic development, historical experience, and trust — can influence the process against democratization. The first part of this course will address these debates and reflect on how they contribute to our understanding of whether democratic institutions can take root. The second part of the course will address the institutional changes that become necessary in an effort to build a democracy. In transitioning a government, the actors involved will have to: 1: design power-sharing arrangements among factions; 2: engage in constitutional negotiations; 3: tackle rampant corruption; 4: address the demands of an emerging civil society; and 5: establish the rule of law. Examples discussed will include Haiti, the Weimar Republic, Japan, Mozambique, Angola, and Afghanistan. In this course, students will critically assess theories of democratic transitions, the various ensuing institutional changes, and historical case studies to arrive at a deeper understanding of the theoretical and policy implications for liberalizing the state after a major conflict. Essentially, students taking this course will become experts in one transition through three assignments: first, students will produce an annotated bibliography to establish their knowledge; second, give a research presentation to explain their case to peers; and third, offer policy recommendations on how to learn from or fix the situation.		Junior Standing or above	Haiti, the Weimar Republic, Japan, Mozambique, Angola, and Afghanistan
INTLSTD 401-004	International Studies Advanced Seminar: Achieving Liberalization: Influences and Issues in Postwar Democratization	Anthony Scott Marcum	TuTh 1:00pm - 2:30pm	3	This course explores the postwar transition of governments to democratic institutions throughout the 20th and the 21st century. Numerous peacekeeping operations and military interventions have sought to create institutions that will afford citizens the opportunity to participate in government. The reasoning behind this is straightforward: scholars and policymakers agree that democratic institutions should be solution to prevent recurring violence. The outcome of these efforts, however, has been a difficult lesson: an effective transition is much more complicated than just holding an election or rotating leadership. A number of factors — such as socio-economic development, historical experience, and trust — can influence the process against democratization. The first part of this course will address these debates and reflect on how they contribute to our understanding of whether democratic institutions can take root. The second part of the course will address the institutional changes that become necessary in an effort to build a democracy. In transitioning a government, the actors involved will have to: 1: design power-sharing arrangements among factions; 2: engage in constitutional negotiations; 3: tackle rampant corruption; 4: address the demands of an emerging civil society; and 5: establish the rule of law. Examples discussed will include Haiti, the Weimar Republic, Japan, Mozambique, Angola, and Afghanistan. In this course, students will critically assess theories of democratic transitions, the various ensuing institutional changes, and historical case studies to arrive at a deeper understanding of the theoretical and policy implications for liberalizing the state after a major conflict. Essentially, students taking this course will become experts in one transition through three assignments: first, students will produce an annotated bibliography to establish their knowledge; second, give a research presentation to explain their case to peers; and third, offer policy recommendations on how to learn from or fix the situation.		Junior Standing or above	Haiti, the Weimar Republic, Japan, Mozambique, Angola, and Afghanistan
LING 112	Languages of the World	Jeffrey G. Heath	TuTh 11:30am - 1:00pm	3	Language is the most remarkable feature distinguishing humans from even the most closely related earthbound species. About 6,000 languages are still spoken. To learn more about language in general, we will compare English with unrelated languages, ranging from the well-known (like Arabic and Japanese) to endangered languages that you have never heard of. Further insight can be gleaned by comparisons to the "languages" of chimps, Neanderthals, babies, radical feminists, aphasics, whistlers, African drummers, and (of course) extraterrestrials.	SS		English, Japanese, Arabic, African languages, etc.

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Dept. and Number	Course Title	Instructor	Meeting times	Credit Hours	Description			
LING 421	Morphology	Jeffrey G. Heath	TuTh 4:00pm - 5:30pm	3	<p>In the broad sense, morphology is the study of linguistic form at the level of words and tightly-knit phrases. In the narrow sense, morphology is the study of how form expresses meaning in individual words that can have two or more parts (morphemes). Some languages have little or no morphology, some (like English) have mostly transparent derivational morphology, and some have extraordinarily complex systems whose morphemes are difficult to isolate and label. No simple "theory of morphology" captures the range of attested phenomena, suggesting that morphological analysis is best customized by language family, and that historical and synchronic morphology are closely interwoven.</p> <p>Categories often expressed within word morphology are number, case, possession, agreement (simple or rich), honorific and humbling, diminutives and augmentatives, comparatives, tense-aspect-mood, direction, evidentials, allocutives and ethical datives, and subordination. Formal processes include compounding/incorporation, cliticization, infixation, ablaut/apophony, tonal ablaut, reduplication, fusion (portmanteau), sound-symbolic mutation, and subtraction/ellipsis. These processes may interact in complex ways with word-internal phonological processes. Sociolinguistics is relevant to specific categories (e.g. allocutives, diminutives), specific forms (e.g., sound symbolism), and explaining why languages have anywhere from zero to heavy-duty morphological complexity.</p> <p>Students are strongly advised to take this course only if they have some background in phonology (e.g., LING 313).</p> <p>LING 521 will meet together with 421, plus occasional supplemental sessions. LING 521 requires a substantial final paper</p>		LING 313/ Advised: LING 315 or LING 316	
MUSICOL 122	Intro World Music	Meilu Ho	TuTh 10:00 am - 11:30 am	3	<p>This course is an introductory survey to selected musical cultures of the world: Africa, China, India, Indonesia, Latin America, and the Middle East. Alongside the theory, instrumentation, and aesthetics of music making, we will study the social, political, and economic contexts of music. Our approach is ethnomusicological and interdisciplinary. We pay attention to music within the total environment in which it takes place. Issues we will consider include tradition, transformation, diaspora, modernity, and globalization. Lectures and discussions will employ both indigenous and western musicological terms.</p>	HU	NON-MUS ONLY	Africa, China, India, Indonesia, Latin America, Middle East
RCHUMS 235	Topics in World Dance	Beth Genne	MW 10:00am - 11:30pm	3	<p>People around the world express their deepest cultural and spiritual values through dance. Dance marks key rites of passage in the human life cycle – birth, puberty, marriage and even death. Dance can be a political statement. It can affirm group solidarity. It can be a martial art or encourage meditation. This course explores theatrical, religious and social dance in a variety of cultures including groups in Africa, The Middle East, India, Indonesia, Japan, China, Korea, Brazil, Argentina, Australia and the Caribbean and Pacific Islands. What role does dance play within the culture that produces it? How are social, political and spiritual values reflected in dance structure and movement? How are cultural attitudes towards class and gender revealed in dance? How do performance styles and choreography differ across cultures?</p> <p>This course will survey a diversity of dance traditions throughout the world. Students will gain insight into the functions, aesthetics, history, and cultural context of dances within specific societies. Theatrical, religious, popular, and social dance traditions will be examined in a variety of cultures including groups in Africa, Japan, India, South America, Aboriginal Australia, Indonesia (Bali, Java), the Mideast, and others. A variety of broad comparative issues will be explored.</p> <p>How does dance reflect the values of the society which produces it? How are gender, class, relationships between individual and group, and political and spiritual values displayed through dance structures and movements? What is the creative process for producing these dance works? How is the visual imagery of dance movement designed and how can an audience decipher it? What are the basic elements of dance choreography? How do choreographic structures differ cross-culturally? How do the training, preparation, and performance practices of dancers differ cross-culturally? How do the dances of these cultures employ or integrate other art forms such as music, theater, and costume design? How are dance productions evaluated and critiqued within different cultures?</p>	HU		

ALL JAPAN COURSES, WINTER 2018					
Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-10:00		AMCULT 314/HISTORY378 - History of Asian Americans in the U.S. ASIANPAM314 - History of Asian Americans in the U.S.		AMCULT 314/HISTORY 378 - History of Asian Americans in the U.S. ASIANPAM314 - History of Asian Americans in the U.S.	
9:00-10:00		ASIANLAN 126 - First Year Japanese II ASIANLAN 226 - Second Year Japanese II	ASIAN 280-001-Japanese Narrative Design Lab	ASIANLAN 126 - First Year Japanese II ASIANLAN 226 - Second Year Japanese II	
10:00-11:00		ASIANLAN 126 - First Year Japanese II ASIANLAN 226 - Second Year Japanese II	ASIANLAN 126 - First Year Japanese II ASIANLAN 226 - Second Year Japanese II	ASIANLAN 126 - First Year Japanese II ASIANLAN 226 - Second Year Japanese II	
10:00-11:30		AMCULT 301-001 - Asian/Pacific Islander Americans in the Civil Rights Movement Manga	AMCULT 301-001 - Asian/Pacific Islander Americans in the Civil Rights Movement ASIAN 380-002 - Topics in Asian Studies	ASIAN 483 - The Lives of the Buddha, from India to Manga	
	ASIAN 292-001-Hybrid Japan		ASIAN 292-001-Hybrid Japan	HISTORY 392- Gender and War	
	AMCULT 498 -003 - Starting Over: Migrant in the US	HISTART 389-003- Beyond Silk and Silver: The Art of Trade in New Spain	AMCULT 498 - 003 - Starting Over: Migration in the US	HISTART 395-003-Beyond Silk and Silver: The Art of Trade in New Spain	
10:00-12:00	ASIANLAN 229 - Intensive Japanese II RCLANG 296 - Intensive Japanese II	ASIANLAN 229 - Intensive Japanese II RCLANG 296 - Intensive Japanese II	ASIANLAN 229 - Intensive Japanese II RCLANG 296 - Intensive Japanese II	ASIANLAN 229 - Intensive Japanese II RCLANG 296 - Intensive Japanese II	
10:00-11:30	RCHUMS 235 - Topics in World Dance	INTLSTD 401-003- International Studies Advanced Seminar: Achieving Liberalization: Influences and Issues in Postwar Democratization	RCHUMS 235 - Topics in World Dance	INTLSTD 401-003- International Studies Advanced Seminar: Achieving Liberalization: Influences and Issues in Postwar Democratization	
11:30-1:00	ENGLISH 407-003- Literature of Hawaii	MUSICOL 122 - Intro World Music RELIGION 329/ ASIAN 325 - 001 - Zen: History, Culture, and Critique	ENGLISH 407-003 - Literature of Hawaii; SEAS 215 / UC 215 - Contemporary Social Issues in Southeast Asia	MUSICOL 122 - Intro World Music RELIGION 329/ ASIAN 325 - 001 - Zen: History, Culture, and Critique	
	ASIANLAN326 - Third Year Japanese II	ASIAN 376 Controversies in Contemporary Korea	ASIANLAN326 - Third Year Japanese II	ASIAN 376 Controversies in Contemporary Korea	
	ASIAN 200/HISTORY 203-Introduction to Japanese Civilization	ASIAN 200/HISTORY 203-Introduction to Japanese Civilization	ASIAN 200/HISTORY 203-Introduction to Japanese Civilization	ASIAN 200/HISTORY 203-Introduction to Japanese Civilization	
	ASIANPAM301 - Topics in Asian/Pacific Islander American Studies	ASIANPAM301 - Topics in Asian/Pacific Islander American Studies	ASIANPAM301 - Topics in Asian/Pacific Islander American Studies	ASIANPAM301 - Topics in Asian/Pacific Islander American Studies	
12:00-1:00	ASIANLAN 124 - First Year Japanese through Anime and Manga	ASIANLAN 124 - First Year Japanese through Anime and Manga	ASIANLAN 124 - First Year Japanese through Anime and Manga	ASIANLAN 124 - First Year Japanese through Anime and Manga	
1:00-2:00	ASIANLAN426 - Advanced Spoken Japanese	ASIANLAN426 - Advanced Spoken Japanese	ASIANLAN426 - Advanced Spoken Japanese	ASIANLAN430 - Japanese Through Business and Social Topics II	
1:00-2:30	AMCULT 102-001 / ASIANPAM 102 / WOMENSTD and Gender in Asian American Communities	AMCULT 102-001 / ASIANPAM 102 / WOMENSTD and Gender in Asian American Communities	AMCULT 102-001 / ASIANPAM 102 / WOMENSTD and Gender in Asian American Communities	ASIANLAN430 - Japanese Through Business and Social Topics II	
	ASIANLAN326 - Third Year Japanese II	ASIAN 312 After Defeat	ASIANLAN326 - Third Year Japanese II	ASIAN 367/LING 367 Languages of Asia	
	ANTHRUCUL 202 - Ethnic Diversity in Japan	INTLSTD 401-004- International Studies Advanced Seminar: Achieving Liberalization: Influences and Issues in Postwar Democratization	ANTHRUCUL 202 - Ethnic Diversity in Japan	INTLSTD 401-004- International Studies Advanced Seminar: Achieving Liberalization: Influences and Issues in Postwar Democratization	
1:00-3:00		MUSICOL 405 - Music in Contemporary Japan		MUSICOL 405 - Music in Contemporary Japan	
1:00-4:00					
2:30-4:00		AMCULT 100 - What is an American?	AMCULT 100 - What is an American?	AMCULT 100 - What is an American?	
	ASIAN 205/HISTORY 205-Modern East Asia	ASIAN 205/HISTORY 205-Modern East Asia	ASIAN 205/HISTORY 205-Modern East Asia	ASIAN 205/HISTORY 205-Modern East Asia	
	ASIAN 371 / RCSSCI 371 Natural Disasters in East Asia	ASIAN 371 / RCSSCI 371 Natural Disasters in East Asia	ASIAN 371 / RCSSCI 371 Natural Disasters in East Asia	ASIAN 371 / RCSSCI 371 Natural Disasters in East Asia	
4:00-5:00		HISTART 215 - Building Business: Corporations, Architecture, and the Built Environment from the Medici to McDonalds	HISTART 215 - Building Business: Corporations, Architecture, and the Built Environment from the Medici to McDonalds	HISTART 215 - Building Business: Corporations, Architecture, and the Built Environment from the Medici to McDonalds	
4:00-5:30		SOC 270 / WOMENSTD 270 - 001 - Gender and the Law	SOC 270 / WOMENSTD 270 - 001 - Gender and the Law	SOC 270 / WOMENSTD 270 - 001 - Gender and the Law	
	CJS 451 - History of Sushi (Hon'yaku jishu)	CJS 451 - History of Sushi (Hon'yaku jishu)	CJS 451 - History of Sushi (Hon'yaku jishu)	CJS 451 - History of Sushi (Hon'yaku jishu)	
4:00-6:00		LING 421 - Morphology	LING 421 - Morphology	LING 421 - Morphology	
5:00 - 6:30	ASIANLAN326 - Third Year Japanese II	ASIANLAN326 - Third Year Japanese II	ASIANLAN326 - Third Year Japanese II	ASIANLAN326 - Third Year Japanese II	
5:30-7:00	ASIAN 480 - Dance in Modern Asia: History, Identity, Politics	ASIAN 480 - Dance in Modern Asia: History, Identity, Politics	ASIANLAN326 - Third Year Japanese II ASIAN 480 - Dance in Modern Asia: History, Identity, Politics	ASIANLAN326 - Third Year Japanese II	